



**EDGEWOOD COLLEGE**

**DOCTOR OF OCCUPATIONAL THERAPY  
PROGRAM**

**STUDENT MANUAL  
2025 - 2026**

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## INTRODUCTION

Welcome to the Doctor of Occupational Therapy (OTD) Program at Edgewood College. The faculty are committed to your education and are excited to embark on this professional journey with you. This manual identifies policies for the OTD program. Please be aware that as a student at Edgewood College, you must also be familiar with the policies of the Henry Predolin School of Nursing, Business, Education and Health Sciences (SoNBEHS) and Edgewood College.

### Statement of Inclusivity

This document is intended to supplement the policies and procedures as outlined in the Edgewood College catalog by providing specific information relative to the standards and processes of the OTD program.

This manual is informational only and does not constitute a contract between Edgewood College and any student. It may be changed by Edgewood College without prior notice to students. This *Doctor of Occupational Therapy Program Student Manual* includes references to Edgewood College policies and procedures that are current at the time of publication but may change during the academic year. Because of our shared requirements for clinical education, this manual also includes information and policies from the SoNBEHS. Therefore, please always check current policies, procedures, rules, and regulations on the Edgewood College website.

Students will be required to sign a document indicating that they have read and understand the contents of this manual. Any questions should be directed to Dr. Kelly Alig, Program Director, OTD Program at [kalig@edgewood.edu](mailto:kalig@edgewood.edu).

## EDGEWOOD COLLEGE MISSION, IDENTITY, VISION AND VALUES

**Institutional Mission:** Edgewood College, rooted in the Dominican (Catholic) tradition, engages students within a community of learners committed to building a just and compassionate world. The college educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

**Institutional Identity:** Sponsored by the Sinsinawa Dominicans, Edgewood College is a community of learners that affirms both its Catholic heritage and its respect for other religious traditions. The liberal arts are the foundation of all our curricular offerings in the humanities, arts, science, and professional programs. Committed to excellence in teaching and learning, we seek to develop intellect, spirit, imagination, and heart. We embrace and aspire to reflect the rich diversity of the world's cultures and perspectives. We foster open, caring, thoughtful engagement with one another and an enduring commitment to service, all in an educational community that seeks truth, compassion, justice, and partnership.

**Institutional Vision:** Edgewood College will be an inclusive model of learning, teaching, and scholarship. Our students, alumni, faculty, and staff will be recognized for their pursuit of purposeful lives, vibrant and sustainable communities, and a just world.

**Institutional Promise:** What is meaningful to members of the Edgewood College community, experienced consistently enough that we can promise it with integrity? *Connecting learning, beliefs, and action.*

\*Institutional Mission, Vision, Identity, Promise (Edgewood College, 2023a).

**Institutional Values:**

- **TRUTH**  
**Life, Dignity, and Equality of the Human Person**  
*Every person is created with infinite value, equally worthy of care and respect.*  
**Relationship to the Universe**  
*All of creation is in a sacred relationship, humans have a special call to live that relationship in reverence and humility.*
  
- **COMMUNITY**  
**Social Nature of the Human Person**  
*The dignity and worth of human persons are most fully realized in the context of relationships with others in community.*  
**Solidarity of the Human Family**  
*Human beings are part of one family and share responsibility for one another.*
  
- **JUSTICE**  
**The Common Good**  
*The social systems and institutions of a just community evolve to pursue the common good: that which benefits all people.*  
**Human Development & Progress**  
*True development enhances the human spirit while respecting and promoting the dignity of all creation.*
  
- **COMPASSION**  
**Concern for the Poor and Vulnerable**  
*Those who are most vulnerable or who benefit least from existing social institutions merit first consideration in our circle of concern.*
  
- **PARTNERSHIP**  
**Sacredness of Work**  
*Work is the expression of each person's gifts and achievements, through which each contributes to the common good.*  
**Role of Leadership/Governance**  
*All people have the right and responsibility to participate in political life in pursuit of the common good.*

### **Subsidiarity**

*Dialogue and participation are necessary at all levels of community decision-making, with decisions entrusted at the most elemental level of responsibility and authority appropriate.*

## **PROGRAM MISSION, VISION, VALUES AND PHILOSOPHY**

### **Program Mission:**

The mission of the Edgewood College OTD Program is to provide an innovative, occupation-focused education based in the Dominican tradition that enables graduates to serve clients with exceptional clinical skills, to be responsive to their professional and broader communities, and to engage in scholarship in occupational therapy, all in a lifelong commitment to service and truth.

### **Program Vision:**

The vision of the Edgewood College OTD Program is to create transformative occupational therapy practitioners and leaders who use their knowledge, skills, and experience to solve real-life needs found in the communities where they live and work.

### **Program Values:**

- **Truth:** In the lifelong search for truth and preparation to become occupational therapists, OTD students must be faithful to facts and reality (American Occupational Therapy Association [AOTA], 2020a). The search for truth is an active process, requiring the practice of critical skills, such as listening, encouraging, challenging, imagining, and reflecting as we discern many truths (Edgewood College, 2023). We demonstrate truth by “being accountable, honest, forthright, accurate, and authentic in attitudes and action” (AOTA, 2020a, p. 3).
- **Community:** By nature, humans thrive through their interdependence with others making up their community. OT practitioners must realize the importance of the community or communities a client identifies with throughout the OT process (AOTA, 2020b). As a Dominican community, we recognize that all individuals bring a rich diversity of characteristics, cultures, and perspectives that enrich our lives together. OTD students show their commitment to community by using honest and open communication, sharing ideas and discoveries, listening with respect, and giving encouragement to one another with suggestions that are both helpful and challenging for growth (Edgewood College, 2023b).
- **Justice:** Edgewood College’s core values propel our community to identify current societal needs and promote change to ensure justice for all, especially the invisible and powerless who need it most (Edgewood College, 2023b). OTD students must display attitudes and actions of respect, inclusion, and impartiality to all individuals, no matter their attributes or beliefs. As professionals, all OT personnel adhere to laws and standards

specific to their area of practice. OT personnel also are vested in two specific types of justice (AOTA, 2020a):

- Social justice – challenging unjust inequities that limit opportunities for an individual’s participation in society.
  - Occupational justice – ensuring full inclusion for persons, groups, or populations in everyday meaningful occupations.
- 
- **Compassion:** Edgewood College’s motto, *cor ad cor loquitur* (heart speaks to heart), articulates the significance of compassion to our mission (Edgewood College, 2023b). Within occupational therapy practice, compassion forms the basis of our relationships with clients, it guides great actions, and it can improve health and participation in occupations. OTD students must educate themselves on the suffering of others both locally and globally and advocate for ethical leadership, alleviating suffering, and live lives of compassionate service (Edgewood College, 2023b).
  - **Partnership:** A fundamental aspect of OT practice is client-centered care. It combines respect for and partnership with clients, integrating their knowledge, experience, strengths, capacity for choice, and autonomy during the OT process (AOTA, 2020b). Within our Dominican mission, we believe partnerships develop from our human need for companionship and our aptitude for cooperation and mutual support. OTD students are called to discover how, where, and with whom to meet the needs and opportunities of the world, determine their own strengths and resources and how to use those with what others bring to the partnership, and offer leadership in navigating partnerships amid diverse landscapes, such as gender, race, religion, ethnicity, and nationality (Edgewood College, 2023b).

### **Program Philosophy:**

The Edgewood College OTD program philosophy aligns with AOTA’s philosophical base of occupational therapy (2017), emphasizing that humans are occupational beings, occupation is a health determinant, and participation in occupations is a fundamental human right (AOTA, 2017). All humans (individuals, families, communities, and populations) engage in occupations, activities that bring meaning to all in their daily lives, and allow them to engage in society (AOTA, 2017). The ability to participate in occupation impacts development, health, and well-being across the lifespan, leading to successful adaptation and improving one’s health and overall wellness (AOTA, 2017). The profession of occupational therapy’s view of occupation as a fundamental need and right of all people is closely aligned with the Edgewood College’s Dominican heritage, including the values of truth, community, justice, compassion, and partnership.

The faculty members of the Edgewood College OTD program are committed to keeping occupation as a core theme of occupational therapy education. The OTD program embodies the fundamental beliefs of occupational therapy education in AOTA’s philosophy of occupational therapy education (2018). Faculty members will use their occupational lens to view students as

occupational beings and promote student occupational wellness (AOTA, 2021). In viewing students as occupational beings, we must also consider the dynamic transaction of the learning environment and the practice of teaching and learning. The education of occupational therapy practitioners facilitates the development of professional reasoning, critical thinking, cultural understanding, and the integration of professional values, theories, evidence, ethics, and skills (AOTA, 2018). The outcome of this specific educational process is what allows occupational therapists to help clients to “achieve health, well-being, and participation in life through engagement in occupation” (AOTA, 2018, p.1). Occupational therapy students understand that education is life-long, and it continues to shape their professional identities.

According to AOTA (2018), the focused values within in occupational therapy education assist students in the development of a client-centered, occupation-based, and theory driven professional reasoning process that encourages best practice in using evidence and outcomes data to shape the teaching-learning process, including:

- Learning that is active, engaging, diverse, and inclusive, occurring both within and outside of the context of the classroom\*
- Connecting new learning that builds on prior knowledge and experience
- Engaging in ongoing professional judgment, evaluation, and self-reflection
- Lifelong learning and advocating for the profession and society’s occupational needs\*

\*These concepts are echoed by Edgewood College’s promise to its students, connecting learning, beliefs, and action (Manion, 2023).

## **PROGRAM OVERVIEW**

### **Curriculum Design/Program of Study & Instructional Design:**

The OTD Program at Edgewood College is an accelerated, hybrid program. Students will complete the program in 24 months, for a total of six semesters. The didactic portion of the program will be delivered primarily online. Students will be required to complete asynchronous activities, and will participate weekly in synchronous, active learning sessions in each course. Students will attend immersive lab experiences on campus twice a semester during Year 1. During Year 2, the students will complete two Level II Fieldworks and the Doctoral Capstone Experience. Students will attend immersive sessions once a semester in Year 2, culminating in completion and presentation of the Doctoral Capstone Project.

The accelerated nature of the OTD program dictates the completion of coursework in a prescribed manner. The curriculum utilizes a traditional model of occupational therapy education. Using a scaffolding approach, basic science and foundational occupational therapy courses are taken first and followed by professional reasoning and more practice-based content. The curriculum is designed to build upon students’ knowledge, skills, and experiences previously learned to develop a deeper understanding, application, evaluation, and transformation of content



through the curriculum. Course content is sequenced throughout the program to optimize the students' ability to learn and integrate course material into future didactic and clinical education experiences.

The OTD faculty has embraced several educational learning theories to inform curricular and instructional design, including andragogy, constructivism, and transformational learning. The underlying approach to the OTD program is andragogy. The accelerated, hybrid structure of the Edgewood College OTD Program aims to attract adult learners who are self-directed, self-motivated, and ready to learn (AOTA, 2021). As faculty, we will facilitate the balance of the demands of the program with students' everyday life. We assume the individuals who are accepted into the program are committed to the academic rigor and the asynchronous preparation required to be successful. The students will need to embrace independent learning, but also will need to develop rapport quickly with faculty and other students in the cohort to engage in active learning during synchronous class sessions.

The next learning theory used in the program's curriculum is constructivist learning theory, which posits an interaction between the learner and the environment whereby the learner forms a mental schema or model to assemble and reflect upon information. Each student enters the professional program with an existing mental framework comprised of knowledge garnered during previous coursework and a unique world view from life experiences. The acquisition of new knowledge is created by the learner through an active process of discovery and exploration and is integrated with discussion and elaboration on existing knowledge. Active and collaborative learning experiences promote the development of individual and group problem-solving strategies and facilitates students' confidence in questioning and evaluating information (Zhang & Cui, 2018; Schrader, 2015; Johnson, Johnson, & Smith, 1998). While in the program, OTD students will be expected to acquire basic information about course content through asynchronous work, emphasizing the traits of adult learners as explained by andragogy. Instructional strategies during synchronous class sessions will include active and engaging teaching and learning activities, allowing learners to connect existing knowledge to new content. On-campus lab immersions will allow students to practice newly learned skills and apply these skills in context.

The transition of occupational therapy to the doctoral level necessitates the inclusion of transformative learning to the design of the Edgewood College OTD Program curriculum. The theory utilizes the principle that adult learners greatly benefit from new and different perspectives to develop innovative and further understanding (AOTA, 2021). Within this context, learning takes place when new information is presented that results in a change in one's thinking (Taylor & Hamdy, 2013). This is not a simple process, as Mezirow has described how transformative learning occurs in 10 phases. It is based on the idea that individuals generally do not apply old or previous methods to new learning situations. Instead, a person can be triggered

to discover that it takes the acquisition of new perspectives to create an enhanced understanding (Andreev, 2024).

Transformative learning has also been recognized as one effective strategy in occupational therapy education, especially in the use of occupation-centered teaching (Hooper et al., 2020). During the process of knowledge transformation, students slowly progress in their perception of information as certain and easily available from experts (instructors, fieldwork educators, and the like) to seeing it as contextual. However, once knowledge becomes contextual, students are then able to realize that understanding can be tentative and fluid in nature as it is continually created based on sound reasoning and evidence. Concurrently, students gradually recognize that instead of being receivers of knowledge, they are contributors to knowledge “as active co-creators and evaluators of knowledge” in their professional community (Hooper et al., 2020, p. 16).

The theory of transformative learning can be illustrated by the OTD student completion of the Doctoral Capstone Experience and Project. Its strategic design requires the student to employ self-directed learning, to enhance the synthesis of knowledge in one or more areas, and to apply learning throughout the experience and project (Kroll et al., 2022). The catalyst for students to develop new perspectives and ways of thinking to advance knowledge is through the application of occupational therapy in a novel situation. The trigger to reexamine previous knowledge and develop new learning strategies arises from the student’s practice of occupational therapy in a different setting or in a way the student has not done so before, all while benefitting a community or clinical partner by developing innovative programming or needed services (Kroll et al., 2022).

Transformative learning also serves as a necessary strategy to facilitate lifelong learning. For example, as an occupational therapist transitions from a novice to a more experienced practitioner, they may encounter a client who does not respond to a previously utilized, effective intervention strategy. Thus, the practitioner is forced to rethink how a different strategy may be adapted or individualized for that client to create success. Through the process, the occupational therapist learns that there is more than just one viable solution to a complex situation. Students should be challenged to discover the benefits of how new ways of thinking can transform one’s perspective and resulting action.

### **Curricular Threads**

- **Occupation-Focused**

The concept of occupation is essential to teaching and learning in an occupational therapy program, as it defines our profession’s core contribution to society (Price et al., 2017). Accordingly, the concept of occupation will be the key thread woven throughout the curriculum. Students in the Edgewood College OTD program will learn to view occupation through three lenses (Price et al., 2017:

- Self – exploration of how occupation has shaped the students’ own lives

- Others – the use of observation and discussion to discover how occupation is similar in others’ lives
- The profession – occupation as the central purpose of occupational therapy
- **Community-Based**  
Although the occupations we perform daily and give us meaning are very individualized, humans exist interdependently within the context of community. Our Dominican heritage at Edgewood College calls us as students and faculty to use our knowledge to make life better for those in need in our own communities (Edgewood College, 2023b). While traditional OT programs may expand across the campus or area in which they are located, our hybrid, accelerated model extends to communities nationwide. Students in the Edgewood College OTD Program will apply their learning about OT into the communities they reside in to enhance their practice skills and, more importantly, improve residents’ quality of life.
- **Evidence-Based, Theory Driven Practice**  
Edgewood College’s value of truth is highlighted through our commitment to be transparent and ensure we are providing clients, organizations, and populations with the best quality care. Occupational therapy practitioners utilize principles based on theoretical applications and models of practice, knowledge about the effects of various conditions on the human performance of occupation, and existing evidence based on the effectiveness of interventions to direct their professional reasoning (AOTA, 2020).
- **Compassionate, Client-Centered Care**  
The quality of compassion directs us to be patient, listen, and meet people where they are. In the profession of OT, we rely on our therapeutic use of self to develop a true relationship with the clients we serve in the context of their communities. Through the partnership between client and OT, each person receives the individualized care needed and the OT practitioner helps to empower the client. The goal is for clients to benefit from OT long after intervention ends.
- **Inclusivity and Belonging**  
The profession of occupational therapy and our Dominican values at Edgewood College call us to create learning and clinical environments where people can be their true selves and accepted for who they are and what unique talents, skills, and attributes they bring to the table (Edgewood College, 2023b). All of us, including students, faculty, and staff, are committed to creating a safe, culturally relevant, and inclusive environment for all individuals (peers, colleagues, clients, and guests) who interact within our OTD program in the learning, fieldwork, and capstone experience space.

- **Ethical Leadership and Lifelong Learning**

Ethical leadership is characterized by making decisions to do the right thing for the common good and thinking of others' needs (clients, colleagues, and the community) before the needs of an organization. Ethical leaders are role models through building a culture that includes transparency, collaboration, and inclusion. In this climate, everyone feels comfortable enough to share their voice (Kirk, 2024). Students in the Edgewood College OTD Program will be empowered to assume leadership roles during their time in the program and as they transition into practice, adopting a style that promotes the traits of ethical leadership. In addition to adherence to ethical principles within the OT profession and ethical leadership, OTD students require a commitment to lifelong learning to continue personal growth and professional development.

### **OTD Program Student Learning Outcomes**

1. Students will demonstrate a comprehensive understanding of occupation and its importance in an individual's daily life.

a. Students will develop an understanding of the role occupation plays in their own lives.

b. Students will appropriately determine evaluation, intervention, and outcome measures that address and improve clients' meaningful occupations.

c. Students will utilize occupation as a means and an end during the occupational therapy process.

2. Students will discover the occupational needs of client, group, population, and the community.

a. Students will understand the importance of occupation to promote wellness for clients, groups, populations, and communities in all stages of the health continuum.

b. Students will apply knowledge gained about community-based OT services to organizations located in the area where they reside in both traditional and non-traditional settings.

3. Students will apply evidence-based, theory-driven practice to the occupational therapy process.

a. Students will be able to find and utilize evidence to provide occupational therapy services that are best practice.

b. Students will effectively integrate theory, models of practice, and frames of reference with client information that support the use of occupation to guide professional reasoning throughout the occupational therapy process.

4. Students will demonstrate collaboration through compassionate client and family-centered care.

a. Students will utilize effective oral and written communication and listening skills in all interactions with the client, family/caregivers, colleagues, and other important stakeholders.

b. Students will create a partnership with the client, including all other individuals involved in the client's context, to provide the best quality care.

5. Students, with the support of the OTD faculty and staff, will create an inclusive, culturally relevant environment where all individuals experience belonging.

a. Students, faculty, and staff in the OTD program at Edgewood College will understand the concept of belonging through a trauma-informed lens.

b. Students, faculty, and staff in the program will maintain a safe environment for all who interact with it (peers, clients, colleagues, and guests).

c. Students will create an inclusive environment for all clients, peers, and colleagues during community, fieldwork, and capstone experiences.

6. Students will accept responsibility for personal and professional growth needed for ethical practice/leadership and lifelong learning to provide best quality care.

a. Students will adhere to the AOTA Code of Ethics (2020) during all aspects of OT practice.

b. Students will perform all associated tasks/roles with adherence to ethical leadership principles.

c. Students will demonstrate commitment to professional growth by participating in professional organizations.

d. Students will demonstrate the concepts of lifelong learning through creating a professional development plan.

## Course Sequence

Semester	Course #	Course Description
1.1	OTD 811	<p><b>Foundations in OT Practice</b>  <b>Credit Hours: 3 (2-1-0)</b>  <b>COURSE DESCRIPTION:</b> This course examines the historical foundations, philosophical base, core values, and code of ethics of the profession. Occupation-based models of practice and the Occupational Therapy Practice Framework (OTPF) are examined with a focus on analysis of the domain of occupational therapy. Structured learning experiences facilitate professional development and the transition to professional roles. Includes an experiential lab component.</p>
1.1	OTD 812	<p><b>Research I: Foundations to Scholarly Review</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> This course introduces general research principles and evidence-based practice. The student becomes oriented to the University library system and technology resources and becomes familiar with the steps required to develop a research proposal, conduct a research study, and disseminate research results. The student learns to frame evidence-based practice questions, explore methods of obtaining peer-reviewed research to address those questions, and develops beginning competence in the fundamentals of conducting a literature review.</p>
1.1	OTD 813	<p><b>Functional Anatomy</b>  <b>Credit Hours: 3 (1-2-0)</b>  <b>COURSE DESCRIPTION:</b> This course provides students with lecture and laboratory study of human musculoskeletal anatomy. The emphasis is on functional understanding of the clinical application and function of common injuries and conditions related to bones, muscles, and peripheral nerves. The lab portion of this course provides students with the study of musculoskeletal structures through 3-D anatomy software and synthetic human anatomical models for a hands-on experience aimed to enhance lecture material.</p>
1.1	OTD 814	<p><b>Human Development and Occupation</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> This course examines occupational performance across the lifespan by exploring physical, social-emotional, behavioral, and cognitive development along with environmental and contextual factors influencing performance. Typical and atypical changes in normative life tasks and occupational roles in relationship to environment and culture are discussed.</p>
1.2	OTD 821	<p><b>OT Interventions I: Psychosocial and Community Practice</b>  <b>Credit Hours: 4 (2-2-0)</b>  <b>COURSE DESCRIPTION:</b> This course introduces the historical and current models for application of occupational therapy practice to psychosocial and community problems. Includes faculty-led experiences that facilitate best practice of occupational therapists in psychosocial and community settings. Task analysis and activity analysis techniques for participation in human occupation.</p>
1.2	OTD 822	<p><b>Fieldwork Seminar I: Psychosocial and Community Practice</b>  <b>Credit Hours: 1 (0-1-0)</b>  <b>COURSE DESCRIPTION:</b> This course emphasizes the development of clinical reasoning, therapeutic use of self, and the occupational therapy process with a focus on the socialization of professional behavior and attitudes. Simulation and faculty-led experiences promote an organized approach to implementation of the occupational therapy process, including evaluation, intervention, and targeting of outcomes. Includes service delivery models within mental health settings.</p>

1.2	OTD 823	<p><b>Wellness and Health Promotion</b>  <b>Credit Hours: 3 (2-1-0)</b>  <b>COURSE DESCRIPTION:</b> This course will focus on prevention health, wellness, and fitness related to injury prevention, nutritional influences, fitness testing, and exercise prescription in a healthy population. Development and adaptation of injury prevention and/or exercise programs based on assessment results. Course includes participation in selected complementary and alternative health interventions.</p>
1.2	OTD 824	<p><b>Theories and Models of Practice I: Concepts</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> This course examines professional reasoning through completion of an occupational profile, analyzing activities and occupations, and creating intervention plans using a variety of models of practice and frames of reference.</p>
2.1	OTD 831	<p><b>Kinesiology and Occupational Performance</b>  <b>Credit Hours: 3 (2-1-0)</b>  <b>COURSE DESCRIPTION:</b> This course provides fundamental knowledge of the structure/function of the neuromuscular, musculoskeletal, and cardiovascular systems and of regions (upper/lower extremity, thorax, head, and neck) and their relationship to each other. Course content applies knowledge of human anatomy to occupational performance and includes assessments related to palpation, muscle testing, and goniometry with a focus on analyzing the impact of dysfunction on occupational performance.</p>
2.1	OTD 832	<p><b>Professional Development and Lifelong Learning</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> The course examines professional behavior, development, and roles (e.g., fieldwork educator, entrepreneur, faculty, consultant, advocate, and servant leader). The student completes a professional portfolio based upon self-assessment, reflection, and career goals.</p>
2.1	OTD 833	<p><b>Research II: Methods, Design, and Analysis</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> An in-depth examination of research and its relationship to multiple areas of practice and practice assumptions. The student acquires an in-depth understanding of theory-based research, selecting appropriate methodology and units of analysis in the design of research, ways of evaluating practice, and approaches to analyzing data. Includes analysis and synthesis of qualitative data. Emphasis will be on planning and developing a research proposal, conducting a research study, and learning the skills necessary to effectively report research information.</p>
2.1	OTD 834	<p><b>Neurological Foundations</b>  <b>Credit Hours: 2 (1-1-0)</b>  <b>COURSE DESCRIPTION:</b> This course emphasizes the examination of the theoretical explanations of occupational choices using neuroscience as a context. Contemporary concepts of brain-function that support occupation are explored with emphasis on sensory, perception, motor, and cognitive processes. Lab activities emphasize elements of the neurologic examination with an introduction to commonly employed measures and tools for assessment.</p>
2.2	OTD 841	<p><b>Musculoskeletal Rehabilitation</b>  <b>Credit Hours: 3 (2-1-0)</b>  <b>COURSE DESCRIPTION:</b> The musculoskeletal rehabilitation course presents the etiology, typical symptoms, treatment, and interventions of various disabling musculoskeletal conditions commonly treated in occupational therapy settings. Topics include the assessment of muscle function, ROM, joint mobilization, sensation, pain, edema, and wound status. Intervention and treatment practices pertaining to musculoskeletal conditions will be examined (e.g., transfer training, ADL training, adaptive and assistive equipment, orthoses, and ergonomic principles).</p>

2.2	OTD 842	<p><b>OT Interventions II: Physical Disabilities</b>  <b>Credit Hours: 4 (2-2-0)</b>  <b>COURSE DESCRIPTION:</b> This course emphasizes evaluation and intervention for adults with physical impairments using ICIDH systems as a framework. Occupational-based practice (including screening, planning, applied treatment and evaluation approaches), including acquisition, restorative, and compensatory strategies, for adult populations are explored. Students learn occupational performance of clients across occupational therapy domains and through the occupational therapy process as it relates to rehabilitation.</p>
2.2	OTD 843	<p><b>Fieldwork Seminar II: Physical Disabilities</b>  <b>Credit Hours: 1 (0-1-0)</b>  <b>COURSE DESCRIPTION:</b> The development of clinical reasoning is emphasized with a focus on the development of and socialization to professional behavior and attitudes. Simulation and faculty-led experiences promote an organized approach to implementation of the occupational therapy process, including evaluation, intervention, and targeting of outcomes. Includes service delivery models for adult populations in various settings.</p>
2.2	OTD 844	<p><b>Theories and Models of Practice II: Applications</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> This course focuses on the models and frames of reference that shape occupational therapy practice in relationship to engagement in occupation. The student participates in the critique and discussion of the theoretical perspectives commonly used in occupational therapy practice and examines the role of theory in the clinical decision-making process as it relates to clients across the lifespan.</p>
3.1	OTD 851	<p><b>OT Interventions III: Children and Youth</b>  <b>Credit Hours: 4 (2-2-0)</b>  <b>COURSE DESCRIPTION:</b> This course highlights occupational therapy theory and rationale of competency-based assessments and interventions for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial impairment as it applies to children and youth and their families. Application of pediatric frames of reference to specific problems within the framework of the multicultural family are topics presented.</p>
3.1	OTD 852	<p><b>Fieldwork Seminar III: Children and Youth</b>  <b>Credit Hours: 1 (0-1-0)</b>  <b>COURSE DESCRIPTION:</b> This course emphasizes the development of clinical reasoning, therapeutic use of self, and the occupational therapy process is emphasized with a focus on development of and socialization to professional behavior and values. Simulation and faculty-led experiences promote an organized approach to implementation of the occupational therapy process and service delivery models as applied to children and youth and their families.</p>
3.1	OTD 853	<p><b>Neurorehabilitation</b>  <b>Credit Hours: 3 (2-1-0)</b>  <b>COURSE DESCRIPTION:</b> This course analyzes and implements occupational based theories and evidence-based approaches to the care of adults with neurological injuries and conditions. Neurological diagnoses including cerebral vascular accidents, traumatic brain injuries, spinal cord injuries, and degenerative diseases are emphasized. Additionally, issues in neurologically impaired patients related to cognition, communication, dysphasia and feeding, visual-perception, and motor control will be presented in relation to occupational performance. Neurological evaluation and treatment protocols for selected deficits will be included.</p>
3.1	OTD 854	<p><b>Strategies and Program Development in Healthcare and Academics</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> The course examines best occupational therapy practice and evidence associated with teaching and learning in the community and clinical and</p>



		academic settings. Exploration of teaching strategies across a wide range of practice settings based on consumer needs, contexts, roles, task demands, resources, and expected outcomes. Methods for professional presentations and interprofessional teaching are highlighted.
3.2	OTD 861	<p><b>Case Management in Client Care</b>  <b>Credit Hours: (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> The course covers basic principles of health care systems providing occupational therapy and related services to individuals and organizations. The student learns to integrate knowledge of delivery models, policies, and systems related to various current and emerging practice settings and makes clinical decisions for individuals and populations through application and synthesis of theory and evidence-based reasoning.</p>
3.2	OTD 862	<p><b>Splinting, Orthotics, and Physical Agent Modalities</b>  <b>Credit Hours: 2 (1-1-0)</b>  <b>COURSE DESCRIPTION:</b> The course presents the fundamental basis of theory and evidence necessary for selecting and utilizing physical agent modalities and splinting within the context of occupational therapy practice. Advanced critical thinking and problem-solving skills are developed through various case studies, self quizzes, splint analyses, hands on laboratory exercises, and self-evaluation. Licensure requirements and competency issues are addressed.</p>
3.2	OTD 863	<p><b>Technology Intervention in OT</b>  <b>Credit Hours: 2 (1-1-0)</b>  <b>COURSE DESCRIPTION:</b> The course will offer comprehensive instruction and hands-on activities for the acquisition of foundational competencies related to technological interventions and assistive technologies and services. Instruction will include theoretical frameworks, types of technologies and services, assessment, design, adaptation, modification, and monitoring of assistive technologies. The technological interventions studied in this course will support activities of daily living, mobility, communication, social interactions, and executive functions, among others. Research and evidence-based practice will be used for the identification of interventions for individuals with all abilities of all ages. Students are expected to take an active role in this course and hands-on learning activities will be included in lab sessions.</p>
3.2	OTD 864	<p><b>Professional Leadership and Advocacy</b>  <b>Credit Hours: 2 (2-0-0)</b>  <b>COURSE DESCRIPTION:</b> The course covers the principles of leadership and advocacy essential for individual and professional growth. Integration of knowledge and skills to advocate for patients and programs by influencing regulatory environment, and refinement and evaluation of skills in interprofessional communication and collaboration. Exploration of topics and methods of advocacy that promote the role of occupational therapy in addressing societal needs. Emphasis on the individual and the values that create the basis for all decisions made by leaders to facilitate the occupational therapy profession.</p>
4	OTD 871	<p><b>Level II A Fieldwork</b>  <b>Credit Hours: 12 (0-0-12)</b>  <b>COURSE DESCRIPTION:</b> The Level II A Fieldwork course is designed for the OTD student to develop entry-level practitioner skills in the assigned practice area through application of theory and techniques learned throughout the didactic portion of the curriculum. Level II Fieldwork consists of two separate experiences, OTD 871 and OTD 881. Each fieldwork is 12 weeks, full time in duration, for approximately 480 hours. Students are assigned to Level II Fieldwork, a supervised clinical internship experience, in a traditional or role emerging practice setting. These supervised fieldwork experiences provide the OTD student with an opportunity to apply didactic and prior clinical knowledge, experience the evaluation and intervention process across the lifespan and</p>

		across a range of abilities in a variety of practice settings. Students will demonstrate the ability to engage in ethical practice, applying clinical thinking and reasoning, and demonstrating professionalism to actively integrate into the occupational therapy process.
4	OTD 872	<b>Doctoral Mentorship I</b> <b>Credit Hours: 3 (2-1-0)</b> <b>COURSE DESCRIPTION:</b> This course is designed to assist the student in developing a scholarly doctoral capstone project. The doctoral capstone project development is facilitated by utilizing a thorough literature review, a needs assessment of the topic, development and confirmation of learning objectives unique to the project, and the identification of a plan for supervision to realize the course objectives.
5	OTD 881	<b>Level II B Fieldwork</b> <b>Credit Hours: 12 (0-0-12)</b> <b>COURSE DESCRIPTION:</b> The Level II B Fieldwork course is designed for the OTD student to develop entry level practitioner skills in the assigned practice area through application of theory and techniques learned throughout the didactic portion of the curriculum. Level II Fieldwork consists of two separate experiences, OTD 871 and OTD 881. Each fieldwork is 12 weeks, full time in duration, for approximately 480 hours. Students are assigned to Level II Fieldwork, a supervised clinical internship experience, in a traditional or role emerging practice setting. These supervised fieldwork experiences provide the OTD student with an opportunity to apply didactic and prior clinical knowledge, experience the evaluation and intervention process across the lifespan and across a range of abilities in a variety of practice settings. Students will demonstrate the ability to engage in ethical practice, applying clinical thinking and reasoning, and demonstrating professionalism to actively integrate into the occupational therapy process.
5	OTD 882	<b>Doctoral Mentorship II</b> <b>Credit Hours: 3 (2-1-0)</b> <b>COURSE DESCRIPTION:</b> This course is designed to assist the student in developing a scholarly doctoral capstone project. The focus of this course is on the methods and procedures unique to the capstone project. This is facilitated using a proposal for the implementation and evaluation using a collaborative and reflective effort on issues related to occupational therapy practice/research. A poster presentation of the doctoral capstone proposal for peer and faculty review is the culmination of this course.
5	OTD 883	<b>Professional Competencies</b> <b>Credit Hours: 1 (1-0-0)</b> <b>COURSE DESCRIPTION:</b> This course is an application of program learning in preparation for the OTD competency requirement and National Board for Certification in Occupational Therapy (NBCOT). The course will utilize critical analyses of professional entry competencies for the occupational therapist including certification, licensure, and professional development responsibilities. A programmatic review and professional self-assessment are conducted. The course includes an integration of Level II Fieldwork experiences and doctoral mentorship coursework.
6	OTD 891	<b>Doctoral Capstone Experience</b> <b>Credit Hours: 14 (0-0-14)</b> <b>COURSE DESCRIPTION:</b> This course is designed to facilitate an in-depth experience in one area, such as legislation and policy, clinical practice, advocacy, research, administration, academics, leadership, program and policy development, advocacy, education, theory development, and/or emerging practice areas. The synthesis of all course material and professional knowledge mentored by a subject matter expert in the student's selected area will be the emphasis. This experiential placement is consistent with the interest of the student, under the guidance of an external mentor and faculty advisor. The experience creates and enhances the student's professional skills and abilities, allowing them to acquire advanced knowledge in the chosen area.

6	OTD 892	<b>Doctoral Capstone Project</b> <b>Credit Hours: 3 (2-1-0)</b> <b>COURSE DESCRIPTION:</b> This course is designed to assist the student in implementing a scholarly doctoral capstone project. The focus of this course is on data collection, data analysis, and/or program evaluation, including results and evaluation. The culmination of this course is the dissemination of the project results by a publication or professional presentation.
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## PROGRAM INFORMATION

### Physical Address:

Edgewood College  
1000 Edgewood College Drive  
Madison, WI 53711

### Contact Information

Name	Title	Email
Kelly Alig	Program Director/AFWC	kalig@edgewood.edu
Courtney Sasse	Director of Curriculum	csasse@edgewood.edu
Lisa Tekell	Director of Capstone and Research	ltekell@edgewood.edu
Jocelyn Weber	Director of Admissions	jocweber@edgewood.edu
TBD	Director of Student Affairs	TBD
TBD	Director of Operations	TBD
TBD	SoNBEHS Administrative Assistant	TBD

**OTD Webpage:** <https://www.edgewood.edu/academics/programs/occupational-therapy-doctorate/>

### OTD Program-Specific Catalog Link:

[https://catalog.edgewood.edu/preview\\_program.php?catoid=18&poid=7065](https://catalog.edgewood.edu/preview_program.php?catoid=18&poid=7065)

## ACCREDITATION STATUS AND COMMITMENT

The OTD Program is physically located on the Edgewood College campus in Madison, Wisconsin and administratively housed in the Henry Predolin SoNBEHS.

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation 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. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org).

The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete 24 weeks of Level II fieldwork and an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after the completion of all coursework and Level II fieldwork, as well as the completion of preparatory activities defined in the 2023 ACOTE OTD Standard D.1.3.

The OTD Program at Edgewood College is committed to timely adherence to all requirements necessary for communication and site visits with ACOTE and other communities of interest. The program will follow all criteria set forth by ACOTE, including standards, policies and procedures, completion of program reports (i.e., Self-Study, Interim Report, Plan of Correction, Progress Report), and all notification requirements. The Edgewood College OTD Program will demonstrate honesty and integrity during these interactions.

## **ADMISSIONS OVERVIEW**

The OTD program admissions process uses both cognitive and non-cognitive traits to evaluate the strength of applicants to ensure more holistic admissions decisions. Non-cognitive traits are demonstrated through behaviors such as work experience, volunteerism, responses to written and video recorded questions, and statements given on the Occupational Therapy Centralized Application System (OTCAS) that show the applicant's skills as a communicator, collaborator, health advocate, and professional. Cognitive traits or academic elements include undergraduate GPA and grades in prerequisite courses. After review, eligible candidates will be invited to complete an interview. Only applications submitted via OTCAS will be accepted.

### **Pre-Admission Requirements**

- Completion of a baccalaureate degree in any discipline from a regionally accredited institution. Applicants are required to achieve a minimum of a 3.00 GPA on a 4.00 scale. Individuals with an undergraduate GPA lower than a minimum of a 3.00 will be considered if they achieve a 3.20 GPA or above in the last 60 hours of their undergraduate degree.
- The baccalaureate degree must be completed before the student begins the OTD program. Students must submit a final official transcript to the program indicating degree completion.

### **Prerequisite Courses**

- Completion of all prerequisite courses taken at a regionally accredited institution. All prerequisites must be completed before the student begins the program. Applicants must

achieve the minimum of a 3.00 GPA on a 4.00 scale, and all prerequisite course grades must be a “C” or higher.

- Students must send the program a final official transcript demonstrating that all prerequisite courses have been completed.
- Anatomy and Physiology courses should be taken within the last 5 years, unless the individual provides evidence of ongoing work experience keeping the knowledge current.

<b>OTD Program Prerequisite Courses</b>	<b>General Course Descriptions</b>	<b>Edgewood College Equivalent</b>
<p>Anatomy and Physiology I &amp; II with labs (8 credits)</p> <p>Required course</p>	<p>Anatomy and Physiology I with lab (4 credits)</p> <p>Description: The study of the structure and function of the human body – Part I.</p> <p>The course may be 3 credits with a 1-credit lab (if university offers separately).</p> <p>If Anatomy and Physiology are separate courses, then a 3-credit human anatomy course with a 1-credit lab and 3-credit human physiology course is accepted.</p> <p>Anatomy and Physiology II with lab (3-4 credits)</p> <p>Description: The study of the structure and function of the human body – Part II.</p>	<p>BIO 210 – Anatomy and Physiology I (4 credits)</p> <p>BIO 211 – Anatomy and Physiology II (4 credits)</p>
<p>Human Development/Lifespan (3 credits)</p> <p>Required course</p>	<p>An integrated study of the processes and major influences throughout the human experience from the beginning of life through aging (infants, children, adolescents, adults, and older adults). May be offered as a developmental psychology course</p>	<p>PSY 345 – Lifespan Development (3 credits)</p>
<p>Statistics (3 credits)</p> <p>Required course</p>	<p>The course includes descriptive and inferential statistics with the emphasis on drawing meaningful conclusions from data. Topics may include measures of central tendency and dispersion, the normal distribution, z-tests, t-tests, linear regression, and more.</p>	<p>MATH 121 – Statistics (3 credits)</p>

Abnormal Psychology (3 credits)  Required course	The course introduces students to a wide range of psychological disorders and conditions of psychopathology, along with contemporary treatment approaches.	PSY 340 – Psychopathology (3 credits)
Social Sciences (3 credits)  Required course	Any course will be accepted in psychology, sociology, anthropology, public health, ethnicity, gender studies, religious studies, or philosophy.	Any course in the social sciences (3 credits)
Biomechanics or Kinesiology (3 credits)  <i>Recommended course</i>	Introductory courses of either discipline. If no such course exists at the applicant’s university, a general physics introductory course is satisfactory.	PHYS 220 – Intro to Biomechanics (3 credits) PHYS 130 – General Physics (3 credits)
Medical Terminology (1-2 credits)  <i>Recommended course</i>	The course covers basic medical terminology associated with body systems & disease in preparation for fields in the health sciences. Emphasis will be placed on root words, prefixes, and suffixes.	BIO 202 – Medical Terminology (2 credits)

### Observation Hours

- Completion of a minimum of 30 hours of observation of occupational therapy exploration activities (in-person, virtual, or by alternative means as determined by the program). Applicants must provide evidence of the completion of these activities.

### Application Procedures

- All applications are processed through OTCAS. The Edgewood College OTD Program follows the timeline of OTCAS. Each year, OTCAS opens its applications in mid-July, and the cycle remains open until early June of the next year. Each year, the OTD Program will post specific application cycle dates.
- Applicants are to complete an essay by following instructions within OTCAS. They are also required to provide three (3) professional references. One should be an academic recommendation. The other two professional references can be from a volunteer or professional supervisor/manager, an occupational therapy practitioner, or an academic reference. The applicant will request references through OTCAS, and all references are to be submitted through OTCAS. References should be professional only. Recommendations from family members or friends are not accepted. Please note: OTCAS requires applicants to obtain official transcripts of all higher education

institutions an individual has attended. Students are required to enter final grades from transcripts as part of the application process.

- Completion of an admission interview. Qualified students will be invited to interview after holistic review of their application materials. Admission to the program is on a rolling basis.
- Demonstration of English language proficiency through the Test of English as a Foreign Language (TOEFL) exam. This is required for applicants for whom English is not their first language or those who have completed a degree and prerequisite courses outside of the United States.
- Demonstration of meeting the OTD program's Technical Standards for admission.
- Applicants to the OTD program must adhere to all general requirements for admission as established by Edgewood College's Graduate Admission Requirements:  
<https://catalog.edgewood.edu/content.php?catoid=16&navoid=1246#graduate-admissions>

### **Post-Admission Requirements**

- Health Requirements
  - Annual physical exam
  - Vaccinations (TB skin test, Tdap – once, current tetanus vaccine, MMR [2 doses or titer], Varicella [2 doses or lab results], Hepatitis B – 3 doses, COVID 19 vaccines and boosters, annual flu vaccination, additional requirements specified by clinical sites)
- CPR certification - All students are required to be certified or recertified in Cardiopulmonary Resuscitation (CPR) for Health Providers by the American Red Cross or the American Heart Association.
- Completion of an approved Drug Screening and Criminal Background Check. Students accepted into the program may require additional testing closer to beginning fieldwork experiences.

### **Additional Admissions Policies**

- Because of the hybrid, accelerated nature of the program and its influence on the curriculum's course sequence, students admitted to the OTD program are not eligible for transfer of credit, credit for experiential learning, and prerequisite or work experience requirements, with one exception. As described in the section on Prerequisite Courses, Anatomy and Physiology prerequisite courses must be taken within the last 5 years, *unless the applicant provides evidence of ongoing work experience keeping the knowledge current.*
- Students may receive credit for advanced placement only if these appear on a college transcript and credit is awarded by the institution. For example, Edgewood College has a policy for students to receive credit for previous learning when applying for undergraduate admission: <https://www.edgewood.edu/academics/credit/>

- The OTD program’s admissions process is an alignment with Edgewood College’s mission and vision, which reflects efforts to recruit and admit a diverse student population: [About Edgewood College - Edgewood College - Modern Campus Catalog™](#)
- There are three types of graduate admission statuses at Edgewood College: regular, provisional and contingent.

- **Regular Status**

The status of regular admission to the graduate programs at Edgewood College is awarded to applicants who meet the requirements for their classification.

- **Provisional Status**

When applicants have a cumulative entering GPA, computed on the highest degree held at the time of admission, less than what is required by the program, they may be admitted with provisional status. If accorded provisional status, the student must attain a 3.00 GPA for the first nine credits in courses numbered 600 and above taken at Edgewood College, or the student will be dismissed from the College. Applicants must still meet the minimum GPA requirement of their selected program. Please refer to the specific program for minimum GPA and other program specific admission requirements.

- **Contingent Status**

Contingent status is accorded to individuals who are admissible to the College based upon the admission requirements for his/her program of interest; except that one or more original pieces of admission information (or specific School or department requirements) are missing from the student file. This status is used only in cases where it is clear that the student will be admissible with regular or provisional status when the missing information has been received. Contingent status is applicable for one semester only. Students will not be allowed to register for a second semester while on contingent status.

## **ACADEMIC CALENDAR**

The OTD program will provide students with exact dates of its academic calendar, as it may not strictly adhere to the Edgewood College academic calendar. The academic calendar for each course can be accessed in Blackboard. This is the official calendar for the program. It is expected that students will be available Monday-Friday throughout the academic year for both asynchronous and synchronous classes. Students will be required to travel to the Edgewood Campus for lab immersions as designated during each mini-mester or semester of the program’s curriculum. Occasional evening or weekend activities may be required. During the second year of the program, students will adhere to the schedule/calendar set forth by the clinical sites for both Level II fieldwork and the capstone experience.



## **STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINARY PROCEDURES**

### **Family Educational Rights and Privacy Act (FERPA)**

The text below is from the US Department of Education website, [Family Educational Rights and Privacy Act \(FERPA\)](#). “The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.” Detailed information on the provisions of the Act and its applications is located through the above website link and a summary is provided as Appendix D of this manual.

### **Student Records**

During a graduate student’s enrollment at Edgewood College, the Registrar’s Office keeps the official file of records. The student’s faculty advisor may maintain a copy of the student’s file. Official Edgewood College transcripts are maintained in the Registrar’s Office, where copies may be obtained upon proper application.

### **Student Complaints**

Students have a right to voice any concerns to a course instructor. A student who has a concern related specifically to his or her experience in the OTD program should consult with the course instructor to arrive at a resolution of the issue.

If the concern is not resolved at the instructor-student level, the following sequence should be followed:

1. Discuss the concern with the faculty advisor. If not resolved at this level,
2. Discuss the concern with the OTD Program Director. If not resolved at this level,
3. Discuss the concern with the SoNBEHS Assistant Dean of Nursing and Health Sciences. If not resolved at this level,
4. Discuss the concern with the SoNBEHS Associate Dean of Nursing and Health Sciences. If not resolved at this level,
5. Discuss the concern with the SoNBEHS Dean. If not resolved at this level, the SoNBEHS Dean instructs the student to complete a formal complaint.

The SoNBEHS Dean is responsible for disposition and documentation of all formal complaints. The SoNBEHS Dean will maintain records for a period of three years following the student’s graduation or leaving the program. If not resolved at the SoNBEHS level, the student may contact the Provost and Vice President for Academic Affairs.

## Academic Appeals Procedure

Prior to initiating the appeals process, a student should make every effort to resolve the situation with the course faculty most immediately and directly involved. If the concern is unresolved, it is expected that the student will contact the OTD Program Director and faculty advisor to explore other options.

If the student chooses to initiate the appeal process, a written letter requesting an appeal must be submitted to the SoNBEHS Dean. A written appeal must be filed with the SoNBEHS Dean within 10 business days of the date of the letter notifying the student that they are being dismissed from the program, or the right to appeal is denied. The letter requesting an appeal must include the following information: 1) Grounds on which the appeal is based, 2) Circumstances associated with the appeal, 3) Rationale that supports the appeal, including any attempt the student made to resolve the situation prior to requesting the appeal, and 4) Description of a proposed remediation plan to be taken to improve the student's academic performance.

The SoNBEHS Dean will submit the student's request for an appeal hearing to the Chair of the Student Appeals Committee no later than five business days after receiving the request for the appeal. Within five business days of receiving the appeal request, the committee will determine whether a hearing is justified. If a hearing is not granted, the committee chairperson will provide a written rationale to the SoNBEHS Dean, and the Dean will then notify the student in writing of the final decision.

If a hearing is granted, the committee chairperson will notify the student of the time, date, and location for the hearing. The committee will have access to the student's records and to other pertinent written or verbal information, such as the student's advising file. The student is encouraged, although not required, to attend the hearing, which will result in a recommendation to the SoNBEHS Dean concerning progression in the OTD program. If the student chooses to attend the hearing, the student is permitted to bring one support person. The name and relationship of that person to the student must be furnished in writing to the committee chair at least two business days prior to the hearing. An Edgewood College faculty member is not allowed to be a support person or to submit a letter of support.

During the hearing, the student will be invited to provide additional information to the committee and/or to answer specific questions from the Appeals Committee. Once the Appeals Committee has sought and received any needed clarification of the appeal, the student and support person will be excused while the committee goes into a closed session for deliberation. Audio or videotaping of any portion of the meeting is not permitted. The Appeal Committee's recommendation for resolution of the student appeal will be forwarded in writing from the Committee Chair to the SoNBEHS Dean within 5 business days of the hearing. The SoNBEHS Dean will consider the committee's recommendation in making the final decision regarding the disposition of the student appeal. The SoNBEHS Dean will notify the student in writing of this final decision within 5 business days of receiving the committee's recommendation. If the student chooses to appeal against the final decision, the student is referred to the section on appeals in the *Edgewood College Student Handbook*.

## **Student Honor Code**

Academic Honesty is integral to the OTD Program and Edgewood College. As students who are enrolled and now a part of the profession of occupational therapy, students will act with integrity and adhere to high standards for personal and professional conduct, accept responsibility for their actions (both personally and professionally), continually seek to enhance their professional capabilities, practice with competence, fairness, and honesty, abide by all federal, state, and local laws and regulations, and encourage others to act in a professional manner.

Students are required to review and adhere to the Edgewood College [Academic Honesty Policy](#).

The following are examples of violations of standards for academic honesty and are subject to academic sanctions: cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data, or other course work, stealing examinations or course materials, submitting work previously submitted in another course, unless specifically approved by the present instructor, falsifying documents or signing an instructor's or administrator's name to any document or form, plagiarism, or aiding another student in any of the above actions. Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms. Instances most seen in written work by students, in order from most to least serious are:

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own
- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used
- Unintentional misuse of borrowed sources through ignorance or carelessness

Sanctions recommended for dishonesty are an "F" on the assignment and/or an "F" in the course. More serious violations may be referred to the Dean of the SoNBEHS for appropriate action.

## **Health Information Disclosure Responsibility**

Health information at the college and all patient care sites is protected under the Health Insurance Portability and Accountability Act (HIPAA). Edgewood College is committed to providing students with notification of legal duties and privacy practices. Students are required to abide by HIPAA and are subject to disciplinary action for HIPAA violations.

## **Student Use of Personally Owned Mobile Communication Devices/Recording Devices Responsibilities**

Mobile Communication Devices: Students are required to exercise discretion and restrict the use of personal mobile communication devices in any educational setting to the extent required by the facility in which the educational experience takes place.

Recording Devices: Students shall not use the picture-taking functionality of mobile communication devices in the educational setting, unless specifically authorized to do so.

Recording Conversations: It is expected that students will respect the privacy of other individuals in the educational setting, and that secret recording of individuals without their knowledge is not compatible with the mission of universities to foster an open exchange of ideas. The college does not condone recording of individuals who are unaware that such recordings are being made. Any recording will be done only with the prior consent of the parties involved.

Covert/secret recording of any conversation or meeting occurring at the educational setting, including any classroom or other educational experience, or conversations or meetings offsite that deal with educational matters of official concern are prohibited. In compliance with the privacy regulations contained in HIPAA, visual and recording devices shall not be used in patient care areas.

### **Email Responsibility**

The official means of communication between Edgewood College, the OTD program, faculty, and students is through the college's email system. Once the offer of admission is accepted, students will obtain an official Edgewood College email address and will be fully responsible for activation of the account and reviewing their email daily while a student in the program.

All official college and program notifications come through email, including Registrar and Student Affairs information. The college is not responsible if a student fails to comply with a request or meet deadlines that are communicated through the email system.

### **Information for Students with Disabilities**

Edgewood College and the OTD program will not discriminate, deny, or exclude any student from the right to participate in their academic activities. Students with documented disabilities may request accommodations from the Disability and Accessibility Services Office. To receive consideration for reasonable accommodations, a student with a disability must contact [Disability and Accessibility Services](#) or call (608) 663-2831 to begin the Disability Intake process. The mission of Disability and Accessibility Services at Edgewood College is a partner in creating an accessible college community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience.

If the documentation supports your request for reasonable accommodations, the Disability and Accessibility Services Office will provide you with a Letter of Accommodations. Please share

this letter with your course instructors and discuss the accommodations with them as early in your courses as possible (within the first two weeks of the term). To begin this process, please complete the [Registration Form](#) on the website.

Students are not required to inform the Disability and Accessibility Services Office of any disability unless they would like to request accommodations. They have the right to complete the program without accommodations. However, students with a disability are encouraged to notify the Disability and Accessibility Services Office as soon as possible, even if they do not want accommodations at that time. If they do not register with the office, they are not covered under the Americans with Disabilities Act (ADA) and will not receive any accommodations until they register and are approved. Evaluations of prior performance will not be altered if accommodations are requested after an evaluation is completed.

## **ACADEMIC POLICIES & STANDARDS**

Students will sign an agreement demonstrating that they are aware of the following academic policies (Appendix C). These policies will be reviewed at orientation, signed, and collected at orientation. Note that faculty are responsible for updating policies as needed, the program director is responsible for informing the students of any updates, and, as students, you are responsible for reviewing and being aware of those updates.

Please see the [Edgewood College Catalog](#) for further information about Academic Standing, Leave of Absence, Satisfactory Academic Progress, Academic Decision and Grade Review, Withdrawal from a Course or School and Readmission. The OTD program adheres to academic policies, grading (exceptions below), and standing for Edgewood College.

### **OTD Program Progression**

The OTD program is a full-time, sequential cohort program. There are currently no part-time options. Courses are offered once a year and successful completion of all prior courses is necessary to progress to the courses in the subsequent/next semester.

To progress while in the OTD program, the student must have a minimum cumulative GPA of 3.0. A grade of “C” or better is required to pass each OTD course. A grade of pass in each clinical course is required for progression into the next fieldwork course sequence, capstone experience, or graduation.

Level II Fieldwork and the Doctoral Experience must be completed within 24 months (two years) of completing didactic course work, unless there are extenuating circumstances. The Edgewood College OTD Program’s time frame for completion of all program requirements is specified as three years from the date of initial enrollment.

### **Requirements for Degree Completion**

1. Completion of a baccalaureate degree in any discipline from a regionally accredited institution.
2. Completion of all prerequisite courses taken at a regionally accredited institution (refer to admissions requirements provided previously in this manual).

3. Completion of all OTD courses (refer to the course descriptions and sequence provided previously in this manual), including fieldwork and doctoral capstone experiences.

### **Incomplete Grades**

The grade of incomplete will be given only for reasons of health or other serious emergencies that are beyond the student's control and make the student unable to finish the course. The student must have attended classes regularly and completed work up until the point of the incomplete. An incomplete may not be given by the instructor for missed exams or late work. If a student has not formally requested an incomplete grade and misses assignments or exams, a grade of "A" to "F" must be given for the work that has been done to date according to the course syllabus.

A Request for Incomplete form must be completed and signed by both the student and the instructor and filed with the Registrar's Office by the appropriate deadline, which can be found at the Registrar's Office website: <https://edgewood.sharepoint.com/sites/RegistrarsOffice>. It is the student's responsibility to contact the instructor in this matter. However, instructors may offer this option to students when circumstances may warrant the exception. An incomplete submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the registrar will assign a grade of "F" for the class.

An incomplete is a temporary grade and must be removed ten weeks after the semester or term in which the grade of incomplete was given. The instructor has the authority and is responsible for establishing deadlines for the completion of work within this ten-week period. The instructor may extend the incomplete deadline for as long as one year after the end of the term. However, if the work is not completed by the end of that year, no further exceptions will be allowed. If the work is not made up within the ten weeks after the end of the term or period of extension, whether the student continues at the Edgewood College, the grade becomes an "F."

Students on academic probation are not allowed to take an incomplete grade during the probationary term. The option to give an incomplete needs to be carefully considered for students reaching the end of their academic careers. Degrees will not be conferred with a grade of incomplete. Therefore, graduation may be delayed for students with outstanding incomplete work.

### **Course Failure and Dismissal from the Program**

Failure of a course ("D" or "F") will result in referral to the Committee on Student Progress (CSP), including all fieldwork courses and the doctoral capstone experience. Students may be allowed to repeat one course in the curriculum. Any two course failures (including fieldwork and capstone courses) may result in dismissal from the OTD program. When a student fails a course, there will be additional tuition charged for repeated courses, including the doctoral capstone experience.

Students may be dismissed from the program at any time, at the discretion of the program director, for unprofessional student behavior and violations of the student code of conduct.

## **Repeating a Course**

In accordance with Edgewood College's policy, a student may choose to repeat a course taken at Edgewood College to improve a poor or failing grade. A course required in the OTD curriculum may be repeated only once for the GPA calculation in the OTD program. However, since the OTD courses are lockstep and offered once a year, the student would need to sit out of the program for a year until the course was available the following year. OTD courses cannot be repeated for additional credit. Only the most recent attempt at the course will be included in the student's GPA calculation, even if the most recent attempt results in a lower grade. In accordance with the college's policy, the credits for a repeated course are earned only once, in total credits earned, provided at least one of the attempts results in a passing grade. All repeated courses and their grades will appear on the transcript in the terms they were taken, and the repeated course(s) will be noted with an "R" (indicating a repeated course).

## **Probation**

Per Edgewood College's 2024-2025 [Student Catalog](#):

A registered graduate student whose cumulative grade point average (GPA) in graduate courses falls below 3.00 is placed on probation. Graduate students have nine (9) additional credits in which to raise their cumulative GPA above a 3.00 before facing dismissal. While on probation, a student who takes an "Incomplete" in any course may not register for the following semester. Coursework not included in the GPA does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Graduate students on probation are advised to meet with their advisor for information about academic support services and are also encouraged to utilize campus resources for improving their academic performance.

A graduate student on probation will be dismissed from the OTD program if their cumulative GPA remains below 3.0 after completing nine (9) additional graduate credits. Coursework not included in the GPA does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses).

## **Leave of Absence**

The OTD Program adheres to the Edgewood College policy for a Leave of Absence. We understand that rare and extenuating circumstances (such as an acute medical condition) may arise that affect a student's ability to complete a term or session. In these rare cases, a student has two options: receive approval from the Dean of Students Office for Voluntary Medical Leave or submit an appeal to the Retroactive Withdrawal and Tuition Refund Appeals Committee.

Edgewood College students may request a Voluntary Medical Leave when a student's physical or psychological condition significantly impairs their ability to function successfully or safely as a student and that condition prevents a student from completing the term. It is expected that the time a student takes away from Edgewood College will be used for treatment and recovery. This is typically a voluntary process initiated by the student, involving withdrawal from all classes for the term, with a protocol in place for reentry.

To start this process, students should contact the Dean of Student's Office. Additionally, the student will provide documentation to the Dean of Student's Office from a licensed medical professional (if for physical health reasons) OR a licensed mental health care provider or counselor that is being supervised by a licensed mental health professional (if for mental health or substance abuse reasons). The documentation should explain how the student's physical or psychological condition **significantly** impairs their ability to function successfully as a student, and that condition prevents a student from completing the semester.

If a student encounters extreme, acute life circumstances that prevent them from completing courses for a given term or session, and the student has already left and is now addressing the absence, the student's remaining option for an exception to deadlines is to submit an appeal to the Retroactive Withdrawal and Tuition Refund Appeals Committee. This committee hears requests for retroactive withdrawal and tuition refund appeals. ***Appeals beyond one year will not be considered.*** Each appeal is reviewed on a case-by-case basis, and all appeal decisions are final. Subsequent appeals for identical circumstances will not be considered. Detailed information about the Appeals Committee and the process to submit an appeal can be found on the Registrar's Office website at [Appeals Guidelines and Resources](#).

A [Medical leave of absence](#), if necessary, must be instituted through the procedures outlined on the Edgewood College website.

## **Withdrawal**

The OTD program adheres to the Edgewood College policy for program/college withdrawals. Any student who wishes to withdraw from the program/college while a term or session is still in progress (i.e., drop all courses) should do so through Edgewood Central. Failure to meet the drop deadline can result in grades of "F" and/or financial consequences. Non-attendance does not constitute withdrawal. Failure to withdraw officially will result in liability for all tuition and fees and grades of "F" for each course registration. For more information, see [Adding and Dropping Courses and Credit Changes](#) and the refund policy under [Financial Aid](#).

## **Voluntary Medical Leave Policy and Appeals for Retroactive Withdrawals and/or Tuition Refunds (Edgewood College 2024-2025 Academic Catalog)**

Edgewood College understands that rare and extenuating circumstances (such as acute medical conditions) may arise that affect a student's ability to complete a term or session. In these rare cases, a student has two options: receive approval from the Dean of Students Office for Voluntary Medical Leave or submit an appeal to the Retroactive Withdrawal and Tuition Refund Appeals Committee.

Edgewood College students may request a Voluntary Medical Leave when a student's physical or psychological condition significantly impairs their ability to function successfully or safely as a student and that condition prevents a student from completing the term. It is expected that the time a student takes away from the College will be used for treatment and recovery. This is typically a voluntary process initiated by the student, involving withdrawal from all classes for the term, with a protocol in place for reentry.



To start this process, students should contact the Dean of Students Office. Additionally, the student will provide documentation to the Dean of Students Office from a licensed medical professional (if for physical health reasons) OR a licensed mental health care provider or by a counselor that is being supervised by a licensed mental health professional (if for mental health or substance abuse reasons). The documentation should explain how the student's physical or psychological condition **significantly** impairs their ability to function successfully as a student, and that condition prevents a student from completing the semester.

If a student encounters extreme, acute life circumstances that prevent them from completing courses for a given term or session, and the student has already left and is now addressing the absence, the student's remaining option for an exception to deadlines is to submit an appeal to the Retroactive Withdrawal and Tuition Refund Appeals Committee. This committee hears requests for retroactive withdrawal and tuition refund appeals. ***Appeals beyond one year will not be considered.*** Each appeal is reviewed on a case-by-case basis and all appeal decisions are final. Subsequent appeals for identical circumstances will not be considered. Detailed information about the Appeals Committee and the process to submit an appeal can be found on the Registrar's Office website at [Appeals Guidelines and Resources](#).

## **GRADING POLICIES**

### **Assignment Submissions**

The *Publication Manual of the American Psychological Association – Seventh Edition* is the agreed upon style guide for all work completed in the OTD program. All papers should reflect this style in the manuscript and reference construction, and it may be incorporated into assignment grading criteria.

Students are required to submit assignment files labeled with their name and the title of the assignment. (Example: JohnSmith.AssignmentTitle). Students may submit using Word, PDF, or PowerPoint, as appropriate for the assignment.

Due dates for each module are posted on the Blackboard course site. Work turned in by 11:59 p.m. on the due date will be considered on time. Late work will not be accepted via email after a Blackboard assignment availability date ends, unless extenuating circumstances have been communicated to the course instructor prior to the due date.

### **Late Work**

Students anticipating a missed or late module must notify the course instructor in advance via email. The decision about whether a missed or late module will be excused or accepted will be made on an individual basis at the discretion of the course instructor. Work obligations, vacation travel, and technical requirements do not excuse a student from their responsibility to cover all content required of the module or to submit their assignments by the due date.

## Online Testing Identification and Privacy Policy

The identification process is a protection and authorization for an individual in classes to take an exam. This prevents a person from taking a student's place and performing for the individual in a specific exam. In addition, this procedure ensures both the student and the institution are allowing the correct individual to take the scheduled exam and allows for anonymity when being tested.

1. Students must present their picture ID that is issued by the institution. Once that is confirmed for the whole class by the instructor, they may proceed with their testing event.
2. Students will complete the test/exam (with the implementation of a Lock Down browser), and it will be graded by the faculty instructor in a reasonable amount of time (TBD by faculty).
3. Passwords to the Learning Management System (LMS) should remain private with the student. Faculty will have their own course password to complete the administration and teaching in the LMS.
4. The grade will be posted to the grading page found in the Blackboard course, which can only be accessed by the student and the faculty of the course. This process perpetuates privacy since it has limited access, utilizing only the instructor and student.
5. Faculty and students will be reminded about the privacy policy and that it is beneficial for them to keep their information private.

## Program Grading Scale

The quality of a student's work is expressed in grades and grade points. The scale is:

A	4.0 grade points/credit hour
AB	3.5 grade points/credit hour
B	3.0 grade points/credit hour
BC	2.5 grade points/credit hour
C	2.0 grade points/credit hour
CD	1.5 grade points/credit hour
D	1.0 grade points/credit hour
F	0.0 grade points/credit hour
F*	Failure in Pass/Fail Course
P	Pass in Pass/Fail Course (equivalent to D or better)
I	Incomplete (a temporary grade; must be changed to a letter grade)
NR	Not reported by instructor

Students may view grades online and consistently throughout the coursework. Only graduate courses numbered 800 or above are used to determine a student's cumulative and semester GPA. In accordance with Edgewood College's policy, no grade below a "C" is applicable for meeting requirements for a graduate degree.

## **STUDENT ADVISING**

OTD students are assigned a full-time OTD faculty member as their faculty advisor once admitted to the program. Faculty advisors will remain with the student from admission to graduation. Frequent contact with your advisor is encouraged, but formal advising will occur each term. Topics discussed with a student's advisor may include:

- Curriculum outline and overall program plan
- Degree requirements
- Academic progress
- Adjustment to the professional role
- Edgewood College and community support services
- Individual professional development goals

## **ATTENDANCE**

It is expected that the student will actively attend all scheduled classes, lab immersions, meetings, presentations, and class discussions to fulfill the credit requirements of each course. In addition, an unexcused absence or tardiness conveys a lack of professionalism, preparedness, and planning. Persistent tardiness or unexcused absences may place the student at risk of failing the course. Additional attendance policies may be listed in individual course syllabi (see example below):

To be successful in this predominantly online course, it is essential to 1) complete all of the asynchronous assignments, 2) complete all of the required synchronous class periods, 3) attend all of the lab immersions, and 4) log in to the Blackboard course site daily to review required asynchronous material and complete required learning activities. Your attendance is measured through your active participation in all synchronous sessions and through completion of required online learning activities each week in Blackboard.

The fieldwork and capstone experience workday schedules are established by the student and fieldwork educator/capstone expert mentor. This includes the hours the student will work, including if they will be working weekends and/or holidays. It is expected during the fieldwork experience that the student will follow the schedule set forth by the fieldwork educator and communicate any missed hours/days directly to the Academic Fieldwork Coordinator (refer to the *Doctor of Occupational Therapy Program Student Fieldwork Manual*). It is expected during the capstone experience the student will arrive and depart at the agreed upon time established by the student, expert mentor, and faculty mentor. If there is an emergency that indicates a change in plans, the student shall notify the appropriate parties (expert mentor, faculty mentor, and Director of Capstone) and develop a plan to remediate the learning and/or time lost (refer to the *Doctor of Occupational Therapy Program Student Capstone Manual* for details). An unexcused absence on fieldwork or during the capstone experience places the student at risk of not fulfilling the course requirements, as make-up time cannot be guaranteed.

## **STUDENT TECHNOLOGY REQUIREMENTS**

Students are required to obtain a laptop to complete all aspects of the OTD program. Edgewood College recommends the following computer specifications for online learning:

- PC: Windows 11, 12th or 13th gen Intel Core i5/i7 or AMD Ryzen 5000 or 6000 series processor, 16 GB RAM or more, 256 GB SSD or more, 1280 x 768 or greater screen resolution, integrated or external webcam, 3- or 4-year accidental damage warranty coverage
- Macintosh: Latest macOS (macOS Sonoma as of August 2023), Apple M1 or M2 Chip
- Other: Reliable Internet access, web camera, microphone, and speakers

## **CLASSROOM & LABORATORY POLICIES**

### **Classroom Spaces/Virtual Netiquette**

While the OTD Program’s classroom space is located in a virtual environment, students should recognize its equivalent to an in-person environment. Students will be expected to present themselves in the virtual format as if they were attending class in person. The following virtual etiquette is expected of all students:

**A. Show up in synchronous (live) class sessions.** Students are expected to attend all synchronous classes. In the event of a serious emergency that requires an absence from a live session held via Teams, WebEx, or Zoom, to the extent possible, students should communicate with the course instructor beforehand. Notify the instructor by e-mail so you both will have a record of it. Simply emailing a request to be away from class will not automatically designate an absence as “excused”. Instructors may ask for documentation or other evidence of emergencies. *Please refer to the course syllabus for the policy on absences.*

**B. Show up to virtual class sessions on time.** Class will start promptly at the scheduled time. *Please be present on both video and audio before the start of the live session.* Showing up either 15 minutes late or leaving 15 minutes early more than once will be counted as a full absence, and the absence policy will apply.

**C. Attend class via both video and audio.** Ensure that technology to attend class, such as webcams, phones, and headsets, are in working order for class sessions each week. When a pattern of technology issues negatively impacts the student’s ability to attend class, the absence and tardy policies will apply. If you are having problems with this, please contact the faculty member so the two of you can troubleshoot.

**D. Come to class prepared.** Each week, read or view materials before class starts. Be prepared to discuss the *current* week’s material even if you have viewed it in advance. You are expected to make a reasonable contribution to class discussions and activities. Participation may count towards your course grade.

**E. Identify a quiet, secure room to attend class.** Class time should still be dedicated to learning and growing as an OT student practitioner. One way to achieve this is to find a space that decreases distractions and environmental triggers. Background noise and stimuli negatively impact the student learner and can also negatively impact other students and the instructor. Please be respectful of the learning environment.

**F. Refrain from recreational use of your devices during class.** Tech devices are a large part of our lives, and it is hard to put them away. Your computer or tablet should be used only for note taking or specific learning activities while attending live sessions. Texting, tweeting, Snapping, Instagramming, Facebooking, e-mailing, shopping, surfing, etc. are prohibited. Points will be deducted from the student's final course grade if this behavior is distracting to the live session, interferes with participation, and interrupts the flow of class.

**G. Wear appropriate clothing for class.** All synchronous classes are to be viewed as an equivalent to face-to-face classes and clinical settings. Students should be dressed in appropriate clothing (i.e., no pajamas, low-cut shirts, inappropriate upper body exposure, etc.).

**H. Keep eating and drinking to a minimum during class.** Be considerate with regards to eating and drinking during class when on video. We are aware that some classes may fall over a mealtime and/or you may need to stay hydrated during class. We request that you use good judgement and do so in an appropriate manner as if you are sitting in person in a classroom.

## **Laboratory Spaces**

Laboratory spaces are an extension of the classroom and are equivalent to the clinical setting. You will be expected to maintain the clinical orderliness of your work setting. All students are responsible for maintaining the cleanliness, organization, and safety of the laboratory facilities. No food items, cans, or bottles should be left in the classroom. Please keep the laboratory areas clean. All equipment will be put away after each class. Care should be taken to protect mat table surfaces and equipment.

## **Lab Practice Safety**

When students are practicing lab skills, they must be very aware that they could be injured or injure someone else. Every personal safety precaution must be observed. If students do not feel they can safely be a subject or they can safely practice a skill on another student, faculty member, or standard patient, they must let the instructor know in advance of attempting to practice or serve as subject for that skill.

## **Equipment Safety**

All equipment is subject to an annual equipment safety check and calibration. Equipment checked by the instructor for safety prior to the start of a lab. If students have a concern about the safety of a piece of equipment, they should stop using it and let the instructor know immediately. Students are only to use equipment under the supervision of or with permission of the instructor for practice. Students will be instructed in the use of all equipment prior to its use.

## **Student Equipment and Supplies Use Policy**

Equipment is intended for use within lab facilities with faculty present. Equipment can be used in the lab facilities following the lab immersion hours. These items are shared by everyone in the program and potentially others, so it is important that they remain accounted for.

1. Under no circumstances may a student remove equipment or supplies from the lab site unless they are directed to do so by faculty or staff.

2. All equipment and supplies used must be properly cleaned after use to ensure infection control. Items must be returned to their appointed storage place.
3. Every student is responsible for helping to ensure that the lab facilities are clean and organized with equipment/evaluations in their appointed place.
4. Some equipment may be available for check out for study and clinical practice, but will need to remain in the laboratory facilities, unless approved by the lead faculty member during the laboratory immersion class.
5. If the equipment is allowed to be checked out for practice and review, it must be returned complete and without damage.
6. If equipment is returned damaged or pieces are missing, the student(s) using/returning the materials will be responsible for repair and or replacement (unless it is due to normal wear and tear, as determined by the faculty).
7. A sign in sheet will be designed to facilitate those who have been signing out the equipment for practice or review, allowing for the ability to track who has used it.
8. Currently, the labs facilities will be open after lab immersion hours for practice and review after immersion hours to 10 p.m. (to be determined by OTD program and facility security).

## **STUDENT TEXTBOOKS**

### **Textbook Purchase**

The faculty is conscientious and collaborative in the selection of textbooks and applications for classes and as a method of building a basic professional library. Where possible, chapters from textbooks assigned in one class may be required readings in other classes. Selected textbooks are heavily referenced on the NBCOT exam. Students are advised which textbooks they will need. The assigned readings provide background or foundational material that is not covered in the lecture, where selected concepts may be drawn forward for focus or application. Therefore, students are to purchase all required textbooks.

## **SAFETY POLICIES AND PROCEDURES**

Edgewood College and the OTD Program believe the personal safety of all individuals is very important. Awareness of surrounding and potential hazards is imperative. If a student feels their safety is compromised, they should discuss this matter with the faculty member or clinical educator. As always, students should apply the general safety guidelines that are outlined below.

### **Infection Control**

- Students are taught the basics of infection control in the fall semester of Year 1. Universal precautions are expected. Students should follow the basics of infection control in all classroom and clinical settings. The purpose of infection control is to reduce the risk of passing pathogens from one person to another. Proper handwashing, which includes thorough and often hand washing, is the foundation to good infection control

management. The CDC provides additional information regarding hand washing at <https://www.cdc.gov/handhygiene/> Additional infection control measures include environmental cleaning, respiratory hygiene, use of personal protective equipment (gloves, masks, protective eye wear, face shields), safe and proper disposal of sharps, correct waste management, and appropriate use of antimicrobial agents for cleaning.

### **Evacuation Procedures** (AI Overview search 08/15/24)

- Stop activities: Immediately stop all activities and assess if everyone can leave the area.
- Follow signs: Follow EXIT signs to the nearest safe exit. If you see smoke or flames but no alarm, use a manual pull station.
- Use stairs: Use the stairs and allow others to enter the stairwell. If you're on an upper floor, use emergency exit stairwells and avoid elevators.
- Stay calm: Remain calm and move at a steady pace. Try to keep some distance from others, but help people who need assistance if you can safely do so.
- Move away from the building: Once you've evacuated, move away from the building upwind at least 100 yards (assembly area).
- Reassemble: Reassemble at a designated assembly area (to be announced by faculty) and wait for instructions from emergency responders. Stay in the assembly area until you're accounted for.
- Don't re-enter: Do not re-enter the building without an "all clear".

### **Reporting an Injury or Incident**

The OTD program is committed to the safety of students, faculty, and those served in healthcare settings. Students are expected to always follow safety policies and procedures. Any unexpected event, occurrence, or incident that occurs must be reported immediately to the faculty or clinic educator according to the policy of the site.

In conjunction with the student's faculty, the OTD program director must also be notified of the incident. In addition, an Incident Report Form must be completed. The incident report will include the student's name, date and time of occurrence, name of people involved, and a brief description of the occurrence.

If a student is injured while on campus or during a fieldwork/capstone experience and medical treatment is necessary, the student should seek care at an appropriate facility based on the extent and severity of the injury and the specific policy of the site. Students are responsible for any costs associated with medical treatment. A student's refusal of treatment will be documented on the Incident Report Form.

Health and accidental injury insurance is not provided by Edgewood College; however, students should obtain insurance coverage independently. Edgewood College is not responsible for any costs incurred due to accidents, injuries, or other health incidents that occur during fieldwork and capstone experiences.

### **Hazardous Exposure**

The school and clinical sites take every precaution in accordance with Occupational Safety and Health Administration (OSHA) standards to appropriately label and store hazardous materials, as well as properly notify individuals when they are in an area where exposure may occur. Students may be exposed to chemicals or other potential safety hazards in either the classroom, laboratory, or clinical setting. Hazardous chemicals are all catalogued and listed along with the Material Safety Data Sheets (MSDS) and maintained at the designated laboratory space/office.

## **PROFESSIONAL BEHAVIOR**

Adopting appropriate professional behaviors begins with student admission and is a critical element of the occupational therapy program. Faculty will demonstrate professional behaviors in their interactions with patients, families, research subjects, students, and with each other. It is expected that students will emulate these behaviors. As part of the advisement process, a Professional Behaviors Report will be utilized. Each student completes a professional behavior self-assessment and discusses the self-assessment with their faculty advisor during the advisement period. If a student exhibits a lack of professional behavior, the unprofessional behavior will be documented, and the student must work with their advisor on a remedial plan of action. There is a professional behavior rubric included in Appendix A.

### **Professional Behavior Expectations**

Professional behavior expectations include, but are not limited to:

- Respect to all clients, coworkers, and fieldwork educators
- Professional communication with coworkers, clients, and fieldwork educators
- Good conflict management skills
- Adherence to HIPAA laws and patient rights
- Proper attire
- Clean, professional appearance
- Timeliness
- Attendance
- No use of cell phones, smart phones, or text messaging during class time. The expectation is that these technological items are stored and only used during lunch time and breaks.
- Respect for the program's supplies and space



## **AOTA Code of Ethics**

The OTD Program supports and reflects the policies of the AOTA and Edgewood College. As such, we support and promote adherence to the Code of Ethics adopted by AOTA (2020).

The Code of Ethics serves two purposes. It provides aspirational core values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles, and it delineates ethical principles and enforceable Standards of Conduct that apply to AOTA members.

As a student and member of AOTA, you will be expected to embody these core values and be aware of how they are enacted and evaluated.

The profession is grounded in seven long-standing core values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. Altruism involves demonstrating concern for the welfare of others. Equality refers to treating all people impartially and free of bias. Freedom and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. Justice expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and dignity of the client by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (prudence). The seven core values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the core values are not themselves enforceable standards, they should be considered when determining the most ethical course of action (AOTA, 2020).

## **Professional Development Tool and Professional Portfolio**

As part of your professional development, students are expected to join profession's national association, AOTA, and remain a member during their time in the OTD program. Students are also required to join their respective state occupational therapy association.

As a part of your training, you will develop a professional portfolio to document all your professional and related experiences. This allows you to develop a habit of scholarship that allows you to assess your professional development needs and interests, to develop a professional development plan, and to document professional development in a portfolio.

## **Preparation for Classroom and Laboratory Immersions**

It is expected, consistent with your role as a graduate student in a professional program, that you will be prepared for all classes, be respectful of your classmates and instructors, use professional language, be prepared for class having read assignments, prepared for lab, and be appropriately dressed and on time with the appropriate learning materials.

## **Communication Etiquette**

As graduate students in a professional health care program, the development of proactive, respectful, and constructive communication strategies is critical to your success in the program and in your professional career. Students are encouraged to initiate timely meetings with instructors or faculty advisors to address academic or personal issues that may impact their demonstration of content mastery or skill competence. All faculty members maintain specific office hours to meet with students. Phone messages, email, and written notes or feedback should contain appropriate identification and salutations. Students should use their assigned Edgewood College email addresses for program communication and should allow up to 48 hours for faculty to respond to an inquiry.

The language used in everyday interactions with peers is as important as formal communication during your education and in the clinical setting. You are easily identified by others as an occupational therapy student in the Edgewood College community, and, as such, should be mindful of your language. The use of foul or offensive language even in an informal situation is inappropriate and is incongruent with the professional behavior you are expected to always exhibit.

## **Language in Reference to Disability**

The program supports the use of both person-first and identity-first language to refer to people with disabilities or disabled people. People with disabilities often have very strong preferences for either identity-first or person-first language. Non-disabled people need to be led by their respect and affirmation of each individual person with disability's choice of language they use about themselves. In any case, a person should not be referred to by disability or condition. Instead, they should be referred to either person-first (e.g., person with multiple sclerosis or a patient with cardiac disease) or identity-first (e.g., Autistic person). Terms that could be considered biased or discriminatory should not be used in any setting.

## **Dress Code**

The OTD Program adheres to professional dress code policies, whether students are on or off campus. Student attire depends on which activity the individuals are required to participate in.

### Lab Immersions

Students should dress comfortably, specifically for the activities presented in the session. For example, students may be required to wear sleeveless shirts and shorts for identification of superficial landmarks or muscle palpation. If no information is supplied by the instructor, students should wear business casual attire to class. T-shirts are acceptable if the language is appropriate, professional, and not offensive. Clothes should be modest; exposure of the

abdomen, chest, or backside due to low cut tops or low-rise pants are not acceptable. Closed-toe shoes are required due to safety precautions. Heels should be a sensible height for both walking on campus and working with clients. Soles should be non-slip.

### Fieldwork/Capstone Experiences

Many sites have dress codes that apply to students and staff at the site. Students are expected to maintain a professional appearance for both functional and aesthetic reasons and are expected to comply with the site's dress policy requirements per the OTD program at Edgewood College. If a site requires a uniform, the student is responsible for all costs. Please note that some facilities may employ a more relaxed dress code to increase the comfort of patients/clients.

### Professional Dress

If students are instructed to dress professionally, as in the case of presentations, attending professional events, or attending an interview, they should wear business-appropriate attire. Clothing should be of good quality and fit well (i.e., not too tight, too loose, or too low cut). Examples include a suit, dress or skirt of appropriate length, slacks, and a button-down shirt or nice sweater. Shoes should be polished. Heels should not be higher than 3 inches.

### General Guidelines for All Activities

Jewelry, makeup, and grooming should be professional and adhere to safety and hygiene laws (no acrylic nails or nail jewelry permitted). Fragranced products should be minimal, if used at all. Earrings are limited to one or two per ear. Except for ear piercings, there will be no visible body piercings (no tongue piercing, nose piercing, or eyebrow rings/bars). Nail polish permitted, but it must not be chipped. Nails should be short, clean, neatly manicured, and not extend 1/4 inch past the fingertips. In health care and professional settings (hospitals, clinics, schools, community sites, and professional conferences), visible tattoos must be covered with a bandage or clothing.

## **PROGRAM FEEDBACK**

### **Course Evaluations**

Students will be given the opportunity to evaluate each of their courses and professors near the end of each term. The course instructor will request that students complete course/instructor evaluations online. Evaluations will be summarized by the Office of Institutional Research and submitted to the SoNBEHS Dean. Results will be available to faculty online after course grading.

## **FIELDWORK EDUCATION REQUIREMENTS**

Clinical education is an integral part of the OTD Program. Clinical experiences are a vital part of occupational therapy education. The program is truly fortunate clinicians give their time to permit students to practice didactic knowledge and clinical skills. It is important for both the student's future and the reputation of the school within the professional community to maintain appropriate relationships with the clinical instructors and clinical sites. During clinical affiliation/fieldwork, students must adhere to the professional standards of the facility, the AOTA

Code of Ethics (2020), and Professional Behavior standards as outlined in this manual and in the Fieldwork Manual.

### **Clinical Experiences**

Fieldwork is integrated throughout the curriculum. Students will complete a total of 24 weeks of fieldwork and 14 weeks for the capstone experience. Please refer to the *Doctor of Occupational Therapy Program Student Fieldwork Manual*, which is a separate program document, for a full description of all the policies and procedures that affect the fieldwork portion of the curriculum. Specific questions about fieldwork/clinical experiences should be referred to the Director of Clinical Education/Academic Fieldwork Coordinator.

### **Technical Standards**

Students are required to meet the Program's Technical Standards. These can be accessed in Appendix C.

## **STUDENT LIFE AND STUDENT SUPPORT SERVICES**

### **Student Success**

The Center for Student Success (CSS) is a centralized service for all Edgewood College students, faculty, and staff. Edgewood College believes connecting students with the best resources will ensure a successful and valuable experience. The goal is to empower students as they explore their personal, career, and educational goals.

The dedicated Student Success Advisors collaborate with students throughout their academic experience. The advisors are equipped with many tools to assist students in their academic and career pursuits. The CSS staff work in partnership with students to connect learning, beliefs, and actions as they develop and implement their academic and career goals.

<https://www.edgewood.edu/student-life/academic-success>

### **Disability and Accessibility Services**

The mission of Disability and Accessibility Services is to provide accommodations and accessibility support to students with disabilities that will enable them to fully participate in programs and services that are available at Edgewood College. For information regarding policies and procedures of Disability and Accessibility Services, please contact Patrick Godar, Disability and Accessibility Advisor, at 608-663-2831 or by emailing [pgodar@edgewood.edu](mailto:pgodar@edgewood.edu). Information can also be found at our website, <https://accessibility.edgewood.edu/>.

## **Health Services**

Health Services are part of the Wellness Center, located in Dominican Hall. The clinic is staffed by a Certified Nurse Practitioner, offering physical examinations, care for acute illness and injuries, immunizations, health counseling, educational programming, and referrals. Resources and encouragement for healthy lifestyles and disease prevention are promoted. Medication may be prescribed if clinically indicated. Scheduling is by appointment only by emailing [healthservices@edgewood.edu](mailto:healthservices@edgewood.edu) or calling 608-663-8334.

Every student is required to have a health history form on file in Exxat at the beginning of the semester. This form is included in the admissions packet. Students must be compliant with all health forms and immunizations to attend laboratory immersions in Wisconsin and any assigned clinical rotations. Non-compliance could result in failure to meet the course and program requirements.

## **Counseling Services**

Personal Counseling Services offer free, confidential counseling services. Services are aimed at enhancing the emotional well-being of students and supporting students in reaching their personal and academic goals. Common reasons for seeing a counselor include, but are not limited to, symptoms of anxiety or depression, concerns related to interpersonal relationships, identity exploration, recent or past trauma or abuse, substance use issues, grief and loss, disordered eating or body image concerns, low self-esteem, self-injury, or suicidal thoughts. Services include short-term individual counseling, group therapy, crisis appointments, and workshops. Referrals to community mental health care providers are available when appropriate or requested. To schedule, please call 608-663-4148 or email [pcsnotifications@edgewood.edu](mailto:pcsnotifications@edgewood.edu)

Edgewood College has established a partnership with Uwill. This gives students outside of Wisconsin, both across the U.S. and internationally, easy access to counseling sessions (up to six free sessions annually), 24/7 crisis counseling, and on-demand wellness programming.

## **STUDENT AFFAIRS**

### **Employment and Financial Information**

Due to the concentrated and demanding nature of the program, it is recommended that students give very careful consideration to accepting outside employment. The OTD program website provides specific information about tuition, fees, and financial aid.

### **Class Cancellation Policy**

Students will be notified through their student email and Blackboard courses if class is cancelled or for any reason. Faculty will make every effort to inform students as early as possible, and students are required to check email regularly for updates.

## Non-Discrimination and Harassment Policy

Edgewood College affirms and protects the rights and opportunities of all persons in a working and learning environment free from discrimination and harassment. No person shall, on the basis of gender, gender identity, gender expression, sex, sexual orientation, race, religion, color, creed, national origin or ancestry, age, ability, veteran status, or any other characteristic protected under applicable law, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination, including harassment, under any program of the College. This policy also prohibits any form of retaliation. Students and employees who violate this policy may be subject to discipline up to and including dismissal/termination. Definitions specific to Non-Discrimination Policy Discrimination occurs when a member of the College community is subjected to disparate treatment in employment or in the provision of educational benefits, services, or programs, based on gender, gender identity, gender expression, sex, sexual orientation, race, ethnicity, religion, color, creed, national origin or ancestry, citizenship status, age, ability, veteran status, or any other characteristic protected under applicable law.

If any student experiences discrimination or harassment or witnesses it while on fieldwork, the student should report it to their FWE and AFWC immediately. The FWE should adhere to the non-discrimination and harassment policy of the facility/employer. The AFWC will adhere to Edgewood College's policy.

## Student Health

All health requirements are to be obtained through the student's health care provider at their own expense.

The student's Health Record must be submitted to Exxat by the due date outlined in the OTD Program admissions packet. A Student Health Requirement form and all immunization/health requirement guidelines will be sent in the OTD Program admissions packet. Students may also request this information from the OTD Program's Director of Clinical Education/AFWC. Students may also use the physical form given to them by their physician to upload to Exxat to assist in fulfilling the Health Requirements outlined below. All mandatory health information, including a copy of the student's CPR certification, will be uploaded and stored on each student's Exxat account and will be archived after his/her graduation. Each student admitted to the OTD program must meet the health requirements as specified below.

### Health Requirements (View guidelines in Exxat)

The following health requirements must be met **PRIOR** to beginning classes in the OTD program:

- Physical examination
- Tuberculin skin test (Mantoux) or Tuberculin blood tests (within past 12 months). Annually, those with a positive TB skin test result will be required to complete a TB questionnaire to screen for active disease.
- Documentation of a QuantiFERON Gold test or T-Spot if tuberculin skin test is positive
- Current tetanus immunization (within 10 years)

- MMR-2 doses required (immune status is accepted)
- Varicella immune status (lab results) or 2 doses of vaccine
- Hepatitis B-3 doses (If this immunization series is not completed prior to admission to the OTD Program, it must be in progress).
- COVID-19 vaccines and booster (if required by facility)

The following health requirements must be met **ANNUALLY**:

- Flu vaccination (due November 1 of each year), Documentation must be submitted to Exxat PRIOR to November 1 of each year.
- The tuberculin test is required annually. Documentation must be submitted to Exxat PRIOR to the expiration date of the TB documentation on file.
- If additional health requirements are specified by clinical agencies, students placed in those agencies are responsible for meeting those health requirements. Failure to comply with health requirements from clinical sites may also delay the start of a clinical rotation.

\*\*\*The Director of Clinical Education/AFWC will verify that students have met all mandatory health requirements by the designated due date. Non-compliant students are not permitted to attend any clinical course activities until all health requirements have been met.

### **Health Insurance and Accidental Injury Insurance**

This insurance is not provided by Edgewood College. However, students can obtain insurance coverage independently. The OTD program is NOT responsible for any costs incurred due to accidents, injuries, or other health incidents that occur during fieldwork or the capstone experience.

### **Liability Insurance**

OTD students are covered by minimal liability insurance through Edgewood College. Students must identify themselves as Edgewood College occupational therapy students by wearing the appropriate uniform and identification when they are in clinical facilities and engaged in clinical activities.

### **Cost of Attendance**

The cost of attendance is not yet available at this time. The Edgewood College OTD program Tuition and Fees have not yet been determined by the senior administration.

The college does have a cost calculation page at: <https://www.edgewood.edu/tuition-financial-aid/tuition-fees/>. The link will take you to a tuition page and costs calculator for a rough idea of what it will cost in other Doctoral programs. Once the OTD program tuition is determined you will find that information on that linked webpage.

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## **APPENDICES**

**APPENDIX A: PROFESSIONAL BEHAVIORS**

**APPENDIX B: TECHNICAL STANDARDS**

**APPENDIX C: STUDENT MANUAL SIGNATURE PAGE**

## Appendix A: Professional Behavior Rubric



### EDGEWOOD COLLEGE

Doctor of Occupational Therapy Program

#### Professional Behaviors

Professional behaviors are core features of any graduate program that seeks to educate practitioners in a health care discipline. In the OTD program, the following standards have been adopted as expectations for successful completion of the program. Standards for professional behaviors and conduct address fundamental skills inherent in ethical and competent practice. In addition to these standards, students must abide by all applicable College policies (e.g., Policy on Prohibited Discrimination, Harassment and Related Misconduct) and must comply with the American Occupational Therapy Association's Code of Ethics.

During midterm of each semester in the first year, students will evaluate his/her status relative to the standards on the Professional Behavior Plan, and work with the academic advisor to receive feedback, set goals, and develop an action plan. Feedback will represent input from faculty, instructors, fieldwork coordinator, and fieldwork supervisors. Based on this feedback, each student will revise goals/plans in conjunction with his/her advisor. More frequent meetings may occur at the advisor's or student's request, or if deemed warranted because of other concerns that arise during the student's time in the program. Each student will also meet with their advisor in the final semester of the program and evaluate his/her growth relative to the goals set in the prior semesters.

<b>Name</b> _____	<b>Date</b> _____	<b>Self-evaluation</b> <input type="checkbox"/> <b>Evaluation by Instructor</b> <input type="checkbox"/>  <b>Instructors</b> <b>Name</b> _____
Fall <input type="checkbox"/>	Spring <input type="checkbox"/>	Summer <input type="checkbox"/>

<b>Rating Scale for Performance:</b>	
4: Meets standards to a high degree:	Performance is consistent, skilled, and self-initiated
3: Meets standards:	Performance is frequent and skilled
2: Needs improvement:	Performance needs further development and/or requires assistance and direction
1: Unsatisfactory:	Performance requires substantial development and or requires much assistance and direction

PROFESSIONAL SKILLS	RATING	COMMENTS/PLANS
<b><i>Commitment to Learning/Excellence</i></b>		
Analyses, synthesizes, interprets information		
Takes initiative to direct own learning/competence		
Comes prepared for session		
Exercises good judgment and problem solving		
<b><i>Personal Responsibility</i></b>		
Is dependable and reliable		
Acknowledges personal error and makes adjustments accordingly		
Displays personal honor and integrity		
Follows through on tasks		
<b><i>Social Responsibility</i></b>		
Cooperates with others/instructs effectively		
Considers the needs of others		
Contributes "fair share" to group efforts		
Meets interpersonal commitments		
<b><i>Supervisory Relationships</i></b>		
Alters behavior in response to feedback		
Takes responsibility for personal behaviors		
Seeks guidance when needed		
<b><i>Communication Competence</i></b>		
Demonstrates positive interpersonal skills such as flexibility, empathy, confidence		
Communicates clearly and effectively/assertively		
Expresses disagreement in a tactful manner		
Demonstrates respect for the rights of others to hold different values and beliefs		
Contributes to class discussions		
Refers to syllabi, policies, manuals, and other documents before inquiring about included material.		
Makes timely and appropriate contact with fieldwork sites in advance of and during FW and returns required documentation to FW Coordinator.		

<p>Informs key faculty (advisor, FW Coordinator) of issues affecting performance, as possible.</p>		
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<b><i>Time/Stress Management</i></b>		
Informs instructor of lateness or absence prior to class		
Acts proactively, planning ahead, proposing solutions		
Demonstrates flexibility in response to changing demands		
Prioritizes tasks and commitments		
Assignments turned in on time		

<b>Safety</b>		
Anticipates unsafe situations and modifies behavior accordingly		
Recognizes and acts on need for assistance		
Operates within the scope of personal skills		

General comments:

Date: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Faculty/Instructor Signature: \_\_\_\_\_

## Appendix B: Technical Standards



### EDGEWOOD COLLEGE

#### Program Standards

The following general description of responsibilities and specific essential functions/technical standards pertain to observational, communication, intellectual/conceptual, motor, and behavioral skills that are associated with the role of the student in their program and their intended professional role.

Program Name: Doctor of Occupational Therapy

#### Observational Standards:

1. Read, comprehend, and synthesize a large body of knowledge in a short period of time from a variety of sources including, but not limited to, lectures, books, articles, videos, podcasts, handouts, models, and demonstrations.
2. Recall, interpret, extrapolate, and apply information from a variety of relevant sources, including, but not limited to readings, lectures, discussion, observations, examination and evaluation procedures, radiographic and other graphic images.
3. Comprehend 3-dimensional spatial relationships, including anatomical structures.
4. Review existing data, collect additional data, recommend obtaining data, and utilize/analyze/synthesize the data needed to conduct an evaluation of the status of patients, including their co-morbid health status, to assess the outcomes of this evaluation, to develop an appropriate plan of care and patient goals developed to address the needs of that particular patient, to identify a occupational therapy diagnosis and prognosis, and to evaluate the outcomes of occupational therapy treatment and modify as required in a timely manner.
5. Monitor signs of physiological changes/distress including, but not limited to, skin integrity, changes in skin color, breathing patterns, muscle tone, facial expressions, and heart rate rhythms.
6. Demonstrate ability and insight to accurately self-assess and reflect on observation skills.
7. Monitor patient activity, movement, and behavior accurately during examinations and interventions, within the treatment area, and from any distance appropriate to the situation.
8. Monitor equipment dials and displays, alarms, timers, emergency signals, and cries for help, and respond appropriately.
9. Monitor patient signs of physiological change or distress, including skin integrity and changes in skin color, breathing patterns, muscle tone, facial expressions, and heart rate and rhythms, and responds in a timely manner.

### Communication Standards:

1. Read, write, and understand English (both written and oral).
2. Read, comprehend, synthesize, and apply information from a variety of sources, including readings, lectures, discussion, observations, videos, podcasts, handouts, models, demonstrations, the contents of patient charts, clinical notes, diagnostic tests, graphic images, lab reports and other relevant diagnostic, psychological, social, and treatment information accurately and efficiently.
3. Recognize and relay appropriate verbal, non-verbal, and written communication between self and patients, families, health providers and caregivers, peers, faculty, and others.
4. Produce complete, accurate, thorough documents in a timely manner, consistent with didactic and clinical requirements.
5. Master use of the computer, the Internet, and other electronic sources.
6. Produce educational materials, reports, and assignments to be presented professionally and created at the level of the learner.
7. Adhere to program, department, clinical and professional publication standards.
8. Demonstrate culturally competent, socially appropriate empathetic interactions with all, regardless of any personal characteristic or trait, including, but not limited to, an individual's age, gender, sexual orientation, race, ethnicity, socioeconomic status, religion, lifestyle, and/or culture or background.
9. Demonstrate effective management skills, including planning, organizing, supervising, delegating, and working effectively as a member of a team.
10. Use sufficient judgment to ensure safe patient encounters, delegate to assistive personnel, and maintain professional boundaries.
11. Demonstrate ability and insight to conduct a self-assessment and reflect on communication skills.

### Intellectual/Conceptual Standards:

1. Utilize the application of scientific principles for the identification, remediation, prevention, research, habilitation and rehabilitation of acute and chronic injuries, diseases, and fitness levels to assist patients/clients in the attainment of optimum health and wellness.
2. Maintain confidentiality and uphold the ethical and legal standards of the profession.
3. Effectively participate in the didactic, behavioral, and clinical portions of academic education.
4. Organize, analyze, synthesize, and critically appraise information from a variety of sources to determine validity and applicability to practice.
5. Demonstrate critical thinking and problem solving related to self and others to ensure safe and effective practice.
6. Demonstrate ability and insight to accurately self-assess and reflect on intellectual and conceptual abilities.



### Motor Skill Standards:

1. Master the use of electronic devices required to perform in the classroom and clinic.
2. Demonstrate ability to respond appropriately and quickly to emergent situations in patient status, including, but not limited to, choking, falling, fainting, balance alteration, physical impairments, respiratory distress, loss of consciousness, and other physiological
3. Demonstrate ability to administer emergency procedures, including but not limited to, CPR and first aid.
4. Demonstrate the ability to participate in all co-educational peer physical examinations and treatment laboratories and practical exams.
5. Demonstrate balance, coordination, agility, and strength to safely perform occupational therapy examination and intervention procedures including, but not limited to dependent patient transfers, therapeutic exercise, gait training with appropriate guarding, lifting, and carrying heavy objects and equipment set-ups for individuals of varying sizes and impairments.
6. Demonstrate sufficient balance, coordination, flexibility, endurance, and strength to participate in all classroom and clinic activities, including, but not limited to, therapeutic exercise, compression, retraction, resistance, mobilization, manipulation, thrusts, and airway clearance techniques.
7. Demonstrate sufficient physical and mental health, strength, and endurance over the course of a typical work or school day to participate in classroom, laboratory, and clinical activities.
8. Demonstrate sufficient motor skills to adjust small dials, palpate muscles, manipulate equipment and small objects, debride wounds, and accurately access vital signs.
9. Demonstrate adequate sensations to auscultate and to accurately assess tissue temperature, skin integrity, joint position and play, and pulses.
10. Demonstrate the ability to safely transport patient or self from room to room, one floor to another floor, and self from one community or facility to another.
11. Demonstrate prevention techniques, such as proper hand washing, use of protective devices and equipment/clothing, and procedures to minimize exposing oneself and others to pathogens.
12. Demonstrate ability and insight to accurately self-assess and reflect on motor skill mastery.

### Behavioral and Social Standards:

1. Function safely, effectively, efficiently, and calmly when dealing with the stresses of an intensive training program in preparation for the stresses of clinical situations including, but not limited to, a heavy academic schedule, fast-paced clinical situations, managing multiple patients and tasks simultaneously and efficiently, meeting multiple deadlines, psychosocial responses of patient with disabilities, and dealing with dying patients.
2. Demonstrate caring and compassion to all patients, clients, families, other caregivers, and health care team members.
3. Demonstrate behaviors which are altruistic, socially, and professionally responsible.
4. Demonstrate respect, appreciate, and engage in non-judgmental interactions regardless of any personal characteristic or trait, including, but not limited to, an individual's age,

gender, sexual orientation, race, ethnicity, social-economic status, religion, lifestyle, and/or culture or background.

5. Accepts responsibility for own actions and corrects as necessary.
6. Demonstrate the self-directedness and motivation to independently work on and complete all academic and professional work assignments, including long and/or complicated projects.
7. Maintains appropriate personal hygiene and dress consistent with personal contact associated with patient care and professional interactions.
8. Takes responsibility for all assignments, obligations, and actions within the academic and clinical environment.
9. Accept constructive feedback and respond with appropriate actions.
10. Provide appropriate constructive feedback.
11. Work effectively in groups.
12. Meet externally established deadlines.
13. Accurately identify learning needs and is an active and engaged learner in the classroom, laboratory, and clinical settings.
14. Attends cognitive, communication, and psychomotor tasks for as long as required by the academic and clinical setting.
15. Demonstrate integrity and honesty within and outside of the didactic and clinical environments by abiding by institutional and program policies, the AOTA Code of Ethics, Standards of Occupational Therapy Practice, the OT profession's Core Values, and basic standards of moral behavior.

## Appendix C: Signature Page

The undersigned indicates by their signature that they have received and read the Edgewood College OTD Student Manual and is therefore cognizant of the College, School and Program policies and is responsible for compliance with these policies for the period of enrollment in the Edgewood College OTD Program.

In addition, the undersigned indicates by their signature that they have read and understand the **technical standards** for the OTD Program and they can perform all the technical standards. If there is a change in their status that may affect their ability to perform a technical standard, they will immediately inform the program director to discuss alternatives.

I am aware that I am responsible to follow the policies of:

- The Edgewood College OTD program as stipulated in the OTD Student Manual, the OTD Program Fieldwork Manual and the OTD Doctoral Capstone Manual
- Edgewood College as stipulated in the Edgewood College Student Handbook
- Henry Predolin School of Nursing, Business, Education and Health Sciences (policies referenced from the Student of Nursing Handbook)

I understand that the OTD program, the Henry Predolin School of Nursing, Business, Education and Health Sciences, and Edgewood College have high standards for academic performance and professional behavior. I am responsible for all aspects of my matriculation, including my academic performance, professional behavior, and compliance with all the program, school, and college rules, regulations, and policies.

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**Print Name**

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**Signature**

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**Date**

THIS COPY IS FOR YOUR RECORDS. This form will be given to you to sign at orientation. You are responsible for being aware and adhering to any updates to student policies.