



TUSKEGEE UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

2025-2026

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Preface

The Tuskegee University Bulletin of Courses and Programs is designed to provide information about the University and its academic programs. The Bulletin contains requirements for degrees, and course descriptions for undergraduate, graduate and professional programs. The statements in this bulletin are for informational purposes only and should not be construed as the basis of a contract between a student and Tuskegee University.

There are other key brochures and handbooks that students should read and follow their directions. The following documents are available: *Tuskegee University Academic Regulations and Procedures for Undergraduates, Academic Regulations and Procedures for Graduate Students (Graduate Handbook), University Calendar, Student Handbook and Systems of Judiciaries, Schedule of Courses, Tuition and Fees brochure, and policies governing financial aid.*

Programs offered in Teacher Education, Engineering, Architecture, Nursing, Allied Health and Veterinary Medicine have supplemental regulations which are not outlined in this bulletin. Students in these programs must comply also with the regulations in these areas. They will need to go to the appropriate dean's office to receive a copy of the additional regulations and procedures.

Tuskegee University as a recipient of federal funds complies Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX") and therefore provides equal opportunity in employment and education that does not discriminate on the basis of sex, sexual orientation, gender identity, pregnancy, parental status, race, color, religion, national origin, or disability status. The Affirmative Action/EEO Coordinator is located in Kresge Center. The exact location and phone number can be obtained from the University Office of Human Resources.

Weapons and guns of any kind are prohibited on University properties.

Smoking and the use of all tobacco products are prohibited on all campus sites and properties owned and/or leased by Tuskegee University.

Tuskegee University, in accordance with, the Americans Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, shall provide supportive services and reasonable accommodations for students with documented disabilities. Additional information is available in the Office of ADA Compliance, which is located in the Tompkins Hall Room 404.

The University reserves the right to cancel classes, delete programs, and change any provisions, course offerings, or other requirements, including fees, at any time with or without notice. The University further reserves the right to require a student to withdraw at any time under appropriate procedures.

Any admittance of a student on the basis of false statements or documents is void when fraud is discovered, and the student is not entitled to any credit for work which he/she may have done at the University, and no refund of monies paid will be made. Also, the University reserves the right to not provide a refund of tuition, fees, charges, or any other payments to the University in the event the operation of the University is suspended at any time as a result of an act of God, strike, riot, disruption, or for any reasons beyond the control of the University.

Tuskegee University is located at 1200 W. Montgomery road, Tuskegee, AL 36088. The main phone number is (334) 727-8011.

Quick Facts

LOCATION: Tuskegee, Alabama

FOUNDED: July 4, 1881

FOUNDING PRINCIPAL: Dr. Booker T. Washington

WEBSITE: www.tuskegee.edu

ENROLLMENT: [CLICK HERE](#) to see the enrollment facts.

PRESIDENT: Dr. Mark A. Brown

NICKNAME: Golden Tigers

COLORS: Crimson and Old Gold

CONFERENCE: Southern Intercollegiate Athletic Conference (SIAC)

NATIONAL AFFILIATION: NCAA – Division I

Tuskegee University Points of Distinction

Number one producer of African-American aerospace science engineers in the nation.

- A leading producer in the country of African-American engineering graduates in chemical, electrical and mechanical engineering.
- The top producer of African-American Ph.D. holders in Materials Science and Engineering in the U.S.
- Produced more African-American general officers in the military than any other institution, including the service academies.
- The largest producer of African-Americans with baccalaureate degrees in Math, Science and Engineering in Alabama.
- The only historically black college or university with a fully accredited College of Veterinary Medicine that offers the Doctoral Degree, and produces over 75% of the African-American veterinarians in the world.
- The only historically black college or university in the nation designated as the location for National Center for Bioethics in Research and Health Care.
- The first nursing baccalaureate program in Alabama and one of the oldest in the United States.
- Originator and producer of the famous "Tuskegee Airmen," in partnership with the U.S. Army Air Corps.
- Producer of the first African-American four-star general: Daniel "Chappie" James.
- The producer of the first African-American winner of the National Book Award, Ralph Ellison for his book, *Invisible Man*.
- The only college or university campus in the nation to be designated a National Historic Site by the U.S. Congress.
- A center for Plant Biotechnology Research which is training U.S. Scientists and students as well as scientists from Ghana, China, Nigeria, South Africa, Uganda, Egypt, and Tanzania to continue work of Dr. George Washington Carver in today's cutting edge science and technology.
- One of the first centers funded by NASA to develop a technology for growing food in space during human space missions.
- The only historically black college or university, and one of only 11 universities in the world funded and authorized by the W.K. Kellogg Foundation to establish and operate a Kellogg Hotel & Conference Center, which is the technologically sophisticated hub of Continuing Education and Hospitality/Tourism Management Training.
- The offspring of two American giants, Booker T. Washington and George Washington Carver.
- The only historically black college or university to maintain academic excellence while supporting a football program that exceeds a 680-win career record and many conference titles including 4 consecutive SIAC Conference Football Championships.

Historical Sketch of Tuskegee University

In 1880, a bill, which included a yearly appropriation of \$2,000, was passed by the Alabama State Legislature to establish a school for blacks in Macon County. This action was generated by two men-Lewis Adams, a former slave, and George W. Campbell, a former slave owner-who saw the need for the education of black people in this rural Alabama locale.

This bill was signed by Governor Rufus Willis Cobb, and became law on February 12, 1881, thus establishing Tuskegee Normal School for the training of Black teachers. Further, a three-man commission was established to serve as the governing board for the school, and was authorized to recruit and hire a teacher. After considerable recruiting efforts, the commissioners employed Booker T. Washington, who opened the school on July 4, 1881; thus, Tuskegee University was born as Tuskegee Normal School. Thirty men and women from Macon and neighboring counties gathered on the first day to attend Alabama's most distinctive normal school for the training of black teachers.

In 1882, Dr. Washington contracted to buy a 100 acre abandoned plantation, which became the nucleus of Tuskegee's present campus. He began a program of self- help which permitted students to live on the campus and earn all or part of their expenses by helping to construct the campus, including making their own brick.

Dr. Washington soon envisioned the development of a greater institution with a diversity of program offerings. However, he also realized that such growth and development could not be nurtured by state funding alone, and that financial support from beyond state borders would be essential to fulfilling his dreams. As a result, the Alabama Legislature, by Act No. 71 passed in 1892, reconstituted and established Tuskegee Normal Institute as a public body and corporation of the State of Alabama with full power of action and authority vested in a board of trustees. Henceforth, Tuskegee could assume the characteristics of a private institution for developmental reasons while continuing partially as a state supported institution.

Dr. Washington died November 14, 1915, at Tuskegee, and was buried on the campus near the Chapel. At the time of his death, the foundation had been laid for a strong Tuskegee Institute. Its endowment amounted to approximately \$2 million and its students numbered 1500. Tuskegee was founded as Tuskegee Normal in 1881, re-designated Tuskegee Normal and Industrial Institute in 1893, changed to Tuskegee Institute in 1937 and renamed Tuskegee University in 1985.

Tuskegee's enrollment includes students who represent most states of the United States and a number of foreign countries.

Institutional Mission and Vision

Tuskegee University advances knowledge, leadership and service through teaching, research, and outreach programs. Uniquely positioned as a historically Black, private, state-related, land-grant university, Tuskegee faculty, staff and students transfer knowledge and transform our communities, state, nation, and world.

Tuskegee University is a national, independent, and coeducational institution of higher learning that has a historically unique relationship with the State of Alabama. The University has distinctive strengths in the sciences, architecture, business, engineering, health and other professions, all structured on solid foundations in the liberal arts. In addition, the University's programs focus on nurturing the development of high-order intellectual and moral qualities among students and stresses the connection between education and the leadership Americans need for highly trained leaders in general, especially for the work force of the 21st Century and beyond.

Tuskegee University is a pre-eminent educational and research institution that develops innovative and transformative leaders who solve the world's most complex problems.

The University is rooted in a history of successfully educating Black Americans to understand themselves against the background of their total heritage and the promise of their individual and collective future. The most important of the people we serve are our students. Our overall purpose is to nurture and challenge them to grow to their fullest potential. Serving their needs is the principal reason for our existence. A major outcome we seek is to prepare our students to play effective professional and leadership roles in society and to become productive citizens in the national and world community. Tuskegee University continues to be dedicated to these broad aims.

Over the past century, various social and historical changes have transformed this institution into a comprehensive and diverse place of learning whose fundamental purpose is to develop leadership, knowledge, and service for a global society. Committed deeply to academic excellence, the University admits highly talented students and challenges them to reach their highest potential. The University also believes strongly in equity of opportunity and recognizes that exquisite talent is often hidden in students whose finest development requires unusual educational, personal and financial reinforcement. The University actively invites a diversity of talented students, staff, and faculty from all racial, religious and ethnic backgrounds to participate in this educational enterprise.

Special Elements of the University's Mission

Teaching:

- We focus on education as a continuing process and lifelong endeavor for all people.
- We provide a high quality core experience in the liberal arts.
- We develop superior technical, scientific, and professional education with a career orientation.
- We stress the relationship between education and employment, between what students learn and the changing needs of a global workforce.

Research:

- We preserve, refine, and develop further the bodies of knowledge already discovered.
- We discover new knowledge for the continued growth of individuals and society and for the enrichment of the University's instructional and service programs.
- We develop applications of knowledge to help resolve problems of modern society.

Outreach:

- We serve the global society as well as the regional and campus community and beyond through the development of outreach programs that are compatible with the University's educational mission, that improve understanding of community problems, and help develop relevant alternative solutions.
- We engage in outreach activities to assist in the development of communities as learning societies.
-

Land Grant Mission

The above three elements of mission, together with certain acts of the United States Congress and the State of Alabama, define Tuskegee University as a land grant institution. Originally focused primarily in agriculture, the University's land-grant function currently is a generic one that embraces a wide spectrum of liberal arts, scientific, technical, and professional programs.

Undergraduate Program

A strong liberal arts program with a general education curriculum is provided for all undergraduate students, enabling them to prepare for the mastery of the humanities, the behavioral science, the life and physical sciences, technical and professional major areas. The more specific aims of the undergraduate program are to:

- Present the process of education as a lifelong enterprise and the development of lifelong learning capabilities whose purpose is the improvement of self and society;
- Insure that students have a strong grasp of the higher order skills of problem solving, critical thinking, analysis and synthesis, as well as of creative and expressive abilities, including mathematics and written and oral language usage;
- Deepen students' knowledge of history and the cultural heritage and our global connectedness;
- Strengthen students sense of civic and social responsibilities;
- Help students understand and appreciate the importance of moral and spiritual values to enable them not only to pursue careers successfully, but to lead lives that are personally satisfying, socially responsible, and spiritually mature and enriched;
- Equip students with excellent research interests and capabilities, effective communication and analytical skills and strong commitments to the professions and to the broad and ever-changing leadership and workforce needs of our society and the world.

Graduate and Professional Programs

The University provides graduate level instruction as well as research and training in post baccalaureate professional fields. These programs seek to develop in students the ability to engage in independent and scholarly inquiry, a mastery of certain professional disciplines, a capacity to make original contributions to various bodies of knowledge, and the commitment and competencies to teach others. Graduate degrees are offered only in selected fields of University strength and opportunity.

Summary

Tuskegee University accomplishes its central purpose of developing leadership, knowledge, and service through its undergraduate, graduate, professional, research and outreach programs. Through these programs, students are encouraged not only to pursue careers but to be of service to society and to remain active lifetime learners. The University seeks to instill a robust thirst for knowledge and a vibrant quest for wholesome patterns of personal and social ethics that have philosophical and spiritual depth. In the process, it seeks to help each student develop an appreciation for the finer traits of human personality, the beauty of the earth and the universe, and a personal commitment to the improvement of the human condition.

Institutional Core Values

The mission statement of Tuskegee University explicitly identifies intellectual, cognitive, affective, and moral dimensions of learning which we regard as essential to the fullest development of contemporary students. These aspects of our students' education also reflect implicit core values which have emerged out of historical developments at Tuskegee and which are a part of its heritage.

We believe in Tuskegee University as a community, which fosters among its members:

- Civility, Respect, Trust, and Transparency
- Accountability and Integrity
- Innovation and Resourcefulness
- Academic Rigor and Life-long Learning
- Diversity and Inclusion
- Equity and Social Justice
- Honoring Our History

School of Nursing and Allied Health History of Occupational Therapy Program

Occupational Therapy Program: The Occupational Therapy Program at Tuskegee University was established in 1978 with the first class graduating in 1980. Tuskegee University houses the second oldest professional program in occupational therapy in the State of Alabama and the second oldest program at a historically black college or university.

The program received initial accreditation on January 11, 1980 and maintained Accreditation until December 31, 2024, first with the Committee on Allied Health Education and Accreditation of the American Medical Association (CAHEA) and beginning in 1998 with the Accreditation Council for Occupational Therapy Education (ACOTE).

Mrs. Marie Moore Lyles arrived at Tuskegee University (then Institute) on July 1, 1977, to develop the occupational therapy curriculum. She served as the program director from 1977 to 1999. Dr. Gwendolyn Gray was appointed as interim program director in 1999 and was approved as program director by ACOTE in the fall of 2000 to 2012. Mrs. Lyles retired on May 31, 2000. Dr. Jannett Lewis-Clark was hired as Department Head of Allied Health Spring 2010 and appointed Interim Occupational Therapy Program Director Spring 2012.

Graduating a class every year since 1980, the occupational therapy program has alumni practicing across the United States in clinics, hospitals, academic and other community settings. Many of our alumni are administrators, senior therapists and business owners. Several are educators in occupational therapy programs and many have returned to school to pursue and obtain advanced degrees in various fields of study. In August of 2002, the occupational therapy freshmen class began the 5-year Master of Science program in occupational therapy. The first M.S. class graduated in May 2007. The 3+2 program closed in December 2024. A candidacy application was submitted in December 2024 to start a Master of Science in Occupational Therapy. Applicants must have a bachelor degree to apply.

OCCUPATIONAL THERAPY PROGRAM

INSTITUTIONAL MISSION: Tuskegee University's mission is to advance knowledge, leadership, and service through teaching, research, and outreach programs. Uniquely positioned as a historically black, private, state-related, land grant university, Tuskegee faculty, staff and students transfer knowledge and transform our communities, state, nation and world.

INSTITUTIONAL PHILOSOPHY: Since Tuskegee's mission is to advance knowledge, leadership and service through teaching, research and outreach programs it will continuously evaluate and enhance the academic programs that are offered to prepare students to compete and be leaders in the global community. This goal will be achieved through the delivery of highly marketable programs, online and distance education programs, multidisciplinary teaching, and an expansion of graduate level programs.

OT PROGRAM MISSION: The mission of the occupational therapy program is to graduate competent occupational therapy practitioners who are committed to enhancing the quality of life of the people they serve through the tenets of occupational therapy. Graduates will provide quality services for all people with a commitment to evidence-based practice, and community service, using a spirit of cultural humility and respect. Incorporating innovation and transformative leadership they are poised to help solve the complex problems of the 21st century.

OT PROGRAM PHILOSOPHY: As a land grant institution, our university mission is situated in a historical context of agriculture and serving the needs of those persons in marginalized and rural communities. Today Tuskegee University accomplishes its central purpose by developing leadership, knowledge and service through its educational programs. The occupational therapy profession is based on the core principles of occupational science. Our program's philosophy is based on the premise that all humans are complex, active, spiritual beings who use occupations to evolve, change and adapt to a constantly changing internal and external environment. Each person is viewed as having basic worth and dignity and the right to participate in meaningful occupations. In order to enhance, sustain, or improve their quality of life, individuals and populations will need to adapt and change their patterns of occupational performance within a personal and socially relevant context. Because these core principles are constantly changing and evolving due to new knowledge and emerging technologies, the education of future occupational therapists dictate that we prepare students to be competent, lifelong learners who utilize professional reasoning based on evidence. In educating occupational therapists, we will also utilize active learning, personal self-reflection, critical inquiry, and leadership skills along with professional communication in collaboration with others.

Program Goals and Student Learning Objectives

The objectives of the program are the following:

OT Program Goal 1

Provide students with the foundation of theoretical knowledge, technical skills, and ethical values needed for quality occupational therapy practice in current and emerging practice settings. (Competency Based Learning and Professional Engagement)

- Students will be able to demonstrate an understanding of basic foundational, theoretical, and technical skills practiced in the field of occupational therapy.
- Students will recognize and appreciate the unique and complex occupational needs of a diverse clientele using a spirit of cultural humility and respect.
- Students will articulate and apply principles of best practice in current and emerging practice settings.

OT Program Goal 2

Prepare students to become a competent, ethical, and innovative generalist occupational therapist with professional mastery in the use of occupation appropriate to a variety of populations and practice areas. (Professional Engagement, Professional Reasoning and Competency Based Learning)

- Students will understand that occupation is a powerful and organizing force in human life through early and frequent experiential learning with people in diverse communities.
- Students will appropriately select and apply the theories of occupation in the evaluation and intervention processes of their discipline across a wide range of populations and practice arenas.
- Students will integrate the principles in occupational therapy by utilizing critical thinking and a scholarly inquiry toward evidence-based practices with a sensitivity that values ethical conduct and respect for all persons

OT Program Goal 3

Prepare students with effective leadership skills and knowledge to assume the role of a transformational leader in diverse and complex environments. (Leadership Development and Professional Engagement)

- Students will recognize that professional behavior serves as a foundation for personal conduct, professional identity, effective team membership, and ethical behaviors.
- Students will integrate personal strengths with leadership skills that are required for health care teams in global and rapidly changing health care environments.
- Students will demonstrate the ability to critique their performance in therapeutic relationships through the processes of self-awareness, self-reflection and critical feedback.

OT Program Goal 4

Provide students with the appreciation for evidence-based practice and scholarly study, which advances the effectiveness of the occupational therapy practice and encourages lifelong learning. (Competency Based Learning and Professional Reasoning)

- Students will demonstrate the ability to use clinical problem-solving concepts and research findings as a part of the occupational therapy process.
- Students will formulate clinically relevant research questions based on occupational therapy practice concerns and implement basic research designs.
- Students will learn to critique and synthesize research relevant to their practice needs in order to improve intervention outcomes.

OT Program Goal 5

Develop a commitment to life-long learning to ensure continued competency in a dynamic health care environment. (Competency Based Learning and Professional Engagement)

- Students will recognize the importance of lifelong learning and their duty to maintain professional competence by utilizing evidence-based approaches and continuing education to improve practice outcomes.
- Students will analyze the validity of occupational therapy theory and practice through scholarly activities and research.
- Students will integrate the core values of integrity and excellence as they advocate for the recipients of their service.

CURRICULUM THREADS

1. **Competency-Based Learning:** This thread emphasizes the acquisition of knowledge and the observable ability of a student to successfully and efficiently perform tasks, functions or roles at a level that meets or exceeds the standards. The courses related to this thread:

OCTH 501	Foundations in Occupational Therapy
OCTH 512	Neurorehabilitation
OCTH 515	Activity Analysis and Occupations Across Lifespan
OCTH 516	Human Motion for Occupational Performance
OCTH 516L	Human Motion for Occupational Performance Lab
OCTH 510	Introduction to Research & Evidence-based Practice
OCTH 518	Mental & Behavioral Health
OCTH 518L	Mental & Behavioral Health Lab
OCTH 517	Pediatric Conditions & Rehabilitation
OCTH 517L	Pediatric Conditions & Rehabilitation Lab
OCTH 519	Level I Fieldwork Experience I
OCTH 610	Environmental Modifications & Assistive Technology
OCTH 612	Adult Physical Conditions & Rehabilitation
OCTH 612L	Adult Physical Conditions & Rehabilitation Lab
OCTH 614	Older Adults & Productive Aging
OCTH 622	Research Project
OCTH 630	Level I Fieldwork Experience II
OCTH 621	Healthcare Organization & Management
OCTH 632	Professional Seminar

2. **Professional Reasoning:** This thread facilitates a teaching learning process that includes a student's ability to use complex multifaceted cognitive processes to proficiently plan, direct, perform and reflect on client care.

OCTH 515	Activity Analysis and Occupations Across Lifespan
OCTH 516	Human Motion for Occupational Performance
OCTH 518	Mental & Behavioral Health
OCTH 619	Community Based Practice & Health Promotion
OCTH 517	Pediatric Conditions & Rehabilitation
OCTH 519	Level I Fieldwork Experience I
OCTH 610	Environmental Modifications & Assistive Technology
OCTH 619	Community Based Practice & Health Promotion
OCTH 612	Adult Physical Conditions & Rehabilitation
OCTH 614	Older Adults & Productive Aging
OCTH 622	Research Project
OCTH 630	Level I Fieldwork Experience II
OCTH 621	Healthcare Organization & Management
OCTH 632	Professional Seminar

3. **Professional Engagement:** This thread develops a student’s ability to interact with clients, families and other professionals that is culturally relevant, bias free and with the appropriate use of professional communication.

OCTH 515	Activity Analysis and Occupations Across Lifespan
OCTH 516L	Human Motion for Occupational Performance Lab
OCTH 518	Mental & Behavioral Health
OCTH 518L	Mental & Behavioral Health Lab
OCTH 517	Pediatric Conditions & Rehabilitation
OCTH 517L	Pediatric Conditions & Rehabilitation Lab
OCTH 519	Level I Fieldwork Experience I
OCTH 610	Environmental Modifications & Assistive Technology
OCTH 617	Leadership, Ethics & Advocacy
OCTH 619	Community Based Practice & Health Promotion
OCTH 612	Adult Physical Conditions & Rehabilitation
OCTH 612L	Adult Physical Conditions & Rehabilitation Lab
OCTH 614	Older Adults & Productive Aging
OCTH 630	Level I Fieldwork Experience II
OCTH 621	Healthcare Organization & Management
OCTH 622	Research Project

4. **Leadership Development:** This thread fosters student knowledge and direction that will enhance their ability to engage or influence others by embracing meaningful changes with respect and consideration of others societal beliefs, culture and diversity

OCTH 617	Leadership, Ethics & Advocacy
OCTH 519	Level I Fieldwork Experience I
OCTH 630	Level I Fieldwork Experience II
OCTH 621	Healthcare Organization & Management
OCTH 622	Research Project
OCTH 632	Professional Seminar

Tuskegee University
Master of Science in Occupational Therapy

Criteria for Admission and Successful Completion of the OT Program

The Occupational Therapy Program considers applicants for admission who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. To select the most qualified candidates, a competitive admissions framework has been established for applicants who have received a bachelor's degree in any field of study.

The Occupational Therapy Program in conjunction with the mission of Tuskegee University actively invites a diversity of talented students, staff, and faculty from all racial, religious, and ethnic backgrounds to participate in this educational enterprise.

Admission Requirements:

Individuals applying for admission to Tuskegee University Occupational Therapy Program must submit documentation for the following minimum requirements before the start of the Fall semester of the incoming class. Interested individuals are advised to complete their application as early as possible to ensure timely consideration. Tuskegee University Occupational Therapy Program uses the Centralized Application Service for Occupational Therapy Schools (OTCAS) for students applying to the program. Applications are due in OTCAS (<https://otcas.liaisoncas.com/>) by April of each year. Applications received after the deadline will be considered, if seats are available. Please refer to the OTCAS website for instructions on submission of OTCAS application materials.

The following must be completed:

1. Applicants applying for admission will have earned a baccalaureate degree from an U.S. regionally accredited institution prior to matriculation. International baccalaureate degrees will be reviewed on a case by case basis.
2. Applicants are required to pay a \$35 application fee to Tuskegee University's Graduate School. <https://www.tuskegee.edu/graduate-school>.
3. Applicants must have achieved a minimum 3.0 cumulative grade point average on a 4.0 scale. Grades of "C" or better for prerequisite coursework is required.
4. Applicants are required to submit all official college or academic transcripts to the Graduate Admissions Office of Tuskegee University. Each transcript should bear the signature of the registrar, the seal of the granting institution, the years of attendance, courses taken, grades received, and the degree or diploma conferred.
5. Applicants are required to obtain a minimum of 20 hours in volunteer and/or employment in the field of occupational therapy.
6. Applicants must secure two (2) letters of recommendation from professionals that are submitted to OTCAS (<https://otcas.liaisoncas.com/>). One of the letters must be written by an occupational therapist who has supervised or mentored the applicant. The second letter can be written by either a college professor who taught the student or a pre-health advisor who knows the applicant well. The applicant should refer to the OTCAS application instructions for specific guidelines and requirements for submitting letters of recommendation
7. Applicants must submit a personal statement that will include reasons the applicant desire to become an occupational therapist, your philosophy, life goals, knowledge of the field and why you are a good fit for our occupational therapy program.

8. Applicants must include a resume.
9. Applicants who are considered potential candidates will be invited to participate in an interview process by the occupational therapy faculty.
10. The Graduate School of Tuskegee University requires international applicants to demonstrate proficiency in English when applying to the Tuskegee University. Therefore, international applicants will be required to take the TOEFL whose method of instruction at the undergraduate level was not in English. <https://www.tuskegee.edu/graduate-school>.
11. Accepted applicants are required to have a laptop computer or tablet prior to the first day of class.
12. Applicants are required to submit to a criminal background check at their own expense. Applicants must use CastleBranch: <https://mycb.castlebranch.com/>.
13. Applicants must obtain and maintain Health Care Provider level of CPR certification from the American Heart Association (Basic Life Support, CPR and AED for Healthcare Professionals). Verification must be submitted to CastleBranch: <https://mycb.castlebranch.com/>.

Prerequisite Courses

- Applicants must complete all prerequisite courses from a regionally accredited institution prior to the start of school. Human Anatomy and Human Physiology over five (5) years old will not be accepted. Applicants must show proof of enrollment in any pending prerequisite courses and the prerequisites must be completed by the end of July. Tuskegee University fall semester starts mid-August.
- Occupational Therapy Program questions, please contact the Occupational Therapy Program Director at 334-727-8696 or email jlewisclark@tuskegee.edu.

Tuskegee University
Occupational Therapy Program Director
School of Nursing and Allied Health
John A. Kenney Hall, Rm. 71-266
Tuskegee, AL 36088

- For questions concerning the graduate school, please contact Graduate School of Admissions at 334-724-4194 or email graduate admissions <https://www.tuskegee.edu/graduate-school>

Tuskegee University
Graduate School
John A. Kenney Hall
Tuskegee, AL 36088

- **Science:** one course for a minimum 3 semester hours/4 quarter hours from one of the following: General Biology I & II, Microbiology, Chemistry (Physical, Organic, Biochemistry) or Physics or if another course has been taken the Admissions Committee will review. Preference is for courses with lab.
- **Human Anatomy:** one course with lab, minimum of 4 semester hours/6 quarter hours. (Note: Human Anatomy/Physiology I and II may be substituted for the above courses).
- **Human Physiology:** one course with lab, minimum of 4 semester hours/6 quarter hours (Note: Human Anatomy/Physiology I and II may be substituted for the above courses).
- **Statistics:** one course for a minimum of 3 semester hours/4 quarter hours. Course can be behavioral, education, psychological or mathematical statistics.
- **Human Development:** This requirement can be met by having one course, for a minimum 3 semester hours/4 quarter hours that covers human development from birth through gerontology. It can also be met by having a child development or child psychology course, for a minimum 3 semester hours/4 quarter hours, in addition to a gerontology or psychology of aging course, for a minimum 3 semester hours/4 quarter hours.
- **Abnormal Psychology:** one course for a minimum of 3 semester hours/4 quarter hours.
- **General Psychology:** one course for a minimum of 3 semester hours/4 quarter hours.
- **Any Sociology OR Cultural Anthropology:** One course either in Introduction to Sociology, Introduction to Anthropology or Cultural Anthropology for a minimum 3 semester hours/4 quarter hours.
- **Medical Terminology:** one course for a minimum 2 semester hour/3 quarter hour.

Prerequisite Courses	Total Credit Hours
Science	3 Semester Credits/4 Quarter Hours
Abnormal Psychology	3 Semester Credits/4 Quarter Hours
Statistics	3 Semester Credits/4 Quarter Hours
Introduction to Sociology	3 Semester Credits/4 Quarter Hours
Human Anatomy	4 Semester Credits/6 Quarter Hours
Human Physiology	4 Semester Credits/6 Quarter Hours
General Psychology	3 Semester Credits/4 Quarter Hours
Human Development	3 Semester Credits/4 Quarter Hours
Medical Terminology	3 Semester Credits/4 Quarter Hours

Additional Admission Policies

1. Interview Process Policy:

The Applicants will be notified via email of an interview with specific date, time of the interview. The personal interview with the Occupational Therapy Admission Committee must result with a minimum composite of score of 80% on the interview questions.

2. Acceptance Policy:

- After applying to the occupational therapy program, the applicant will be notified of their acceptance status. The Occupational Therapy Admissions Committee will consider several factors in making its decision for admission of an applicant. Criteria such as cumulative grade point

average, prior volunteer or employment experiences, recommendations and performance on personal interview will be considered as part of the Committee’s decision.

- The Occupational Therapy Committee will notify the graduate school of the applicants’ acceptance into to the Master of Science in Occupational Therapy Program.
- Applicants who are not accepted into the program will be notified via email. These applicants are welcomed to reapply for the following year admission cycle.

3. Transfer Credits from another OT Program:

- Our program does not accept transfer credits from another occupational therapy program.

4. Program Costs and Fees:

- At Tuskegee University, full-time graduate school tuition is \$10,189 per semester. The total estimated cost for tuition is \$60,614 (cost of tuition is subject to change). Please see the [Bursar's website](#) for current tuition, fees, and room and board costs (<https://www.tuskegee.edu/programs-courses/bursar>).
- Fees for occupational therapy courses will vary and are charged per course at registration. The total lab fees for 4 semesters of didactic work are approximately \$600. Other professional program fees in addition to tuition and living expenses include books (\$900); clinical uniforms with patches and name tags (\$115); transportation to off campus Fieldwork I sites (\$200); and AOTA and other professional fees (\$100). For 6 months full time fieldwork placement (Level II) and some Level I sites, students have costs for round trip transportation to sites (\$200-\$500); room and board at sites (\$3,000); criminal background check (\$110); and health and safety requirements at sites [CPR, medical exam, TB screening (\$85-\$100)]. ***All fees are estimated and are subject to change without notice due to market fluctuations in housing, transportation and health care***
- The Occupational Therapy graduate program curriculum contains 24 courses and 56 credits hours of didactic coursework including 24-weeks of Level II Fieldwork Experience.

5. Retention in the Program

- A. The grading scale for all graduate level courses in occupational therapy graduate curriculum is as follows:

Final Grade	Final Average
A	92% and above
B	83% - 91.99%
C	74% - 82.99%
D	65% - 73.99%
F	Below 65%

No grade below “C” will be accepted for graduate credit. However, grades on all courses carrying graduate credit will be used in determining the overall grade point average. A graduate student must maintain a “B” average (3.0) in all course work included in the program of study outlined for the degree, with no more than six semester hours of “C” grades. * Graduate retention policies are regulated by Tuskegee University. See the current Graduate School website for reference and further details. <https://www.tuskegee.edu/graduate-school>

- B. Grades of “D” are not acceptable. If a student makes a “D” in any course work in the program of study, then the student’s graduate status is forfeited. When a student’s record falls below 3.0, probation becomes automatic. Notification by the Registrar’s office to the Dean of Graduate Programs will designate the student as probationary and the College Dean will be informed immediately. The College Dean will then inform the student, the department chairperson, and the student’s advisor.
- C. The probationary student will have until the end of the next session in which they are enrolled, to improve the cumulative grade point average to 3.0 or above. If the cumulative grade point average does not equal or exceed 3.0 at the end of this session, the student’s graduate status will be forfeited and the student will no longer be permitted to pursue a graduate degree at Tuskegee University.
- D. A student whose cumulative grade point average falls below 3.0 after a previous probationary period shall forfeit graduate status, and will be dismissed from the program. The dismissed student will be allowed to withdraw from the current session in which he or she is enrolled. Students, who have been dismissed from the Graduate program, may enroll as a non-degree student. However, credits earned in this category may not be subsequently applied toward a degree at Tuskegee University. In addition, the student will not be considered for readmission to any other Graduate Program at Tuskegee University.
- E. Ethical Standards for students are printed in the *Occupational Therapy Graduate Handbook* are binding in academic as well as clinical settings. Students must adhere to all of the standards. These standards are guidelines for professional and ethical behavior expected of all students enrolled in occupational therapy courses. Students in violation of any of the ethical standards may be dismissed from the program. A copy of these standards will be made available to all students enrolled in the occupational therapy program and will be found in the *Occupational Therapy Graduate Handbook*
- F. Level II Fieldwork (Clinical Internship): The occupational therapy student is required to complete six (6) months of full-time fieldwork in occupational therapy within 24 months after completing their coursework, to be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination. The student is responsible for providing his/her traveling and living expenses for fieldwork. Graduates must receive a passing score on the "Fieldwork Performance Evaluation" for Level II fieldwork in order to receive approval from the Program Director to take the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the certification exam or attain state licensure.
- G. This program offers a non-thesis Master’s degree. However, each candidate for the degree in occupational therapy must complete a detailed research project and pass a computerized, comprehensive exit examination with a minimum score of 75%. In addition, an oral examination will be required by the major professor or comprehensive examination committee.

- H. Admission to the graduate program does not automatically qualify a student as a candidate for the master's degree. The request for admission to candidacy should be filed by the student with the assistance of the major professor after the completion of 36 semester hours of graduate credit and in accordance with the dates published in the University's Calendar. To achieve candidacy, the student must:
- Satisfy all requirements for matriculation as a graduate student
 - Possess a cumulative grade point average of at least 3.0 on a 4.0 grading scale
 - Submit the Candidacy Application with the assistance of the major professor that includes a list of all graduate courses with grades completed and a copy of an unofficial transcript
 - Satisfy any additional requirements that may be specified by the college, department or both.
 - Obtain approval of admission to candidacy by the College Dean and Dean of Graduate Program.

Graduates of the Program will be able to sit for the national certification examination for the occupational therapist administered by the:

National Board for Certification in Occupational Therapy (NBCOT)
One Bank Street, Suite 300, Gaithersburg, MD 20878.
NBCOT's phone number is (301) 990-7979

OCCUPATIONAL THERAPY FACULTY AND STAFF

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Secretary
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TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
OCCUPATIONAL THERAPY PROGRAM
MASTER OF SCIENCE CURRICULUM

FIRST YEAR

FALL - SEMESTER 1 (15 CREDIT HOURS)

COURSE NUMBER	COURSE	CREDIT
OCTH 501	Foundations in Occupational Therapy	3
OCTH 511	Theories in Occupational Therapy	2
OCTH 512	Neurorehabilitation	3
OCTH 515	Activity Analysis and Occupations Across the Lifespan	3
OCTH 516	Human Motion for Occupational Performance	3
OCTH 516L	Human Motion for Occupational Performance Lab	1

SPRING – SEMESTER 2 (13 CREDIT HOURS)

COURSE NUMBER	COURSE	CREDIT
OCTH 510	Intro to Research and Evidence Based Practice	3
OCTH 518	Mental & Behavioral Health	3
OCTH 518L	Mental & Behavioral Health Lab	1
OCTH 517	Pediatric Conditions & Rehabilitation	4
OCTH 517L	Pediatric Conditions & Rehabilitation Lab	1
OCTH 519	Level I Fieldwork Experience I	1

SUMMER- SEMESTER 3 (10 CREDIT HOURS)

COURSE NUMBER	COURSE	CREDIT
OCTH 610	Environmental Modifications & Assistive Technology	3
OCTH 617	Leadership, Ethics and Advocacy	2
OCTH 619	Community Based Practice & Health Promotion	3
OCTH 622	Research Project	2

SECOND YEAR

FALL – SEMESTER 4 (14 CREDIT HOURS)

COURSE NUMBER	COURSE	CREDIT
OCTH 612	Adult Physical Conditions & Rehabilitation	4
OCTH 612L	Adult Physical Conditions & Rehabilitation Lab	1
OCTH 614	Older Adults and Productive Aging	3
OCTH 621	Healthcare Organization and Management	3
OCTH 630	Level I Fieldwork Experience II	1
OCTH 632	Professional Seminar	3

SPRING – SEMESTER 5 (2 CREDIT HOURS)

COURSE NUMBER	COURSE	CREDIT
OCTH 652	Level II Fieldwork I	2

SUMMER – SEMESTER 6 (2 CREDIT HOUR)

COURSE NUMBER	COURSE	CREDIT
OCTH 653	Level II Fieldwork II	2

Total Credit Hours: 56 credit hours

TUSKEGEE UNIVERSITY
School of Nursing and Allied Health
Department of Allied Health

Occupational Therapy Program Course Descriptions

Course Title:	Foundations in Occupational Therapy
Course Number:	OCTH 501
Course Credits:	3
Course Offering:	Fall (Semester 1)
Course Description:	This Course addresses the domain of occupational therapy as a profession, its history, concepts and theoretical framework that govern the use of skilled and purposeful occupations in the habilitation and rehabilitation of individuals experiencing physical and/or cognitive dysfunction. Self-awareness is explored in the development of ethical practice and professional roles with respect to culturally diverse communities and client populations. This course provides an analysis of the historical and philosophical base of occupational therapy and an introduction to selected frames of reference, which support the development of competent clinical reasoning and practice skills.
Course Title:	Introduction to Research and Evidence Based Practice
Course Number:	OCTH 510
Course Credits:	3
Course Offerings:	Spring (Semester 2)
Course Description:	This introductory course explores research methods and challenges students to develop skills, knowledge and attitudes necessary for critical reading, analyzing and explaining scientific literature related to health.
Course Title:	Theories in Occupational Therapy
Course Number:	OCTH 511
Course Credits:	2
Course Offerings:	Fall (Semester 1)
Course Description:	This course provides a basic knowledge of theories, models of practice, and frames of reference and concepts that underpin occupational therapy practice. This course can help students understand how theories can be used to explain and predict phenomena and how to apply them to practice scenarios and situations. Students will also begin to demonstrate professional reasoning for deciding appropriate assessments and interventions for people within multiple contexts and environments.
Course Title:	Neurorehabilitation
Course Number:	OCTH 512
Course Credits:	3
Course Offering:	Fall (Semester 1)
Course Description:	This course provides a study of the fundamental concepts in neuroscience. It describes the physiological and pathophysiological principles in neurology. The course also describes neurological diseases commonly seen in the field of occupational therapy.

Course Title: Activity Analysis and Occupations Across the Lifespan
Course Number: OCTH 515
Course Credits: 3
Course Offering : Fall (Semester 1)
Course Description: A review of the roles, occupational tasks, models of occupation and developmental theories from infancy through old age; determinants of occupational performance including cultural influences; physical and social environment; physiological, sensory, neuromotor, cognitive, and psychological dimensions are reviewed.

Course Title: Human Motion for Occupational Performance/
Course Number: OCTH 516
OCTH 516L
Course Credits: Lecture: 3
Lab: 1
Course Offering: Fall (Semester 1)
Course Description: This course is a study of the musculoskeletal system with special emphasis on body mechanics and the mechanical principles of human motion. Muscles that move the body are studied with particular emphasis on functional movement of the upper extremity. This course is taken concurrently with OCTH 516L (Lab). Prerequisite: Anatomy and Physiology I & II

Course Title: Pediatric Conditions & Rehabilitation
Course Number: OCTH 517
OCTH 517 Lab
Course Credits: Lecture: 3
Lab: 1
Course Offering: Spring (Semester 2)
Course Description: This course emphasizes the selection and application of appropriate assessments and interventions in occupational therapy for the 0-21 client population. In addition to the occupational therapy proves, a typical development is analyzed and discussed. Occupational therapy approaches, frames of reference, models of documentation, interdisciplinary collaboration, client and family centered care across a variety of practice settings is also emphasized. This course is taken concurrently with OCTH 517L (Lab).

Course Title: Mental & Behavioral Health
Course Number: OCTH 0518
OCTH 518 Lab
Course Credits: Lecture: 3
Lab: 1
Course Offering: Spring (Semester 2)
Course Description: This course emphasizes the selection and application of appropriate assessments and evidenced based interventions in occupational therapy for the adult in a typical behavioral health or community-based setting. In addition to the occupational therapy proves, a typical development is analyzed and discussed relative to the mental health classification systems, occupational therapy approaches, frames of reference, and models of documentation. Principles Of human communication, health promotion, group dynamics, social participation, clinical reasoning and therapeutic use of self are also emphasized. This course it taken concurrently with OCTH 518L (Lab).

Course Title: Level I Fieldwork Experience I
Course Number: OCTH 519
Course Credits: 1
Course Offering: Spring (Semester 2)
Course Description: This course provides participation in ongoing programs that provide services to persons across the life span with physical and or psychosocial dysfunction or the well population. This experience allows students to focus on professional development, documentation skills, to acquire meaningful knowledge, skills and attitudes; and to integrate the Problem Based Learning (PBL) approach in the implementation of the occupational therapy process with particular emphasis on screening and evaluation.

Course Title: Environmental Modifications & Assistive Technology
Course Number: OCTH 610
Course Credits: 3
Course Offering: Summer (Semester 3)
Course Description: Analysis of occupation as a therapeutic method including the adaptation of the person, task, environment and/or context to promote optimal health and occupational performance. Includes assessment, design and implementation of assistive technology.

Course Title: Leadership, Ethics & Advocacy
Occupational Therapy
Course Number: OCTH 0617
Course Credits: 2
Course Offering: Summer (Semester 3)
Course Description: Application of professional leadership processes including standards of practice and competencies; needs assessments and program development; outcome management and program evaluation; consultation, policy, ethics and advocacy for programs and clients; Includes professional development and best practice competencies across practice settings.

Course Title: Community Service & Health Promotions
Course Number: OCTH 619
Course Credits: 3
Course Offering: Summer (Semester 3)
Course Description: This course introduces effective documentation skills and surveys treatment settings through clinical observation and structured participation in a variety of ongoing occupational therapy services in the community. Students are introduced to the Problem Based Learning (PBL) approach and are given the opportunity to observe and reflect on clinical practice. Collaboration with others, exploration of cultural competence and a commitment to professional ethics and community practice is encouraged.

Course Title: Adult Physical Dysfunction Conditions & Rehabilitation
Course Number: OCTH 612
OCTH 612L
Course Credits: Lecture: 3
Lab: 1
Course Offering: Fall (Semester4)
Course Description: This course teaches the application of theories, principles and procedures in treatment activities which are used in occupational therapy programs for adults with physical disabilities. Study will emphasize clinical conditions commonly encountered in occupational therapy settings and include the use of a problem-based approach as part of the class. This course is taken concurrently with OCTH 612L (Lab).

Course Title: Older Adults and Productive Aging
Course Number: OCTH 0614
Course Credits: 3
Course Offering: Fall (Semester 4)
Course Description: This Course will cover the health care system and community support of wellness, occupational performance and quality of life as they relate to the needs of people over the age of 65. In addition, disease and disability prevention, environmental adaptation to facilitate continuing engagement in occupations, factors contributing to successful aging, and legislative and reimbursement issues as they apply to health care and therapy service delivery with the older adult will be addressed.

Course Title: Healthcare Organization and Management in OT
Course Number: OCTH 621
Course Credits: 3
Course Offerings: Fall (Semester 4)
Course Description: Legal and ethical aspects of practice in occupational therapy; processes of administration, management and supervision of occupational therapy programs and personnel; principles and procedures for organizing occupational therapy services.

Course Title: Research Project
Course Number: OCTH 622
Course Credits: 2
Course Offering: Fall (Semester 3)
This course allows the student to begin designing and implementing a project and to understand the basic processes for securing grants to support research. The course emphasizes the relevance of clinical research to evidence-based practice, oral and written presentations of research projects and grant writing activities. Course prerequisites: OCTH 510.

Course Title: Level I Fieldwork Experience II
Course Number: OCTH 630
Course Credits: 1
Course Offerings: Fall (Semester 4)
Course Description: This course provides further participation in ongoing programs that provide services to persons with physical disabilities, developmental or psychosocial dysfunction. This experience allows students to focus on professional development, to acquire meaningful knowledge, skills and attitudes; and to integrate the PBL approach in the implementation of the occupational therapy process with particular emphasis on evaluation, intervention planning, treatment and effective documentation.

Course Title: Professional Seminar
Course Number: OCTH 632
Course Credits: 3
Course Offering: Fall (Semester 4)
Course Description: This seminar is designed as a summative course focusing on the integration of knowledge, application of theories and critical problem solving in occupational therapy. Use of self and applied reasoning will also be included. This is also the review and preparation course for comprehensive oral, written examinations and test taking techniques in preparation for the NBCOT certification examination

Course Title: Level II Fieldwork I
Course Number: OCTH 652
Course Credits: 2
Course Offerings: Spring (Semester 5)
Course Description: This course is 3 months (12 weeks) full-time Level II Fieldwork. Students must complete two- 12-week full-time fieldwork experience (6 months-24 weeks). Our program and accreditation board (ACOTE) requires a minimum of 24 weeks' full-time Level II fieldwork. Therefore, to complete the requirements of our program, students are required to complete a minimum of 24 weeks' full time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. Fieldwork placements may include a traditional health care facility servicing people with psychosocial dysfunctions, physical dysfunctions, pediatrics and/or community or contemporary practice setting. Weekly participation and communication are required via various forms of media.

Course Title: Level II Fieldwork I
Course Number: OCTH 653
Course Credits: 2
Course Offerings: Summer (Semester 6)
Course Description:

This course is 3 months (12 weeks) full-time Level II Fieldwork. Students must complete two- 12-week full-time fieldwork experience (6 months-24 weeks). Our program and accreditation board (ACOTE) requires a minimum of 24 weeks' full-time Level II fieldwork. Therefore, to complete the requirements of our program, students are required to complete a minimum of 24 weeks' full time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. Fieldwork placements may include a traditional health care facility servicing people with psychosocial dysfunctions, physical dysfunctions, pediatrics and/or community or contemporary practice setting. Weekly participation and communication are required via various forms of media.

Section II Policies and Procedures

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

POLICY RELATED TO COMPREHENSIVE EXAMINATION PROCESS

DATE: December 2, 2024

POLICY: The occupational therapy professional phase students at the end of the second year will be required to successfully complete a comprehensive exam. Students must earn a minimum score of 75% on the exam. Successful completion of the written, comprehensive examination is required to be eligible *for graduation*.

PROCEDURE: The procedure for preparation and conduct of the examination is as follows:

1. Students will be provided a blueprint for the comprehensive exit examination.
2. Students will be administered a diagnostic examination comparable in content and format to the comprehensive exit examination, and provided feedback prior to beginning fieldwork II in the course OCTH 632.
3. Students will be permitted to take a maximum of two comparable versions of the exit examination after successful completion of all professional academic courses. A minimum passing score of 75% must be obtained.
4. Students who are unable to obtain the minimum passing score on the exit examination after two (2) attempts will be required to register for a Continuous Registration Course (OCTH 752) the following semester and forfeit graduation status.
5. The continuous registration course provides the opportunity for a structured, individualized content remediation with program faculty. The student will then be allowed to retake the exit examination to obtain the minimum passing score of 75%. Any eligible student may choose not to pursue the structured remediation. However, all students retaking the exit examination must register for Continuous Registration Course OCTH 752. Graduation status will be reinstated after the student passes the exit exam.
5. Students unable to obtain a passing score on the exit examination after three administrations and the structured remediation as described in elements 1 through 5, may face possible suspension from the occupational therapy program. If suspended, the student then has the option of appealing for re-admission to the Occupational Therapy program. If re-admitted, and before administering any form of an exit exam, the student may be required to audit selected courses or participate in a rigorous program of enrichment.
6. A program of enrichment for any level of student might include, but is not limited to, study hall, test-taking strategies, personal-social or career counseling, stress reduction activities and other support activities through the utilization of a tutor and/or assigned faculty member.

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

GRADUATE RECORDS POLICY

DATE: December 2, 2024

SUBJECT: Policy related Graduate Records

Upon graduation, a student's record will be termed *Graduate Record*.

1. Graduate Records will be maintained perpetually in the Occupational Therapy Program in the Department of Allied Health Sciences.
2. The following items will be maintained in the Graduate Record:
 - A) Contact Information for student and family
 - B) The Academic Matriculation Record (provisional sheet)
 - C) The Clinical Evaluation Record
 - D) Academic Assessments including standardized testing results
 - E) Graduation Applications (including SS #)

The program director is responsible for ensuring that these items are placed in the Graduate Record.

The Clinical Evaluation Record is a collection of the student's clinical performance evaluations. The items in the Graduate Record provide a reference base from which comments can be made concerning a student's performance during his/her matriculation at Tuskegee University.

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

POLICY FOR
THE IMPLEMENTATION AND REGULATION OF STUDENT ETHICS

1. The Student Ethical Standards are effective as of March 4, 1983.
2. Occupational Therapy students must adhere to all ethical standards.
3. In the event of a violation of any standard, instructors will immediately discuss the violation with the student and document the violation in the student=s record.
4. Violation of ethical statement #1 and 4 refers to academic dishonesty, and is regulated by the University according to Tuskegee University’s Graduate Handbook (2017 page 19).
5. Excluding ethical statements #1 and 4, three (3) or more violations of any other ethical statement may constitute a recommendation of dismissal from the professional program.
6. Students will be advised in writing of any recommendation for dismissal resulting from action taken as a result of a violation or violations of this policy.
7. Students have the right to an appeal as outlined in Tuskegee University’s Graduate Handbook (See Appeal of Academic Decisions, listed under Tuskegee University Academic Regulations and Procedures. and Graduate School Handbook 2017.
8. Student Ethical Standards will be binding in both academic and clinical settings, and will be distributed to students and all instructors.

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

POLICY RELATED TO STUDENT ETHICS

DATE: December 2, 20244

SUBJECT: Policy related to student ethics

POLICY: To inform professional students of the required behaviors, attitudes and responsibilities for appropriate conduct in the occupational therapy program.

Students shall:

1. Use their own knowledge and skill to complete examinations without referring to others= answers, old examinations, class notes or other references unless specifically permitted by the instructor. They shall not cheat, create the appearance of cheating, and not contribute to the cheating of others.
2. Regular attendance in classes, laboratories and clinical education sites is required of all students. A record of attendance will be kept by each instructor for reference of attendance habits and class participation.
3. Attendance at and participation in professional issues meetings and other University extra-curricular activities is expected of all students. In the event a student is not able to attend and participate, it is the student's responsibility to notify the appropriate individual of their absence, prior to the event and to make the necessary arrangements to meet their responsibilities.
4. Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote or copy another person's works without giving proper recognition as stated in a standard manual on style.
5. Respect the opinions of instructors and other learners. They shall not insult, slur or degrade instructors, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification, but does modify the manner in which the question or clarification is brought forth)
6. Respect the limited resources of textbooks, library books, reprints and journals. They shall not mutilate, deface, damage or withhold resources for their own use.
7. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment.
8. Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms dirty, in disarray or disorder upon completion of their assignment in each room.
9. Complete all assignments by the scheduled date and time, or make satisfactory arrangements with the course instructor for an extension.
10. Observe all safety procedures when working with patient's equipment, whether in class, clinic or the patient's home. They shall not endanger the safety and welfare of patients, other students or faculty and staff.

11. Observe all policies and procedures established by the Department and the clinical facilities. They shall not exempt themselves without special permission by a faculty member or clinical supervisor.
12. Respect the confidentiality of patient information, regardless of source (patient, therapist, records, charts). They shall not repeat information outside the classroom, clinic or facility. They shall not make written reports outside the clinic or facility in which any part of the patient's name appears except the initials. The Health Insurance Portability and Accessibility Act (HIPAA) includes rules for the electronic exchange of health care data and provides protection for the security and privacy of personally identifiable health care information.
13. Work in cooperation with and respect for other health care team members. They shall not interfere with or obstruct the rendering of the services provided by other health care members.
14. Protect the property and property rights of the facility, clinic and patient. They shall not remove or borrow property without permission and shall not damage or misuse property while in the facility, clinic or home.
15. Respect other student's projects. They shall not mishandle, steal, alter, deface or otherwise harm another student's project, especially in a manner which might cause the project to receive a lower grade by the instructor.
16. Do not use cell phones and other electronic media or technology during class unless authorized by the course instructor.

Revised July 20, 2011

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

**POLICY RELATED TO DRESS CODE FOR PROFESSIONAL OCCUPATIONAL
THERAPY STUDENTS**

DATE: December 2, 2024

SUBJECT: Policy related to dress code for professional occupational therapy students.

POLICY: To inform students of the required dress code for classroom, laboratories and clinical sites.

Duties and Responsibilities:

1. Attire should not be revealing, tight, baggy, well-worned, or soiled.
2. Under-shirts, no shorts of any type (long pants only), excessively short skirts, halter-tops, tube tops, very low necklines, and exposed midriffs or underwear, and skirts or dresses shorter than one inch above the knee are considered inappropriate attire for classrooms, laboratories and clinics.
3. Inappropriate jewelry, heavy perfume, dramatic makeup, body piercing attire, or visible tattoos are also prohibited. This also includes nose, belly or tongue rings, sharp, long artificial nails, and dramatic eyelashes.
4. Neat fitting khakis, a polo or golf-type shirt, enclosed shoes and nametag with or without a lab coat is considered professional dress for community sites; however, for certain laboratories scrubs must be worn with enclosed shoes. Other attire may be assigned to students as the occasion arise.
5. Students robed in attire deemed inappropriate, as determined by the faculty member, will be issued a written “dress code violation slip” and asked to leave class in order to change.
6. After the second offense/violation slip, the student will be required to meet with the O.T. Program Director, for counseling.
7. After the third offense/violation slip, the student will be required to meet with the Department Head of Allied Health. If further violations occur, student will meet with the Dean School of Nursing and Allied Health.
8. Any further violation will be referred to the Dean of Students and thereby, subject to review by Judicial Affairs.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

POLICY RELATED TO GROSS ANATOMY LAB (HLSC 302)

DATE: December 2, 2024

SUBJECT: Policy related to gross anatomy laboratory

POLICY: To inform students of the required behaviors, attitudes and responsibilities for appropriate conduct in the human gross anatomy lab.

Duties and Responsibilities

1. The human cadaver must be treated with respect and dignity. This cadaver was donated as an anatomical gift for medical training.
2. All human parts must be left on the dissection table or in the designated container. Human organs or parts should never be disposed of in the garbage can as waste.
3. Discarded blades and other sharps must be deposited in the designated containers.
4. When dissection is in progress, all students are required to wear a lab coat, gloves and fully covered, non-slip shoes. A mask and goggles are optional depending on the individual student's comfort level.
5. At the end of each dissection lab, the cadaver must be wrapped and returned to the refrigerator. The lab floor must be swept or mopped as appropriate before leaving the lab.
6. The refrigerator doors and external door must be locked after each session ends.
7. Keys to the morgue must be checked out and in daily with the consent of the department's secretary.
8. A tutor or the classroom instructor must accompany students studying or doing reviews in the morgue at the designated study hours.
9. Occupants in lab must notice the location of the fire extinguisher, fire alarm box and Exit sign.
10. The lab area should be appropriately ventilated at all times.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
OCCUPATIONAL THERAPY PROGRAM**

**POLICY ON
ORAL EXAMINATION**

DATE: December 2, 2024

SUBJECT: Policy related to the oral examination of fifth year students prior to graduation.

POLICY: To inform professional phase, graduate students of the oral examination process that is required prior to becoming eligible for graduation.

Duties and responsibilities:

1. An oral examination will be scheduled for each student after he or she has successfully completed the computerized comprehensive exit examination.
2. Faculty will orally examine each student on topics related to their performance on their exit examination and on topics related to their research project.
3. At the conclusion of the oral examination, faculty will evaluate each student's performance. The majority of the votes cast by faculty will determine whether the student passes *completely* or passes *conditionally*.
4. Only one of two grades is recorded: pass or pass conditionally.
5. Any student who passes *conditionally* will be required to demonstrate to faculty that they comprehend and understand the body of knowledge they were required to respond to during the oral examination process. A paper written by the student concerning the topic that was answered incorrectly will be required in order for the student to pass *completely*.
6. The oral examination process for each student must be completed within a one hour time limit. Confidentiality should be maintained at all times.

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program
Oral Examination Questionnaire
Grading Format

Question	Acceptable	Unacceptable	Comments
1			
2			
3			
4			
5			
6			
7			

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

POLICY RELATED TO OCCUPATIONAL THERAPY MEDIA LAB

DATE: December 2, 2024

SUBJECT: Policy related to Occupational Therapy Media Laboratory

POLICY: To inform students of the required behaviors, attitudes and responsibilities for appropriate use of and conduct in the O.T. media lab. This policy prepares students in the proper maintenance of the O.T. treatment environment when working with clients in clinical or community-based setting.

Duties and Responsibilities:

1. The products and materials in the lab area are to be used only by allied health students.
2. Students are to use only the supplies needed for related projects and encouraged not to be wasteful.
3. All supplies and cabinets are to be kept neat and orderly with items.
4. Lab area should be cleaned up prior to leaving the room.
5. Students should inform the lab instructor whenever an item is used up, found to be unusable or has a future need for an item that is not in the present inventory.
6. Door to the main hallway as well as the outside emergency exit door should be securely fastened and locked prior to exiting the lab area at the end of the last class of each day.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

POLICY RELATED TO THE ALLIED HEALTH COMPUTER LAB

DATE: December 2, 2024

SUBJECT: Policy related the Allied Health Computer Lab

POLICY: To inform students of the required behaviors, attitudes and responsibilities for appropriate conduct in the computer lab.

Duties and Responsibilities:

1. Only occupational therapy students can use this computer lab. Because of limited space and computers, priority will be given to allied health students.
2. Printing must be limited to class related assignments. Paper is expensive to buy for copying and printing.
3. Students are not allowed to eat or drink in the computer lab. Food and beverages will eventually spill, soil the carpet and break the computers.
4. Do not encourage students who are not Allied Health majors to use these computers, the printer or audio-visual equipment.
5. If the lab is locked when you enter the building, ask the Secretary, Mrs. Jackson or any faculty member to open the lab for you. Do not search the cabinets for keys.
6. Take pride in your lab resources. Clean up your paper and other trash before you leave the computer lab.

TUSKEGEE UNIVERSITY
SCHOOL of NURSING and ALLIED HEALTH
Occupational Therapy Program

POLICY ON DRUG AND ALCOHOL TESTING

DATE: December 2, 2024

POLICY: All students will be tested for drug and alcohol while in enrolled in the occupational therapy program at Tuskegee University. Students must adhere to policies and procedures on drug and alcohol testing as required by the clinical agencies used by the occupational therapy program.

PURPOSE: The purpose of this policy is to protect the health, safety, and welfare of every student, faculty, staff, client and visitor on campus. And to assure that students, faculty, clinical instructors, and patients/clients within occupational therapy programs are protected to the extent reasonably possible from harm due to students using illegal drugs, alcohol or other mind altering substances while completing fieldwork rotations in clinical and community facilities.

Duties and Responsibilities

1. Once accepted in the graduate occupational therapy program, all students are required to perform a drug and alcohol screening test as required by the agency: Castlebranch Inc. at www.castlebranch.com
2. Once enrolled in the program, at any announced date and time, students will be required to take a drug and alcohol-screening test when requested by their fieldwork or clinical agency. This requirement may occur randomly or at an unannounced time.
3. Students will incur all costs related to testing.
4. Students are referred to the Tuskegee University Counseling Center (no cost to students) if he/she test positive for drugs. The counseling center may refer the student to another agency as needed at cost to the student.
5. Students who test positive will forfeit participation in fieldwork/clinical rotations during that semester.
6. If there is a reasonable suspicion that a student exhibits signs of drug or alcohol use, a drug screen will be requested by the occupational therapy program, at an additional cost to the student.
7. A refusal to be tested or to sign a consent form will prohibit the student from progressing in the occupational therapy program until a drug and alcohol screening is completed.
8. All drug testing will be performed by the agency designated by the Tuskegee University Department of Allied Health.
9. If any student is suspected of altering or adulterating a urine sample, he/she may be required to submit specimens in the presence of a witness or follow other security measures to ensure the integrity of the sample. Any known samples that are altered will be disqualified with the forfeiture of clinical participation.

DEFINITIONS

Controlled Substance: Any drug currently listed in the Federal Controlled Substances Act of 1970. Such drugs include but are limited to: heroin, marijuana, morphine, Demerol, OxyContin, Percocet, cocaine (including crack), Methamphetamine, PCP, LSD and other hallucinogenic, narcotic, or depressants.

Reasonable Suspicion: Suspicion based on specific signs and symptoms exhibited by the student. A report of an eyewitness that a student has consumed or is abusing alcohol and/or drug, as defined herein.

Drug Abuse: Includes the use of illegal drugs, abuse of prescription drugs, and the use of non-medicinal drugs. For example, ecstasy or glue.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

**POLICY RELATED TO ADDITIONAL EXPENSES AND FEES IN THE
OCCUPATIONAL THERAPY PROGRAM**

DATE: December 2, 2024

SUBJECT: Policy related to professional fees and expenses in the occupational therapy program.

POLICY: To inform students of the following fees and expenses that is mandatory for the two years in the program. Most fees are paid in increments per course at registration. All prices are subject to change due to inflation and market fluctuations.

Duties and Responsibilities

1. *Fieldwork Experiences.*

Students are required to spend scheduled time in a clinical setting (Level I Fieldwork) during the professional or graduate phase of the program. The student is responsible for travel and other expenses to these facilities. Access to transportation is essential. The program estimates a student will need up to \$200-500 a month for transportation and approximately \$3,000 for room and board away from campus.

After completion of coursework, students are required to spend 24 weeks in full time Level II fieldwork experiences at facilities or agencies, which may be, located at long travel distances from campus. The student is responsible for the costs associated with his or her travel and living expenses. The estimate for transportation is \$200-500 and approximately \$3,000 month for room and board expenses away from campus.

Associated with fieldwork are expenses for laboratory coats, uniforms, uniform patches, and nametags (\$115.00).

2. *Laboratory Fees.*

Fees for health science and occupational therapy laboratory courses will vary and are charged per course at registration. All courses with a laboratory attached will have an additional fee. The average fee is \$55 per laboratory except for Gross Anatomy lab at \$155.

3. *Professional Fees.*

Students are assessed fees for professional membership in the American Occupational Therapy Association (AOTA) about \$60 a year and activity fees to participate in the School of Nursing and Allied professional events and conferences, which are \$50 a year. Student Occupational Therapy Association (SOTA) dues are \$78 annually.

***Fees are subject to change**

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

POLICY RELATED TO ACADEMIC ADVISING

DATE: December 2, 2024

SUBJECT: Policy related to advising of occupational therapy students

POLICY: To inform students of the procedure on advising related to professional coursework and fieldwork education

Duties and Responsibilities:

Advisors

1. It is the responsibility of the occupational therapy faculty to advise students of program requirements including coursework and fieldwork education. While all occupational therapy faculties serve as academic advisors, typically one faculty member is primarily responsible for each academic level of students – a freshman advisor, sophomore advisor, 3rd year advisor, 4th year advisor, and 5th year advisor.
2. Additionally, the Academic Fieldwork Coordinator is specifically responsible for advisement of graduate students related to fieldwork education.
3. The academic advisor may also serve as a referral source for other resources on campus, which may be of benefit to the student, including counseling services, tutorials, financial aid assistance, career resources, and other student support services.
4. Academic advisors will be available on a regular basis and will post a schedule of office hours for advising conferences, especially during periods of registration and drop/add time lines.
5. Advisors are also available to answer questions about academic and non-academic policies, help resolve academic difficulties, and to help with advisee's long range educational and vocational planning.
6. Evidence of advisement will be documented on appropriate forms (i.e., counseling form, PDA, course selection form, add/drop form) and filed in the student's record, or if necessary, in the faculty member's office.

Advisees

1. It is the responsibility of advisees to schedule and attend regular appointments with their advisor each semester.
2. Advisees should come prepared to each appointment with questions and be an active participant in the advising process.
3. If advisees do not understand an issue, policy or have a specific concern, they should schedule an appointment with their advisor and ask questions.
4. Advisees should keep a record of their academic progress and organize all of their official documents in a place where they are accessible when needed.
5. Advisees should be willing to complete all occupational therapy course assignments and recommendations from their advisor regarding the program's academic policies and procedures.
6. All advisees should be knowledgeable about the university and occupational therapy program policies and procedures.



TUSKEGEE UNIVERSITY

SCHOOL OF NURSING AND ALLIED HEALTH
DEPARTMENT OF ALLIED HEALTH

7. Advisees should accept responsibility for their decisions and the impact these decisions will have on their academic and vocational goals.

Academic Advisement Form

Date: _____

Time _____

Student Name: _____

Classification: _____

Student's Issue(s) for Discussion:

Advisor's Issue(s) for Discussion:

Solution/Resolution:

Follow-up Recommended: YES _____ **NO** _____

Student Signature: _____

Advisor's Signature: _____

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TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

PROGRAM POLICY FOR FRIDAYS

DATE: December 2, 2024

POLICY: It is the policy of the Tuskegee University Occupational Therapy Program to schedule fieldwork placements, School of Nursing and Allied Health programs, other lab assignments, occupational therapy program events and meetings on some Fridays during the academic year. Students are required to attend these events if their class is designated to participate.

PURPOSE: The Occupational Therapy curriculum removed Friday classes from the weekly schedule in order for students to have experiential and other professional learning opportunities. In some courses, it is not possible to provide the full range of practical experiences needed during Monday through Thursday when classes are held. Friday was designated to be a day for extracurricular activities and events when faculty and students are available and not compromised from participating by conflicting schedules. Not having classes on Friday was not designed to be an extra holiday or work day for employers.

DUTIES AND RESPONSIBILITIES:

1. Students should expect fieldwork experiences and other scheduled school events on Fridays during the academic year.
2. All course assignments, expectations and dates (including Fridays) will be reflected in writing on the syllabus. Each student is expected to read and ask questions about their course syllabus once it is distributed to them during the first week of class.
3. Once the course schedule is distributed or published, students are expected to participate in all learning opportunities include on the syllabus. If any unknown circumstances dictate a change in dates on the course syllabus for an event, the instructor should negotiate a new date and time with the class.
4. Students are also expected to listen or look for announcements about University, College, School, Occupational Therapy Student Club or other occupational therapy program activities that may be published through a class announcement or posting on a departmental bulletin board. Some of these Friday events may be mandatory for all students or require just a few student volunteers.
5. Student absences from class or any scheduled Friday event must be excused by contacting the course instructor or the event's coordinator prior to the class or event.
6. To avoid scheduling conflicts, a master schedule for classes and extracurricular activities (including Fridays) will be developed by faculty and posted on the departmental bulletin board.

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

POLICY RELATED TO GRIEVANCES

DATE: December 2, 2024

SUBJECT: Policy related to occupational therapy student grievance

POLICY: To inform students of the procedure to resolve conflict(s) with officials of the university or occupational therapy program

Duties and Responsibilities:

Students who have grievances resulting from conflict with officials of the university (administrators, staff and/or faculty) or the occupational therapy program should:

1. Attempt to handle the dispute directly with the individual(s) involved.
2. If this attempt is unsuccessful, students should file a grievance letter, in writing, detailing the dispute, with the occupational therapy program director. If not satisfied with the result, or if the dispute involves the program director; the student should proceed up the organizational structure of the School of Nursing and Allied Health – Department Head for Allied Health, Associate Dean for the School of Nursing and Allied Health, and the Dean of the School of Nursing and Allied Health – until a satisfactory outcome is achieved.
3. The *Tuskegee University Student Handbook* policy also states that the student may seek consultation with the Judicial Affairs Officer/Counselor. The Judicial Officer will receive confidential statements during the initial interview, and will assist the student in developing clarification of the grievance issue or compiling a summary report of the complaint. With the consent of the student, a report of the full circumstances will be submitted to the Dean of Students for review and appropriate action. The decision in a student grievance action may be appealed to the President of the University through the Judicial Affairs officer for processing and delivery to the President. The decision of the President shall be final.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
DEPARTMENT OF ALLIED HEALTH
Occupational Therapy Program**

STUDENT NOTIFICATION OF POLICY CHANGES

DATE: December 2, 2024

SUBJECT: Student Notification of Policy Changes

PURPOSE: To establish a procedure for the notification of students when there is a policy change in the Department of Allied Health

PROCEDURE:

1. Students will be notified of the policy change within 30 days after approval, and at least 30 days prior to implementation.
2. Students will receive an email of the policy change via their TU email account within 30 days after approval and at least 30 days prior to implementation.
3. Students will receive a copy of the policy change via the TU email system with a return receipt requested.
4. All program policies are located in the *Occupational Therapy Program Graduate Handbook*. This handbook is located on Tuskegee University's web site.

Section III Policies and Procedures Related to Fieldwork

Fieldwork Program Reflects the Curriculum Design

Our occupational therapy fieldwork program reflects the sequence and scope of content of the curriculum design as evident with thought-provoking fieldwork experiences that is parallel with the scope of content outlined in our curriculum design. Our goal is to foster and elevates students' knowledge, demonstrate competencies in essential practice skills and enforce overall understanding of the occupational therapy process, scope of practice and profession.

The fieldwork experiences will follow scope of content with the occupational therapy foundational courses offered providing valued learning experience through each step of their learning trajectory from a professional student to a professional entry-level practitioner.

Our program welcomes and supports the diversity of learners, characteristics of generational cohorts, cultures, communities and the evolving state of health care. Our students are exposed to variety of fieldwork experiences and practice settings that may include (i.e. traditional practice settings, community-based settings, emerging and innovative practice settings, student-and faculty led settings and simulated learning environments). These rich fieldwork experiences prepare students to become competent practitioners, provide excellent service delivery and strengthen their role development as an occupational therapy practitioner within the health care team.

Each fieldwork experience is considered a building block that creates a scaffold of learning to promote confidence in their practice skills, opportunities for self-reflective practice and professional reasoning skills.

Semester One- Foundational Knowledge of OT

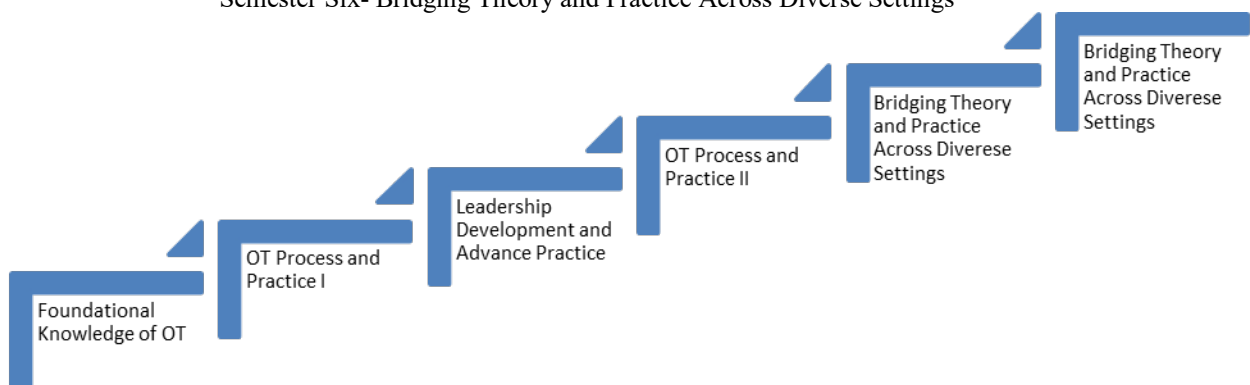
Semester Two- OT Process and Practice I

Semester Three- Leadership Development and Advance Practice

Semester Four- OT Process and Practice II

Semester Five- Bridging Theory and Practice Across Diverse Settings

Semester Six- Bridging Theory and Practice Across Diverse Settings



POLICY ON FIELDWORK PLACEMENT IN THE OCCUPATIONAL THERAPY PROGRAM

The academic fieldwork education program is organized in accordance with the curriculum design of the Masters of Science degree program in occupational therapy at Tuskegee University. Throughout the professional or graduate phase of the program students will be placed in a variety of traditional and non-traditional practice settings representing age groups across the life span (i.e. children, adolescents, adults and the elderly).

It is the policy of this program that all fieldwork sites will be located within the United States and that each student will be supervised by a licensed or credentialed occupational therapist who has a minimum of 1 year of practice experience subsequent to their initial certification. This supervising therapist must also be adequately prepared to serve as a fieldwork educator.

To ensure an exposure to diverse and emerging practice areas, placements will be integrated throughout the professional phase of the program (Level I) and occur in clinical (traditional), non-traditional and/or community based practice settings. No part of Level I fieldwork may be substituted for any part of Level II fieldwork.

Level II fieldwork will be required to complete 6 months (24 weeks) of full time fieldwork experience in current occupational therapy practice setting before they are eligible to sit for the *National Board for Certification in Occupational Therapy (NBCOT)* examination. Fieldwork at this level may be completed on a part time basis provided it is at least 50% of a full time equivalent for the fieldwork site. Level II fieldwork experiences must be completed in a minimum of two (2) settings unless one setting is reflective or more than one practice area. All level II fieldwork must be completed within twenty-four months after completing didactic coursework.

1. The recommendations of the fieldwork coordinator and the decisions of the occupational therapy program faculty is final in matters related to fieldwork assignments.
2. It is the policy of the Occupational Therapy Program through its Fieldwork program to require background checks, if mandated by the facility where students are assigned for Level I and II fieldwork placements. When a background check is mandated, by the facility to which the student is assigned, it is the student's responsibility to comply with and assume all costs associated with the background check. Background checks may consist of but are not limited to: *Social security number verification, criminal background search, and drug testing*. The academic fieldwork coordinator will apprise students of the necessity of the background check when requested by a facility.
3. Any new fieldwork site or facility must be approved by the Academic Fieldwork Coordinator. Professional ethics dictates that students should not call or write any potential or established facility to set up a fieldwork placement.
4. To have freedom of choice in decisions regarding Level I and Level II fieldwork placements a student must demonstrate:
 - a. Performance at a passing level on the Professional Development Assessment (PDA);
 - b. Academic performance consistent with expectations of the selected fieldwork site, and
 - c. Sufficient economic resources. Costs of fieldwork, including transportation, housing and meals are the responsibilities of the student.
5. Home town fieldwork placements must be approved by the fieldwork coordinator. The following criteria must be met:
 - A. A student's need for economic support from family, relatives, or friends must be demonstrated.
 - B. The student's academic and clinical performance must be consistent with expectations of the selected fieldwork site.

- C. The fieldwork site must meet the Accreditation Council for Occupational Therapy Education standards for Level II placement. A contractual agreement must also be made between Tuskegee University and the fieldwork site.
7. Any fieldwork sites that have the potential for financial resources and scholarship assistance for students must be pre-approved by the fieldwork coordinator.
 8. Once the fieldwork placement has been confirmed, the student must report to the assigned site. If there are extenuating circumstances and the student cannot report to the fieldwork site, the student must discuss the circumstances with the Academic Fieldwork Coordinator. The Academic Fieldwork Coordinator cannot guarantee that the request for a change in fieldwork placement will be granted.
 9. Students must complete two Level I Fieldwork Experiences before being allowed to start their Level II Fieldwork. Their Level II Fieldwork will be delayed until the student successfully completes Level I fieldwork.
 10. A student who fails a level I rotation will be eligible for only one (1) additional rotation. An additional level I placement to make up a Level I placement, in which a student failed, will be arranged contingent upon fieldwork site availability. Enrichment activities will be required for the student prior to scheduling the final level rotation.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

POLICY ON CRIMINAL BACKGROUND CHECK (CBC)

- DATE:** December 2, 2024
- SUBJECT:** Mandatory criminal background checks are required on all students enrolled in the occupational therapy program. The student must have a CBC on file with the Academic Fieldwork Coordinator prior to clinical training in any health care facility.
- PURPOSE:** The Tuskegee University Occupational Therapy Program offers a variety of clinical experiences throughout the region, the State of Alabama and the continental United States. Many states restrict access to children, elderly and disabled patients by persons convicted of specific misdemeanors and felonies. Sexual offender laws, substance abuse and other convictions that impairs one's ability to engage in the practice of occupational therapy safely, competently and/or proficiently places restrictions on health care facilities, which in turn require that students comply with the same regulations as their employees and volunteers. (See policy statements from ACOTE, NBCOT, and this program on CBC in the back of this handbook).

DUTIES AND RESPONSIBILITIES:

1. Upon acceptance to the Occupational Therapy Program, students will be provided detailed information regarding the procedure for completing this requirement.
2. The student shall be responsible for paying all costs associated with a criminal background check prior to their first clinical course. Costs may be subject to change and are beyond the control of the University or the occupational therapy program.
3. Background checks must be completed by the dates specified. Additional checks may be required if: 1) clinical agencies require CBC more frequently or (2) the occupational therapy student interrupts his/her program for one semester or longer. In such cases, the student will be required to have another CBC.

Management of Results:

1. The Academic Fieldwork Coordinator will access the electronic report from the selected company.
2. A student whose CBC results in a status of "no record" can participate in a clinical fieldwork placement and continue enrollment in the occupational therapy program.
3. A student who CBC results in a positive history will be notified by the Program Director. Students may review their own results on the vendor websites.

4. The Program Director will meet with the student to verify whether the CBC Record is valid or invalid.
5. If the student believes that a record or conviction is erroneous, the student may Request a fingerprint-based CBC with a local law enforcement agency. The student is responsible for the cost related to fingerprint checks. If the fingerprint check reveals no criminal convictions, the student may continue in the occupational therapy program and enroll in clinical courses. Results must be received prior to the beginning of the semester for the student to remain enrolled.
6. If the conviction is found to be valid, the student will be instructed to contact the Alabama Criminal Justice Information Center at (334) 242-4900 and the National Board for Certification in Occupational Therapy at (301) 990-7979 to obtain a waiver for the criminal offense as it relates to the practice of Occupational therapy.
7. The student is responsible for obtaining an application for the waiver. The process for a waiver may take several weeks or longer. The student cannot enroll in occupational therapy courses prior to attaining the waiver.
8. The waiver must be submitted to the Academic Fieldwork Coordinator or the Program Director upon receipt.
9. If a waiver is not granted, the student must withdraw from the occupational therapy program.
10. The program is not responsible for a student being ineligible for coursework, continued enrollment in the program, or subsequent licensure as a registered occupational therapist.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

POLICY STATEMENT ON THE PROFESSIONAL DEVELOPMENT ASSESSMENT

DATE: December 02, 2024

SUBJECT: Policy on the Professional Development Assessment (PDA)

POLICY: Professional health care workers must possess many skills in order to be effective in serving the public. In addition to acquiring knowledge and skills unique to the specific profession, all professionals must demonstrate emotional wellness, critical thinking and be culturally skilled to perform at an optimal level with people from diverse backgrounds. The Professional Development Assessment (PDA)* is designed to develop and evaluate behaviors in the classroom and clinical setting relative to attributes associated with professionalism.

Duties and Responsibilities:

1. Each semester all students will be evaluated on professional development in the following courses: OCTH 519, OCTH 619, and OCTH 630. The instructor for these courses will evaluate each student. Instructors from other courses will use the same assessment tool and a mean score from all instructors will determine the score. Therefore, each student will be evaluated by more than one instructor to receive a PDA score.
2. Students are expected to score a minimum of 80 points on a composite score. If a student fails to achieve the minimum score, he/she will be referred to the appropriate resource for intervention. If a student continues to show a lack of progress from one semester to the next in the specified sequence of courses, he/she will automatically fail the course in which he/she is enrolled.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
DEPARTMENT OF ALLIED HEALTH SCIENCES**

PROFESSIONAL DEVELOPMENT ASSESSMENT

Student Name: _____

Evaluator (other than self): _____

Date: _____

Rating Scale for Performance:

4: Meets standards to a high degree	Performance is consistent, skilled, and self initiate
3: Meets standards	Performance is frequent and skill
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

1. Dependability as demonstrated by:

- | | |
|---|---------|
| a. Being on time for classes, work, meetings. | 1 2 3 4 |
| b. Handing in assignments, papers, reports and notes when due | 1 2 3 4 |
| c. Following through with commitments and responsibilities | 1 2 3 4 |

Comments:

2. Professional Presentation as demonstrated by:

- | | |
|--|---------|
| a. Presenting oneself in a manner that is accepted by peers, clients, and employers. | 1 2 3 4 |
| b. Using body posture and affect that communicates interest or engaged attention. | 1 2 3 4 |
| c. Displaying a positive attitude towards becoming a professional. | 1 2 3 4 |

Comments:

3. Initiative as demonstrated by:
- a. Showing an energetic, positive, and motivated manner. 1 2 3 4
 - b. Self-starting projects, tasks and program 1 2 3 4
 - c. Taking initiative to direct own learning. 1 2 3 4

Comments:

4. Empathy as demonstrated by:

- a. Being sensitive and responding to the feeling and behaviors of other. 1 2 3 4
- b. Listening to and considering the ideas and opinions of others 1 2 3 4
- c. Rendering assistance to all individuals without bias or prejudice. 1 2 3 4

Comments:

5. Cooperation as demonstrated by:

- a. Working effectively with other individuals. 1 2 3 4
- b. Showing consideration for the needs of the group. 1 2 3 4
- c. Developing group cohesiveness by assisting in the development of the knowledge and awareness of others. 1 2 3 4

Comments:

6. Organization as demonstrated by:

- a. Prioritizing self and tasks. 1 2 3 4
- b. Managing time and materials to meet program requirement 1 2 3 4
- c. Using organizational skills to contribute to the development of others. 1 2 3 4

Comments:

7. Clinical Reasoning as demonstrated by:

- a. Using an inquiring or questioning approach in class and clinic. 1 2 3 4
- b. Analyzing, synthesizing, and interpreting information. 1 2 3 4
- c. Giving alternative solutions to complex issues and situations. 1 2 3 4

Comments:

8. Supervisory Process as demonstrated by:

- a. Giving and receiving constructive feedback. 1 2 3 4
- b. Modifying performance in response to meaningful feedback. 1 2 3 4
- c. Operating within the scope of ones own skills and seeking guidance when needed. 1 2 3 4

Comments:

9. Verbal Communication as demonstrated by:

- | | | | | | |
|--|---|---|---|---|---|
| a. Verbally interacting in class and clinic. | | 1 | 2 | 3 | 4 |
| b. Sharing perceptions and opinions with clarity and quality of content. | 1 | 2 | 3 | 4 | |
| c. Verbalizing opposing opinions with constructive results. | | 1 | 2 | 3 | 4 |

Comments:

Written Communication as demonstrated by:

- | | | | | | |
|---|---|---|---|---|---|
| a. Writing clear sentences | | 1 | 2 | 3 | 4 |
| b. Communicating ideas and opinions clearly and concisely in writing papers, notes, and reports. | 1 | 2 | 3 | 4 | |
| c. Communicating complex subject matter clearly and concisely in writing, with correct punctuation and grammar. | 1 | 2 | 3 | 4 | |

Comments:

11. Service as demonstrated by:

- | | | | | |
|---|---|---|---|---|
| a. A spirit of volunteerism. | 1 | 2 | 3 | 4 |
| b. Regular attendance at OT club or other professional meetings | 1 | 2 | 3 | 4 |
| c. Membership in a professional association (s) | 1 | 2 | 3 | 4 |

Comments:

12. Ethics as demonstrated by

- | | | | | | |
|---|---|---|---|---|---|
| a. Knowledge of the familiarity with the Occupational Therapy Association Code of Ethics. | 1 | 2 | 3 | 4 | |
| b. Adherence to the OT Code of Ethics. | 1 | 2 | 3 | 4 | |
| c. Appropriately cites sources when writing and or presenting. | | 1 | 2 | 3 | 4 |

13. Dress Code as demonstrated by:

- | | | | | | |
|--|---|---|---|---|---|
| a. Consistent adherence to the program policy. | 1 | 2 | 3 | 4 | |
| b. With one reminder modifies behaviors. | | 1 | 2 | 3 | 4 |
| c. Articulates and understanding of the policy | 1 | 2 | 3 | 4 | |

**PROFESSIONAL DEVELOPMENT ASSESSMENT
RATING SUMMARY FORM**

Professional Behavior

Rating

1. Dependability

a. _____
b. _____
c. _____

Total: _____

2. Professional Presentation

a. _____
b. _____
c. _____

Total: _____

3. Initiative

a. _____
b. _____
c. _____

Total: _____

4. Empathy

a. _____
b. _____
c. _____

Total: _____

5. Cooperation

a. _____
b. _____
c. _____

Total: _____

6. Organization

a. _____
b. _____
c. _____

Total: _____

7. Clinical Reasoning

a. _____
b. _____
c. _____

Total: _____

8. Supervisory Process

a. _____
b. _____
c. _____

Total: _____

9. Verbal Communication

a. _____
b. _____
c. _____

Total: _____

10. Written Communication

a. _____
b. _____
c. _____

Total: _____

11. Service

a. _____
b. _____
c. _____
Total: _____

12. Ethics

a. _____
b. _____
c. _____
Total: _____

13. Dress Code

a. _____
b. _____
c. _____
Total: _____

Grand Total _____ = _____

From: Kasar, J., Clark, E. N. (2000) Developing Professional Behaviors. Thorofare, N. J: SLACK Incorporated. J. Kasar, N. Clark, D. Watson, S. Pfister 1996.

Professional Behavior Feedback Form

1. Dependability
2. Professional Presentation
3. Initiative
4. Empathy
5. Cooperation
6. Organization
7. Clinical Reasoning
8. Supervision
9. Verbal Communication
10. Written Communication
11. Service
12. Ethics
13. Dress Code

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
DEPARTMENT OF ALLIED HEALTH
Occupational Therapy Program**

Student Responsibilities for Level II Fieldwork

1. Student is required to register for OCTH 652 (Spring Semester) and OCTH 653 (Summer Semester), which are Level II Fieldwork courses, which are required for successful completion of the occupational therapy program.
2. Student is responsible for emailing to each of your supervisors at least three weeks before your starting date. Some centers may want to hear from you sooner. Check the fieldwork data sheet on your facility. The Academic Fieldwork Coordinator's has the information in the office.
3. Student is responsible to make a weekly post on Canvas. The Academic Fieldwork Coordinator will post specific instructions and questions to be addressed, relative to information on the treatment setting, clients or patients being seen, types of evaluations and treatment planning and techniques, housing and any problems we can help you with or should know about. This is also an important opportunity to reflect on personal growth and to share novel ideas and insights.
4. The Fieldwork Performance Evaluation form will be emailed to your fieldwork educator before you start your rotation. The AOTA Fieldwork Performance Evaluation Form and Grading Sheet can be access at <https://www.aota.org/education/fieldwork/fieldwork-performance-evaluation>.
5. Fieldwork evaluation forms should be completed at mid-term (6 weeks), which is used as a tool to identify strengths and areas needing development and to plan the remainder of your experience. The final evaluation of your Fieldwork Performance should be completed at the end of your experience (12 weeks). If you are having problems prior to or at mid-term or at any time, please call the Academic Fieldwork Coordinator. You can request a visit from the Academic Fieldwork coordinator or your supervisor, at any time during your fieldwork experience, provided the circumstances warrant a visit.
6. Student is required to complete the Student Evaluation of Fieldwork Experience form for each fieldwork placement at the end of your fieldwork experience. This should be completed via electronically.
7. Fieldwork grades may be recorded as ("I") incomplete as some fieldwork schedules do not conform to semester dates. After the fieldwork experience is complete, student will receive the updated grade.
8. Level II Fieldwork Objectives can be found in the Fieldwork Evaluation Form and course packet for OCTH 652 and OCTH 653.

**OCCUPATIONAL THERAPY
HEALTH & SAFETY REQUIREMENTS**

Before attending a Fieldwork experience, proof of certain immunizations, in addition to other health and safety requirements are necessary. This document verifies that the following student has completed the checked items below within the time lines indicated. Verification will be provided as requested.

- _____ Completed a physical exam within the last year
- _____ Tuberculin Skin Test within past three months
Results: Negative () Positive ()
- _____ Measles, Mumps, Rubella Immunization (if born after 1/1/57).
(Verification attached)
- _____ MMR vaccine applicable: Date of Birth _____
- _____ Hepatitis B Series completed and dates:
#1 _____
#2 _____
#3 _____
- _____ Wavier Hepatitis B Series
(See enclosed informed refusal of vaccine statement)
- _____ Tetanus/ diphtheria booster if 10 years have elapsed since last
booster.
Date of last booster: _____
(Verification attached)
- _____ CPR certification
(CPR card is available for inspection)
- _____ Health Insurance Identification
- _____ OSHA
- _____ Background check
- _____ Drug screen

Student

Academic Fieldwork Coordinator

Date

Date

**Tuskegee University
School of Nursing and Allied Health
Occupational Therapy Program**

CERTIFICATE OF COMPLETION

OSHA TRAINING FOR OCCUPATIONAL THERAPY STUDENTS

**BLOODBORNE PATHOGENS TRAINING CHECKLIST
and HIPPA GUIDELINES REVIEW**

This letter documents that the following student has:

_____ Viewed an OSHA training video and HIPPA Guidelines video on
Date: _____

_____ Received and read the OSHA Bloodborne Standards. Date: _____

_____ Received and read HIPPA Guidelines. Date: _____

_____ Participated in a 1 ½ hour in-service training program about OSHA Bloodborne.
Standard and HIPPA Guidelines.

Student

Rindia Hunt, MSOT, OTD
Academic Fieldwork Coordinator
Occupational Therapy
Tuskegee University

Date

Date

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

HEPATITIS B PROTECTION POLICY

DATE: December 2, 2024

SUBJECT: Hepatitis B protection policy

POLICY: Occupational exposure to blood or other potentially infectious materials carry the risk of acquiring Hepatitis B virus (HBV) infection. Students admitted to professional allied health programs (clinical laboratory sciences or occupational therapy) must show evidence of having received protective immunization from Hepatitis B, or must sign a waiver acknowledging refusal of the vaccine in spite of awareness of its availability. The vaccine is administered as a series of three (3) shots: initial shot, the second shot given one month later, and the third shot given six months later.

Duties and Responsibilities

1. Students applying to occupational therapy programs must arrange to complete the series no later than the end of the Fall Semester.
2. Students are responsible for their own immunizations. Evidence of immunization should be presented to the Tuskegee University Student Health Nurse at the beginning of the Fall. For students who refuse the vaccine, a waiver must be signed at that time. A copy of the waiver will be placed in the student's file in the Department of Allied Health Sciences.

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

HEPATITIS B VACCINATION DECLINATION FORM

Date: _____

Student Name: _____

Student ID#: _____

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I was required to be vaccinated with Hepatitis B vaccine at a cost to me, but have declined the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and want to be vaccinated with Hepatitis B vaccine, it will be my responsibility to arrange for, and obtain the vaccination series.

Student Signature

Date

Witness Signature

Date

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

POLICY STATEMENTS ON LEGAL CONVICTIONS AND BACKGROUND CHECKS

ACOTE Statement:

A felony conviction may affect a graduate's ability to sit for the certification exam or attain state licensure.

NBCOT Statement:

Certificants /Applicants shall not have been convicted of a crime, the circumstances of which substantially relate to the practice of occupational therapy or indicate an ability to engage in the practice of occupational therapy safely, proficiently, and/or competently.

Occupational Therapy Program Statement:

It is the policy of the Occupational Therapy Program to prevent the admission of a student who has been convicted of certain misdemeanors, felonies, sexual offender crimes or who has been sanctioned by the government through the Office of the Inspector General in the last 7 years. Further, it is also our policy through our Fieldwork program to require background checks if mandated by the facility where students are assigned for Level I and II fieldwork placements. When a background check is mandated by the facility to which the student is assigned, it is the student's responsibility to comply with and assume all costs associated with the background check. Background checks may consist of but are not limited to: Social security number verification, criminal background search, and drug testing. The academic fieldwork coordinator will apprise students of the necessity of the background check when requested by a facility. Costs may vary from \$50 to \$100 . More information is available at www.verifedcredentials.com or contact at this number 1-800-938-6090.

I, _____ have read the above statements and understand the
(Your name goes here)

requirements for the Occupational Therapy Program regarding disclosure of legal convictions and arrest statements for occupational therapy students. My initials next to the following statements confirm my agreement with each statement.

_____ I understand that clinical agencies may require background checks as a requirement for eligibility for fieldwork experiences. I also understand that I may not be able to participate in fieldwork, sit for the NBCOT certification exam or attain state licensure if I have been arrested, charged or convicted of some misdemeanors, felonies, sexual offender or governmental sanctions which could jeopardize the health and safety of my patients. *If convicted, these crimes will result in dismissal from the occupational therapy program.*

_____ I understand that it is a requirement for all students enrolled in the occupational therapy program to provide a true, accurate and signed statement indicating whether they have been convicted of some misdemeanors, felonies, sexual offender or governmental sanctions which could jeopardize the health and safety of their patients.

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

SIGNATURES

_____ I understand that by signing this statement I declare that I have not been convicted of a misdemeanor crime in the last 7 years, convicted of a felony, convicted of a sexual offender crime, or governmental sanctions by the Office of the Inspector General.

DATE

STUDENT'S PRINTED NAME

STUDENT'S SIGNATURE

_____ I have been convicted of a misdemeanor, felony, or sexual offender crime or sanctioned by the Office of the Inspector General within the last 7 years as listed below.

DATES:

CONVICTIONS:

STUDENT'S PRINTED NAME

STUDENT'S SIGNATURE

DATE OF SIGNATURE

NBCOT® CANDIDATE/CERTIFICANT CODE OF CONDUCT

Preamble

The National Board for Certification in Occupational Therapy, Inc. ("NBCOT[®]," is a professional organization that supports and promotes occupational therapy practitioner certification. This Candidate/Certificant Code of Conduct enables NBCOT to define and clarify the professional responsibilities for present and future NBCOT certificants, i.e., **OCCUPATIONAL THERAPIST REGISTERED OTR[®] (OTR) henceforth OTR, and CERTIFIED OCCUPATIONAL THERAPY ASSISTANT COTA[®] (COTA) henceforth COTA.**

It is vital that NBCOT certificants conduct their work in a professional manner in order to earn and maintain the confidence and respect of recipients of occupational therapy, colleagues, employers, students, and the public-at-large.

As certified professionals in the field of occupational therapy, NBCOT certificants will maintain high standards of integrity and professional conduct, accept responsibility for their actions, continually seek to enhance their professional capabilities, practice with fairness and honesty, and encourage others to act in a professional manner consistent with the certification standards and responsibilities set forth below.

Where the term "certificant" is used, the term "applicant or candidate" is included in its scope.

Principle 1

Certificants shall provide accurate, truthful, and timely representations to NBCOT, including, but not limited to: The submission of information on the exam application, certification renewal applications, or the renewal audit form;

- Answers to character review questions and, once certified, the disclosure of any criminal, legal, or other disciplinary matters within 60 days of any such matter;
- The submission of information requested by NBCOT for alleged violations of NBCOT's policies, requirements, and standards. Certificants shall cooperate with NBCOT concerning investigations and requests for relevant information; and
- The submission of information regarding his/her credential(s), professional license(s), and/or education.

Principle 2

Certificants shall abide by all exam-related security policies including, but not limited to those involving copying or removing exam content and accessing prohibited devices or materials during their exam.

Principle 3

Certificants shall be accurate, truthful, and complete in any and all communications, direct or indirect, with any client, employer, regulatory agency, or other parties as they relate to their professional work, education, professional credentials, research and contributions to the field of occupational therapy.

Principle 4

Certificants shall comply with state and/or federal laws, regulations, and statutes governing the practice of occupational therapy.

Principle 5

Certificants shall not have been convicted of a serious crime.

Principle 6

Certificants shall not engage in behavior or conduct, lawful or otherwise that causes them to be, or reasonably perceived to be, a threat or potential threat to the health, well-being, or safety of recipients or potential recipients of occupational therapy services.

Principle 7

Certificants shall not engage in the practice of occupational therapy while one's ability to practice is impaired due to chemical (i.e., legal and/or illegal) drug or alcohol abuse.

Principle 8

Certificants shall not electronically post personal health information or anything, including photos, that may reveal a patient's/client's identity or personal or therapeutic relationship. (All statements, regardless of intent, about a patient/client can potentially contain sufficient information for a member of a community to recognize the patient/client thus, violating the state and/or federal law (i.e. Health Insurance Portability and Accountability Act (HIPAA)).

Principle 9

Certificants shall not misuse NBCOT's intellectual property, certification marks, logos, or other copyrighted materials. This includes all NBCOT exam preparation tools, website or exam content. Disclosure of practice test questions or examination material content, including examination questions, is strictly prohibited.

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

**HANDBOOK REVIEW AND ACCEPTANCE
SIGNATURE PAGE**

I, _____, have read the contents of the Occupational Therapy

Student Handbook for the Department of Allied Health Sciences, Tuskegee University. I will abide by the policies stated therein.

Signature of Student

Date

Section IV: Fieldwork Forms

**TUSKEGEE UNIVERSITY
OCCUPATIONAL THERAPY PROGRAM**

**PERSONAL DATA SHEET
FOR STUDENT FIELDWORK EXPERIENCE**

PERSONAL INFORMATION

Name _____

Permanent Home Address _____

Phone Number and dates that you will be available at that number

Phone Number _____ Dates _____

Name, address, and phone number of person to be notified in the case of accident or illness:

EDUCATION INFORMATION

1. Expected degree (circle one)

OTA:

Associate Baccalaureate Master's Doctorate Certificate

OT:

Baccalaureate Master's Doctorate Certificate

2. Anticipated year of Graduation _____

3. Prior degrees obtained _____

4. Foreign Languages read _____

5. Do you hold a CPR Certification Card? Yes _____ No _____

Date of expiration _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company _____

Group # _____ Subscriber# _____

3. Date of Last Tine Test or chest x-ray: _____

(If positive for TB, tine test is not given)

PREVIOUS WORK/VOLUNTEER EXPERIENCE

PERSON PROFILE

1. Strengths: _____

2. Areas of Growth: _____

3. Special skills or interests: _____

4. Describe your preferred learning style: _____
5. Describe your preferred style of supervision: _____

6. Will you need housing during your affiliation? Yes ___ No ___
7. Will you have your own transportation during your affiliation? Yes ___ No ___
8. (Optional) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes ___ No ____. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodations, it should be discussed and documented before each fieldwork experience.

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
Level I Exp.			
Level II Exp.			

ADDITIONAL COMMENTS



**TUSKEGEE UNIVERSITY
Occupational Therapy Program
Student Request for Fieldwork Assignment**

Level I Assignment Form

Date: _____ (date you return to FW Coordinator)

Name: _____

Telephone: Local _____ **Permanent:** _____

- List requests for assignments in order of preference.
- List three choices for both Fall and Spring rotations.
- List city, state and facility (if you have preference).

Reminder: The Fieldwork Coordinator approves all FW sites and has final consent on the rotations that the student is assigned. It is not automatic that where you request will be granted. Please be aware that every student is not appropriate for every fieldwork site and every fieldwork site is not appropriate for every student. The Fieldwork Coordinator will meet with each student during the Fall and Spring to discuss placements. Thank you for your understanding and cooperation in the fieldwork process.

Fall

Spring

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____



**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program
Student Request for Fieldwork Assignment**

Level II Assignment Form

Date: _____ (date you turn into FW Coordinator)

Name: _____

Telephone: Local: _____ **Permanent:** _____

- **List requests for assignments in order of preference.**
- **List three choices for both Spring and Summer rotations.**
- **List city, state and facility (if you have preference).**

Reminder: The fieldwork Coordinator approves all sites and has final consent on the rotations that the student is assigned. It is not automatic that where you request will be granted. Please be aware that every student is not appropriate for every fieldwork site and every fieldwork site is not appropriate for every student. The fieldwork Coordinator will meet with each student during the fall and spring to discuss placements.

Spring

1. _____

2. _____

3. _____

Summer

1. _____

2. _____

3. _____

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

Request for Placement Letter

December 2, 2024

Therapist Name
Name of Facility
Address
City, State ZIP

Dear _____

I am writing to begin the process regarding the establishment of fieldwork. We have appreciated our affiliation agreement with you in the past and we are hopeful for its continuation. Our students have gained valuable practical experience under the tutelage of excellent therapist at your facility.

The **Level I placements** are for 1 week, which students are required to complete two fieldwork experiences (Spring and Fall) and those dates are:

Spring	March 16-20, 2026
Fall	November 16-20, 2026

The **Level II placements** are for 3 months (12 weeks) and those dates are:

January 4 thru March 26, 2027
April 5 thru June 18, 2027

Please find the Fieldwork Confirmation Form for your completion. Under the column labeled #of students please, indicate how many students you are willing to take at the same time and place that number on the line next to the date. If you are unable to take any students during a particular rotation, place a 0 on the line. Complete the form including pertinent comments and email it to me as soon as possible at rhunt@tuskegee.edu

On behalf of the Occupational Therapy faculty and students, I would like to express sincere appreciation for your commitment to the profession and support of our program. Please feel free to contact me at (334) 727 – 4760(o), (256) 604 – 8266 (c) or rhunt@tuskegee.edu should questions or concerns arise.

Sincerely,

Dr. Rindia Hunt, OT/L
Academic Fieldwork Coordinator

Enc. Confirmation Form

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

FIELDWORK CONFIRMATION FORM

of students

LEVEL I Dates:

March 16-20, 2026

November 16-20, 2026

LEVEL 2 Dates:

January 4 thru March 26, 2027

April 5 thru June 18, 2027

A renewed CONTRACT is needed (indicate yes or no)

Background Checks are required! (indicate yes or no)

AOTA Data Form has been sent (indicate yes or no)

Comments:

Completed by: _____
(name & title)

Email: _____

Facility Name: _____

Phone: () _____ **Fax:** () _____

Please return at your earliest convenience at rhunt@tuskegee.edu.

Thank you,

Rindia Hunt, MSOT, OTD/L
Academic Fieldwork Coordinator

TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program

Level II Fieldwork Confirmation Letter for Fieldwork Educator

Therapist Name
Name of Facility
Address
City, State Zip

Dear

This letter is confirmation that (student name) will begin a Level II fieldwork placement in beginning **January 4 thru March 26, 2027**. At your convenience if you are not the assigned Fieldwork Educator (FWE) please let me know the name of the CE the student is assigned to. The student will contact the CE several weeks before the scheduled placement begins.

Regarding supervision, students learn best when provided an orientation and close supervision during the first weeks of the placement, and as the student demonstrates appropriate clinical behaviors supervision is graded in decreasing amounts. You will receive an email with an electronic version of the *AOTA Fieldwork Performance Evaluation Form for the Occupational Therapy Student*. This form is to be completed at the midterm (6 weeks) and at the final (12 weeks) evaluation. The FWE should periodically provide the student with important feedback but particularly at the mid-term, this feedback will allow the student to take corrective measures to ensure successful completion at the point of the final evaluation. There is a second evaluation, *Student Evaluation of Fieldwork Experience* that the student should complete and discuss with you at the end of the rotation. Also enclosed are the *Student Data Form and Fieldwork Communication Form*.

On behalf of Tuskegee University's Occupational Therapy Program, I would like to thank you for your commitment to the profession, we deeply appreciate it. If questions or concerns arise please do not hesitate to contact me at **(334) 727-4760 (o)**, **(256) 604 – 8266 (c)** or rhunt@tuskegee.edu. I am available to assist in any capacity.

Sincerely,

Rindia Hunt, MSOT, OTD
Assistant Professor and
Academic Fieldwork Coordinator

Enc. 2 Evaluation forms, Student Data Form
and Fieldwork Communication

<p>5. Reasoning/Problem solving Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process. Comments:</p>	1 2 3 4 5
<p>6. Written Communication Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills. Comments:</p>	1 2 3 4 5
<p>7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments:</p>	1 2 3 4 5
<p>8. Observation skills Consider ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations. Comments:</p>	1 2 3 4 5
<p>9. Participation in the Supervisory Process Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels. Comments:</p>	1 2 3 4 5
<p>10. Verbal communication and Interpersonal skills with patients/clients/ staff/caregivers Consider ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence. Comments:</p>	1 2 3 4 5
<p>11. Professional and Personal Boundaries Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work w/others cooperatively, considerately, and effectively; responsiveness to social cues. Comments:</p>	1 2 3 4 5

<p>12. Use of professional terminology</p> <p>Consider ability to respect confidentiality; appropriately apply professional terminology (such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc) in written and oral communication.</p> <p>Comments:</p>	<p>1 2 3 4 5</p>
--	-------------------------

<p>Final score: _____ [] Pass [] Fail</p>	
<p>Requirements for passing:</p> <ul style="list-style-type: none"> • No more than one item below a "2", OR • No more than two items below a "3". 	<p>Student signature _____</p> <p>Supervisor signature _____</p> <p>Date _____</p>

Philadelphia Region Fieldwork Consortium, Modified with permission.

TUSKEGEE UNIVERSITY
Department of Occupational Therapy

Student Performance Rating Form -Level I Fieldwork

Facility: _____

Student's Name: _____

Clinical Supervisor: _____

Please rate the student in the following categories:

1. GENERAL APPEARANCE

Dress and grooming does not
Reflect consideration for
professional setting.

Appropriately dressed and
groomed for clinical
experience.

1 2 3 4 5 6 7 8 9 10

2. DEPENDABILITY

Late; has to be reminded to
Complete assignment. No
Initiative.

Punctual; initiative; follows
through on assignments with one
or no reminders.

1 2 3 4 5 6 7 8 9 10

3. ABILITY TO ACCEPT
SUPERVISION

Does not incorporate
Suggestions for improving
Professional behaviors.

Modifies behavior according to
supervision.

1 2 3 4 5 6 7 8 9 10

4. INTERPERSONAL RELATIONSHIPS

No rapport with supervisor;
Demonstrate body language
Counter- productive to
Professional relationship

Establishes and maintains
rapport with supervisor;
demonstrates appropriate use of
body language in professional
Relationship.

1 2 3 4 5 6 7 8 9 10

TUSKEGEE UNIVERSITY
 Department of Occupational Therapy
 Student Performance Rating Form

4. INTERPERSONAL RELATIONSHIPS(continued)

No rapport with clients; Demonstrate body language Counter- productive to Therapeutic relationships.						Establishes and maintains rapport with clients; demonstrate appropriate use of Body language in therapeutic Relationships.				
1	2	3	4	5	6	7	8	9	10	

5. ATTITUDE

Does not display initiative; Has to be encouraged to Participate in learning Experiences.						Seeks out additional information; displays initiative; active learner.				
1	2	3	4	5	6	7	8	9	10	

6. ABILITY TO COMMUNICATE

Rarely uses professional Terminology.						Appropriate use of language/ Professional language/ Terminology.				
1	2	3	4	5	6	7	8	9	10	

7. CONFIDENTIALITY OF CLIENT
 RECORDS/PROFESSIONAL
 DISCUSSIONS

Has to be consistently reminded To practice confidentiality.						Practices confidentiality when Speaking to clients outside Therapeutic situations.				
1	2	3	4	5	6	7	8	9	10	

TUSKEGEE UNIVERSITY
Department of Occupational Therapy

Student Performance Rating Form Signature Page

COMMENTS:

Supervisor's Signature: _____

Student's Signature: _____

Date: _____

Please complete and return in sealed envelope with the student to:

RINDIA HUNT, OTD/L
TUSKEGEE UNIVERSITY
SCHOOL OF NURSING & ALLIED HEALTH
TUSKEGEE, ALABAMA 36088

OCTH 0519
OCTH 0630

TUSKEGEE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

STUDENT EVALUATION OF CLINICAL EXPERIENCE

Student Name _____

Facility _____

City/State _____

I. Orientation

1. Use one of the following letters to describe how you were oriented to the following aspects of the program:

- a. Orientation was provided, well organized and planned.
- b. Orientation was provided, but disorganized.
- c. Orientation was provided, but too late.
- d. Orientation was not provided.

- _____ Physical facilities at center
- _____ Organization and administration of the facility
- _____ Occupational therapy services offered at the center
- _____ Treatment orientation and method of approach of Occupational Therapy Department
- _____ Philosophy of facility
- _____ Behavioral objectives of fieldwork established by supervisor and student
- _____ Format of supervision
- _____ Occupational Therapy Department Records
- _____ Orientation to facilities in the community
- _____ Emergency procedures

2. State what you would add, change, or delete from the orientation phase either in content or timing.

II. Living Accommodations

3. Please comment on cost, location, and condition of living accommodations:

III. Evaluation of Placement

4. How many opportunities were made available for you to increase your medical knowledge?

- A. Frequent
- B. Occasional
- C. Few
- D. None

Comment:

5. How many opportunities did you have to administer evaluations?

- A. Frequent
- B. Occasional
- C. Few
- D. None

Comment:

6. How many opportunities did you have to gain experience in treatment planning and implementation?

- A. Frequent
- B. Occasional
- C. Few
- D. None

Comment:

7. How many opportunities did you have to coordinate treatment with other health professionals?

- A. Frequent
- B. Occasional
- C. Few
- D. None

Comment:

8. Overall, how would you describe the quality of the clinical experiences?

- A. Excellent
- B. Good
- C. Average
- D. Fair
- E. Poor

Comment:

9. Identify the most helpful feature of the placement.

10. Identify the least helpful feature of the placement.

11. List suggestions for improvement.

IV. Evaluation of Supervision

12. Which best describes the numbers of meetings you has with your supervisor?

- A. Scheduled and consistently held
- B. Not scheduled but consistently held
- C. Irregular but sufficient
- D. Irregular and insufficient

Comment:

13. How often was your supervisor available for questions and to be used as a resource person?

- A. Always
- B. Usually
- C. Seldom

Comment:

14. Which best describes the amount of supervision you received?

- A. Too much
- B. Sufficient
- C. Sufficient most of the time
- D. Insufficient

Comment:

15. How would you characterize the type of feedback or supervision you received?

- E. Constructive
- F. Answers provided
- G. Fostered problem solving by student
- H. Negative feedback
- I. No feedback

16. Overall, how would you rate the quality of supervision received?

- J. Excellent
- K. Good
- L. Average
- M. Fair
- N. Poor

Comment:

17. Identify the most helpful feature of supervision.

18. Identify the least helpful feature of supervision.

19. List suggestions for improvement:

Therapist's Signature

Date

Student's Signature

Date

Level II Fieldwork Forms

AOTA FIELDWORK DATA FORM

Introduction:

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/ OTA students, and fieldwork educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/ OTA students will find valuable information describing the characteristics of the fieldwork setting, the client population, commonly used assessments, interventions, and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the Occupational Therapy Practice Framework terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date: _____
 Name of Facility: _____
 Address: Street _____ City _____ State _____ Zip: _____

FW I		FW II	
Contact Person:	Credentials:	Contact Person:	Credentials:
Phone:	E-mail:	Phone:	E-mail:

Director: Phone: Fax: Web site address:	Initiation Source: <input type="checkbox"/> FW Office <input type="checkbox"/> FW Site <input type="checkbox"/> Student	Corporate Status: <input type="checkbox"/> For Profit <input type="checkbox"/> Non-Profit <input type="checkbox"/> State Gov't <input type="checkbox"/> Federal Gov't	Preferred Sequence of FW: <small>ACOTE Standard B.10.6</small> <input type="checkbox"/> Any <input type="checkbox"/> Second/Third only; 1 st must be in: <input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option <input type="checkbox"/> Prefer Full-time
---	---	--	--

OT Fieldwork Practice Settings (ACOTE Form A #s noted) :

Hospital-based settings <input type="checkbox"/> In-Patient Acute 1.1 <input type="checkbox"/> In-Patient Rehab 1.2 <input type="checkbox"/> SNF/ Sub-Acute/ Acute Long-Term Care 1.3 <input type="checkbox"/> General Rehab Outpatient 1.4 <input type="checkbox"/> Outpatient Hands 1.5 <input type="checkbox"/> Pediatric Hospital/Unit 1.6 <input type="checkbox"/> Peds Hospital Outpatient 1.7 <input type="checkbox"/> In-Patient Psych 1.8	Community-based settings <input type="checkbox"/> Peds Community 2.1 <input type="checkbox"/> Behavioral Health Community 2.2 <input type="checkbox"/> Older Adult Community Living 2.3 <input type="checkbox"/> Older Adult Day Program 2.4 <input type="checkbox"/> Outpatient/hand private practice 2.5 <input type="checkbox"/> Adult Day Program for DD 2.6 <input type="checkbox"/> Home Health 2.7 <input type="checkbox"/> Peds Outpatient Clinic 2.8	School-based settings <input type="checkbox"/> Early Intervention 3.1 <input type="checkbox"/> School 3.2 Other area(s) please specify: _____
---	--	---

Age Groups:	Number of Staff:
<input type="checkbox"/> 0-5 <input type="checkbox"/> 6-12 <input type="checkbox"/> 13-21 <input type="checkbox"/> 22-64 <input type="checkbox"/> 65+	OTRs: COTAs: Aides: PT: Speech: Resource Teacher: Counselor/Psychologist: Other:

Student Prerequisites (check all that apply) ACOTE Standard B.10.6

<input type="checkbox"/> CPR <input type="checkbox"/> Medicare / Medicaid Fraud Check <input type="checkbox"/> Criminal Background Check <input type="checkbox"/> Child Protection/abuse check <input type="checkbox"/> Adult abuse check <input type="checkbox"/> Fingerprinting	<input type="checkbox"/> First Aid <input type="checkbox"/> Infection Control training <input type="checkbox"/> HIPAA Training <input type="checkbox"/> Prof. Liability Ins. <input type="checkbox"/> Own transportation <input type="checkbox"/> Interview	Health requirements: <input type="checkbox"/> HepB <input type="checkbox"/> MMR <input type="checkbox"/> Tetanus <input type="checkbox"/> Chest x-ray <input type="checkbox"/> Drug screening <input type="checkbox"/> TB/Mantoux <input type="checkbox"/> Physical Check up <input type="checkbox"/> Varicella <input type="checkbox"/> Influenza Please list any other requirements: _____
--	--	--

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply)

Performance Skills: Motor Skills <input type="checkbox"/> Posture <input type="checkbox"/> Mobility <input type="checkbox"/> Coordination <input type="checkbox"/> Strength & effort <input type="checkbox"/> Energy Process Skills <input type="checkbox"/> Energy <input type="checkbox"/> Knowledge <input type="checkbox"/> Temporal organization <input type="checkbox"/> Organizing space & objects <input type="checkbox"/> Adaptation Communication/ Interaction Skills <input type="checkbox"/> Physicality- non verbal <input type="checkbox"/> Information exchange <input type="checkbox"/> Relations	Client Factors: Body functions/structures <input type="checkbox"/> Mental functions- affective <input type="checkbox"/> Mental functions-cognitive <input type="checkbox"/> Mental functions- perceptual <input type="checkbox"/> Sensory functions & pain <input type="checkbox"/> Voice & speech functions <input type="checkbox"/> Major organ systems: heart, lungs, blood, immune <input type="checkbox"/> Digestion/ metabolic/ endocrine systems <input type="checkbox"/> Reproductive functions <input type="checkbox"/> Neuromusculoskeletal & movement functions <input type="checkbox"/> Skin	Context(s): <input type="checkbox"/> Cultural- ethnic beliefs & values <input type="checkbox"/> Physical environment <input type="checkbox"/> Social Relationships <input type="checkbox"/> Personal- age, gender, etc. <input type="checkbox"/> Spiritual <input type="checkbox"/> Temporal- life stages, etc. <input type="checkbox"/> Virtual- simulation of env, chat room etc. Performance Patterns/Habits <input type="checkbox"/> Impoverished habits <input type="checkbox"/> Useful habits <input type="checkbox"/> Dominating habits <input type="checkbox"/> Routine sequences <input type="checkbox"/> Roles
---	---	---

Most common services priorities (check all that apply)

<input type="checkbox"/> Direct service <input type="checkbox"/> Discharge planning <input type="checkbox"/> Evaluation	<input type="checkbox"/> Meetings(team, department, family) <input type="checkbox"/> Client education <input type="checkbox"/> Intervention	<input type="checkbox"/> Consultation <input type="checkbox"/> In-service training	<input type="checkbox"/> Billing <input type="checkbox"/> Documentation
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Types of OT Interventions addressed in this setting (check all that apply): * ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20

<p>Occupation-based activity- within client’s own environmental context; based on their goals addressed in this setting (check all that apply): <small>*ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20</small></p>		
<p>Activities of Daily Living (ADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bathing/showering <input type="checkbox"/> Bowel and bladder mgmt <input type="checkbox"/> Dressing <input type="checkbox"/> Eating <input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene & grooming <input type="checkbox"/> Sexual activity <input type="checkbox"/> Sleep/rest <input type="checkbox"/> Toilet hygiene <p>Play</p> <ul style="list-style-type: none"> <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation <p>Purposeful Activity- therapeutic context leading to occupation, practice in preparation for natural context</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role Play <p>Examples:</p>	<p>Instrumental Activities of Daily Living (IADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Care of others/pets <input type="checkbox"/> Child rearing <input type="checkbox"/> Communication device use <input type="checkbox"/> Community mobility <input type="checkbox"/> Financial management <input type="checkbox"/> Health management & maintenance <input type="checkbox"/> Home establishment & management <input type="checkbox"/> Meal preparation & clean up <input type="checkbox"/> Safety procedures & emergency responses <input type="checkbox"/> Shopping <p>Leisure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation <p>Preparatory Methods- preparation for purposeful & occupation-based activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sensory-Stimulation <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Exercise <p>Examples:</p>	<p>Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formal education participation <input type="checkbox"/> Exploration of informal personal education needs & interests <input type="checkbox"/> Informal personal education participation <p>Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employment interests & pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation & adjustment <input type="checkbox"/> Volunteer exploration / participation <p>Social Participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend <p>Therapeutic Use-of-Self- describe</p> <p>Consultation Process- describe</p> <p>Education Process- describe</p>
<p>Method of Intervention</p> <p>Direct Services/case load for entry-level OT</p> <ul style="list-style-type: none"> <input type="checkbox"/> One-to-one: <input type="checkbox"/> Small group(s): <input type="checkbox"/> Large group: <p>Discharge Outcomes of clients (% clients)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home Health 	<p>Outcomes of Intervention *</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occupational performance- improve &/ or enhance <input type="checkbox"/> Client Satisfaction <input type="checkbox"/> Role Competence <input type="checkbox"/> Adaptation <input type="checkbox"/> Health & Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of Life <p>OT Intervention Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create, promote (health promotion) <input type="checkbox"/> Establish, restore, remediation <input type="checkbox"/> Maintain <input type="checkbox"/> Modify, compensation, adaptation <input type="checkbox"/> Prevent, disability prevention 	<p>Theory/ Frames of Reference/ Models of Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquisitional <input type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive- Behavioral <input type="checkbox"/> Coping <input type="checkbox"/> Developmental <input type="checkbox"/> Ecology of Human Performance <input type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input type="checkbox"/> Occupational Performance Model <input type="checkbox"/> Person/ Environment/ Occupation (P-E-O) <input type="checkbox"/> Person-Environment-Occupational Performance <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list):
<p>Please list most common screenings and evaluations used in your setting:</p>		
<p>Identify safety precautions important at your FW site</p>		

<input type="checkbox"/> Medications <input type="checkbox"/> Post-surgical (list procedures) <input type="checkbox"/> Contact guard for ambulation <input type="checkbox"/> Fall risk <input type="checkbox"/> Other (describe):	<input type="checkbox"/> Swallowing/ choking risks <input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) <input type="checkbox"/> Sharps count <input type="checkbox"/> 1:1 safety/ suicide precautions
---	--

Please list how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your settings:

Target caseload/ productivity for fieldwork students: Productivity % per 40 hour work week: Caseload expectation at end of FW: Productivity % per 8 hour day: # Groups per day expectation at end of FW:	Documentation: Frequency/ Format (briefly describe) : <input type="checkbox"/> Hand-written documentation: <input type="checkbox"/> Computerized Medical Records: Time frame requirements to complete documentation:
---	--

Administrative/ Management duties or responsibilities of the OT/ OTA student: <input type="checkbox"/> Schedule own clients <input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting <input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/ intervention related items) <input type="checkbox"/> Participating in supply or environmental maintenance <input type="checkbox"/> Other:	Student Assignments. Students will be expected to successfully complete: <input type="checkbox"/> Research/ EBP/ Literature review <input type="checkbox"/> In-service <input type="checkbox"/> Case study <input type="checkbox"/> Participate in in-services/ grand rounds <input type="checkbox"/> Fieldwork Project (describe): <input type="checkbox"/> Field visits/ rotations to other areas of service <input type="checkbox"/> Observation of other units/ disciplines <input type="checkbox"/> Other assignments (please list):
---	---

Student work schedule & outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/ week/ day:	Room provided <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> High	<input type="checkbox"/> High
Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no	Meals <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	Stipend amount:	<input type="checkbox"/> Low	<input type="checkbox"/> Low

Describe the FW environment/ atmosphere for student learning:

Describe public transportation available:

ACOTE Standards Documentation for Fieldwork (may be completed by AFWC interview of FW Educator)

1. The fieldwork agency must be in compliance with standards by external review bodies. Please identify external review agencies involved with this FW setting and year of accreditation (JCAHO, CARF, Department of Health, etc.). ACOTE on-site review

Name of Agency for External Review:

Year of most recent review:

Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached). *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.14, B.10.15*
3. OT Curriculum Design integrated with Fieldwork Site (insert key OT academic curricular themes here): *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.11, B.10.15*
- How are occupation-based needs evaluated and addressed in your OT program? How do you incorporate the client's 'meaningful' doing in this setting?
 - Describe how you seek to include client-centered OT practice? How do clients participate in goal setting and intervention activities?
 - Describe how psychosocial factors influence engagement in occupational therapy services?
 - Describe how you address clients' community-based needs in your setting?
4. How do you incorporate evidence-based practice into interventions and decision-making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards B.10.1, B.10.3, B.10.4, B.10.11, B.10.15*
5. Please describe FW Program & how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of entry-level job description with essential job functions to the AFWC. *ACOTE Standards B.10.2, B.10.3, B.10.5, B.10.7, B.10.13, B.10.19, B.10.20, b.10.21*
6. Please describe the background of supervisors (please attach list of practitioners who are FW Educators including academic program, degree, years of experience since initial certification, years of experience supervising students) *ACOTE Standards B.7.10, B.10.12, B.10.17* (provide a template)
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*
- Supervisory models
 - Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation- FWPE, Student Evaluation of Fieldwork Experience-SEFWE, and the Fieldwork Experience Assessment Tool-FEAT)
 - Clinical reasoning
 - Reflective practice
- Comments:
8. Please describe the process for record keeping supervisory sessions with a student, and the student orientation process to the agency, OT services and the fieldwork experience. *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*

Supervisory patterns–Description (respond to all that apply)

- 1:1 Supervision Model:
- Multiple students supervised by one supervisor:
- Collaborative Supervision Model:
- Multiple supervisors share supervision of one student, # supervisors per student:
- Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision. *ACOTE Standards B.10.3, B.10.5, B.10.7, B.10.14, B.10.17, B.10.19*

Status/Tracking Information Sent to Facility

To be used by OT Academic Program

ACOTE Standards B.10.4, B.10.8, B.10.9, B.10.10

Date:

Which Documentation Does The Fieldwork Site Need?

A Fieldwork Agreement/ Contract?

OR

A Memorandum of Understanding?

Which FW Agreement will be used: OT Academic Program Fieldwork Agreement Fieldwork Site Agreement/ Contract

Title of Parent Corporation (if different from facility name):

Type of Business Organization (Corporation, partnership, sole proprietor, etc.):

State of Incorporation:

Fieldwork Site agreement negotiator:

Phone:

Email:

Address (if different from facility):

Street:

City:

State:

Zip:

Name of student:

Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

Information Status:

- New general facility letter sent:
- Level I Information Packet sent:
- Level II Information Packet sent:
- Mail contract with intro letter (sent):
- Confirmation sent:
- Model Behavioral Objectives:
- Week-by-Week Outline:
- Other Information:
- Database entry:
- Facility Information:
- Student fieldwork information:
- Make facility folder:
- Print facility sheet:

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s).

Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.

The SEFWE is signed by both the fieldwork educator(s) and the student.

Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: _____

Address: _____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

Order of Placement: First Second Third Fourth

Student work schedule:

Hours required: _____ per week

Weekends required Evenings required

Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork

Experience report on _____
(date)

Student's Signature

FW Educator's Signature

Student's Name (Please Print)

FW Educator's Name and credentials (Please Print)

FW Educator's years of experience _____

ORIENTATION—WEEK 1

Indicate the adequacy of the orientation by checking "Yes" (Y) or "Needs Improvement" (I).

TOPIC	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			

TOPIC	Adequate		Comment
Agency/Department policies and procedures			
Documentation procedures			
Safety and Emergency Procedures			

CLIENT PROFILE

Check age groups worked with

List most commonly seen occupational performance issues in this setting

Age	
0-5 years old	
6-12 years old	
13-21 years old	
22-65 years old	
65+ years old	

Occupational Performance Issues

Describe the typical population: _____

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				

Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				
Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: _____

III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others— specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): _____

DOCUMENTATION AND CASE LOAD

Documentation Format:

- Narrative SOAP Checklist Other: _____
 Hand-written documentation Electronic

If electronic, name format & program: _____

Time frame & frequency of documentation: _____

Ending student caseload expectation: _____ # of clients per week or day

Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

What was the primary model of supervision used? (check one)

- one fieldwork educator : one student
 one fieldwork educator : group of students
 two fieldwork educators : one student
 one fieldwork educator : two students
 distant supervision (primarily off-site)
 three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

General comments on supervision:

SUMMARY of FIELDWORK EXPERIENCE

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Would you recommend this fieldwork site to other students? Yes or No _

Why or why not? _____

INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator’s efforts in each area

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree				
1	2	3	4	5

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student’s clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student’s growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments: _____

**TUSKEGEE UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
Occupational Therapy Program**

Level II Fieldwork Grading Form

- Students who are registered for Level II Fieldwork (OCTH 652 and OCTH 653) can access a copy of the AOTA Fieldwork Evaluation of the Fieldwork Student form from the AOTA website at the following link:
- <https://www.aota.org/education/fieldwork/fieldwork-performance-evaluation>



Tuskegee University OT Program

Fieldwork Communication Form

Student: _____ Supervisor: _____
Date: _____ Week #: _____

Subjects for Discussion:

Strengths Identified:

Areas in Need of Further Development:

Goals for the Upcoming Week:

Section V Graduate School Forms

Date expected to graduate _____
Month Year

OTHER REQUIREMENTS

(List all additional courses and other requirements, which the candidate must complete before graduation.)

A. REQUIRED COURSES

Course Title	Course No.	Credit
--------------	------------	--------

Total additional required credits to be completed _____

B. OTHER SPECIFICATIONS

Additional Requirements:

Thesis/Dissertation Title:

Nature of Research Problem:

ADVISORY COMMITTEE

Names	Signatures
Major Professor (s)	Approved
Co-Advisors	Approved
Advisory Committee Member	Approved
Advisory Committee Member	Approved
Advisory Committee Member	Approved
Advisory Committee Member	Approved
Advisory Committee Member	Approved
College Dean	Approved
College Dean	Approved
Date of Admission to Candidacy	Dean, Graduate Programs

(Distribution as follows: Registrar, Dean of Graduate Programs, College Dean, Major Professor, Department Head and Student)

TUSKEGEE UNIVERSITY
GRADUATE PROGRAMS
ORAL EXAMINATION REPORT
NON-THESIS

Date: _____

To: Dean, Graduate Programs

We, the undersigned, report that as a committee we have examined _____
(Student's Name and ID Number)
upon the work done in the following field(s):

Major: _____ Minor (if any): _____

_____ has _____ the examination.
(Ms., Mrs., Mr. and Student's Name) (passed or failed)

We find that the non-thesis project, _____
(Title) _____ is _____ to us.

(acceptable or not
acceptable)

Additionally, we find that _____ attainments are such that _____ may be
(Student's name) (he or she)

_____ for the degree, Master of Science in _____
(recommended or not recommended)

Student's Examining Committee Signatures

I dissent from the foregoing report:

As Dean of Graduate Programs, I concur with the above recommendations.

Dean, Graduate Programs

RECOMMENDATIONS OF THE COMMITTEE
(Only for students who have failed some part of the requirements stated above)

FIVE TYPED COPIES WITH ORIGINAL SIGNATURES TO BE RETURNED TO THE DEAN OF GRADUATE
PROGRAMS IMMEDIATELY FOLLOWING THE COMPLETION OF THE ABOVE EXAMINATION.