



VERA Z. DWYER SCHOOL OF HEALTH SCIENCES

DIVISION OF

REHABILITATION SCIENCE

Master of Science in Occupational Therapy

OCCUPATIONAL THERAPY GRADUATE STUDENT HANDBOOK

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College of Professional Studies
School of Health Sciences
Division of Rehabilitation Science
Master of Science in Occupational Therapy

Welcome from the Program Director



Dr. Sharon Pape OTD, MS, OTR, FNAP

On behalf of all the faculty and staff, we celebrate your matriculation into the IU South Bend Master of Science in Occupational Therapy Class of 2027!

Over the next six semesters, we look forward to facilitating your learning, scholarship, and professional development towards becoming an entry-level occupational therapist. Through this program and your future career, you will undoubtedly grow as an individual and as a competent, contemporary occupational therapist.

This handbook is provided to you as a resource to answer many questions you might have during the next six semesters (Fall 2025 through Summer 2027). In addition, we have included other services and resources available to you on campus and throughout the university system. While you are a student at Indiana University, we encourage you to take advantage of these services and resources.

Other questions you might have while in the program can be addressed by your faculty advisor. Please do not hesitate to ask.

Welcome to Indiana University South Bend!

Welcome to Your Graduate Program Student Handbook

Welcome to the Master of Science in Occupational Therapy Program (MSOT) in IUSB College of Professional Studies – School of Health Sciences at Indiana University South Bend (IUSB). This handbook was designed to share policies and procedures you need to know during your graduate studies and fieldwork experiences. You are responsible for your education and conduct, which includes understanding all University and College policies and procedures that affect your academic progress and use of the University and College resources. We are here to help you navigate the best college experience, both personally and academically, therefore, do not hesitate to contact any occupational therapy faculty with any questions or concerns during your college education.

PROGRAM RESPONSIBILITY

The accepted responsibility of this program is to prepare the MSOT graduate student to be eligible to take the National Board for Certification in Occupational Therapy (NBCOT) national certification examination in order to obtain a license to practice as an Occupational Therapist (OTR®) in the United States of America. Program policies are to facilitate competency, safety, and understanding of expectations and actions from students in the IUSB MSOT program. These policies are in line with Indiana University South Bend and common employer policies and procedures. Contact the program director with any questions or concerns.

STUDENT RESPONSIBILITY FOR HANDBOOK INFORMATION

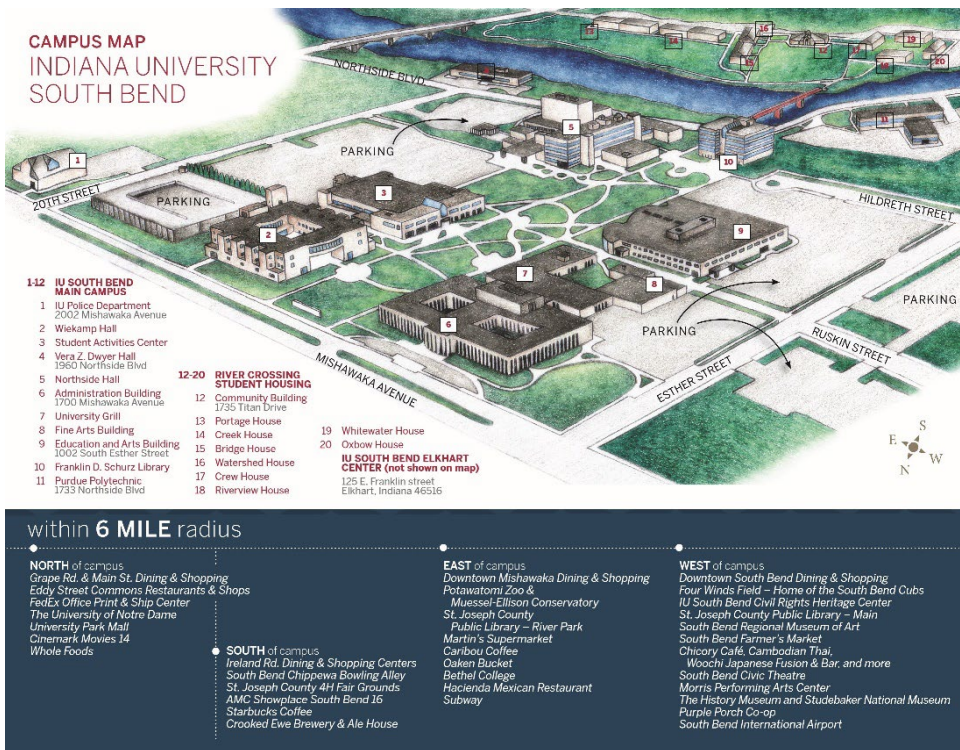
IUSB MSOT graduate students are responsible for being familiar with the information appearing in this handbook. Failure to read the information will not be considered an excuse for non-compliance. Indiana University (IU) (including IUSB), the College of Professional Studies, School of Health Sciences and MSOT program reserves the right to change policies, procedures, tuition, fees, schedules, or revise curricula as necessary. This handbook is available in alternate formats upon request.



Program Accreditation Status

The Indiana University South Bend entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), now located at 7501 Wisconsin Avenue, Suite 510E, Bethesda MD 20814. ACOTE's telephone number is (301) 652-AOTA and its web address is www.acoteonline.org

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



Indiana University South Bend Directory

Please visit this website for specific information

<https://directory.iu.edu/dept/list/SB>



Establishment of Dwyer School of Health Sciences

In December 2015, a \$5.85 million-dollar gift from the Vera Z. Dwyer Charitable Trust was given to IU South Bend (IUSB) in support of the College of Health Sciences. In recognition of the gift, the College of Health Sciences at IU South Bend was named the Vera Z. Dwyer College of Health Sciences (CHS) and then changed to the Dwyer School of Health Sciences in fall 2024. The purpose of this investment in IUSB is to strengthen the quality of healthcare education in the region and help fill the demand for qualified healthcare professionals. The endowed Vera Z. Dwyer Scholarship in Healthcare was established providing scholarships to students in health sciences, especially low income, under-represented and first-generation backgrounds.

Undergraduate and graduate health programs within CHS include Applied Health Sciences, Medical Laboratory Science, Dental Education, Health Sciences, Radiological Sciences, School of Nursing, and School of Rehabilitation Science for Occupational Therapy and Speech and Language Pathology. The school also operates the IUSB Dental and Speech Therapy clinics.

Mission and Vision of the IUSB Vera Z. Dwyer School of Health Sciences (DCHS)

Mission: The Vera Z. Dwyer School of Health Sciences, in collaboration with the community, fosters the education and development of healthcare professionals who address the current, diverse and evolving health and wellness needs of the people in our region, state and beyond.

Vision: The Vera Z. Dwyer School of Health Sciences will be recognized as a community collaborator offering flexible, high quality, evidence-based, interprofessional healthcare education.

College Priorities

1. Foster Community Relationships
2. Promote Student Success
3. Support Team Member Wellbeing
4. Streamline Operational and Financial Processes
5. Cultivate Inclusivity and Belonging

School of Health Sciences - Division of Rehabilitation Sciences

A Deloitte Regional study in 2015 commissioned by IUSB, explored deficits impacting economic growth, career advancement, and employment preparedness. The results of the assessment identified a shortage in rehabilitation services (specifically occupational therapy and speech therapy) for the Michiana area due to growth in health care and limited higher education opportunities for students to receive training needed to enter the health care work force. IUSB developed a plan to meet the community needs by establishing the CHS School of Rehabilitation Sciences. The IUSB Elkhart Center was designated as the ideal location to house the graduate programs due to the underutilization of the building. The Elkhart County Community Foundation donated \$100,000 to IUSB and their investment helped fund the implementation of the staff, programming, and building modifications which included occupational therapy and speech therapy laboratories, classrooms, and clinic spaces. The plan included opening the Occupational Therapy and Speech Therapy programs in 2021 and continues to explore adding additional graduate programs in future years.

Mission

The Division of Rehabilitation Sciences at Indiana University South Bend prepares graduate students to be leaders in clinical practice through collaborative and interdisciplinary education. Graduates will demonstrate excellence in creating and applying evidence to practice, emphasizing compassion, dignity, and equitable care. We are dedicated to improving the health and well-being of the local and global community.



VERA Z. DWYER SCHOOL OF HEALTH SCIENCES

DIVISION OF
REHABILITATION SCIENCE

Master of Science in Occupational Therapy



The IUSB Elkhart Center is the home for the Division of Rehabilitation Sciences which includes the Master of Science in Occupational Therapy (MSOT) and the Masters of Science in Speech Language Pathology (MS-SLP) graduate programs. Dedicated in 2007, Elkhart Center, is custom designed to conduct the MS Occupational Therapy Program consisting of three teaching laboratories (ADL, Sensory, and Hygiene) in addition to 11 classrooms. The IUSB Elkhart Center is in the heart of downtown Elkhart, Indiana which is central to the Michiana area and is accessible to numerous medical facilities and diverse community resources.

Having the graduate health professional students enrolled together at the Elkhart Center promotes collaboration, collegiality, and professional development; a vital foundation to fostering life-long learning, improving patient/family outcomes in the field of healthcare and supporting the Michiana region, specifically in the Elkhart-South Bend communities.

IUSB is a regional campus of Indiana University and health sciences are a priority for the university and the state. IUSB has a long tradition of providing healthcare practitioners to the region and the addition of Rehabilitation Sciences graduate programs will help to foster closer faculty-student relationships, research and needs assessment activities. The Vera Z. Dwyer School of Health Sciences strives to provide opportunities for transformational learning, that create exceptional ethical health care professionals to meet the needs of the region. The addition of occupational therapy and speech language pathology will further the mission of the College and the University by creating an interprofessional milieu in which students can learn with and from a variety of different healthcare professions.

Contact Information

125 East Franklin Street
Elkhart, IN 46516-3609
574-520-400

Building Hours

7:00 a.m. – 5:00pm Monday – Friday

Swipe Access after normal business hours – for MSOT and MSSLP students via Crimson Card

Security

A security officer is onsite at the Elkhart Center during open building hours. The security service is available to provide first aid and emergency care and safe escort to vehicles. In addition, the security office is the location for lost and found items. To request non-emergency related assistance services of an Elkhart Center security officer, go to the security desk after building hours call 574-520-4239.

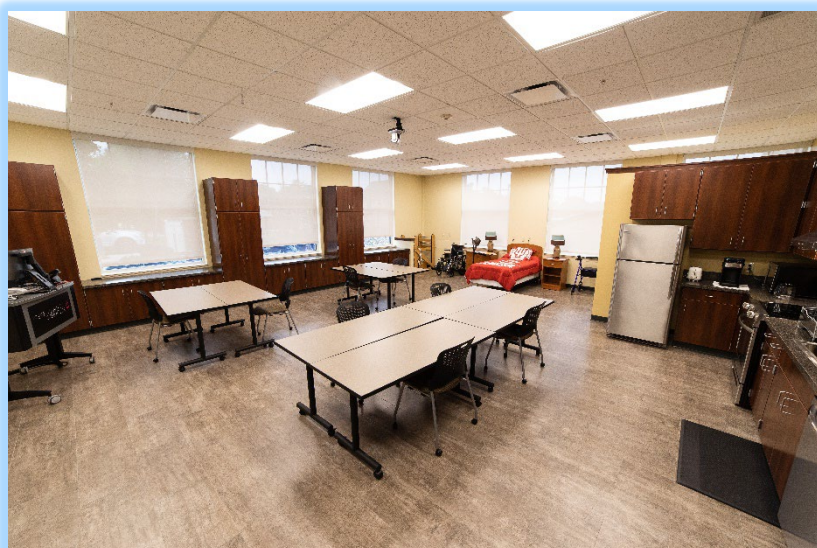
Dedicated learning spaces for MSOT Program at IUSB Elkhart Center

Adequate classroom and laboratory space, including storing and securing of equipment and supplies, is provided at the IUSB Elkhart Center designed and allocated to the MSOT program. The Occupational Therapy Department has two classrooms (133 and 134), Sensory Laboratory Room (131), ADL Laboratory Room (128) and Hygiene Laboratory Room (128A). All spaces are locked daily, and all storage is locked. Staff, faculty, and the onsite security officer have keys to secure and unlock the spaces when the university is open.



The Sensory Laboratory (EC 131) includes pediatric practice equipment, assessment materials, drop-down mat tables, classroom tables and chairs, storage, splinting station, 360 camera/ wall screen/ computer station.

Keypad access to the room
First Aid Kit available in this room



The ADL Lab (EC 128) includes a full working kitchen, apartment set up, ergonomic space with sled and weights, massage tables, classroom tables and chairs, storage, equipment (ADL materials, transfer boards, Hoyer type lift, as well as an interactive wall mounted 80-inch screen/ 360 webcam and computer set up.

Keypad access to this room
This space is not for personal use.



The Hygiene Lab (EC 128A) includes a full working bathroom facility (sink, toilet, tub-shower combo), washer/dryer and adaptive equipment.

This space is not for personal use.

First aid kit available in this room



In addition to the above designated teaching spaces, classes will be held in two large teaching classrooms. Each of the two classrooms (A133 and 134) is approximately 900 square feet with classroom technology, movable tables and chairs and windows providing natural light.



Open Study Space – Located on the 2nd floor. This space is available for studying. There are 2 printers and extra desktop computers (Windows and Mac). A non-circulating occupational therapy textbook resource library is available with current occupational therapy textbooks.



**IUSB School of Rehabilitation Sciences Faculty and Staff
Updated Fall 2025**

Name	Title	Room	Phone	Email Address
Dr. Jesus Garcia Martinez	Dean IUSB College of Professional Studies	NS 460	574-520-5511	jgarmar@iu.edu
Dr. Jenny Deranek	Associate Dean – Dwyer School of Health Sciences	NS 456	574-520-4660	jenderan@iu.edu
Sarah Sheets	Administrative Generalist Coordinator – Elkhart Center	EL 103	574-520-4001	sarshee@iu.edu
Bill Cochran	Elkhart Center – Building Coordinator		574 520-4035	bicochra@iu.edu
Dr. Sharon Pape	Program Director MSOT – Clinical Associate Professor	EL A110	574-520-4017	shbpape@iu.edu
Professor Aditi Tuell	MSOT Clinical Assistant Professor and Academic Fieldwork Coordinator	EL A120	574-520-4019	adtuell@iu.edu
Professor Allison Miller	MSOT Clinical Assistant Professor	EL A117	547-520-4016	am121@iu.edu
Dr. Wendi Buckley	MSOT Assistant Professor and Chair of Admissions	EL A220	574-520-4006	wsbuckle@iu.edu
Professor Jennifer Essig	Program Director MS-SLP – Clinical Associate Professor	EL A108	574-520-4008	jessig@iu.edu
Professor Jerin Burch	MS-SLP Program Clinical Assistant Professor, Clinical Director	EL A119	574-520-4010	jmburch@iu.edu
Dr. Patricia Geels	MS-SLP Program Assistant Professor	EL A116	574-520-4033	pgeels@iu.edu

IUSB Master of Science in Occupational Therapy Faculty

DR. SHARON PAPE OTD, MS, OTR, FNAP

Clinical Associate Professor and Program Director for the Vera Z. Dwyer College of Health Sciences, School of Rehabilitation Sciences Master of Science in Occupational Therapy graduate program. She joined the faculty in July 2020 and previously served 12 years as the Academic Fieldwork Coordinator (AFWC) for the occupational therapy program at Indiana University (IUPUI).



Dr. Pape received her Doctor of Occupational Therapy from Saint Louis University, Master of Science (MS) in Health Sciences Education at Indiana University and BS in Occupational Therapy at University of Wisconsin-Milwaukee. Dr. Pape is a Distinguished Scholar Fellow of the National Academies of Practice (NAP).

Dr. Pape has practiced occupational therapy for 33 years across many practice settings and populations in Indiana and West Virginia. Her teaching expertise includes occupational therapy practice in primary care, clinical and interprofessional education. She was the founding faculty advisor for the occupational therapy clinic at the Indiana University Student Outreach Clinic (IUSOC). Established in 2009, IUSOC is an integrative, interprofessional student-run clinic providing gratuitous health and wellness services to the greater Indianapolis community. Her current scholarship explores effects from interprofessional pedagogical approaches conducted at a student-run health clinic among health professional students.

DR. WENDI BUCKLEY, OTD, MS, OTR

Assistant Professor in the School of Rehabilitation Sciences at IU South Bend. She holds a Bachelor's degree in Gerontology, a Master's degree in Occupational Therapy, and a Post-Professional Doctorate in Occupational Therapy (OTD). With extensive clinical experience, Dr. Buckley has worked in acute care, inpatient rehabilitation, home health, and school-based settings, with a particular focus on school-based practice, assistive technology, and autism.



Within IU South Bend MSOT program, Dr. Buckley teaches courses in Pediatrics, Health and Wellness, Evidence-Based Practice, Professionalism, and Assistive Technology. Her research interests encompass the Scholarship of Teaching and Learning, nature-based practice, and assistive technology. A strong advocate of problem-based learning, Dr. Buckley integrates practical, hands-on experiences into her teaching.

In addition to her academic role, she continues to practice clinically in acute and inpatient adult settings. She recently fulfilled her vision of launching a nature-based business, where she organizes summer nature camps for children with disabilities. Outside of work, Dr. Buckley enjoys traveling and watching sports with her family.

ALLISON CHAMBERLAIN MILLER, MS, OTR/L, CAPS



Clinical assistant professor for the Rehabilitation Sciences in the "Dwyer School of Health Sciences" at IU South Bend. She joined the faculty in August 2020 with experience in higher education at Western Michigan University (WMU). Her clinical experience as an occupational therapist is with adults and older adults, specializing in dementia care and environmental modifications. Professor Miller is a Certified Aging in Place Specialist (CAPS) through the National Association of Home Builders. She completed her master's degree in occupational therapy at WMU and received the Marion R. Spear Award upon graduation in 2012. Her undergraduate degree is in communication from Michigan State University, and she has a professional background in health care marketing and hospital revenue cycle management.

Professor Miller continues her clinical practice in independent, assisted, and skilled nursing settings and is licensed to practice in both Indiana and Michigan. She serves as the Associate Editor for The Open Journal of Occupational Therapy (OJOT). She is a member of The American Occupational Therapy Association (AOTA) and the Indiana Occupational Therapy Association (IOTA). Professor Miller also enjoys writing and has authored textbook chapters, an editorial piece for OJOT, and technical writing related to occupational therapy.

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ADITI TUELL MS, OTR/L, CHT, CLT



Clinical Assistant Professor for the Rehabilitation Sciences in the Dwyer School of Health Sciences at IU South Bend. She joined the faculty in August 2024 and serves as the MSOT program's Academic Fieldwork Coordinator (AFWC).

Aditi is a Board-certified Occupational Therapist, Certified Hand, and Certified Lymphedema Therapist. She earned her bachelor's degree from the College of Allied Health Sciences, Manipal, India, in 2001 and a Master's of Science degree from the University of Wisconsin Milwaukee, USA, in 2003. Aditi started a Ph.D. program in Interdisciplinary Health Sciences at Western Michigan University in July 2022. She also maintains clinical practice at NovaCare Rehabilitation in Kalamazoo Michigan providing hand and lymphedema therapy in an outpatient orthopedic setting. Aditi serves as the assistant copy editor for The Open Journal of Occupational Therapy. In her free time, she enjoys biking, hiking, and cooking.

**BRENT SCHIERBEEK, MSOT, CHT, OTR**

Associate adjunct professor for the Rehabilitation Sciences in the "Dwyer School of Health Sciences" at IU South Bend. He received his BS in Interdisciplinary Health Services and his MS in Occupational Therapy at Western Michigan University. He achieved his Certified Hand Therapist (CHT) certification in 2020. Professor Schierbeek has extensive clinical experience in acute care, inpatient rehabilitation and outpatient orthopedic practice.



VERA Z. DWYER SCHOOL OF HEALTH SCIENCES

DIVISION OF
REHABILITATION SCIENCE

Master of Science in Occupational Therapy

Curriculum Design

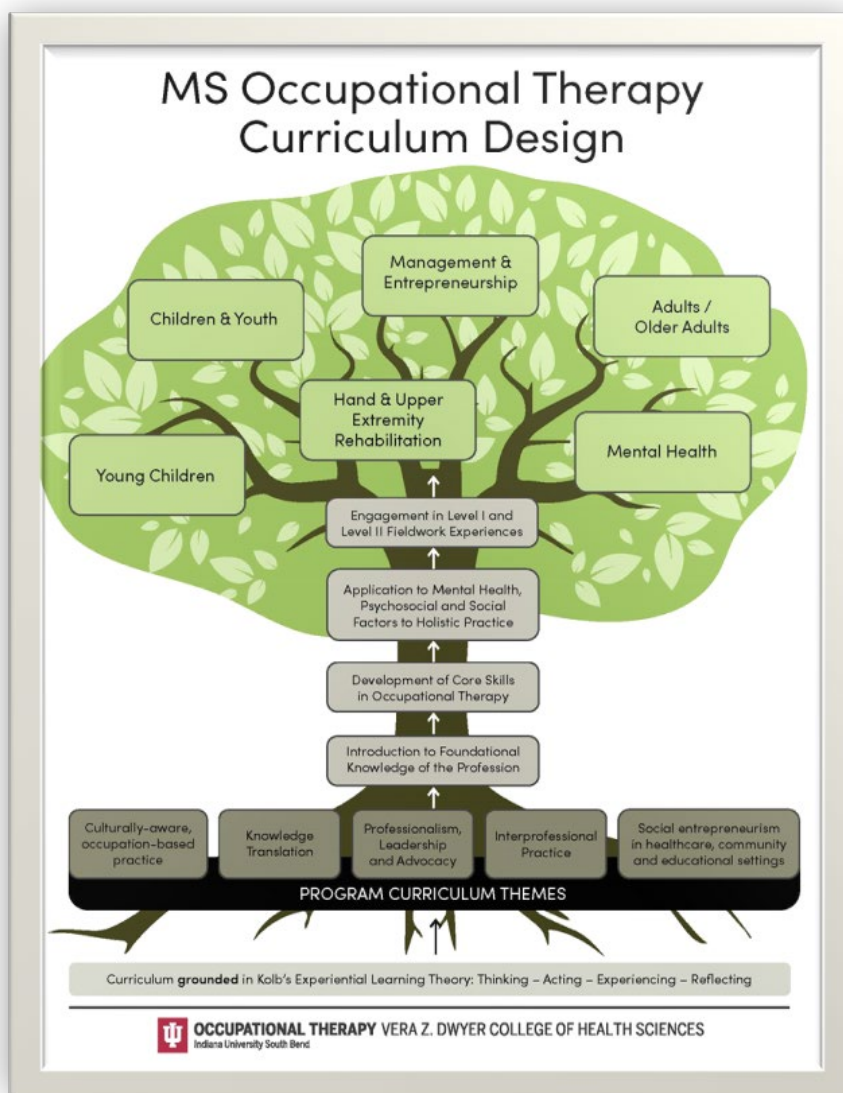
In this section, you will find information on:

Program Mission, Vision, and Values

Philosophy of the program

Education and Student Outcomes

Curricular Themes



Master of Science in Occupational Therapy Curriculum Design

Mission Statement

The mission of the Indiana University South Bend Master of Science in Occupational Therapy program is to prepare ethical, client-centered, entry-level competent occupational therapists who support the health and well-being of the people of Indiana and the global community. Our faculty will be excellent clinicians, teachers, scholars, and advocates who engage in professional activities that support and advance the profession. Our graduates will demonstrate respect for diversity factors, effective clinical thinking skills and an aptitude for interprofessional collaboration that embodies the value of participation in meaningful occupations.

Vision Statement

We envision our Master of Science in Occupational Therapy program will facilitate and integrate innovative models of education, evidence-based research and equitable service learning that promotes collaboration between students and health professions.

Values

The Master of Science in Occupational Therapy program supports and promotes the following values throughout the curriculum:

- Cultural awareness and education
- Functional occupational based engagement
- Active teaching and learning
- Professional identity

Philosophy

The philosophy of the Indiana University South Bend Master of Science in Occupational Therapy graduate program is based on the missions of the University and College, AOTA Vision 2025, the philosophical base of the occupational therapy profession (AOTA, 2017), the philosophy of occupational therapy education (AOTA, 2018), and scholarly discussions among the faculty. The philosophy of occupational therapy is “that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation” (AOTA, 2017, p. S1). Faculty believe that all people have an “innate right and need to engage in meaningful occupation and activities throughout their lives” (AOTA, 2017, p. S1). The field of occupational therapy supports an inclusive profession to maximize health, well-being, and quality of life for all people, populations, and communities which is in sync with AOTA’s Vision 2025. It promotes meaningful participation in everyday occupations at home, work, school, daily life, and self-care. Occupational therapists are distinctly qualified in mental health, behavioral health, physical conditions, neurological conditions, and pediatric development to address disruptions that occur from illness, injury, disease, or life events. These impairments can impact function and independence limiting abilities, skills, and overall sense of purpose and well-being. Occupational therapy assesses body structures and function, performance skills, and the context of participation. The overarching goal of occupational therapy intervention is to address meaningful occupations and engagement to restore, recover, or accommodate to the condition. Occupational therapists influence the health and health conditions of people, populations, and communities by using meaningful occupations as a means and an end to align with personal, cultural, social, environmental, physical, and temporal contexts and expectations.

Occupational therapy academic programs are positioned to prepare students for entry level practice. Students are drawn to the field of occupational therapy due to their desire to help others, facilitate change, and interest in promoting health and wellness. Students find merit in the philosophy of

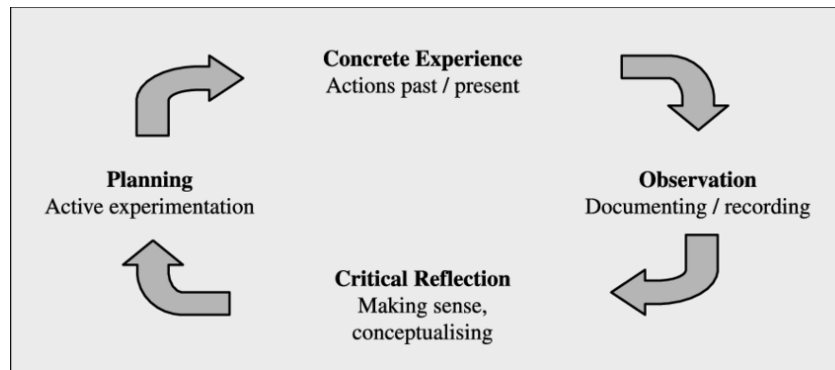
occupational therapy as it aligns with their own personal values and goals.

The IUSB MSOT graduate program will focus on student learning, regard to inclusion and equity, and professional success. The curriculum design and pedagogical approach reflect the belief that learning is influenced by intrinsic motivation, lived experiences, and equitable opportunities. The program developed a philosophy of learning from highlighting a hierarchical cognitive approach of understanding, application, integration with the inclusion of human dimension. Utilizing diverse community and university resources the curriculum includes classroom instruction, experiential learning, service learning, and self-reflection. Our goal is to create a practice-based education that is knowledge-driven and prepares students as interprofessional oriented and client-centered occupational therapy practitioners who support meaningful occupation into their practice.

Curriculum Design

Our curriculum reflects the missions of the program along with IUSB Dwyer College of Health Sciences, and the campus. The design also drives our educational goals, student outcomes, curricular themes, curation of content, and the scope and sequencing of coursework. The curriculum design is the basis for program planning, implementation, and evaluation. Educational goals and student outcomes are used to measure whether we are achieving what we profess. Overall, the curriculum design is based on Experiential Learning Theory (ELT), (Kolb, 1984) (Figure 1.). Simply explained, ELT is a process through which a learner constructs knowledge, develops skills, and gains value from one's experiences and incorporates those experiences that promotes learning by doing. According to Morris (2020), experiential learning consists of contextually rich, concrete experience, critical reflective observation, contextual-specific abstract conceptualization, and pragmatic active experimentation" (p. 1). Morris (2020) refines this learning theory as "...a process in which learners are immersed in learning experiences that contain the fullest contextual information possible, in which the experiential learning process takes place (p. 1071).

Figure 1. Kolb's experiential learning cycle.



Kolb's experiential learning cycle. Source: Adapted from Kolb (1984)

Educational outcomes

The educational outcomes of the MSOT program are for students to be prepared, understand and demonstrate multiple roles as an occupational therapist including provider, researcher, consultant, educator, manager, leader, and advocate. Students graduating from the entry-level MSOT program will have acquired a foundation of occupational therapy knowledge and core competency skills and experiences including awareness of diversity and inclusivity. Students will have achieved generalist, entry-level competency through didactic coursework and fieldwork experiences which includes diverse settings, population and intervention approaches. Students will use theory and evidence-based research with persons, groups, and populations to evaluate and address occupational performance in varied contexts and environments. Students will demonstrate effective professional communication skills (verbal and written), ethical practices and the awareness and appreciation of life-long learning to remain relevant in their practice and professional development. Students will demonstrate their role

within interprofessional practice and seek opportunities to advocate for the profession among persons, groups, and populations. This includes intraprofessional collaboration and supervision with occupational therapy assistants. Mastery of these skills is achieved by clinical reasoning and critical thinking skills with exposure of repetition and progression of degree of difficulty throughout the curriculum. The program facilitates graduates to take ownership in their education and career setting them up for success contributing to practice and the profession.

The entry-level MSOT graduate program is designed for students who do not have a professional level OT degree. The program provides a holistic perspective on theory and occupational science for practice in current health care environments. This is a cohort-based, seven-semester full time graduate health profession program including two full-time clinical fieldwork experiences. Upon fulfilling the graduate degree requirements, students will be granted the Master of Science in Occupational Therapy (MSOT) degree and eligible to take the National Board for Certification in Occupational Therapy (NBCOT) examination.

Student Outcomes

IUSB MSOT graduates will aspire to fulfill the AOTA Vision 2025 by creating “an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2020).

The Five pillars of the AOTA Vision Statement are:

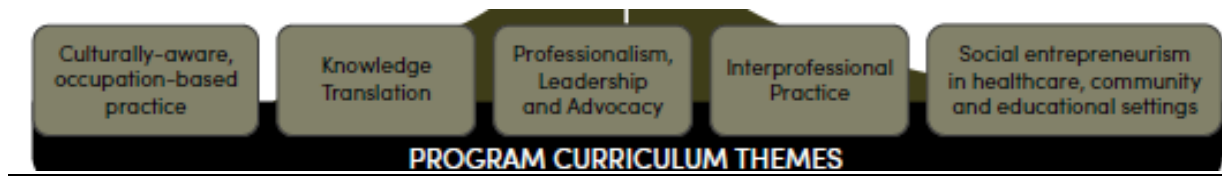
- **Effective:** Occupational therapy is evidence based, client centered, occupation-focused and cost-effective.
- **Leaders:** Occupational therapy is influential in changing policies, environments, and complex systems.
- **Collaborative:** Occupational therapy excels in working with clients and within systems to produce effective outcomes.
- **Accessible:** Occupational therapy provides culturally responsive and customized services.
- **Equity, Inclusion, and Diversity:** We are intentionally inclusive and equitable and embrace diversity in all its forms (AOTA, 2020).

In concert with the IU Department of OT’s mission, graduating students will demonstrate professional reasoning, communication, and reflection (Schön, 1983, 1987) through the following):

- Being mindful, reflective, ethical, and critical thinking (reasoning) practitioners.
- Anticipating, analyzing, and addressing occupational needs (occupation-based interventions).
- Advocating, communicating, and contributing to our discipline in existing and emerging practice areas.
- Using technologies to inform practice, education, and research.
- Valuing and demonstrating civic engagement, professional engagement, and community participation.
- Becoming role models, partners, and collaborators attentive to minority and underserved populations.
- Discerning entry-level positions that reflect their skills, interests, and abilities in a variety of practice settings.
- Valuing life-long learning through continuing professional development, specialty certification, and/or doctoral education.
- Participating effectively within interprofessional team-based care to deliver the highest quality of care.

In addition to these outcomes and goals, curricular themes, the content, scope, and sequencing of coursework formed the basis for our program's planning, implementation, and evaluation. The content, scope, and sequence of courses in the curriculum support the mission and philosophy of the program and are operationalized through curricular themes.

Curricular Themes



The curricular themes represent the values and behaviors that are presented, discussed, integrated, and applied over this seven-semester graduate curriculum. The curricular themes, which emerged from the scholarship of occupational therapy and the mission of the University and Profession are:

Culturally Aware Occupation-based Practice. Occupation is the focus of all that we do, and the inherent meaning of occupations comes from the cultural context the individual comes from. The confident expression of the value and centrality of occupation to health (Cohn, 2019) must guide practice as we look to the future. The occupation-centered focus leads to students learning to see, listen, and reason through an occupational lens that epitomizes the core and distinct nature of the occupational therapy profession (Mitcham, 2014) and will support students as they learn to represent and articulate the profession to others. The AOTA Vision 2025 requires an inclusive profession – in nature of the individuals who practice occupational therapy and understanding the lived context of those we serve. Students will have the opportunity to explore their own life context and have the opportunity to learn about the various communities they will serve in courses and fieldwork. This understanding of diversity in practice is essential to the graduate’s success as an occupational therapy practitioner.

Knowledge Translation is crucial to the success of the profession to ensure that occupational therapy personnel use evidence to inform their practice (Lencucha, et al., 2007). Evidence-based practice is important, but the discovery and creation of evidence for the profession must be transmitted to practitioners. Students will be taught to appraise evidence and will have the opportunity during fieldwork to share this evidence that can support fieldwork educators’ ability and confidence to implement in their practice. Occupational therapists must use evidence that guides their practice or face serious repercussions among other health professionals (Gillen, 2013). This will help to speed knowledge translation in support of reducing the “research to practice gap” (Juckett, et al., 2019, p. 4).

Professionalism, Leadership and Advocacy. The formation of one’s professional identity is an ongoing process that integrates internal and external factors throughout one’s life. It is learned, it is adaptive, and is strongly correlated to personal identity (Jebril, 2008). Students will be recruited to the program who exhibit interest in professionalism, leadership, and advocacy and those traits will be nurtured throughout the participation in the program. They will have opportunities to learn from and serve our profession at local, state, and national levels. Students will focus on the important role that professional associations play in advancing the profession and serving populations.

Interprofessional Practice. As health care and educational systems change over time, students will need to be able to work in a variety of settings and with less hierarchical structures of service delivery, without dependence on the physician to direct care. Students will also need to be able to practice as part of a team of specialists and be able to articulate the role of occupational therapy in modern health and educational settings (Gee et al., 2016). The World Health Organization (WHO) defines interprofessional collaborative practice as, “When multiple health workers from different professional backgrounds work together with patients, families, caregivers and communities to deliver the highest quality of care” (WHO, 2010, p. 7). Although Indiana University has numerous healthcare professional programs represented at many of their campuses; these programs were established separately and teach their student groups in a siloed curriculum. Recognizing the significance of interprofessional

collaborative practice, in 2014, IU established the Indiana University Interprofessional Practice and Education Center (located at the IUPUI campus) with the vision that “all learners are systematically prepared to collaborate across professions and with people living in communities to improve population and individual health outcomes through high-quality interprofessional care”. The IU IPE Center has developed a longitudinal curriculum known as the Teach Education Advancing Collaborating in Healthcare (TEACH!). This curriculum consists of 3 phases identified as “exposure, immersion and entry-to practice”. Additionally, each of the phases are linked to the Interprofessional Education Collaborative competency domains. The MSOT students will participate in phases of the TEACH curriculum throughout their participation in the program. Additionally, the faculty will seek opportunities for the students to participate in interprofessional focused, shared learning with students from other IUSB health profession programs (E.g., Speech Language Pathology, Nursing, Social Work) Evidence shows that exposure to the roles of other disciplines within a curriculum helps lead to better understanding of team-based care which can lead to improved patient outcomes (Hinyard, Pole, Toomey & Bendaly, 2017; Lairamore, et al. 2018, Reeves et al., 2013).

IU IPE TEACH CURRICULUM:

Exposure: Semester 2 MSOT course - Leadership and Advocacy

Immersion 1: Semester 4 MSOT course - Adaptation and Participation in Occupational Therapy

Immersion 2: Semester 5 MSOT course - Occupational Therapy for Older Adults

Social Entrepreneurism in healthcare, community, and educational settings – According to Ferreira (2020) a more evolved definition of entrepreneurship is “about transforming the world by solving big problems”. Martin and Osberg (2007) extend this concept proposing the notion of “social entrepreneurship” explaining, “the social entrepreneur’s value proposition targets an underserved, neglected, or highly disadvantaged population that lacks the financial means or political clout to achieve the transformative benefit on its own” (p.34-35). Former AOTA President Amy Lamb, OTD, OTR/L, FAOTA has advocated for occupational therapy’s ‘distinct value’ in healthcare, educational, and community settings (Lamb; 2014, 2016, 2017). This emphasis on distinct value encourages occupational therapists to look for opportunities within their existing organizations to define a role to demonstrate how occupational therapy can improve outcomes and for opportunities outside of existing employers to meet the occupational needs for individuals and society. This entrepreneurial spirit is necessary for occupational therapy to grow and thrive as common funding sources may have fewer resources to provide for typical types of care.

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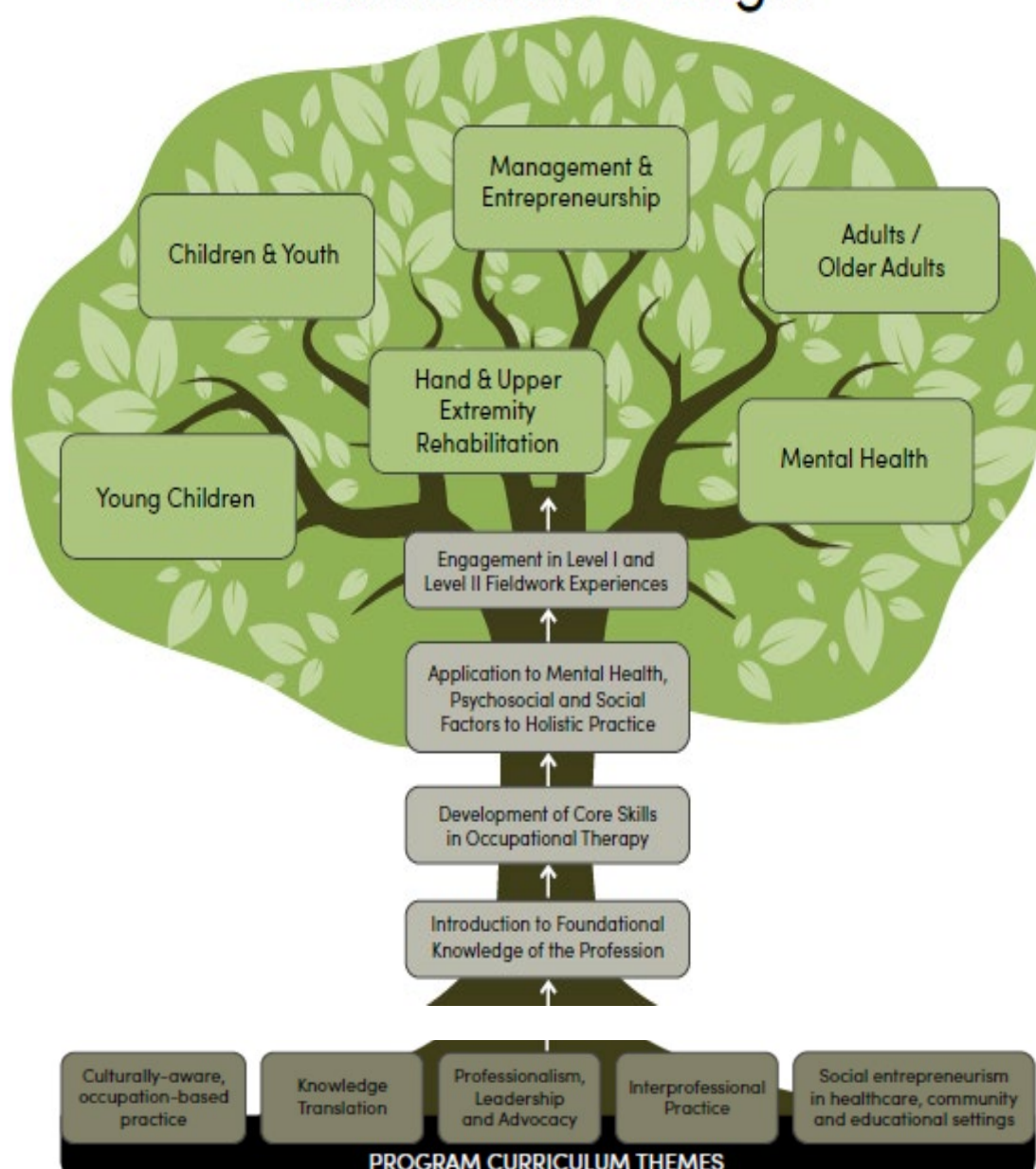
VERA Z. DWYER COLLEGE OF HEALTH SCIENCES OCCUPATIONAL THERAPY

Curriculum Scope, Content and Sequence

In this section, you will find information on:

Progression of the Curriculum
Course Bulletin Descriptions

MS Occupational Therapy Curriculum Design



Progression of the Curriculum and Rationale for Content, Scope, and Sequence

The IUSB MSOT program is a seven-semester full-time year-round program offering 24 courses for a total of 69 credits. All graduates from the MSOT program must successfully complete the following:

- 55 credit hours of required academic coursework beyond the bachelor's degree.
- 14 credits of fieldwork education coursework beyond the bachelor's degree
 - *Students must complete the 24 credits of Level II fieldwork within 18 months following completion of the didactic portion of the program.*

The program is conscious of fiscal responsibility for students while maintaining a robust, rigorous and competitive program design preparing graduates for entry level practice. The first two semesters provide didactic and service-learning opportunities, and the last five semesters incorporate fieldwork experiences with didactics and service learning. The program will begin with entry-level knowledge to advanced understanding and application throughout the program, requiring intermediate and advanced application of content by the end of the program. Threading curriculum goals throughout the seven semesters ensures students have been exposed to content multiple times which reinforces and evolves learning, comprehension, and applications skills.

The courses are labeled to address various aspects of the curriculum, but none is taught in isolation – physical and mental health needs will always be addressed holistically as we recognize that humans are always mind, body, and spirit and each of these factors influences occupational performance. So, while a student may learn about a flexor tendon repair, they will consider how that injury impacts mental health and role fulfillment.

Course content focus and scope directly follows the curriculum design (philosophy, mission, student outcomes, and educational goals). Faculty will emphasize the connections between curricular themes, course content, scope, and rationale for course sequence during courses and in reflective seminars. In addition to the five curricular themes, each semester has a pertinent organizational theme to highlight the growth that students will experience during the curriculum.

MSOT Curriculum Overview

Class of 2027

MSOT Curriculum –Effective Fall 2025
24 courses - 69 credits

YEAR 1 – FALL (5 courses - 15 credits)	Semester Theme
540 Introduction to Occupational Therapy: Domain and Process (3) 548 Core Skills in Occupational Therapy (3) 573 Functional Assessment in Occupational Therapy (3) 576 Conditions in Occupational Therapy (3) 577 Neuroscience in Occupational Therapy (3)	Acquisition of the profession's foundational knowledge to begin development of clinical skills.
YEAR 1 – SPRING (6 courses - 17 credits)	
551 Rehabilitation in Occupational Therapy Practice (3) 555 Hand and Upper Extremity Rehabilitation in Occupational Therapy (3) 565 Research Methods in Occupational Therapy (3) 569 Leadership and Professional Advocacy in Occupational Therapy (3) 592 Fieldwork Level I-A (Pediatrics) (1) 652 Pediatrics in Occupational Therapy (4)	Application of knowledge and development of clinical skills related to Pediatrics, Rehabilitation and Upper Extremity conditions.
YEAR 1 SUMMER– (4 courses - 9 credits)	
550 Group Process in Occupational Therapy (2) 554 Mental Health and Functional Cognition in Occupational Therapy (3) 692 Fieldwork Level I-B (Community/Psychosocial) (1) 556 Population Health and Wellness in Occupational Therapy (3)	Application of knowledge and development of clinical skills related to mental health and health wellness conditions.
YEAR 2 FALL – (6 courses - 17 credits)	
641 Adaptation and Participation in Occupational Therapy (3) 647 Health Planning and Evidence based Planning in Occupational Therapy (3) 654 Productive Aging in Occupational Therapy (3) 655 Assistive Technology in Occupational Therapy (3) 693 Fieldwork Level I-C (Adult) (2) 664 Management and Entrepreneurship in Occupational Therapy (3)	Application of knowledge and development of clinical skills related to adult populations and preparation to enter Level II Fieldwork.
YEAR 2 SPRING– (2 courses -6 credits)	
699 Fieldwork II A – 12 weeks (5) 761 Transition to Professional Practice in Occupational Therapy (1) (online)	Emerging entry-level competency in occupational therapy practice.
YEAR 2 SUMMER– (1 course -5 credits)	
799 Fieldwork II B– 12 weeks (5)	Achieving entry-level competency in occupational therapy practice.

Credits per semester:

	Year 1	Year 2	TOTAL
Fall	15	17	32
Spring	17	6	23
Summer	9	5	14

MSOT Course Descriptions

540	Introduction to Occupational Therapy: Domain and Process	This course teaches foundational knowledge of the domain and process related to occupational therapy scope of practice and tenants of professional behavior.
548	Core Skills in Occupational Therapy	This course provides knowledge and training on essential and foundational practice skills in occupational therapy, focused on three areas: occupational analysis, safety, and documentation.
550	Group Process in Occupational Therapy	This course teaches principles and concepts of group theory related to design and implementation of occupational therapy group interventions.
551	Rehabilitation in Occupational Therapy Practice	This course teaches methods of the occupational therapy process to address neuromusculoskeletal function and environmental design for increase occupational participation and performance.
554	Mental Health and Functional Cognition in Occupational Therapy	This course teaches methods of the occupational therapy process to address mental health and functional cognition in persons with impairment or disability
555	Hand and Upper Extremity Rehabilitation in Occupational Therapy	This course teaches methods of the occupational therapy process to address occupational performance in hand and upper extremity rehabilitation
556	Population Health and Wellness in Occupational Therapy	This course addresses the role of occupation in health promotion and disease prevention for groups and populations with consideration of social determinants, cultural, economic, and diversity factors.
565	Research Methods in Occupational Therapy	This course provides knowledge and teaches skills on design and interpretation of occupational therapy research methods to articulate and apply to evidence-based practice
569	Leadership and Professional Advocacy in Occupational Therapy	This course explores and applies skills for leadership and advocacy roles in occupational therapy
573	Functional Assessment in Occupational Therapy	This course teaches functional assessment related to performance skills and client factors. It also provides an overview of musculoskeletal anatomy and physiology of the human body and biomechanical application for occupational performance.
576	Conditions in Occupational Therapy	This course provides knowledge on the etiology, diagnostic testing, pharmacology, and medical management for conditions frequently treated in occupational therapy.
577	Neuroscience in Occupational Therapy	This course covers the fundamentals of neuroanatomy and neurophysiology to evaluate and provide occupational therapy interventions for persons with select neurological and neurocognitive impairments

592	Level I FW A (Pediatrics) [formerly 692]	This course translates didactic learning to clinical practice. Students will participate in a Level I fieldwork experience in a practice setting that services infants, children, or youth.
641	Adaptation and Participation in Occupational Therapy	This course teaches the interaction between persons, contexts, and environmental factors to facilitate occupational performance
647	Health Planning and Evidence-based Practice in Occupational Therapy	This course develops skills to integrate evidence-based research into health programming design and implementation for persons, groups, and populations
652	Pediatrics in Occupational Therapy	This course teaches methods of the occupational therapy process to address developmental, sensory, motor, behavioral and psychosocial needs of the pediatric population, from infancy to young adulthood (21 years of age).
654	Productive Aging in Occupational Therapy	This course teaches methods of the occupational therapy process to address diagnoses and conditions among the aging population
655	Assistive Technology in Occupational Therapy	This course provides knowledge and teaching skills to evaluate varied technology needs and environment modifications to maximize occupational performance for children and adults
664	Management and Entrepreneurship in Occupational Therapy	This course teaches essential concepts for participation in occupational therapy clinical supervision, management, and entrepreneurship in healthcare and community settings
692	Level I-B Fieldwork (Community/Psychosocial)	This course translates didactic learning to clinical practice. Students will participate in a Level I fieldwork experience in community setting that serves individuals with behavioral or psychosocial health needs
693	Level I-C Fieldwork C (Adult)	This course translates didactic learning to clinical practice. Students will participate in a Level I fieldwork experience in a practice setting servicing adults and includes competencies for preparing for Level II fieldwork participation.
699	Level II A Fieldwork	This course is the first of two required full-time clinical fieldwork rotations providing an in-depth clinical experience to develop competency entry-level, generalist occupational therapy practice skills in selected occupational therapy practice settings
761	Transition to Professional Practice in Occupational Therapy	This course emphasizes the transition from student to practitioner, focusing on preparation for professional practice, including the certification examination process, obtaining licensure, and securing employment.

799	Level II B Fieldwork	This course is the second of two required full-time clinical fieldwork rotations providing an in-depth clinical experience to develop competency entry-level, generalist occupational therapy practice skills in selected occupational therapy practice settings.
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VERA Z. DWYER SCHOOL OF HEALTH SCIENCES

DIVISION OF

REHABILITATION SCIENCE

Master of Science in Occupational Therapy

Admission and Matriculation Requirements

In this section, you will find information on:

- Admissions
- Matriculation Requirements
- Required Training Modules
- Background Check Requirements
- Immunization Requirements
- Technology Requirements



Admission Requirements

The IUSB MSOT graduate program is designed for students who **do not** have a degree or certificate in occupational therapy but have a completed baccalaureate degree from a regionally accredited institution and are seeking an entry-level graduate program in occupational therapy. The program will not have a preference as to the background or type of bachelor's degree as long as the prerequisite courses are completed.

Admission to the IUSB MSOT program is competitive and selective. Therefore, completion of the prerequisites and submission of an application does not guarantee admission to the program.

A full description of the MSOT program admission requirements are available through the IUSB Campus Bulletin Website: <https://bulletins.iu.edu/iusb/2025-2026/addendum/occupational-therapy-ms-052125.shtml>

The application cycle is open annually from mid-July to the end of September. Students admitted into the program will matriculate in the fall semester of the following academic year.

Prerequisites

The program does not have a preference as to the major or concentration of the applicant's bachelor's degree; however, all listed prerequisite courses are required.

1. Introduction to Psychology (1 semester)
 2. Abnormal Psychology or Psychopathology (1 semester)
 3. Life Span/Human Development Psychology (content must include entire lifespan from conception to death (infant to old age); *multiple courses may be required*.)
 4. Introductory Sociology **or** Introductory Anthropology (1 semester)
 5. Statistics (should include descriptive and inferential statistics) (1 semester)
 6. Human Anatomy with lab (1 semester)
 7. Human Physiology with lab (1 semester)
 8. Medical Terminology (minimum 1 credit hour)
- All prerequisite courses must be completed not more than seven years prior to application deadline.
 - ALL prerequisite courses must be a minimum of 3 credit hours (with the exception of Medical Terminology, which is a minimum of 1 credit hour).
 - Course work must be complete with a grade of "C" or higher.

Matriculation Requirements

- Complete any outstanding pre-requisite classes with a minimum final grade of C or higher.
- Submit final undergraduate transcripts (with conferred degree) to MSOT Program. This applies to students who complete their undergraduate degree in the spring or summer of the calendar year before starting the MSOT program.
- Provide a non-refundable acceptance deposit paid to Indiana University and submitted to the IUSB Bursar office.
- Review the program's essential functions for admission and retention document, then submit the program's certification statement (*Refer to section Essential Abilities for Admission and Retention*)
- Complete the MSOT student immunization checklist and submit to the student portal in Castle

Branch

- Complete required online training sessions for:
 - Biosafety/Bloodborne Pathogens
 - Programs involving children (PIC),
 - HIPAA privacy and safety, and mobile device modules)
- Complete drug screen per CHS Student Drug Screen Policy Requirements (AS-09-B) and submit results to student portal in Castle Branch Information on the College policy can be found at <https://healthscience.iusb.edu/policies/policies-and-forms.html>
- Submit proof of health insurance coverage to student portal in Castlebranch
- Submit criminal background check result to student portal in Castlebranch (<https://healthscience.iusb.edu/policies/policies-and-forms.html>)

Note *Students will be asked to complete an annual Requirement to Disclose form from the school.

Note *Students are advised that clinical/fieldwork affiliate sites can establish more stringent standards to meet the regulatory requirements of their site. Therefore, clinical/fieldwork sites may elect to conduct additional background checks at their discretion and the cost for those may be the responsibility of the student.

Biosafety/Bloodborne Pathogen Training and Practices

The Indiana University South Bend Exposure/Infection Control policies and procedures are based on the concept of Standard Precautions and follow the current recommendations of the United States Public Health Service and Occupational Safety and Health Administration. Standard Precautions refers to an approach to infection control that assumes all human blood and other potentially infectious materials (OPIM's) of all patients are potentially infectious with HIV, HBV, or other bloodborne pathogens. Standard Precautions are intended to prevent healthcare workers from parenteral, mucous membrane and non-intact skin exposure to bloodborne pathogens while carrying out the tasks associated with their occupation.

To remain in compliance with the CDC recommendations, IUSB CHS will conduct annual in-service training and education sessions for all students who enroll in courses requiring clinical experience. This annual training is required of all clinical/ internship students. To fulfill this policy, each MSOT student will self-enroll in the IU Environmental Health and Safety Training program (aka e-training) for the following course(s).

Upon completion of the training, the student will be provided with a certificate of completion. The student will upload their certificate in their secured student portal in Castle Branch.

Training is required on an annual basis while enrolled in the MSOT program.

****** Any student occupationally exposed to blood or other potentially infectious material while performing in the healthcare program, will follow the procedures of the healthcare institution in which the exposure occurred. These procedures will include counseling by a Health Care Provider as soon as possible after exposure and preventive treatment, as appropriate, at the student's expense.

Health Insurance Portability and Accountability Act (HIPAA), IU HIPAA Privacy and Security Compliance Plan and IU Programs Involving Children (PIC)

Students are required to successfully complete online training modules for the Health Insurance Portability and Accountability Act. Each MSOT student will self-enroll in the for the following course(s).

- 1) Programs Involving Children
<https://expand.iu.edu/browse/e-training/psia/courses/pic-child-abuse-training>
- 2) HIPAA Privacy and Security (Includes Mobile Devices)
<https://expand.iu.edu/browse/e-training/courses/hipaa>

Upon completion of the training, the student will be provided with a certificate of completion. The student will upload their certificate in their secured student portal in Castle Branch.

HIPAA training module is required on an annual basis while enrolled in the MSOT program.

Essential Abilities for Admission and Retention

Prior to matriculation into Indiana University for the MSOT graduate program, students will receive the Essential Abilities for Admission and Retention Attestation document from the program's admissions. Upon review, the student will complete a certification statement that is securely maintained in their student file in the Department.

The student who accepts offer for admission and enrolls at IUSB are expected to meet the essential abilities (below) with or without reasonable accommodations:

1. **Observation:** The applicant/student must be able to participate actively in all demonstrations, laboratory exercises, and clinical experiences in the professional program component of the degree and to assess and comprehend the condition of all patients assigned to him or her for examination, diagnosis and treatment. Such observation and information usually require the functional use of visual, auditory, and somatic sensations.

2. **Communication:** The applicant/student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team. Communication skills include speaking, reading and writing, as well as the observation skills described above.

3. **Motor:** The applicant/student must have sufficient motor function to elicit information from patients by appropriate diagnostic or therapeutic maneuvers; be able to perform basic tests; possess all skills necessary to carry out diagnostic or therapeutic procedures; be able to interpret appropriate examinations and procedures and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

4. **Intellectual/Conceptual, Integrative, and Quantitative Abilities:** The applicant/student must be able to measure, calculate, reason, analyze, evaluate, and synthesize. Problem solving, the critical skill demanded of allied health practitioners, requires all of these intellectual abilities. In addition, the applicant/student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. The applicant/student must have the capacity to perform these problem-solving skills in a timely fashion.

5. **Behavioral and Social Attributes:** The applicant/student must possess the emotional health required for full utilization of his or her intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to care of patients; and the development of mature, sensitive and effective relationships with patients and others. Applicants must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical problems of many patients. Compassion, integrity, concern for others, commitment and motivation are personal qualities which each applicant/student should possess.

Procedure

- 1) The essential abilities for admission and retention of students in the MSOT program criteria is sent via Castle Branch to their iu.edu email prior to matriculation in the program.
- 2) Applicants accepting admission in the MSOT program will be required to complete the attestation statement with their signature, IU student ID number and the date to indicate that they have read and understand the document and that they can fulfill the essential abilities with or without accommodations.
- 3) If the student indicates they can meet the essential abilities with accommodations, the student will contact the Program Director.
- 4) The Program Director will contact the CHS Assistant Dean for Student Success and Operations who will contact the student to discuss preliminary accommodation.
- 5) If indicated, the student will initiate contact with the IUSB Disability Support Services for ongoing assessment and consultation.
- 6) Faculty has the responsibility to determine whether a student has demonstrated these essential abilities. Faculty has the right to request consultation from recognized experts as deemed appropriate.
- 7) Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.
- 8) Students will be dismissed from their program of study if faculty determines that they are unable to meet these essential abilities even if reasonable accommodations are made.
- 9) Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal this adverse determination in accordance with Indiana University's appeal procedures.

Criminal Background Check

A criminal background check is required for all clinical programs in the IUSB Vera Z. Dwyer School of Health Sciences (CHS Policy AS-07-C). The background check is required to be in compliance with state and federal regulations for individuals in clinical settings and working with patients and individuals who are vulnerable or minors.

Per an established agreement with Indiana University, the criminal background check with an affiliated IU Vendor meets IU policy PS-01 (Programs Involving Children). Link to policy:
<https://policies.iu.edu/policies/ps-01-programs-involving-children/index.html>

Castlebranch is currently, the only approved IU vendor to conduct the background check process.

Procedure

1. Incoming MSOT students will receive notification of the background check requirement from the CHS Assistant Dean for Student Success and Operations within two (2) months of matriculation. The notification will be sent to the student's iu.edu email address from the DCHS School Recorder
2. Individuals must register and submit a criminal background history check with the approved IU vendor upon acceptance to any clinical program prior to progression into community-based clinical experiences. Students must submit checks for any county they have lived in for the last

seven (7) years. Additional charges may apply for extra counties.

3. Each IUSB MSOT student will complete the criminal background check requirement through the Castle Branch website.
4. The IUSB Vera Z. Dwyer School of Health Sciences programs requires students to complete the Requirement to Disclose Student Disclosure form. This form will be provided to the students from the CHS Assistant Dean for Student Success and Operations office.
 - a. While a criminal history is not an automatic barrier to final consideration for entry into one of our degree programs, each student's circumstances will be considered on a case by case basis. Students with charges pending, students on house arrest, or students pending completion of a diversion program are not eligible for admission to a clinical program. Students are advised that the College relies on third parties, such as hospitals and other health facilities, to provide clinical education and that a criminal history can affect the College's ability to find placement for students. IUSB has no control over these third parties and the College makes no guarantee that it can place any student, with or without a criminal history. In addition to placement, certain criminal convictions may also have bearing on an individual's ability to obtain or maintain a professional license and/or employment, and students are advised to review these standards carefully. Candor about the student's criminal history is highly important. Failure to disclose may result in the withdrawal of acceptance or, in the case of an accepted or matriculated student, dismissal from IUSB. You are required to notify the Assistant Dean for Student Success and Operations within 7 business days of any changes in your status. Full Disclosure Requirement Students are required to disclose any convictions, except those that have been formally expunged, charges, pending criminal charges, probation/diversion, etc., in writing (even if a charge has been dismissed). You must report anything that may come up on a national background check. You must complete this form to the best of your ability. If in doubt, disclose the charge. Your answers must be truthful, accurate, and complete. If you know of certain information yet are unsure whether to disclose it, you must disclose the information.
5. Students are required to notify the CHS Assistant Dean for Student Success and Operations within seven (7) business days of any changes in their status. This is to comply with affiliation agreements held by Indiana University with the clinical agencies and consistent with state and federal regulations. The Program Director will consult with licensing agencies, when appropriate.
6. The School Recorder is responsible for maintaining updated documentation of criminal background histories for IU South Bend students enrolled in programs at Indiana University South Bend. The School Recorder will notify the Assistant Dean for Student Success and Operations when a criminal conviction is noted on a student's criminal background check.
7. Students may be asked to provide a more current check at any point in the program, based on a clinical agency's request or if they have been out of progression. **
8. It is the student's responsibility to report any subsequent changes in criminal history that occur after the initial criminal background check has been completed. Failure to do so may result in immediate dismissal from the program. In addition, if a student is found to be ineligible for clinical placement at any time during the program, the student will not be able to meet clinical objectives and will be withdrawn from the program pending resolution of the issue.

*Note: *Students should also be advised that clinical affiliates can establish more stringent standards if they choose, to meet the regulatory requirements of their facility. Therefore, clinical agencies may elect to conduct additional background checks at their discretions and the cost for*

those may be the responsibility of the student.

Immunizations

The IUSB College of Health Sciences adheres to the CDC recommended adult immunizations for all healthcare workers. Due to epidemiological changes, requirements may change abruptly and those involved in clinical will need to meet the added/revised requirements (AS-23-C).

MSOT students are required to submit proof of immunizations and related documents on their student portal in Castle Branch.

Immunization requirements include:

- ☐ **Hepatitis B** – One of the following is required: 3 vaccinations OR a positive antibody titer (lab report or physician verification of results required). If your series is in process, submit where you are in the series and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to receive 1 booster vaccine (administered after your titer) and provide a 2nd titer.
- ☐ **Measles, Mumps, Rubella (MMR)** – One of the following is required: 2 vaccinations OR a positive antibody titer (lab report or physician verification of results required). If your series is in process, submit where you are in the series and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to receive 1 booster vaccine (administered after your titer).
- ☐ **Meningitis ACWY**– One vaccine is required for IU students under the age of 22.
- ☐ **Tetanus/Diphtheria and Acellular Pertussis (Tdap)** – Submit documentation of a Tetanus, Diphtheria & Pertussis (TDaP) vaccination, administered within the past 10 years.
- ☐ **Tetanus Booster (Td)** – ONE booster is required IF your Tdap was before June 2012.
- ☐ **Varicella (Chicken Pox)** – One of the following is required: 2 vaccinations OR a positive antibody titer (lab report or physician verification of results required). If your series is in process, submit where you are in the series and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to receive 1 booster vaccine (administered after your titer)
- ☐ **Tuberculosis** – TB skin, serum test or chest x-ray within 12 months of the matriculation into the MSOT (August) must be submitted to Castle Branch: 1. 2 step TB skin test (TST) administered 7-21 days apart with negative results; or 2. TB serum test with negative results; or 3. Chest x-ray with negative results of active pulmonary disease. For the first positive result, a second TST or serum TB test and a current TB questionnaire is required for confirmation. A current chest x-ray (verified by official diagnostic report) is required if both tests are positive. For those from countries outside of the US and/or have known previous BCG vaccination for TB, a TB serum test is the method for TB screening. IF history of a positive TST or IGRA: Documentation and evidence of a chest x-ray and medical evaluation must be provided. A TB Symptom Questionnaire must also be completed and submitted with your documentation.

All students are required to participate in annual TB Surveillance after May 1st and Flu vaccination after July 1st of EACH year while attending IUSB CHS Master of Science in Occupational Therapy Program.

- ☐ **Influenza (Flu vaccination)** Submit documentation of a flu vaccine administered during the current flu season (August-May). Documentation MUST include the facility name (ie Walgreens, Memorial Hospital etc.) If the location (i.e., Walgreens, Memorial Hospital etc.) of injection is not listed, legibly write location name on the copy and submit. The renewal date will be set for 10/31 of the following flu season.

Technology and Computing Requirements:

CHS Technology Policy IT-03-A

Policy Statement:

The purpose of this policy is to review technological resources that are utilized by the IUSB Vera Z. Dwyer College of Health Sciences (IUSB-CHS) and IUSB and the appropriate use of these resources by the students of the IUSB-CHS.

Computer competency is required in the study and practice of health science. Students in the IUSB-CHS are required to demonstrate computer competence in the following areas:

1. Word Processing: Students must be proficient in the use of a word processing program compatible with the IU South Bend computer system, such as Microsoft Word.
2. Internet Resources: Students must be proficient in utilizing the Internet to locate healthcare resources.
3. Electronic Database Searching: Students must be proficient in utilizing library and other database web sites to search for scholarly resources.
4. E-mail: Students must be proficient in sending and receiving e-mail messages.
5. Power Point Presentations: Students must be proficient in the use of power point.
6. Computer based testing is used in health sciences.

Additional requirements for the MSOT graduate program (AS-25).

All students are required to have a sufficiently operating personal laptop to meet the following requirements. They are also required to demonstrate basic (and gain when necessary), gain additional knowledge and skills in the use of computers and computer software including the following basic computing skills of:

E-mail (e.g., Outlook Exchange)
 World-Wide Web
 IUSB Libraries and Databases (IUCAT, Medline, CINHALL, ERIC, etc.)
 Canvas (IU online learning environment)
 IU Zoom – Online tool to facilitate distance learning.
 EndNote (citation manager)
 Word-processing software: MS Word
 Presentation software: MS PowerPoint or equivalent
 Spreadsheet software: MS Excel or equivalent

University Information Technologies (UITs) at IUSB offers frequent classes/resources for students in all areas listed above. Support services at IUSB are available to students throughout the academic calendar including via phone, walk-in or virtual. Website: [UITs](#)

Minimal requirements for existing hardware (a computer you already own)

If you plan to bring a computer you own to campus, it should meet certain hardware requirements to function effectively within the IU computing environment. Do **not** use these specifications for a new computer purchase; instead, see the [New computer hardware recommendations](#) above.

- **Minimum requirements for Windows computers:** In general, Windows computers built within the last five years should be sufficient for lightweight computer use at IU.
- **Minimum requirements for Apple computers:** In general, Apple computers capable of running macOS 11 (Big Sur) or higher should be sufficient for lightweight computer use at IU.
- **Minimum requirements for Chromebooks:** Since most app functionality works online, the primary consideration is whether or not the Chromebook can support your app requirements; see About Chromebooks at IU. Additional considerations would be the amount of internal storage, as well as whether or not the model of Chromebook supports Android apps.

If you use an older computer, it may become sluggish when running graphically intense applications or when running more than one application. If you need only to check email and do simple word processing, you may find the performance is adequate. Bear in mind, however, that an older computer means a higher risk of breakdown or losing important work.

To use all the technology services available at IU, UITS suggests the following minimum hardware components for a new purchase.

Laptops and desktops

	New Windows laptop or desktop	New Mac laptop or desktop
Processor:	Any current-generation x64-based processor of over 2 GHz and at least 2 cores	Any currently shipping Apple Intel laptop or desktop (MacBook, MacBook Pro, iMac, Mac mini, or Mac Pro) Note: Apple computers with Apple (non-Intel) processors do not have the ability to run Windows via Boot Camp. Check with your school or department to determine if this functionality is required.
Memory (RAM):	8 GB or more	
Hard drive:	320 GB or more (SSD: 120 GB or more)	
Network card:	Wireless 802.11g/n (dual band) Make sure the wireless card supports 802.11n in both 2.4 GHz and 5 GHz.	
Operating system:	Windows 10 64-bit	

Link: UITS ComputerGuide: Deals by Vendor, recommendations and common questions

Hardware discounts and free software is available to students. Please seek assistance at the IUSB Help Desk for any technology or computer issues.

Canvas and IU E-mail

It is the professional responsibility of the student to check their IU email account and Canvas on a regular (daily) basis. Canvas is used for course communication and content and should be checked often for announcements and changes.

E-mail is considered official communication by the University. The student is responsible to monitor and respond in a timely manner.

Students are expected to have and maintain Canvas and general word processing and computer skills. Please seek training and assistance from UITS if you have problems with the program or its use. Insufficient skills in using Canvas or computers are not an excuse for missing assignments due dates.

Smartphones, Smart Watches, and Tablets

Local agencies prohibit the use of Smartphones, Smart Watches, or laptops at their facility. These should not be brought to clinical, including using cell phones with such technology on the clinical unit. Most agencies have resources you can access that meet their security requirements.

Also, flash drives, thumb drives and other portable data drives are prohibited on the clinical units. These are considered breaches of patient record security.

Applications specific for coursework for smartphones can be an invaluable resource for students. Numerous options are available. Currently, we do not endorse any specific product and encourage students to select a tool which they find to be most useful and cost effective. Applications software for smartphones are considered a resource and do not replace required textbooks or library resources recommended by faculty or coursework. Faculty has the right to limit reliance on these tools

especially in testing situations.

Cell Phones and Text Messaging/Image Taking

Students may use cell phones during class (or fieldwork) for academic purposes only per the discretion of the instructor or fieldwork educator. Cell phones must be turned to silent mode or off (in fieldwork). In the event of an emergency (i.e., sick child call, etc.) the instructor reserves the right to make exceptions. During exams, cell phones must be shut off and zipped inside the student's purse or personal bag.

At no time are students permitted to text message during lectures. Students found using cell phones inappropriately will be asked to leave the class and return during the next class period.



VERA Z. DWYER SCHOOL OF HEALTH SCIENCES

DIVISION OF

REHABILITATION SCIENCE

Master of Science in Occupational Therapy

MSOT Graduate Student Expectations

In this section, you will find information on:

Code of Conduct

Academic Honesty

Attendance and Professional Behaviors

Classroom and Online Communication Etiquette

Health and Safety during Educational Experiences

Reporting Incidents during Laboratory Courses

Progression and Retention

Academic Probation

Appeals

Dismissal

Reinstatement

Graduation Requirements

Withdrawal from the program



Code of Conduct

Student expectations are identified in this document which requires signature verification of understanding at the start of your educational experience at IUSB. The IU Code of Student Rights, Responsibilities, and Conduct ensures your rights as an IU student are protected. Just as you are entitled to respect and civility, you also have responsibilities to the campus community.

The Code outlines these responsibilities and the University's expectations for your behavior as an IU student. Review this information at <http://studentcode.iu.edu/>

IUSB promises equal protection for all students and procedural fairness. Visit: <https://students.iusb.edu/student-support-services/office-of-student-conduct/index.html>
You may contact the IUSB Director of Student Conduct at (574) 520-5524 or email at conduct@iusb.edu

Academic Honesty (AS-01)

All students in the MSOT graduate program are required to know and abide by university rules concerning academic misconduct including, cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty. Please read information concerning academic misconduct within the IU Code of Student Rights, Responsibilities, and Conduct at <http://studentcode.iu.edu/>

Because of the serious nature of this issue, all IUSB MSOT students are additionally required to complete the IU "How to Recognize Plagiarism" Tutorial and submit a confirmation certificate to the MSOT Department once a score of 100% has been achieved on the test (test may be taken multiple times). This tutorial was developed by IU Instructional Systems Technology Department; <https://plagiarism.iu.edu/>

Use of Artificial Intelligence for Coursework

You are NOT permitted to use AI engines, software, or artwork programs to GENERATE work for this class. There may be exceptions for specific assignments, for which you will receive clear guidance on appropriate use of such technologies. In such a case, you will be required to describe exactly how AI was used and cite it as a reference source and confirm that there is no plagiarism in your work. You are ultimately responsible for any submitted material and should carefully review and edit the AI results because AI can generate authoritative-sounding output that can be incorrect, incomplete, and/or biased. You ARE permitted to use AI technologies to ASSIST with your writing, such as editing suggestions, spell correction, word generation, and wordsmithing. Please contact the instructor before using AI if you are unsure. Misuse of AI is considered academic misconduct.

Cheating and Plagiarism Course of Action

For IUSB policies refer to: <https://southbend.iu.edu/students/student-support-services/office-of-student-conduct/Procedures%20for%20Academic%20Misconduct.pdf>

Any violation may result in serious academic penalties, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Confidentiality

The IUSB School of Health Sciences confidentiality policy lists the following requirements:

1. All records, including originals and copies, should not be removed from their location.
2. Students granted record accesses are accountable for the protection of the record and its contents while in their possession on site and for the purpose of the site roles and responsibilities only.

3. Students accessing information from medical records shall follow the strict guidelines set forth by the setting (including providing written requests for review, keeping the materials in the setting, and reviewing the records in the area specified for this purpose).
4. It is prohibited to share the medical record with family, friends, and staff not directly involved in the patient's care.
5. Students are expected to always keep the medical records accessible for medical care purposes.
6. Photocopying, photographing, or printing off any part of the medical record for a student's purpose is strictly prohibited. Students cannot photocopy parts of the record for their learning purposes. Data cannot be saved to portable devices and laptops cannot be brought to the settings. Students are prohibited to take photographs of any document, patient record, site policy, treatment protocols, etc. with their cell phone or camera. Violations of this policy may result in immediate removal from the site, disciplinary actions, and/ or dismissal from the program.
7. When referring to patients in written work for schoolwork purposes, only initials are to be used. When possible, all identifying information should be kept to a minimum.
8. HIPAA guidelines are to be always followed as outlined by each setting and federal regulations.
9. Professional standards expect that students withhold discussing any patient situations and confidences outside the professional setting. Situations may only be discussed in private, for the purpose of learning, as instructed by the instructor. When discussing patients in the learning situation, confidentiality is to be maintained, including but not limited to personal identifiers such as name, email, address, gender, or others.
10. Students cannot share verbal, written or photo Information in public settings which includes face to face and / or social media platforms with patients, family members, or friends of the patient including personal e-mails. This includes photos / social media postings of the student at the site even if the patient or family members are not visible, to protect the site.

Failure to adhere to these guidelines may result course failure, academic probation and/or dismissal from the program.

Attendance and Professional Behavior (AS-06)

Students admitted into the IUSB MSOT program are expected to be punctual and prepared to actively participate in lectures, labs, community-based sessions and fieldwork. This includes having completed the assigned readings, assignments and related requirements.

Attendance is an essential and required part of the IUSB MSOT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations.

Students are expected not to schedule other activities, work, medical, dental or other appointments during scheduled class time whenever possible.

Classes canceled due to snow or other unforeseen events will be rescheduled, if possible, or material will be made available online.

Students are required to notify the course instructor ahead of time via email if they will be late or absent from class. Any missed notes, explanations or discussions that occur during the scheduled class will be the student's responsibility to obtain from other students.

Unexcused absences and/or frequent tardiness to classes and/or community-based sessions can result in a deduction of up to 20% of the student's final course grade. Please refer to each course syllabus regarding specifics for attendance and participation.

CLASSROOM ETIQUETTE

To maintain a respectful environment, collegial behavior is required. Students who do not demonstrate professional behavior will be asked to leave the classroom and must meet with the instructor prior to the next class session.

Any student who continues to demonstrate intimidating and/or disruptive behavior that interferes with a respectful environment conducive to learning may not be permitted to return to the classroom and will be referred to the CHS Graduate Academic Performance (GAP) committee or the IUSB Office of Student Conduct.

Following IUSB policy, children are not permitted in the classroom, lab or clinical setting at any time.

Lecture content is presented beyond reading assignments and not all reading assignments are covered in the lecture—please plan accordingly when studying.

As a courtesy, students are to request permission of the instructor conducting the class to tape/digitally record the class.

All handouts and test questions are considered to be the intellectual property of IU. Students are prohibited from posting and/or sharing handouts or test questions with other students. Sharing test questions with other students is considered as cheating and will be handled according to CHS policy.

As a courtesy to students, PowerPoint/PDF handouts are often provided in Canvas for lectures and laboratory classes. Students are not required to print the handouts, but students should be prepared to take detailed notes during classes. **These handouts are intended as a tool for students and should not be distributed for uses beyond the class.**

Online Communication Etiquette

Students are expected to uphold their responsibilities in terms of appropriate and professional communication with faculty and peers. Please review the 'Students Rights and Responsibilities' section of the student handbook and review common netiquette (Internet etiquette) practices, like those found at <https://southeast.iu.edu/online-courses/online-etiquette.html>

Critical Behaviors

Student behaviors that can lead to course failure or academic disciplinary actions by the MSOT Program and / or College include:

- Breach of client confidentiality
- Untruthfulness or misrepresentation of facts
- Cheating, including plagiarism,

- Lack of professional attire and demeanor at any time in a clinical area
- Lack of prompt notification of appropriate persons when errors occur in the clinical area.
- Consistent tardiness without notification of appropriate faculty and the clinical area
- Repeated lack of knowledge or inability to transfer knowledge from pre-requisite courses to current clinical situations.
- Consistent demonstration of lack of respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes or the nature of the health problem.

Grading Scale (AC-04)

All courses in the Indiana University South Bend MS in Occupational Therapy program utilize the following grading scale in courses in the curriculum, except when noted in the syllabus.

Grading Scale:

A+ = 96.5-100	B+ = 86.5-89.4	C+ = 76.5-79.4	D+ = 66.5-69.4
A = 92.5-96.4	B = 82.5-86.4	C = 73.5-76.4	D = 62.5-66.4
A- = 89.5-92.4	B- = 79.5-82.4	C- = 69.5-73.4	D- = 59.5-62.4
			F = 0-59.4

Level I Fieldwork courses (592, 692, and 693) will be graded on a satisfactory/fail (S/F) scale. Level II Fieldwork courses (699 and 799) will be graded on the S/F scale grading using the AOTA Fieldwork Performance Evaluation Tool completed by the Fieldwork Educators.

Course Grade Grievance Policy (AS-10)

Students have the right to dispute a grade they have received. They must follow the established process for disputing a grade. If a student disputes his/her final course grade, the student must discuss the matter with the faculty member assigning the grade no later than three (3) years from the end date of the semester in question.

This following applies to any student who decides to dispute a course grade that is taught within the MSOT program at IUSB:

- A student must provide a written appeal to the faculty member(s) of record for the class within 7 days of receiving the grade. This process is only after the student has met with the instructor(s) and the conclusion is the instructor(s) are not willing to change the grade.
- The faculty member(s) will review the student's written appeal and provide a written response within 10 days of receiving the appeal.
- If the student wishes to appeal that decision, the student must provide a new written appeal to the program director that oversees the course.
- The program director will review all of the written appeals, meet with the student and provide a written response within 10 days of receiving the appeal.
- If the student wishes to appeal that decision, the student must provide a new written appeal to the Assistant Dean that oversees the course. The Assistant Dean will review all of the written appeals, meet with the student and provide a written response within 10 days of receiving the appeal (or Dean if Assistant Dean Role is vacant).

If the Program Director is the faculty of record for the class, the student must provide a written appeal to the Assistant Dean that oversees the course.

If an Assistant Dean is the faculty of record for the class, the student must provide a written appeal to the Dean of the college.

After the above policy, the policies set for IUSB apply. Please refer to the IUSB Academic Bulletin for more information. Additional information can be found at <https://students.iusb.edu/registrar/policies/index.html>

Health and Safety During Educational Experiences (AS-16)

Because practice is required for gaining competency of clinical skills, the MSOT program requires students and faculty to consistently employ the following procedures to assure full consideration of safe performance. In addition, the intent is for all students to have equal opportunity to use the classroom, classroom equipment and materials in an environment that is safe and conducive to learning.

The following procedures apply to all classrooms and laboratories used by the IUSB MSOT program:

- Students will be made aware of IUSB Elkhart Center policies and procedures related to building safety and emergencies. Students assume responsibility for following instructions during an emergency.
- Students may use classrooms and laboratories for practice of clinical skills during class times and/or during times arranged by faculty members. Students will contribute to maintaining the classrooms and laboratories so that it remains a safe learning environment.
- During scheduled classroom times, an occupational therapy faculty member will be responsible for supervising practice to ensure safe performance. During such times, the faculty member will engage in educating and role-modeling to students on safe procedures.
- When a faculty member is not in attendance, students are responsible for monitoring their own behaviors as demonstrated during the supervised educational experiences. Students will assume full responsibility for engaging in safe performance.
- Students are not to engage in practice activities with a client unless supervised by a faculty member.
- Students are not to practice potentially dangerous activities when alone in the classroom.
- Anyone not enrolled in the program is not allowed in the program or Center's classrooms or laboratories without the assigned faculty or program director's approval.
- No equipment/supplies may be removed from the classroom without faculty approval. All equipment supplies that are removed from the classroom are to be returned the next class day.
- Students will be taught appropriate infection control procedures. Supplies will be available in the classrooms so that students can engage in appropriate infection control procedures should the need arise.
- On the first day of any laboratory course, students will be shown the location of safety equipment/written procedures.
- Students should notify safety personnel immediately after any injury. All events require completion of an incident report. They should then contact their instructor and/or the Program Director.
- If a piece of equipment fails while being used, the student should report it immediately to the instructor.

Incidents during Laboratory Courses Reporting Requirements (AO-05)

In the program's laboratory courses processes are put in place to reduce the risk for injury and incidents. However, despite these efforts, there is an inherent risk associated with participation in laboratory learning activities.

The following procedures apply to fulfill reporting requirements. The policy and reporting forms are in designated laboratories A128 and A131

If an incident occurs during a scheduled laboratory session, it is the responsibility of the faculty member in charge of the lab session to complete the program's incident report form. If the faculty member is in the role of an associate faculty, they will complete the report in consultation with the MSOT program director. This may require communication with students that were witness to the incident.

If indicated, the program director will report the incident following college procedures outlined in the policy.

Note:

Refer to Policy MSOT-AC-9 for Incident reporting policy and procedures for fieldwork.

Refer to IUSB Elkhart Center Emergency Action Plan – Medical Emergencies

https://southbend.iu.edu/administration/police/campus-fire-safety/emerg_action_plans/index.html

College Procedures:

1. For injuries to students, visitors and guests of all Indiana University affiliated campuses, vehicle accidents, reports of damage to university property please complete the incident report in one.iu (<https://one.iu.edu/task/iu/incident-report>). Additional program specific reporting procedures must also be followed.
2. For employee occupational injuries or illness, please follow the Workers' Compensation at Indiana University steps as outlined online: <https://hr.iu.edu/workers/index.html>
3. For IT related incidents, please complete the Indiana University steps as outlined online: <https://informationsecurity.iu.edu/report-incident/index.html>
4. For hazardous materials related incidents, follow the Indiana University steps as outlined online: <https://protect.iu.edu/environmental-health/public-environment/hazardous-spill.html>
5. For injuries that occur at an affiliated agency/site, the agency policies must be followed as well as program specific reporting procedures. The affiliated agency is not responsible for the student/ faculty charges regarding initial or subsequent bloodwork or PEP (post-exposure prophylaxis) treatment that may be required.

Progression and Retention (AS-22)

To progress in a timely manner and retain active, good standing while enrolled in the MSOT program, the student must fulfill the following requirements.

- Participate in the program full-time and complete all courses in sequence as indicated in the MSOT plan of study.
- Maintain a cumulative grade point average at or above 3.0 on a 4.0 scale throughout enrollment in the program.
 - A final course grade of C or below or failure in a fieldwork course will require the student to repeat the course. This will delay their progression in the program. The student will maintain enrollment in the program; however, they will not be permitted to progress until successfully completing the course at the next available offering.
 - The student will have the opportunity to repeat one didactic and one course fieldwork course while the program. Failure to successfully repeat the course(s) with a minimum required final grade will be considered a critical behavior which may lead to academic probation or dismissal from the program.
- Abide by University and CHS policies concerning academic misconduct and dishonesty including, but not limited to: cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty. Information concerning academic misconduct within the IU Code of Student Rights, Responsibilities, and Conduct is found at: <http://studentcode.iu.edu/>
- Comply with MSOT program policies, AOTA Occupational Therapy Code of Ethics, and information regarding student requirements outlined in the Student Handbook.

The student's academic advisor with the student, will be expected to track progress in the program. If a student is unable to meet the above criteria, he/she may be placed on academic probation. Faculty will create an action plan with the student placed on academic probation (SSP: see below). This is determined on a case-by-case basis.

Alteration in full time and/or out of sequence participation (AS-05)

After matriculation and due to extenuating circumstances, a student may decide to progress through the program on a part-time basis. Per program policy, the procedure for permission to alter from full-time participation in the graduate program is as follows:

Procedure

- Student will inform the program director and then meet with their MSOT faculty advisor to discuss a plan of study.
- The proposed plan, supported by the advisor, will be sent to the Program Director.
- Program Director will bring the request and proposed plan to the faculty for approval assuring the sequence of course work is reasonable.
- Faculty will approve or disapprove the request (with or without modification).
- This decision will be communicated to the student by the Program Director in writing within 10 business days.
- If approved (with or without modification), the student will enroll in the approved curriculum sequence, which may not be less than one course per semester.
- Participating in an altered course of study sequence will delay the student's progression in the program.

Program Academic Probation (AS-02)

1. Inadequate Academic Performance

Students must maintain a minimum 3.0 cumulative grade point average (GPA) throughout the program. A student can be placed on academic probation if one or more of the following occurs:

- The student earns a final course grade lower than a C in a didactic course.
- The student earns a fail final course grade in a fieldwork course (Level I or Level II)
- The student earns a single semester GPA lower than a 3.0 on a 4.0 scale)
 - If a final course grade lower than a C is obtained, the student must retake the course. The existing grade continues to count toward the student's cumulative GPA. Graduate students are not allowed to repeat a course for graduate credit unless a grade below C has been previously obtained in the course the student would like to retake.
 - If a student receives an "F" in any course, the student must repeat that course, or an equivalent course approved by the MSOT faculty. The student must receive the grade in the course which is acceptable as reported in these performance policies.
 - Each individual course (except Fieldwork Level I and Level II courses) may be taken a maximum of two times to earn an acceptable grade that will apply towards the MSOT degree.

A student with a cumulative grade point average below 3.0 will be placed on academic probation by the program for the next following semester. A letter will be provided to the student and a copy of the letter placed in the student's file indicating that she or he is on probation.

Student cannot receive a cumulative GPA below 3.0 in more than one semester. If this occurs, the student will be deemed to be making unsatisfactory progress toward the graduate degree, and the case will be brought before the faculty for review for ongoing determination of progression in the program.

Students who are on academic probation may not register for the following semester until acceptable grades are received for the probationary semester.

2. Inadequate Professional Behavior

When student performance is not acceptable based on the professional standards stated in the University, SHS or MSOT program policies, including but not limited to the Essential Abilities for Admission and Retention, and/or the AOTA Occupational Therapy Code of Ethics, the student will be placed on academic probation.

The student will be removed from probation when compliance with the policies and standards has been achieved by the end of the probationary period, or the student can be dismissed from the program due to their non-compliance.

Students placed on academic probation will work with their program academic advisor to determine a student success plan (SSP). The plan may result in repetition of the course, fulfillment of additional requirements, academic probation, and/or dismissal from the program.

Student Success Plan (SSP)

In the event of placement on academic probation, the MSOT Program Director and/or faculty advisor will initiate a Student Support Plan (SSP) to help the student succeed in being removed from academic probation in a reasonable period. Documentation of the action steps and/or probation will be reflected in the SSP and will include the student to demonstrate responsibility and understand the actions and contribute to the plan accordingly.

The SSP will include the following:

- A description of the academic performance and/or professional behavior concern(s).
- Mutually developed, measurable goals with specific timeframe to achieve success

The approved SSP will be signed by the Program Director and student. A copy of the plan will be provided to the student, and the original will be maintained in the student's file.

Complaints and Appeals (AS-09)

1. Academic - Course Complaints and Appeals

Students are encouraged to discuss complaints about course matters directly with faculty members. Students should first talk to the faculty member of concern. If the issue cannot be resolved between the student and individual faculty member, students are invited to discuss it with the program director.

An academic-course student complaint is one that relates directly to an incident related to instruction or to academic advising that has not been resolved with the faculty, or program director. In this case, the student may submit a formal appeal with the CHS Graduate Academic Performance (GAP) Committee. Procedures are listed below:

1. The student must submit the appeal in writing to the MSOT program director. The appeal must include student name, issue that is being appealed, and rationale for appeal.
2. The program director will acknowledge receipt of the appeal to the student and provide the written appeal to the GAP Committee within 5 business days.
3. A second copy of the appeal will be placed in the student's personal file and a third copy will be passed to the Assistant Dean of Student Success within the VZD College of Health Sciences.
4. The GAP Committee will then have 10 business days to review the case and render a recommendation to the program director.
5. The program director will provide the recommendation in writing to the student and a copy will be placed in the student's personal file.

Graduate Student Appeals Committee

GHP-AS-01-A

The IUSB MSOT program participates in the CHS Graduate Academic Performance (GAP) Committee. The GAP committee makes recommendations to the graduate Program Directors for MSOT, MS-SLP and MSN and/or Academic Deans related to progression appeals. The GAP Committee ensures a program-specific process related to student progression is consistently applied, provided and documented for students.

The GAP Committee will consist of one full-time graduate faculty representative appointed from each program (MS-SLP, MSOT, MSN) who will serve a two-year term on the committee, with reappointment as needed.

In the event of a student appeal related to a program decision affecting progression, the GAP Committee will convene, gather the necessary information, interview parties involved as needed, and render a recommendation related to the appeal.

As representatives on the committee, faculty will be required to review existing Program, College and University policies related to the appeal.

The Committee may make recommendations regarding student progression processes to the Program Director on a yearly basis.

If a committee member is unable to participate in the appeal due to a conflict of interest, the Program Director will appoint a faculty member to serve as a substitute from either the remaining program faculty or the CHS.

II. Complaints Against Members of the University Faculty and Administration

The IUSB Office of Student Conduct website contains information pertaining to personal or academic complaints against members of the University Faculty and Administration.

IUSB Office of Student Conduct website

<https://southbend.iu.edu/students/student-support-services/office-of-student-conduct/index.html>

Who to Contact:

Ayla Wilder

Dean of Students

Administration 177

(574) 520-5536

conduct@iusb.edu

III. Complaints due to discrimination, harassment and sexual misconduct

IU South Bend prohibits harassment on any of the protected basis listed above including racial harassment, religious harassment and sexual harassment.

Indiana University Discrimination, Harassment, and Sexual Misconduct Policy covers all members of our community, regardless of gender, sexual orientation, gender identity, immigration and citizenship status, and professional or academic position. These policies apply to interactions between peers as well as superior-subordinate relationships

The IU South Bend Office of Student Conduct addresses all concerns regarding harassment. For more information visit

For more information or to file a complaint, you may contact the IUSB **Office of Student Conduct** which has been designated to address these concerns; or you may report bias incidents or sexual misconduct via reportincident.iu.edu.

Suspension and/or Dismissal from the Program (AS-22)

A student in the MSOT program is dismissed from the program, when the Program Director and/or the Dean of CHS determines there is a substantial lack of progress towards the degree for any or all of the following reasons:

- Failure to achieve a cumulative GPA of 3.0 on a 4.0 scale in any two semesters.
- A grade lower than a C in two courses during any semester.
- Repeated unethical behaviors that violates the AOTA Code of Ethics and/or College policy on critical behaviors. This may include academic dishonesty, falsification of records and reports, plagiarism or cheating on an assignment, competency, quiz, or examination. Dismissal from the program may occur without provision of probation.

Reinstatement in the MSOT Program (AS-23)

Reinstatement for out-of-progression students is not automatic. Students who wish to reenter or progress in the MSOT graduate program must submit a written request for reentry to the Program Director.

The written request must be submitted no later than July 1 to be considered for Fall semester reinstatement, October 1 to be considered for Spring semester reinstatement, and February 1 to be considered for summer semester reinstatement.

This request requires a list of the specific courses in which the student wishes to enroll and as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance and progression. Additionally, the student must provide a draft of a student success plan (SSP) with their request.

All requests for progression are evaluated based on available resources, and, if appropriate, on the satisfactory completion of any conditions and/or faculty recommendations that existed at the time progression was disrupted.

Students are advised that courses are only offered during specific semesters, so if a retake is a required, the student will have to retake that course the following year thus delaying completion of the program. Students may not enroll in coursework and clinical experiences that have pre-requisite coursework assigned to them. Students who are reinstated must adhere to the policies in effect at the time of reinstatement.

A reinstated student is dismissed from the IUSB -CHS upon failure of one additional program course, breach of the Code of Ethics for the program of their major, breach of the Critical Behaviors policy or the Essential Abilities policy, or the IU Code of Student Rights, Responsibilities, and Conduct.

Graduation Requirements for Degree Conferral (AS-15)

To achieve graduation from the program and be conferred the MSOT degree, each student must demonstrate all the following:

- Maintain good academic standing in the University, College of Health Sciences and MSOT program throughout enrollment.
- Successfully complete all course requirements in the curriculum.

- Maintain a minimum cumulative GPA of a 3.0 on a 4.0 scale.
- Satisfactory performance on two Level II Fieldwork experiences.
- Have no outstanding debt to the Bursar.
- Have approval of the program faculty.

The Occupational Therapy Certification Examination is administered by the National Board for Certification in Occupational Therapy (NBCOT®). <https://www.nbcot.org/> You will be provided information about this examination. IF YOU HAVE BEEN CONVICTED OF A FELONY, YOU MAY NOT BE ALLOWED TO SIT FOR THIS EXAM. Please contact NBCOT at 301-990-7979 as soon as possible if this applies to you. Students who are admitted and enrolled in courses and learn of this NBCOT policy are not eligible for refund or any compensation. It is the student's responsibility to have this clarified before applying to the MSOT program. It is not the University's, School's or Department's responsibility to ask students to disclose such information because of the recognition of privacy and confidentiality. Otherwise, students who do not have such a conviction and successfully complete the program will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) to become an Occupational Therapist, Registered (OTR®).

Withdrawal from the program and tuition refund (AS-26)

The IUSB MSOT program policy and procedures align with IUSB Office of the Registrar for students who elect to withdraw from the program.

- **Withdrawal from IU South Bend**
Student must notify the program director if they intend to withdraw from the program. Students who plan on leaving the university for an extended period of time, defined as one or more semesters for reasons other than graduation, are expected to notify the program director the reasons for their departure and if applicable, an estimated return date. Refer to the following website for more information: <https://southbend.iu.edu/students/registrar/policies/withdrawal-requirements.html>
- **Withdrawal for Reserves Called to Active Duty** Refer to the following IUSB website for more information <https://southbend.iu.edu/students/registrar/policies/military-withdrawal.html#withdrawal%20for%20reserves%20called%20to%20active%20duty>
- **Refunds** Tuition refunds for withdrawal are determined through the IUSB Office of the Registrar. Refer to the following website for more information on refund schedule, please visit <https://southbend.iu.edu/administration/bursar/billing-and-payment/refunds.html>

Nine- to Sixteen-Week Courses

Withdrawal Period	Refund
First week of class	100% of tuition & course related fees
Second week of class	75% of tuition
Third week of class	50% of tuition
Fourth week of class	25% of tuition
After fourth week	No refund



VERA Z. DWYER SCHOOL OF HEALTH SCIENCES

DIVISION OF

REHABILITATION SCIENCE

Master of Science in Occupational Therapy

MSOT Program Tuition, Fees, and Expenses

In this section, you will find information on:

Estimated Program Tuition and Fees
Additional Requirements and Expenses



Estimated Indiana University Occupational Therapy Program Expenses*

Tuition and fees are approved by the IU Board of Trustees in June of the calendar year. The length of time spent in the program does have a direct impact upon cost. Financial information is available from the IUSB Office of the Bursar <https://southbend.iu.edu/administration/bursar/index.html>

To locate tuition costs for the MSOT program: visit <https://one.iu.edu/task/iu/master-fee-list>

Fee list filter

Text to filter	Filter by campus	Filter by academic term
<input type="text" value="Rehab"/>	<input type="text" value="South Bend"/>	<input type="text" value="Fall 2025"/>
Filter by fee type	Sort by	
<input type="text" value="All fee types"/>	<input type="text" value="Fee Description"/>	<input type="button" value="Apply filters"/> <input type="button" value="Clear"/>

Indiana Partners States: IU South Bend provides a reduce tuition rate for students who main state of residency applies in the Indiana Partner program (formally MSEA/MSEP for states of: Kansas, Missouri, Nebraska, North Dakota, Ohio, Wisconsin, Illinois and Michigan) Visit: <https://southbend.iu.edu/students/scholarships/out-of-state.html>

In addition to **tuition for a minimum of 69 credits**, there are other expenses that must be included in the estimated overall program expenses. These estimated additional expenses are listed below. This does NOT include university mandatory fees.

Tuition based on 69 credit hour program – effective Fall 2025 (#) = total course credits per semester	Resident of Indiana (\$611.26 per credit hour)	Indiana Partner (916.89 per credit hour)	Non-Resident (1055.90 per credit hour).	Program Fees direct to the MSOT Program
Y1 Fall (15)	9,168.90	13,753.35	15,838.65	\$100
Y1 Spring (17)	10,391.42	15,587.13	17,950.30	\$100
Y1 Summer (9)	5,501.34	8,252.01	9,503.19	\$100
Y2 Fall (17)	10,391.42	15,587.13	17,950.30	\$100
Y2 Spring (6)	3,667.56	5,501.34	6,335.40	\$100
Y2 Summer (5)	3,056.30	4,584.45	5,279.50	\$100
	42,176.94	\$63,247.41	\$72,857.34	\$600
IU Interprofessional Education Program Fee (one-time fee)				\$154.50
Other Costs				
Parking Rates <i>For parking fee information go to:</i> https://southbend.iu.edu/administration/parking-services/permits.html (574) 520-5528	An IUSB Parking Permit is required to park in the university parking lot at Elkhart Center. F		Cost for a student parking pass is: \$0 \$10.00 replacement for lost permit	
Textbooks (required texts)	Estimate \$1,000.00			
Transportation to in-state fieldwork sites	Estimate \$750 – 1,000.00. Cost varies depending on site location and the cost of fuel.			
Castle Branch Account, Background check and drug test requirement	\$162.99			

Crimson Card (University ID)	\$25.00 for replacement if lost or stolen			
Program Name Badge	Approximate cost \$10.00 each			
Mental Health First Aid Training (part of G554)	\$35.00 (one-time fee – 3 year certification)			
CPR Training – Spring Semester Y1	\$25.00 – (one-time fee – 2 year certification)			

Additional Requirements and Expenses beyond tuition and fees

Background Check – (AS-11) Student in the MSOT program is responsible for the cost incurred to fulfill the college and program's background check requirement. **Castlebranch is the only approved vendor for Indiana University.**

Castle Branch Student Account (AO-04) – To minimize storage of and to promote security of student protected medical and associated information, each MSOT student is required to purchase their own secure portal in Castle Branch that will serve as a secure, cloud-based system to store information related to immunizations, training modules, and select program documents.

Basic Life Support CPR (AS-07)

Students are required to maintain a valid American Heart Association (AHA) basic life support (BLS) CPR (healthcare provider level) certification for pediatrics and adults throughout the program, recertifying when necessary. Ensure that your certification documentation in your OT student file is current. Non-compliance may result in postponement of FW experience.

Crimson Card

Crimson Card is the official photo ID card for all IU campuses, available to IU students, faculty, and staff. It provides access to a variety of essential services and features including secure entry to buildings, printing services, university libraries, dining services meal points, and sports and recreation facilities. It is also accepted as payment at a wide range of on- and off-campus retailers. It is free of charge. However, if it is lost, there is a cost replacement fee. See <https://crimsoncard.iu.edu/about/index.html> for additional information.

Graduation/Licensure

When you are close to graduation (Year 3 – Fall semester) the process for applying for state licensure will be reviewed in detail. This information, along with details for sitting for the certification examination.

Health Insurance (AS-17)

IUSB MSOT students are required to have and maintain health insurance while enrolled in the program.

Mental Health First Aid Training

As an assignment in G554 Mental Health and Functional Cognition in Occupational Therapy (Year 1 – Semester 3), you will participate in this training as a required course assignment. The training is provided through Elkhart County Health Department.

Parking Permit

IUSB requires students attending classes at Elkhart Center to have a valid, current parking permit. The current cost for a permit is \$0 * (subject to change). Information on obtaining your permit can be found at <https://southbend.iu.edu/administration/parking-services/permits.html>

TB Tests (AS-19)

TB tests must be performed annually. Some OT fieldwork (FW) sites require TB tests to be performed within six months of placement while others may require a two-test PPD. Please check with your assigned FW sites and comply with site requirements. Ensure that your TB test result documentation in your OT student file is current. Non-compliance may result in postponement of FW experience.

Travel

Travel may also be necessary for occasional fieldtrips.

Each student will experience three (3) Level I Fieldwork rotations (OCTH-G: 592, 692 and 693). These experiences are located at facilities throughout Northern Indiana and Southwest Michigan and surrounding communities. Students are responsible for transportation to and from their fieldwork sites and are encouraged to carpool with classmates when possible.

Additionally, each student will complete two (2), full-time (40 hours/week), 12- week Level II Fieldwork rotations (OCTH-G 699 and 799) located in Indiana or surrounding states. Student requests are not permitted to communicate with sites to secure placements; therefore, the Academic Fieldwork Coordinator will communicate and secure all placements. Students are responsible for housing, living expenses, and transportation to and from fieldwork sites.

Uniforms (AS-12)

Some fieldwork sites may require students to purchase scrub type or similar uniforms. Students will receive dress code information from assigned fieldwork sites. MSOT Program polo shirts are available for purchase through the IUSB Student Occupational Therapy Association.



University, College, and Program Student Information

In this section, you will find information on:

Accommodations
Advising
Campus support
Dress Code
Financial Aid and Scholarships
Notification of emergencies, illness and make up requirements.
Student Faculty Communication
Student Health Services
Writing Expectations



IUSB MSOT Inaugural Class of 2023

Accommodations for Disabilities (AS-03)

Indiana University is dedicated to ensuring that students with disabilities have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with Accessible Educational Services (AES) on your campus (sbdss@iu.edu).

Additional information can be found at accessibility.iu.edu. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus AES office as soon as possible if accommodations are needed.

Additionally, IU is dedicated to supporting students who are pregnant or have experienced other conditions related to pregnancy (termination of pregnancy, miscarriage, lactation, or related medical conditions). To register for accommodations due to pregnancy or a related medical condition, please contact our campus Accessible Educational Services (AES) office. To learn about the rights and resources available to students, such as academic accommodations, please visit pregnancy.iu.edu or email ocrc@iu.edu for more information.

Accessible Education Services

Telephone: 574-520-4460
1700 Mishawaka Ave
Administration Building Suite 175
South Bend, IN 46615
Email sbdss@iu.edu

Accommodations for Religious Observances (AS-03)

Indiana University respects the right of all students to observe their religion. If you will require academic accommodations for a religious observance, please provide the instructor a request by the end of the second week of the course. If the instructor and student agree on the accommodation, the plan should be carried out. If after discussion, there is no consensus on the accommodation, either party or both may ask advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Executive Vice Chancellor of Academic Affairs (EVCAA). The student or instructor may bring any questions or concerns to the Office of Civil Rights compliance by emailing ocrc@iu.edu or may appeal any campus decisions with that office.

Program Advising System (AS-04)

To assure that each student enrolled in the MSOT program is provided advisement for successful completion of the program, the following plan is implemented by the faculty.

- Each student is assigned to a faculty advisor at the start of the program.
- Students will meet with their advisor as needed with a minimum requirement of three times during the program (once per academic year).
- Comments by the advisor will be documented in the file using an advising note.
- Students may request additional meetings with an advisor for problems that are impacting academic performance. For problems encountered in a specific class, a student should speak directly to the particular course instructor first.
- Advisors will review Technical Standards Composite Evaluation (see below) during the first meeting with the student (to be completed during the first semester of the program and repeated as needed during participation in the program).
- Advising sessions can take any method the student and advisor agree upon (i.e., e-mail, virtual or person to person).
- Faculty Advisor Notes will be placed in the student file.
- Advisor is responsible for assuring that both academic and fieldwork requirements are met. (No "I" = incompletes are allowed.)
- An exit interview prior to completion of the degree requirements is required for students.

Advising may be required for many circumstances but are designed to promote program completion. Level II will not be arranged unless coursework preparing for these experiences are met and the student's academic advisor has informed the Academic Fieldwork Coordinator.

Technical Standards Composite Evaluation (AS-04)

During the first advising meeting with the assigned faculty advisor, the student will complete the pre-professional technical standards composite evaluation. The purpose of this evaluation is to provide feedback to the student about their professional development in becoming an occupational therapist. The student and faculty advisor will continue to use this document as needed, during the student's participation in the program. If the student has scores of "0" for any items, the faculty advisor and student will collaborate to develop a student support plan.

Class Cancellations due to Adverse Weather and Non-Weather Emergencies

IU Notify is Indiana University's mass communication tool for alerting students and staff to immediate dangers, such as severe weather, hostile intruders, or ongoing threats that could cause harm like unsolved robberies and sexual assaults. The messages can be sent to cell phones (voice and text) and land-line phones, email, digital signs, and some desktop computers.

Sign up for IU Notify information: <https://protect.iu.edu/emergency-continuity/emergency-alerts/iu-notify.html>

Students receive notification through **IU Notify** via e-mail, text, and phone messages when IUSB cancels classes due to inclement weather or other emergencies. Also, weather or other emergencies may cause the cancellation of classes at one location and not at the other. If road conditions make travel dangerous, contact individual instructors about the issues of safety and weather-related absences.

For specific information regarding the status of classes at the Elkhart Center, listen to local radio or television stations for closing announcements or visit the following websites:

Check Local Television Stations for most updated information including: WNDU and WSBT

Also, instructors may contact students with important class information via e-mail or through Canvas. Therefore, it is important for students to check their e-mail account on a regular basis as it is the official means of communication for the university. It is also important to make sure that all students contact information is current.

Canvas

Students enrolled in occupational therapy courses that use the CANVAS online learning environment are responsible for logging onto their courses daily and managing coursework accordingly. Additional support and information can be found at: <https://community.canvaslms.com/t5/Canvas/ct-p/canvas>

Computer and IT Support

Students who need help accessing Canvas, resetting a password, using email, or with other technology problems, can contact IT at South Bend (<https://uits.iu.edu/>). Students can also find answers to frequently asked technology questions in the IU Knowledge Base.

Get no-cost access to software programs and applications (including Microsoft Office or Adobe Creative Cloud) through IUware and IUanyWare. All you need is your IU email address. Use IUware to install software directly onto your hard drive. Use IUanyWare to stream 400+ apps on your desktop or through the mobile app with your IU login.

Help Desk IUSB has a robust system for students and faculty to receive help navigating campus technology, Canvas, and campus systems. The UITS help desk can be reached via phone (574-520-5555) website:

<https://uits.iu.edu/get-help/index.html> or email sbhelp@iu.edu

South Bend IT Support Center

Phone support is available 24hrs – 7 day per week

Walk-in support is available by appointment only at Education & Arts (EA) 1109.

Please call or email to schedule an appointment:

IUSB Main Campus - Education and Arts, Room 1109

Monday - Thursday 8am - 6:00pm (Telephones are answered until 7pm)

Friday - 8am - 5pm

- **WIFI Support**

To access the IU wireless network, IU Secure or Eduroam, go to: About IU Secure wireless for set up information.

Counseling Center <https://southbend.iu.edu/students/student-support-services/counseling-center/index.html>

The IUSB Counseling Center is available to all students **free** of charge. Services are provided virtually or face-to-face to accommodate safety, student needs, and university policy. Distance students on clinical fieldwork will continue to have the same supports and resources as campus students.

Student Counseling Center's trained staff offers for a variety of personal and emotional issues, including: Stress/Time Management, Depression/Anxiety, Academic Concerns, Emotional well-being, alcohol/drug misuse, eating disorders, sexual assault/violence, loss or grief, coping skills, and family relationship problems

Additionally, the IUSB Counseling Center offers: Crisis Intervention, Life Skills/Personal Development Workshops, QPR Suicide Prevention Training, Test Taking Skill Strategies, Anxiety Management

Administration Building, Room A130

South Bend, IN 46615

574-520-4125

Hours: 9:00-5:00 Monday through Friday but can vary

Website: <https://southbend.iu.edu/students/student-support-services/counseling-center/index.html>

TimelyCare: Student Mental Health Indiana University

Indiana University has partnered with TimelyMD to provide free 24/7 virtual mental health support to IU students through the TimelyCare platform. **Students do not need insurance to access TimelyCare services.**

For more information visit: <https://www.iu.edu/mental-health/find-resources/timely-care.html>

One.IU

One.IU is a single sign on online platform that houses all applications and information needed at IUSB. This is a direct access to Canvas, Registrar, grades, Bursar, Office 365, zoom, and other necessary programs used at IUSB. Website link: <https://one.iu.edu/>

Dress Code (AS-12)

The IUSB Department of Occupational Therapy is preparing students for engagement in a professional career which requires students to present him/ herself as a member of that profession. Students in the IUSB MSOT program are required to dress in a manner demonstrating respect for the profession, consumer of services, other students, faculty, staff, and campus at large.

Name Badge (AS-12) All students will be required to order a name badge that is required to be worn at all facility visits, services learning experiences, fieldwork and program related events. Fieldwork may require facility specific name badges, hence, the IUSB name badge will not be required in those situations. Student is responsible for paying the cost of the name badge at approximately \$10.00 each.

Classroom and Labs

Casual attire is permitted in day-to-day classes and labs, unless otherwise noted by the course instructor. Attire should be modest and not reveal undergarments, bare midriffs, cleavage, or gluteal cleft. An occupational therapist's actions involve a lot of movement and bending so be mindful of this part of the profession. Footwear should match the participation expectations of the lab activity. Closed toed shoes are recommended, avoid high heels or heavy boots. No facial jewelry or dangling earrings as that is a safety hazard. Please keep nails no longer than ¼ inch and artificial nails are not permitted due to higher incidents of transference of bacteria in health care settings. Please review all policies at your fieldwork site PRIOR to your start date as there may be additional rules and regulations.

Facility visits And Service-Learning Experiences. The course Instructor will determine appropriate attire for the students that are suitable for learning activities planned or fieldtrips.

Fieldwork: Please note each fieldwork facility will have its own specifics regarding acceptable dress code for students. Students are expected to abide by the hosting facility's policy throughout the fieldwork experience. The student is responsible to clarify any questions or concerns with the hosting facility PRIOR to starting their fieldwork.

Professional Presentations: You want the audience to focus on what you are saying. You should look the part for formal presentations. Please wear business casual attire for professional presentations. Closed-toe footwear is preferred.

Email Policy

All students must use the email function of the course for course-related or program related communication. Students can send email from within the course in Canvas but will not receive responses inside the course. All emails are received in the campus email system. Students can also use the IU campus email system to send email. The University reserves the right to send official communications to students by email with the full expectation that students will receive email and read these emails in a timely and respectful fashion. For more information visit:
<https://students.iusb.edu/registrar/index.html>

Faculty Schedules At the start of a semester each faculty member will post a schedule for the current semester outside of their office for students to view. The schedules will be a current listing of classes, routine meetings, and/or office hours for each faculty member. Schedules can be subject to change. Office hours should be offered a minimum of two hours/week.

Family Education Rights and Privacy Act (FERPA)

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), post-secondary students enrolled at IUSB are hereby notified of their rights with respect to their education records. Additional information on specifics regarding education records are available at IU FERPA Release of Student Information

Financial Aid and Scholarships

The IUSB Office of Financial Aid and Scholarships can tell you more about financial aid and scholarship opportunities and procedures. You can do this by completing their online inquiry form below or visiting the office on the main campus. Visit: <https://southbend.iu.edu/students/financial-aid/index.html>

Please note: If you have already earned a master's degree from IU, your financial aid could be affected in your second year as a student. The computer system used by the financial aid office does not automatically differentiate between the master's degree you already have and the one you are working on now. Because of this discrepancy, the system will show that you have earned all credits required and are no longer eligible for financial aid. However, this is incorrect. Instead of waiting for this to happen and possibly losing funds and having to write an appeal. If you already have a master's degree from IU, the financial aid office requires the student's advisor to email the FAO with the student's name, ID number and a statement regarding how many credit hours from the student's first degree apply towards the second degree. Requests must be sent from your official IUSB email account to: sbfinaid@iusb.edu. Please include your STUDENT ID NUMBER your email.

Legal Issues

(Crime, Sexual Harassment, Alcohol/Drug Abuse) Indiana University does not tolerate illegal activity by faculty, staff or students. If you have questions or would like a copy of specific policies, contact: IUSB Police Department (574-520-4239) or Affirmative Action and Campus Diversity (574-520-5536.)

Letters of Recommendation and References (AS-20)

Letters of recommendation/reference may be written by the MS Occupational Therapy program faculty. The Privacy Act protects students from unsolicited letters of recommendation/reference. Before making a request for a letter of recommendation/reference, the student must complete the "Permission Form for Letters of Recommendation/Reference" document. The document will be kept in the student's file.

Procedural Options for students to give faculty written permission to release information:

1. Complete the "Permission Form for Letters of Recommendation/Reference" and give it to the Department of Occupational Therapy's Program Director.
 - a. This provides all the faculty blanket permission to write any kind of recommendation/reference to any legitimate person requesting it.
 - b. This procedure avoids the need for a student to write individual releases to each faculty member asked to serve as a reference each time a letter is needed. It is the student's responsibility to inform the faculty member that the "Permission Form for Letters of Recommendation/Reference" has been signed and is in his/her student file. (This will be checked even post-graduation).
2. For students wishing to limit faculty members who can serve as references, the student may file a statement specifying exactly who (by name) has permission to write what kind of letter (e.g., scholarship recommendation, employment reference, etc.).
3. The student writes individual releases to each faculty asked to serve as a reference each time a letter is needed. The student may also specify the addressee if so desired.

Student Procedure to obtain a Letter of Recommendation/Reference from a Faculty Member:

1. Ask the faculty member the student wishes to serve as a reference if he/she would be willing and have time to write a letter. (Faculty members have the right to refuse a request).
2. Make necessary contact well in advance of the date by which the letter is needed. (One week is considered the minimum).
3. Provide the faculty member serving as a reference with the following information in writing:
 - a. Details about what the letter is to recommend or do (e.g. scholarship, employment).
 - b. To whom the letter should be addressed (including proper title, if applicable) and address.
 - c. Any standard or criteria that must be met to qualify.
 - d. Deadline-be sure to allow for mailing time if applicable.
4. Provide as much pertinent information about yourself in writing to facilitate the process of writing the letter of recommendation/reference, including:
 - a. List of specific qualifications that the student meets (e.g. reasons for financial need, unique skills, etc.).
 - b. Any pertinent background information about the addressee (e.g. information about the organization, etc.)
5. Follow up with the Faculty Member to confirm that the letter was sent.
6. For letters of recommendation/reference requested after graduation from the Occupational Therapy Program, the student must:
 - a. Provide year of graduation and name registered under while in the program.
 - b. Direct the request to a faculty member who best knows the student (e.g. a faculty member can only make statements regarding academic performance and potential as a therapist—clinical competence is not included unless faculty have current firsthand knowledge)

NOTE: At two years post-graduation, the faculty and the school can only verify that the student completed the program and date of graduation.

Notification of Emergencies or Illness and Make-up

Students are required to promptly notify the respective course instructor via email or phone, in the case of illness, emergency, or any other unexpected event prohibiting class attendance and to plan for make-up.

Part-Time Employment Students may elect to work part-time during their studies. Generally, students are encouraged to restrict their work as the academic program will be rigorous. Federal aid applicants may indicate their interest in the federal work-study program via the FAFSA. If you would like to learn more about this option, please refer to the <https://southbend.iu.edu/students/financial-aid/types-of-financial-aid/work-study.html>

Phones

It is the policy of the Occupational Therapy Program that no student phone number or address shall be given to an inquiry. The name and phone number of the caller will be taken, and a message forwarded to the student.

Classroom Phones:

Use of the Elkhart Center office and classroom phones is restricted to business (such as communicating with a Fieldwork Educator) or emergencies.

Cell Phones:

It is expected that cell phones will be turned off while in class. **Exceptions made for emergencies or approved classroom activities only.**

Research Involving Human Subjects (AS-24)

The University maintains an assurance with the Department of Health and Human Services (DHHS) which requires that all research projects involving human subjects conducted at IU be reviewed and approved by an Institutional Review Board (IRB) *prior* to initiating any research. If an investigator is uncertain about whether research requires IRB review, Research and Sponsored Programs should be consulted. For more information, visit: <https://research.iu.edu/compliance/human-subjects/index.html>.

As part of the G-565 Research Methods in Occupational Therapy course, students will be required to successfully complete and pass an online Protection of Human Subjects test (Social/Behavioral/Educational Researchers, Stage 1) and submit the certificate of completion to the course instructor. The completion certificate will be kept in the student's file.

Scholarship information and University wide scholarships can be found here:

<https://students.iusb.edu/financial-aid/graduate-students.html>

IUSB requires students to complete an online scholarship application to apply for scholarships. The application provides students the opportunity to be considered for the greatest number of scholarships available. To learn more about the online application process please visit this website <https://students.iusb.edu/scholarships/OSA.html>

Current scholarships exclusively available for MSOT students

Jeffrey & Diane Crabtree IU South Bend Occupational Therapy Scholarship

This scholarship is available to support MSOT graduate students in good standing in the second year of the MSOT program at IUSB. Recipients must create and engage in a practice or research project while engaged in a supervised Level II fieldwork learning experience related to occupational justice and underserved populations and culturally or racially disadvantaged individuals in a community-based venue. For more information, please make an appointment to meet with the Program Director

Social Media Standard

IUSB encourages the use of social media to develop and maintain connections with those interested in the University. Our social media guidelines are intended to be a reference tool to ensure that all IUSB social media accounts are administered in a manner that aligns with the University's mission and helps grow our public brand using social media marketing best practices. Visit <https://www.iusb.edu/ocm/brand/social-media-standards.html> for more information.

- IUSB Home page <http://www.iusb.edu>
- IUSB DCHS School of Rehabilitation Sciences Home page
<https://healthscience.iusb.edu/school-of-rehabilitation-sciences/index.html>
- MSOT Home Page: <https://healthscience.iusb.edu/occupational-therapy/index.html>

Student Faculty Communication

If a faculty member provides a cell phone number and permits students to call or text message, this communication should only pertain to clinical or course issues and be within the standard working day, Monday through Friday, 8am to 5pm. Course or clinical emergency calls or text messages outside of these hours are restricted to emergency use only. Students should not contact faculty members via their cell phone number for any other reason. Exceptions to this policy may apply at the discretion of individual faculty members.

The IU email system is the official method of communicating electronically. Faculty may also use Canvas LMS or other IU approved electronic platforms as a form of official communication. Faculty members make every effort to respond within two standard working days. Correspondence that occurs after 5pm during the week or on the weekend may not be answered until the next standard working day, Monday through Friday, 8am to 5pm.

Student Health Services

Student health services are provided through HealthLinc and located at 1960 Northside Blvd, South Bend, IN 46615. For more information visit: <https://healthscience.iusb.edu/health-and-wellness-center/resources.html>

Student Health Status (AS-17)

Any student health concern or change in health status which could be potentially harmful to the student or others should be reported to the Program Director. The student should exercise precautions to social distance themselves accordingly to prevent spreading virus, illness, or condition. IUSB offers a health and wellness clinic on the main South Bend campus for medical attention if needed (see above).

Student Occupational Therapy Association @ IUSB

The MSOT program sponsors the Student Occupational Therapy Association (SOTA) @ IUSB. The purpose of the association serves as a voluntary student organization to complement learning, engage in community service and participate in social events focused on the theme of occupational therapy. Activities within the association include fundraising, community services, socialization and guest speakers for non-course related events. Meetings are schedule once per month during the fall and spring semester at Elkhart Center. Membership dues are currently \$10.00 per academic year. To maintain active membership, members must participate in one service and one fundraising event per semester.

Student Professional Organizations

Many occupational therapy students are interested in becoming involved in their professional organizations. The following information serves as a guide to participation.

I. STUDENT ORGANIZATIONS

A. Local

1. Student Occupational Therapy Association at Indiana University South Bend (**SOTA**)

B. State

1. Indiana Occupational Therapy Association (**IOTA**) www.inota.com Student dues \$30.00/yr
2. District and Special Interest Group meetings of IOTA

C. National

1. American Occupational Therapy Association (**AOTA**) www.aota.org (required membership)
2. AOTA Assembly of Student Delegates (**ASD**)

D. International

- World Federation of Occupational Therapists (**WFOT**) www.wfot.org

Study Time

Students in the IUSB MSOT graduate health professional occupational therapy program should spend approximately two hours studying for every one hour spent in class. Refer to the Elkhart Center for open hours to access the building for studying if needed. <https://www.iusb.edu/elkhart/index.html>
MSOT students also have swipe security access to Elkhart Center during non-business hours. Please note that onsite security is not present in the building during these hours.

Syllabi

A detailed syllabus is provided for every course offered in the MSOT program. The syllabus will establish the class meeting time(s) and location(s), instructor contact information, bulletin catalog description, learning objectives, instructional methods and learning activities, required and recommended texts, course grading and assignments, course policies and other relevant information. Students should carefully read and attend to all the provided information in the syllabus. It is strongly recommended that the syllabus and other pertinent information from each course be retained by students for potential use in future educational pursuits.

University Center for Excellence in Teaching (UCET)

The UCET department offers ongoing training, focus groups, webinars, and consultation for faculty to gain valuable resources to help student learning. Some webinars may be relevant for graduate learners and content will be shared accordingly. UITS Workshop Training Schedule: ittraining@indiana.edu

University Libraries

SB Campus:

- **The Franklin D. Schurz Library** provide an ample supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers. Instructional aids and technology are available at the Schurz library.

The Franklin D. Schurz Library is located off Hildreth Street, at the heart of the IUSB campus. It is the tallest building on campus. Visitors to the Schurz Library may park in the metered spaces located in the Library lot just west of the library.

The [Schurz](#) library is open Sunday – Friday at the IUSB campus. The Elkhart Center library is accessible Monday – Thursday. Hours are subject to change per semester and are posted on the library website (<https://library.iusb.edu/>) and at Elkhart Center.

- **Wiekamp Educational Resource Commons (WERC) is located on the SB campus** Education & Arts Building, Room 2010. WERC can provide a variety of technology services including but not limited to large size printing (e.g. presentation posters, 3D printing and more).

Elkhart Center

Located on the second floor, the **Elkhart Center Library** contains a small library of approximately 150 print titles that students may use and checkout. This print collection is periodically updated. The collection is non-circulating, and all resources must remain at Elkhart Center when in use. **Please contact the Elkhart Center administrative assistant for key access to the collection.**

Writing Expectations

Unless advised otherwise by your course instructor, all papers should be written using word processing software and in APA format (American Psychological Association Publication Manual, 7th Edition). It is the student's responsibility to have access to a computer and internet service to complete assignments or fieldwork documentation in a timely manner.



Fieldwork Curriculum Overview

In this section, you will find information on:

Fieldwork Mission Statement
Fieldwork Program Overview

More specific fieldwork information fieldwork is in the fieldwork manual.



Welcome to fieldwork! This is an exciting time as you are transitioning from your academic studies and beginning your journey into clinical practice. Fieldwork is an essential part of the MSOT program to advance your clinical reasoning, professional development, and evidenced based research application towards entry level occupational therapy practice. The role of the Academic Fieldwork Coordinator (AFWC) is to secure appropriate level I and II sites, prepare you for fieldwork engagement, evaluate your competency skills, and help you prepare for the NBCOT national certification testing and application to state licensure.

Complete information on Fieldwork will be provided in the Fieldwork Manual.

Fieldwork Program Mission Statement

The IUSB fieldwork mission is to provide and support fieldwork requirements as provided by the Accreditation Counsel for Occupational Therapy Education® (ACOTE) and the Indiana University South Bend (IUSB) Master of Science in Occupational Therapy (MSOT). Our faculty will prepare and support students throughout their fieldwork experiences to develop professional skills, clinical application, self-reflection, as well as critical thinking across the lifespan and in a variety of settings. Our faculty will guide students through their preparation for the National Board for Certification in Occupational Therapy (NBCOT) certification exam and state licensure requirements. The five primary goals of the curriculum (Curricular threads) will be implemented in the fieldwork experience and are to educate practitioners who demonstrate excellence in:

- Culturally Aware, Occupation-based Practice
- Knowledge Translation
- Professionalism, Leadership and Advocacy
- Interprofessional Practice
- Social Entrepreneurism in healthcare, community, and education settings.

Fieldwork Program Overview

Fieldwork is a vital part to the occupational therapy curriculum providing hands on experiences across the lifespan and within a variety of settings to connect what is learned in the academic setting into clinical practice. The transformative learning that occurs in fieldwork is necessary to prepare students for entry level practice by applying evidenced based practice, theoretical application, and reflective professional development. Providing clinical/community site placement opportunities for five different settings allow students to gain experience and feedback from experts in the field. The Academic Fieldwork Coordinator (AFWC) is the administrator employed by IUSB who manages fieldwork responsibilities in collaboration with faculty and the IUSB OT program director. The Fieldwork Educator (FW Ed.) is the site supervisor and is typically employed by the site with the exception of contract therapists and / or university faculty supervision. The Accreditation Council for Occupational Therapy Education (ACOTE, 2012) provides the following criteria for accredited fieldwork programs to provide:

- learning objectives
- proper supervision
- assessment of student progress
- fieldwork experience

ACOTE Standards

The 2023 Accreditation Council for Occupational Therapy (ACOTE) provides academic and fieldwork guidelines for an accredited educational program. IUSB follows these guidelines which are available on the ACOTE website <https://acoteonline.org/accreditation-explained/standards/>

Orientation to Fieldwork (Level I and Level II)

Fieldwork (FW) is designed to provide a progression of learning through experiences once the student has demonstrated completion and success of pre-requisite classes and successful professional behavior. FW is comprised of five separate rotations classified as 3 Level I and 2 Level II rotations. Level I FW consists of part-time observation and may include participation. Fieldwork Level II is a full-time experience requiring provision of direct supervised occupational therapy services (evaluation, intervention, documentation, and billing management). FW will provide exposure to clients across the life span in a variety of settings and conditions which may include the following:

- Pediatrics: school, early intervention, private practice, and hospital settings
- Physical Disabilities: community, outpatient, inpatient rehabilitation, and hospital based
- Mental Health/ Behavioral Health: community practice, private practice, out/inpatient behavioral health and wellness programming
- Emerging Practice: nontraditional practice setting that works with clients to improve meaningful daily activities such as: providing injury prevention programming, ergonomics training at a manufacturing facility, educating staff and families at an adoption facility, working with an orthotist to manage splinting and technology for hand injuries, or engagement at a homeless shelter providing job coaching programming.

At IUSB, Level I FW is completed concurrently within the following courses totaling approximately 120 hours of client engagement throughout the Level I FW experience:

- **G592 Level I A Pediatrics (Spring Year 1)**
 - G652 Pediatrics in Occupational Therapy
- **Level I B Community/Psychosocial (Summer Year 1)**
 - G554 Mental Health and Functional Cognition in Occupational Therapy
 - G550 Group Process in Occupational Therapy
 - G556 Population Health In Occupational Therapy
- **Level I C – Adult/Older Adult (Fall Year 2)**
 - G654 Productive Aging in Occupational Therapy
 - G641 Adaptation and Participation in Occupational Therapy
 - G655 Assistive Technology in Occupational Therapy
- **Level II A (Spring Year 2)**
 - G699 Fieldwork Level II A
- **Level II B (Summer Year 3)**
 - OETH-G 799 Fieldwork Level II B

Students will participate in the FW site clinical hours AND attend (virtually and/or face to face) FW didactic class requirements identified in the syllabus (OETH-G 592, 692, & 693). FW class work may include weekly assignments, meetings (virtual and/or face to face), discussion boards, and active learning to focus on professional development, ethical practice, transitioning from the academic setting to clinical practice, goals of FW, communication styles, supervision, leadership, coping and stress management, giving and receiving feedback, and FW evaluation tools with the AFWC as the instructor. Competency assessments and self-reflection will be measured by the following documents: Professional Development tools, Fieldwork Performance Evaluation (FWPE)

Professional Development

Professional Development Forms will be required by each student to be completed during all 5 experiences. Refer to the syllabus for each class for due dates. This is a process to increase self-reflection and self-improvement of professional growth throughout the clinical FW experiences. These documents are to highlight behaviors needing improvement and validate outstanding contributions. Assessment of professional behaviors is critical in the evaluation of both Level I and Level II FW to prepare students for entry level practice.

GENERAL FIELDWORK INFORMATION

Attendance

Students are expected to participate in all scheduled FW clinic hours, related activities, and class seminars (virtual or face to face which will be communicated by the AFWC). Students **must understand** these hours may be different from the IUSB school calendar, therefore Spring Break, vacations, etc. may not be provided during the experiences. Students must notify their FW Educator immediately of the absence and within 24 hours with the AFWC and record the absence in the student FW portal. Students may be required by the Fieldwork Educator to make-up absences. Any requested time off must be **pre – approved** by the AFWC and the FW Educator with a plan to make up the time presented by the student; however, pre-approvals are not always granted. Students who are consistently late to their fieldwork (three or more times) or have three or more absences, will need to discuss these professional behaviors with the AFWC. Further learning contracts, disciplinary actions, extension of the fieldwork, and / or removal from the fieldwork may occur. Attendance is a professional development skill which impacts patient care and professional communication.

Incident Report

Incidents that must be reported include injuries that occur during the FW, injuries that occur outside the FW, but that prevent students' performance in the FW, and / or professional behavior concerns during the FW experience must be reported immediately to the AFWC and the site supervisor. To monitor students' emergency situations while on FW, an incident report is to be completed by the student and fieldwork educator then returned to the AFWC. Further discussion/ actions with the AFWC and the Program Director may be necessary if the incident will prevent further participation in FW.

Failure to comply with any of the policies described may result in termination of the student from the FW experience with no obligation on the part of the MSOT program to reschedule. Exceptions and/or appeals to this contractual policy may be made to the MSOT faculty through the Program Director.

Dress Code for Fieldwork

During Level I and Level II fieldwork experiences, students are required to represent the profession and University with professional business attire unless specified by individual sites to comply with their student expectations. IUSB OT Student name tags and IU Crimson Cards will be issued the first semester of the program. Students are required to wear their name badge during FW experiences unless the sites provided site specific name badges. Professional business attire includes IUSB MSOT polo shirt with black or tan pants, and closed toe non-skid sole shoes. Site specific clothing may include scrubs or lab coats (at the student's expense) Yoga pants, stretch pants, shirts with hoods, open toe shoes and/or pants with holes or tears is NOT acceptable. Occupational Therapy is a health profession requiring physical movement and positioning. Students need to assess the fit of their clothing to ensure proper coverage is maintained throughout all fieldwork responsibilities.

Weather and Community Emergencies

Safety is the primary focus for all students, clients, faculty, and staff. In the case of inclement weather, emergencies, or other safety issues, please review and understand the policies and procedures for the site with your supervisor and complete your orientation to the site check list (which will be discussed in level I and II seminar). If IUSB is closed for any weather, safety, pandemic, illness, or other reasons, the student may still participate in clinical experience at their fieldwork site IF the site and the AFWC

deem it is safe and reasonable. If the site is closed for any duration (one day or longer) due to an emergency, the student must inform the AFWC immediately.

Fieldwork Site Safety

Students must communicate immediately to the site FW Educator AND the AFWC if there is a concern of safety while engaged on the fieldwork rotation. IF there is concern and the student does not feel safe to communicate with the site supervisor, the student must communicate to the AFWC immediately. The AFWC and the IUSB MSOT Program Director will follow all safety policies and procedures and work with the student to secure an appropriate outcome.

Financial Aid

Students are responsible to file for FAFSA for each Level II FW if they are planning on using financial aid. Refer to the IUSB student handbook for more information and communicate with your financial aid advisor at IUSB for more information:

**VERA Z. DWYER SCHOOL OF HEALTH SCIENCES**

DIVISION OF

REHABILITATION SCIENCE

Master of Science in Occupational Therapy

Emergency and Severe Weather Information

**In this section, you will find specific safety information on:
Specific safety information, policies and procedures for the
IUSB Elkhart Center and the IUSB Main Campus**



Information can be found at https://southbend.iu.edu/administration/police/campus-fire-safety/emerg_action_plans/index.html

**INDIANA UNIVERSITY
BUILDING EMERGENCY ACTION PLAN
ELKHART CNTR II, SB874B, EK ELKHART, IN 46516-
3609 125 E FRANKLIN ST**

Revision Date: 04/04/2022

Emergency Contacts

For all emergencies, call 911

IU Police Department (non-emergency) - 812-855-4111
IU Emergency Management & Continuity - 812-855-2004
IU Environmental Health & Safety - 812-855-2004
Insurance, Loss Control & Claims - 812-855-9758
Facility Operations - 812-855-8728

Building Emergency Action Plan

Purpose

The Building Emergency Action Plan is a document that consists of emergency procedure guidance, activities for preparing for emergencies, and roles and responsibilities of building occupants.

Scope

The Building Emergency Action Plan (BEAP) is a requirement of both OSHA, 1910.38: Emergency Action Plans, and the Indiana Fire Code, Chapter 4: Emergency Planning and Preparedness. This requirement applies to all facilities where IU employees are assigned; however each BEAP is designed specifically for building occupants, including faculty, staff, and students. IU Emergency Management & Continuity shall make plans available to the IU community to review and plan for emergencies.

Building Occupants & Responsibilities

Supervisor

It is the responsibility of all supervisors to review the BEAP with their employees, for all buildings in which the employee is assigned. Supervisors are responsible for ensuring expectations and responsibilities are clearly defined; they shall also be prepared to ensure all questions and concerns are addressed appropriately.

Employee

It is the responsibility of all employees to ensure a safe and healthy working environment. Employees shall review the BEAP and work with their supervisors to address questions and concerns. All employees are responsible for their personal safety; the Building Safety Committee is intended to provide support and communication, however they are not responsible for others' safety.

Faculty

It is the responsibility of all faculty/instructors (tenured, full-time, and part-time) to review the BEAP for all buildings in which they teach. Faculty/instructors shall be familiar with emergency procedures and are expected to take all alarms and alerts seriously and be prepared to pause class to ensure everyone is able to get to a safe location.

Students. It is the responsibility of all members of the IU community to ensure it is a healthy and safe environment. Whereas the Building Emergency Action Plan is regulated by OSHA and the Indiana Fire Code, all elements within the plan apply to all members of the IU community. Students should be familiar with emergency procedures and are expected to take all alarms and alerts seriously.

The upcoming sections include general guidance for a variety of incidents and emergencies; you may be in a situation in which you need assistance during an emergency. It is highly recommended that everyone develops their own personal safety plan; if you need assistance during an emergency (regardless if short-term or long-term), the Building Safety Chair and IU Emergency Management & Continuity (IUEMC) are available to assist in developing alternatives that apply specifically to you. IUEMC can be reached at iuemc@iu.edu – be sure to include your building(s) in your email.

Tips for individuals needing assistance:

- If you are unable to evacuate, find a safe location in the building and shelter-in-place.
- Always call 911 with your location (building, address, room number). If you have a cell phone, keep it with you whenever you can.
 - Guidance for evacuating and sheltering-in-place are included in the following sections of the Building Emergency Action Plan:
 - Evacuation & Shelter-in-Place

Tips for people who offer to help those needing assistance:

- Always ask someone requiring additional assistance how you can help before attempting to help.
- Only attempt an emergency evacuation if you have had emergency assistance training or if the person is in immediate danger and cannot wait for emergency personnel.
- **If you know of someone you weren't able to assist, notify emergency personnel or call 911 immediately.**

Shelter-in-Place

Shelter-in-place is a term that indicates there is a dangerous hazard outside and you should find a safe location inside to find shelter from the threat. Examples of such hazards include severe weather (such as a tornado warning), a hazardous material release, an active aggressor, or other dangerous situation. It is important to select a shelter location that will provide protection from the specific hazard or threat – IU Notify is used to distribute such information; use this information to guide your actions. Remember, there is not one location that is ideal for all circumstances; here are some general considerations:

- Severe weather: find an interior space, without windows, that is located on a lower level of the building.
- Hazardous material release: find an interior room, typically located above ground level and close all windows and doors.

- Active aggressor: referring to the Hide section of Run-Hide-Fight, secure yourself in a room (either by locking or barricading) and turn off phones and lights to appear as though the room is empty and stay clear of windows and be ready to act in case the room is attacked.
- Other dangerous situation: use the incident details to find a safe location from the hazard; use the space around you to appropriately shelter-in-place.

It is safe to resume normal operations once emergency personnel has issued an all clear. The exception to this is during a weather warning (such as a tornado warning) – these are issued with an expiration time; once the expiration time has passed, it is safe to resume business.

Hazards

Any of these hazards may require a building evacuation or sheltering-in-place. Always proceed with caution to find a safe location.

Active Aggressor

An active aggressor is a person who appears to be actively engaged in killing or attempting to kill people in a populated area -- typically using firearms but possibly using other weapons, such as knives, or vehicles. There may be no pattern or method to their selection of victims. These situations are dynamic and evolve rapidly, so it is important that you act quickly and that you remember Run, Hide, Fight (in no particular order).

Run

- Always try to escape or evacuate even if others insist on staying.
- Encourage others to leave with you, but do not let indecision slow you down.
- Try to prevent others from entering the danger zone.
- Keep your hands visible for law enforcement.
- When safe, call 911 to report the incident and description/location of the aggressor(s).

Hide

- Turn off lights, close window blinds/curtains, and silence cell phone ringer and vibration.
- Lock doors, if not an option, barricade doors with furniture and other objects.
- Stay low to the ground but do not sit down; be prepared to move.
- Gather items to use for self-defense.
- Identify other methods of evacuating should the opportunity to escape occur.
- Render first aid to the injured if safely able to do so.

- If safe to do so, call 911 and report your location. If the aggressor is in the area and able to be heard, call and keep the line open for dispatchers to listen.

Fight

- As a last resort, act with aggression and use improvised weapons to distract and/or disarm the aggressor.
- Throw objects at the aggressor's head – aim for their eyes.
- Work together as a team if others are present.
- Upon use of a distraction device, immediately attempt to escape or take down the aggressor.
- Commit to action as your life is at risk.
- Remove the weapon from the aggressor's reach and safely hide it – do not handle it because law enforcement may perceive you to be a threat.
- If possible, immobilize all limbs (arms, legs, head) until law enforcement arrives.

- Visit [Emergency Situations](#) for more information on Active Aggressor incidents

Earthquake

Earthquakes can happen around the country, including the Midwest (both New Madrid and Wabash Valley faults run through Indiana). Shaking can happen without warning, and aftershocks can continue to impact the area, even after the initial shock has concluded. During an earthquake, try to drop, cover, and hold on as best as possible:

- Drop to the floor, ideally under a sturdy desk or table; maintain a low center of gravity to remain as stable as possible.
 - If you are in a wheelchair, lock the chair to ensure stability.
- Cover head with arms to protect it from falling debris. If possible, stay away from bookshelves, mirrors, or other loose furniture.
- Hold onto something sturdy, such as the leg of the table to maintain stability.

Visit [Earthquakes](#) for more information about earthquakes

Fire

If you see smoke, fire, explosion or smell a burning odor, pull the nearest fire alarm and proceed with evacuation procedures, leaving the building out the nearest, safest emergency exit.

- For specific fire safety questions, contact INLOCC at INLOCC@iu.edu. The following are

common hazards found in offices and all employees are responsible for ensuring their workspaces are free from:

- Electrical circuits, such as frayed or worn wiring and extension cords;
- Electrical appliances, left unattended while in use, such as coffee pots, microwaves, and portable heaters;
- Blocked or held open fire doors and emergency exits;
- Storage and trash in stairwells and hallways;
- Extension cords, being used as permanent wiring;
- Storage closer than 18 inches to sprinkler heads;
- Flammable solvents, such as gasoline, paint thinner, and degreaser;
- Flammables and combustible liquids not properly stored in a designated storage area/locker;

Good housekeeping practices can reduce risks; some common practices include:

- Heat producing equipment shall be kept in good working order and located at a minimum of 36 inches from combustible items.
- Safety equipment, such as fire extinguishers, pull stations, and AEDs, shall be kept clear to ensure accessibility.
- All staff who handle, store, and maintain hazardous materials shall complete training as required by Environmental Health and Safety.

Visit [Fire and Building Evacuation](#) for more information on fire incidents visit

Severe Weather

Alerts: Watches & Warnings

The National Weather Service will issue alerts for weather conditions. There are two alerts to be familiar with:

- Watch: indicates conditions are favorable for severe weather in and around the area
 - Be prepared to take shelter: have a plan and stay informed.
- Warning: indicates severe weather is imminent and may already be occurring in the area

Floods

Floods are the #1 cause of death associated with natural disasters in the United States - just 6" of water can overpower a car. Always use caution in flooded areas and when in doubt about the depth of water,

“Turn Around, Don’t Drown”, a National Weather Service and NOAA slogan used a reminder to use caution and consider alternative routes.

Lighting & Thunder

Lightning is dangerous up to about 10 miles away. “When Thunder Roars, Go Indoors” is a National Weather Service and NOAA slogan developed to remember when it is appropriate to seek shelter. If thunder is present, it indicates lightning is close enough to be damaging. It is safe to return outside once 30 minutes has gone by without thunder.

Winter Weather

Winter weather includes snow, sleet, freezing rain, and extreme cold. All of these can quickly affect vehicular and pedestrian travel. Use caution and allow more time to stop and react to situations. The University will attempt to pre-treat ground surfaces and remove snow and ice as needed.

Read about Indiana University’s Adverse Weather Policy at <https://policies.iu.edu/policies/hr-11-20-adverse-weather/index.html>

Suspicious Activity

It is the responsibility of members of the IU community to be on the lookout for suspicious activities or behaviors. If you notice anything out of the ordinary, call IUPD or local law enforcement. If you see something, say something! When reporting suspicious activity, be sure to include the following information:

- Activity: what exactly are the behaviors and actions that are suspicious,
- Location: with detail, such as address or closest intersection or nearby landmark,
- Time: date and time of the incident, as specific as possible,
- Description(s): number of people, age(s), gender(s), appearance(s), clothing(s), etc, and
- Equipment(s): clear descriptions of vehicles, weapons, etc.

If it is a life-threatening emergency, call 911 or IUPD immediately

IUSB Elkhart Center building has the following equipment:

- NOAA All-Hazards Radio(s), located at:
MainOffice
- AED(s), located at:
The hall wall in front of A132 beside the first-floor men's bathroom.
- First Aid Kit(s), located at:

A106 (Restricted Workroom), the top left drawer of the Police Desk (by the back faculty hallway and room A128), the top cabinet closest to the door in A122 (Restricted Tech Closet), and in the central basement space by the elevator (A100).

- In an emergency evacuation, building occupants shall leave the building out the nearest emergency exit, which may not be the main entrance. Once out of the building, occupants shall meet at the following locations:
 - **Primary Location (outside):**
City of Elkhart Public Parking Garage, East Marion Street (2nd level preferred)
 - **Secondary Location (outside):**
City of Elkhart Public Parking Lot, Franklin Street
 - Tertiary location (inside a nearby building in case of inclement weather or other hazard):
No Information available at this time.

Please note: Building occupants may return to the building once they receive an all clear from on-site emergency personnel.

- During a severe weather incident (such as a tornado warning), occupants can take shelter in a safe location, such as an interior room, with no windows, ideally in the lower level of the building.
 - Severe weather shelters in this building include, but are not limited to:
Bottom landing of the back stairwell, and first-floor bathrooms.



VERA Z. DWYER SCHOOL OF HEALTH SCIENCES

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Master of Science in Occupational Therapy

Appendices



Appendix A

Indiana University South Bend ACADEMIC CALENDAR 2025-2026 (fall, spring, summer)

***Calendar Dates subject to change**

Class of 2027 Orientation

August 19 2025

Fall 2025

Classes Begin	August 25
Labor Day Holiday	September 1
Fall Break (Monday – Tuesday)	October 20-21
Classes Resume	October 22
Thanksgiving Break (no in-person classes for Nov 24-25; however instructor may schedule alternate synchronous class in lieu of) - DOES NOT APPLY FOR LEVEL I OR II FIELDWORK SCHEDULE	November 26 – December 1
Classes Resume	December 1
All Classes End	December 12
Exams Begin – check with your course instructors	December 15
Exams End	December 19

**Transcripts available with grades – December 24, 2025

Spring 2026

Classes Start	January 12
Martin Luther King, Jr. Holiday – (Campus closed)	January 20
Spring Break (after last class)	March 15 - 22
Classes Resume	March 23
Classes End	May 1
Final Exams Begin – check with your course instructors	May 4
Final Exams End	May 8

**** Commencement for MSOT Class of 2025 – May 12 (tentative)**

Summer 2026

Non-standard (NS) session

12 week scheduled classes start	May 18
Memorial Day Holiday (Campus closed)	May 25
Juneteenth Holiday (Campus Closed)	June 19
Independence Day Holiday (Campus closed)	July 3
Classes end	Week of Aug 3-7

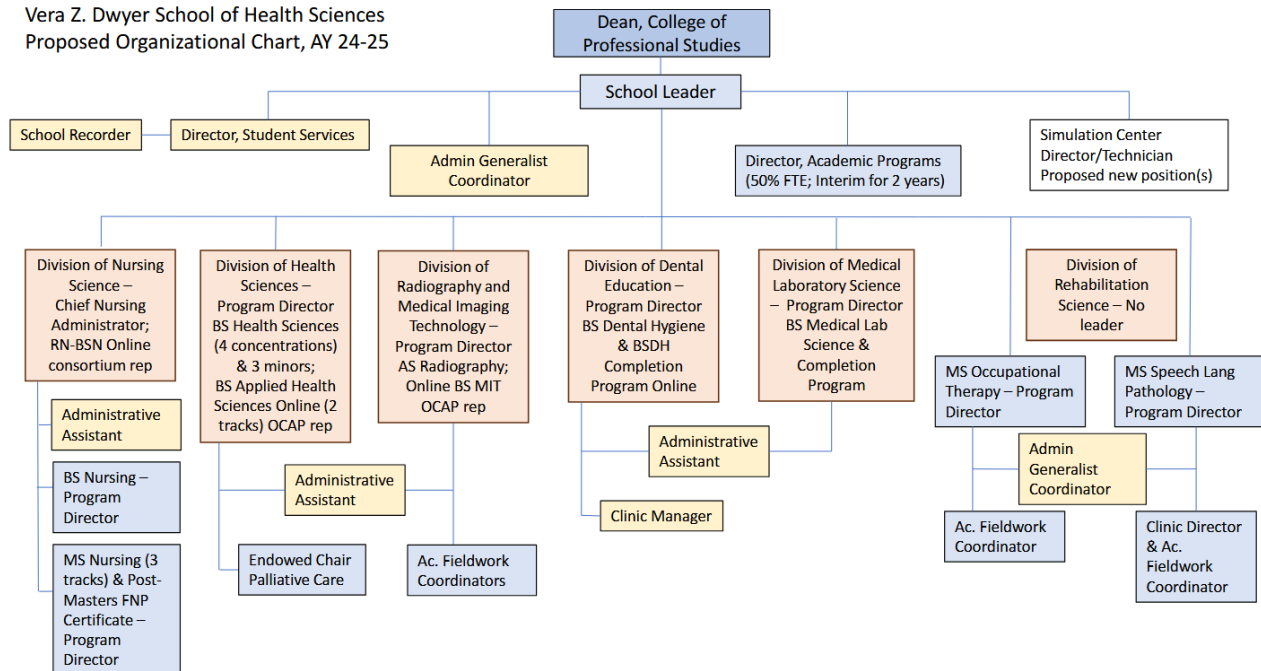
IUSB Future Academic Calendar for Fall 2026: [IUSB Future Academic Calendars](#)

Appendix B

IUSB Vera Z. Dwyer School of Health Sciences ADMINISTRATIVE ORGANIZATIONAL CHART

2025-2026

Vera Z. Dwyer School of Health Sciences
Proposed Organizational Chart, AY 24-25



INDIANA UNIVERSITY SOUTH BEND
Vera Z. Dwyer College of Health Sciences
OCCUPATIONAL THERAPY PROGRAM
PRE-PROFESSIONAL/TECHNICAL STANDARDS COMPOSITE

STUDENT _____

SEMESTER _____

DIRECTIONS: The purpose of this evaluation is to provide feedback to the student about their professional development in becoming an occupational therapist. This will be reviewed at the first advising meeting (semester 1) with the student and repeated, as needed during their participation in the program. The student self-rates items (except Ia, IIg, III, and IIIc) the first time. An item score of “0” will require development of a student support plan to address the concern.

- | | | |
|---|----------------------|--|
| 0 | UNSATISFACTORY | <i>The student does not demonstrate the required level of technical skill.</i> |
| 1 | NEEDS IMPROVEMENT | <i>The student, while beginning to demonstrate the required level of technical skill, needs improvement in either quality or quantity.</i> |
| 2 | MEETS REQUIREMENTS | <i>The student demonstrates the required level of technical skill.</i> |
| 3 | EXCEEDS REQUIREMENTS | <i>The student demonstrates refinement or additional qualities beyond that required by his/her progression through this curriculum.</i> |

I.	PHYSICAL COMPETENCIES (Motor)	RATING	COMMENTS
	a. moves independently throughout the campus setting and field work settings to provide general care and (emergency treatment to patients)	0 1 2 3	
	b. manipulates a variety of media and equipment sufficiently to perform basic test and treatment procedures	0 1 2 3	
	c. independently performs motor coordination needed for diagnostic or treatment maneuvers	0 1 2 3	
	d. maintains alertness and ability to act in an emergency situation	0 1 2 3	
	e. detects odors, sights, and sounds which may cause or indicate a potential hazard	0 1 2 3	

II.	BEHAVIORAL COMPETENCIES	RATING	COMMENTS
	a. displays appropriate dress and personal hygiene	0 1 2 3	
	b. demonstrates the ability to work productively with authority figures	0 1 2 3	
	c. displays honesty and integrity in academic and professional matters according to AOTA Code of Ethics	0 1 2 3	
	d. assumes responsibility for own actions	0 1 2 3	
	e. demonstrates ability to be flexible with unexpected situations	0 1 2 3	

	f. demonstrates judgment by assessing situations, analyzing options, and problem solving	0 1 2 3	
	g. attends activities (classes, convocations, clinical experiences) on time	0 1 2 3	

II.	BEHAVIORAL COMPETENCIES	RATING	COMMENTS
	h. demonstrates awareness of personal needs and seeks appropriate intervention when problems arise: 1. health 2. academic 3. other (specify)	0 1 2 3	
	i. demonstrates dependability by notifying faculty if circumstances prevent attendance and by making up missed assignments	0 1 2 3	
	j. utilizes organizational and time management skills effectively	0 1 2 3	
	k. demonstrates sensitivity and respect for people of varied racial, cultural, gender, religious and disability backgrounds	0 1 2 3	
	l. demonstrates the ability to be a cooperative and contributing member of class, fieldwork, and professional activities	0 1 2 3	
	m. deals with personal emotions maturely	0 1 2 3	
	n. demonstrates the ability to modify behavior in response to feedback	0 1 2 3	
	o. demonstrates the ability to give constructive feedback	0 1 2 3	

III.	COMMUNICATION COMPETENCIES	RATING	COMMENTS
	a. communicates effectively with peers/classmates	0 1 2 3	
	b. communicates effectively with faculty and staff	0 1 2 3	
	c. communicates effectively with patients/clients, fieldwork educators, and others	0 1 2 3	
	d. recognizes and utilizes appropriate non-verbal communication	0 1 2 3	

ANY MAJOR EXCEPTION FROM THESE CRITERIA WILL BE THE BASIS FOR REVIEW BY THE FACULTY OF THE PROFESSIONAL OT PROGRAM.

Comments:

Will a student support plan (SSP) be developed to address any "0" item scores?

_____ YES _____ NO

Student Signature

Advisor Signature

Date

Revised June, 2021

Acknowledged work of Temple University

Appendix D

PERMISSION FORM
FOR
LETTERS OF RECOMMENDATION/REFERENCE

I hereby authorize the Department of Occupational Therapy faculty at Indiana University to send letters (or other forms) of recommendation and reference concerning me for scholarship applications, financial assistance, and/or to potential employers.

NOTE: At two years post-graduation, the faculty and the school can only verify that the student completed the program and date of graduation.

Printed Name of Student

Printed Name of Witness

Signature of Student

Signature of Witness

Date Signed

Date Signed

Special conditions requested:

Appendix E

AOTA 2020 Occupational Therapy Code of Ethics

Note: A pre-published version of Proposed 2025 Code of Ethics can be found at https://www.aota.org/-/media/corporate/files/practice/ethics/aota-2025-code-of-ethics_final-draft_pre-publication.pdf

Abstract Preamble:

The *2020 Occupational Therapy Code of Ethics* (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code serves two purposes: 1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles. 2. It delineates ethical Principles and enforceable Standards of Conduct that apply to AOTA members. Whereas the Code helps guide and define decision making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. The process for addressing ethics violations by AOTA members (and associate members,² where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

¹The term occupational therapy personnel in this document includes occupational therapist and occupational therapy assistant practitioners and professionals (e.g., direct service, consultation, administration); educators; students in occupational therapy and occupational therapy assistant professional programs; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

For a definition of associate members, please see the AOTA website: <https://www.aota.org/AboutAOTA/Membership/Types-and-Fees.aspx>

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>.

The occupational therapy profession is grounded in seven longstanding Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice; AOTA, 1993):

1. Altruism indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

2. Equality indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.

3. Freedom indicates valuing each person's right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person's occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient's right and desire to guide interventions.

4. Justice indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in social justice: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with occupational justice: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).

5. Dignity indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person's social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.

6. Truth indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.

7. Prudence indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

Principle 1. Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

The Principle of Beneficence includes all forms of action intended to benefit other persons. The term beneficence has historically indicated acts of mercy, kindness, and charity ([Beauchamp & Childress, 2019](#)). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm ([Doherty & Purtilo, 2016](#)). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations ([Beauchamp & Childress, 2019](#)).

Principle 2. Nonmaleficence

Occupational therapy personnel shall refrain from actions that cause harm.

The Principle of Nonmaleficence indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm ([Beauchamp & Childress, 2019](#)). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of due care, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care ([Beauchamp & Childress, 2019](#)). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

Principle 3. Autonomy

Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.

The Principle of Autonomy expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the self-determination principle. Respecting the Autonomy of service recipients acknowledges their agency, including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs ([Beauchamp & Childress, 2019](#)). For example, persons have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

Principle 4. Justice

Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons ([Beauchamp & Childress, 2019](#)). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel

work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

Principle 5. Veracity

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

Principle 6. Fidelity

Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

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Appendix F

Enforcement Procedures for the Occupational Therapy Code of Ethics <https://doi.org/10.5014/ajot.2019.73S210>

1. Introduction

The principal purposes of the Occupational Therapy Code of Ethics (hereinafter referred to as the Code) are to help protect the public and to reinforce its confidence in the occupational therapy profession rather than to resolve private business, legal, or other disputes for which there are other more appropriate forums for resolution. The Code also is an aspirational document to guide occupational therapists, occupational therapy assistants, and occupational therapy students toward appropriate professional conduct in all aspects of their diverse professional and volunteer roles. It applies to any conduct that may affect the performance of occupational therapy as well as to behavior that an individual may do in another capacity that reflects negatively on the reputation of occupational therapy.

The Enforcement Procedures for the Occupational Therapy Code of Ethics have undergone a series of revisions by the Association's Ethics Commission (hereinafter referred to as the EC) since their initial adoption. This public document articulates the procedures that are followed by the EC as it carries out its duties to enforce the Code. A major goal of these Enforcement Procedures is to ensure objectivity and fundamental fairness to all individuals who may be parties in an ethics complaint. The Enforcement Procedures are used to help ensure compliance with the Code which delineates enforceable Principles and Standards of Conduct that apply to Association members.

Acceptance of Association membership commits individuals to adherence to the Code and cooperation with its Enforcement Procedures. These are established and maintained by the EC. The EC and Association's Ethics Office make the Enforcement Procedures public and available to members of the profession, state regulatory boards, consumers, and others for their use.

The EC urges particular attention to the following issues:

1.1. Professional Responsibility—All occupational therapy personnel have an obligation to maintain the Code of their profession and to promote and support these ethical standards among their colleagues. Each Association member must be alert to practices that undermine these standards and is obligated to take action that is appropriate in the circumstances. At the same time, members must carefully weigh their judgments as to potentially unethical practice to ensure that they are based on objective evaluation and not on personal bias or prejudice, inadequate information, or simply differences of professional viewpoint. It is recognized that individual occupational therapy personnel may not have the authority or ability to address or correct all situations of concern. Whenever feasible and appropriate, members should first pursue other corrective steps within the relevant institution or setting and discuss ethical concerns directly with the potential Respondent before resorting to the Association's ethics complaint process.

1.2. Jurisdiction—The Code applies to persons who are or were Association members at the time of the conduct in question. Later nonrenewal or relinquishment of membership does not affect Association jurisdiction. The Enforcement Procedures that shall be utilized in any complaint shall be those in effect at the time the complaint is initiated.

1.3. Disciplinary Actions/Sanctions (Pursuing a Complaint)—If the EC determines that unethical conduct has occurred, it may impose sanctions, including reprimand, censure, probation (with terms) suspension, or permanent revocation of Association membership. In all cases, except those involving only reprimand (and educative letters), the Association will report the conclusions and sanctions in its official publications and also will communicate to any appropriate persons or entities. If an individual is on either the Roster of Fellows (ROF) or the Roster of Honor (ROH), the EC Chairperson (via the EC Staff Liaison) shall notify the VLDC Chairperson and Association Executive Director (ED) of their membership suspension or revocation. That individual shall have their name removed from either the ROF or the ROH and no longer has the right to use the designated credential of FAOTA or ROH during the period of suspension or permanently, in the case of revocation.

The EC Chairperson shall also notify the Chairperson of the Board for Advanced and Specialty Certification (BASC) (via Association staff liaison, in writing) of final disciplinary actions from the EC in which an individual's membership has been suspended or revoked. These individuals are not eligible to apply for or renew certification.

The potential sanctions are defined as follows:

1.3.1. Reprimand—A formal expression of disapproval of conduct communicated privately by letter from the EC Chairperson that is non-disclosable and non-communicative to other bodies (e.g., state regulatory boards [SRBs], National Board for Certification in Occupational Therapy® [NBCOT®]). Reprimand is not publicly reported.

1.3.2. Censure—A formal expression of disapproval that is publicly reported.

1.3.3. Probation of Membership Subject to Terms—Continued membership is conditional, depending on fulfillment of specified terms. Failure to meet terms will subject an Association member to any of the disciplinary actions or sanctions. Terms may include but are not limited to

- a. Remedial activity, applicable to the violation, with proof of satisfactory completion, by a specific date; and
- b. The corrected behavior which is expected to be maintained. Probation is publicly reported.

1.3.4. Suspension—Removal of Association membership for a specified period of time. Suspension is publicly reported.

1.3.5. Revocation—Permanent denial of Association membership. Revocation is publicly reported.

1.4. Educative Letters—If the EC determines that the alleged conduct may or may not be a true breach of the Code but in any event does not warrant any of the sanctions set forth in Section 1.3. or is not completely in keeping with the aspirational nature of the Code or within the prevailing standards of practice or professionalism, the EC may send a private letter to educate the Respondent about relevant standards of practice and/or appropriate professional behavior. In addition, a different private educative letter, if appropriate, may be sent to the Complainant.

1.5. Advisory Opinions—The EC may issue general advisory opinions on ethical issues to inform and educate the Association membership. These opinions shall be publicized to the membership and are available in the Reference Guide to the Occupational Therapy Code of Ethics as well as on the Association website.

1.6. Rules of Evidence—The EC proceedings shall be conducted in accordance with fundamental fairness. However, formal rules of evidence that are used in legal proceedings do not apply to these

Enforcement Procedures. The Disciplinary Council (see Section 5) and the Appeal Panel (see Section

6) can consider any evidence that they deem appropriate and pertinent.

1.7. Confidentiality and Disclosure—The EC develops and adheres to strict rules of confidentiality in every aspect of its work. This requires that participants in the process refrain from any communication relating to the existence and subject matter of the complaint other than with those directly involved in the enforcement process. Maintaining confidentiality throughout the investigation and enforcement process of a formal ethics complaint is essential in order to ensure fairness to all parties involved. These rules of confidentiality pertain not only to the EC but also apply to others involved in the complaint process. Beginning with the EC Staff Liaison and support staff, strict rules of confidentiality are followed. These same rules of confidentiality apply to Complainants, Respondents and their attorneys, and witnesses involved with the EC's investigatory process. Due diligence must be exercised by everyone involved in the investigation to avoid compromising the confidential nature of the process. Any Association member who breaches these rules of confidentiality may become subject to an ethics complaint/investigatory process himself or herself. Non-Association members may lodge an ethics complaint against an Association member, and these individuals are still expected to adhere to the Association's confidentiality rules. The Association reserves the right to take appropriate action against non-Association members who violate confidentiality rules, including notification of their appropriate licensure boards.

1.7.1. Disclosure—When the EC investigates a complaint, it may request information from a variety of sources. The process of obtaining additional information is carefully executed in order to maintain confidentiality. The EC may request information from a variety of sources, including state licensing agencies, academic councils, courts, employers, and other persons and entities. It is within the EC's purview to determine what disclosures are appropriate for particular parties in order to effectively implement its investigatory obligations. Public sanctions by the EC, Disciplinary Council, or Appeal Panel will be publicized as provided in these Enforcement Procedures. Normally, the EC does not disclose information or documentation reviewed in the course of an investigation unless the EC determines that disclosure is necessary to obtain additional, relevant evidence or to administer the ethics process or is legally required.

Individuals who file a complaint (i.e., Complainant) and those who are the subject of one (i.e., Respondent) must not disclose to anyone outside of those involved in the complaint process their role in an ethics complaint. Disclosing this information in and of itself may jeopardize the ethics process and violate the rules of fundamental fairness by which all parties are protected. Disclosure of information related to any case under investigation by the EC is prohibited and, if done, will lead to repercussions as outlined in these Enforcement Procedures (see Section 2.2.3.).

2. Complaints

2.1. Interested Party Complaints

2.1.1. Complaints stating an alleged violation of the Code may originate from any individual, group, or entity within or outside the Association. All complaints must be in writing, signed by the Complainant(s), and submitted to the Ethics Office at the Association headquarters. Complainants must complete the Formal Statement of Complaint Form at the end of this document. All complaints shall identify the person against whom the complaint is directed (the Respondent), the ethical principles that the Complainant believes have been violated, and the key facts and date(s) of the alleged ethical violations. If lawfully available, supporting documentation should be attached. Hard-copy complaints must be sent to the address indicated on the complaint form.

Complaints that are emailed must be sent as a pdf attachment, marked “Confidential” with “Complaint” in the subject line to ethics@aota.org and must include the complaint form and supporting documentation.

2.1.2. Within 90 days of receipt of a complaint, the EC shall make a preliminary assessment of the complaint and decide whether it presents sufficient questions as to a potential ethics violation that an investigation is warranted in accordance with Section 3. Commencing an investigation does not imply a conclusion that an ethical violation has in fact occurred or any judgment as to the ultimate sanction, if any, that may be appropriate. In the event the EC determines at the completion of an investigation that the complaint does rise to the level of an ethical violation, the EC may issue a decision as set forth in Section 4 below. In the event the EC determines that the complaint does not rise to the level of an ethical violation, the EC may direct the parties to utilize other conflict resolution resources or authorities via an educative letter. This applies to all complaints, including those involving Association elected/volunteer leadership related to their official roles.

2.2. Complaints Initiated by the EC

2.2.1. The EC itself may initiate a complaint (a sua sponte complaint) when it receives information from a governmental body, certification or similar body, public media, or other source indicating that a person subject to its jurisdiction may have committed acts that violate the Code. The Association will ordinarily act promptly after learning of the basis of a sua sponte complaint, but there is no specified time limit.

If the EC passes a motion to initiate a sua sponte complaint, the Association staff liaison to the EC will complete the Formal Statement of Complaint Form (at the end of this document) and will describe the nature of the factual allegations that led to the complaint and the manner in which the EC learned of the matter. The Complaint Form will be signed by the EC Chairperson on behalf of the EC. The form will be filed with the case material in the Association’s Ethics Office.

2.2.2. De Jure Complaints—Where the source of a sua sponte complaint is the findings and conclusions of another official body, the EC classifies such sua sponte complaints as de jure. The procedure in such cases is addressed in Section 4.2.

2.2.3. The EC shall have the jurisdiction to investigate or sanction any matter or person for violations based on information learned in the course of investigating a complaint under Section 2.2.2.

2.3. Continuation of Complaint Process—If an Association member relinquishes membership, fails to renew membership, or fails to cooperate with the ethics investigation, the EC shall nevertheless continue to process the complaint, noting in its report the circumstances of the Respondent’s action. Such actions shall not deprive the EC of jurisdiction. All correspondence related to the EC complaint process is in writing and sent by mail with signature and proof of date received. In the event that any written correspondence does not have delivery confirmation, the Association Ethics Office will make an attempt to search for an alternate physical or electronic address or make a second attempt to send to the original address. If the Respondent does not claim correspondence after two attempts to deliver, delivery cannot be confirmed or correspondence is returned to the Association as undeliverable, the EC shall consider that it has made good-faith effort and shall proceed with the ethics enforcement process.

3. EC Review and Investigations

3.1. Initial Action—The purpose of the preliminary review is to decide whether or not the information submitted with the complaint warrants opening the case. If in its preliminary review of the complaint the EC determines that an investigation is not warranted, the Complainant will be so notified.

3.2. Dismissal of Complaints—The EC may at any time dismiss a complaint for any of the following reasons:

3.2.1. Lack of Jurisdiction—The EC determines that it has no jurisdiction over the Respondent (e.g., a complaint against a person who is or was not an Association member at the time of the alleged incident or who has never been a member).

3.2.2. Absolute Time Limit/Not Timely Filed—The EC determines that the violation of the Code is alleged to have occurred more than 7 years prior to the filing of the complaint.

3.2.3. Subject to Jurisdiction of Another Authority—The EC determines that the complaint is based on matters that are within the authority of and are more properly dealt with by another governmental or nongovernmental body, such as an SRB, NBCOT®, an Association component other than the EC, an employer, educational institution, or a court.

3.2.4. No Ethics Violation—The EC finds that the complaint, even if proven, does not state a basis for action under the Code (e.g., simply accusing someone of being unpleasant or rude on an occasion).

3.2.5. Insufficient Evidence—The EC determines that there clearly would not be sufficient factual evidence to support a finding of an ethics violation.

3.2.6. Corrected Violation—The EC determines that any violation it might find already has been or is being corrected and that this is an adequate result in the given case.

3.2.7. Other Good Cause.

3.3. Investigator and EC (Avoidance of Conflict of Interest)—The investigator chosen shall not have a conflict of interest (i.e., shall never have had a substantial professional, personal, financial, business, or volunteer relationship with either the Complainant or the Respondent). In the event that the EC Staff Liaison has such a conflict, the EC Chairperson shall appoint an alternate investigator who has no conflict of interest. Any member of the EC with a possible conflict of interest must disclose and may be recused.

3.4. Investigation—If an investigation is deemed warranted, the EC Chairperson shall do the following within thirty (30) days: Appoint the EC Staff Liaison at the Association headquarters to investigate the complaint and notify the Respondent by mail (requiring signature and proof of date of receipt) that a complaint has been received and an investigation is being conducted. A copy of the complaint and supporting documentation shall be enclosed with this notification. The Complainant also will receive notification by mail (requiring signature and proof of date of receipt) that the complaint is being investigated.

3.4.1. Ordinarily, the Investigator will send questions formulated by the EC to be answered by the Complainant and/or the Respondent.

3.4.2. The Complainant shall be given thirty (30) days from receipt of the questions (if any) to respond in writing to the investigator.

3.4.3. The Respondent shall be given thirty (30) days from receipt of the questions to respond in writing to the Investigator.

3.4.4. The EC ordinarily will notify the Complainant of any substantive new evidence adverse to the Complainant's initial complaint that is discovered in the course of the ethics investigation and allow the Complainant to respond to such adverse evidence. In such cases, the Complainant will be given a copy of such evidence and will have fourteen (14) days in which to submit a written response. If the new evidence clearly shows that there has been no ethics violation, the EC may terminate the proceeding. In addition, if the investigation includes questions for both the Respondent and the Complainant, the evidence submitted by each party in response to the investigatory questions shall be provided to the Respondent and available to the Complainant on request. The EC may request reasonable payment for copying expenses depending on the volume of material to be sent.

3.4.5. The Investigator, in consultation with the EC, may obtain evidence directly from third parties without permission from the Complainant or Respondent.

3.5. Investigation Timeline—The investigation will be completed within ninety (90) days after receipt of notification by the Respondent or his or her designee that an investigation is being conducted, unless the EC determines that special circumstances warrant additional time for the investigation. All timelines noted here can be extended for good cause at the discretion of the EC, including the EC's schedule and additional requests of the Respondent. The Respondent and the Complainant shall be notified in writing if a delay occurs or if the investigational process requires more time.

3.6. Case Files—The investigative files shall include the complaint and any documentation on which the EC relied in initiating the investigation.

3.7. Cooperation by Respondent—Every Association Respondent has a duty to cooperate reasonably with enforcement processes for the Code. Failure of the Respondent to participate and/or cooperate with the investigative process of the EC shall not prevent continuation of the ethics process, and this behavior itself may constitute a violation of the Code.

3.8. Referral of Complaint—The EC may at any time refer a matter to NBCOT®, the SRB, ACOTE®, or other recognized authorities for appropriate action. Despite such referral to an appropriate authority, the EC shall retain jurisdiction. EC action may be stayed for a reasonable period pending notification of a decision by that authority, at the discretion of the EC (and such delays will extend the time periods under these Procedures). A stay in investigating shall not constitute a waiver by the EC of jurisdiction over the matters. The EC shall provide written notice by mail (requiring signature and proof of date of receipt) to the Respondent and the Complainant of any such stay of action.

4. EC Review and Decision

4.1. Regular Complaint Process

4.1.1. Decision—If at the conclusion of the investigation the EC determines that the Respondent has engaged in conduct that constitutes a breach of the Code, the EC shall notify the Respondent and Complainant by mail with signature and proof of date received. The notice shall describe in sufficient detail the conduct that constitutes a violation of the Code and indicate the sanction that is being imposed in accordance with these Enforcement Procedures.

4.1.2. Respondent's Response—Within 30 days of notification of the EC's decision and sanction, if any, the Respondent shall

4.1.2.1. Accept the decision of the EC (as to both the ethics violation and the sanction) and waive any right to a Disciplinary Council hearing, or

4.1.2.2. Accept the decision that he/she committed unethical conduct but within thirty (30) days, submit to the EC a statement (with any supporting documentation) setting forth the reasons why any sanction should not be imposed or reasons why the sanction should be mitigated or reduced.

4.1.2.3. Advise the EC Chairperson in writing that he or she contests the EC's decision and sanction and requests a hearing before the Disciplinary Council.

Failure of the Respondent to take one of these actions within the time specified will be deemed to constitute acceptance of the decision and sanction. If the Respondent requests a Disciplinary Council hearing, it will be scheduled. If the Respondent does not request a Disciplinary Council hearing but accepts the decision, the EC will notify all relevant parties and implement the sanction. Correspondence with the Respondent will also indicate that public sanctions may have an impact on their ability to serve in Association positions, whether elected or appointed, for a designated period of time.

4.2. De Jure Complaint Process

4.2.1. The EC Staff Liaison will present to the EC any findings from external sources (as described above) that come to his or her attention and that may warrant sua sponte complaints pertaining to individuals who are or were Association members at the time of the alleged incident.

4.2.2. Because de jure complaints are based on the findings of fact or conclusions of another official body, the EC will decide whether or not to act based on such findings or conclusions and will not ordinarily initiate another investigation, absent clear and convincing evidence that such findings and conclusions were erroneous or not supported by substantial evidence. Based on the information presented by the EC Staff Liaison, the EC will determine whether the findings of the public body also are sufficient to demonstrate an egregious violation of the Code and therefore warrant taking disciplinary action.

4.2.3. If the EC decides that a breach of the Code has occurred, the EC Chairperson will notify the Respondent in writing of the violation and the disciplinary action that is being taken. Correspondence with the Respondent will also indicate that public sanctions may have an impact on their ability to serve in Association positions, whether elected or appointed, for a designated period of time. In response to the de jure sua sponte decision and sanction by the EC, the Respondent may

4.2.3.1. Accept the decision of the EC (as to both the ethics violation and the sanction) based solely on the findings of fact and conclusions of the EC or the public body, and waive any right to a Disciplinary Council hearing;

4.2.3.2. Accept the decision that the Respondent committed unethical conduct but within thirty (30) days submit to the EC a statement (with any supporting documentation) setting forth the reasons why any sanction should not be imposed or reasons why the sanction should be mitigated or reduced; or

4.2.3.3. Within thirty (30) days, present information showing the findings of fact of the official body relied on by the EC to impose the sanction are clearly erroneous and request reconsideration by the EC. The EC may have the option of opening an investigation or modifying the sanction in the event they find clear and convincing evidence that the findings and the conclusions of the other body are erroneous.

4.2.4. In cases of de jure complaints, a Disciplinary Council hearing can later be requested (pursuant to Section 5 below) only if the Respondent has first exercised Options 4.2.3.2 or 4.2.3.3.

4.2.5. Respondents in an ethics case may utilize Options 4.2.3.2 or 4.2.3.3 (reconsideration) once in responding to the EC. Following one review of the additional information submitted by the Respondent, if the EC reaffirms its original sanction, the Respondent has the option of accepting the violation and proposed sanction or requesting a Disciplinary Council hearing. Repeated requests for reconsideration will not be accepted by the EC.

5. Disciplinary Council

5.1. Purpose—The purpose of the Disciplinary Council (hereinafter to be known as the Council) hearing is to provide the Respondent an opportunity to present evidence and witnesses to answer and refute the decision and/or sanction and to permit the EC Chairperson or designee to present evidence and witnesses in support of his or her decision. The Council shall consider the matters alleged in the complaint; the matters raised in defense as well as other relevant facts, ethical principles, and federal or state law, if applicable. The Council may question the parties concerned and determine ethical issues arising from the factual matters in the case even if those specific ethical issues were not raised by the Complainant. The Council also may choose to apply Principles or other language from the Code not originally identified by the EC. The Council may affirm the decision of the EC or reverse or modify it if it finds that the decision was clearly erroneous or a material departure from its written procedure.

5.2. Parties—The parties to a Council Hearing are the Respondent and the EC Chairperson.

5.3. Criteria and Process for Selection of Council Members

5.3.1. Criteria

5.3.1.1. Association Administrative Standard Operating Procedures (SOP) and Association Policy 2.6 shall be considered in the selection of qualified potential candidates for the Council, which shall be composed of qualified individuals and Association members drawn from a pool of candidates who meet the criteria outlined below. Members ideally will have some knowledge or experience in the areas of activity that are at issue in the case. They also will have experience in disciplinary hearings and/or general knowledge about ethics as demonstrated by education, presentations, and/or publications.

5.3.1.2. No conflict of interest may exist with either the Complainant or the Respondent (refer to Association Policy A.13—Conflict of Interest for guidance).

5.3.1.3. No individual may serve on the Council who is currently a member of the EC or the Board of Directors

5.3.1.4. No individual may serve on the Council who has previously been the subject of an ethics complaint that resulted in a public EC disciplinary action within the past three (3) years.

5.3.1.5. The public member on the Council shall have knowledge of the profession and ethical issues.

5.3.1.6. The public member shall not be an occupational therapist or occupational therapy assistant (practitioner, educator, or researcher.)

5.4. Criteria and Process for Selection of Council Chairperson

5.4.1. Criteria

5.4.1.1. Must have experience in analyzing/reviewing cases.

5.4.1.2. May be selected from the pool of candidates for the Council or a former EC member who has been off the EC for at least three (3) years.

5.4.1.3. The EC Chairperson shall not serve as the Council Chairperson.

5.4.2. Process

5.4.2.1. The Representative Assembly (RA) Speaker (in consultation with EC Staff Liaison) will select the Council Chairperson.

5.4.2.2. If the RA Speaker needs to be recused from this duty, the RA Vice Speaker will select the Council Chairperson.

5.5. Process

5.5.1. Potential candidates for the Council pool will be recruited through public postings in official publications and via the electronic forums. Association leadership will be encouraged to recruit qualified candidates. Potential members of the Council shall be interviewed to ascertain the following:

a. Willingness to serve on the Council and availability for a period of three (3) years and b. Qualifications per criteria outlined in Section 5.3.1.

5.5.2. The President and EC Staff Liaison will maintain a pool of no fewer than six (6) and no more than twelve (12) qualified individuals.

5.5.3. The President, with input from the EC Staff Liaison, will select from the pool the members of each Council within thirty (30) days of notification by a Respondent that a Council is being requested.

5.5.4. Each Council shall be composed of three (3) Association members in good standing and a public member.

5.5.5. The EC Staff Liaison will remove anyone with a potential conflict of interest in a particular case from the potential Council pool.

5.6. Notification of Parties (EC Chairperson, Complainant, Respondent, Council Members)

5.6.1. The EC Staff Liaison shall schedule a hearing date in coordination with the Council Chairperson.

5.6.2. The Council (via the EC Staff Liaison) shall notify all parties at least forty-five (45) days prior to the hearing of the date, time, and place.

5.6.3. Case material will be sent to all parties and the Council members by national delivery service or mail with signature required and/or proof of date received.

5.7. Hearing Witnesses, Materials, and Evidence

5.7.1. Within thirty (30) days of notification of the hearing, the Respondent shall submit to the Council a written response to the decision and sanction, including a detailed statement as to the reasons that he or she is appealing the decision and a list of potential witnesses (if any) with a statement indicating the subject matter they will be addressing.

5.7.2. The Complainant before the Council also will submit a list of potential witnesses (if any) to the Council with a statement indicating the subject matter they will be addressing. Only under limited circumstances may the Council consider additional material evidence from the Respondent or the Complainant not presented or available prior to the issuance of their proposed sanction. Such new or additional evidence may be considered by the Council if the Council is satisfied that the Respondent or the Complainant has demonstrated the new evidence was previously unavailable and provided it is submitted to all parties in writing no later than fifteen (15) days prior to the hearing.

5.7.3. The Council Chairperson may permit testimony by conference call (at no expense to the participant), limit participation of witnesses in order to curtail repetitive testimony, or prescribe other reasonable arrangements or limitations. The Respondent may elect to appear (at Respondent's own expense) and present testimony. If alternative technology options are available for the hearing, the Respondent, Council members, and EC Chairperson shall be so informed when the hearing arrangements are sent.

5.8. Counsel—The Respondent may be represented by legal counsel at his or her own expense. Association Legal Counsel shall advise and represent the Association at the hearing. Association Legal Counsel also may advise the

Council regarding procedural matters to ensure fairness to all parties. All parties and the Association Legal Counsel (at the request of the EC or the Council) shall have the opportunity to question witnesses.

5.9. Hearing

5.9.1. The Council hearing shall be recorded by a professional transcription service or telephone recording transcribed for Council members and shall be limited to two (2) hours.

5.9.2. The Council Chairperson will conduct the hearing and does not vote.

5.9.3. Each person present shall be identified for the record, and the Council Chairperson will describe the procedures for the Council hearing. An oral affirmation of truthfulness will be requested from each participant who gives factual testimony in the Council hearing.

5.9.4. The Council Chairperson shall allow for questions.

5.9.5. The EC Chairperson shall present the ethics complaint, a summary of the evidence resulting from the investigation, and the EC decision and disciplinary action imposed against the Respondent.

5.9.6. The Respondent may present a defense to the decision and sanction after the EC presents its case.

5.9.7. Each party and/or his or her legal representative shall have the opportunity to call witnesses to present testimony and to question any witnesses including the EC Chairperson or his or her designee. The Council Chairperson shall be entitled to provide reasonable limits on the extent of any witnesses' testimony or any questioning.

5.9.8. The Council Chairperson may recess the hearing at any time.

5.9.9. The Council Chairperson shall call for final statements from each party before concluding the hearing.

5.9.10. Decisions of the Council will be by majority vote.

5.10. Disciplinary Council Decision

5.10.1. An official copy of the transcript shall be sent to each Council member, the EC Chairperson, the Association Legal Counsel, the EC Staff Liaison, and the Respondent and his or her counsel as soon as it is available from the transcription company.

5.10.2. The Council Chairperson shall work with the EC Staff Liaison and the Association Legal Counsel in preparing the text of the final decision.

5.10.3. The Council shall issue a decision in writing to the Association ED within thirty (30) days of receiving the written transcription of the hearing (unless special circumstances warrant additional time). The Council decision shall be based on the record and evidence presented and may affirm, modify, or reverse the decision of the EC, including increasing or decreasing the level of sanction or determining that no disciplinary action is warranted.

5.11. Action, Notification, and Timeline Adjustments

5.11.1. A copy of the Council's official decision and appeal process (Section 6) is sent to the Respondent, the EC Chairperson, and other appropriate parties within fifteen (15) business days via mail (with signature and proof of date received) after notification of the Association ED.

5.11.2. The time limits specified in the Enforcement Procedures for the Occupational Therapy Code of Ethics may be extended by mutual consent of the Respondent, Complainant, and Council Chairperson for good cause by the Chairperson.

5.11.3. Other features of the preceding Enforcement Procedures may be adjusted in particular cases in light of extraordinary circumstances, consistent with fundamental fairness.

5.12. Appeal—Within thirty (30) days after notification of the Council's decision, a Respondent upon whom a sanction was imposed may appeal the decision as provided in Section 6. Within thirty (30) days after notification of the Council's decision, the EC also may appeal the decision as provided in Section 6. If no appeal is filed within that time, the Association ED or EC Staff Liaison shall publish the decision in accordance with these procedures and make any other notifications deemed necessary.

6. Appeal Process

6.1. Appeals—Either the EC or the Respondent may appeal. Appeals shall be written, signed by the appealing party, and sent by mail requiring signature and proof of date of receipt to the Association ED in care of the Association Ethics Office. The grounds for the appeal shall be fully explained in this document. When an appeal is requested, the other party will be notified.

6.2. Grounds for Appeal—Appeals shall generally address only the issues, procedures, or sanctions that are part of the record before the Council. However, in the interest of fairness, the Appeal Panel may consider newly available evidence relating to the original complaint only under extraordinary circumstances.

6.3. Composition and Leadership of Appeal Panel—Vice-President, Secretary, and Treasurer shall constitute the Appeal Panel. In the event of vacancies in these positions or the existence of a conflict of interest, the Vice President shall appoint replacements drawn from among the other Board of Directors members. If the entire Board has a conflict of interest, the Board Appeal process (Attachment C of EC SOP) shall be followed. The President shall not serve on the Appeal Panel. No individual may serve on the Council who has previously been the subject of an ethics complaint that resulted in a specific EC disciplinary action.

The Appeal Panel Chairperson will be selected by its members from among themselves.

6.4. Appeal Process—The Association ED shall forward any letter of appeal to the Appeal Panel within fifteen (15) business days of receipt. Within thirty (30) days after the Appeal Panel receives the appeal, the Panel shall determine whether a hearing is warranted. If the Panel decides that a hearing is warranted, timely notice for such hearing shall be given to the parties. Participants at the hearing shall be limited to the Respondent and legal counsel (if so desired), the EC Chairperson, the Council Chairperson, the Association Legal Counsel, or others approved in advance by the Appeal Panel as necessary to the proceedings.

6.5. Decision

6.5.1. The Appeal Panel shall have the power to (a) affirm the decision; (b) modify the decision; or (c) reverse or remand to the EC, but only if there were procedural errors materially prejudicial to the outcome of the proceeding or if the Council decision was against the clear weight of the evidence.

6.5.2. Within thirty (30) days after receipt of the appeal if no hearing was granted, or within thirty (30) days after receipt of the transcript of an Appeal hearing if held, the Appeal Panel shall notify the Association ED of its decision. The Association ED shall promptly notify the Respondent, the original Complainant, appropriate Association bodies, and any other parties deemed appropriate (e.g., SRB, NBCOT®). For Association purposes, the decision of the Appeal Panel shall be final.

7. Notifications

All notifications referred to in these Enforcement Procedures shall be in writing and shall be delivered by national delivery service or mail with signature and proof of date received.

8. Records and Reports

At the completion of the enforcement process, the written records and reports that state the initial basis for the complaint, material evidence, and the disposition of the complaint shall be retained in the Association Ethics Office for a period of five (5) years.

9. Publication

Final decisions will be publicized only after any appeal process has been completed.

10. Modification

The Association reserves the right to (a) modify the time periods, procedures, or application of these Enforcement Procedures for good cause consistent with fundamental fairness in a given case and (b) modify its Code and/or these Enforcement Procedures, with such modifications to be applied only prospectively.

Adopted by the Representative Assembly 2015NovCO13 as Attachment A of the Standard Operating Procedures (SOP) of the Ethics Commission.

Reviewed by BPPC 1/04, 1/05, 9/06, 1/07, 9/09, 9/11, 9/13, 9/15

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