The Department Chair must approve requests for travel expenses related to department business. The procedures for travel arrangements are as follows.

2.12 Travel

1.0 Administration

1.1 Department Chair & Occupational Therapy Doctorate Program Director

1.2 Occupational Therapy Assistant Program Director

1.3 Academic Fieldwork Coordinator (AFWC)

1.4 Administrative Assistant

2.0 Faculty

2.1 Governance

2.2 Evaluation of Faculty

2.3 Graduate Faculty Status

2.4 Faculty Development

2.5 Academic Integrity

2.6 Examination Tools & Development

2.7 Examination Proctoring

2.8 Promotion of Occupational Therapy

2.9 Faculty Meetings

2.10 Confidentiality

2.11 Library Holdings

2.12 Travel

The procedures for travel arrangements are as follows.

2.13 Book Adoptions

2.14 Publicly Available Materials

2.15 Purchasing Requests

2.16 Faculty Advisors

3.1 Admissions

3.2 Orientation of New Students

3.3 Fieldwork Education Records

3.4 Child Maltreatment Reporter Training

4.0 ACOTE Accreditation

4.1 Accreditation Process

4.2 Accreditation Status

4.3 Payment of Accreditation Fees

5.0 Changes in Forms, Policies, and/or Procedures

6.0 Dealing with Complaints

6.1 Formal Complaints

6.2 Informal or Minor Complaints

7.0 Safety and Emergency Procedures

7.1 Personal Injury or Incident

7.2 Safety Checks of Lab Equipment

7.3 Teratogenic Substances

7.4 Disaster Evacuation

8.0 Departmental Governance & Operations

8.1 Admissions Committee

8.2 Student, Faculty and Alumni Relations Committee

8.3 Scholarship and Awards Committee

8.4 Schedules and Facilities Committee

8.5 Curriculum Committee

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OTD Policies and Procedures

This document is designed to set forth the policies and procedures of the Department of Occupational Therapy and is intended to supplement (not replace) those of the University, CNHP or the Graduate School of Arkansas State University.

1.0 Administration
The Department of Occupational Therapy administration consists of the Department Chair, The Occupational Therapy Assistant (OTA) Program Director, the Academic Fieldwork Coordinator (AFWC), Two Occupational Therapy Faculty on a full-time Assistant, Associate or Full Professor appointment from the Dean of the College of Nursing and Health Professions (CNHP), Adjunct faculty with content expertise and one full-time administrative assistant. The roles and responsibilities of these positions include:

1.1 Department Chair
The Department Chair has a dual title of OTD Program Director. The Department Chair works with the Occupational Therapy Assistant (OTA) Program Director to coordinate and manage the operations of the department. Department Chairs play a particularly important role in encouraging and sustaining scholarship, research, and participation in professional activities by members of their faculty. The Department Chair has oversight of OTA and OTD curriculum, budget, faculty recruitment/hiring, academic standards, and accreditation. The Department Chair evaluates all OT faculty and reports to the Dean of the College of Nursing and Health Professions (CNHP). Department chair duties are located in the ARKANSAS STATE UNIVERSITY Faculty Handbook (Section I).

1.2 Occupational Therapy Assistant Program Director
The Occupational Therapy Assistant (OTA) Program Director reports to the Department Chair and support the coordination and management of departmental operations. The OTA program director has primary responsibility for the OTA curriculum, OTA accreditation and delivery of quality education to OTA students.

1.3 Academic Fieldwork Coordinator (AFWC)
The OTD Academic Fieldwork Coordinator (AFWC) is a doctorate-level faculty member and administrator responsible for the implementation of the fieldwork education program. This individual is responsible for the program’s compliance with Accreditation Council for Occupational Therapy Education (ACOTE®) standards related to fieldwork education. The AFWC is a practitioner who supervises students’ fieldwork experiences and collaborates with fieldwork educators to develop fieldwork education objectives and experiences. The AFWC is responsible for the coordination and planning of the FW experience and verifies that student supervision is effective. The AFWC ensures that the safety and well-being of all
stakeholders is accounted for and supports fieldwork educators in providing learning experiences that meet ACOTE standards (ACOTE, 2012).

1.4 Administrative Assistant

The administrative assistant of the Department of Occupational Therapy reports to the Departmental Chair and is responsible for maintaining and securing all students' communication and records. The Administrative Assistant's work performance is evaluated by the Departmental Chair with input from the OTA Program Director and the AFWC. The administrative assistant works with the Department Chair, the OTA Program Director, the AFWC and faculty to coordinate and implement the daily activities of the department.

2.0 Faculty

Faculty in the Department of Occupational Therapy have the same rights and privileges of faculty of similar academic rank at Arkansas State University which are detailed in the ARKANSAS STATE UNIVERSITY Faculty Handbook. Occupational therapy faculty members report to the Chair and must follow professional guidelines outlined by AOTA: https://www.aota.org/~/media/corporate/files/practice/ethics/code-of-ethics.pdf

Faculty are expected to be present at all pre-session faculty meetings scheduled prior to the beginning of fall semester classes, all general faculty meetings, college and/or department meetings, meetings of committees to which faculty members have been elected or assigned, academic counseling meetings, and other group meetings of a specific nature to which faculty members may be assigned. Faculty members are required to prepare and provide to their department Chairs or Directors a syllabus of each course taught. OTD course content prioritizes professional accreditation standards. The OT Chair assigns accreditation standards to curriculum courses with input from faculty. OT faculty are responsible for the quality of the content in the courses they lead including the objective and fair assessment of students’ learning through clearly articulated learning outcomes. Course syllabi and course materials should be maintained on Blackboard. Course syllabi must contain grading rubrics for each assignment issued a grade. Course syllabi will be kept on file for at least seven years and be available to accreditation examining teams. A current course syllabus must be distributed to each enrolled student during the first week of a regular term and no later than the second day of a summer term. Faculty are subject to continuing performance evaluations. If at any time, the employee’s immediate supervisor determines that the employee is not meeting performance expectations, the employee may be counseled regarding the unacceptable performance. Documentation of the conference will be placed in the employment file.

2.1 Governance

Rights and privileges of the core faculty are based upon academic rank and are set forth in the CNHP Faculty/Staff Handbook. Faculty of the Department of Occupational Therapy have responsibility in all matters pertaining to the standards of admission and graduation, the curriculum, instruction, research, extracurricular activities, discipline of the students, the educational policies and standards of the department and all other matters pertaining
to the conduct of faculty affairs, including discipline of their own members. The core faculty is responsible for reviewing admission policies, departmental policies and procedures, academic standards and curriculum on an ongoing basis. Changes to these areas of responsibility must be brought to the core faculty for discussion and approval during faculty meetings and faculty retreat.

2.2 Evaluation of Faculty

Policies regarding faculty performance review of tenured, tenure-track, and non-tenure track faculty at Arkansas State University can be located at http://www.astate.edu/a/academic-affairs-and-research/faculty-info/prt/index.dot.

Core faculty in the Department of Occupational Therapy are considered members of the CNHP. Core faculty in the CNHP are appointed to either a tenure or non-tenure track position depending upon their roles and responsibilities. Evaluation is conducted annually (January) and is based on the CNHP Professional Activity Report from Appendix R of the CNHP Faculty/Staff Handbook. All faculty must complete the ACOTE Form F Professional Development Plan on an annual basis, and update it throughout the year. The Form F is required in the annual faculty evaluation.

All core faculty members receive an annual administrative productivity review conducted by the Department Chair. The administrative review for members of the core faculty serves as the mechanism for the Department Chair and the faculty member to review the past year’s accomplishments in the areas of service, teaching, and scholarship and to plan for developmental activities for the coming year. The administrative review is also used for decisions regarding merit salary adjustments. The Department Chair writes an evaluation of the faculty member and provides it to the Dean of CNHP. The Dean of CNHP will perform an administrative review of the Department Chair.

Each nursing and health professions didactic and clinical course (including summer sessions) shall be evaluated near the end of the semester in which the course is taught through Instructor / Course Evaluation Forms located in CNHP Faculty/Staff Handbook, Appendix H, page 91. Procedures for completing faculty/course evaluations can be found in the CNHP Faculty/Staff Handbook.

Each adjunct faculty member is evaluated by the students using the Instructor / Course Evaluation Forms. After the completion of the course, the Department Chair evaluates adjunct faculty members using information from the student evaluation of teaching and any input from students or the faculty mentor assigned to the adjunct.

2.2.1 Tenure Track Appointments

Criteria for rank, promotion and tenure considerations are detailed in the CNHP Faculty/Staff Handbook (Appendix F), ARKANSAS STATE UNIVERSITY Faculty Handbook.
(Section IV) and University PRT Criteria (http://www.astate.edu/a/academic-affairs-and-research/faculty-info/prt/index.dot). Tenure-track faculty members are evaluated on a yearly basis by the Department Chair. Procedures for completing review of pre-tenured faculty are detailed in the CNHP Faculty/Staff Handbook.

2.2.2 Non-Tenure Track Appointments

Non-tenure track faculty members are annually evaluated by the Department Chair. Procedures for completing non-tenured faculty review are detailed in the CNHP Faculty/Staff Handbook.

2.2.3 Adjunct Faculty

The Department Chair reviews and approves the professional credentials of all adjunct faculty prior to their appointment. Adjunct faculty who are not involved in the day-to-day operations of the department, but are kept apprised of events, department concerns and curriculum sequences through informal channels of communication.

The Department Chair is responsible for communicating to adjunct faculty department events, concerns, and curriculum sequences. The channels of communication that may be used include, but are not limited to:

a. Committee meeting minutes
b. Fieldwork education site visits by the AFWC or other core faculty
c. Memorandum (faxed and mailed)
d. Telephone communication
e. Electronic communication

2.2.4 Fieldwork Education Faculty and Adjunct Rights & Privileges

Fieldwork educator members are recognized as employees of other organizations and institutions, but are appointed as clinical faculty by the AFWC. These faculty members accrue many of the same privileges as core faculty and the adjunct faculty, which includes:

- the use of library facilities.
- the use of HPESS recreational facilities.
- the use of bookstore discounts.
- opportunity to participate on professional growth and development activities through Fieldwork educational programming.

The procedures to access and maintain clinical faculty privileges will be coordinated by the AFWC.

2.3 Graduate Faculty Status

All members of the Occupational Therapy Doctorate faculty are eligible for Graduate Faculty membership in either of the following categories: Regular Member or Temporary Member. Expectations from the Commission on Accreditation in Occupational Therapy Education state that 100% of the core Occupational Therapy faculty must have an advanced academic doctoral degree.
A. Regular Member

Qualifications – Regular Members of the Graduate Faculty must be a full-time faculty member with a doctoral degree. Terminal degrees can include a Doctor of Occupational Therapy, a Transitional Doctor of Occupational Therapy, or related fields (i.e., Psychology, Neuroscience, Educational Leadership, etc.).

Regular Members are expected to demonstrate outstanding achievement in teaching, complete a minimum of three (3) activities in the area of scholarship and four (4) service activities. Minimum teaching standards include an overall instructor average mean composite score of at least 3.75 on a 5.0 scale. Scholarship activities include conducting and producing scholarly activity such as writing books, publishing peer-reviewed articles, presenting to learned forum, leading and managing funded research and scholarly activity. Service activities include serving on departmental and College committees, serving as a mentor and role model for new faculty, participating in all activities essential to the department, the College and the University, and maintaining membership in the professional association appropriate to the discipline. The appointment will be in effect for six years.

1. Appointment Policies/Procedures – The Occupational Therapy Department Chair will submit the necessary documentation to the Graduate Council for approval of a Regular Member.

2. Privileges/Responsibilities - A Regular Member may 1) teach graduate courses (both didactic and fieldwork education), 2) evaluate graduate student performance on comprehensive final examinations, 3) serve as a graduate student advisor in Occupational Therapy, 4) serve as a research advisor for research courses in his/her specialty area, and 4) serve on the Graduate Council. Only Regular Members with doctoral degrees may serve or chair doctoral capstone projects.

B. Temporary Member

1. Qualifications – Occupational Therapy faculty members may earn Temporary Member graduate if appointed to non-tenure track positions.

2. Appointment Policies/Procedures – The Occupational Therapy Department Chair will submit the necessary documentation to the Graduate Council for approval of Temporary Member. If the appointment is approved by the Graduate Council, the term of the appointment will be specified and shall not be less than one calendar year. These faculty members may reapply when the appointment expires.

3. Privileges/Responsibilities – The Temporary Member may 1) teach graduate courses (both didactic and fieldwork) in Occupational Therapy as specified on the approved application, 2) serve as a graduate student advisor in Occupational
Therapy and 3) serve as a research advisor for research courses in his/her specialty area.

2.3. Faculty Development

Faculty development activities are designed to (1) fulfill specific department needs identified by the core faculty and/or (2) enhance individual faculty instructional/research/service expertise. Department needs are identified by the core faculty members and provided to the Department Chair for consideration. The Department Chair at his/her discretion will request specific faculty to participate in developmental activities to address department needs.

Annually, individual core faculty will update professional developmental plans (Form F) that are reviewed by the Department Chair. Faculty development plans are designed to identify activities intended to maintain and/or enhance instructional/research/service expertise. The department provides financial support for faculty development activities as the annual budget allows.

2.3.1 Professional Development Expenses

The department will promote faculty efforts to attend continuing education and professional seminars. The procedure for attending educational and professional meetings is as follows:

1. Each faculty member will be allotted an amount of funds, to be determined each year, to defer tuition and travel expenses for attendance of continuing education courses/programs.

2. Approval for disbursement of these funds will be made by the Department Chair.
   a. Any faculty member desiring to attend a specific course will submit a request for funding, including a completed Travel Authorization, to the Chair of the program.
   b. If the Chair approves the expense, he/she submits the request to the Dean for final approval.
   c. Faculty members are discouraged from purchasing travel tickets or completing any other arrangements related to travel to the event prior to receiving a copy of the signed Travel Authorization from the Chair. Expenses occurred prior to signed approval may be incurred by the faculty member rather than the department.

3. For processing travel requests and reimbursement complete the following steps:
Complete the TA in a timely manner but must be completed 2 weeks prior to the trip. If the University is not financially responsible for the trip, the faculty member will still need to process the TA for approval.

b. A ghost card may be used for registration, airfare and hotel expenses. The ghost card will not allow for food purchases (do not charge food to your hotel room). Send the hotel contact, airfare and/or registration information to the Secretary by email at the same time that the TA is completed.

c. When returning from the trip, turn in receipts to the Secretary for reimbursement processing no more than 5 days after returning from trip. The Secretary will complete the TR-1 and return to you for signatures within 7 days.

2.3.2 New Faculty Members
The Department Chair will assign new tenure-track faculty members to a tenured faculty member in the college to serve as a mentor. The mentor is responsible for introducing the new faculty member to departmental, college and university policies and procedures. Furthermore, the mentor guides new faculty members in the necessary components of service, research and teaching responsibilities so that new faculty members may achieve tenure status. The mentor form provides a guide for the faculty mentor relationship and will be filed in the new faculty member’s personnel file (Appendix A). Once the faculty member has received tenure, the mentoring relationship may continue informally.

2.3.3 Adjunct Faculty Members
The Department Chair will assign adjunct faculty members to a faculty mentor in the teaching area of expertise. Adjuncts will be directed to the appropriate handbooks. The mentor is responsible to provide professional consultation to the adjunct faculty member in the course he / she has been assigned. Such professional consultation may include the planning of the course, development of the syllabus, development of examinations and assistance with evaluations of student performance.

2.4 Guest Lecturers and Honoraria
The department will take advantage of the expertise represented by the professional community in our area, whenever instructional objectives would be facilitated. The procedure for obtaining guest lectures is as follows:

1. Guest lecturers may be paid an honorarium of $75/hour and travel expenses by the department.
2. The core faculty making the invitation to the speaker will submit a request to the Chair for an honorarium and/or travel expenses for guest lecturers, including a justification for the invitation to provide instruction.
3. The chair will determine if the honorarium and/or travel expenses can be paid based on the departmental budget and the merits of the instruction to the needs of the department.

2.5 Academic Integrity

The department of Occupational Therapy will follow the university policy for all forms of academic fraud. This policy is defined in the ARKANSAS STATE UNIVERSITY Student Handbook and CNHP Faculty/Staff Handbook (Appendix C). A breach of academic integrity will not be tolerated. All faculty members of the Department are responsible for ensuring academic integrity in the classes for which they administrate.

2.6 Examination Tools & Development

Copying of examinations in preparation for administration will be completed by the instructor or the administrative assistant. Each faculty member will file course examinations and student projects in the course folder in a locked file cabinet in Smith 124 for two semesters (one calendar year). Each full time faculty member will be issued a key for the file cabinet and a key for Smith 124. After the second semester, all course examinations and projects will be destroyed. Exams that are administered online will remain with the online course through Blackboard (online exams will not be located in the locked file in Smith 200).

2.7 Examination Proctoring

All examinations given in the professional phase of the program will be proctored by the instructor or his/her designee. The procedures for exam administration are as follows:

1. Instructor will set time of examinations. Instructor will proctor his/her own examination whenever possible.
2. If instructor is unable to proctor the examination, he/she will be responsible to arrange with another member of the Occupational Therapy faculty to proctor the examination.
3. If no member of the Occupational Therapy faculty is available to proctor the exam, a faculty member from the College of Nursing and Health Professions can serve as the proctor.
4. If no member of the college faculty is available, any member of the ARKANSAS STATE UNIVERSITY faculty at large could proctor an exam.

2.8 Promotion of Occupational Therapy

The faculty will participate in activities to increase awareness of OT in area public schools, university, professional community, and the public at large. Examples of activities that promote Occupational Therapy include but are not limited to the following:

1. The faculty will plan and participate in all college efforts to promote Occupational Therapy.
2. The faculty will participate in national, state, and local organizations.
3. The faculty will take advantage of opportunities to speak to other groups, on and off the campus, regarding the program at ARKANSAS STATE UNIVERSITY and the profession of Occupational Therapy.

4. The faculty will support the Student Occupational Therapy Association (SOTA) on the ARKANSAS STATE UNIVERSITY campus.

5. The faculty will engage in any other opportunities to promote the profession of Occupational Therapy.

2.9 Faculty Meetings

The Department will routinely hold faculty meetings. It is the responsibility of the Department Chair to set the agenda. An administrative assistant will be designated each semester to ensure accurate minutes. Minutes of the meeting should be submitted to the Department Chair following the meeting. Access to the Dean of the College is available as needed. Extended faculty meetings for curricular and academic planning will be held at least once each academic year.

2.10 Confidentiality

2.10.1 Confidentiality of Student Records

Department faculty and staff members will follow established FERPA guidelines (http://www.astate.edu/a/registrar/faculty-staff/ferpa-information/index.dot) for maintaining confidentiality of all students’ records. No information concerning a student’s progress or standing will be released to organizations or persons outside the university community without the student’s consent. Consent forms are available on the ARKANSAS STATE UNIVERSITY Registrar’s webpage (http://www.astate.edu/dotAsset/a9cbe1c8-cec9-4702-bad5-b739f603bd45.pdf). Forms will be completed and filed in the student’s academic folder. The following procedures will be utilized to ensure confidentiality of student records:

1. All student records will be kept in a locked file cabinet in the Department Chair’s office until graduation. Records related to Fieldwork education will be maintained in a locked file cabinet in the AFWC’s office. After graduation, academic/Fieldwork education files will be moved to Smith 124 and maintained in a locked file cabinet. Graduate records will be destroyed five years after graduation.

2. The file cabinet will be locked any time these files are not in use. Only faculty and the department secretary will have access to the academic file.

3. When files are being used by a faculty member, that faculty member will assume responsibility for the confidentiality of the file until such time as it is returned to the storage file cabinet.
   a. At no time will students have access to this file cabinet.
   b. Students may gain access to personal records under the supervision of a faculty member.
2.10.2 Confidentiality of Faculty/Staff Records
All personnel files associated with any member of the faculty/staff are located in a locked file cabinet in the Department Chair’s office. Faculty and staff have access to their own personal records under the supervision of the Department Chair.

2.11 Library Holdings
The department faculty will annually review the library holdings to ensure appropriate materials are present. Faculty should submit requests to the library via the department library representative for reference materials needed to support research and instruction. This process of making requests will occur on an ongoing basis. A representative of the faculty will meet with the Health Professions Reference Librarian to make any needs known. This meeting should occur each semester if possible.

The library will circulate a list of all journal holdings that it plans to discontinue. Faculty must review this list and respond to this proposed action.

2.12 Travel
The Department Chair must approve requests for travel expenses related to department business. The procedures for travel arrangements are as follows:
1. The traveler is required to submit a completed Travel Authorization to the chair for travel funding prior to travel.
2. Travel arrangements should not be confirmed until the Travel Authorization is signed by the chair indicating approval.
3. Upon return from trip, traveler is required to submit receipts for expenses to Office of Finance via department secretary.

2.13 Book Adoptions
Faculty members are responsible for completing textbook adoptions online by the university deadlines. Faculty will enter textbook adoptions through ARKANSAS STATE UNIVERSITY myCampus portal.

2.14 Publicly Available Materials
All materials originating from the OTD program for public presentation must be approved by the Department Chair prior to dissemination. Materials include but are not limited to poster/electronic presentations, brochures, newsletters, and continuing education programs.

2.15 Purchasing Requests
1. Send purchase request with link to product (including price and company) to Secretary by email.
2. Purchases will be reviewed by the Department Chair prior to placing the order.
3. Purchasing requests should be made two weeks in advance. Purchase requests made with less than two weeks’ notice may not be processed in a timely manner.

2.16 Faculty Advisors
One faculty advisor is selected by the Chair or the Dean for each graduating class. The faculty advisor is responsible for monitoring student progression through the program. The faculty advisor may address affective behavior issues and/or classroom deficiencies with the student. Faculty advisors are also responsible for completing graduation check sheets and providing oversight for the hooding ceremony for that cohort. (Appendix K)

2.17 Inform Students of Support Services
Faculty are responsible for informing students about the support services available to them. Students are responsible for seeking the services and for notifying faculty about their accommodation needs. (Appendix L)

3.0 Students
The maximum class size for the OTD program is 30 students admitted into the program per year. However, this does not preclude the faculty from adjusting class size to meet the overall needs of the OTD program and the region. Recruitment, admission, and retention of students are the primary responsibility of the core faculty members.

3.1 Admissions
It is the policy of the Department of Occupational Therapy to annually admit the most capable students available. The OTD admissions criteria reflects the mission of the Occupation Therapy Doctorate program: to provide quality education that creates leaders who possess the knowledge and skills to advocate for and implement occupational therapy services that improve the health, well-being and quality of life of those served in the Mississippi delta and surrounding regions.

Applicants are scored on 1) Academic Status 2) Leadership through Service 3) Preprofessional Evaluation 4) Writing and Communication To that end the following policies and procedures have been developed and implemented. Each new OTD admissions cycle begins annually on the 1st day of fall classes. See appendix J Admissions: Application rubric

3.1.1 The Admissions Committee
The Admissions Committee is composed of representative faculty members of the Department of Occupational Therapy. The purpose of the Admissions Committee is to oversee the routine management of the admissions process for the Department of Occupational Therapy. The Chair of the Admissions Committee is responsible for coordinating the work of the Admissions Committee, including the oversight of all meetings and documentation related to the Admissions process. Data collection methods are set annually for each new applicant pool. Applicant information for each admission year is used to track student performance in the
program so that comparisons of application information and actual student performance in the program can be made.

3.1.2 Applicant Advising

Advising is provided on a year-round basis by the department faculty at the request of applicants. Application packets and program brochures are available in the Department of Occupational Therapy office and on the Department’s web site at: http://www.astate.edu/college/conhp/departments/occupational-therapy/

Application packets and brochures can also be requested by phone, mail or email. Advising sessions provide an overview of the program and serve to delineating specific requirements, answer questions regarding the application process, promote the profession.

3.1.3 Recruitment Activities

The OTD Chair and the OTD Academic Fieldwork Coordinator (AFWC) are responsible for coordinating recruitment efforts for the OTD Program. Recruitment activities include Open House for prospective students applying for the OTD program, participating in high school Honors Day program, New Student Orientation and other similar recruitment opportunities that exist on campus.

3.1.4 Admission Requirements

Admission requirements for admission to the Department of Occupational Therapy, including prerequisite coursework, may be found on the departmental website: http://www.astate.edu/info/academics/degrees/degree-details.dot?mid=8c5288d4-c26f-44e0-a3cf-ac3db90f25e4

And in the department brochures and application packets. All individuals must first be admitted to the Arkansas State University Graduate School prior to being considered for admission to the OTD Program. An overall MINIMUM GPA of 2.5 is required to be admitted into the OTD program.

3.1.5 Transfer Students

Transfer students will be considered on a case-by-case basis. Students that are currently enrolled in another accredited Occupational Therapy program may apply to the ARKANSAS STATE UNIVERSITY OTD program using the regular admissions process (deadline February 1). Should a transfer student be admitted into the ARKANSAS STATE UNIVERSITY OTD program, up to 9 graduate credit hours may be used to satisfy degree requirements of the OTD, which will be determined by the Admissions Committee and approved by the Department Chair and ARKANSAS STATE UNIVERSITY Graduate School.

3.1.6 English Proficiency Requirements

The Department of Occupational Therapy requires a high level of proficiency in English so that all students will be able to fully meet academic and clinical objectives as well as meet criteria for professional licensure. All foreign-born students and nurses must take one of the following tests:
1. Test of English as a Foreign Language (TOEFL) with a score of 83 on the preferred internet-based test (iBT), 570 on the paper-based test, or 213 on the computer-based test.

2. International English Language Testing System (IELTS) with a score of at least 6.5 and a spoken band score of 7.

The TOEFL is available at the ARKANSAS STATE UNIVERSITY Testing Center. When taking the exam off campus, the report code for ARKANSAS STATE UNIVERSITY is 6011.

The term foreign born refers to people residing in the United States who were not U.S. citizens at birth. The foreign-born population includes naturalized citizens, lawful permanent immigrants, refugees and asylees, legal non-immigrants (including those on student, work, or other temporary visas), and persons residing in the country without authorization. In contrast, the term native born refers to people residing in the United States who were U.S. citizens in one of three categories: 1) born in one of the 50 states or the District of Columbia; 2) born in United States Insular areas such as Puerto Rico or Guam; 3) born abroad to at least one U. S. citizen parent.

Students may be exempt from the English proficiency testing if the student is foreign born but attended school in the United States since kindergarten. For the exemption students must provide official school records showing continuous enrollment in U. S. schools since kindergarten.

Students who do not meet the required English language proficiency may enroll in ARKANSAS STATE UNIVERSITY’s English as a Second Language (ESL) program in the International Center for English. Potential Occupational Therapy students enrolled in the ESL program must maintain an average of 85 or higher in levels 0 through 4. In the final or 5th level of the ESL program an average of 90 or higher must be maintained. On completion of the ESL program, the potential Occupational Therapy student must take the internet based Test of English as a Foreign Language (TOEFL). Upon successfully meeting the proficiency requirement, potential students are eligible to apply to the Doctor of Occupational Therapy program.

3.1.7 Processing of applications: The following guidelines are used for the processing of applications:

1. The application deadline is February 1 of each year for the OTD Program. Applicants will only be considered for admission if they have submitted completed application materials as outlined in the application packet for each program. This does not preclude the program’s right to act in a manner that ensures a full and qualified class.

2. Applications are entered into a database and checked by the administrative assistant for verification of original transcripts, immunizations, prerequisite
coursework and degree requirements. All applications are stored in a locked storage unit.

3. It is the responsibility of the applicant to ensure that all application materials are submitted to the OT Department by February 1. Applicants should request transcripts and recommendation letters well in advance of the deadline to ensure that they are received by the OTD program in time. Application materials sent to the department by after February 1st will only be considered upon approval from the Chair and because of an extraordinary circumstance with documentation of the circumstance.

4. No applicant can be considered for admission to the OTD program unless he/she has applied and been accepted to the ARKANSAS STATE UNIVERSITY Graduate School.

3.1.8 Evaluation criteria: Applicants are evaluated on the following criteria:

1. Academics Status (45% of the total score)
   a. Prerequisite coursework (18% of total score) with weighting for prerequisite coursework according to grade/credit hour.
   b. Graduate level (3000 level or higher) coursework supportive the applicant’s knowledge-base about occupational therapy practice (27% of total score).

2. Leadership through personal development (1% gain on total score) noted through significant academic improvement in the final 48 credit hours of baccalaureate completion.

3. Leadership through volunteerism (9% of total score)

4. Leadership through community service (9% of total score)

5. Preprofessional Evaluation by reference (9% of total score) with weighing to reflect the level of professional relationship between the applicant and the reference source.

6. Preprofessional Recommendation by reference (9% of total score) with weighting to reflect the familiarity of the applicant and the reference source.

7. Writing Quality (6% of total score)

8. Writing content (2% of total score)

9. Overall impression of the applicant by the A-State OTD Admission Committee Member (11% of total score)

See Appendix for further details about the evaluation rubric.

3.1.9 Notification of Applicants

Electronic notification of applicants’ acceptance or alternate status will be made within one week after the selection process had been completed. Written notification will follow. Applicants who are not selected to the class or to the alternate list will be notified electronically and through written notification once application decisions are finalized.
3.1.10 Evaluation of the Admissions Process

The admissions process is evaluated annually by the Department Chair, the faculty, the students admitted to the program that year, and the Admissions Committee. Changes and revisions to the admissions process will be implemented as soon as is practicable following the evaluations of the process by the Departmental leadership.

1. An informal discussion regarding the student evaluations of the admissions process will be made during the New Student Orientation session.
2. The admissions process will be reviewed during at least one annual regular meeting of the Admissions Committee.
3. Department Chair and faculty evaluations of the admissions process will be made during the annual Faculty Retreat at the end of the spring semester.

3.2 Orientation of New Students

The faculty will plan and implement an orientation day for incoming professional students. Orientation day will occur before the students begin classes in the professional phase of the curriculum. The orientation will include, but not be limited to:

1. Introduction of faculty and staff
2. Comprehensive program information
3. Handbooks (department, college, university)
4. Information about support services available to students
5. Advisement process
6. Tour of department facilities
7. Expectations for conduct and academic performance
8. Rules and procedures
9. Clinical affiliation process
10. Student Occupational Therapy Student Association (SOTA)
11. American Occupational Therapy Association (AOTA)
12. Social gathering

3.3 Fieldwork Education Records

The AFWC maintains a record of all students' health information and other clinically related documents that are required for Fieldwork education. It is the responsibility of the AFWC to ensure that all students have completed documents related to Fieldwork education prior to all clinical experiences. Student Fieldwork education records will be kept in a locked file cabinet in the AFWC’s office until graduation. After graduation, student records will be stored for five years in a locked file cabinet in Smith 124.

3.4 Child Maltreatment Reporter Training

Each student enrolled in the OTD program must complete Child Maltreatment Reporter Training prior to graduation. Each student will complete training in OTD 6243 Professional Practice and paperwork will be filed in the student’s file.
2.5 **Student Progression**

Faculty are responsible for monitoring student matriculation through the program. Faculty must report any student exam score that falls below 75% (even if the course average is $\geq 75\%$) to the student advisor. To support continuity of policy in regards to student advisement, the OTD program director will serve as the student advisor for the first three OTD classes in this newly established OTD program.

4.0 **ACOTE Accreditation**

4.1 **Accreditation Process**

All faculty members will participate in any and all self-study and/or accreditation processes/events. The Department Chair will assign self-study duties to faculty based on expertise and time availability. Since accreditation is an ongoing process, faculty can expect to be involved in accreditation issues at any time.

With the assistance of the AFWC and the faculty, the Department Chair accumulates information necessary to respond to all documentation and reports requested by ACOTE, including but not limited to annual reports of graduation rates, reports of pass rates and graduation employment rate. All documentation and reports will be submitted on or before the deadline established by ACOTE.

4.2 **Accreditation Status**

The Department Chair is responsible for maintaining the accreditation status of the Department of Occupational Therapy. Responsibilities of the Department Chair include reporting any substantive changes in the program, institutional accreditation status or legal authority to provide postsecondary education to the appropriate persons and the public. In the absence of the Department Chair, the Dean of the CNHP has this responsibility. Responsibilities of the Department Chair also include:

a. Informing ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.

b. Informing ACOTE within 30 days of the date of the notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.

c. Notifying and receiving ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.

d. Informing ACOTE within 30 days of the resignation of the program director or appointment of a new interim program director.

The University takes accreditation recommendations very seriously. Should the Department of Occupational Therapy be out of compliance in one or more areas, the involved program, faculty and advisory committee will develop a remediation plan that is approved by the Dean and Executive Vice Chancellor. All appropriate steps necessary to effect compliance will be implemented. The University understands that strategies may involve budgetary reallocations, external consultation activities, revision of existing

**OTD Policies and Procedures**

**Arkansas State University**

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policies or implementation of new policies. The University and the community are committed to quality Occupational Therapy education and will focus their efforts toward that end. The University is committed to quality graduate education. If the program is found out of compliance by ACOTE, the program will come into compliance within two years of the notice.

4.3 Payment of Accreditation Fees

Accreditation fees are paid to ACOTE in a timely manner. The procedure for payment of accreditation fees is as follows:

1. ACOTE sends the invoice directly to the Department of Occupational Therapy to the attention of the Department Chair.
2. The Department Chair is responsible to ensure that the bill is forwarded to the Dean of the CNHP.
3. The Dean of the college is responsible for seeing that the information is entered into the on-line requisitioning system to be processed for payment.

4.4 Program ACOTE Status 2016

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

5.0 Changes in Forms, Policies, and/or Procedures

Changes in forms, procedures, or policies relative to operations of the department of Occupational Therapy must be shared with and explained to the faculty and appropriate committees prior to implementation. The procedures for these changes are:

1. This policy does not supersede any requirements for disclosure or approval at the college or University level.
2. Any person or group desiring a change in forms, policy, or procedure must submit the change to the Department Chair. The Department Chair will place
the item on the agenda for the next faculty meeting for discussion and deliberation.

3. After discussion, the agenda item will be voted on by a quorum (more than 50%) of the core faculty members and the Department Chair. The item must pass by majority vote.

6.0 Dealing with Complaints
Arkansas State University, the College of Nursing & Health Professions, and the Department of Occupational Therapy have specific processes in place for the handling of grievances. These processes (or portions thereof), and the situations in which they apply, are detailed in the ARKANSAS STATE UNIVERSITY Student Handbook, the ARKANSAS STATE UNIVERSITY Faculty Handbook, the CNHP Faculty/Staff Handbook.

6.1 Formal Complaints
Formal complaints from a member of the university community shall be handled by these procedures where applicable. For formal complaints that are not addressed by the policies listed in the documents above, the following processes shall be used:

1. The person(s) lodging a formal complaint will be asked to submit the complaint in writing to the Department Chair.
2. The Department Chair [or appointed representative(s)] will investigate, collect information, propose solutions, and notify the appropriate parties of the findings and the course of action taken.
3. The Department of Occupational Therapy Curriculum Committee will review complaints regarding curriculum and instructional design.
4. The Department of Occupational Therapy Admissions Committee will review complaints regarding admissions policies and procedures.
5. Complaints lodged against the Department of Occupational Therapy involving litigation or potential litigation will be referred to the Dean of the CNHP.

6.2 Informal or Minor Complaints
The faculty realizes that from time to time complaints may arise that are not formal grievances or to which the above-mentioned procedures do not apply. Examples of such situations include things like informal complaints about a student, staff member or faculty member or complaints from outside the university community (e.g., prospective students, clinical instructors, hospital personnel, patients, employers of graduates, health care institutions, etc.) concerning a person or persons associated with the Department of Occupational Therapy. These will also be handled in a process that seeks to produce resolutions which are equitable for all involved, maintain the academic integrity of the program, and result in improved relations and operations relative to the program. Informal complaints will be filed in the Department Chair’s office (Appendix I).
6.2.1  Faculty Member and Student

For informal or minor complaints, the following processes shall be used when a faculty member has a complaint regarding student action/behavior:

1. The faculty member will schedule a meeting with the student and explain the nature of the complaint.
2. The faculty member will attempt to develop a supportive relationship to work with the student to solve problem.
3. Should this attempt not prove effective:
   a. The faculty member and student will meet together with the Department Chair to discuss problem.
   b. The Department Chair will assist the faculty and student in developing an action plan to resolve the problem and recorded using the Student Conference Record form located in OTD Student Handbook (Appendix Student Conference Record).
   c. Several resources exist on the campus, including the Dean of the College, to assist in the formation of the plan. Publications such as the ARKANSAS STATE UNIVERSITY Student Handbook outline the parameters of acceptable student behavior. The Dean of Students may also be consulted for advice and mediation.

These steps do not supersede the requirements for classroom/professional behavior on the part of the student as outlined in department and University student handbooks.

6.2.2  Faculty Member and Another Faculty Member

For informal or minor complaints, the following process shall be used when a faculty member has a complaint regarding another faculty member:

1. The faculty member with the complaint meets with the faculty member with whom the conflict exists to discuss the problem.
2. The two faculty members seek to develop a resolution in a collegial environment.
3. Should this process not resolve the problem faculty may request a third faculty member to mediate the process of developing a resolution, or faculty may ask the Department Chair to mediate the resolution.
4. Should this process yet not resolve the complaint, the issue will be referred to the Dean of the CNHP for resolution.

6.2.3  Complaints from Outside of the University Community

All other persons who have a complaint regarding department or personnel are referred to the Department Chair who will develop a plan to address the complaint. Should this process not resolve the complaint, the issue will be referred to the Dean for resolution.
7.0 Safety and Emergency Procedures

7.1 Personal Injury or Incident
The faculty, staff, and students of the department of Occupational Therapy will report any incident or injury that occurs on the premises. If a non-emergency incident or injury requires medical attention, the injured person will be taken to Student Health Services for medical care. If an emergency transpires, the rapid response medical system will be activated (call 9-911). Appropriate first aid will be delivered until emergency medical personnel arrive.

If possible, a written incident report will be completed by the person who was injured. If this is not possible, the first responder will complete the report (Incident Form is located in the OTD Student Handbook and in the CNHP Faculty/Staff Handbook. The incident report will be sent to the Office of the Dean of CNHP.

7.2 Safety Checks of Lab Equipment
All equipment which is used in the instruction of students or for the treatment of patients will be checked for safety on an annual basis. The manufacturer or representative before delivery to the department will inspect any equipment loaned to the department for instructional purposes.

The faculty responsible for the instruction of the physical agents laboratory will ensure safe temperature of all superficial physical agents using laboratory thermometers as well as visual inspection of all equipment prior to use in the laboratory.

All students and faculty are charged to report any area suspect of a possible safety violation to the Department Chair.

Electrical equipment will undergo visual examination of cords, plugs, etc. for wear and tear and regular checks of safety and “cut-off” switches.

The following equipment owned by the CNHP will be checked:
- free weights
- thermometers
- paraffin wax
- hot pack temperature

7.3 Teratogenic Substances
The faculty of the department of Occupational Therapy will design learning experiences and lab procedures, which minimize exposure to teratogenic substances. Exposure to teratogenic substances as a result of performing requirements for classes in this curriculum is highly unlikely. There is a measurable risk of exposure while working in the
Gross Anatomy laboratory. Details for exposure risk are available in the Material Safety Data Sheets located at the secretary’s desk.

7.4 Disaster Evacuation

The Department will follow the disaster plans per CNHP Policy located in the CNHP Faculty/Staff Handbook.

8.0 Departmental Governance & Operations

Departmental committees are necessary to facilitate operations within the department. Committee appointments are determined by the Department Chair on an annual basis (Appendix C).

8.1 Admissions Committee

The Department of Occupational Therapy considers admission for those students who possess the academic and professional potential necessary for the development of knowledgeable and caring members of the healthcare community. The admissions committee is responsible for reviewing admission criteria annually and coordinating recruitment activities related to admissions. Changes in admission procedures / prerequisites are brought forth to the entire OTD faculty for final approval.

8.2 Student, Faculty and Alumni Relations Committee

The student, faculty and alumni committee is responsible for scheduling and promoting events that promote connections with students, faculty and alumni. The committee is responsible for disseminating informational flyers and program newsletters.

8.3 Scholarship and Awards Committee

The scholarship and awards committee is responsible for disseminating scholarship information to students in the OTD programs. This committee is also responsible for determining awards Convocation on Scholars and CNHP Distinguished Alumni Awards.

8.4 Schedules and Facilities Committee

The Schedules and Facilities Committee is comprised of the department chair, secretary, and two faculty members within the Department. This committee is responsible for semester teaching schedules and securing of classrooms for teaching.

8.5 Curriculum Committee

The Departmental Curriculum Committee is comprised of the Department chair and two faculty members within the Department for the purpose of reviewing curricular changes. The chair of the departmental curriculum committee will serve as a member of the CNHP curriculum committee.

8.6 Assessment Committee

The Assessment Committee is comprised of Department Chair and faculty members. The Assessment Committee is responsible for program assessment planning, data collection
and reporting data in a timely manner. All program assessment information is sent to A-State’s Office of Assessment.

8.7 Strategic Planning Committee
The Strategic Planning Committee is comprised of four faculty members and two students (one first year and one second year student). Each year, the Strategic Planning Committee analyzes the department’s current vision, mission and values. The committee determines a plan of action for focusing the department’s energy and resources, strengthen operations and ensure that all faculty and students are working toward a common goal.

8.8 Task Force
Task forces are set to accomplish specific objectives based on current needs of the program.

9.0 Program Assessments
All faculty members are involved in program assessment needs. Assessments data is collected for current student, alumni, faculty and the OTD program. The curricular map and assessment plan are formalized in the A-State OTD Curricular Map & Assessment Plan.

10.0 Fieldwork Education
All clinical instructors will receive a copy of the OTD Fieldwork Education Handbook. This handbook describes OTD coursework, the timetable of skill competency based upon the curriculum, Fieldwork education course requirements, selection of Fieldwork education centers and the responsibilities of the university, clinical affiliates and students. Additionally, the OTD Student Handbook has policies related to Fieldwork education relative to the student experience.
Appendix

Appendix A- Junior Faculty Mentor Onboarding Checklist
Appendix B- Faculty Tools to Support Professional Behaviors
Appendix C- Faculty Committee Assignments, 2011-2012
Appendix D- Professional Behavior Assessment Tool
Appendix E- Graduate / Alumni / Employer Curricular Assessment Tool
Appendix F- 3- year Alumni Assessment
Appendix G- AFWC Performance Evaluation (Students)
Appendix H- FWE Performance Evaluation (FWE)
Appendix I- Informal Complaints
Appendix J– Admissions: Application rubric operational process
Appendix K- Advisement process for students
Appendix L - Support services available to students
Appendix A- New Faculty Mentor OT Department

Junior Faculty Onboarding Checklist

Instructions: Departmental administrative staff will initiate the onboarding checklist for the new faculty once a date of hire has been established. The Departmental administrative staff will be responsible for delegating or performing the onboard procedure, initialing next to each item as they are completed, noting any important information. Once the new faculty has been oriented to the department and completed the items under Tour and Processes to Review, the new Faculty member will become responsible for their onboarding checklist and will return it to their supervisor once all trainings have been scheduled and completed. This document will become part of the Departmental internal file and can be referenced by the Faculty Member or Admin staff at any point.

Faculty Name:

Email Address:

Office Location:

Phone Extension:

Prior to Arrival:

- Arrange for computer (order new and/or reformat old) (Susan Murphy and Deanna Harris)
- Assign office space and clear out
- Order basic office supplies as needed
- Order Keys (Key request form available at facilities management website, chair needs to sign)
- Order name plate for door
- Have phone reformatted or order phone, identify extension (Susan Murphy and Deanna Harris)
- Email new faculty with confirmed start date, first day hours, directions, parking information, and important dates such as upcoming orientation days, convocation, commencement, etc.
- Instruct Faculty to complete HR Paperwork as needed
- Assign courses and add as instructor on Blackboard and with Dean’s office for Native Banner
- Assign advisees as needed
- Order desk copies of texts as needed
- Register Faculty for the next New Faculty Orientation  Date:

- Email Department Faculty, Support Staff, GA staff, and others and cc new Faculty with Welcome and introduction with start date information. Encourage Faculty and staff to welcome and support.
First Day: Set up Computer and Orient to Office

- Received email with faculty ID number and start up instructions
- Establish PIN number
- Log on to My Campus: First Time User
- Establish Password
- Use prefix flastname@astate.edu to log on to My Campus (email prefix will be included in email with faculty ID number)
- Orient to Dashboard options
- Parking Sticker: Faculty Ebiz Parking
- Restart computer and log in with prefix and new password
- Set up computer desktop
- Go to www.astate.edu and log in to My Campus to set up Faculty Email
- Orient to Blackboard platform and register for Faculty Center Trainings as needed
- Send First Day Welcome email with necessary documents and links attached
- Take Faculty to get ID badge made: Reng Student Union, Student Services Rm 2205
- Arrange for Deanna to map computer to the O Drive
- Retrieve Faculty parking pass for any upcoming events from Dean’s office
- Send bio with picture and office location information to Sharon Wilson for website
- Order business cards (Susan Murphy)

Touring Campus:

- Office suite
  - Records
  - Kitchen supplies/fridge
  - Office supplies/copier/printer
  - Bathrooms

- Reng Student Union
  - Post office
  - Testing Center
  - Cafeteria/food court
  - Bookstore

- Library
  - Faculty Center
  - Accessing Library Databases
  - Inter Library Loan process

- Nursing Building
  - Deanna Harris: IT support
o Computer lab
  o Dean’s office: Susan Murphy, Sharon Wilson, Susan Hanrahan
  o Mail area
  o Copy/Mail room
  o Green Room

  o Eugene Smith
    o Labs
    o Supply closet
    o Classrooms
    o 4th floor conference room
    o Student study areas, classrooms
    o PT Department and Gross Anatomy Lab

  o Reynolds Building
    o Copy room
    o Lounge
    o Room 222 (large conference)
    o Upstairs apartment simulation
    o Speech and hearing clinic (Mary)
    o Small conference: Room 204

  o Human Resources

Processes to Review:
  o Departmental Administration: Roles and Responsibilities
  o Administrative Support: Roles and Responsibilities
  o Graduate Assistants: Roles and Responsibilities
  o Key People and Contact information:
    o IT Support
    o Dean’s Office
    o Registrar’s Office
    o Bookstore
    o Library
    o Human Resources
  o Accessing Advising Information in Banner
  o Accessing Class Lists and contact information for students
  o Submitting Time Off Requests
  o Ordering Desk Copies of textbooks
  o Adopting Textbooks
  o Ordering Lab or Office supplies
- Reserving classrooms
- Process for IRB submission
- ACOTE Standards for Accreditation
- Understanding course credit hours: Faculty and Student
- Faculty accountability
  - The meaning of a course syllabus
    - How to develop a course syllabus with ACOTE standards
  - How to utilize a course syllabus
  - Utilizing course and assignment rubrics to support student learning and accountability
  - Utilizing course and assignment rubrics to protect from instructor bias
  - Reflective Teaching
- Completing Form F
- Expectations for student interaction: office hours, documentation, remediation, professional behavior, student evaluations

**Trainings:** List Date the training is scheduled to occur and check off when completed

<table>
<thead>
<tr>
<th>Training</th>
<th>Contact Person</th>
<th>Email</th>
<th>Date Scheduled</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building courses in Blackboard</td>
<td>ITTC</td>
<td>Use scheduler on website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizing classroom technology</td>
<td>Deanna Harris</td>
<td><a href="mailto:dharris@astate.edu">dharris@astate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course building and assessment training</td>
<td>ITTC</td>
<td>Use scheduler on website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FERPA</td>
<td>Sharon Wilson or ITTC</td>
<td><a href="mailto:sjwilson@astate.edu">sjwilson@astate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Reimbursement</td>
<td>Susan Murphy</td>
<td><a href="mailto:smurphy@astate.edu">smurphy@astate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor Training</td>
<td>Wilson Advising</td>
<td>Website</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please sign off that all New Faculty Orientation and Training items have been completed.

___________________________________________  __________________
New Faculty Signature                     Date

___________________________________________  __________________
Program Director or Dept. Chair           Date

OTD Policies and Procedures                 Arkansas State University
Mentee Checklist

Before the meeting with your mentor:
__ What are your goals while at A-State? How can a mentor assist you in meeting your goals? What are your competency levels as a teacher, researcher, and administrator?
__ How will you be involved in the community?
__ Update your CV.
__ What skill sets require additional mentoring? What skills do you need to learn or improve? What do you want to change about your work style? What professional networks are important?

During the meeting with your mentor:
__ Discuss short and long-term professional goals related to research, teaching and service and work together to develop strategies to reach these goals with a timeline.
__ Determine the frequency of the meetings. Interaction can range from brief email or phone "check-ins" to lengthy follow up meetings.
__ Suggest potential topics for future meetings. (Examples: Setting and achieving goals, managing time effectively in an academic environment, balancing personal and professional life, negotiation for what you want/need, completing manuscripts, etc.).

After the meeting and throughout the relationship:
__ Establish your own checklist for follow up. Keep an ongoing portfolio of activities and works in progress. Check your timeline
__ Re-evaluate the mentoring agreement annually (January- when productivity and yearly goals are due to the department chair)
Mentor Agreement Form

I agree to serve as a faculty mentor for ______________________. My role as the faculty mentor is to assist the faculty mentee in maximally developing his/her career with emphasis on teaching, scholarship and service. The following checklist will be used for the mentor:

__ Exchange contact information with the mentee (e.g., email, telephone, etc)

__ Familiarize yourself with ARKANSAS STATE UNIVERSITY’s promotion/tenure policies so that you can provide input to the mentee regarding the process.

__ Review annual productivity reports and 5-year goals with mentee.

__ Familiarize the mentee with the department policies and procedures / OTD Student handbook.

__ Set aside about an hour for the first meeting with your mentee. Use this time to get to know your mentee better.

__ Discuss your expectations and your needs with your mentee. Work with your mentee on yearly goals for the relationship.

__ Chart your mentee’s success; help your mentee to develop a checklist that you both can follow.

__ Reevaluate the mentoring agreement annually.

___________________________________  _____________________________  
Faculty Mentor signature                      Date

___________________________________  _____________________________  
Faculty Mentee signature                      Date

___________________________________  _____________________________  
Department Chair                             Date
Appendix B- Faculty Tools to Support Professional Behaviors

Peer Review Form

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends agreed upon meeting times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 100% of meetings were attended</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The peer demonstrates respectful verbal communications.

*For low scores please circle if one of the below is relevant or describe in the comment section.*

- Does not shout or yell at others
  - Does not insult others
- Does not express thoughts in a polite manner
  - Talks over others or interrupts others

The peer demonstrates respectful nonverbal communications.

*For low scores please circle if one of the below is relevant or describe in the comment section.*

- Does not participate in communication forums set up by the team
- Body language is used to convey disrespect towards others
- Does not reply to team emails or texts in a timely manner
- Does not represents team in a positive manner with non-team members (i.e. friends or faculty)

The peer contributes to group discussions including the identification of meeting times, solution generation and planning.

*For low scores please circle if one of the below is relevant or*
**OTD Policies and Procedures**

<table>
<thead>
<tr>
<th>Description</th>
<th>Relevant or Note</th>
</tr>
</thead>
</table>
| The peer demonstrates active listening.  
*For low scores please circle if one of the below is relevant or describe in the comment section.*  
- Does not consider team members thoughts  
- Does not incorporate team members thoughts  
- Does not look up from laptop or phone to listen to team members thoughts | |
| The peer contributed to the work that supports the final project | |
| The peer’s intellectual contributions are included in the final presentation/product/assignment | |
| The peer was attentive to the time of others:  
*For low scores please circle if one of the below is relevant or describe in the comment section.*  
- Does not arrives a few minutes prior to the beginning of meetings  
- Does not conclude thoughts prior to the end of meeting times | |
| The peer was organized throughout team meetings and contributed organized materials/work to meetings. | |
| The peer met expectations in regards to contributing work.  
*For low scores please circle if one of the below is relevant or describe in the comment section.*  
- Does not contribute work that was prepared and edited  
- Does not contribute work was of high quality  
- Contributed inaccurate or non-evidenced based work | |
| The peer maintains professional boundaries throughout team meetings.  
*For low scores please circle if one of the below is relevant or describe in the comment section.*  
- Shares family or personal information into the meeting discussion  
- Utilizes excuses that incorporate family or personal information (note: these excuses must be taken to the... | |
course instructor and not peers to excuse the attendance of a team meeting otherwise this is considered an unexcused absence)
• Maintains professional emotions throughout meetings
<table>
<thead>
<tr>
<th>A-State OTPF Template to Support Experiential Learning 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Treatment Outline</strong></td>
</tr>
<tr>
<td>Identify Theory/Model/FOR:</td>
</tr>
<tr>
<td>Articulate Rationale:</td>
</tr>
<tr>
<td><strong>Client Factors</strong></td>
</tr>
<tr>
<td>List the client factors:</td>
</tr>
<tr>
<td><strong>Performance Skills</strong></td>
</tr>
<tr>
<td>List the performance skills:</td>
</tr>
<tr>
<td><strong>Performance Patterns</strong></td>
</tr>
<tr>
<td>List the performance patterns below:</td>
</tr>
<tr>
<td><strong>Contexts/Environments</strong></td>
</tr>
<tr>
<td>List the contexts/environments of focus below:</td>
</tr>
<tr>
<td><strong>Occupations</strong></td>
</tr>
<tr>
<td>List the occupations of focus below:</td>
</tr>
</tbody>
</table>

| **Assessment Approach**                      |
| Identify Assessment Type:                    |
| standardized neuropsychological test,        |
| standardized performance-based test,         |
| informal performance-based test,             |
| standardized observation, informal           |
| observation, standardized screening method,  |
| informal assessment                          |
| Identify name:                               |
| Identify test properties:                    |
| Articulate Rationale:                        |

| **Treatment Approach:**                      |
| Remediation:                                 |
| Compensation:                               |
| Development:                                |

| **Articulate Treatment Rationale:**          |

| Values/ Beliefs, and Spirituality |
| Body functions |
| Body structures |
| Motor skills |
| Process skills |
| Social interaction skills |
| Routine |
| Role |
| Habits |
| Routines |
| Rituals |
| Roles |
| Cultural |
| Personal |
| Physical |
| Social |
| Temporal |
| Virtual |
| Values/ Beliefs, and Spirituality |
| Body functions |
| Body structures |
| Motor skills |
| Process skills |
| Social interaction skills |
| Routine |
| Role |
| Habits |
| Routines |
| Rituals |
| Roles |
| Cultural |
| Personal |
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| Social |
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| Role |
| Habits |
| Routines |
| Rituals |
| Roles |
| Cultural |
| Personal |
| Physical |
| Social |
| Temporal |
| Virtual |
Appendix C- Faculty Committee Assignments, 2016-2017

Admissions
Names: M. Tracy Morrison, Brandi Steele, Pamela Lewis-Kipkulei

Student, Faculty and Alumni Relations Committee
Names: Marsha Johnson

Assessment
Names: M. Tracy Morrison, Jessie Bricker

Curriculum
Names: M. Tracy Morrison, Jessie Bricker

Schedules & Facilities
Names: M. Tracy Morrison, Jessie Bricker

Scholarships and Awards / Alumni
Names: M. Tracy Morrison, Mohammad Akhter

Strategic Planning Committee
Names: M. Tracy Morrison, Jessie Bricker, Pamela Lewis-Kipkulei, Marsha Johnson, Brandi Steele, Susanne Belk
Task Forces

Inter-professional Education
   Names: Jessie Bricker, Susanne Belk, Mohammad Akhter

Graduate Assistants
   Names: Pooja Ghai, Molly Gibson, Eric Mullins, Bhargavi Kandadi, Jamie West

Library Representative: Pamela Lewis-Kipkulei
Appendix D- Professional Behaviors

Professional Behaviors in the Classroom

A-State OTD students are expected to demonstrate professionalism, leadership and respect of others at all time and in particular during the learning process. A total of ten total percentage points for the course may be removed at the instructor’s discretion if the student:

- Participates in side discussions with peers during classroom time
- Engaged in inappropriate use of a laptop during class time including:
  - Web-surfing for non-learning purposes
  - Instant Messaging
- Demonstrates verbal and/or nonverbal communications toward peer and/or faculty members that convey disrespect.
- Demonstrates verbal and/or nonverbal hazing or harassing behaviors towards peers who ask questions during class.
- Uses learning times to ask inappropriate questions.
- Tardiness
- Lack of participation during lecture. For example, if the faculty member asks the student body a question and finds students do not raise their hand to participate, then a 10% reduction in total points may be assigned to all students.
- Falls asleep or in class

All students are encouraged to ask questions about lecture content during the lecture time. This process demonstrates professionalism, leadership and engagement in the learning process and supports other students learning process.
Appendix E - Graduate Curricular Assessment Tool
(Completed at graduation)

The Graduate Program in Occupational Therapy at Arkansas State University is committed to ongoing assessment and improvement. As a graduate of the Program, you are in a position to make important contributions to our improvement efforts. Please help us determine how well the Program curriculum prepared you for practice as a competent generalist occupational therapist. Additionally, your thoughts and comments regarding this assessment tool in general are welcomed.

Instructions: Please circle the number in the right column that best describes your opinion regarding each statement or question.

5 - Strongly Agree
4 - Agree
3 - Uncertain
2 - Disagree
1 - Strongly Disagree

The curriculum prepared me for:

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing Occupational Therapy examination and using differential diagnosis</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Using skills related to differential diagnosis.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Determining prognosis.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Using interventions that require equipment and devices.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Using interventions for therapeutic modalities.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Safety and protection as related to an OT.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Professional roles as an OT.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Teaching/learning as an OT.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Implementing research and evidence-based practice.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

The curriculum prepared me in the areas of:

<table>
<thead>
<tr>
<th>Area</th>
<th>SD</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiac, vascular and pulmonary systems.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal system.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Neuromuscular and nervous system.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Integumentary system.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Administration.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Professional issues.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Psychosocial.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Imaging &amp; pharmacology.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Health &amp; wellness.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Inter-professional collaboration.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I am pleased with the course work preparation afforded by the A-State OT curriculum.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I am pleased with the Fieldwork education program afforded by the A-State OT curriculum.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

OTD Policies and Procedures
Arkansas State University
If given the opportunity, I would recommend the curriculum of the Graduate Program in Occupational Therapy at A-State to potential applicants or interested persons.

Additional Comments:

1. What are you plans following graduation? (Choose the answer that best describes your primary plans.
☐ Have been hired for employment related to my major field of study.
☐ Have been hired for employment not directly related to my major field of study.
☐ Will be primarily caring for family at home
☐ Have been accepted for graduate study or professional school related to my major field.
☐ Have been accepted for graduate study or professional school not directly related to my major field.
☐ Will be serving in the United States Armed Forces
☐ Will be working in a volunteer capacity
☐ Will be primarily seeking employment
☐ Will be primarily seeking admission to graduate school
☐ Other __________________________

2. If you will be employed immediately following graduation, please indicate your annual salary?
☐ Will not be employed at time of graduation
☐ less than $30,000
☐ $30,000 to $49,000
☐ $50,000 to $79,000
☐ $80,000 to $99,000
☐ $100,000 or more

3. In which state(s) are you currently planning on working?
☐ Arkansas
☐ Mississippi
☐ Tennessee
☐ Louisiana
☐ Missouri
☐ Other (________________________________)
Alumni Curricular Assessment Tool
(Completed at 1-year post graduation)

The Graduate Program in Occupational Therapy at Arkansas State University is committed to ongoing assessment and improvement. As an alumni of the Program, you are in a position to make important contributions to our improvement efforts. Please help us determine how well the Program curriculum prepared you for practice as a competent generalist occupational therapist. Additionally, your thoughts and comments regarding this assessment tool in general are welcomed.

Instructions: Please circle the number in the right column that best describes your opinion regarding each statement or question.

5 - Strongly Agree
4 - Agree
3 - Uncertain
2 - Disagree
1 - Strongly Disagree

The curriculum prepared me for:

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing an Occupational Therapy examination. and using differential diagnosis</td>
<td>1  2 3 4 5</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Area</th>
<th>SD</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
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<tr>
<td>Cardiac, vascular and pulmonary systems.</td>
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<td></td>
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<td>Administration.</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>1  2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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I am pleased with the course work preparation afforded by the A-State OT curriculum. 1 2 3 4 5

I am pleased with the Fieldwork education program afforded by the A-State OT curriculum. 1 2 3 4 5

If given the opportunity, I would recommend the curriculum of the Graduate Program in Occupational Therapy at A-State to potential applicants or interested persons. 1 2 3 4 5

Additional Comments:
Appendix E- 3 year Alumni Assessment

1. Are you currently practicing as a occupational therapist? □ Yes □ No

2. In what state(s) are you currently licensed?

□ Arkansas □ Tennessee □ Missouri □ Other ____________

3. Who is your current employer? ________________________________

Are you working full time, part time or PRN?
□ full time □ part time □ PRN

4. What is your current employment area(s) (geriatrics, pediatrics, orthopedics, etc)?

□ geriatrics □ pediatrics □ orthopedics □ acute care
□ cardiopulmonary □ neuro □ other ____________

5. Are you a member of the AOTA or other related professional organization(s)? □ Yes □ No

Are you a sectional member of AOTA (education, pediatric, etc)? □ Yes □ No

6. Are you currently a clinical instructor? □ Yes □ No

Are you an AOTA certified clinical instructor? □ Yes □ No

Which universities do you serve as a clinical instructor?
□ Washington University □ University of Central Arkansas
□ University of Tennessee □ Belmont
□ Other ____________

7. Do you have advanced credentialing in any specialty area with AOTA? □ Yes □ No

Do you have advanced certifications in any specialty area from a different organization? □ Yes □ No

Please list specialty area:
_________________________________________________________________

8. Have you been involved in any scholarly activities (posters, presentation at conference, publications) in the past 5 years? □ Yes □ No

9. Have you been involved in any data collection at work (e.g. quality assurance projects)? □ Yes □ No

10. Are you interested in doing collaborative research with the Department of Occupational Therapy at Arkansas State University? □ Yes □ No

11. Are you actively involved in AOTA or NBCOT?
Appendix G- AFWC Performance Evaluation (Students)

Responses should be relevant to your interactions with the Director of Fieldwork education (AFWC). Please respond candidly to each of the performance items below using the Likert scale (1 to 6). Record your thoughts regarding strengths and areas for improvement in the Summative Comments section at the end of the survey.

1= Insufficient evidence to rate behavior
2= Rarely / Never exhibits behavior
3= Sometimes exhibits behavior
4= Usually exhibits behavior
5= Always exhibits behavior
6= Is exceptional in exhibiting the behavior.

1. The AFWC contributes to the development of students as Occupational Therapy clinicians by:
   a. Instructing students on methods to provide constructive feedback to clinical educators.
   b. Reinforcing expectations for demonstrating professionalism.
   c. Conferring with students to maximize learning during a clinical experience.
   d. Ensuring that students have the opportunities to acquire the necessary clinical skills for entry-level practice.

2. The AFWC's communication skills create and sustain an effective Fieldwork education program by:
   a. Providing timely communication.
   b. Soliciting comments, feedback, and concerns.
   c. Highlighting key academic program policy and procedures for Fieldwork education.
   d. Conducting clinical site visits / contacts by phone.

3. The AFWC embodies professional behaviors that are essential to be effective in the role by:
   a. Fostering an atmosphere of mutual respect in Fieldwork education.
   b. Displaying a positive attitude.
   c. Being approachable.
   d. Being accessible.
   e. Listening actively.
   f. Demonstrating effective time management.
   g. Demonstrating effective organizational skills.
   h. Demonstrating interpersonal skills that foster quality relationships.
   i. Demonstrating effective conflict resolution skills.
   j. Responding to unexpected situations using productive problem-solving skills.
   k. Displaying expertise in Fieldwork education.

Summative Comments:
1. What are the AFWC's area of strengths?
2. What are the AFWC's area for improvement?
11. □ Yes □ No

12. Are you actively involved in community service activities? □ Yes □ No
   If yes, which activities? ________________________________
Appendix H- AFWC Performance Evaluation (AFWC/FWE)

Responses should be relevant to your interactions with the Director of Fieldwork education (AFWC). Please respond candidly to each of the performance items below using the Likert scale. Record your thoughts regarding strengths and areas for improvement in the Summative Comments section at the end of the survey.

1= Rarely / Never exhibits behavior
2= Sometimes exhibits behavior
3= Usually exhibits behavior
4= Always exhibits behavior
5= Is exceptional in exhibiting the behavior.

1. The AFWC assures that students participating in this clinical rotation are prepared to demonstrate professional behaviors.
2. The AFWC contributes to the development of clinical educators as clinical teachers, mentors and practitioners.
3. The AFWC is sensitive to and responds to the feedback received from Fieldwork education sites.
4. The AFWC plans, coordinates, administers and monitors all aspects associated with the Fieldwork education program.
5. The AFWC advances the vision of the profession and delivers new ideas for Fieldwork education.
6. The AFWC effectively communicates with Fieldwork education sites.
7. The AFWC is an effective problem-solver.

Please provide summative comments regarding the AFWC and Fieldwork education Program.
Areas of strength:

Areas for improvement:
<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: (legal name)</td>
<td></td>
</tr>
<tr>
<td>Student ID #:</td>
<td></td>
</tr>
<tr>
<td>Phone #: (cell or campus)</td>
<td></td>
</tr>
<tr>
<td>A-State Email:</td>
<td></td>
</tr>
<tr>
<td>Problem:</td>
<td></td>
</tr>
<tr>
<td>Solution:</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix J - Admissions: Excel Rubric

### Applicant Scoring Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL GPA - based on all transcripts received</td>
<td>4</td>
</tr>
<tr>
<td>Personal Leadership: NOTED ACADEMIC IMPROVEMENT</td>
<td>0</td>
</tr>
</tbody>
</table>

### PREREQUISITE GPA

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>Date Taken</th>
<th>Credit Hours Earned</th>
<th>Grade</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology</td>
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<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Physics</td>
<td>#</td>
<td>3</td>
<td>4</td>
<td>12</td>
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<tr>
<td>Applied Statistics</td>
<td>#</td>
<td>3</td>
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<td>12</td>
</tr>
<tr>
<td>Human A&amp;P I</td>
<td>#</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
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<td>Human A&amp;P I Lab</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Human A&amp;P II</td>
<td>#</td>
<td>3</td>
<td>4</td>
<td>12</td>
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</tr>
<tr>
<td>Introduction to Psychology</td>
<td>#</td>
<td>3</td>
<td>4</td>
<td>12</td>
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</tbody>
</table>

**Total Prerequisite GPA: 4**

### OPTIONAL COURSES

<table>
<thead>
<tr>
<th>Bonus Course</th>
<th>Date Taken</th>
<th>Grade</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>#</td>
<td>A</td>
<td>2</td>
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</tbody>
</table>

**Total Bonus Course Points: 12**

### PART II - QUALITATIVE DATA

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOLUNTEER EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>LEADERSHIP AND/OR SERVICE EXPERIENCES</td>
<td>4</td>
</tr>
<tr>
<td>PART II - QUALITATIVE DATA CONTINUED</td>
<td>POINTS</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>QUALITY OF WRITING</td>
<td></td>
</tr>
<tr>
<td>3 = Written materials are clear, accurate, well-written (i.e., no grammatical, punctuation, and/or spelling errors)</td>
<td>3</td>
</tr>
<tr>
<td>2 = Written materials are generally clear, accurate, well-written (i.e., 1 - 3 grammatical, punctuation, and/or spelling errors)</td>
<td></td>
</tr>
<tr>
<td>1 = Written materials are fairly well-written, but may have multiple errors (i.e., 4 - 7 grammatical, punctuation, and/or spelling errors)</td>
<td></td>
</tr>
<tr>
<td>0 = Written materials have more than 7 grammatical, punctuation, and/or spelling errors, or is very difficult to understand</td>
<td></td>
</tr>
<tr>
<td>CONTENT OF WRITING 1 = Letter of Application and application questions reflect clear rationale and reasoning consistent with the nature and demands of the profession</td>
<td>1</td>
</tr>
<tr>
<td>0 = Letter of Application and application questions reflects limited rationale or reasoning about the field or relevant to</td>
<td></td>
</tr>
<tr>
<td>PREPROFESSIONAL EVALUATION</td>
<td></td>
</tr>
<tr>
<td>The average score for Statement 1.</td>
<td></td>
</tr>
<tr>
<td>$0 \leq X \leq 4$ (statement #2 value)</td>
<td></td>
</tr>
<tr>
<td>Reference #1</td>
<td>4</td>
</tr>
<tr>
<td>Reference #2</td>
<td>4</td>
</tr>
<tr>
<td>Reference #3</td>
<td>4</td>
</tr>
<tr>
<td>RECOMMENDATION FOR ADMISSION (-2 \leq X \leq 4) X (statement #3)</td>
<td>4</td>
</tr>
<tr>
<td>Reference #1</td>
<td>4</td>
</tr>
<tr>
<td>Reference #2</td>
<td>4</td>
</tr>
<tr>
<td>Reference #3</td>
<td>4</td>
</tr>
<tr>
<td>OVERALL PROFESSIONAL IMPRESSION - From your subjective “look” based on your overall impressions, rate this candidate’s ability to be successful in this degree program and make contributions to the profession. (4 = excellent, 3 = good, 2 = average, 1 = poor, 0 = do not recommend)</td>
<td>4</td>
</tr>
</tbody>
</table>

*Highest possible applicant score = 44.50 Lowest possible applicant score = 0

FINAL SCORE 44.00
Applicants are evaluated on the following admissions criteria:

**Academic status:**
Is a value obtained through the summation ($\Sigma$) of the below $X$, $Y$ and $Z$ values operationalized as follows:

1. Overall graduating grade point average based on the official transcripts = $X$ value
2. Prerequisite grade point average = $Y$ value
   - i. Course grade on a 4.0 scale multiplied by course credit hours = final grade point /course value
   - ii. Summation of final grade point/course value for eight prerequisite courses
   - iii. Summation of final credit hours for eight prerequisite courses
   - iv. Prerequisite grade point average
      - i. Summated grade point (ii) divided by summated credit hours (iii) $(ii/iii) = Y$ value
3. Advanced level courses = $Z$ value
   Two points may be assigned to one course for a total of six courses if:
   - i. The course is three credit hours
   - ii. The course is 3000 level or higher
   - iii. The course is in the sciences, psychology, sociology, anthropology, philosophy and ethics, cultural or gender studies, physiology, religious studies, math/statistics, economics, law and/or business
   - iv. The course grade is greater than or equal to a 3.0 on a 4.0 scale (or the equivalent to a B or higher)
   - v. A maximum of six courses may be accepted to result in a total of 12 points and a minimum of 2 points

The range for advanced level courses is $(2 \leq Z \leq 12)$

**Leadership: Personal**

Noteworthy academic improvement = .5 points

1. A noted explanation in the Statement of Intent and:
   - a. The student has a 2.5-2.9 cumulative Grade Point Average
   - b. The student has a 3.0 or higher on all courses taken during the final 48 credit hours of their baccalaureate degree and:
   - c. Courses are 2000 level or above.

The increase in overall GPA is limited to the range: $3.0 \leq x \leq 3.4$
Leadership: Volunteerism = 4 points
1. In a one-page maximum document (may be bulleted) the applicant includes:
   a. Documented attestation of volunteerism
   b. A description of the volunteer experience
   c. The role and associated activities attended to by the applicant
   d. The mission of the entity served
   e. The time spent serving
   f. Self-reflection of the volunteer experience

Leadership: Community Service: = 4 points
1. In a one-page document the applicant should include (1 pg. limit):
   a. Documented attestation of community service
   b. A description of the community service experience
   c. The role and associated activities attended to by the applicant
   d. The mission of the entity served
   e. The time spent serving
   f. Self-reflection of the community service experience

Pre Professional Evaluation:
1. To be considered for the application, the Pre Professional evaluation form must be sealed with the rater’s signature across seal.

1. The Rater Statement #1 = Average value X Multiplier 1. From statement 2.
   1. Outstanding = 4
   2. Above Average = 3
   3. Average = 2
   4. Below Average = 1
   5. Not observed = 0
(Multiplier for 1. above) The Rater Statement #2. = 0 or 1 value is the multiplier for statement 1.
   1. Score = 1 if # 1-4, 11,12 were circled
   2. Score = 0 if # 5-10 were circled
   3. Score = 1 or 0 at discretion
(Multiplier 2 below.) The Rater Statement #3. = 0, 1,2,3,4 value is the multiplier for statement 4.
   1. 1 week or less = 0
   2. 2-4 weeks = 1
   3. 2-6 months = 2
   4. 6-12 months = 3
   5. Over a year = 4
2. Rater statement #4 = -2, 0, 1, 2 values X Multiplier 2. From statement 3
   1. Strongly recommend = 2
   2. Recommend = 1
   3. Reservations = 0
   4. Neutral = 0
   5. Do not = -2

Writing: Quality

3 =
   • Written materials are crystal clear: The applicant articulates reasons for selecting occupational therapy that describe the scope of the profession.
   • Accurate: The applicant utilizes AOTA references to describe occupation and applies this information to personal experiences or knowledge.
   • Well-written: There are no grammatical, punctuation, and/or spelling errors and APA format is respected.

2 =
   Assigned with one the following:
   • Written materials are cloudy but still clear: The applicant articulates associations between personal attributes and a general understanding about a “helping” profession, but does not specify the scope of the profession.
   • Accurate: The applicant utilizes AOTA references to describe occupation, but does not apply this information to personal experiences or knowledge.
   • Well-written: There are 1-4 grammatical, punctuation, and/or spelling errors and/or APA format is not followed.

1 =
   Assigned with one of the following:
   • Written materials are not clear: The applicant does not articulate knowledge about the profession.
   • Accurate: Understanding about profession is not clearly conveyed.
   • Well-written: There are 4 - 7 grammatical, punctuation, and/or spelling errors and APA format is not followed.

0 = Written materials have more than 7 grammatical, punctuation, and/or spelling errors, or difficult to understand
**Writing: Communication**

1 = Letter of Application and application questions reflect clear rationale and reasoning consistent with the nature and demands of the profession

0 = Letter of Application and application questions reflects limited rationale or reasoning about the field or relevant to the field.

**Overall Professional Impression of A-State OTD Admission Committee Member:**
Based on your overall impressions, rate this candidate's ability to be successful in this degree program and make contributions to the profession.

Excellent = 4
Good = 3
Average = 2
Poor = 1
I do not recommend = 0

Please provide a brief description if your overall impression rating was below a 2:
Appendix K

Fieldwork Related Documents

Arkansas State University
College of Nursing and Health Professions (CNHP)
State University, AR 72467-0910
Jonesboro, AR
Phone: (870) 972-3112

AFFILIATION AGREEMENT

This agreement is between the College of Nursing and Health Professions, Arkansas State University, hereinafter referred to as “College”, and Legal Name of Site, address, city, state, zip, hereinafter referred to as "Facility."

It is understood that the participating institutions will cooperate in the conduct of educational activities as described below:

THE COLLEGE AND FACILITY JOINTLY AGREE THAT

1. There will be no discrimination against a student or faculty member because of race, color, gender, religion, age, national origin, or handicap in any aspect of this program.

2. The determination of the number of students to be assigned to the Facility shall be a joint decision based on available staff, space and necessary learning experiences in the Facility.

3. In the event an accident or incident occurs during the student’s participation in educational activities from which the facility might reasonably anticipate litigation, the facility and the student involved will prepare a written incident or accident report to be submitted to the appropriate department of the College and appropriate department of the Facility.

4. There will be on-going, open communication between the College and the Facility to ensure understanding of the expectations and roles of both institutions in providing education for students.

5. The ultimate responsibility for client care is retained by the Facility. THE COLLEGE AGREES TO

Arkansas State University
1. Maintain university accreditation by the North Central Association of Colleges and Schools and individual programs shall seek and maintain approval and/or accreditation by appropriate program approving bodies;

2. Be responsible for organizing and administering the program of education for students, standards of education, selection of faculty, the term of instruction, course content and students' experience, methods and hours of instruction, assignments, supervision and evaluation of students.

3. Disseminate all shared regulations, policies and procedures of the Facility to students and faculty engaged in the educational program.

4. Require students to carry professional liability insurance of at least $1,000,000 each incident and $3,000,000 aggregate against any claim or injury.

5. Accept the responsibility of assisting in the orientation of appropriate Facility personnel to the goals, objectives and educational methods of each educational program.

6. Require students to be vaccinated for Hepatitis B (or a signed release if a student declines that vaccination) and complete all other immunizations required by the facility.

THE FACILITY AGREES TO

1. Be responsible for the organization, administration, staffing, operating and financing of its services and the maintenance of standards accepted for efficient management by the appropriate accrediting body, and operated in accordance with acceptable health care standards;

2. Provide appropriate personnel to serve as preceptors for students in the programs of the College of Nursing and Health Professions as applicable.

3. Provide the use of appropriate services, facilities and equipment as needed by the educational programs.
4. Assume no professional or financial liability for injury to students or faculty members except that which might be accrued as rights as a member of the public; the Facility will make emergency treatment available to students and faculty for injuries and illnesses which may occur at the Facility at the time that such students and faculty are participating in the clinical education program.

5. Suspend the participation of any student and/or faculty member in the educational program conducted pursuant to the Agreement if it finds the student's and/or faculty's participation is not in the best interest of the student, faculty or Facility. The Facility will notify the College department as soon as possible.

6. Accept from the College the number of students that qualified staff, time and space permit.

7. Assist in the orientation of faculty/students to policies, programs and procedures, including immunizations requirements.

8. Devise ways for coordination so that all programs may have maximum benefit of learning experiences, where multiple educational programs exist.

9. Be responsible for informing personnel regarding the rights and privileges of the College's students and faculty.

10. Establish and make accessible to the College's faculty and students specific space in the Facility for conferences and small reference libraries near the treatment area, when deemed necessary for the educational program.

This agreement will be reviewed by each party annually or when requested by either party and shall be in effect for a period of three years from the date of its execution unless cancelled by either party with not less than 30 days notice; however, in the case of such termination, degree candidates who have begun a program shall be allowed to complete their requirements.

It is understood that this working agreement shall be interdependent. The Facility and the College will derive the greatest benefits by promoting the interest of the educational program and of health care thereby rendering the best service to the public.
“Force Majeure” Clause,
Neither party shall be considered in default in the performance of its obligations under this Agreement if such performance is prevented or delayed by Force Majeure. “Force Majeure” shall be understood to be any cause which is beyond the reasonable control of the party affected and which is forthwith, by notice from the party affected, brought to the attention of the other party, including but not limited to war, hostilities, revolution, civil commotion, strike, lockout, epidemic, accident, fire, wind or flood because of any law, order, proclamation, ruling, regulation or ordinance of any government or subdivision of government or because of any act of God.

NAME OF SITE

CEO, ARKANSAS STATE UNIVERSITY Date

Dr. Lynita Cooksey Date Vice Chancellor and Provost
Academic Affairs and Research

Susan Hanrahan, PhD Date Dean
College of Nursing and Health Professions
Arkansas State University Department of Occupational Therapy

OCCUPATIONAL THERAPY DOCTORAL STUDENT FIELDWORK ADDENDUM

The Accreditation Council for Occupational Therapy Education (ACOTE) outlines specific standards for occupational therapy fieldwork education. In addition to the established Affiliation Agreement established between Arkansas State University College of Nursing and Health Professions and your organization, verification that each fieldwork site can meet the following ACOTE standards must be documented. Please review the below standards, then sign and date indicating you will be in compliance with these requirements while supervising A-State occupational therapy doctoral students. Thank you for taking the time and effort to support A-State students.

1. The Facility will have Occupational Therapy Site Specific Objectives developed for each practice area offering Level II fieldwork opportunities for students.
   a. Site Specific Objectives are unique to each site and written by the facility to support student learners in the development of professional values, beliefs, ethics, core skills competencies, clinical reasoning and reflective practice.
   b. Site Specific Objectives will be provided to the Academic Fieldwork Coordinator prior to the student’s first day of fieldwork. The student will have access to these objectives no later than the first day of the fieldwork experience.

2. The fieldwork educator is responsible for role modeling the appropriate clinical practice provided to the student learner. This includes oversight of all student cases to assure all consumers are safe and receiving appropriate quality care.

3. The fieldwork educator supervision of the student will be graded depending upon the skill development and competency of the student learner. Graded support coincides with the passing of time and increased student experience. For example, initial supervision of student learners will be direct but with increased student competency across time supervision will decrease, as appropriate to the care setting, severity of the client’s condition, and the ability of the student.

4. There must be a plan in place for student supervision and mentoring. This plan identifies the responsibilities of the student as well as the fieldwork educator. This information will be shared with the student learner prior to the initiation of fieldwork.

5. The fieldwork educator will communicate with the academic fieldwork coordinator and student learner regarding student progress and performance during the fieldwork.

6. The ratio of fieldwork educators to student learners allows for proper supervision and frequent assessment of student’s progress to achieve the stated site specific fieldwork objectives.

7. For Level I fieldwork, the occupational therapy doctoral student will be supervised by qualified personnel, which may include, but is not limited to, currently licensed occupational therapists, occupational therapy assistants, physician assistants, teachers, social workers, nurses, and physical therapists.

8. For Level II fieldwork, the occupational therapy doctoral student will be supervised by a currently licensed or otherwise regulated occupational therapist with a minimum of 1 year full time (or equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator.

9. For Level II fieldwork, where there is no occupational therapist currently on staff, a documented plan will be developed to identify the provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years full-time (or equivalent) professional experience. An occupational therapist must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee or another professional must be assigned when the occupational therapy supervisor is off site.
10. All Level II fieldwork students must receive at minimum 8 hours of direct supervision each week. Typically this amount of time is much more, depending on reimbursement and state regulations.

11. OTD students, who are completing Level III fieldwork, must be mentored by an individual with expertise consistent with the learner’s academic area of focus. The mentor does not have to be an occupational therapist.

<table>
<thead>
<tr>
<th>Authorized Signature</th>
<th>Printed Name and Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Name of Facility</td>
<td>Date</td>
</tr>
</tbody>
</table>

Fieldwork Communication Log Template

<table>
<thead>
<tr>
<th>Facility:</th>
<th>Date:</th>
<th>Contact:</th>
<th>Time:</th>
<th>Method:</th>
<th>Attachment:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Reason for Communication:

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

Need for follow up:

<table>
<thead>
<tr>
<th>Faculty or Staff Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (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: Domain and Process, 3rd Edition (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.
The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

**AOTA FIELDWORK DATA FORM**

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Facility:</td>
</tr>
<tr>
<td>Address: Street:</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>State:</td>
</tr>
<tr>
<td>Zip:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FW I</th>
<th>FW II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person:</td>
<td>Contact Person:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
<td>Email:</td>
</tr>
<tr>
<td>Credentials:</td>
<td>Credentials:</td>
</tr>
</tbody>
</table>

| Director: |
| Phone: |
| Fax: |
| Website address: |

<table>
<thead>
<tr>
<th>Initiation Source:</th>
<th>Corporate Status:</th>
<th>Preferred Sequence of FW: ACOTE Standards B.10.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>FW Office</td>
<td>For Profit</td>
<td>Any</td>
</tr>
<tr>
<td>FW Site</td>
<td>Nonprofit</td>
<td>Second/Third only; First must be in:</td>
</tr>
<tr>
<td>Student</td>
<td>State Gov’t</td>
<td>Full-time only</td>
</tr>
<tr>
<td>Federal Gov’t</td>
<td></td>
<td>Part-time option</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OT Fieldwork Practice Settings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital-based settings</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Inpatient Acute</td>
</tr>
<tr>
<td>Inpatient Rehab</td>
</tr>
<tr>
<td>SNP/Sub-Acute/Acute Long-Term Care</td>
</tr>
<tr>
<td>General Rehab Outpatient</td>
</tr>
<tr>
<td>Outpatient Hands</td>
</tr>
<tr>
<td>Pediatric Hospital/Unit</td>
</tr>
<tr>
<td>Pediatric Hospital Outpatient</td>
</tr>
<tr>
<td>Inpatient Psychiatric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Prerequisites (check all that apply): ACOTE Standards C.1.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR</td>
</tr>
<tr>
<td>Medicare/Medicaid fraud check</td>
</tr>
<tr>
<td>Criminal background check</td>
</tr>
<tr>
<td>Child protection/abuse check</td>
</tr>
<tr>
<td>Adult abuse check</td>
</tr>
<tr>
<td>Fingerprinting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HepB</td>
</tr>
<tr>
<td>MMR</td>
</tr>
<tr>
<td>Tetanus</td>
</tr>
<tr>
<td>Chest x-ray</td>
</tr>
<tr>
<td>Drug screening</td>
</tr>
<tr>
<td>TB/Mantoux</td>
</tr>
</tbody>
</table>

Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: ACOTE Standards C.1.12, C.1.11

<table>
<thead>
<tr>
<th>Student work schedule and outside study expected:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule hrs/week/day: Room provided</td>
</tr>
<tr>
<td>Do students work weekends?</td>
</tr>
<tr>
<td>Do students work evenings?</td>
</tr>
<tr>
<td>Stipend amount:</td>
</tr>
</tbody>
</table>

OTD Policies and Procedures

Arkansas State University
Describe the FW environment/atmosphere for student learning:

Describe available public transportation:

Types of OT interventions addressed in this setting (check all that apply):

<table>
<thead>
<tr>
<th>Activities of Daily Living (ADL)</th>
<th>Instrumental Activities of Daily Living (IADL)</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Bathing/showering</td>
<td>□ Care of others/pets</td>
<td>□ Formal education participation</td>
</tr>
<tr>
<td>□ Toileting and toilet hygiene</td>
<td>□ Care of pets</td>
<td>□ Informal personal education needs or interests exploration</td>
</tr>
<tr>
<td>□ Dressing</td>
<td>□ Child rearing</td>
<td>□ Informal personal education participation</td>
</tr>
<tr>
<td>□ Swallowing/eating</td>
<td>□ Communication management</td>
<td></td>
</tr>
<tr>
<td>□ Feeding</td>
<td>□ Driving and community mobility</td>
<td></td>
</tr>
<tr>
<td>□ Functional mobility</td>
<td>□ Financial management</td>
<td></td>
</tr>
<tr>
<td>□ Personal device care</td>
<td>□ Health maintenance</td>
<td></td>
</tr>
<tr>
<td>□ Personal hygiene and grooming</td>
<td>□ Home establishment and management</td>
<td></td>
</tr>
<tr>
<td>□ Sexual activity</td>
<td>□ Meal preparation and clean up</td>
<td></td>
</tr>
<tr>
<td>Rest and Sleep</td>
<td>□ Religious/spiritual activities and expression</td>
<td></td>
</tr>
<tr>
<td>□ Rest</td>
<td>□ Safety and emergency maintenance</td>
<td></td>
</tr>
<tr>
<td>□ Sleep preparation</td>
<td>□ Shopping</td>
<td></td>
</tr>
<tr>
<td>□ Sleep participation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Play

- □ Play exploration
- □ Play participation

Leisure

- □ Leisure exploration
- □ Leisure participation

Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement

- □ Practicing an activity
- □ Simulation of activity
- □ Role play

Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance

- □ Preparatory tasks
- □ Exercises
- □ Physical agent modalities
- □ Splinting
- □ Assistive technology
- □ Wheelchair mobility

Examples:

Method of Intervention

Direct Services/Caseload for entry-level OT

- □ One-to-one:
- □ Small group(s):
- □ Large group:

Discharge/Outcomes of Clients (% clients)

- □ Home
- □ Another medical facility
- □ Home health

Outcomes of Intervention

- □ Occupational performance improvement and/or enhancement
- □ Health and Wellness
- □ Prevention
- □ Quality of life
- □ Role competence
- □ Participation

OT Intervention Approaches

- □ Create, promote health/habits
- □ Establish, restore, remediate
- □ Maintain

Theory/Frames of Reference/Models of Practice

- □ Acquisitional
- □ Biomechanical
- □ Cognitive/Behavioral
- □ Coping
- □ Developmental
- □ Ecology of Human Performance
- □ Model of Human Occupation (MOHO)
- □ Occupational Adaptation
- □ Occupational Performance
- □ Person-Environment-Occupation (PEO)
- □ Person-Environment-Occupational Performance (PEOP)
- □ Psychosocial
- □ Rehabilitation frames of reference
OTD Policies and Procedures

Please list the most common screenings and evaluations used in your setting:

<table>
<thead>
<tr>
<th>Modify, facilitate compensation, adaptation</th>
<th>Sensory Integration</th>
<th>Other (please list):</th>
</tr>
</thead>
</table>

Identify safety precautions important at your FW site

<table>
<thead>
<tr>
<th>Medications</th>
<th>Swallowing/choking risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsurgical (list procedures)</td>
<td>Behavioral system/ privilege level (locked areas, grounds)</td>
</tr>
<tr>
<td>Contact guard for ambulation</td>
<td>Sharps count</td>
</tr>
<tr>
<td>Fall risk</td>
<td>1 to 1 safety/suicide precautions</td>
</tr>
<tr>
<td>Other (describe):</td>
<td></td>
</tr>
</tbody>
</table>

**Performance skills, patterns, contexts and client factors addressed in this setting** (check all that apply): *ACOTE Standard C. 1.12*

**Performance Skills:**
- Motor skills
- Process skills
- Social interaction skills

**Client Factors:**
- Values
- Beliefs
- Spirituality
- Mental functions (affective, cognitive, perceptual)
- Sensory functions
- Neuromusculoskeletal and movement-related functions
- Muscle functions
- Movement functions
- Cardiovascular, hematological, immunological, and respiratory system functions
- Voice and speech functions; digestive, metabolic, and endocrine system functions
- Skin and related-structure functions

**Context(s):**
- Cultural
- Personal
- Temporal
- Virtual

**Environment:**
- Physical
- Social

**Performance Patterns:**

**Person:**
- Habits
- Routines
- Rituals
- Roles

**Group or Population:**
- Habits
- Routines
- Rituals
- Roles

**Most common services priorities** (check all that apply):
- Direct service
- Meetings (team, department, family)
- Consultation
- Discharge planning
- Client education
- In-service training
- Evaluation
- Intervention
- Billing

**Target caseload/productivity for fieldwork students:**

Productivity (%) per 40-hour work week:

Caseload expectation at end of FW:

Productivity (%) per 8-hour day:

Number groups per day expected at end of FW:

**Documentation: Frequency/Format** (briefly describe):
- Handwritten documentation:
- Computerized medical records:

Time frame requirements to complete documentation:

**Administrative/Management Duties or Responsibilities of the OT/OTA Student:**
- Schedule own clients
- Supervision of others (Level I students, aides, OTA, volunteers)
- Budgeting
- Procuring supplies (shopping for cooking groups, client/intervention-related items)
- Participating in supply or environmental maintenance
- Other:

**Student Assignments. Students will be expected to successfully complete:**
- Research/EBP/Literature review
- In-service
- Case study
- In-service participation/grand rounds
- Fieldwork project (describe):
- Field visits/rotations to other areas of service
- Observation of other units/disciplines
- Other assignments (please list):
OPTIONAL DATA COLLECTION:
The question includes in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

1. Please identify any external review agencies that accredit/recognize this FW setting and year of accreditation/recognition. Examples: JCAHO, CARF, Department of Health, etc.

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)
   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).

3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12
   a. How are occupation-based needs evaluated and addressed in your OT program?
   b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?
   c. Describe how psychosocial factors influence engagement in occupational therapy services.
   d. 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 C.1.3, C.1.11

5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and 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 an entry-level job description with essential job functions to the AFWC. ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9

6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19

OTD Policies and Procedures Arkansas State University
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). ACOTE Standards C.1.9, C.1.15, C.1.16
   - Supervisory models
   - Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the 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 of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. ACOTE Standards C.1.2, C.1.3, C.1.10

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; number of supervisors per student:
- Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision.

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date:

ACOTE Standard C.1.6
Which documentation does the fieldwork site need?
- Fieldwork Agreement/Contract?
- Memorandum of Understanding (MOU)?

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 ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8
- New general facility letter sent:

OTD Policies and Procedures Arkansas State University
- 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:

8/4/2016

Revised

<table>
<thead>
<tr>
<th>Name of FW Educator</th>
<th>Credentials</th>
<th>Name of Academic Program Graduated, City and State</th>
<th>Years Experience Since Initial Certification</th>
<th>Years of Experience Supervising Students</th>
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Arkansas State University
Occupational Therapy Department

Fieldwork Site Summary Form

Fieldwork Site: ________________________________
Address: ______________________________________
________________________________________________
________________________________________________
Contact Person: __________________________________
Name of Supervising Clinician: ____________________ Title: __________________
Credentials: __________________________________________________________________________

Phone: ___________________________ Fax: _____________________________

Type of Placement: _____ Phys Dis _____ Mental Health _____ Pediatric _____ Other: _____________
Description: __________________________________________________________________________
________________________________________________
________________________________________________
________________________________________________

Specific Student Expectations: __________________________________________________________

OTD Policies and Procedures
Arkansas State University
Arkansas State University
Occupational Therapy Doctorate Program
Level II Objectives Agreement Form

Site: ______________________________________________________
Contact Person: ______________________________________________
Phone: _____________________________________________________

The Level II Fieldwork Experience at A-State University is designed to meet the following ACOTE Accreditation Standards:

C. 1.1 Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty to strengthen ties between didactic and fieldwork education.

C. 1.3 Demonstrate that the AFWC and FWE collaborate to establish FW objectives and communicate with the student and FWE about progress and performance during fieldwork.

C.1.12 Provide Level II fieldwork in traditional or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement must be understood and integrated for the development of client-centered, meaningful, occupation based outcomes. The student can complete the Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

C. 1.15 Document a mechanism for evaluating the effectiveness of supervision (ie. Student evaluation of fieldwork) and for providing resources for enhancing supervision (materials on supervisory skills, continuing education opportunities, articles on theory and practice, etc.)

C. 1.18 Document mechanisms for requiring formal evaluation of student performance on Level II FW (OT FWPE).

The course objectives for the Level II Fieldwork experience are as follows:
1. Student will develop entry level competencies for the Level II fieldwork by the end of the experience (entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation).
2. Student will assume full client caseload, as defined by fieldwork site, by end of experience.
3. Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site.
4. Student will consistently report to site on time.
5. Student will attend all meetings as directed by supervisor.
6. Student will follow all policies and procedures of as directed by the fieldwork site and Arkansas State Occupational Therapy Doctorate Program.
7. Student will take initiative when exploring new learning opportunities.
8. Student will actively participate in the supervisory process.
9. Student will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to other personnel at the fieldwork site, reference material, experts outside of those available at the fieldwork site.
10. Student will plan and implement treatment/intervention plans that address the person, occupation and environmental issues presented by the client.
11. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice.
12. Student will demonstrate professional behaviors as indicated on the Professional Behavior Competence Document. Competence demonstrated by achieving at least the minimum passing score on the PBCD.

Please check one of the following that indicates how you intend to evaluate student performance at your facility:

___ I agree to utilize the course objectives provided by A-State University for Level II Fieldwork experiences. No additional site specific objectives are necessary.

___ I agree to utilize the course objectives provided by A-State University for Level II Fieldwork Students in the Occupational Therapy Doctorate Program in addition to site specific objectives provided by the facility (please attach the site specific objectives).

___ Some of the objectives listed above are not appropriate for this facility. Student performance will be assessed using ONLY the site specific objectives attached (this must be approved by the AFWC, please attach the complete list of site specific objectives and identify the objectives above that do not apply to your facility by marking through them).

Signature: _______________________________ Date: ________________

Signature of AFWC: _________________________________

OTD Policies and Procedures Arkansas State University
Level I Psychosocial Fieldwork Site Development Documentation Form

<table>
<thead>
<tr>
<th>Date of Visit:</th>
<th>Begin Time:</th>
<th>End Time:</th>
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<tbody>
<tr>
<td>Site Name:</td>
<td>Fieldwork Educator:</td>
<td>Yrs.</td>
</tr>
<tr>
<td>Experience:</td>
<td></td>
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<tr>
<td>Site Address:</td>
<td></td>
<td></td>
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<tr>
<td>Name of Visiting Faculty:</td>
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</tbody>
</table>

Fieldwork Level I Placement sequence (circle): 1 2 3 4

Method: □ onsite visit □ phone conference/Skype □ Email (attach physical copy of email to completed form)

Primary Population served in this facility:

____ Pediatric ______ Physical Dysfunction
____ Adult ______ Mental Health Disorders/Developmental Disorders
____ Older Adult ______ School-Based

Are OTs employed by this facility? ______ YES ______ NO

If not, Please answer the following questions:

Who has been identified as the primary clinical instructor?
Name: 
Title: 
License/ Credentials: 
Role in Facility: 
Hours available onsite:

<table>
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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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How will supervision take place in this facility? ______________________________________________

Are the mental health services provided at this facility occupation or activity based in nature?

___ YES ___ NO

How will the student process observations with this individual to understand relevance to the role and scope of an occupational therapy practitioner?

___ in class discussions
___ assignments related to FW experience
___ time with occupational therapy practitioner affiliated or contracted to consult with site
___ time spent with academic fieldwork educator
___ Other: ____________________________________________________________________

If OTs ARE employed by this facility, which areas are commonly assessed and treated by the OT?

___ Motor function
___ Cognitive Function
___ Social Function
___ Psychological/ Emotional Function

If the role of the OT in this setting is NOT to address social, psychological, or emotional function, identify the role(s) or individual(s) who addresses these areas within this facility:

1. Name: 
   Title: 
   License/ Credentials:
Role in Facility:

2. Name:

Title:

License/ Credentials:

Role in Facility:

(add others as needed)

How are psychological, social or emotional issues addressed during evaluation, treatment or discharge planning?

___ interview with client and family
___ OT goal or treatment planning
___ Family Discharge meeting
___ meeting with social worker or case manager
___ multidisciplinary team rounds
___ other

___________________________________________________________

FWE Supervisory Approach:

What methods of reflection does the FWE direct the student to perform? (e.g., probing questions, journaling, etc.)

What method of instruction does the FWE utilize the most? (e.g., direct, supportive, delegating, etc.)

What format is formal instruction or supervision provided within? (e.g., daily check in, weekly meetings, structured learning assignments, etc.)

How will psychological and social factors in occupational performance be addressed in this site?

___ evaluation
___ treatment planning
___ goal writing
___ discharge planning
___ caregiver support and education

OTD Policies and Procedures

Arkansas State University
___ client support and education
___ identifying appropriate treatment activities
___ Other: ____________________________________________________________

The following directed activities and observations were recommended and accepted for this facility’s psychosocial placement in order to ensure a focus on psychological and social factors in occupational performance:

___ The student will observe case management/social work/ counseling services that focus on the psychological health and/or social participation and well being of clients in the facility.

___ The student will observe family meetings to address discharge needs, support for caregivers, or other step-down services that support the psychological and social health and well being of clients as they engage in occupations.

___ The student will have the opportunity to meet with and interview (insert title or discipline) _______________________________ regarding services that focus on the psychological, social or emotional factors in client performance and participation of occupations.

___ The student will observe activity-based mental health services that address the client’s psychological or social factors.

___ The student will observe support groups/ care groups/ or other group based intervention that supports the client’s or client’s family or caregiver in psychological health and well being and/or social participation.

___ The student will observe clients with developmental or mental health disorders as they engage in occupations that are impacted by the client’s psychological or social factors.

___ The student will articulate:

___ goal areas that are impacted by social or psychological factors
___ treatment activities that address the client’s motivation, cognition, social function, or psychological factors.
___ outcomes that reflect the client’s self efficacy, ability to adapt, or participate socially
___ strategies for client or caregiver instruction that reduce impact from psychological or social factors in occupations (i.e., stress management, coping, self regulation, etc.)
___ the role of the OT practitioner in addressing the psychological and social needs of clients.
___ the role of the OT practitioner in collaborating with other members of the multidisciplinary team in meeting the psychological and social needs of clients and their caregivers.
___ community resources and supports that will address the client’s psychological and social factors during treatment or after discharge.

__________________________________________________________________________

OTD Policies and Procedures
Arkansas State University
## Site File Checklist – Current:

- NHP Contract
- TD Addendum
- Level II Objectives Agreement Form
- Specific Objectives (as needed)
  - Current AOTA Fieldwork Data Form
  - Staff Information List

### Level II Fieldwork Site Visit Documentation Form

<table>
<thead>
<tr>
<th>Date of Visit:</th>
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<td>Yrs.</td>
</tr>
<tr>
<td>Experience:</td>
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</tbody>
</table>

**Student Name:**

**Fieldwork Level II**

<table>
<thead>
<tr>
<th>Placement (circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Week:</th>
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**Reason for Visit:**

- □ midterm check in
- □ address student performance
- □ site development

**Method:**

- □ onsite visit
- □ phone conference/ Skype
- Email (attach copy of email to completed form)

**Facility Environment:**

- Parking:
- Eating Area:
- Treatment Space:
- Supplies/Equipment:
- Student Space:
- Emotional Tone/Atmosphere:
FWE Supervisory Approach:

What methods of reflection does the FWE direct the student to perform? (e.g., probing questions, journaling, etc.)

What method of instruction does the FWE utilize the most? (e.g., direct, supportive, delegating, etc.)

What format is formal instruction or supervision provided within? (e.g., daily check in, weekly meetings, structured learning assignments, etc.)

Items discussed during visit:

Action Plan

Follow-up Meeting? □ YES □ NO

If yes, please indicate scheduled follow up meeting date and time: _____________________

Follow-up will occur: □ onsite □ by phone □ Email

Additional Notes:
Appendix K- Advisement

The Occupational Therapy Department Advising Action Plan

*Adopted from the College of Nursing and Health Professions Advising Action Plan*

The primary mission of the College of Nursing and Health Professions is to **provide quality education to students, graduates and health care providers in a variety of health disciplines.**

*The mission of the Occupation Therapy Doctorate program is to provide quality education that creates leaders who posses the knowledge and skills to advocate for and implement occupational therapy services that improve the health, well-being and quality of life of those served in the Mississippi delta and surrounding regions***

CREDIT FOR ADVISING:  Advising, supervising, guiding and mentoring students is a faculty role deemed appropriate by the college for tenure and promotion consideration. It is included as an activity for faculty under the teaching section. Advising is also included in the performance evaluation report completed annually for merit pay consideration. The college provides a “Student Advising Assessment” form that faculty may choose to include as part of their PRT or annual performance portfolio to assess advising competence.

ADVISING ASSESSMENT:  Students are able to evaluate their advising experience through the “Student Advising Assessment”. A box located outside the dean’s office provides an avenue for students to confidentially assess their experience. A compilation of those evaluations are completed each term and returned to the respective advisor.

Each program uses a variety of methods to assess advising practices.

Programs meet at least annually to discuss admission and curriculum issues. The outcomes of those discussions may lead to advising revisions, which are communicated to appropriate personnel. Students are represented on these committees. Programs also have Advisory Boards, which include external members, students and faculty. These groups also have the opportunity to discuss all program practices including advising on an annual basis.

ADVISOR TRAINING:  Advisors attend university advising sessions which are offered on a periodic basis. Senior faculty also have the responsibility of advising junior faculty. There are some elements in place to assist advisors beyond
university catalogs. The college has an advising notes sheet which includes a variety of resource information. Graduation check sheets and degree plans also offer advising support.

ADVISOR RESPONSIBILITIES: Advisors are responsible for:

- Demonstrating professional behaviors
- Advising, supervising, guiding and mentoring students
- Providing students with assistance to open access to Disability Services
- Monitoring student performance on a semester basis
- Providing early, direct and frequent feedback
- Setting up meetings with students via email.
- Keeping hours
- Maintaining records including graduation checklists/candidacy forms

ADVISEE RESPONSIBILITIES: Advisees are responsible for:

- Demonstrating professional behaviors
- Advisees are responsible for
- Setting up an appointment in a timely manner
- Scheduling an advising appointment
- Scheduling appointments for general issues and concerns
- Doing preparatory planning for the advising session
- Bringing updated information for the advisor

BEST PRACTICES:

A variety of methods will be employed for advising:

- Face to face, individual, group, e-mail, phone, compressed video and this practice used will be dependent upon the student and the situation.
- Academic Fieldwork Coordinator (AFWC) will serve as the primary contact for advisement of prospective students with interest in OT or in applying to the OTA or OTD programs.
- Advising sessions will be used for scheduling as well as offering academic guidance and counseling.
- Advising will also be used to offer career guidance if there is a problem with the declared major.
• Students are asked to seek assistance early from faculty if there is a problem in the class. Early identification of problems will result in more successful resolution.

• Students are encouraged to maintain contact with the advisor through e-mail, phone or additional office visits. Even though students see advisors once each semester, additional input might be necessary throughout the year.

ADVISING SESSIONS: This takes place during the summer orientations. New students are processed through large group orientation by the class advisors and faculty in the summer.

Primary Advisors to the OT Department:
M. Tracy Morrison, OTD R/L, Chair of the Occupational Therapy Department & Director of the Occupational Therapy Doctorate Program, Arkansas State University

Jessie Bricker, MS OTR/L, Director of the Occupational Therapy Assistant Program, Arkansas State University
Appendix L- Support Services Available to Students

Disability Services (DS) is responsible for the coordination and provision of support services to students with disabilities. We strive to ensure access for students with disabilities and to comply with ADA, ADAAA amendments act of 2008, Section 504 and Section 508 of Rehabilitation Act. Any A-State student with a disability may utilize services through DS.

Specific information is located in the Arkansas State University Student Handbook and online at http://www2.astate.edu/disability/.

It is the student’s responsibility to register with Arkansas State University’s office of disability services. Any specific disabilities concerns should be directed to:

Arkansas State University Disability Services
Student Union
State University, AR 72467-0360
(870) 972-3964
(870) 972-3965 TDD

Reasonable accommodations will be made for students that register with disability services.

Support services provided by the Office of Disability Services includes: orientation and registration, intake and assessment, note taking, test administration with accommodations, Reader Services, computer and technology demonstrations for all students, physical adaptations inside and outside of the classroom, guidance and counseling, priority registration, and Interpreter Services.

Arkansas State University is committed to offering all current employees and other interested parties the rights and protections afforded them by Federal and State laws regarding discrimination of any type. A-STATE ensures that the following laws and regulations will be carried out as they pertain to these constituencies. Faculty and staff may not exclude or deny individuals with disabilities an equal opportunity to receive program benefits and services. They will support the accommodations established through the A-State Disability Center to protect qualified individuals with disabilities who are defined as persons with a physical or mental impairment, which substantially limits one or more major life activities.

OTD Policies and Procedures
Arkansas State University
Specific Requirements for the A-State OT Department Faculty and Staff

The A-State OT Department Faculty and Staff may not:

❖ Refuse to allow a person with a disability to participate in, or benefit from, their services, programs or activities because the person has a disability
❖ Limit the provision of services, programs or activities

The A-State OT Department Faculty and Staff must:

❖ Provide services, programs and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities
❖ Make reasonable modifications in their policies, practices and procedures to avoid discrimination on the basis of disability, unless they can demonstrate that a modification would fundamentally alter the nature of their service, program or activity
❖ Provide auxiliary aids to individuals with disabilities, at no additional cost, where necessary to ensure effective communication with individuals with hearing, vision, or speech impairments. (Auxiliary aids include such services or devices as qualified interpreters, assistive listening headsets, television captioning and decoders, telecommunications devices for the deaf [TDDs], videotext displays, readers, taped texts, brailed materials, and large print materials.)
❖ Ensure that individuals with disabilities are not excluded from services, programs and activities because buildings are inaccessible