Welcome!

Dr. Larry R. Snyder,
Department Chair
Associate Professor

I would like to welcome you to the Department of Occupational Therapy and to your initial step in becoming an occupational therapist. You have chosen an excellent career that, I am sure you will find both rewarding and challenging.

I expect your best and in return you will get the best from all of the faculty members in this department. You will be treated with respect and we expect the same. The faculty members are always willing to assist you as needed and I encourage you to meet with your advisor and any other faculty members as needed.

I am always willing to meet with you and I encourage you to come and see me as you need. I want your time here to be educational, challenging, and rewarding. Together we can ensure that outcome. Again, welcome to the Department of Occupational Therapy.

Larry R. Snyder
Larry Snyder, Ph.D., OTR/L
Department Chair
Associate Professor
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Purpose of Occupational Therapy Department Student Manual

The Occupational Therapy Department Student Manual has been developed to provide the students with necessary information regarding the occupational therapy program at Tennessee State University. This manual is to be used in addition to the Tennessee State University Graduate School Catalog or any other University Guidelines. This document does not take the place of Tennessee State University’s official documents, but rather encourages individuals to review, reflect upon, and understand the position of Tennessee State University. Additions, deletions and other revisions may be made if deemed necessary by the Department of Occupational Therapy and may be made without advance notice. Changes to this document will be made available to all students as the most current copy of the Department Manual is kept at the Secretary’s desk.

*Note: Sections of this Department Manual may change without advance notice. Efforts will be made to notify students and distribute changes in a timely manner.*

Other information can be found in the TSU on-line Graduate Catalog at:

Section I: General Information

History of Tennessee State University

Tennessee State University is a comprehensive urban coeducational land-grant university founded in 1912 in Nashville, Tenn. The 450-acre main campus, with more than 65 buildings, is located in a residential setting; the Avon Williams Campus is located downtown, near the center of the Nashville business and government district.

Through successive stages, TSU has developed from a normal school for Negroes to its current status as a national university with students from 42 states and 52 countries. The present-day Tennessee State University exists as a result of the merger on July 1, 1979, of Tennessee State University and the former University of Tennessee at Nashville.

By virtue of a 1909 Act of the General Assembly, the Agricultural and Industrial State Normal School was created, along with two other normal schools in the State of Tennessee, and began serving students on June 19, 1912. William Jasper Hale was appointed as head of the school. The original 247 students, along with the faculty and staff, operated as a family. Everyone worked to keep the institution running in its early years, from clearing rocks to harvesting crops to carrying chairs from class to class.

In 1922, the institution was raised to the status of four-year teachers' college and was empowered to grant the bachelor's degree. The first degrees were granted in June 1924. During the same year, the institution became known as the Agricultural and Industrial State Normal College. In 1927, "Normal" was dropped from the name of the College.

As the college grew in scope and stature throughout the 1920s and 1930s, so too did its impressive roster of alumni who embodied the school's charge: "Enter to learn, go forth to serve." In 1943, when William Hale retired after more than 30 years at the school's helm, an alumnus was chosen to succeed him. From 1943 until his retirement in 1968, Walter S. Davis led the institution through an era of tremendous growth, in areas as multifaceted as academics, facilities and worldwide recognition.

The General Assembly of 1941 authorized the State Board of Education to upgrade substantially the educational program of the College, which included the establishment of graduate studies leading to the master's degree. Graduate curricula were first offered in several branches of teacher education. The first master's degree was awarded by the College in June 1944.

Accreditation of the institution by the Southern Association of Colleges and Schools was first obtained in 1946. In August 1951, the institution was granted university status by approval of the State Board of Education. The reorganization of the institution's educational program included the establishment of the Graduate School, the School of Arts & Sciences, the School of Education and the School of Engineering. Provisions were
also made for the later addition of other schools in agriculture, business and home economics.

The University (then known as Tennessee Agricultural & Industrial State University) was elevated to a full-fledged land-grant university status by approval of the State Board of Education in August 1958. The Land-Grant University program, as approved by the State Board of Education, included: the School of Agriculture & Home Economics, the Graduate School, the Division of Extension and Continuing Education, and the Department of Aerospace Studies. The School of Allied Health Professions and the School of Business were created in 1974. In addition, the School of Nursing was established in 1979. Currently, TSU consists of five colleges and three schools: The College of Arts & Sciences, the College of Business, the College of Education, the College of Engineering & Technology, the College of Health Sciences, the School of Agriculture & Home Economics, the School of Nursing, and the School of Graduate Studies.

In 1968, Andrew Torrence, also an alumnus, was named the university's third president. It was during his relatively brief tenure that the state legislature formally dropped "Agricultural & Industrial" from the university's name, which became Tennessee State University. Also, one of the most significant events of the Torrence presidency would not be fully resolved or have its impact felt for decades to come.

It was in 1968 that a TSU faculty member named Rita Sanders Geier filed a lawsuit alleging a dual system of higher education in Tennessee based on race. An agreement in this case, which over the years evolved into Geier v. Tennessee, would not be reached for over 30 years.

When Frederick Humphries became TSU's president in 1975, Nashville still was home to two public four-year universities. On July 1, 1979, the former University of Tennessee at Nashville was merged with TSU as a result of a court order in the 1968 Geier vs. Tennessee case. Humphries was the first TSU president to face the challenge of maintaining the balance between TSU's role as one of America's preeminent historically black universities and as an emerging comprehensive, national university.

The University of Tennessee at Nashville began in 1947 as an extension center of the University of Tennessee and offered only one year of extension credit until 1960, when it was empowered by the Board of Trustees of the University of Tennessee to offer two years of resident credit. Authorization was granted to extend this to three years of resident credit in 1963, even though degrees were awarded by the Knoxville unit.

To more fully realize its commitment as a full-function evening university, the UT-Nashville campus became a full-fledged, four-year degree-granting institution in 1971 upon successfully meeting the requirements for accreditation of the Southern Association of Colleges and Schools. During the same year, the General Assembly sanctioned the institution as a bona fide campus of the University of Tennessee, and the new University occupied its quarters in the building at the corner of Tenth and Charlotte avenues in downtown Nashville.
It was the erection of the above-mentioned building which gave rise to the decades-long litigation to "dismantle the dual system" of higher education in Tennessee. The litigation resulted in the merger of both institutions (ordered by Judge Frank Gray in February 1977), resulting in an expansion of the present-day Tennessee State University as a Tennessee Board of Regents institution.

The Geier vs. Tennessee case went on for 32 years. Initially brought by Rita Sanders Geier, who taught at TSU. TSU professors Ray Richardson and H. Coleman McGinnis intervened as co-plaintiffs in the lawsuit, as did the U.S. Department of Justice. After numerous court ordered-plans failed to produce progress on the matter, a mediated Consent Decree, agreed upon by all parties, was ordered by the court on Jan. 4, 2001.

TSU fifth president, Otis Floyd, assumed his post in 1987 following a year as interim president. He left the University when he was appointed chancellor of the Tennessee Board of Regents in 1990. Floyd kept TSU moving forward in both capacities, initiating efforts that resulted in the university receiving an unprecedented $112 million from the state general assembly for capital improvements in 1988. Under this plan, nearly all buildings on campus have been renovated, and eight new buildings have been constructed, including the Floyd-Payne Campus Center, the Ned McWherter Administration Building, the Wilma Rudolph Residence Center and the Performing Arts Center. Currently, the downtown campus is undergoing a renovation project.

Since 1991, Dr. James Hefner served as president of Tennessee State University, just the sixth president in its illustrious 91-year history. Through its eight colleges and schools, the TSU of today offers 43 bachelor's degrees and 26 master's degrees, and awards doctoral degrees in six areas: biological sciences, computer information systems engineering, psychology, public administration, curriculum and instruction, and administration and supervision.

In 2004, TSU was striving to meet the needs of future students with the first capital campaign in the university's history, a $50 million campaign to help meet the challenges of providing a sound educational foundation to a diverse student body with an even broader diversity of needs...all the while remembering the school's charge: "Enter to learn, go forth to serve."

Tennessee State University’s seventh President, Melvin Johnson, assumed his post in July 2005.

Dr. Portia Shields assumed her duty as interim President on January 2, 2011.
Dr. Glenda Baskin Glover, Ph.D., JD, CPA became the University’s eighth president assuming her duties January 2, 2013. She has advanced a five-point vision that includes: (1) academic progress and customer service, (2) fund raising and partnerships, (3) diversity and inclusion, (4) shared governance, and (5) business outreach.

**History of the Occupational Therapy Program**

Tennessee State University’s Occupational Therapy Program began as a Bachelors of Science degree program in Fall of 1991 and transitioned to the Master of Occupational Therapy (MOT) in Fall, 2006. Our program has a history of graduating a diverse student population. Most graduates find employment within three months of graduation, with many offered positions at their internship sites.

**Tennessee State University Accreditation**

This program has maintained accreditation since 1992. Accreditation is granted by the American Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Suite 200, Bethesda, MD 20814-3449, (301) 652-AOTA. Accreditation ensures our program has met the standards set by ACOTE in fulfilling our mission to train competent entry level clinicians.

The American Occupational Therapy Association  [www.aota.org](http://www.aota.org)

The Accreditation Council for Occupational Therapy Education  [www.acoteonline.org](http://www.acoteonline.org)

The National Board Certification for Occupational Therapy  [www.nbcot.org](http://www.nbcot.org)
AOTA Student Learning Outcomes for Occupational Therapy

STUDENT LEARNING OUTCOMES FOR OT (AOTA 1996)

PROFESSIONALISM
(Overarching theme)

Foundation and Professional Objectives

Professional Behavior

1. Behavior demonstrated at the work site and at professional activities is consistent with the AOTA Code of Ethics.

2. Accurately identify personal strengths and limitations in professional behavior.

3. Develop and implement strategies to promote strengths in professional behavior and remediate deficit areas

4. Modify behavior after receiving constructive feedback.

5. Effectively identify ethical problems and seek resources to develop a reasonable course of action.

6. Establish and maintain ethically sound and therapeutically meaningful relationships with clients, caregivers, and peers.

7. Interact effectively with individuals, groups, and colleagues in various contexts and systems on matters related to Occupational Therapy

8. Demonstrate responsibility for continued learning by seeking out and using appropriate resources.

9. Identify sources of stress and develop appropriate mechanisms to effectively manage stress with the professional context and environment.

10. Demonstrate flexibility in adjusting personal priorities according to various individual, program, and departmental needs.

11. Maintain work area, equipment, and supplies in a manner conducive to efficiency and safety.

12. Demonstrate respect for client individuality, cultural diversity, and the right to self determination.
13. Demonstrate understanding of the impact of cost in relationship to the delivery of services.

14. Effectively participate in the supervisory relationship.

15. Function effectively within the administrative structure of the department, agency, or facility.

16. Independently adhere to work site rules, regulations, and policies.

17. Demonstrate effective participant skills in professional activities.

18. Promote the profession of occupational therapy to various audiences.

**Communication**

1. Use active listening skills

2. Use non-verbal behavior to effectively respond to others.

3. Communicate in writing using appropriate formats and professional language for a variety of purposes and practice settings.

4. Effectively communicate rationale for intervention to others.

5. Demonstrate effective teaching skills.

6. Present orally, using appropriate context, form, content and manner.

7. Demonstrate proficiency in the use of the English language and medical terminology.

**Practice Objective**

**Conceptually-Based Practice**

1. Engage in the process of scholarly inquiry.

2. Participate in selected aspects of the research process.

3. Use a variety of media and resources to review literature.

4. Critically analyze information in the literature.

5. Apply results of new information to improve clinical practice (evidenced-based practice).
6. Identify professional issues for investigation.

7. Use data obtained from clinical practice to improve the quality of service delivery

**Assessment and Evaluation**

1. Accurately screen to identify individuals who would benefit from OT services.

2. Select assessments representative of various theoretical perspectives and models.

3. Administer standardized and non-standardized assessments in accordance with established guidelines and procedures.

4. Adapt assessment methods and approaches to meet client needs.

5. Interpret results in relation to areas of occupation, performance skills and patterns, client factors and contexts.

6. Use evaluation results to determine appropriate OT interventions.

7. Accurately report and record evaluation results.

8. Measure treatment outcomes at regular intervals.

**Planning**

1. Prioritize identified areas of function and dysfunction based upon the client’s roles, goals, potential for improvement, and discharge environment and contexts.

2. Identify and select appropriate theoretical models to guide treatment planning and service delivery.

3. Apply clinical reasoning process to guide selection of treatment approach and activities or service intervention.

4. Analyze activities as related to:
   a) relevance to client’s interests, abilities, strengths and weaknesses;
   b) major physical, perceptual, sensory, cognitive, psychological, and social processes;
   c) complexity of the activity;
   d) sequencing of the activity;
   e) therapeutic modification or adaptation potential;
5. Select, adapt, and sequence activities and environments which optimize performance skills and patterns, and participation and performance in areas of occupational independence.

6. Form and prioritize measurable occupational therapy goals as impacted by socioeconomic, sociocultural, and the lifespan development of the client, based on the results of the assessment and evaluation processes.

7. Collaborate with the client, family, significant others, other health care practitioners and agencies to establish overall goals.

8. Independently develop an occupational therapy intervention plan.

9. Develop a discharge plan based on needs, client/family goals, resources, and discharge environment and contexts.

10. Design intervention to promote wellness, optimize performance skills and patterns, and prevent occupational dysfunction.

**Intervention**

1. Elicit and maintain client involvement throughout the intervention process.

2. Incorporate appropriate theoretical and philosophical principles in intervention.

3. Use purposeful and occupation-based tasks and activities consistent with the treatment plan and meaningful to the client.

4. Implement planned intervention procedures designed to promote wellness and overall occupation with regard to client performance skills and patterns, contexts, and areas of occupation; and prevent or minimize loss of function.

5. Implement planned intervention procedures designed to develop, improve, or restore function in areas of occupation, performance skills and patterns, and client factors and that optimize occupational performance.

6. Implement planned intervention procedures designed to compensate for dysfunction in areas of occupation, performance skills and patterns, and client factors.

7. Develop and adapt selected assistive technologies based on client needs, interests, goals, and resource availability.

8. Apply selected modalities as an adjunct to or in preparation for purposeful and occupation-based tasks and activities.

9. Use ergonomic principles with all activities.


12. Collaborate with other service providers, family members, and significant others in implementing procedures.

13. Modify treatment according to client response.

14. Use self therapeutically during individual, dyadic and group interactions.

15. Set up, grade, adapt and implement therapeutic activities within an individual or group setting to address areas of occupation, performance skills and patterns, client factors, and occupational performance areas.


**Professionalism Objective**

**Management**

1. Demonstrate professional behavior congruent with established roles for OTRs.

2. Demonstrate the ability to establish and monitor service competency and productivity for self and others.

3. Describe OTR and COTA roles within the assigned service area(s).

4. Manage time and available resources to promote effective service delivery.

5. Describe methods of program evaluation and participate in continuous quality improvement and management.

6. Participate in monitoring quality and productivity within the guidelines of the institution and role of assigned staff.

7. Assist in the recruitment, training and supervision of other personnel or volunteers.

8. Complete required reports related to treatment documentation, billing, reimbursement, productivity, service delivery, and financial planning and management within established timelines.

9. Use established policies to report and document safety hazards and incidents.
10. Describe the role of an occupational therapy manager.

11. Participate in leadership and advocacy activities to develop leadership skills, promote the profession in multiple settings, and assess client needs in a variety of venues.

Reference
Commission on Education (1996). Student learning outcomes (SLO) of academic and clinical education, OT and OTA Programs. Bethesda:

**Occupational Therapy Department**  
**Student Learning Outcomes**

1. Select and perform evaluations, interpret evaluation results, plan interventions, and revise intervention plans that are appropriate to address client needs and promote occupational performance using evidenced based practice and client centered interventions

2. Evaluate all aspects of the client’s environment in order to plan, implement, and document effective environmental interventions to enhance the client’s occupational performance

3. Identify and evaluate the occupational activities of clients, organizations, and populations to assist the individual or group to achieve goals they perceive as necessary and meaningful for specific occupational activities

4. Articulate and demonstrate fundamental business skills using effective problem solving strategies in order to explore entrepreneurial opportunities in traditional as well as emerging areas of OT practice

5. Use culturally sensitive practices in all interactions and professional behaviors in order to communicate effectively with all constituents

6. Consistently demonstrate ethical behaviors that align with the occupational therapy ethics and standards of practice while committing to continued professional development, life-long learning. And advocacy for the profession and the public

7. Commit to continued professional development and lifelong learning

8. Demonstrate the skills needed to advocate for the profession and individuals who could benefit from OT services
**Occupational Therapy Facilities**

The department has six major areas for classroom and laboratory teaching.

**Classrooms**
Room 056 – Clement Hall  
Room 152 – Clement Hall  
Room 165 – Clement Hall  
Room 252 – Clement Hall  
Room 253 – Clement Hall  
Room 254 – Clement Hall

**Note:**

a. Clement Hall is not accessible on weekends. Please contact the Department Head prior to seeking classrooms outside of scheduled times.  

b. Some classes may be held outside Clement Hall

**Faculty and Staff Offices:**
Room 353A Clement Hall – Dr. Guinevere Bennett, Faculty  
Room 354 Clement Hall – Ms. Debra Smart, Faculty  
Room 353B Clement Hall – Mr. Stephen Penick, Faculty, Academic Fieldwork Coordinator  
Room 356 Clement Hall – Ms. Christine Watt, Faculty  
Room 362A Clement Hall – Dr. Rita Troxtel, Faculty  
Room 362B Clement Hall – Ms. Elisha Holt, Assistant Academic Fieldwork Coordinator  
Room 367 Clement Hall – Ms. Maya Outlaw, Administrative Assistant  
Room 369 Clement Hall – Dr. Larry Snyder, Faculty, Department Chair

Independent and group study and break rooms are located on the second floor of Clement Hall. These rooms are open for student use during normal working hours. Access to these rooms is prohibited in evenings and weekends. Students will not have access to classrooms outside of class times except for the TSU Occupational Therapy Student Organization (OTSO) or the Phi Theta Epsilon (PTE) meetings. Note: Use of a room for an OTSO or PTE meeting will be for a specified amount of time and requires faculty approval. The door must be locked upon ending the meeting and all students are required to restore the room back to its original state (clear, clutter-free, chairs, etc. back in position for class use).

Male and female restrooms are located on the second and third floors of Clement Hall. The first floor facilities are located in the Dean’s suite. When using these restrooms please be very quiet and professional. Vending machines are located on the Second floor of Clement Hall.

The copy machine located in the OT office is for **FACULTY USE ONLY**. Students may give out the office number (615.963.5891) for emergency issues only. The Administrative Assistant’s phone is not to be used by students.
Occupational Therapy Department
Lecture / Lab and Office Spaces

Lower Level Clement Hall

MOT Classroom/Lab
Room 056

Hospital
Patient Room
Lab

Store
Room
1st Floor Clement Hall

Classroom/Lab
Room 165

Store Room

Laundry Training Area

Kitchen Training Area
2nd Floor of Clement Hall

The Allison Hail Memorial OT Library & Seminar Room 256

Classroom 254

Student Computer Lab/Asst. Tech lab Room 253
Access to Classrooms and Equipment
Access to Clement Hall on the weekends and after hours (7pm) is not permitted unless accompanied by a faculty or OT staff member. Classrooms during normal work days and hours outside of normal class times is permitted by permission of MOT Faculty or Staff.

MOT students can have access to department equipment with MOT faculty or staff permission. Students must retrieve and replace all equipment used outside of class time in the correct place.

Section II: Department of Occupational Therapy

Dr. Stephanie Bailey MD, MS: Interim Dean, College of Health Sciences

MOT Faculty and Staff

Larry Snyder, Ph.D., OTR/L – Associate Professor/Department Chair -- (615)963-5950, email: lsnyder@tnstate.edu

- Education:
  - B. S. Degree in Occupational Therapy from the University of WI-Madison, WI
  - M. S. Degree in Administrative Medicine from the University of WI-Madison, WI
  - Ph.D., in Health Care Administration from Northcentral University - Prescott, AZ
• Courses:
  o Administration & Leadership in OT
  o Research I & II
  o Analysis of Research
  o Physical Dysfunction I & II
  o Principles of Motion
  o General Diagnoses
  o Clinical Practice

• Research Interests:
  o Perception of Quality in Health care
  o Cost of Health Care in the U.S.

• Experience:
  o Over 25 years experience in a variety of clinical and community settings.

Debra Smart, M.A, M.S., OTR/L - Assistant Professor (615) 963-5955
Email: dsmart@tnstate.edu

• Education:
  o B.S. in Occupational Therapy from Indiana University-Purdue University
    Indianapolis, IN
  o MS. in Occupational Therapy from Eastern Kentucky - Richmond, Ky
  o M.A. in Counseling - Trevecca Nazarene University - Nashville, TN
  o Ed.D. Aspirations to pursue doctorate in Counseling Education and
    Supervision

• Courses:
  o Occupational Therapy Foundations
  o Psychosocial Dysfunction & Psychosocial Dysfunction Applied
  o Physical Dysfunction I & II
  o General Diagnoses
  o Clinical Practice

• Research Interests
  o Community Mental Health relative to pediatric, adult, and geriatric
    populations
• **Experience:**
  - 6 years clinical experience

Rita Troxtel, OTD, OTR/L, CPAM - Assistant Professor (615) 963-2152  
Email: rtroxtel@tnstate.edu

• **Education:**
  - B.S. Business Administration from Arizona State University
  - B.S. Occupational Therapy from Medical College of Georgia
  - M.S. in Industrial Organization from UT-Chattanooga
  - OTD (Post-Professional) in Occupational Therapy from Rocky Mountain University

• **Courses:**
  - Pediatrics
  - Physical Dysfunction I
  - Occupational Analysis
  - School Based Occupational Therapy

  - **Research Interests**
    - Behavioral interventions for children with autism & related developmental disorders
    - Technology based interventions for adolescents

  - **Experience**
    - 14 years clinical experience

Stephen Penick, MSOT, OTR/L, CPM, GCGIS - Assistant Professor, (615) 963-5953  
email: spenick@tnstate.edu

• **Education**
  - B.S. in Natural Resources Management, UT-Martin, Martin, TN
• M.S. in Occupational Therapy, Washington University School of Medicine, St. Louis, MO
• Doctoral Candidate Education degree, Tennessee State University

• Courses:
  o Adult and Late Adult Physical Disabilities
  o Purposeful Activity
  o Pediatrics
  o Foundations in Occupational Therapy

Research Interests:
  o Improving handwriting in children
  o Improving delivery of information through service learning

• Experience:
  o 16 years clinical experience

Christine Watt, MS, OTR/L – Assistant Professor (615) 963-5959
email: cwatt@tnstate.edu

Education:
- A.A.S. in Occupational Therapy Assistant, Southern Illinois Collegiate Common Market
- B.S. in Healthcare Management, Southern Illinois University – Carbondale
- B.S. in Occupational Therapy, University of Southern Indiana
- M.S. in Rehabilitation Counselor Training, Southern Illinois University – Carbondale

Courses:
  - Evidence Based Practice  -Physical Dysfunction

Research Interests:
  - Working with injured workers

Experience:
  -12 years of clinical experience as a COTA and OTR
Dr. Guinevere Bennett – Assistant Professor (615) 963-7490
email: gbennett@tnstate.edu

Education:
- B.S. in Biology, North Georgia College & State University, Dahlonega, GA
- D.C in Chiropractic, Life University, Marietta, GA

Courses:
- Anatomy – Biomechanics – Neurobiology

Research Interests:
- Improving patient outcomes with inclusion of Chiropractic in multi-discipline rehabilitation
- Cognitive and neurologic changes with vertigo using myofascial therapy

Experience:
- 4 years Chiropractic Medicine

Ms. Elisha Holt - Assistant Academic Fieldwork Coordinator (615) 963-5929
email: eholt@tnstate.edu

Ms. Maya Outlaw, Administrative Assistant (615) 963-5891
Email:
Section III: The Curriculum

Mission of Tennessee State University

Tennessee State University, an 1890 land grant institution, is a major state-supported urban and comprehensive university. This unique combination of characteristics differentiates the University from others and shapes its instructional, research, and service programs designed to serve Metropolitan Nashville, Middle Tennessee, the State of Tennessee, the nation, and the global community. The University is committed to maintaining its diverse student body, faculty and staff.

Tennessee State University provides quality instruction through academic programs which are broadly comprehensive at the baccalaureate and masters levels. Doctoral programs are offered in select areas where the University exhibits strength in instruction and research and consistent with the University’s unique mission. The University’s educational programs are intended to increase the student’s level of knowledge, enhance the student’s skills, and expand the student’s awareness.

Tennessee State University is committed to engaging in pure and applied research which contributes to the body of knowledge and which broadens the application of knowledge. Whenever possible, the University strives to provide its students with the opportunity to be involved in the research activities of the faculty and academic staff.

Tennessee State University serves its constituents through an array of programs and services which apply the knowledge, skills and discoveries of the instructional and research units at the institution. These services are intended to broaden the perspectives and enhance the quality of life of the University’s service constituents.

Tennessee State University expresses its commitment to students’ overall development by promoting life-long learning, scholarly inquiry, and a commitment of service to others. Programs and services are geared toward promoting and nurturing students’ growth and development as persons who are liberally educated, appreciate cultural diversity, and embody a sense of civic and social responsibility.

Tennessee State University projects itself to its students, faculty, and alumni and to the citizens of the State through the motto, "Think, Work, Serve."

Tennessee State University remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

Mission of the Occupational Therapy Department:

To fulfill the University mission of “promoting life-long learning, scholarly inquiry, and a commitment to the service of others” the mission of the Tennessee State University
Occupational Therapy Graduate Program is to provide the community with competent occupation-based, client-centered practitioners in existing and emerging practice settings.

**The Occupational Therapy Entry-Level Graduate Program is committed to**

- Recruiting and developing the talents of diverse individuals to serve individual consumers and populations in order to promote, maintain, and improve their health and well-being
- Developing professionalism, creative problem solving, and critical thinking skills for graduates to serve consumers in suburban, as well as urban, and rural underserved areas
- Training future practitioners to conduct evidence-based practice and scholarly inquiry
- Shaping the skills, knowledge, and attitudes that will enable occupational therapy practitioners to collaborate with other professionals in the workplace and promote the profession
- Preparing successful leaders and change agents who will value and pursue life-long learning in order to advance practice, attain post-professional degrees, and conduct scholarship in the region and throughout the nation.

**PROGRAM PHILOSOPHY**

The occupational therapy program at TSU recognizes occupation to be an individual's goal-directed use of time, energy, interest and attention; and assumes that occupation is best analyzed by examining the activities in which people engage. It is believed that activities are of a changing nature not only throughout the lifespan of each individual, but also through time as the needs, interests and goals of our society change and progress.

The program further recognizes that each person's capacity to compensate for lost or underdeveloped abilities is unique. Health is not absolute, but depends on an individual's sociocultural group, environment, and personal needs and choices. A unique role of occupational therapy lies in its capacity to integrate biological, psychological, sociological and technological components within its view of health and to analyze the factors which influence an individual's performance of work, educational, leisure, and play activities; social participation; instrumental activities of daily living; and personal/basic activities of daily living. Student learning experiences will be structured
in the curriculum with respect to three interactive processes – person, environment, occupation (PEO) and ongoing development of individuals across the lifespan. The faculty, in the Department of Occupational Therapy, believes that every person has value. We emphasize the right of each individual to make choices and to determine their personal goals. We further believe that in a helping relationship, active participation from the recipient is essential. This belief in active participation applies to both clients and students. Consequently, students shall be responsible for contributing to the structure and content of their learning experiences. The faculty is committed to helping students develop problem solving skills by supporting risk taking and encouraging interactive learning, develop an appetite for lifelong learning; become grounded in occupational therapy theory, history, and philosophy upon which the profession was built; demonstrate professionalism and act in compliance with the Code of Ethics (2010); and provide excellent client services, which includes the use of evidence-based practice and collaborative communication with the client, to achieve the desired outcome of engagement in occupation. Students will be expected to examine their own attitudes, values, and personal characteristics as a model for assessing the needs of others.
The curriculum of the MOT program at Tennessee State University is based on five main threads. They include foundations, self reflection, clinical reasoning, skill competencies, and clinical practice.

**Foundations**: creating a solid knowledge base to build on as the students matriculate the curriculum. Courses that provide this base include, Foundations in OT, Anatomy, Neurobiology, Occupational Analysis, Fieldwork Seminar, Biomechanics and Administration and Leadership.

**Self Reflection**: Being able to perform self analysis to assess one’s knowledge base, skill level, professionalism, and be receptive to and adjust accordingly to constructive feedback.

**Clinical Reasoning**: Being able to analyze and synthesize all appropriate information in order to make solid evidenced based decisions regarding client evaluations and interventions.
Skill Competencies: Identifying the skill competencies needed for successful practice is paramount for student success. Courses in this thread include, Clinical Practice, General Diagnoses, School Based OT, Pediatrics, and Physical Dysfunction I and II lecture, lab, and practica. In these courses students will be required to learn and demonstrate the skills, evaluation, treatment planning, therapy intervention, and goal writing.

Clinical Practice: At the end of the MOT program students will be ready to enter the clinic with the prerequisite skills needed for success. Courses identified in this category include, the comprehensive examination, Fieldwork I and Fieldwork II, and passing the national certification examination. The other four threads are the building blocks to reach this thread.

Occupational Therapy Department
Student Learning Outcomes

1. Select and perform evaluations, interpret evaluation results, plan interventions, and revise intervention plans that are appropriate to address client needs and promote occupational performance using evidenced based practice and client centered interventions

2. Evaluate all aspects of the client’s environment in order to plan, implement, and document effective environmental interventions to enhance the client’s occupational performance

3. Identify and evaluate the occupational activities of clients, organizations, and populations to assist the individual or group to achieve goals they perceive as necessary and meaningful for specific occupational activities

4. Articulate and demonstrate fundamental business skills using effective problem solving strategies in order to explore entrepreneurial opportunities in traditional as well as emerging areas of OT practice

5. Use culturally sensitive practices in all interactions and professional behaviors in order to communicate effectively with all constituents

6. Consistently demonstrate ethical behaviors that align with the occupational therapy ethics and standards of practice while committing to continued professional development, life-long learning. And advocacy for the profession and the public

7. Commit to continued professional development and lifelong learning

8. Demonstrate the skills needed to advocate for the profession and individuals who could benefit from OT services
Grade Appeals

Each student has the right to appeal a grade. The process for appealing a grade can be found on page 41 of the online 2013-2015 graduate school catalog.

Complaints against the Program

VI. Policy on Student Complaints

Tennessee State University is committed to a policy of fair treatment of its students in their relationships with fellow students, faculty, staff and administrators. Students are encouraged to seek an informal resolution of the matter directly with the faculty or individual(s) involved when possible. For matters where a resolution is not feasible, a Student Complaint form can be completed and filed with the Vice President for Student Affairs Office located in Suite 308 of the Floyd/Payne Campus Center.

Students may obtain a compliant form from the Office of the Vice President of Student Affairs, Office of Academic Affairs, Office of Student Conduct and Mediation Services, the Office of Residence Life and Housing, all residence halls/apartments, on the One Stop Shop located on the Avon Williams Campus. This form is also available on line at www.tnstate.edu/campus_life/complaint.aspx

A completed form is filed in the Office of the Vice President for Student Affairs. The complaint is logged, assigned a number, and forwarded to the Vice President of the area responsible for obtaining a response to the complaint which is forwarded by the student. Action response dates by responsible parties are recorded as well as the name of specific responding staff member are noted on the form. A few examples of student complaints are attached.

Filing Complaints

The students obtain a copy of the Student Complaint Form from the Division of Student Affairs offices and the Tennessee State University website at www.tnstate.edu/campus_life/complaint.aspx. The complaint form is completed and hand delivered or emailed to the Vice President for Student Affairs by the student. Upon receipt of the complaint, the form is reviewed and forwarded to the appropriate office based on the subject matter.

Example 1: if the complaint is against a student for violation of the code of conduct, the complaint is forwarded to the Office of Student Conduct and Mediation Services.

Example 2: if the complaint alleges discrimination based on race, color, sex, religion, national origin, age, disability, the complaint is forwarded to the Director of the Office of Equity, Diversity and Compliance.
Example 3: If the subject matter is a residential hall complaint, the complaint is forwarded to the Director of Residence Life and Housing.

Example 4: If the subject matter is an academic complaint, the complaint is forwarded to the Provost. Upon resolution, complaint form is returned to the Office of the Vice President for Student Affairs who forwards the decision to the student.

Students or prospective students who wish to file a complaint related to accreditation or regarding violations of state law not resolved at the institution may submit a Student Complaint Form to the Tennessee Board of Regents at 1415 Murfreesboro Road, Suite 340, Nashville Tennessee 37217, or by going on line and filling out the form electronically at http://www.tbr.edu/contact/StudentComplaintForm.aspx. Under Tennessee’s open records law, all or parts of complaints will generally be available for review upon request from a member of the public. Complaints regarding accreditation can also be made by contacting the Commission of Colleges of the Southern Association of Colleges and Schools, 1866 South Lane, Decatur Georgia 3033 (www.sacs.org).

Complaints of fraud, waste or abuse may be made by email at reportfraud@tbr.edu or by calling the Tennessee Comptroller’s Hotline for Fraud, Waste and Abuse at 1-800-232-5454.

GENERAL GOALS AND EXPECTATIONS

Knowledge and life-long learning, skill development, provision of services, professionalism, and value expectancies have been developed for the Graduate Occupational Therapy Program. The program recognizes that attitudes and values are of particular importance when assessing potential occupational therapists, and this is reflected in the following criteria developed by the Department of Occupational Therapy.

KNOWLEDGE, SKILLS, PROFESSIONALISM, AND VALUES -- ESSENTIALS FOR EFFECTIVE PRACTICE

1. KNOWLEDGE AND LIFE – LONG LEARNING:

1.1 Explain the evolution of occupational therapy from its beginning during World War I to its preparation for entry into the 21st century and beyond.

1.2 Define human occupation and discuss the importance of occupation to health/wellness.
1.3 Discuss the effects of health/illness on occupational performance during each life stage.

1.4 Identify the processes involved in evaluating personal characteristics (psychological, spiritual, cultural, cognitive, sensorimotor, and neuromuscular components). The person is viewed comprehensively as an entity.

1.5 Distinguish between the human and non-human environment and consider the environmental effect on performance of goal-directed activity.

1.6 Identify the major frames of reference utilized by occupational therapists and discuss their application in different practice settings.

1.7 Distinguish between occupation, activity, task and role, and discuss how each can be applied therapeutically in group and/or individual treatment.

1.8 Identify the major types of occupational therapy consultation and provide examples of effective consultation.

1.9 Describe the functions of manager, including those of a planner, director, organizer, budgeter, supervisor and leader and discuss their importance in occupational therapy.

1.10 Engage in literature reviews, explore basic research designs, and apply evidence-based practice throughout the occupational therapy process.

1.11 Explain the integral relationship between the person, environment, and occupation and their interactive impact on the therapeutic process.

1.12 Explain the impact of person, environment, and occupation on one’s quality of life.

2. **SKILL DEVELOPMENT AND PROVISION OF SERVICES:**

2.1 Demonstrate the therapeutic use of self throughout the occupational therapy process.

2.1 Respect diversity and adapt to different cultural norms and work effectively with diverse client populations.

2.2 Collaborate with the client and the client’s family/caregiver(s) to define the client’s problem, identify the client’s needs, and determine the direction of intervention.
2.3 Administer and interpret standardized and non-standardized assessment tools used by occupational therapy practitioners.

2.5 Gather relevant client data through the use of various resources including observation; chart reviews; interviews with clients, care givers, staff, and others; and various assessment tools.

2.6 Analyze data to synthesis and implement comprehensive intervention plans for the development, restoration, or maintenance of functional skill performance in all areas of occupation – work, daily living activities, and play/leisure; and prevent impairment in any area of occupation.

2.7 Apply professional reasoning and holistic evidence-based practice through the use of occupational therapy theory and frames of reference/treatment models and intervention strategies throughout the treatment process as an entry level occupational therapist in various treatment settings (i.e., including public schools, centers that use assistive technology, community-based centers, homes and medically-based facilities).

2.8 Design, fabricate, and apply orthotic and/or prosthetic devices as part of a comprehensive treatment plan to assist with or substitute for impaired functional performance.

2.9 Demonstrate the ability to adapt the physical environment to meet the client’s needs; and improve one’s health, well-being, and functional performance.

2.10 Select and use adaptive equipment or assistive technology enable or optimize functional performance.

2.11 Demonstrate the ability to self-reflect, evaluate one’s own performance including identifying one’s strengths and weaknesses, and set realistic goals and objectives for professional and personal growth.

2.12 Document and report evaluation results, and progress in a professional manner, using correct spelling, grammar, and punctuation.

2.13 Promote occupational therapy as a health care profession and illustrate commitment to service in existent and emerging settings.

2.14 Determine facility and client needs and provide professional recommendations regarding the role of occupational therapy services. If requested, provide consultation services pertinent to how occupational therapy services can meet the needs of clients, and the facility.

2.15 Demonstrate appropriate problem solving and coping mechanisms to manage everyday problems and challenges effectively.
2.16. Perform all manner of intervention utilizing safety precautions, respecting, and maintaining confidentiality, and following the Code of Ethics.

3. PROFESSIONALISM:

3.1 Respect for occupational therapy as a profession.

3.2 The desire to work with related disciplines as equal professionals.

3.3 Respect for individual and cultural differences.

3.4 A willingness to accept constructive criticism.

3.5 Desire to be the best occupational therapist possible.

4. VALUES:

4.1 Appreciation of the responsibilities that providing occupational therapy services entails and the value of intruding only minimally when helping a client to restore occupation in his or her life.

4.2 Appreciation for the value of mind/body healing and of each individual’s natural tendency to heal him or herself.

4.3 Respect for individual privacy, confidentiality and self determination.

4.4 Acceptance of the responsibility to continually grow and develop professionally. Recognition and acceptance of a therapist's responsibility to propose policy and raise issues that affect necessary legislation for programming and research for people with disabilities.

*It is imperative for students to become familiar with the services on campus. Students might be recommended to pursue assistance from University resources as they pursue their education, and professional growth and development. Detailed information regarding University resources can be located in the University's Student Handbook.

MAJOR: OCCUPATIONAL THERAPY (OCCT)

DEGREE: MASTER OF OCCUPATIONAL THERAPY (MOT)

Occupational Therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. Occupational Therapy gives people the "skills for the job of living" necessary for independent and satisfying lives. Services typically include:
o Customized treatment programs to improve one's ability to perform daily activities
o Comprehensive home and job site evaluations with adaptation recommendations
o Performance skills assessments and treatment
o Adaptive equipment recommendations and usage training
o Guidance to family members and caregivers

About Occupational Therapy Practitioners

Occupational Therapy practitioners are skilled professionals whose education includes the study of human growth and development with specific emphasis on the social, emotional, and physiological effects of illness and injury. Currently, the occupational therapist enters the field with a master’s, or doctoral degree. “Practitioners work in a variety of systems including health care, education, academic, governmental, social, and corporate settings. According to the American Occupational Therapy Association, “Students today can look forward to dynamic careers working in multiple settings with people of all ages. And the employment outlook for occupational therapists is bright!” Recent information published by the U.S. Department of Labor's Bureau of Labor Statistics reveals that the job outlook for occupational therapists will improve substantially in the next several years and will continue to do so for the foreseeable future. Specifically, it states that: “Employment of occupational therapists is expected to increase faster than the average for all occupations through 2010,” meaning that employment is expected to increase by 21-35% (http://www.aota.org/featured/area2/links/link10.asp).

Individuals interested in learning more about a career in Occupational Therapy are encouraged to contact the American Occupational Therapy Association (AOTA) at (301) 652-AOTA or visit Http://www.aota.org . Upon completion of all requirements students will be eligible to sit for the certification examination offered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR) and will meet the educational requirements for licensure in Tennessee and most other states that regulate the practice of Occupational Therapy.

Please note that a felony conviction may affect a graduate's ability to complete the degree by hindering one's ability to initiate fieldwork experiences, to sit for the NBCOT Board Exam, and/or to attain state licensure.

Retention Requirements
a. Consistent with the TSU Graduate School, students must maintain a minimum average grade of B, (3.0 quality points on a 4.0 system). Any course attempts resulting in a grade of less than C may be repeated once, and the second grade will
replace the first. The student will be allowed to repeat the course the next time it is offered. All academic standard policies of the Graduate School will apply.

b. With the exception of OCCT 5400, 5421, 5860, 6810, 6904, and 6914, all courses must be successfully passed prior to sitting for the written comprehensive examination.

c. A comprehensive examination, which consists of written and practical components, must be passed with a score of 75% or better before the student can be enrolled in OCCT 6904 or OCCT 6914. The exam may be attempted twice. If a student is not successful in achieving a minimum score of 75% on the second attempt, he or she will be dismissed from the MOT program. Any need to repeat the exam will require retaking both parts because the comprehensive exam is considered one exam with two parts.

Graduation & Credentialing Requirements

MASTER OF OCCUPATIONAL THERAPY
The Master of Occupational Therapy degree is open to students who obtain their undergraduate degree in Health Sciences from Tennessee State University as well as transfer students who have completed their undergraduate degree and the 9 prerequisite courses required. THE MOT degree requires completion of 72 graduate credit hours including twelve (12) credit hours of level II fieldwork experiences. The MOT program is offered within the College of Health Sciences.

1. Completion of all course credit requirements (72) hours
2. Successful completion of the comprehensive examination (taken during the second spring semester)
3. Successful completion of both Level II Fieldwork experiences.

Upon successful completion of the MOT program graduates are eligible to sit for the National Board Certification Exam. After successfully passing the board exam graduates are eligible to apply for state licensure (if required).

Transfer Credit & Credit for Previous Work Experience

TRANSFER CREDIT (TSU)
At the master’s level, a student may be allowed a maximum of twelve (12) semester or eighteen (18) quarter hours of graduate credit from another accredited college or university. At the educational specialist and doctoral level, a maximum of six (6) semester hours may be transferred. The Transfer of Credit form may be obtained from the departmental office. The course work being considered for transfer must be evaluated by the graduate coordinator, dean of the academic unit and the dean of the Graduate School. Only courses in which the student
earned grades of “B” or better, and which are taken within the degree program time limit, will be considered for transfer. Credits earned in partial fulfillment of a previous completed degree program at Tennessee State University or any other institution may not be transferred or used for credit in another degree program.

TRANSFER CREDIT (TSU MOT Program)
Consistent with the TSU Transfer Credit Policy, a maximum of (12) semester credited hours or (18) quarter hours may be accepted from another occupational therapy ACOTE accredited program. However, the transfer courses must be equal in content and credit hours as well as within a similar schedule as the TSU MOT lock step program. Courses that will place the student outside the TSU MOT established schedule cannot be accepted. Students requesting transfer credits must be submitted and approved through the TSU system prior to beginning the TSU MOT program.

CREDIT FOR WORK EXPERIENCE
The TSU MOT program is not able to allow MOT credits for prior work experience. This also includes work experience within the profession of occupational therapy.

Financial Assistance
Upon acceptance into the graduate program, students may apply for available stipends or other financial aid.

SERVICES FOR STUDENTS WITH DISABILITIES
The Office of Disabled Student Services seeks to coordinate university-wide services available to students with current medical/psychological documented disabilities. Services ranges from providing physical accommodations on campus to helping students with learning disabilities succeed in classroom activities. Additionally, the office attempts to:
- Raise the level of educational development for students with disabilities.
- Improve understanding of and support from the University community for students with disabilities.
- Enhance and refine within the Office of Disabled Student Services a basic service program focused on students with disabilities.
- Place emphasis on orientation and survival skills for new students and others who might benefit from these experiences.
- Enrich and expand the learning disabilities tutoring program.
- Monitor development of the physical plant to ensure accessibility and opportunity for students with disabilities.
- Help faculty and staff better understand physical and learning disabilities and provide them with effective methods of working with students with disabilities.
- Use every available opportunity to advocate for special needs of students with disabilities and to seek a means to obtain those services.

Students seeking reasonable accommodations must register with the Office of Disabilities Student Services. For further information, contact the Office of Disabled Student Services in room 117 in the Campus Center.
Policy for Professional Behavior for the Graduate Occupational Therapy Students in the Department of Occupational Therapy

I. PROFESSIONAL BEHAVIOR

All students in the Graduate Occupational Therapy Program here at Tennessee State University must exhibit professional behavior throughout the matriculation process of his/her educational experience. In order to assure that each student demonstrates professional behavior each student will be assessed by the faculty during the second, third, and fourth semesters of the program using a Level I or Pre-Fieldwork Assessment Tool. Students will also be required to assess themselves using the same assessment instrument used by the faculty. A blank copy of the assessment tool can be found in the appendices of the Departmental Student Handbook for students and the Departmental Fieldwork Manual for practitioners. Student’s will be required to submit a self-assessment to the department Assistant Fieldwork Coordinator, Ms. Elisha Holt, and sign and date a log to indicate that the student has completed and submitted the assessment and has received the assessment completed by the faculty. Students are advised to keep a copy of the self-assessment for their records. The information from the student’ self-assessment will be used for dialogue. The faculty within the Department of Occupational Therapy, also identified as student advisors, will discuss each student’s professional behavior or lack thereof, in order to determine if the student is eligible to participate in fieldwork experiences, such as practica or internships.

Institution Policy Statement and Code of Student Conduct (General Regulations on Student Conduct and Disciplinary Sanctions) as referenced in the University’s most current student handbook. Other details, which contain specific examples of appropriate vs. inappropriate behavior, can be found in the appendices of the Student Handbook and Fieldwork Manual for the Department of Occupational Therapy.

- Each student will have access to the Occupational Therapy Student Handbook found on our web page [http://www.tnstate.edu/ot](http://www.tnstate.edu/ot). Students are responsible for all information within the handbook.

- Each student will given and will be required to sign the forms indicating that he/she has read, understands, and has accepted the disciplinary actions articulated in the following sections of the University Handbook:
Code of Student Conduct, Facilities and Services, and Classroom Attendance and Absences.

A. **Professional Interactions**

   Students, enrolled in the Graduate Occupational Therapy Program, will demonstrate competence in the following areas:

   1. **Attitude** – One’s general feeling and emotional response toward a person, place, or thing
      a. Display a positive attitude inside and outside of the classroom setting. A positive attitude reflects a willingness to be present and attentive to the learning opportunities. Conversation among the students should be consistent with the content of the learning experiences inside of the classroom, on fieldtrips, and during any learning activity while representing the program and the profession.
      b. Addresses all faculty, supervisors, clients, and each other in a professional manner.
      c. Uses constructive and possibly critical feedback (if necessary) to improve performance and interactions.

   2. **Personal Accountability** – self-management
      a. Meets schedules suggested by faculty, as written on the syllabus, for arrival to classes regularly, and other required learning experiences.
      b. Is prepared to participate in classroom and course-related activities.
      c. Follows policies and procedures of the University and the Department of Occupational Therapy.
      d. Demonstrates safety behaviors/precautions with course-related classroom activities.
      e. Personal appearance adheres to suggested dress codes by and the University, the Department, and assigned fieldwork sites.
      f. Takes initiative to contact faculty to seek assistance as needs arise with coursework/assignments.
      g. Conducts self in a professional manner at all times during interactions.
      h. Demonstrates initiative, independence, self-reflection, ability to monitor stress level, and use of appropriate coping mechanisms during all course-related and classroom activities.
      i. Demonstrates academic and/or professional integrity/Observes Code of Ethics.
      j. Uses available resources to optimize learning experiences.
k. Refuses to participate in cheating or plagiarism.

3. Contribution to the Learning Environment
   a. Shows initiative and responsibility for learning.
   b. Responds professionally to faculty, classmates, and guests.
   c. Engages in stimulating conversations (i.e. asks relevant questions and makes relevant comments that indicate thought and interest in the learning process).
   d. Keeps an open mind to varying perspectives and respects the views of others.
   e. Demonstrates respect for others at all times.
   f. Manages time effectively
   g. Demonstrates work habits consistent with environmental expectations.

4. Flexibility – One’s ability to tolerate unexpected change and differences
   a. Demonstrates respect for diversity.
   b. Demonstrates the ability to adjust priorities.
   c. Manages and incorporates feedback provided by faculty, supervisors, and peers to promote personal and professional growth.
   d. Cooperates with the staff/faculty and demonstrates professionalism with changes that may occur during course-related and classrooms activities, level I experiences/practica and/or level II fieldwork experiences/internships. Changes may be caused by illness, cancellations, and other unexpected circumstances. Please cooperate and respect the staff/faculty, and the Academic Fieldwork Coordinator (AFC) also known as the Academic Coordinator of Clinical Education (ACCE). Sudden changes will be managed cautiously and diligently with respect for the students’ needs and concerns.
   e. Regarding all fieldwork experiences: students are not guaranteed to receive the site of their choice. However, all fieldwork sites are expected meet AOTA standards.

5. Team Work – Complete task(s) assigned with others to fulfill a common goal(s) in and outside of the classroom setting
   a. Fulfills responsibilities as part of a team effort
   b. Takes the initiative to assist with course-related and classroom activities without being asked.
   c. Shows willingness to share resources and assist others inside and outside of the classroom setting.
   d. Demonstrates confidence in the team and oneself as an active team member.
   e. Demonstrates an appreciation for everyone in the learning environment.
6. Professional Communication
   a. Effectively uses English and professional language, which includes using appropriate spelling, grammar, and punctuation, with all assignments in accordance with the suggested instructions and format(s).
   b. Demonstrates control over words, and maintains composure during disagreements as conflict resolution is pursued.
   c. Asserts needs, concerns, and/or desires with respect for others.

B. Class Attendance and Absences
   This information is referenced in the University’s most current student handbook. Other details regarding class attendance and participation, and absences will be indicated in the course syllabi. Students must attend at least 80% of all courses in order to be eligible to initiate level I fieldwork experiences. For level I fieldwork experiences/practica, each student is expected to complete one week or the equivalent of 40 hours per level I fieldwork experience. For level II fieldwork experiences/internships, each student is required to complete 12 weeks or 24 weeks half-time, which is approximately 470 hours. The maximum number of scheduled weeks at an internship or level II fieldwork site is 12 and one half, which is approximately equivalent to 494 hours to accommodate a maximum of 24 hours/3 days missed during an internship or fieldwork experience. Three absences during an internship/fieldwork experience are not recommended; however, they are available for use only when necessary. Students do not have to complete 12 and one half weeks; however, they can be scheduled in the event of holidays or uncontrollable circumstances such as inclement weather and/or other emergencies.

C. Grade Appeals
   The university recognizes the right for students to appeal a grade that the student does not believe reflects his/her true academic performance. However, the student must follow the designated procedure, which can be found on p. 41 of the University on-line Graduate Catalog for the 2013 – 2015 edition. These pages of the Student Handbook and the University Graduate Catalog are subject to change as different editions are printed.

D. Faculty - Student Advisement
   Each student will be assigned a faculty advisor who will provide academic advisement for course enrollment throughout the student’s educational process in the Department of Occupational Therapy. Students should make an appointment with their advisor early each semester to ensure proper registration and exchange information. Students will also make appointments with their advisor each semester to complete the program of
study (candidacy form) (first year students only) and for their assessment of professionalism.

E. **General Dress Code**

Students, who are enrolled in the Graduate Occupational Therapy Program at Tennessee State University, are expected to dress appropriately and professionally anytime they are representing the program on and off campus, which includes in the classroom, on fieldtrips, and during fieldwork experiences. No inappropriate garments that may expose one’s chest/cleavage, navel, and midriff; or interfere with class or fieldwork activities. Closed toes shoes with socks are also required anytime patient care is involved. Inappropriate garments will not be permitted which includes wearing hats in the classroom. Students are always advised to acknowledge and respect the dress code of fieldwork sites. Please be advised that individual faculty members have the privilege of exercising discretionary dress code restrictions for the safety and protection of students and/or clients. Examples of dress code restrictions may include but are not limited to long dangling earrings, high heels, garments with controversial content written on them, very tight clothing, miniskirts, short dresses, pants worn low and not secured at the waist, and shorts above the middle of the thigh. Discretionary dress code restrictions will be indicated in the syllabi of the faculty.

F. **Telephone Calls**

Cell phones are to be quitted inside and outside of the classroom where learning experiences are taking place. If you have an emergency, please notify the faculty member/instructor prior to class and should you receive or have to make a call please leave the classroom quietly.

G. **Facilities and Services**

It is imperative that students become familiar with the services on campus. Students might be recommended to pursue assistance from University resources as they pursue their education, and professional growth and development. This information is explained in detail in the University’s Student Handbook.
## PROGRAM OF STUDY

**Full Time Program:**
Core Courses: Professional Curriculum Seventy-two (72) Hours

### Year 1

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<tr>
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<tr>
<td>OCCT 5110</td>
<td>Anatomy</td>
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<td>OCCT 5000</td>
<td>Fieldwork Seminar</td>
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<tr>
<td>OCCT 5010</td>
<td>Foundations</td>
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<td>OCCT 5050</td>
<td>Occupational Analysis</td>
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<td>OCCT 5160</td>
<td>Psychosocial Dysfunction</td>
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<td>OCCT 5170</td>
<td>Psych. Dysfunction Applied</td>
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<td>OCCT 5180</td>
<td>Biomechanics</td>
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<td>Neurobiology</td>
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<td>OCCT 5250</td>
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<td>Physical Dysfunction I Lab.</td>
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<td>OCCT 5554</td>
<td>Physical Dysfunction I Practicum</td>
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<td>OCCT 5900</td>
<td>Analysis of Research</td>
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<td>OCCT 6554</td>
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<td>OCCT 5450</td>
<td>School-Based Occupational Therapy</td>
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<td>OCCT 5860</td>
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<td>OCCT 5421</td>
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<td>OCCT 5400</td>
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<td>OCCT 6810</td>
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### Electives

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### Course Descriptions

**OCCT 5000 Fieldwork Seminar** 1 Credit
This course will provide students with an overall understanding of the fieldwork process including the purpose of fieldwork, fieldwork policy as defined by the Department of Occupational Therapy, fieldwork selection process, professional behaviors and other expectations of students prior to and during fieldwork, conflict resolution and other student concerns pertinent to fieldwork. Prerequisite: Admission in the MOT program Co requisites: OCCT 5010 and 5110.

**OCCT 5010 Foundations of Occupational Therapy** 1 Credit
This course introduces students to the profession of occupational therapy. Topics to be covered include: historical development of the profession, educational and credentialing process, functions of national, state, and local professional associations and human service organizations, professional role delineations within occupational therapy, teaming, promotion of the profession to the public, importance of theory development and documentation to the profession, and an introduction to the variety of service models. Prerequisite: Admission in the MOT program.

**OCCT 5050 Occupational Analysis** 3 Credits
This hands-on course offers students an opportunity to use critical and creative thinking with difficult occupational related problems. Students will apply occupational therapy practice models in order to analyze and modify the demands of various occupations, activity, and purposeful activities and acquire basic skills in the therapeutic use of self. Prerequisite: Admission in the MOT program.

**OCCT 5110 Anatomy** 4 Credits
This course is designed to provide students with a comprehensive review of human anatomy. The course will emphasize major muscles, skin, bones and joints, internal organs, blood vessels, and major nerves. Prerequisites: Admission into MOT program, Anatomy and Physiology I and Anatomy and Physiology II.

**OCCT 5120 Neurobiology** 3 Credits
This course will provide students with an opportunity to study the systems and function of the human nervous system, including concepts related to occupational performance. This will include the sensory system, motor control systems, cognitive system, and the affective system. Prerequisites: OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160, and OCCT 5170.

**OCCT 5160 Psychosocial Dysfunction** 3 Credits
This course will provide students with an overall understanding of mental health issues and psychiatric diagnoses experienced by children, adults, and older adults along with an in-depth knowledge of the theoretical perspectives used in the Profession of Occupational Therapy to address them in a variety of treatment venues. The course content will be divided into three parts based upon a mental health continuum. The three parts of the continuum are as follow: chronic serious mental illness, wounded well (environmental stressors and related mental health issues), and mental health issues related to physical illness and disability. Prerequisites: Admission to the MOT program. Co requisite: OCCT 5170.
**OCCT 5170 Psychosocial Dysfunction Applied** 2 Credits
This course will encompass the study of psychosocial factors affecting one overall health throughout the lifespan and an individual's ability to function within the community and society. This course will provide students with an overall understanding of the assessment and treatment process of individuals whose quality of life has been impacted by mental health issues and/or psychiatric diagnoses. Students will participate in comprehensive learning experiences that provide in-depth knowledge regarding evidence-based assessment and intervention processes pertinent to the profession of Occupational Therapy and related disciplines. Prerequisites: Admission to the MOT program. Co requisite: OCCT 5160.

**OCCT 5180 Biomechanics** 3 Credits
This course is designed to build on prior knowledge of human anatomy and will focus on human motion, forces that effect motion, and the principles underlying assessment of joint motion, muscle strength, muscle tone, motor control, and coordination. Students will learn and apply the principles of biomechanics and kinesiology to human motion needed for all functional daily activities within the context of occupational performance. Prerequisites: One semester of college physics with a lab, OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160, and OCCT 5170.

**OCCT 5250 Pediatric Lecture** 3 Credits
This course will provide instruction in pediatric occupational therapy concepts including developmental theory models, typical and atypical development, culture, occupational roles and dynamics between the child and family and the community as related to the Person-Environment-Occupation Model. A variety of service delivery settings will be addressed. Prerequisite: OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160 and OCCT 5170. Co requisite: OCCT 5251, OCCT 5254.

**OCCT 5251 Pediatric Lab** 2 Credits
This course provides the opportunity to develop professional reasoning and a variety of practical skills including application of the Person-Environment-Occupation Model to the therapeutic use of self, specific assessment and intervention techniques and application of assistive technology for the pediatric population. Students explore methods of data collection and documentation related to occupational behavior with the Person-Environment Occupation Model. Students are also exposed to methods of inquiry that promote the development of evidence based, client and family centered intervention strategies for the pediatric and adolescent populations. Prerequisites: OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160 and OCCT 5170. Co requisites: OCCT 5250 & OCCT 5254.

**OCCT 5254 Pediatric Practicum** 1 Credit
This course presents students with an opportunity to explore pediatric service delivery settings. Students are guided through analyzing the relationships between person, environment, and occupation through various models of occupational therapy. Students practice effective oral and nonverbal communication skills, and the process of naturalistic inquiry. Prerequisites: OCCT 5000, OCCT 5010, OCCT 5050, OCCT 5110, OCCT 5160, and OCCT 5170. Co requisites: OCCT 5250 and OCCT 5251.
OCCT 5400 General Diagnoses Applied  3 Credits
There are many medical diagnoses that Occupational Therapists must understand in order for the patient or client to be provided with the most efficient and effective therapy interventions. This class will explore common medical, orthopedic and neurological diagnoses that an OT practitioner may encounter daily. The pathophysiology, epidemiology, medical management, alternative treatment (CAM) and the general problems that occupational therapists address will be identified and discussed. Prerequisites: OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251, and OCCT 5254.

OCCT 5421 Clinical Practice  2 Credits
This course focuses on synthesizing and integrating the knowledge of the musculoskeletal systems and biomechanical concepts discussed in previous classes through problem-based learning. Students will review anatomy, biomechanical concepts, pertinent medical diagnoses, palpation skills, evaluations and interventions for clients with varying medical, orthopedic and neurological diagnoses. Emphasis will be placed on facilitating the student to have confidence and competence with addressing more complex clinical cases. Prerequisites: OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, and OCCT 5450.

OCCT 5450 School-Based Occupational Therapy  3 Credits
This course is designed to prepare students to work in the school setting with children and adolescents with disabilities. Students learn about occupational therapy in the school environment and how to design educationally appropriate occupational therapy services. Students are exposed to the role of the COTA, the roles of other team members, IEP dynamics related to teaming, and student advocacy. IDEA and Section 504 funding issues are also covered. Prerequisites: OCCT 5900, OCCT 5550, OCCT 5561, and OCCT 5554.

OCCT 5550 Physical Dysfunction I Lecture  3 Credits
This course is designed to provide students with in-depth instruction on occupational therapy assessment and intervention planning for orthopedic and other medical conditions that occur in adulthood and late adulthood. Occupational therapy intervention models and frames of reference used with these populations will also be explored. As students gain an appreciation for client-centered and occupation-based practice, they will learn how to facilitate health, prevent injury, and promote recovery and adaptation to disease and disability. Prerequisites: OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251 and OCCT 5254. Corequisites: OCCT 5561 & OCCT 5554

OCCT 5561 Physical Dysfunction I Lab  2 Credits
This lab course is to be taken concurrently with Physical Dysfunction I. This course provides instruction for and practice of skills required for occupational therapy interventions for orthopedic and other medical conditions that commonly occur in adulthood and late adulthood. Students will learn professional reasoning skills, how to administer and interpret client evaluations, and how to develop evidence-based, client-centered intervention strategies that achieve functional outcomes. Exposure to methods of inquiry that precedes patient evaluation is included. Prerequisites: OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251 and OCCT 5254. Corequisites: OCCT 5550 & 5554
**OCCT 5554 Physical Dysfunction I Practicum** 1 Credit
This course is to be taken concurrently with Physical Dysfunction I and Physical Dysfunction I Lab. In this course, students will participate in a community-based or medical fieldwork experience where they will have opportunities to observe and interact with clients who are in adulthood or late adulthood and have orthopedic and medical diagnoses. Students will develop documentation skills needed for appropriate communication of clinical observations and will apply the information learned in the classroom to the clients observed in the clinical environment.
Prerequisites: OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251 and OCCT 5254. Corequisites: OCCT 5550 & OCCT 5561

**OCCT 5660 Research I** 3 Credits
This course is the first of two applied research courses in the MOT curriculum. Students will learn to apply research concepts introduced in the Evidence-Based Practice course and will focus on the concepts related to the introduction, literature review and methodology sections of a research project. Students will explore a clinical problem, learn to develop a research question and formulate a hypothesis. Scientific writing skills and APA format will be fostered, research ethics will be discussed, Human Subjects Training will be completed, and the students will be guided through a typical IRB process. Hands on experience with research design, statistics, and data collection will provide the students with an opportunity to synthesize the didactic material.
Prerequisites: OCCT 5900, OCCT 5550, OCCT 5561, and OCCT 5554.

**OCCT 5760 Administration & Leadership in Occupational Therapy** 3 Credits
This is a course that will provide students with an overview of the healthcare industry and acquaint OT students with the business and leadership component to occupational therapy. Students will be introduced to issues that pertain to administering a department or facility. In addition, students will learn leadership concepts and theories from both the formal and informal perspectives. Students will also learn the leadership opportunities in occupational therapy at the national, state, and local levels. Prerequisites: OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251, OCCT 5254.

**OCCT 5860 Research II** 3 Credits
This course is the second of two applied research courses in the MOT curriculum. Building on the content of Research I, this course will focus on topics related to how data is processed and presented. Focus of didactic material will be on concepts related to the results and discussion sections of a research project. Students will be given the opportunity to run statistical analyses on data sets and create tables, graphs and figures to represent the results. Hands on experiences will also be provided for creating a professional research poster, giving an oral presentation on research related material, and applying the results of a research project to a greater body of knowledge. APA formatting and scientific writing skills will be fostered during this class.
Prerequisites: OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, and OCCT 5450.
**OCCT 5900 Analysis of Research**

**2 Credits**  
This course provides students with an overview of evidence-based practice including research theory, research design, qualitative and quantitative methodology, international influences and critical analysis of contemporary journal articles. Students will also explore the relationships between theory, research, practice, and professional development. **Prerequisites:** OCCT 5180, OCCT 5120, OCCT 5250, OCCT 5251, and OCCT 5254.

**OCCT 6560 Physical Dysfunction Lecture II**  
3 Credits  
This course is designed to provide students with an in depth instruction on occupational therapy assessment and intervention planning for neurological and other complex medical conditions that occur in adulthood and late adulthood. Occupational therapy intervention models and frames of reference used with these populations will be explored. Students will advance their understanding of the concepts presented in Physical Dysfunction I by applying them to more complex diagnoses and clinical situations. Prerequisites: OCCT 5900, OCCT 5550, OCCT 5561, and OCCT 5554. Co-requisites: OCCT 6561 and OCCT 6554.

**OCCT 6561 Physical Dysfunction II Lab**  
2 Credits  
This lab course is to be taken concurrently with Physical Dysfunction II. This course provides instruction for and practice of skills required for occupational therapy interventions for neurological and other complex medical conditions that commonly occur in adulthood and late adulthood. Students will learn professional reasoning skills, how to administer and interpret client evaluations, and how to develop evidence-based, client-centered intervention strategies that achieve functional outcomes while incorporating the interactive elements of the person, environment, and occupation. Exposure to methods of inquiry that precedes patient evaluation is included. Prerequisites: OCCT 5900, OCCT 5550, OCCT 5561, and OCCT 5554. Co-requisites: OCCT 6560 and OCCT 6554.

**OCCT 6554 Physical Dysfunction II Practicum**  
1 Credit  
This course is to be taken concurrently with Physical Dysfunction II and Physical Dysfunction II Lab. In this course, students will participate in a community-based or medical fieldwork experience where they will have opportunities to observe and interact with clients who are in adulthood or late adulthood and have neurological and other complex medical conditions. Students will develop documentation skills needed for appropriate communication of clinical observations and will apply the information learned in the classroom to the clients observed in various practice settings. Prerequisites: OCCT 5900, OCCT 5550, OCCT 5561, and OCCT 5554. Co-requisites: OCCT 6560 and OCCT 6561.

**OCCT 6810 Modalities in Occupational Therapy**  
3 Credits  
This is an elective course that provides students an opportunity to learn the theory and to practice the application of thermal and electrical modalities used by occupational therapy practitioners. This course meets the requirements established by Health Related Board for certification in the use of modalities in occupational therapy practice. Prerequisites: OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, and OCCT 5450.
OCCT 6820 Sensory Processing and Integration 1 Credit
This course is an elective designed for students interested in working with children or adults with developmental disabilities. Students analyze the relationship between neurological differences, learning, and behavior as well as the interactive elements of the person, environment, and their impact on occupation. They learn specific skills to manage neurological differences and facilitate typical behavior and learning patterns in order to maximize occupational performance.
Prerequisites: OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, and OCCT 5450.

OCCT 6830 Assistive Technology 1 Credit
This elective course provides an overview of legal and ethical issues as well as funding procedures related to assistive technology. Students apply assistive technology to a variety of areas of occupation. They use client-centered strategies, develop, and manage assistive technology interventions and funding strategies. Prerequisites: OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, and OCCT 5450.

OCCT 6840 Independent Study 1 Credit
This course provides an opportunity for students to explore a topic of interest, under the approval and guidance of an occupational therapy faculty member. Prerequisite: OCCT 5660, OCCT 6560, OCCT 6561, OCCT 6554, OCCT 5450, approval of the department head, and an approved plan of study by the supervising faculty member.

OCCT 6904 Internship I/First Level II Fieldwork Experience 6 Credits
This first internship course requires the minimum of 12 weeks, the equivalent of 470 hours, of participation in an assigned and approved practice setting under the supervision of an occupational therapy practitioner, or another health care professional with three years of clinical or professional experience, according to accreditation standards. The setting must be approved by the Academic Fieldwork Coordinator in the Occupational Therapy Graduate Program. Students must successfully complete all required Occupational Therapy courses prior to enrolling in this course. Prerequisites: OCCT 5860, OCCT 5400, OCCT 5421, OCCT 5850, OCCT 6810, and successful completion of comprehensive examination.

OCCT 6914 Internship II/Second Level II Fieldwork Experience 6 Credits
This second internship course requires the minimum of 12 weeks, the equivalent of 470 hours, of participation in an assigned and approved practice setting under the supervision of an occupational therapy practitioner, or another health care professional with three years of clinical or professional experience, according to accreditation standards. The setting must be approved by the Academic Fieldwork Coordinator in the Occupational Therapy Graduate Program. Prerequisites: OCCT 6904.
Student Support Services

COUNSELING CENTER

Counseling services regarding vocational, educational, and personal problems are available to students. Professional counselors are available to meet with students on either an individual or small group basis. Students may visit the Counseling Center on a voluntary basis, without referral. Confidentiality is maintained, and appointments can be made in person or by telephone. Appointments should be made with the receptionist in the Counseling Center, located in Queen Washington Health Center, Second Floor, Main Campus (phone: 615-963-5611).

STUDENT HEALTH SERVICES

The Student Health Service is maintained to safeguard the health of students. The University provides these services through the Queen Washington Health Center. Services are available from 8 a.m. to 4:30 p.m. Monday through Friday (phone: 963-5291). Services include first aid, emergency services, counseling on health problems, referrals, and the communication of pertinent information to consulting physicians, hospitals, clinics and other agencies. Clinics are held daily, Monday through Friday, by a physician who examines, administers or prescribes treatment and medication. No charges are made for first aid and drugs used in simple treatment. Students suffering from complex medical/surgical problems are hospitalized at local hospitals of their choice (at their own expense). The University accepts no responsibility for any student requiring hospitalization. Therefore, students are strongly encouraged to enroll in the student health insurance program. Insurance enrollment information is located in the Student Health Center and Student Affairs Offices.

SERVICES FOR STUDENTS WITH DISABILITIES

The Office of Disabled Student Services seeks to coordinate university-wide services available to students with current medical/psychological documented disabilities. Services range from providing physical accommodations on campus to helping students with learning disabilities succeed in classroom activities. Additionally, the office attempts to:

- Raise the level of educational development for students with disabilities.
- Improve understanding of and support from the University community for students with disabilities.
- Enhance and refine within the Office of Disabled Student Services a basic service program focused on students with disabilities.
- Place emphasis on orientation and survival skills for new students and others who might benefit from these experiences.
- Enrich and expand the learning disabilities tutoring program.
- Monitor development of the physical plant to ensure accessibility and opportunity for students with disabilities.
• Help faculty and staff better understand physical and learning disabilities and provide them with effective methods of working with students with disabilities.
• Use every available opportunity to advocate for special needs of students with disabilities and to seek a means to obtain those services.

For further information, contact the Office of Disabled Student Services in room 117 in the Campus Center (phone: 615-963-7400).

<table>
<thead>
<tr>
<th>Honor Societies/ Student Organizations/Leadership Opportunities</th>
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<tbody>
<tr>
<td><strong>Student Occupational Therapy Association.</strong> For more information contact the Faculty Advisors- Ms. Christine Watt or refer to the TSU Student Handbook.</td>
</tr>
<tr>
<td><strong>Phi Kappa Phi and Alpha Kappa Mu</strong> are national honor societies open to students in all disciplines. The societies recognize outstanding academic achievement in undergraduate and <strong>graduate</strong> students.</td>
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<tr>
<td><strong>Pi Theta Epsilon (PTE)</strong> was developed as a specialized honor society for occupational therapy students and alumni. This society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited schools across the United States. For more information contact Dr. Larry Snyder, Faculty Advisor.</td>
</tr>
<tr>
<td><em>The following are independent groups and are not officially affiliated with TSU. For more information on the following organizations refer to AOTA’s website. <a href="http://www.aota.org">http://www.aota.org</a></em></td>
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1. **American Occupational Therapy Association (AOTA)** Students are encouraged to join the American Occupational Therapy Association. For more information and a description for membership benefits please review this organizations website [http://www.aota.org](http://www.aota.org)

   **Tennessee Occupational Therapy Association (TOTA)** The state occupational therapy association provides opportunities to network with potential fieldwork supervisors and employers. For more information please view this organizations webpage [http://www.tnota.org](http://www.tnota.org)

2. **National Caucus of Black Occupational Therapists (NBOTC).** The mission of the BOTC is to identify, share, and attempt to resolve issues that are germane to African-American certified occupational therapists, certified occupational therapy assistants and occupational therapy students and to enhance participation in professional associations. [www.nbotc.org](http://www.nbotc.org)

3. **Asian/Pacific Heritage Occupational Therapy Association (APHOTA).** The mission of the organization is to create a means for the occupational therapy practitioners who are committed to supporting Asian/Pacific practitioners and advancing a greater understanding of Asian/Pacific cultural issues affecting occupational therapy practice.
For more information contact Jyothi Gupta, OT(C), OTR/L, Ph.D., President at jgupta@stkate.edu

4. Network for Lesbian, Gay, Bisexual and Transgender Concerns in Occupational Therapy (The Network) Web site: http://www.otnetwork.org The mission of the Network is to create the means for members of the occupational therapy professional community who are committed to advancing the understanding of sexual orientation issues to identify, support, and mentor one another and to promote research in occupational therapy.

5. Network of Native American Practitioners (NNAP) The Network for Native American Practitioners (NNAP) serves to increase resources for occupational therapists currently working with, or interested in working with, Native Americans. The NNAP promotes the recruitment and retention of Native Americans into the field of occupational therapy and the development of materials to educate the profession and the AOTA membership about Native American issues. Contact: LaVonne Fox, Ph.D., OTR/L Chair at lavonnefox@med.und.edu

6. Network of Occupational Therapy Practitioners with Disabilities and Their Supporters The Network of Occupational Therapy Practitioners with Disabilities and Supporters (NOTPD) is an independent organization and member of the AOTA recognized Multiculturalism, Diversity & Inclusion Network. The NOTPD advocates for equal access and inclusion of all occupational therapy practitioners, students, and members of the public in AOTA-sponsored events, programs, and services as well as in the occupational therapy profession as a whole. The NOTPD serves as a voice for its members on disability issues and is a resource on disability culture, legislation and advocacy. The NOTPD's ultimate goal is to make AOTA and the occupational therapy profession the world leaders in respecting and promoting equal access and inclusion of all people. - See more at: http://www.aota.org/en/Practice/Manage/Multicultural/Groups/NOTP.aspx#sthash.4uqjWdVP.dpuf contact: Sandy Hanebrink, OTR/L at wheeldogs@yahoo.com

7. Orthodox Jewish Occupational Therapy Chavrusa The goals of the OJOTC are: To provide a forum for personal and professional networking for Occupational Therapists and OT Students. Web site: www.ojotc.org

TODOS Network of Hispanic Practitioners: TODOS is a network and a professional community of occupational therapy practitioners and students who have as their mission to support and mentor one another; to support the exploration of careers in occupational therapy by Hispanics/Latinos; and to promote issues of diversity, inclusion, and multiculturalism within the occupational therapy profession.

www.aota.org/practice/manage/multicultural/groups/TODOS
Tennessee State University
College of Health Sciences

Department of Occupational Therapy

**ESSENTIAL FUNCTIONS:**

The following are the essential functions for a student in the Occupational Therapy Program:

I. **Communication:**

1. Possess sufficient expressive and receptive communication skills to be able to effectively communicate with teachers, university staff, peers, clinical instructors, and clinical staff, patients/residents/clients and their family members.

II. **Physical Ability:**

1. Possess sufficient functional mobility skills to enter Clement Hall, access appropriate classrooms, other campus buildings and offices, book store, and appropriate other clinical/educational sites.

2. Demonstrate proficiency in CPR.

3. Safely transfer a teacher/peer/patient/resident/client from one surface to another.

4. Possess sufficient strength, active range of motion, endurance, balance, and coordination to be able to complete evaluations, develop, and implement appropriate occupational therapy treatment plans.

III. **Cognition**

1. Maintain attention for the duration of each scheduled class period, clinical experience, treatment period, and examination period.

2. Possess cognitive skills at the level of analytical clinical reasoning and problem solving skills.

3. Able to respond to emergency situations with appropriate actions.

4. Learn and apply universal precaution techniques.
5. Able to complete class assignments and examinations within given time limits.

IV. Sensation:

1. Tactile sensation sufficient to palpate muscle tendons, and muscle or joint excursions and to take a pulse.

2. Auditory sensation sufficient to taking blood pressure.

3. Proprioception sensation sufficient to be able to feel and respond to patient’s movements.

V. Visual Acuity and Perception:

1. Possess sufficient visual acuity and perceptual skills to read text books, handouts, examinations, clinical evaluation materials, computer screens, administer and score clinical evaluation instruments, medical/patient records.

VI. Social/Emotional

1. Be able to appropriately manage the stresses of the program.

2. Be able to work cooperatively with teachers/peers/staff/clinical instructors/clinical and site staff.

VII. Environmental Factors:

1. Be able to tolerate working indoors with varying temperatures.

VIII. Equipment

1. Use computers and various computer accessories and adaptations.

2. Use occupational therapy clinical equipment and various craft activities.

IX. Other Factors:

1. Must show proof of having had all appropriate immunizations, negative TB test, health insurance, and be free of communicable diseases.
I, ______________________________, agree that I am able to implement the above-stated essential functions. If I am unable to implement any of the essential functions, I will inform the office of disabled students and obtain official documentation from an official source (i.e., my physician, Disabled Student Services, etc.) The office of disabled students will recommend reasonable accommodations in order to help me successfully complete the occupational therapy program.

Signature of Student ____________________________ Date __________

Witness ____________________________ Date __________
It is our goal to keep our learning environment safe for both faculty and students. It is the student’s responsibility to adhere to any and all safety precautions provided by your instructor. It is also a student’s responsibility to report any injury and or potential area of concern.

**General safety precautions:**

1. Always be aware of your immediate surroundings to reduce chance of injury.

2. Always remember to use universal precautions when dealing with any open skin injury.

3. Leave walkways free of clutter.

4. Make sure you clean up any spills.

5. Inspect any and all equipment to be sure they are in proper working order.

6. If the fire alarm sounds make sure you vacate the building immediately.

7. Make sure you go to the basement area when severe weather warnings are issued.
Safety Precautions: Transfer Lab

A successful transfer is based on 4 basic principles:

1. Safe for your patient
2. Safe for you
3. Successful completion of the transfer
4. Maximum involvement of the patient

Student Precautions:

1. **Hair** = Make sure if you have long hair that you have it pulled back and secured so it does not affect your vision or get in the patients way.

2. **Nails** = Make sure you finger nails are not so long as to possibly scratch the person you are transferring.

3. **Shoes** = Make sure you wear slip resistant shoes, such as tennis shoes or other rubber soled shoes.

4. **Body Mechanics** = Make sure you attend to your body mechanics at all times. Poor lifting mechanics can cause you injury and may cause complications for your patient’s safety.

5. **Jewelry** = Make sure you are not wearing any type of jewelry that may become entangled with any one you are transferring. Items such as long loose necklaces, long dangly ear rings need to be removed.

6. **Area** = Make sure the area of transfer is not blocked by any items that may inhibit a successful transfer, such as rugs, chairs, bed sheets or spreads. Also make certain the transfer target (chair, bed, wheel chair, tub bench, mat table etc) is secure as to not move as you complete the transfer.

7. **Patient safety** = Make sure of your patient’s safety at all times. If the transfer (practice or real) is not going well stop reconsider and change as needed.

8. **Injuries** = Make sure you report any and all injuries to your instructor or department head no matter the significance of the injury. Make sure when attending to any and all injuries you utilize universal precautions.
Safety Precautions:  Activities Lab

Student Precautions:

1. **Sharps** = Make sure you use any sharps with caution as to not cause yourself or classmate injury.

2. **Leather Tools** = Make sure you use all leather tools only for the purpose they were designed for.

3. **Glues** = Make sure you follow all directions and safety precautions when using any type of glue.

4. **Fumes** = Students should be aware of any noxious fumes and either open windows for ventilation or perform the take outside if possible.

5. **Skin Irritants** = Make sure when handling any chemical substance that you wear gloves. Make sure to protect other exposed skin areas. If any contact occurs make sure to irrigate the area immediately.

6. **Injuries** = Make sure you report any and all injuries to your instructor or department head no matter the significance of the injury. Make sure when attending to any and all injuries you utilize universal precautions.
Safety Precautions: Modalities Lab

Student Precautions:

1. Be familiar with the appropriate operation of the device before using.

2. Visually inspect the device for damage before operating any equipment.

3. If equipment malfunctions during set up or operation discontinue use immediately, turn off the device, unplug the device, and mark as defective: Do not use, and report the problem to your instructor.

4. Heating devices used in therapy, such as hydrocollators, have the potential to result in burns if you reach directly into the tank. Use the safety equipment provided to avoid burns.

5. Be sure that all electrical cords and equipment cables are not in the path of other students.
Safety Precautions:  Splinting Lab

Student Precautions:

1. Water heated during the splinting process can cause burns. Do not reach directly into the splint pans. Tongs or other equipment will be provided.

2. Check the temperature of heated splinting material before applying it to a body part.

3. Some splinting material may shrink during the cooling process, use caution and accommodate as needed when fabricating a circumferential splint.

4. Be aware of your own position and the proximity of other students when cutting large sheets of splinting material.

5. Do not stand directly in front of a heat gun when it is use.
The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.

1. **Honesty** begins with you and extends to your classmates, faculty, and others in the classroom and clinical environment. As knowledge is pursued, you must be honest with yourself and others. This will lead you towards learning how to accept responsibility for your own actions, even if there is a personal cost.

2. **Trust** is promoted when there is consistent honesty. When there is trust, collaboration can occur freely between students as well as between students and faculty.

3. **Fairness** is essential to the educational process and includes predictability, clear expectations and a response to dishonesty that is consistent and just. Fairness is expected by both students and faculty.

4. **Respect** for yourself and others in all learning environments is essential for exploring new topics, learning new skills, learning from prior experiences, and building upon prior success. To make the most of a learning environment, there must be active involvement and mutual respect between students, faculty, and others in the educational or clinical environments.

5. **Responsibility** means being committed to honesty and taking action against dishonesty. This includes avoiding personal dishonesty while discouraging and preventing others from being dishonest.

**AVOID** these behaviors: (Misconduct includes, but is not limited to these examples.)

- Cheating on any oral, written or practical examination or assignment. Laptop computers, cell phones, PDA’s and note sheets are not allowed during exams.
- Lying to fellow students, faculty or others in the learning environments (classroom and clinical environments)
- Stealing of any property (physical or intellectual)
- Plagiarizing on any written assignment in the classroom or clinical environment
- Being disrespectful to classmates, faculty or others in the learning environments
• Lack of professionalism (for complete explanation, see page 30 of the OT handbook)

**Plagiarism**

As you are aware, plagiarism is the intentional use of another person’s words as your own or implying that another person’s words are your own (due to inadequate or inaccurate citations of references). This includes submitting another person’s assignment as your own or using information received during an examination. In this program, the American Psychological Association (APA) format will be used for all written work. Please refer to the APA Manual (6th Edition) for specifics. **Plagiarism will not be tolerated.**

Guidelines to follow include, but are not limited to:

• Use direct quotes sparingly. They should not be a major component of your work, but used more to state something specific that cannot be said in a better way.

• When paraphrasing or restating information from another document, use appropriate citations for that source.

• In this OT program, collaborative research will occur. In order to avoid questions of plagiarism within your group, it is suggested that you use caution. If you have questions about how to correctly use the APA format or to determine if the content is reference appropriately, ask your instructor. Ultimately you are responsible for making sure your group work is not plagiarized.

**Consequences for Academic Misconduct**

Violations of academic integrity, as outlined above, are automatically referred by the faculty member who observed the infraction to the Department Head, Dr. Larry Snyder. The Department Head is responsible for the initial investigation of the infraction, utilizing information supplied by the faculty member and the student(s) involved.

If the infraction is suspected plagiarism or cheating, the Department Head will refer the matter to the Occupational Therapy Academic Integrity Committee (OTAIC). This committee will review the case and make a final decision regarding whether or not plagiarism or cheating has occurred. If the committee determines plagiarism or cheating has occurred, a score of zero will be assigned for that assignment or exam. A written warning will be provided to the student and copy will be placed in the student’s file. Conviction of a second offence will result in an “F” for the class. If a third offense of plagiarism or cheating occurs, this will result in dismissal from the Occupational Therapy program.

If the OTAIC finds that plagiarism or cheating has not occurred, there will be no further ramifications for the student. Be assured that the entire information gathering, investigation process, and dissemination of the consequences will occur in a discreet and confidential manner.
If you believe that you have been accused erroneously, and the final grade has been lowered as a result, you may appeal the case through the appropriate institutional procedures. Contact the Department Head, Dr. Snyder, to begin this process. For more details, see “Grade Appeal” on page 41 of the 2013-2015 online TSU Graduate Catalog.
I, ___________________________________________ have read, understand, and accept the expectations and disciplinary actions of the Occupational Therapy Department, as articulated in the Occupational Therapy Academic Integrity Policy.

I understand that the OT Department upholds the values of honesty, trust, fairness, respect and responsibility.

I understand that cheating, lying, stealing, plagiarizing, being disrespectful, and being unprofessional in all learning environments will not be tolerated.

I understand that suspicion of academic misconduct will be shared with the Department Head. If the committee determines plagiarism or cheating has occurred, a score of zero will be assigned for that assignment or exam. A written warning will be provided to the student and copy will be placed in the student’s file. Conviction of a second offense will result in an “F” for the class. If a third offense of plagiarism or cheating occurs, this will result in dismissal from the Occupational Therapy program.

I understand that there will be no ramifications for me if the alleged offense of academic integrity is erroneous. The process will be discreet and confidential.

I understand that I am able to appeal a grade for the class if I feel like I have been erroneously accused of academic misconduct.

_______________________
Signature

_______________________
Printed Name of the Student

________________________
Date

___________________
Witness (Advisor/Faculty Member)

___________________
Date
Forms for the Occupational Therapy Students to Complete  
(Forms located in the Appendix A)

You will receive a packet of forms, and the forms that require your signature must be returned to the department so that a copy of the forms can be made for your student file. Please complete these forms during the first week of classes:

---Personal Data Form and Other Fieldwork Documentation Release Form for the Purpose of Fieldwork Placement  
(Please return this form to the department; we will make a copy for your files).

---Background Check and Drug Screens  
(Please return this form to the department; we will make a copy for your files).

---Acknowledgement of Drug/Alcohol Policy  
(Please return this form to the department; we will make a copy for your files).

---Acknowledgement of the Liability and Health Insurance Policy  
(Please return this form to the department; we will make a copy for your files).

---Acknowledgement of the Fieldwork Education Policy  
(Please return this form to the department; we will make a copy for your files).

---Acknowledgement of Client/Patient Confidentiality Form  
(Please return this form to the department; we will make a copy for your files).

---Consent to Release Information to Other Professional Entities  
(Please return this form to the department; we will make a copy for your files).

---Commitment to Professional Behaviors (The guidelines are in the main body of the student handbook).  
(Please return this form to the department; we will make a copy for your files).

---Acknowledgement of Having Received the University Handbook  
(There will be a signature page to return to the department; we will make a copy for your files).

---Acknowledgement of Having Received and Read Student Handbook from the Department of Occupational Therapy  
(There will be a signature page to return to the department; we will make a copy for your files).

Standards for OT Student Organization from University Policy:  
---Acknowledgement of Having Received the Standards  
(There will be a signature page to return to the department; we will make a copy for your files).

---Acknowledgment of and Commitment to OT Essential Functions  
(There will be a signature page to return to the department; we will make a copy for your files).

Name of OT Student and Date Signed: ________________________________
Acknowledgement of Drug/Alcohol Policy for Occupational Therapy
(Please read the Code of Student Conduct in the University Student Handbook)

I hereby acknowledge that I have read the Code of Student Conduct section of the University Student Handbook, consisting of the University’s policy governing the use and/or abuse of drugs and alcohol, and disciplinary offenses and sanctions; potential drug screens for fieldwork experiences/internships required by fieldwork sites and the TN Board of Occupational and Physical Therapy Examiners, and the implications of positive drug screen results.

I understand the purpose of the policy is to provide a safe working environment for persons (i.e., patients/clients, students, university and fieldwork site staff) and property. Accordingly, I understand that prior to participation in the fieldwork or internship experience(s), I may be required by the affiliate agency to undergo a drug screen of my blood and urine. I further understand that I am subject to subsequent testing based on a reasonable suspicion that I am using or under the influence of drugs or alcohol such that it impairs my ability to perform competently the tasks required of me.

I agree to be bound by this policy and understand that refusal to submit to testing or a positive result from testing under this policy may affect my ability to participate in fieldwork/internship experiences and may also result in dismissal from the program and Tennessee State University.

I authorize a physician, laboratory, hospital, or medical professional recommended by the assigned fieldwork site, the University, or the Department of Occupational Therapy to conduct a drug screen(s) and provide the results thereof to the Department of Occupational Therapy and the assigned affiliate fieldwork site from which the drug screen was requested. I hereby release Tennessee State University from any claims or liability arising from such test(s), including, but not limited to, the testing procedure(s), the analyses, the accuracy of the analyses, and/or the disclosure of the results.

I understand that I am subject to the terms of the general student Code of Conduct of Tennessee State University and to the Drug Free Schools and Communities Act adopted by the University, as well as, federal, state and local laws regarding drugs and alcohol.

_____________________________              _________________________
Student Signature                                          Date

_______________________________
Printed Name

_____________________________              _________________________
Witness                                          Date
Tennessee State University  
College of Health Sciences  
Department of Occupational Therapy  
3500 John A. Merritt Boulevard  
Nashville, Tennessee 37209-1561  
(615)963-5891  
Fax: (615)963-5956

Consent to Release Information

I authorize Tennessee State University, the College of Health Sciences, and the Department of Occupational Therapy to release information regarding my academic and/or clinical performance to: _____________________________ (universities, future employers, professional societies, licensure agencies, potential fieldwork sites). For the purpose of: _____________________________ (graduate studies, employment, honors, scholarships, acquiring a fieldwork placement, etc).

I authorize the following person(s) to release information (for the purpose(s) and to the person(s) noted above) pertaining only to those items checked below.

List faculty:  
Check items you wish to have released:

_________________________  ______Academic Grades

_________________________  ______Clinical Education Grades

_________________________  ______Overall Grade Point Average

_________________________  ______Comments made by clinical supervisors which are written on my fieldwork performance reports

________ If other, please specify

____________________________________________

____________________________________________

Current Program Director

_________________________  ________________

Signature of the Student  
Date

_________________________

Printed name of the student
I, ________________________________, have read, understand, and accept the expectations and disciplinary actions of the University as articulated in the following sections of the University Student the University Handbook: Code of Student Conduct, Facilities and Services, and Classroom Attendance and Absences; the Academic Standards established by the Graduate School; and the Policy for Professional Behaviors articulated by the Department of Occupational Therapy, which is located in the Departmental Student Handbook.

________________________
Printed Name of the Student

________________________
Witness (Advisor/Faculty Member)

Date
Acknowledgement of University and Occupational Therapy Student Handbooks

I hereby acknowledge that I have received and read the Occupational Therapy Student Handbook.

I understand the academic and professional development requirements for remaining in the Occupational Therapy program.

I understand that normal progress in the occupational therapy is based upon maintenance of a minimal average grade of “B” (3.0 quality points on a 4.0 system). Any course attempts resulting in a grade of less than a “C” may be repeated once, and the second grade will replace the first. As stated in the Academic Standards for the Graduate School at TSU, “grades less than a “C” are counted in compiling the general average, but they may not be included in the requirements for the degree” (TSU online Graduate Catalog, 2013 - 2015, page 41). All Academic Standards for the Graduate School will apply.

I understand the requirements for Internships/Level I and II Fieldwork Education, and I am aware that I may be dismissed from the Occupational Therapy program after receiving a grade less than a “C” for two or more level I or level II fieldwork experiences.

I understand that if a fail to register for any semester or withdraw from any occupational therapy course without prior written approval from the Department Chair, I will be dismissed from the Occupational Therapy Program.

I understand that if I borrow any materials from the Department of Occupational Therapy or a fieldwork site where I am assigned, I will be required to return or replace any materials that are lost or damaged. Failure to replace any item(s) will result in receiving an “I” grade in the course for which I borrowed the item and may result in my inability to graduate from the Occupational Therapy program.

I understand that attendance is required for all classes, and I may be dismissed from the Occupational Therapy program for excessive unexcused absences. Please see Student Handbook of Tennessee State University, 2012 – 2013, page 46 for details.

I understand that the Student Handbook of Tennessee State University is a necessary source for useful information, and I am expected to understand the responsibilities, expectations, privileges, and rights pertaining to student affairs as identified in the University and Departmental Student Handbooks.

Signature: ______________________________ Date: ______________________
Printed Name: ____________________________ Date: ______________________