

TENNESSEE STATE UNIVERSITY
DEPARTMENT of OCCUPATIONAL THERAPY
PROGRAM STUDENT HANDBOOK
2021-2023



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Purpose of Department of Occupational Therapy Student Handbook

The Department of Occupational Therapy Student Handbook provides new and continuing students with necessary information about the occupational therapy program at TSU.

This manual is to be used in addition to the Tennessee State University Graduate School Catalog: [Tennessee State University - Acalog ACMS™](#)

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 the occupational therapy program.

TSU Student Handbook:

https://www.tnstate.edu/Campus_life/documents/StudentHandbook.pdf

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

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 in a residential setting; the Avon Williams Campus is found 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 status as a national university with students from 42 states and 52 countries. The present-day Tennessee State University exists because 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, worked 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 alum 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 alum, 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. In addition, 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 vs. 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 because of a court order in the 1968 Geier vs. Tennessee case. Humphries was the first TSU president to face the challenge of keeping 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 the Knoxville unit awarded degrees.

To 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.

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.

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 6 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.

Tennessee State University's eighth President, Portia Shields assumed her duty January 2, 2011.

Dr. Glenda Baskin Glover assumed the presidency of TSU on January 2, 2013. She continues to improve our academic environment by strengthening our research, attracting and retaining the best and brightest students, encouraging service-focused programs, engaging and supporting expert faculty in diverse fields, building on our student-centered philosophy, and holding steadfast to our motto of "Think. Work. Serve."

Source: www.tnstate.edu/about_tsu/

TSU Governance

Pursuant to the Focus on College and University Success (FOCUS) Act, Tennessee State University is governed by a Board of Trustees comprised of ten (10) members, of which nine (9) are voting members. The Board of Trustees appoints one student, non-voting member. Of the voting members:

- Eight (8) members are appointed and approved by the Governor and ratified by the Tennessee General Assembly.
- One member – a faculty Trustee – is appointed by TSU’s Faculty Senate.

Source: www.tnstate.edu/board/

Mission Statement Tennessee State University

Tennessee State University through its legacy as a HBCU and land grant institution, transforms lives, prepares a diverse population of leaders, and contributes to economic and community development by providing affordable and accessible educational programs at various degree levels promoting academic excellence through scholarly inquiry, teaching, research, lifelong learning, and public service

TSU Vision Statement

Tennessee State University aspires to achieve national and international prominence, building on its heritage and preparing leaders for a global society.

TSU Core Values

Tennessee State University maintains the following core values:

- Excellence
- Learning
- Accountability
- Integrity
- Shared governance
- Diversity
- Service

Source: www.tnstate.edu/mission.aspx



History of the Occupational Therapy Program

Tennessee State University's Occupational Therapy (OT) program started as a Bachelor of Science in fall 1991 and transitioned to the Master of Occupational Therapy in fall 2006. Our program has a history of graduating a diverse student population. Most graduates find employment within two months of graduation.

Occupational Therapy Program Accreditation

The OT program has maintained full accreditation since 1992 by the American Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, (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

The Accreditation Council for Occupational Therapy Education www.acoteonline.org

About Occupational Therapy Practitioners

The American Occupational Therapy Association (AOTA) reports that occupational therapists (OTs) help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday occupations. OT's work with people who have suffered an accident, injury, illness, disease, or condition making it difficult to participate in daily activities. OT's are skilled health care professionals who use research and scientific evidence to ensure their interventions are effective. With strong knowledge of a person's psychological, physical, emotional, and social makeup, OTs evaluate a person from a holistic perspective. OT's work in a variety of settings including hospitals, schools, clinics, skilled nursing facilities, community centers and health care facilities. They even come to your home!

Recent information published by the U.S. Bureau of Labor Statistics (BLS) reveals that employment of occupational therapists is projected to grow 16% percent between 2019-2029 which is faster than the average. The BLS also reports the median pay in 2019 was \$84,950 annually, or \$40.84 hourly.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Occupational Therapists, at <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

MAJOR: OCCUPATIONAL THERAPY (OCCT)
DEGREE: MASTER OF OCCUPATIONAL THERAPY (MOT)

The MOT degree is open to students who obtain their undergraduate degree in addition to nine prerequisite courses (see Graduate catalog or OT program website) if these were not completed as part of their undergraduate degree. The MOT degree requires completion of 72 graduate credit hours including twelve (12) credit hours of Level II Internship Fieldwork experiences. The MOT program is offered within the College of Health Sciences.

Transfer Credits and 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 or 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, the 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 twelve (12) semester credited hours or eighteen (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, if accepted, may delay the student's graduation. Students requesting transfer credits must be submitted and approved through the TSU system prior to beginning the TSU MOT program.

The TSU MOT program does not allow MOT credits for prior work experience. This also includes work experience within the profession of occupational therapy.

Graduation and Credentialing Requirements

Grading Scale

A = 92.5-100%	Excellent. Work of exceptional quality, which indicates the highest level of attainment in a course
B = 82.5-92.49%	Very Good. Work above average quality representing substantial fulfillment of the minimum essentials of a course
C = 73.5-82.49%	Average. Work of average quality representing fulfillment of the minimal requirements of a course
F = <73.5%	Work representing unacceptable performance

Retention Requirements

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. A student may repeat a maximum of two (2) courses in each program for the purposes of improving grades. The MOT program is designed as a lock step program. Therefore, any student who receives a grade of less than a "C" in any course will be required to retake that course the next time it is offered during the academic year. Other courses in the curriculum cannot be taken out of sequence.

Any student who does not achieve a 3.0 overall GPA for one semester will be placed on academic probation and the student is given the opportunity to raise his or her GPA to a 3.0 the following semester. If the student does not achieve the 3.0 GPA in the identified semester, he or she will be dismissed from the MOT program. Students may file an appeal for readmission, but students are allowed one appeal for readmission. The appeal needs to follow the established process noted in the Graduate Catalog.

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.

Credentialing

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

MOT Program at Tennessee State University

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 ability to compensate for lost or underdeveloped abilities is unique. Health is not absolute, but depends on an individual's sociocultural group, environment, 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 everyone 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 life-long learning, become grounded in occupational therapy theory, history, and philosophy upon which the profession was built, demonstrate professionalism and act in compliance with the OT values and Code of Ethics (AOTA, 2020), and provide excellent client services. This 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.

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 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 to advance practice, attain post-professional degrees, and conduct scholarship in the region and throughout the nation.

Student Learning Outcomes

- Graduating students will implement client-centered and occupational-based, occupational therapy evaluations in traditional practice settings under the supervision of a licensed occupational therapist.
- Students will demonstrate the ability to gather data using peer reviewed journal articles required to make informed decisions in occupational therapy practice.
- Students will develop professional skills and commit to continued professional development for use in occupational therapy practice.

Curricular Design MOT Program

The curriculum design for the MOT program is based on 5 main threads. They are foundations, self-reflection, skill competencies, clinical reasoning, and clinical practice.

We believe it is paramount that students need a solid core foundation for which future courses will build upon with the ultimate goal of students being ready and competent to enter clinical practice. Clinical practice, however, includes more than just the evaluation treatment planning and therapy interventions. It also includes a solid knowledge base in the business of OT socio-culture-economic-demographics factors that may have an effect on OT practice, advocating for the profession and clients, and a willingness to assume a leadership role into the OT profession.

The curriculum is also designed to follow along with the structure of Bloom's Taxonomy. As students matriculate the program, courses are structured to facilitate movement along Bloom's continuum from knowledge to evaluation in the cognitive domain; integration and competent skill performance in the psychomotor domain; and progress to adopt professional values and attitudes in the affective domain.

Curricular Design

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, Neuroanatomy, Biomechanics, Occupational Analysis, and Administration and Leadership

Self-Reflection: Being able to perform self-analysis to assess one's knowledge base, skill level, professionalism and to be receptive to and adjust accordingly to constructive feedback. Courses that require this reflection include Psychosocial Lecture and Applied, Fieldwork Seminar, and Analysis of Research

Clinical Reasoning: Being able to analyze and synthesize all appropriate information to make solid evidence-based decisions regarding client evaluations and interventions. Courses that target this ability include Psychosocial Lecture, Pediatric lecture and lab, Physical Dysfunction I & II lecture and lab, School-base OT, General Diagnosis Applied

Skill Competencies: Acquiring the needed skill sets for successful practice as an occupational therapist. Courses that require demonstration of skills include Clinical Practice, Practicum courses for pediatrics, Physical Dysfunction I & II, Research I & II, Modalities in OT

Clinical Practice: Through the curricular design threads, students become prepared to pass the comprehensive final exam and ultimately the NBCOT board exam, and to perform successfully on Internships I and II.

Program of Study

Full Time Program:

Core Courses: Professional Curriculum Seventy two (72) Credit Hours

Year 1

Fall

OCCT 5110	Anatomy	4
OCCT 5000	Fieldwork Seminar	1
OCCT 5010	Foundations	1
OCCT 5050	Occupational Analysis	3
OCCT 5160	Psychosocial Dysfunction	3
OCCT 5170	Psychosocial Dysfunction Applied	2

Spring

OCCT 5180	Biomechanics	3
OCCT 5120	Neurobiology	3
OCCT 5250	Pediatrics Lecture	3
OCCT 5251	Pediatrics Lab	2
OCCT 5254	Pediatrics Practicum	1

Summer

OCCT 5550	Physical Dysfunction I	3
OCCT 5561	Physical Dysfunction I Lab	2
OCCT 5554	Physical Dysfunction I Practicum	1
OCCT 5900	Analysis of Research	2
OCCT 5760	Administration and Leadership in OT	3

Year II**Fall**

OCCT 5660	Research I	3
OCCT 6560	Physical Dysfunction II	3
OCCT 6561	Physical Dysfunction II Lab	2
OCCT 6554	Physical Dysfunction II Practicum	1
OCCT 5450	School-Based Occupational Therapy	3

Spring

OCCT 5860	Research II	3
OCCT 5421	Clinical Practice	2
OCCT 5400	General Diagnoses Applied	3
OCCT 6810	Modalities	3

Summer

OCCT 6904	Fieldwork Experience I	6
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Year III**Fall**

OCCT 6914	Fieldwork Experience II	6
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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

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's 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 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 5400 General Diagnoses**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 5250, OCCT 5251, OCCT 5254.

OCCT 5550 Physical Dysfunction I**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 5250, OCCT 5251 and OCCT 5254. Co-requisites: 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 5120, OCCT 5250, OCCT 5251 and OCCT 5254. Co-requisites: OCCT 5550, OCCT 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 5250, OCCT 5251 and OCCT 5254. Co-requisites: OCCT 5550, 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 5760.

OCCT 5760 Administration & Leadership in Occupational Therapy**3 Credits**

This course will provide students with an overview of the healthcare industry and acquaint OT students with the business and leadership component of 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 about the leadership opportunities in occupational therapy at the national, state, and local levels. **Prerequisites:** OCCT 5120, OCCT 5180, OCCT 5250, OCCT 5251, and 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, OCCT 5450, OCCT 5760, OCCT 5900.

OCCT 6560 Physical Dysfunction 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 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 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 5550, OCCT 5561, and OCCT 5554. **Co-requisites:** OCCT 6560 and OCCT 6561.

OCCT 6810 Modalities in Occupational Therapy**3 Credits**

This course 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 Tennessee's 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 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, 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. **Prerequisite:** Students must successfully complete the comprehensive exam.

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, according to accreditation standards. The setting must be approved by the Academic Fieldwork Coordinator in the Occupational Therapy Graduate Program. **Prerequisites:** OCCT 6904.

College of Health Sciences
Department of Occupational Therapy
Faculty and Staff



Dr. Ronald Barredo, PT, DPT, Ed.D., GCS, CCRP
Dean, College of Health Sciences
(615) 963-5932; Email: rbarredo@tnstate.edu

OT Department Chair and Program Director – Dr. Cathleen St. Dennis Interim; permanent to be filled



Education:

OTD (post-professional) in
Occupational Therapy, Rocky
Mountain University, Provo, UT
B.S. in Occupational Therapy,
California State University,
Dominguez Hills, CA

Courses:

Psychosocial Dysfunction, Pediatrics, Physical Dysfunction, Analysis of Research

Research Interests:

Occupational deprivation, emerging practice areas, mental health promotion

Experience:

14 years of clinical experience in pediatrics and adult mental health & rehabilitation; 7 years in academia

Dr. Cathleen St. Dennis, OTD, OTR/L
Associate Professor
(615) 963-5953; Email: cstdenni@tnstate.edu



Dr. Guinevere Bennett DC

Associate Professor (615) 963-7490;

Email: gbennett@tnstate.edu

Education:

DC in Chiropractic Medicine, Life University, Marietta, GA

M.P.H. in Public Health Nutrition, Liberty University, Lynchburg, VA

B.S. in Biology, North Georgia College, Dahlonega, GA

Courses:

Anatomy & Physiology, Biomechanics, Neurobiology

Research Interests:

Interactive games in learning, ergonomics in the classroom, sensory rooms in higher education

Experience:

11 years Chiropractic Medicine, 6 years academia



Ms. Lauren Beard OTR/L

Academic Fieldwork Coordinator

(615) 963-5955; Email: lwilli49@tnstate.edu

Education:

MOT in Occupational Therapy, Tennessee State University, Nashville, TN

B.S. in Dietetics, Lipscomb University, Nashville, TN

Courses:

Fieldwork seminar, practicums/Level I fieldwork

Research Interests:

Occupational therapy in women's health, therapeutic use of sign language in OT

Experience: 5 years in adult rehabilitation



Dr. Malia Jackson OTD, OTR/L, CPAM
Assistant Professor
(615) 963-5950; Email: mjack117@tnstate.edu

Education:

OTD in Occupational Therapy, Belmont University, Nashville, TN
B.S. in Health Sciences, Tennessee State University, Nashville, TN

Courses:

Modalities, Physical Dysfunction, Research, Clinical Practice

Research Interests:

The relationship between anxiety and student academic performance, older adult population

Experience:

9 years skilled nursing setting



Dr. Lisa Porter, PhD, OTD, OTR/L
Assistant Professor
(615) 963-5959; Email: lporte12@tnstate.edu

Education:

PhD and OTD in Occupational Therapy, Rocky Mountain University of Health Professions, Provo, UT; MOT, Rockhurst University; BA, Indiana University

Courses:

Pediatrics, Research

Research Interests: Sensory Processing, infant mental health, family-centered care, social and occupational justice, mixed methods research, adult learning and mentoring

Experience:

27 years rehab, pediatric, school-based; owner of private pediatric clinic



Ms. Candace Brown M.S.
Assistant Academic Fieldwork Coordinator
(615) 963-5929; Email: cbrow166@tnstate.edu



Ms. Jordan Grover
Administrative Assistant III
(615) 963-5891; Email: jgrover@tnstate.edu

OCCUPATIONAL THERAPY DEPARTMENT FACILITIES

Occupational therapy classes are held in the **Health Sciences Building (HSB)** on the TSU main campus at 3500 John A. Merritt Blvd. Nashville, TN 37209.

Students must obtain campus parking passes and identification badges. ID badges are required to access campus facilities.

OT Classrooms/Labs

Room 111	HSB, first floor, classroom and physical dysfunction lab
Room 126	HSB, first floor, activities of daily living training lab
Room 112	HSB, first floor, anatomical model's lab
Room 209a	HSB, second floor, lecture classroom
Room 209b	HSB, second floor, lecture & lab classroom

Other Student Areas

Room 305	HSB, third floor, computer lab (paper is supplied for students – contact OT dept. administrative assistant for supplies.
Rooms 107, 108, 109; 202, 203, 204	HSB, floors 1-2, independent and group study rooms – can be reserved (request from OT dept. administrative assistant)

Vending machines are located on each floor by the stairwell. Student lounges and lockers are also available on floors 1-3. There is a food POD on the first floor. Note there is no refrigerator available in the lounges at this time. Microwave available in lounge on floor 2 only.

Faculty and Staff Offices: 4th floor

Room 442	Dr. Guinevere Bennett, Faculty
Room 436	Dr. Cathleen St. Dennis, Faculty
Suite 439	Ms. Lauren Beard, Faculty, Academic Fieldwork Coordinator
Suite 438	Ms. Jordan Grover, Administrative Assistant
Suite 440	Program Director/Department Chair office
Room 437	Dr. Malia Jackson, Faculty
Room 441	Ms. Candace Brown, Assistant Academic Fieldwork Coordinator
Room 434	Graduate Assistant Office
Room 409	Workroom
Suite 432	Dean of COHS and staff

Advising and Appointments with Faculty Members

Faculty post available office/advising hours on their syllabi for times to meet with students outside of class. The fourth floor of the HSB has restricted access and appointments must be scheduled with faculty directly or please contact OT dept. administrative assistant to help set up an appointment.

Each student is assigned a faculty advisor at the beginning of the semester of the first year. Faculty advisors are available to assist students with problems involving the academic process, adjustment to the classroom and campus, etc. Either the student or the faculty advisor may initiate appointments. Students meet with their faculty advisors in the second, third, and fourth semesters to review certain program forms (candidacy, professional behaviors assessment).

Departmental Communication to and among Students

Students have a TSU email address that is used in conjunction with the TSU e-Learn system and university communications. Students may also provide a preferred email address for additional communication about program information.

Students should report any changes in personal address and telephone number to the administrative assistant. Students are required to review and update their contact information throughout the program and for future correspondence.

Safety and Security

The full scope of responsibilities of the TSU Police Department is described in the *Tennessee State University Police Department Campus Handbook*. The extension number for the TSU Police Department is **615-963-5171**. Students are encouraged to report any suspicious persons, potentially unsafe or hazardous conditions encountered in the building or on campus.

Students should closely guard all personal items of value. TSU and the Department of Occupational Therapy accepts no responsibility or liability for the loss or theft of personal items from the premises. Individuals are discouraged from using facilities during times when the building is sparsely occupied. Students are encouraged to study in groups.

In the event of emergencies, TSU sends mass emails to the university community. Tiger ALERTS is the official text notification system. TSU maintains specific procedures for different types of emergencies at [TSU Campus Preparedness Guide2.pdf \(tnstate.edu\)](https://www.tnstate.edu/campus-preparedness-guide2.pdf)

Evacuation Maps are located near stairwells, elevators, and throughout each floor of every building on the TSU Main Campus & Avon Williams Center.

For on-campus emergencies, including fire, dial the campus police department 615-963-5171; For off-campus emergencies dial 911 (9-911 if using campus phone)

Graduate Assistantships

When approved by TSU, the program offers graduate assistantship opportunities for the spring and fall semesters. Information and applications are provided in the summer semester.

Employment and participation in TSU extracurricular activities

Students are free to engage in employment and extracurricular activities. However, students are responsible for the impact and consequences of these activities on their professional education. To this end, students are expected to attend all scheduled classes, including occasional evening sessions to accommodate adjunct faculty or guest lecturers and to participate in other departmental related activities outside of scheduled classes.

Clinical Education (Fieldwork)

Full details of clinical education (fieldwork) expectations and policies can be found in the *Department of Occupational Therapy Fieldwork Manual*. Available on the Occupational therapy department website. **Level II fieldwork experiences must be completed no later than 24 months following the completion of academic coursework to ensure graduation.**

Program Costs

In addition to tuition (current fees are posted on TSU webpage/link on OT department webpage) and personal living costs, students can expect to incur costs for the following items: Nametag, Transportation and uniform costs associated with service learning and clinical education, books and other supplemental reading and materials, lab fees, dues for membership in organizations (SOTA and AOTA are required), health insurance (policy available through the university), costs related to maintaining medical records, CPR, liability insurance, etc. Fees may be subject to change and student will be notified as soon as possible when changes occur.

ACADEMIC POLICIES & PROCEDURES

Student Professionalism Expectations

All students in the Graduate Occupational Therapy Program at Tennessee State University must exhibit professional behavior throughout the matriculation process of his/her educational experience. Institution Policy Statement and Code of Student Conduct are referenced in the *TSU Student Handbook*. Every graduate occupational therapy student will be required to sign a form indicating that he/she has read, understands, and accepts the disciplinary actions articulated in the student handbook. Additionally, as a graduate student in the occupational therapy program, you are training for a profession that requires specific professional attributes and abilities. It is imperative to learn and acquire these skills throughout your academic experience and as you transition into your

chosen profession. These elements include professional ethics, professional responsibility, professional competency, and professional behaviors and conduct that reflect these professional standards (Deiuliis, 2017). Students are required to abide by the AOTA *Code of Ethics* (2020) which has been adopted by the Tennessee Board of Occupational Therapy for licensure and the National Board for Certification in Occupational Therapy (NBCOT).

Professional Behaviors (conduct)

1. Integrity

Acting with honesty, maintaining confidentiality, following policies and procedures of the department, valuing and caring for equipment and resources, promoting fairness and objectivity

2. Respect

Honoring the rights, feelings, and opinions of others without judgment, displaying cultural sensitivity, maintaining professional boundaries with others, recognizing others' needs

3. Responsibility

Arriving on time, notifying faculty if absent or late, completing assignments on time, using class and break times wisely, reviewing materials before class, recognizing own limitations, asking for help when needed

4. Competence

Engaging in self-reflection, actively engaging in class discussions without being disruptive to others, demonstrating flexibility with changing conditions and assignments, performing tasks neatly and accurately, demonstrating safety awareness, engaging in critical thinking/problem solving, explaining the purpose of occupational therapy

5. Maturity

Conducting self in a professional manner at all times, demonstrating humility, accepting constructive criticism without defensiveness, displaying a positive attitude, displaying appropriate manners and appearance, monitoring stress and using appropriate coping mechanisms

6. Communication

Demonstrating active listening, addressing others in a professional manner, contributes to learning environment by asking relevant questions, making relevant comments, displaying positive nonverbal communication, engaging in assertive behavior, Using professional terminology, applying APA format, proofreading all work, using professional email correspondence

7. Teamwork/Cooperation

Making positive contributions to team process, accepting group decisions, completing own share of the work, giving credit to those who deserve it, returning equipment and supplies in good order for others

Timeliness of Assignments

Students are required to submit papers, projects, and any other assigned materials on time, unless the faculty member has approved an extension. The faculty member has the discretion to lower grades for assignments turned in late, as detailed in the course syllabus.

Class Attendance and Absences

Specific class attendance and punctuality requirements are contracted between the faculty and the students as outlined in the syllabus for each course.

Work, medical, or other outside obligations should not be scheduled during class time and are not considered an excused absence. Excused absences may include illness, hospitalization, accidents, or other extenuating circumstances. Students are expected to notify their instructor and supply any written verifications as soon as possible.

Repeated unexcused absences and or frequent tardiness to class or community sessions will result in deductions from total course grade. Students are responsible for obtaining any missed material from the instructor. *“Excessive absence is defined as no less than one more than the number of times a class meets per week”* (TSU Student Handbook)

Refer to the Occupational Therapy Department Fieldwork Manual for attendance and absence policy related to Level I and Level II fieldwork.

Exam Administration

For all exams, personal items, including cell phones, smartwatches and all other electronic devices should not be accessible unless otherwise specified by the instructor. Students may take online exams at the scheduled times and must follow procedures for academic integrity.

If materials or exams are reviewed during class or other scheduled times, students must return all examinations and materials to the instructor prior to leaving the class. Photos are not to be taken or information duplicated in any form. Keeping, duplicating, or recreating examinations constitutes academic dishonesty and will result in disciplinary action.

Dress and Professional Appearance

Students enrolled in the Graduate OT Program at TSU are expected to dress appropriately and professionally any time they are representing the program on and off campus, which includes in the classroom, on fieldtrips, and during fieldwork experiences. Please be advised that individual faculty members can exercise discretionary dress code restrictions for the safety and protection of students and/or clients. Students are expected to adhere to the specific dress codes of fieldwork facilities. Examples of appropriate dress include but are not limited to:

- Clean and neat Scrubs
- Clean tennis shoes, closed toe shoes
- Slacks/pants
- Collared shirts, clean, pressed solid color tee shirts/long sleeved tee shirts
- Manicured nails and hair that does not interfere with client handling

Examples of inappropriate dress and appearance include:

- Shorts that are above the knee
- Clothing that fits too tight or reveals cleavage, stomach, midriff, low back or reveals undergarments
- Clothing or accessories that depict or allude to obscenity, violence, sex, alcohol, tobacco, illegal substances, or conveys political or religious opinions or slogans
- Blue jeans (black are acceptable)
- Sweatpants
- High heel shoes, flip flops
- Use of cologne, aftershave, or perfume that is distracting to others
- Body piercings (other than earrings) and tattoos must be concealed
- Nail length more than ¼" and no artificial nails or polish that can come off during patient handling
- Jewelry or other accessories that are excessive, dangling, or distracting

Use of Technology – For In-person and remote learning spaces

PDA: Laptops are expected to be used for classroom and school activities only, and for the course that the student is presently attending at that time. Any use for personal purposes may result in disciplinary actions at the discretion of the instructor.

Cell phones: Phones or other electronic devices are to be turned off and out of site inside and outside of classroom where learning experiences are taking place. If you have an emergency, please notify the faculty member/instructor prior to class, and leave the classroom quietly. Texting is prohibited. Pictures of classroom materials may only be taken with approval of the instructor. Personal device use may result in disciplinary action at that discretion of the instructor.

Recordings: Students must get permission from the course instructor to record classroom or outside of class experiences. When permitted to record, the recording must not be duplicated, placed on the internet, or shared with others and erased at the end of the semester.

Social Media: Students are prohibited from posting about any clinical experiences. Do not ask teachers, supervisors, or other professionals to “friend” you. Always use professional etiquette.

Policy on Appropriate Use of Equipment and Supplies

It is our goal to keep our learning environment safe for both faculty and students. It is the student's responsibility to adhere to 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:

- Always be aware of your immediate surroundings to reduce chance of injury
- Always remember to use universal precautions when dealing with any open skin injury
- Leave walkways free of clutter
- Make sure you clean up any spills
- Inspect all equipment to be sure they are in proper working order
- If the fire alarm sounds make sure you vacate the building immediately
- Make sure you go to the basement area when severe weather warnings are issued

Safety Precautions: Transfer Lab

Four basic principles ensure a successful transfer:

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

Student Precautions:

- 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 patient's way.
- Nails - Make sure your fingernails are not long as to possibly scratch the person you are transferring.
- Shoes - Make sure you wear slip resistant shoes, such as tennis shoes or other rubber-soled shoes.
- Body Mechanics - Make sure you always attend to your body mechanics. Poor lifting mechanics can cause you injury and may cause complications for your patient's safety.
- Jewelry - Make sure you are not wearing any type of jewelry that may become entangled with any one you are transferring. Remove items such as long loose necklaces or long dangly earrings.
- 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, wheelchair, tub bench, mat table etc) is secure as to not move as you complete the transfer.
- Patient safety - always make sure of your patient's safety. If the transfer (practice or real) is not going well stop reconsider and change as needed.
- Injuries - Make sure you report all injuries to your instructor or Department head no matter the significance of the injury. Follow universal precautions when attending to any injuries. Please report any injuries to 866-245-8588.

Safety Precautions: Activities Lab

Student Precautions:

- Sharps - Make sure you use any sharps with caution as to not cause yourself or a classmate injury.
- Leather Tools - Make sure you use all leather tools only for the purpose for which they were designed.
- Glues - Make sure you follow all directions and safety precautions when using any type of glue.
- Fumes - Students should be aware of any noxious fumes and either open windows for ventilation or perform the task outside if possible.
- 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.
- Injuries - Make sure you report all injuries to your instructor or department head no matter the significance of the injury. Follow universal precautions when attending to any injuries.

Safety Precautions: Modalities Lab

Student Precautions:

- Be familiar with the appropriate operation of the device before using.
- Visually inspect the device for damage before operating any equipment.
- 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.
- Heating devices used in therapy, such as hydroculators, have the potential to result in burns if you reach directly into the tank. Use the safety equipment provided.
- Be sure that no electrical cords and equipment cables are in the path of other students.

Safety Precautions: Splinting Lab

Student Precautions:

- Water heated during the splinting process can cause burns. Do not reach directly into the splint pans. Tongs or other equipment will be provided.
- Check the temperature of heated splinting material before applying it to a body part.
- Some splinting material may shrink during the cooling process; use caution and accommodate as needed when fabricating a circumferential splint.
- Be aware of your own position and the proximity of other students when cutting large sheets of splinting material.
- Do not stand directly in front of a heat gun when it is use.
- Utility knives are sharp

Standard Precautions and Infection Control

The OT Department follows health care recommendations of Centers for Disease Control and World Health Organization at https://www.who.int/csr/resources/publications/4EPR_AM2.pdf

1. Hand hygiene – perform frequently especially after contact with persons or equipment. Wash hands for 40-60 seconds; Hand rubbing with sanitizer for 20-30 seconds
2. PPE use (when applicable) may include wearing of gloves, gown, facial protection to be removed without touching outside surface after direct contact and disposed. Wash hands afterwards.
3. Cough etiquette – cover nose and mouth when coughing/sneezing with tissue or mask if possible, or cough into crook of elbow, dispose of tissues and perform hand hygiene afterwards
4. Environmental cleaning – use of cleaning supplies provided to disinfect surfaces following contact, including wiping of tables, chair arms, items, mats, etc. Linens used are to be placed in dirty laundry container to be laundered. Sweeping of any visible debris

Evaluation of Student Professionalism and Remediation

The faculty within the Department of Occupational Therapy, also identified as student advisors, assess each student using an Evaluation of Classroom Professionalism tool. Students may also be required to assess themselves using the same tool. A blank copy of the assessment tool is available in the appendix and a signed copy is kept in the student's file. Professional behaviors are frequently part of course grades.

If a professional behavior issue is identified, the student's advisor will first speak with the student to counsel the student. If the student has a recurrence of the unprofessional behavior, the OT Department faculty and Chair will discuss the issue and determine a remediation plan. Unprofessional behavior may cause a student to lose course points and/or be ineligible to participate in fieldwork experiences or progress in the program.

Academic Integrity

Academic integrity includes five fundamental values: **honesty**, **trust**, **fairness**, **respect**, and **responsibility** and extends into clinical and community learning, and any interactions in the teaching-learning process (Deluliis, 2017)

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.

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.

Fairness is essential to the educational process and includes predictability, clear expectations and a response to dishonesty that is consistent and just. Both students and faculty expect fairness.

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.

Responsibility means being committed to honesty and acting 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 learning environments (classroom and clinical environments).
- Unauthorized access or collaboration on assignments or exams.
- Stealing of any property (physical or intellectual) or destruction of property, including assessment tools.
- Fabrication, forgery, alteration of documents.
- Plagiarizing on any written assignment in the classroom or clinical environment.
- Being disrespectful to classmates, faculty, or others in the learning environments.

Plagiarism

Plagiarism is the direct use of another person's words or ideas 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. Self-plagiarism refers to the practice of presenting one's own previously published or submitted work as though it were new (APA, 2020). In this program, the American Psychological Association (APA) format is required for all written work. Please refer to the seventh edition of the *Publication Manual of the American Psychological Association* (2020) for specifics.

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. Citations require appropriate references and vice versa.

- In this OT program, collaborative research will occur. 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

The faculty member who observed or who has become aware of any infraction or misconduct as outlined above automatically refers violations to the Department Head. 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 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 offence 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.

Grade Appeals and Grievances

Academic decisions and/or grievances may be addressed in the following order:

1. Written appeal to the faculty member
2. Written appeal to the Department Head
3. Written appeal to the OTAIC
4. Written appeal to the Dean of the College of Health Sciences

The particulars of the appeal process, including appeals beyond the level of the Dean of the College, and policies about probation, suspension, and dismissal are detailed in the *TSU Student Handbook*.

Grades, transcript information, drop/adds, withdrawals and other data perceived by the student in error must be appealed by the student within thirty days. Appeals made after this time will not be reviewed. Refer to the *TSU Student Handbook* for policies on withdrawal and refunds of tuition and fees.

https://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf

Repeating a Course

A given course may be repeated one time only, and the second grade will replace the first. A student may repeat a maximum of two (2) courses in a given program.

Student Support Services

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 in the in the University's Student Handbook.

[Student Support Services \(tnstate.edu\)](http://tnstate.edu); [Academic Support \(tnstate.edu\)](http://tnstate.edu); [The Adult and Distance Learners Informational Portal \(tnstate.edu\)](http://tnstate.edu)
[Libraries & Media Centers \(tnstate.edu\)](http://tnstate.edu)

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 Disability Services (ODS) 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. Students seeking reasonable accommodations must register with the Office of Disables Student Services. For further information, contact the Office of Disability Services in Kean Hall, Suite 131 (phone: 615-963-7440).

Counseling Center

All enrolled students at TSU are eligible to receive counseling services free of charge at the University Counseling Center. A psychiatrist is also available; however, students are responsible for covering their own prescriptions. Students who do not have health insurance are encouraged to pursue alternative forms of coverage. For further information, contact the University Counseling Center (615) 963-5611. After Hours Emergency Line 24/7 (615) 338-6341x9111.

Health services

All new incoming students are required to show proof of immunizations. Student health services include first aid, emergencies, counseling on health problems, gynecology, and referrals. A physician who examines, administers, and prescribes treatment and medication holds clinics Monday through Friday. Student health plans are available. The Student Health Center is located at the Floyd-Payne Campus Center in Kean Hall. (615) 963-5084.

Studenthealthservices@tnstate.edu

Student Organizations/Honor Societies/Leadership Opportunities

TSU Tiger Clinic. Student-run clinic (currently physical and occupational therapy department supported)

Student Occupational Therapy Association (SOTA). All occupational therapy students are required to actively participate in SOTA which includes paying membership dues, attending meetings (only one meeting may be missed during a semester), and participating in service determined by the association. For more information, contact the faculty advisor, Mrs. Lauren Beard in the OT Department.

Pi Theta Epsilon (PTE) is 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 the faculty advisor, Dr. Cathleen St. Dennis in the OT Department.

Phi Kappa Phi and Alpha Kappa Mu are national honor societies open to students in all disciplines. The societies recognize outstanding academic achievement in undergraduate and graduate students.

***** Occupational therapy students are required to become members of the national and state associations while in the program.***

American Occupational Therapy Association (AOTA) For more information and a description for member benefits please review this organizations website <http://www.aota.org>

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

*The following is a list of independent occupational therapy related professional groups that are not officially affiliated with TSU.

Coalition of OT Advocacy in Diversity (COTAD)

National Black Occupational Therapy Caucus (NBOTC)

Tennessee Caucus of Black Occupational Therapists (TNBOTC)

Association of Asian/Pacific Occupational Therapists in America (AAPOTA)

Network for Lesbian, Gay, Bisexual and Transgender Concerns in Occupational Therapy (The Network)

Network of Native American Practitioners (NNAP)

Network of Occupational Therapy Practitioners with Disabilities and Their Supporters Orthodox

Jewish Occupational Therapy Caucus

TODOS Network of Hispanic Practitioners

References

- American Occupational Therapy Association. (2020). 2020 occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74, 7413410005.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association*, 7th ed. Washington, DC: APA.
- Deiuliis, E.D. (2017). *Professionalism across occupational therapy practice*. Thorofare, NJ: SLACK.
- Tennessee Board of Occupational Therapy. (November, 2012). Rules of the Tennessee board of occupational therapy. Retrieved from: <https://publications.tnsosfiles.com/rules/1150/1150-02.20121126.pdf>.

APPENDIX

Required Student Forms

Forms will be reviewed and signed on orientation day and kept in student records

- Essential Functions
- Acknowledgement of drug/alcohol policy
- Consent to release information
- Acknowledgement and commitment to professional behaviors and standards from the handbook (keep full policy in professionalism section)
- Commitment to academic integrity (keep full policy in professionalism section), Acknowledgement of FW policies and manual
- Clinical education policy
- Client confidentiality

Student Classroom Evaluation of Professionalism (for advising)