



**EVIDENCE-BASED PRACTICE // PROFESSIONALISM // OCCUPATIONAL NATURE OF HUMANS**



# Student Handbook

## Master of Occupational Therapy



**Shawnee State University**  
**Master of Occupational Therapy Program**  
**Master of Occupational Therapy Student Handbook**

**Program:** Master of Occupational Therapy (MOT)

**Institution:** Shawnee State University

**College:** College of Health and Human Services

**Department:** Department of Rehabilitation Sciences

**Location:** Portsmouth, Ohio

**Academic Year:** 2026-2027

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# MOT Handbook

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# Master of Occupational Therapy Program Student Handbook

## Department of Rehabilitation Sciences

### Handbook Review and Revision

The Master of Occupational Therapy (MOT) Student Handbook is reviewed annually by the MOT Program Director and faculty, and may be revised as needed to maintain compliance with Shawnee State University policies, Accreditation Council for Occupational Therapy Education (ACOTE®) standards, National Board for Certification in Occupational Therapy (NBCOT®) requirements, state and federal regulations, fieldwork site requirements, and other applicable professional and regulatory expectations.

The MOT Program reserves the right to modify policies, procedures, curriculum requirements, and program expectations as necessary. Students will be notified of substantive changes affecting progression, fieldwork, graduation requirements, or other significant program policies.

Students are responsible for reviewing and complying with the most current version of the MOT Student Handbook, MOT Fieldwork Manual, University Catalog, and other official program communications.

Version	Revision Date	Description of Revision
2025-2026	June 2025	Annual handbook update
2026-2027	June 2026	Comprehensive handbook revision

### Purpose

The purpose of this Student Handbook is to provide students enrolled in the Shawnee State University Master of Occupational Therapy (MOT) Program with a comprehensive reference for program policies, procedures, expectations, and academic requirements. The handbook is intended to support student success and promote understanding of the standards, responsibilities, and professional behaviors required throughout the program.

Students will receive access to the Student Handbook upon entry into the MOT Program and are expected to review the handbook in its entirety. Questions regarding handbook content should be directed to the Program Director (PD) prior to the end of the second week of the Fall semester. By the end of the second week, students must complete and submit the Student Handbook Acknowledgment Forms to the Administrative Assistant and upload to EXXAT.

The Student Handbook is reviewed and updated annually to reflect current university, program, accreditation, and regulatory requirements. The most current version of the handbook is posted on the MOT Program website and supersedes all previous versions. Students are responsible for referring to and complying with the most current handbook throughout their enrollment in the program. The Student Handbook is updated annually and posted online [here](#).

Students should retain access to this handbook throughout their academic coursework and Level II Fieldwork experiences, as it contains important information regarding academic policies, professional conduct, fieldwork requirements, student resources, and program expectations.

The MOT Program reserves the right to revise policies, procedures, requirements, and curriculum to maintain compliance with Shawnee State University policies, ACOTE accreditation standards, AOTA guidance, NBCOT requirements, state and federal laws, fieldwork site requirements, and other applicable regulatory obligations. Students will be notified of substantive changes affecting progression or graduation requirements. It is the responsibility of each student to remain informed of program policies and procedures and to comply with all requirements outlined in this handbook, as well as those established by Shawnee State University.

The Shawnee State University Online Catalog, which contains official university academic policies and degree requirements, can be accessed [here](#) .

## **Shawnee State University's Mission**

Mission: We Prepare Today's Students to Succeed in Tomorrow's World.

*Shawnee State University will educate students by means of free, open, and rigorous intellectual inquiry to seek the truth. It is the University's duty to equip students with the opportunity to develop the intellectual skills they need to reach their own, informed conclusions.*

*Shawnee State is committed to not requiring, favoring, disfavoring, or prohibiting speech or lawful assembly. The University is committed to creating a community dedicated to an ethic of civil and free inquiry, which respects the autonomy of each member, supports individual capacities for growth, and tolerates the differences in opinion that naturally occur in a public higher education community.*

*Shawnee State has a duty to treat all faculty, staff, and students as individuals, to hold them to equal standards, and to provide them with equality of opportunity, with regard to those individual's race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression.*

## **Shawnee State University's Vision**

Vision: We will be a best-value university offering a wide range of high-quality signature programs.

## **Shawnee State University's Enduring Values**

Student-focused Service: We place students at the center of everything we do and every decision we make.

Community Engagement: We value the diverse perspectives of the people within our community — on and off campus — and our role in enriching the lives of those who work, live, and discover here.

Authentic Dialogue: We respect open, honest, and sincere two-way communication.

Thoughtful Risk-taking: We value innovation and encourage those around us to dream big and explore new possibilities.

Culture of Continuous Improvement: We look for opportunities to make what we do well today even better tomorrow.

## **MOT Program Mission**

The mission of occupational therapy is to develop compassionate and professional occupational therapists who will value occupation and evidence-based practice to meet the current and future occupational needs of society.

## **MOT Program Vision**

Shawnee State University's (SSU) Master of Occupational Therapy program aims to provide a "flexible learning environment" to develop lifelong critical thinkers and problem solvers. "Learning by doing" facilitates the development of essential knowledge and skills to meet the current and future occupational needs of society. Graduates will value occupation and ethics and use evidence-based practice to holistically serve all people, populations, and communities, demonstrating respect for diversity and actions of inclusion within the profession and the populations served. This unique approach of "learning by doing" is cultivated from the occupational therapy profession's foundation that "places occupation at the center of all learning" (Hooper et al., 2015).

## **MOT Program Philosophy Statement**

The philosophy of the Master of Occupational Therapy program at Shawnee State University is derived from the core values and beliefs of the university and of the profession. The congruency between the program, institution, and profession is based upon valuing individuals, groups, and communities and enabling them to participate in society through the engagement in occupations (American Occupational Therapy Association [AOTA], 2018b). Unique to occupational therapy is the innate drive for humans to engage in occupations (Laliberte-Rudman, 2002). Occupations are essential to being and doing and are the core of the occupational therapy profession as they allow human beings to express who they are to themselves and others (AOTA, 2021; Laliberte-Rudman, 2002). As educators, it is essential to view students as occupational beings and purposefully integrate occupation into the educational curriculum to promote competence through experience and application of knowledge (AOTA, 2017; AOTA, 2021). "Learning by doing" is a foundational component of the occupational therapy profession and allows occupation to be at the core of teaching, learning, and professional development (AOTA, 2021; Hooper et al., 2015). Our philosophy statement revolves around this foundational component to facilitate a collaborative teaching-learning process that promotes the "development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills" (Hays & Jones, 2007, p. 678).

## **Curricular Design, Curricular Themes, and Program Educational Goals**

The curricular design of the Shawnee State University Master of Occupational Therapy program is derived from the mission, vision, and philosophy of the university, SSU MOT program, and the occupational therapy profession, along with core concepts of occupational therapy and established educational learning theories. The program philosophy and curriculum design, along with all aspects of occupational therapy education as defined in the Accreditation Standards for Occupational Therapy Education (ACOTE), help guide faculty in the development of course content, course planning, instructional methods, and student and program evaluation. To aid in the sequencing of courses and development, three curricular themes are identified and

threaded throughout the curriculum to reflect knowledge acquisition, application of knowledge, and knowledge integration (AOTA, 2018a). The three themes of the SSU MOT curriculum are:

- 1) Occupational Nature of Humans
- 2) Evidence-Based Practice and
- 3) Professionalism

which are identified within the “Cornerstones of Occupational Therapy Practice” (AOTA, 2020, p. 6). These three themes are embedded within the coursework, fieldwork, advising, and research-based activities that occur within the community, classroom, and online learning environments. For example, the occupational nature of humans is the core of occupational therapy practice and is emphasized across foundational content in all courses and experiences. Evidence-based practice is heavily defined and explored in research lab activities, analysis of case examples, and clinical practice experiences. Further, professionalism, including ethical decision making, is explored and applied throughout the curriculum to aid in the acquisition of entry level competencies that facilitate the development of compassionate and professional occupational therapists who will value occupation and evidence-based practice to meet the current and future occupational needs of society.

### **Theme One: Occupational Nature of Humans**

Students develop the understanding of the profession, through exploration of self as an occupational being, analyzing cases, and directly engaging with others to identify persons, groups, and populations as occupational beings. The historical foundation of occupational therapy is a deep understanding of engaging in “interesting work...for the purpose of healing” (Dunlop, 1933, p. 6). More than one-hundred years of education and research addressing the intrinsic need of humans to engage in occupation has been demonstrated to directly influence health and quality of life (Bar & Jarus, 2015; Cruyt et al., 2021; Petruskeviciene et al., 2018). The science behind this understanding reflects the complexity of humans as occupational beings. The values and desires of persons, groups, and populations must be understood and considered within their context (AOTA, 2020). The interplay between the environment and personal factors influences the ability to participate in meaningful occupations. Occupational performance is influenced by an individual's habits, routines, roles, and rituals, which are unique to each person, group, and population. A person's motor skills, processing skills, and social interaction skills also influence occupational performance (AOTA, 2020). The belief and understanding of the complexities of humans as occupational beings is the ultimate guide for the occupational therapy profession and the curriculum in the MOT program at SSU.

### **Theme Two: Evidence-Based Practice**

Evidence-based practice in occupational therapy has been the standard expectation of practitioners for over two decades as education requirements continuously evolve (ACOTE, 2020; Hinojosa, 2013; Myers & Lotz, 2017). In considering the identity of occupational therapy, evidence-based practice highlights the occupational nature of humans and how occupations are a means to the therapeutic process, informing occupational therapy services (AOTA, 2020; Hooper et al., 2015; Hooper et al., 2018). As students and professionals, we explore occupations and “formulate new questions, scholarship, and research” (Hooper et al., 2015, p.4). It is the integration of clinical expertise, patient values, and the best research evidence that guides the ability to make informed decisions, which supports the occupational nature of persons, groups, and populations (AOTA, 2020).

### **Theme Three: Professional Behavior**

Professionalism is described as a set of attitudes, values, behaviors, and relationships that hold health professionals responsible in their society (Klemenc-Ketis & Vreckom, 2014). This definition reflects the goal of SSU’s MOT program, university, and the profession. Accreditation Council for Occupational Therapy Education (ACOTE) standards define professional behavior as the “ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health” (AOTA, 2018, p.38). Instilling professional behaviors in students supports the integrity of the profession.

The sequence of the SSU MOT program curriculum supports a scaffolded, progressive approach to the development of student learning as supported by Knowles (1975) adult learning theory. Prior to entering the MOT program, students are required to complete prerequisite coursework to gain essential knowledge required for entry into the MOT program. These prerequisite courses are consistent with the philosophy and course objectives of the MOT program and occupational therapy profession as they provide preparatory information that is necessary to support the program’s coursework (AOTA, 2021). Upon entering the MOT program, students immediately engage in foundational courses and integrate knowledge from prerequisite courses into occupational therapy theory, conceptual practice models, and frames of reference that guide occupational therapy practice. In the first semester, students learn the foundational concepts of occupation, occupational science, and occupational performance, which are then integrated across semesters as students acquire and apply knowledge within the occupational therapy process across the lifespan. Curricular content is designed to scaffold essential knowledge and practice skills across semesters, each building on concepts from the previous semester progressing to application and integration of knowledge through hands-on learning experiences within the classroom, community, and clinical practice settings. Consistent with Bloom’s taxonomy (1956), learning activities are planned and scaffolded in a progressive nature to facilitate the acquisition and integration of new knowledge and skills. Learning activities are designed to build on previous knowledge and experiences, incorporating hands-on learning experiences that allow students the opportunity to achieve competency and retention of new skills, translating that knowledge into real-life clinical application (AOTA, 2021). This progression of learning activities supports our philosophy statement and promotes the “development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills” (AOTA, 2007, p. 678).

To aid in the sequencing of courses and development, the three curricular themes are threaded throughout the curriculum to reflect knowledge acquisition, application of knowledge, and knowledge integration. A strong experiential learning approach, combined with three Level I fieldwork experiences, allows the student learner to practice and synthesize content from the core courses, reinforcing the knowledge, skills, and attitudes necessary for an occupational therapist in the current and future practice environments. The courses are offered in a progressive sequence across four semesters using the hybrid learning model preparing students for the last two semesters of Level II fieldwork consisting of two courses. The courses are listed in order of curricular presentation:

<p><b>Knowledge Acquisition</b></p>	<p>MOT 5550: Analysis of Human Occupation                  MOT 5555: Foundation of Occupational Therapy Practice                  MOT 5560: Health Conditions and Occupation                  MOT 5565: Functional Movement and Occupation                  MOT 5575: Systems, Issues, and Trends                  MOT 6601: Research Concepts in OT Practice                  MOT 6602: Evidence-Based Practice in OT</p>
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	STAT 5130: Statistics for Health Care Professionals
<b>Knowledge Application</b>	MOT 5580: OT Process in Early Childhood & Adolescence MOT 6650: OT Process in Early and Middle Adulthood MOT 6660: Leadership & Management in OT Practice MOT 6665: Technology and Occupation MOT 6670: OT Process in Older Adulthood MOT 6675: Program Development and Advocacy in OT Practice MOT 6685: Therapeutic Modalities and Occupation
<b>Knowledge Integration and Dissemination of Research</b>	MOT 5570: Level I: Therapeutic Process and Occupation MOT 6655: Level 1: OT Process in Mental Health MOT 6680: Level I: OT Process in Rehabilitation and Disability MOT 6603: Scholarly Research in OT Practice MOT 6604: Dissemination of Research in OT Practice
<b>Entry-level Skills</b>	MOT 6690: Level II Fieldwork-A MOT 6695: Level II Fieldwork-B

Instructional design materials and methods include summative and formative strategies aligning with the curriculum content to meet the needs of the student learner (AOTA, 2021). Formative assessments are used to “check student understanding, provide feedback, and adjust content as the course progresses” (AOTA, 2021, p. 18). Examples of formative assessments aligning with the course curriculum include low-stakes assignments (i.e., weekly quizzes, polls, 1-minute reflection writings, journal writings, peer feedback, self-assessments, small group discussions, etc.). Summative assessments are used “to measure the extent to which a student learned what was outlined in the course objectives” (AOTA, 2021, p. 18). Examples of summative assessments aligning with the course curriculum include high-stakes assignments (i.e., exams, final project or paper, final presentation, practical exams, etc.). Most courses incorporate multiple assessment strategies to evaluate student understanding and to facilitate a collaborative teaching-learning process that promotes the “development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills” (Haynes et al., 2007, p. 678). Broad learner outcomes are identified as program outcomes and are aligned with the three curricular themes. Specific objectives are situated within individual courses.

**Program Educational Goals:**

THEMES	Learner Outcomes
	<i>As graduates of SSU's MOT program, learners will:</i>

<p style="text-align: center;"><b><u>Occupational Nature of Humans:</u></b></p> <p>Students develop the understanding of the profession, through exploration of self as an occupational being, analyzing cases and directly engaging with others to identify persons, groups, and populations as occupational beings. The historical foundation of occupational therapy is a deep understanding of engaging in “interesting work...for the purpose of healing” (Dunlop, 1933, p. 6). More than one-hundred years of education and research of human’s intrinsic need to engage in occupation has been proven to directly influence health and quality of life (Bar &amp; Jarus, 2015; Cruyt et al., 2021; Petruseviciene et al., 2018;). The science behind this understanding has helped us better understand the complexity of humans as an occupational being. The values and desires of persons, groups, and populations must be understood and considered within their context (AOTA, 2020). The interplay between the environment and personal factors influences the ability to participate in meaningful occupations. Occupational performance is influenced by an individual's habits, routines, roles, and rituals, which are unique to each person, group, and population. The abilities of motor skills, processing skills, and social interaction also influence one's occupational performance (AOTA, 2020). The belief and understanding of the complexities of humans as occupational beings is the ultimate guide for the occupational therapy profession and the curriculum in the MOT program at SSU.</p>	<ul style="list-style-type: none"> <li>• understand and value the complexity, depth, and breadth of human occupation across the lifespan;</li> <li>• develop an understanding of the profession, through exploration of self as an occupational being, analyzing cases and directly engaging with others to identify persons, groups, and populations as occupational beings within their context;</li> <li>• evaluate the occupational needs of diverse persons, groups, and populations and create interventions and programs to meet these needs.</li> </ul>
<p style="text-align: center;"><b><u>Evidence-based Practice:</u></b></p> <p>Evidence-based practice in occupational therapy has been the standard expectation of practitioners for over two decades as education requirements continuously evolve (ACOTE, 2020; Hinojosa, 2013; Myers &amp; Lotz, 2017). In considering the identity of occupational therapy, evidence-based practice highlights the occupational nature of humans and how occupations are a means to the therapeutic process and informs occupational therapy services (AOTA, 2020; Hooper et al., 2015; Hooper et al., 2018). As students and professionals, we explore occupations and “formulate</p>	<ul style="list-style-type: none"> <li>• identify, interpret, and analyze evidence that supports occupational therapy practice;</li> <li>• implement occupational therapy services which are informed by evidence and effective clinical reasoning that supports the occupational nature of persons, groups, and populations.</li> </ul>

<p>new questions, scholarship, and research” (Hooper et al., 2015, p.4). It is the integration of clinical expertise, patient values, and the best research evidence that guides the ability to make informed decisions, which supports the occupational nature of persons, groups, and populations (AOTA, 2020).</p>	
<p style="text-align: center;"><b><u>Professionalism:</u></b></p> <p>Professionalism is described as a set of attitudes, values, behaviors, and relationships that hold health professionals responsible in their society Klemenc-Ketis &amp; Vreckom, 2014. This definition reflects the goal of SSU’s MOT program, university, and the profession. Accreditation Council for Occupational Therapy Education (ACOTE) standards define professional behavior as the “ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health” (AOTA, 2018a, p.38). Instilling professional behaviors in students supports the integrity of the profession.</p>	<ul style="list-style-type: none"> <li>• demonstrate professional behavior and the ability to respond effectively to feedback regarding professional behaviors;</li> <li>• demonstrate the ability to engage in self-assessment to support reflective practice and the ability to become a change agent in the profession.</li> </ul>

## Accreditation Statement

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE’s telephone number, c/o AOTA, is (301) 652-AOTA (2682) or (301) 652-6611, and its web address is [acoteonline.org](http://acoteonline.org).

Graduates are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT), located at One Bank Street, Suite 300, Gaithersburg, MD 20878. Our curriculum meets the educational requirements for licensure in all 50 states. NBCOT sets its own criteria for taking the exam, which may include questions on the applicant's criminal history. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification examination or attain state licensure.

For more information on these limitations, you can contact [NBCOT](http://NBCOT.org) at (301) 990-7979. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

National Board for Certification in Occupational Therapy (NBCOT®) program data results: [School Performance](#)

## **Occupational Therapy Program Full-Time Faculty and Staff**

Alissa Cannoy, OTD, OTR/L, CBIS, AIB-VRC

**Program Director**, Master of Occupational Therapy

Assistant Professor

Email: [acannoy@shawnee.edu](mailto:acannoy@shawnee.edu)

Mikel Stone, OTD, MOT, OTR/L

Associate Professor, Master of Occupational Therapy

Program Director, Post Professional Occupational Therapy Doctorate

Email: [mstone@shawnee.edu](mailto:mstone@shawnee.edu)

Sandi Allen, OTD, OTR/L, MHSc, CHT

**Academic Fieldwork Coordinator (AFWC)**

Associate Professor, Master of Occupational Therapy

Email: [sallen@shawnee.edu](mailto:sallen@shawnee.edu)

Paige Cassidy, OTD, OTR/L

Assistant Professor, Master of Occupational Therapy

Email: [pcassidy@shawnee.edu](mailto:pcassidy@shawnee.edu)

Ann Marie Allen, MOT, OTR/L

**Chair**, Department of Rehabilitation Sciences

Associate Professor, Master of Occupational Therapy

(740) 351-3162

Email: [aallen@shawnee.edu](mailto:aallen@shawnee.edu)

Kelley Frantz, B.A.

**Academic Administrative Assistant**, Department of Rehabilitation Sciences

(740) 351-3169

Fax #: (740) 351-3354

Email: [kfrantz@shawnee.edu](mailto:kfrantz@shawnee.edu)

Ebenezer Asiaw

Assistant Director, Graduate and Online Admissions

(740) 351-3258

Email: [easiaw@shawnee.edu](mailto:easiaw@shawnee.edu)

Office: Morris University Center (MUC)

## **Academic Requirements**

### **Academic Advising and Student Support Services**

The Master of Occupational Therapy (MOT) Program is committed to supporting student success through academic advising, mentoring, professional development, and access to university support services.

Upon admission to the MOT Program, each student is assigned a faculty advisor. Faculty advisors serve as a resource for academic planning, professional development, program progression, fieldwork preparation, and career planning. Faculty advisors may also assist students in identifying appropriate university and community resources when academic, personal, or professional concerns arise.

Students are required to meet with their assigned faculty advisor at least once each academic semester. Advising meetings may occur in person, virtually, by telephone, or through other approved methods. Advising interactions and academic progression may be documented through the MOT Program's advising process and academic management systems, including EXXAT.

Students are responsible for actively participating in the advising process and monitoring their academic progress throughout the program. Topics discussed during advising meetings may include:

- Academic performance and progression.
- Degree planning and course sequencing.
- Registration and scheduling.
- Professional development goals.
- Fieldwork preparation and readiness.
- Graduation requirements.
- NBCOT certification and licensure planning.
- Professional conduct and program expectations.
- Student concerns and support needs.

Because the MOT curriculum follows a prescribed sequence, students should consult with their faculty advisor and the Program Director before making any changes to their course schedule or program plan. Failure to follow the prescribed curriculum sequence may delay progression, fieldwork placement, graduation, certification eligibility, or licensure eligibility.

Students are responsible for reviewing the current Shawnee State University Catalog, MOT Student Handbook, and other official program communications to ensure they understand all graduation, progression, fieldwork, and degree requirements.

### **Student Support Services**

Shawnee State University provides a variety of academic, personal, financial, health, wellness, accessibility, and counseling services designed to support student success.

[SSU Student Support Services | Shawnee State](#)

Students are encouraged to utilize available university resources as needed, including:

- Academic advising and tutoring services.
- Accessibility and disability services.
- Counseling and mental health services.
- Financial aid and student financial services.
- Career development services.
- Bear Care Clinic health and wellness services.
- Student Affairs and student engagement resources.
- Library and academic support resources.

Students experiencing academic, personal, financial, health, or other concerns that may affect educational performance are encouraged to seek assistance early and communicate with their faculty advisor, course instructors, or the Program Director.

### **Registration and Course Sequencing**

The Master of Occupational Therapy (MOT) Program is delivered through a prescribed curriculum sequence designed to ensure progressive development of occupational therapy knowledge, skills, clinical reasoning, professionalism, and competency required for entry-level practice. Students are admitted as members of a cohort and progress through the curriculum according to the established Program Plan of Study.

Because courses are sequenced and build upon previously acquired knowledge and skills, students are expected to complete courses in the order designated by the MOT Program. Successful completion of prerequisite and co-requisite coursework is required before progression to subsequent courses and fieldwork experiences.

Students may not alter the prescribed curriculum sequence, substitute courses, or enroll in Level II Fieldwork without approval from the Program Director and successful completion of all prerequisite requirements.

**MOT Curriculum Sequence**

<b>Semester</b>	<b>Course Number</b>	<b>Credit Hour</b>	<b>Course Name</b>	<b>Course Description</b>
<b>Fall I</b>	MOT 5550	3	Analysis of Human Occupation	Introduction to the foundation of the science of occupation. Introduces activity analysis and the interaction of human occupation and activity across the lifespan.
	MOT 5555	2	Foundation of Occupational Therapy Practice	Introduction to the foundation of theory and how it guides the OT process from referral to discharge. Students learn to select and analyze evaluation tools and apply intervention strategies across the lifespan using evidence-based theory and conceptual practice models.
	MOT 5560	2	Health Conditions and Occupation	Introduction to common health conditions evaluated and treated in occupational therapy. Included is an in-depth analysis of health conditions, health promotion, and disease prevention and the impact on engagement in occupations throughout the life span.
	MOT 5565	3	Functional Movement and Occupation	Introduction to the analysis of human movement patterns and its impact on occupational performance. Students assess and analyze how movement is related to function and its impact on human occupation.
	MOT 6601	2	Research Concepts in OT Practice	Introduction to research concepts in OT practice. Students will select and analyze scholarly activities, and critique quantitative and qualitative research designs and methodologies. Students will develop an understanding of the relevance of scholarly activities to the profession of occupational therapy.
		<b>12</b>		
<b>Spring I</b>	MOT 5570	3	Level I: Therapeutic Process and Occupation	Understand therapeutic use of self and ethical issues throughout the therapeutic process and understand the value of occupations across individuals and groups.

Semester	Course Number	Credit Hour	Course Name	Course Description
	MOT 5575	1	System, Issues, and Trends	Introduction to healthcare trends, ethical issues, and reimbursement models across OT practice settings.
	MOT 5580	3	OT Process in Early Childhood and Adolescence	Students will understand occupational therapy's domain and process for the early childhood and adolescent population. Students will select and apply theory and evidence-based practice principles in the early childhood and adolescent population to promote engagement in occupation. Students will assess and analyze occupation, context, and client factors to develop occupation-based intervention plans specific to this population.
	MOT 6602	2	Evidence-Based Practice in OT	Students will select and analyze professional literature and evaluate how it informs occupational therapy practice to make evidence-based decisions. Students will understand and demonstrate how participation in scholarly activities advances translation of knowledge and contributes to the development of the OT profession.
	STAT 5130	3	Statistics for Health Care Professionals	This course provides learners with an understanding of statistical methods commonly used in healthcare research with an emphasis on statistical literacy. Key statistical concepts include a review of descriptive and inferential statistics, one- and two-sample tests, analysis of variance, multiple regression, and logistic regression. Prerequisite: Admission to graduate program in health-related field.
		<b>12</b>		
<b>Fall II</b>	MOT 6650	3	OT Process in Early and Middle Adulthood	Students will understand occupational therapy's domain and process for the early and middle adult population. Students will select and apply theory and evidence-based practice principles in the early and middle adulthood population to promote engagement in occupation.

Semester	Course Number	Credit Hour	Course Name	Course Description
				Students will assess and analyze occupation, context, and client factors to develop occupation-based intervention plans specific to this population.
	MOT 6655	3	Level I: OT Process in Mental Health	Students will understand occupational therapy's domain and process for mental- and behavioral-health disorders. Students will select and apply theory and evidence-based practice principles in the promotion and prevention of mental health disorders. Students will assess and analyze occupation, context, and client factors to develop occupation-based intervention plans specific to this population.
	MOT 6660	2	Leadership and Management in OT Practice	Students will learn how to articulate the distinct nature of occupational therapy to consumers, payers, and policymakers, and incorporate advocacy into occupational therapy practice. Students will apply leadership and management principles to identify and evaluate contextual factors and current policy issues impacting the delivery of occupational therapy services across persons, groups, and populations.
	MOT 6665	2	Technology and Occupation	Provides foundational knowledge of applying the OT process to the selection of assistive technologies, and how it supports engagement in human occupation. Students will explore various high tech, low tech, and emerging technology to support participation in occupation.
	MOT 6603	2	Scholarly Research in OT Practice	Students will select and analyze professional literature and evaluate how it informs occupational therapy practice to make evidence-based decisions. Students will understand and demonstrate how participation in scholarly activities advances translation of knowledge and contributes to the development of the OT profession.
		<b>12</b>		

Semester	Course Number	Credit Hour	Course Name	Course Description
Spring II	MOT 6670	3	OT Process in Older Adulthood	Students will understand occupational therapy's domain and process for the older adult population. Students will select and apply theory and evidence-based practice principles in the older adult population to promote engagement in occupation. Students will assess and analyze occupation, context, and client factors to develop occupation-based intervention plans specific to this population.
	MOT 6675	2	Program Development and Advocacy in OT Practice	Students will consider social determinants of health and occupational needs of society to support program development for persons, groups, and populations. Students will understand advocacy and business management principles to identify and evaluate contextual factors, fiscal resources, and current policy issues impacting the delivery of occupational therapy services and identify opportunities to address societal needs through program development.
	MOT 6680	3	Level I: OT Process in Rehabilitation and Disability	Students will engage in directed observation and participation in selected aspects of the occupational therapy domain and process for persons, groups, and populations across rehabilitation and disability practice settings. Students will select and apply theory and evidence-based practice principles within rehabilitation settings under the supervision of a registered occupational therapy practitioner. Students will assess and analyze occupation, context, and client factors to develop occupation-based intervention plans specific to this population.
	MOT6685	2	Therapeutic Modalities and Occupation	Students will apply safety and ethical standards to recommend and provide therapeutic procedures and interventions to support engagement in occupation, safety, and health and wellness across persons,

Semester	Course Number	Credit Hour	Course Name	Course Description
				populations, and groups. Students will select and analyze therapeutic modalities as preparatory methods based on client factors, indications, contraindications, and precautions to improve occupational performance and participation in occupation.
	MOT 6604	2	Dissemination of Research in OT Practice	Students will analyze and discuss findings from faculty-led scholarship project and discuss how the findings inform occupational therapy practice. Students will understand and demonstrate how participation in, and dissemination of scholarly activities advances translation of knowledge and contributes to the development of the OT profession.
		<b>12</b>		
<b>Summer II</b>	MOT 6690	9	Level II Fieldwork-A	Students will engage in an in-depth experience to deliver occupational therapy services to people, groups, and populations across the lifespan in a selected occupational therapy practice setting. Students will select and apply theory and evidence-based practice principles within practice settings supervised by a registered occupational therapy practitioner. Students will assess and analyze occupation, context, and client factors to develop and implement occupation-based intervention plans specific to the population and practice setting. Students will demonstrate competence in professionalism, ethical principles, and reflective practice to support professional preparation.
		<b>9</b>		
<b>Fall III</b>	MOT 6695	9	Level II Fieldwork-B	Students will engage in an in-depth experience to deliver occupational therapy services to people, groups, and populations across the lifespan in a selected occupational therapy practice setting. Students will select and apply theory and evidence-based

Semester	Course Number	Credit Hour	Course Name	Course Description
				practice principles within practice settings supervised by a registered occupational therapy practitioner. Students will assess and analyze occupation, context, and client factors to develop and implement occupation-based intervention plans specific to the population and practice setting. Students will demonstrate competence in professionalism, ethical principles, and reflective practice to support professional preparation.
		9		
<b>Total Program Credit Hours</b>				
		66		
Elective	MOT 6700	1-9	Special Topics in Occupational Therapy (OPTIONAL)	Provides individual or small-group study, under the supervision of instructor, of topics not otherwise available to students. Repeatable by special arrangement.

### Progression Requirements

Students must successfully complete all coursework, fieldwork, and progression requirements before advancing to subsequent semesters and fieldwork experiences. Because the MOT curriculum follows a cohort model, failure, withdrawal, leave of absence, interruption of enrollment, or deviation from the prescribed curriculum sequence may result in delayed progression, delayed graduation, delayed fieldwork placement, or additional program requirements.

Students considering any change in enrollment status must consult with their faculty advisor and the Program Director prior to taking action.

The MOT Program reserves the right to modify curriculum sequencing, course offerings, scheduling, delivery methods, fieldwork scheduling, and program requirements to maintain compliance with accreditation standards, university requirements, regulatory changes, and educational best practices. Students will be notified of significant changes affecting progression or graduation requirements.

### Academic Standing and Progression

The Master of Occupational Therapy (MOT) Program is a graduate program with academic and professional standards designed to ensure student success and readiness for clinical practice. Students are responsible

for complying with all Shawnee State University Graduate Program policies, MOT Program requirements, and professional standards.

To remain in good academic standing and progress through the MOT curriculum, students must:

- Maintain a minimum cumulative GPA of 3.0 on all graduate-level coursework.
- Earn a minimum grade of B- in all MOT curriculum courses.
- Successfully complete all required coursework and fieldwork experiences according to the prescribed curriculum sequence.
- Demonstrate professional behaviors consistent with the AOTA Occupational Therapy Code of Ethics, MOT Program expectations, and SSU Student Conduct Code.

The MOT curriculum is progressive in nature. Successful completion of each semester's coursework is required before progressing to subsequent coursework and fieldwork experiences.

### **Academic Probation and Dismissal**

One grade of C+ or C in an MOT course is permitted during the program. Students who receive a grade of C+ or C in one MOT course will be placed on academic probation during the following semester.

A second grade below B- in any MOT course will result in dismissal from the MOT Program.

Students whose cumulative graduate GPA falls below 3.0 may be subject to academic probation, remediation, or dismissal in accordance with MOT Program, and University "Academic Policies".

Dismissal from the program is not the same as dismissal from the University. University dismissal policies are outlined in the online catalog under the section titled "Academic Policies."

Readmission to the MOT Program is not guaranteed and will be considered on an individual basis according to program capacity, accreditation requirements, and recommendations established by the Program Director.

Dismissal from a program may be appealed by the following process and is found here: [Rehabilitation Sciences - Shawnee State University](#) .

- Within three working days following a dismissal notification, a request in writing to appeal to the dismissal must be made to the department chairperson. The chairperson will notify the student of the result of this appeal within three working days following the meeting.
- The chairperson's decision may be appealed by submitting a written request to the chairperson to arrange for a review by the Dean of the College of Health and Human Services (or designee), the chairperson (or designee), and the Provost (or designee). The student will be informed of the results of this review within two working days following that meeting.

Criteria to be used in ruling on a dismissal appeal include, but not limited to, past academic achievement, the student's rationale for current grade status, and the prediction of future performance in the program.

### **Level I Fieldwork Requirements**

Students must maintain a cumulative graduate GPA of 3.0 or higher and remain in good academic standing to participate in Level I Fieldwork experiences.

Level I Fieldwork experiences are designed to enrich didactic coursework through observation, participation, and application of occupational therapy concepts. Successful completion of all Level I Fieldwork requirements is required for progression within the MOT curriculum.

Consistent with ACOTE requirements, no portion of a Level I Fieldwork experience may be substituted for or counted toward the minimum requirement of 24 weeks of full-time Level II Fieldwork.

### **Level II Fieldwork Requirements**

Level II Fieldwork represents the culminating clinical component of the MOT curriculum and is designed to develop competent, entry-level occupational therapists through in-depth clinical experiences.

Prior to enrollment in Level II Fieldwork, students must:

- Successfully complete all required MOT coursework and curriculum requirements.
- Successfully complete all Level I Fieldwork requirements.
- Maintain a minimum cumulative graduate GPA of 3.0.
- Remain in good academic standing.
- Meet all health, background checks, drug screening, and site-specific compliance requirements.

Students must successfully complete all Level II Fieldwork requirements within 12 months following completion of the didactic portion of the Master of Occupational Therapy program. Students who do not complete Level II Fieldwork within this timeframe may be dismissed from the program unless an exception is approved by the Program Director in accordance with university and program policies.

Students are expected to complete Level II Fieldwork according to the established curriculum sequence and work closely with the Academic Fieldwork Coordinator (AFWC) and Program Director to ensure timely completion of all graduation and certification requirements.

### **Graduation Requirements**

To be eligible for graduation from the MOT Program, students must:

- Successfully complete all required MOT coursework.
- Maintain a minimum cumulative graduate GPA of 3.0.
- Successfully complete all Level I Fieldwork requirements.
- Successfully complete a minimum of 24 weeks of full-time Level II Fieldwork.
- Meet all Shawnee State University graduation requirements.

Graduates who successfully complete all degree requirements may be eligible to apply for the National Board for Certification in Occupational Therapy (NBCOT) Certification Examination. Graduation from the MOT Program does not guarantee certification, state licensure, or employment.

## Grading Scale

All MOT instructors will use the following grading scale unless otherwise stated in the course syllabus:

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	88-89.99%
B	82-87.99%
B-	80-81.99%
C+	78-79.99%
C	75-77.99%
F	Below 75

## EXXAT Clinical Education and Student Management System

The Master of Occupational Therapy (MOT) Program utilizes EXXAT, a comprehensive education management system designed for health professions programs, to support academic advising, student success initiatives, compliance tracking, fieldwork education, and clinical placement management. The use of EXXAT enhances communication, streamlines administrative processes, and facilitates the management of student records and required documentation throughout the program.

Students will be introduced to EXXAT during program orientation and will receive additional training as needed throughout the curriculum. All students are required to maintain an active EXXAT account and utilize the system as directed by the MOT Program.

EXXAT may be used for:

- Monitoring student progression toward program and graduation requirements.
- Maintaining advising records, professional development activities, and program documentation.
- Managing Level I and Level II Fieldwork placement processes.
- Submitting and maintaining required compliance documentation, including but not limited to immunization records, health documentation, certifications, background checks, drug screenings, and other site-specific requirements.
- Accessing fieldwork site information, requirements, and available learning opportunities.
- Completing required fieldwork evaluations and assessments, including the Fieldwork Performance Evaluation (FWPE), Student Evaluation of the Fieldwork Experience (SEFWE), and other program assessments.
- Tracking fieldwork participation, required documentation, and compliance requirements.
- Facilitating communication related to advising, fieldwork education, and program activities.

Students will be provided password-protected access to EXXAT and are responsible for maintaining accurate and current information within the system. Students are expected to regularly monitor EXXAT and complete all required submissions and activities by established deadlines.

Prior to submitting Fieldwork Level II preference requests, students will have access to available fieldwork site information, including site descriptions and feedback from previous students when available. Information obtained through EXXAT is intended solely for educational and program-related purposes and must be treated as confidential.

Failure to maintain required compliance records, complete required EXXAT activities, or meet established deadlines may result in delayed fieldwork placement, inability to participate in fieldwork experiences, delayed progression within the program, or other actions consistent with MOT Program and University policies. If documentation is rejected during the verification process, students must promptly address the deficiency and resubmit the required documentation in accordance with instructions provided through EXXAT.

Questions regarding compliance requirements or rejected documentation should be directed to the MOT Program.

## **Professional Behavior Expectations**

Students are expected to demonstrate professional behavior throughout the curriculum, including classroom, laboratory, online, community, and fieldwork environments. Professional behavior is considered an essential component of progression within the MOT Program and may be evaluated independently of academic performance.

## **Professional Conduct and Ethical Standards**

Students enrolled in the Master of Occupational Therapy (MOT) Program are expected to demonstrate professional, ethical, and responsible behavior in all academic, clinical, fieldwork, community, and university-related activities.

All academic and clinical education experiences, including Level I and Level II Fieldwork, are governed by:

- Shawnee State University policies and procedures, including the Student Code of Conduct and Academic Misconduct.
- The MOT Program policies and procedures outlined in this MOT Student Handbook and the MOT Fieldwork Education Manual.
- Applicable fieldwork site policies and procedures.
- The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics.
- All applicable federal, state, and local laws, regulations, and professional standards.

Students are expected to conduct themselves in a manner consistent with the values and ethical principles of the occupational therapy profession, including altruism, beneficence, nonmaleficence, autonomy, justice, veracity, fidelity, and professional integrity.

Students are responsible for reviewing and complying with the current AOTA Occupational Therapy Code of Ethics and any updates adopted during their enrollment in the MOT Program.

Violations of university policies, professional standards, ethical principles, fieldwork site requirements, or program policies may result in remediation, disciplinary action, removal from fieldwork, course failure, program dismissal, or referral through university conduct procedures, as appropriate.

Students have the right to appeal academic, fieldwork, or program decisions in accordance with the procedures outlined in this handbook, the Rehabilitation Sciences Department policies, and applicable Shawnee State University policies.

Additional information regarding student rights and responsibilities, academic misconduct, and student conduct may be found in the following:

- Shawnee State University Student Code of Conduct [Student Conduct Code | Shawnee State](#)
- Academic Catalog: [Academic Rights and Responsibilities | Shawnee State](#).
- Academic Policies and Appeals: [Academic Policies and Appeals | Shawnee State](#)

## Fieldwork Education and Compliance Requirements

All policies and procedures related to Level I Fieldwork, Level II Fieldwork, clinical placement assignments, attendance requirements, compliance requirements, medical documentation, fieldwork evaluations, supervision, fieldwork performance expectations, and fieldwork dismissal procedures are contained in the MOT Fieldwork Education Policies and Procedures Manual (MOT Fieldwork Manual). Students are responsible for reviewing and complying with the most current version of the MOT Fieldwork Manual and all associated fieldwork policies. In the event of a discrepancy between the Student Handbook and the MOT Fieldwork Manual regarding fieldwork education requirements, the MOT Fieldwork Manual shall govern fieldwork-related matters.

EXXAT is used to support academic advising documentation, progression monitoring, fieldwork placement processes, student compliance requirements, communication, evaluations, and maintenance of records required for accreditation and program operations. Students are responsible for maintaining accurate and current information within EXXAT and for submitting all required documentation by established deadlines.

Required documentation may include, but is not limited to, health records, immunization documentation, CPR certification, background checks, drug screenings, professional certifications, and other site-specific requirements. Failure to maintain required documentation or comply with EXXAT requirements may result in delayed fieldwork placement, inability to participate in laboratory or fieldwork experiences, delayed progression, course failure, or dismissal from the program.

### Failure or Withdrawal from Level II Fieldwork

Level II Fieldwork is a required component of the Master of Occupational Therapy (MOT) curriculum. Students are expected to successfully complete all assigned Level II Fieldwork experiences in accordance with program, fieldwork site, and university requirements.

A student who receives a failing grade in a Level II Fieldwork course, is dismissed from a fieldwork placement for performance, professional behavior, ethical, safety, attendance, or compliance concerns, or voluntarily

withdraws from a fieldwork placement without prior approval from the Academic Fieldwork Coordinator (AFWC) and Program Director may be subject to dismissal from the MOT Program.

If a student fails or is dismissed from the first assigned Level II Fieldwork experience, any subsequent Level II Fieldwork placement may be canceled pending review by the Academic Fieldwork Coordinator and Program Director.

Because of the complexity of securing and maintaining Level II Fieldwork placements, students are expected to make every reasonable effort to successfully complete assigned placements and comply with all fieldwork requirements.

Students may appeal program dismissal decisions in accordance with the procedures outlined in the MOT Student Handbook, MOT Fieldwork Manual, and Shawnee State University policies.

### **Health, Safety, and Compliance Requirements**

To ensure the safety of students, clients, faculty, fieldwork educators, and the public, all students enrolled in the Master of Occupational Therapy (MOT) Program must maintain compliance with program, university, and fieldwork site health, safety, and professional requirements throughout their enrollment. Compliance requirements are established to support participation in classroom, laboratory, community-based, and fieldwork experiences and may be modified as necessary to meet university, accreditation, regulatory, or fieldwork site requirements.

Students are required to complete and maintain all required compliance documentation and certifications as outlined in the MOT Clinical Requirements document, Physical Examination Form, MOT Fieldwork Manual, and EXXAT compliance management system. Requirements may include, but are not limited to, physical examination and health clearance documentation, immunization and vaccination records, tuberculosis (TB) screening, CPR and/or First Aid certification, criminal background checks, drug screenings, HIPAA and Bloodborne Pathogens training, proof of health insurance, and other site-specific requirements.

Students are responsible for all costs associated with obtaining, maintaining, and renewing required compliance documentation, certifications, screenings, and clearances. All required documentation must be submitted through EXXAT and maintained in a current and approved status. Students are responsible for monitoring compliance deadlines and ensuring that all records remain current throughout the program. If documentation is rejected during the verification process, students must promptly address the deficiency and resubmit the required documentation in accordance with instructions provided through EXXAT.

Failure to maintain compliance with required health, safety, and professional requirements may result in exclusion from classroom, laboratory, community-based, or fieldwork experiences; delayed progression; inability to participate in fieldwork placements; course failure; delayed graduation; or dismissal from the program in accordance with MOT Program and University policies.

Fieldwork sites may establish additional health, safety, background screening, training, or documentation requirements. Students are responsible for meeting all site-specific requirements by established deadlines. Failure to meet fieldwork site requirements may limit placement opportunities and affect progression within the program.

**Please use code NCPA/VCA for criminal background checks.**

Questions regarding compliance requirements or rejected documentation should be directed to the MOT Program.

### **Health Insurance Requirement**

All MOT students are required to maintain personal health insurance throughout enrollment in the Master of Occupational Therapy (MOT) Program. Verification of current health insurance coverage must be uploaded to the program's designated compliance management system (EXXAT) by the first day of MOT classes or by the deadline established by the Program.

Students are responsible for maintaining continuous health insurance coverage throughout all didactic, laboratory, community-based, service-learning, and fieldwork experiences. Failure to maintain required health insurance coverage may result in a student's inability to participate in fieldwork experiences, delayed progression, delayed graduation, or dismissal from the program.

Students are responsible for all healthcare costs incurred during participation in MOT Program activities, including classroom, laboratory, community-based, service-learning, and fieldwork experiences.

Students who need assistance obtaining health insurance coverage are encouraged to utilize available university resources, including the Shawnee State University Bear Care Clinic and available insurance navigation services. The Bear Care Clinic also provides healthcare, wellness, counseling, and student support services.

Additional information regarding student health services, wellness resources, counseling services, and insurance assistance is available through the Shawnee State University Bear Care Clinic:

**Bear Care Clinic Website:** [Shawnee State University Bear Care Clinic](#)

### **Liability Insurance**

Students may purchase additional liability insurance through a private carrier. The coverage by the University will be explained to you prior to starting Fieldwork. Students must pay their student fees prior to the beginning of each semester in order to be covered under the University's policy.

## **Attendance, Participation, and Time Requirements Policy**

Attendance, punctuality, active participation, and professional communication are essential components of the Master of Occupational Therapy (MOT) Program and are expected in all educational activities, including online learning, on-campus intensive learning experiences, laboratories, simulations, community-based learning experiences, and fieldwork education.

The MOT Program utilizes a hybrid curriculum that includes required online and face-to-face instruction. Students are expected to attend and actively participate in all scheduled learning activities and are responsible for completing all course, laboratory, fieldwork, and program requirements.

### **Hybrid Program Intensive Weeks**

Required on-campus intensive learning experiences are an essential component of the MOT curriculum and include laboratory instruction, clinical skills training, competency assessments, practical examinations, simulations, and other experiential learning activities that cannot be fully replicated through distance education.

Attendance at all intensive week activities is mandatory. Because these experiences are limited and necessary to achieve course objectives, demonstrate competency, and meet accreditation requirements, absences are generally not permitted. Students who miss any portion of an intensive week may be required to complete remediation activities, competency reassessments, additional laboratory experiences, make-up assignments, or other requirements as determined by the course instructor and Program Director. Failure to complete required intensive week activities may result in course failure, delayed progression, or inability to continue in the curriculum sequence.

### **Online Learning Activities**

Students are expected to attend and actively participate in all required synchronous online learning experiences and complete all asynchronous coursework by established deadlines. Students are responsible for maintaining reliable internet access and the technology necessary to participate in hybrid learning activities.

### **Fieldwork Attendance and Time Reporting**

Students are expected to attend all assigned Level I and Level II Fieldwork experiences and comply with all attendance, time reporting, documentation, and professional communication requirements established by the MOT Program and fieldwork site.

Students are responsible for accurately documenting fieldwork hours and submitting required timesheets, evaluations, and documentation through EXXAT by established deadlines. Missed fieldwork time may be required to be made up in accordance with MOT Program and fieldwork site requirements.

Students must promptly notify their Fieldwork Educator and any designated program personnel of any anticipated absence, tardiness, or emergency that may affect attendance. Failure to comply with attendance, time reporting, or professional communication requirements may result in remediation, course failure, delayed progression, removal from fieldwork, dismissal from the program, or other action consistent with MOT Program and University policies.

Detailed policies regarding fieldwork attendance, absences, tardiness, make-up time, timesheet submission, fieldwork performance expectations, and fieldwork dismissal procedures are contained in the MOT Fieldwork Manual. Students are responsible for reviewing and complying with all fieldwork policies and procedures outlined in the most current version of the MOT Fieldwork Manual.

### **Absence Requests and Emergencies**

Students who experience a medical emergency, family emergency, military obligation, jury duty, or other extraordinary circumstance should notify the course instructor, Academic Fieldwork Coordinator (if applicable), and Program Director as soon as reasonably possible. Approval of an absence does not guarantee that missed laboratory, competency, fieldwork, or experiential learning activities can be replicated or rescheduled.

The MOT Program reserves the right to require remediation, additional assignments, competency reassessment, make-up activities, or other actions necessary to ensure achievement of required learning outcomes and compliance with accreditation standards.

## **Inclement Weather and Emergency Closure Policy**

The Master of Occupational Therapy (MOT) Program utilizes a hybrid curriculum that includes required on-campus intensive learning experiences. Student safety is a priority; however, because intensive learning activities are essential components of the curriculum, modifications to the instructional schedule may be necessary during periods of inclement weather, natural disasters, public health emergencies, or other unforeseen circumstances.

Students are expected to monitor Shawnee State University communications, university emergency notifications, email, Blackboard, Microsoft Teams, and other program communication channels for updates regarding delays, cancellations, closures, or instructional modifications.

If Shawnee State University closes, delays operations, or restricts campus access due to inclement weather or an emergency, the MOT Program may:

- Transition scheduled activities to remote delivery when appropriate.
- Modify instructional schedules.
- Reschedule laboratory experiences, competency assessments, practical examinations, simulations, or other required in-person activities.
- Extend instructional hours during intensive weeks.
- Schedule make-up activities at a later date to ensure achievement of required learning outcomes and accreditation standards.

Students are responsible for attending all required make-up activities and completing all program requirements. Absence from a required intensive week activity due to weather, travel disruptions, illness, or other circumstances may require completion of alternative assignments, remediation activities, or make-up experiences as determined by the course instructor and Program Director.

Students traveling to campus are expected to exercise reasonable judgment regarding personal safety. Students who experience travel-related delays or emergencies should notify their course instructor and the Program Director as soon as possible. Individual circumstances will be reviewed on a case-by-case basis.

The MOT Program reserves the right to modify instructional delivery methods and schedules as necessary to ensure continuity of instruction, student learning, and compliance with university policies and ACOTE accreditation requirements.

Students are responsible for securing transportation and lodging arrangements necessary to attend required on-campus intensive learning experiences. The University and MOT Program are not responsible for costs associated with weather-related travel delays, cancellations, lodging changes, or other travel disruptions.

Inclement Weather Policy: [Inclement Weather Policy | Shawnee State](#)

## **Professional Conduct, Disciplinary Action, Probation, Dismissal, Appeals, and Readmission**

### **Professional Conduct and Disciplinary Action Policy**

Students enrolled in the Master of Occupational Therapy (MOT) Program are expected to demonstrate professional behaviors consistent with Shawnee State University policies, the MOT Student Code of Ethics, the AOTA Occupational Therapy Code of Ethics, fieldwork site policies, and the standards expected of an entry-level occupational therapist.

Professional conduct expectations apply in all educational settings, including classrooms, laboratories, online learning environments, community-based experiences, university-sponsored activities, Level I Fieldwork, and Level II Fieldwork placements.

Violations of professional, academic, ethical, safety, attendance, compliance, or fieldwork standards may result in disciplinary action. The nature of the disciplinary action will be determined by the Program Director in consultation with the course instructor, Academic Fieldwork Coordinator, fieldwork educator, Department Chair, and/or other appropriate university personnel based on the severity, frequency, and impact of the behavior.

#### **Level I Professional Conduct Concerns**

Level I concerns are minor professionalism violations that do not place clients, students, faculty, staff, or the public at significant risk.

Examples include, but are not limited to:

- Tardiness or failure to meet deadlines.
- Minor violations of professional appearance expectations.
- Inappropriate use of electronic devices during instructional activities.
- Unprofessional communication.
- Failure to follow classroom, laboratory, or program procedures.
- Isolated incidents of inappropriate behavior that do not compromise safety, confidentiality, or ethical standards.

Possible actions may include verbal counseling, written warning, reflection assignments, remediation activities, or development of a Professional Development Plan.

#### **Level II Professional Conduct Violations**

Level II violations involve repeated Level I concerns or more significant violations of professional expectations.

Examples include, but are not limited to:

- Repeated Level I violations.
- Failure to complete remediation requirements.
- Inappropriate use of social media or electronic communication.

- Viewing or engaging in non-course-related activities during classroom, laboratory, online, or fieldwork experiences.
- Inappropriate gestures, language, or conduct during academic, university, community, or fieldwork activities.
- Use of tobacco products, vaping devices, or nicotine products in violation of university, healthcare facility, or fieldwork site policies.
- Failure to maintain required compliance documentation.
- Unprofessional behavior that negatively affects the educational or clinical environment.

Possible actions may include written warning, Professional Probation, remediation plans, corrective action plans, course penalties, temporary removal from activities, delayed progression, or other disciplinary actions deemed appropriate.

### **Level III Serious Professional, Ethical, Safety, or Legal Violations**

Level III violations involve behaviors that compromise client safety, violate ethical or legal standards, or substantially interfere with the educational or clinical environment.

Examples include, but are not limited to:

- Academic dishonesty, cheating, plagiarism, or falsification of academic work.
- Falsification of patient, fieldwork, timesheet, compliance, health, or program records.
- Violations of HIPAA, FERPA, confidentiality, privacy, or professional ethics requirements.
- Possession, use, distribution, or impairment from alcohol, illegal drugs, controlled substances, or other mind-altering substances during program activities.
- Theft, fraud, destruction, or misuse of property.
- Threatening, intimidating, harassing, discriminatory, retaliatory, or violent behavior.
- Sexual misconduct or harassment.
- Conduct resulting in actual or potential harm to a client, student, faculty member, staff member, fieldwork educator, or member of the public.
- Failure to comply with critical safety requirements during laboratory or fieldwork activities.

Students may be immediately removed from classroom, laboratory, community-based, or fieldwork activities pending review of a Level III violation. Depending on the circumstances, disciplinary action may include Professional Probation, course failure, fieldwork failure, suspension, dismissal from the MOT Program, referral through university conduct procedures, or other appropriate action.

### **Professional Probation**

Students enrolled in the Master of Occupational Therapy (MOT) Program are expected to demonstrate professional behaviors consistent with the values of the occupational therapy profession, Shawnee State University policies, the AOTA Occupational Therapy Code of Ethics, and the MOT Program's expectations for professional conduct.

Professional conduct encompasses behavior, communication, appearance, accountability, integrity, ethical decision-making, respect for others, responsibility, and professional judgment demonstrated in all educational settings, including classrooms, laboratories, online learning environments, community-based experiences, university activities, and fieldwork placements.

Students are expected to communicate respectfully and professionally with faculty, staff, classmates, fieldwork educators, clients, and community partners. This expectation applies to all forms of communication, including verbal, written, electronic, social media, email, text messaging, videoconferencing, and learning management systems.

The MOT Program recognizes that professional development is an ongoing process. Concerns regarding professional conduct will be addressed on an individual basis and may result in counseling, remediation, professional probation, disciplinary action, removal from fieldwork, course failure, or dismissal from the program, depending on the nature, frequency, and severity of the concern.

Students may be placed on Professional Probation when behaviors are inconsistent with professional standards, university policies, the MOT Program Student Code of Ethics, the AOTA Occupational Therapy Code of Ethics, fieldwork expectations, or other program requirements. Examples may include, but are not limited to:

- Unprofessional communication or behavior.
- Failure to demonstrate respect for others.
- Violations of academic integrity or ethical standards.
- Inappropriate use of technology or social media.
- Failure to meet professional responsibilities or program expectations.
- Behaviors that compromise client safety, confidentiality, or professional trust.

Professional conduct concerns will be reviewed by the Program Director in consultation with the course instructor, Academic Fieldwork Coordinator, fieldwork educator, Department Chair, and/or other appropriate university personnel, as applicable. Based on the nature and severity of the concern, remediation activities, corrective actions, or a Professional Development Plan may be developed to address identified deficiencies and support student success.

The terms and duration of Professional Probation will be determined on an individual basis and communicated in writing to the student. Students must successfully complete all remediation requirements and demonstrate satisfactory improvement within the timeframe established by the program. Failure to demonstrate satisfactory improvement or repeated violations of professional standards may result in dismissal from the MOT Program.

Students are encouraged to resolve concerns directly with the involved individual whenever appropriate and to utilize the following chain of communication when additional assistance is needed:

**Course Instructor → Program Director → Department Chair → Dean → Provost**

Students may appeal academic and disciplinary decisions in accordance with Shawnee State University, Rehabilitation Sciences Department, and MOT Program policies.

## **Program Dismissal Policy**

A student may be dismissed from the MOT Program when academic performance, professional conduct, ethical behavior, clinical performance, or compliance with program requirements demonstrates that the student is unable or unwilling to meet the standards required for progression, graduation, or entry-level occupational therapy practice.

Grounds for dismissal may include, but are not limited to:

- Failure to maintain a cumulative graduate GPA of 3.0.
- Failure to meet MOT Program progression requirements.
- Failure to successfully complete required coursework, laboratories, or fieldwork experiences.
- Failure to satisfy the requirements of Professional Probation or remediation plans.
- Repeated or serious violations of professional conduct standards.
- Academic misconduct, including cheating, plagiarism, or falsification of academic work.
- Falsification of patient, fieldwork, compliance, health, or program records.
- Violations of confidentiality, HIPAA, FERPA, or ethical standards.
- Failure to maintain required compliance status necessary for laboratory or fieldwork participation.
- Dismissal from a fieldwork placement due to professional, ethical, safety, attendance, or performance concerns.
- Conduct resulting in actual or potential harm to a client, student, faculty member, staff member, fieldwork educator, or member of the public.
- Serious violations of university policies, fieldwork site policies, or applicable laws and regulations.

Dismissal from the MOT Program is not the same as dismissal from Shawnee State University.

## **Appeal of Program Dismissal**

Dismissal from the program is not the same as dismissal from the University. University dismissal policies are outlined in the online catalog under the section titled “Academic Policies.”

Readmission to the MOT Program is not guaranteed and will be considered on an individual basis according to program capacity, accreditation requirements, and recommendations established by the Program Director.

Students may appeal dismissal from the MOT Program in accordance with Shawnee State University policies and Rehabilitation Sciences Department procedures.

Within three (3) working days following notification of dismissal from the MOT Program, the student must submit a written request to the Program Director requesting an appeal.

The Program Director will review the appeal and meet with the student when appropriate. The student will be notified in writing of the decision within two (2) working days following the appeal review.

If the student is not satisfied with the program-level decision, the student may submit a written request within three (3) working days for a second-level appeal. Dismissal from a program may be appealed by the following process and is found here: [Rehabilitation Sciences - Shawnee State University](#) .

- Within three working days following a dismissal notification, a request in writing to appeal to the dismissal must be made to the department chairperson. The chairperson will notify the student of the result of this appeal within three working days following the meeting.
- The chairperson's decision may be appealed by submitting a written request to the chairperson to arrange for a review by the Dean of the College of Health and Human Services (or designee), the chairperson (or designee), and the Provost (or designee). The student will be informed of the results of this review within two working days following that meeting.

Criteria to be used in ruling on a dismissal appeal include, but not limited to, past academic achievement, the student's rationale for current grade status, and the prediction of future performance in the program.

### **Readmission Policy**

Students who withdraw from, are dismissed from, or otherwise interrupt enrollment in the Master of Occupational Therapy (MOT) Program may request consideration for readmission.

Readmission is not guaranteed and is dependent upon program capacity, curriculum sequencing, accreditation requirements, fieldwork placement availability, and the student's ability to demonstrate readiness for successful progression within the program.

To request readmission, the student must submit a formal written request to the Program Director. Readmission requests will be reviewed by the Program Director in consultation with MOT faculty, the Academic Fieldwork Coordinator (when applicable), and the Department Chair.

Factors considered during the readmission review process may include:

- Prior academic performance.
- Professional conduct history.
- Reason for withdrawal or dismissal.
- Length of time away from the program.
- Curriculum changes that occurred during the student's absence.
- Demonstration of readiness to return to the program.
- Availability of space within the appropriate cohort.

Students who have been out of sequence in the curriculum for one academic year or longer, have experienced an extended interruption in enrollment, or whose previously completed coursework may no longer reflect current program content may be required to demonstrate competency prior to readmission.

Competency requirements may include, but are not limited to:

- Written competency examinations.

- Practical or laboratory competency assessments.
- Skills demonstrations.
- Remediation activities.
- Repetition of coursework.
- Additional assignments or learning activities.
- Other requirements deemed necessary by the Program Director and MOT faculty to support successful progression and completion of the program.

Specific readmission requirements and conditions will be communicated to the student in writing. Failure to successfully complete required competency assessments, remediation activities, or other readmission requirements may result in denial of readmission.

Applicants will be notified in writing regarding the readmission decision and any conditions associated with readmission.

## **Technology Use, Electronic Communication, and Professional Conduct**

Technology is an essential component of the MOT Program and is used to support learning, communication, clinical education, advising, assessment, and program operations. Students are expected to use technology in a professional, ethical, and responsible manner consistent with university policies, the AOTA Occupational Therapy Code of Ethics, and MOT Program expectations.

Electronic devices, including laptops, tablets, smartphones, smart watches, and other technologies, may be used during class, laboratory, online learning activities, and fieldwork experiences only for educational and program-related purposes as authorized by the instructor, fieldwork educator, or designated supervisor.

Students are expected to:

- Use technology in a manner that supports learning and professional development.
- Demonstrate professional behavior in all electronic communications, including email, discussion boards, videoconferencing platforms, EXXAT, Blackboard, Microsoft Teams, and other educational technologies.
- Protect the privacy and confidentiality of clients, students, faculty, fieldwork sites, and university information.
- Comply with all HIPAA, FERPA, copyright, and confidentiality requirements.
- Follow all university, program, and fieldwork site technology policies.

The following behaviors are prohibited during instructional, laboratory, fieldwork, or program-related activities unless specifically authorized:

- Use of social media, texting, gaming, shopping, streaming, or other non-course-related activities during instructional activities.
- Recording, photographing, screenshotting, or distributing lectures, laboratory activities, simulations, examinations, fieldwork information, client information, or educational materials without authorization.

- Sharing confidential, proprietary, protected, or copyrighted information.
- Use of artificial intelligence (AI) tools, software, or applications in a manner inconsistent with instructor expectations, course requirements, academic integrity standards, or university policies.
- Any use of technology that disrupts learning, compromises professionalism, or violates university, program, or fieldwork site policies.

Students are responsible for maintaining reliable access to the technology necessary to participate in the hybrid curriculum, including internet access, required software, and approved educational platforms.

Violations of this policy may result in loss of technology privileges, remediation, disciplinary action, academic penalties, professional probation, removal from fieldwork, course failure, or dismissal from the program, as appropriate.

## **Distance Education Student Identity Verification and Technology Fee Policy**

The Shawnee State University Master of Occupational Therapy (MOT) Program utilizes institutional authentication systems and instructional technologies to verify student identity in hybrid and distance education coursework. Verification methods may include university-issued login credentials, Blackboard Ultra authentication, synchronous online participation, Respondus LockDown Browser and Monitor, faculty observation during live instruction, and participation in required on-campus instructional activities and intensive learning experiences. The MOT Program and Shawnee State University do not charge additional fees specifically associated with student identity verification processes used in distance education or hybrid coursework. Identity verification technologies and systems are supported through institutional resources and existing university technology infrastructure. Students are responsible for maintaining access to the required technology necessary for participation in hybrid coursework, including a reliable internet connection and a compatible laptop or approved technological device. Technology expectations and any associated program requirements are communicated through admissions materials, the MOT Handbook, course syllabi, and orientation activities.

## **Respondus and Lockdown Browser**

The MOT program may require you to take a remotely proctored examination, during which you may be required to briefly show your surroundings using your web camera (a “room scan”), wherever you choose to take the exam. You will not be permitted to take remotely proctored examinations in your home/residence hall rooms unless you are willing to conduct a room scan. By choosing to take the exam in your home/residence hall room you are consenting to the room scan of the area where you take the exam. If you do not wish to have your home/residence hall room subject to the room scan, you may take the exam from another secure location where you won’t be interrupted including: a local testing center, a library study room, private office, etc. It is your responsibility to identify an appropriate location to take your exams. Some locations may require sufficient advance notice. The room scan will only be visible to SSU officials with a legitimate need to review the video. Other students will not be able to see your room scan. If you have or require testing accommodations, please contact the Office of Accessibility Services (for disability accommodations) [SSUAccessibility@shawnee.edu](mailto:SSUAccessibility@shawnee.edu) or (740) 351-3608. If you have questions about the proctoring technology, please contact your course instructor directly for assistance.

## MOT Program Honor Code

As a student enrolled in the Shawnee State University Master of Occupational Therapy (MOT) Program, I pledge to conduct myself with honesty, integrity, professionalism, accountability, and respect in all academic, clinical, fieldwork, research, service, and university-related activities.

I understand that ethical and professional conduct are essential components of occupational therapy practice and are fundamental to the trust placed in occupational therapy practitioners by clients, colleagues, employers, and society. I acknowledge my responsibility to uphold the standards of Shawnee State University, the MOT Program, the AOTA Occupational Therapy Code of Ethics, and all applicable laws, regulations, and professional expectations.

I agree to refrain from engaging in, condoning, facilitating, or knowingly benefiting from acts of academic or professional misconduct, including but not limited to:

- Cheating, unauthorized collaboration, or other forms of academic dishonesty.
- Plagiarism or misrepresentation of another individual's work, ideas, or intellectual property.
- Falsification, alteration, omission, or misrepresentation of academic, fieldwork, patient, compliance, health, or program records.
- Lying, deception, or misrepresentation.
- Theft, misuse, destruction, or unauthorized use of property, equipment, supplies, assessments, or educational resources.
- Violations of confidentiality, privacy, HIPAA, FERPA, or professional ethics requirements.
- Inappropriate use of technology, artificial intelligence, social media, or electronic communication.
- Assisting, encouraging, facilitating, or concealing acts of academic or professional misconduct.

I acknowledge my responsibility to promote an environment of professionalism, integrity, respect, and ethical conduct and to address concerns regarding academic or professional misconduct through appropriate university and program channels.

By signing this Honor Code, I affirm my commitment to uphold the values, ethical principles, and standards of conduct expected of occupational therapy students and future occupational therapy practitioners and to represent Shawnee State University, the MOT Program, and the occupational therapy profession with professionalism and integrity. [See Appendix C](#)

## Course Policies, Professional Expectations, and Learning Environment

The Shawnee State University Master of Occupational Therapy (MOT) Program is a professional graduate program designed to prepare students for entry-level occupational therapy practice. Students are expected to demonstrate professionalism, accountability, ethical conduct, respect, and active engagement in all academic, laboratory, online, community-based, service-learning, and fieldwork experiences. Student conduct should reflect the standards of the occupational therapy profession, Shawnee State University policies, the MOT Program Honor Code, the AOTA Occupational Therapy Code of Ethics, and all MOT Program policies and procedures.

## **Student Concerns, Communication, and Resolution of Issues**

The Master of Occupational Therapy (MOT) Program encourages students to address questions, concerns, and issues promptly and professionally. In most situations, concerns should first be discussed directly with the individual most closely involved in the matter.

Students are expected to follow the appropriate chain of communication when seeking resolution of academic, professional, or program-related concerns:

**First Level:** Course Instructor or Faculty Member Involved

**Second Level:** MOT Program Director

**Third Level:** Chair, Department of Rehabilitation Sciences

**Fourth Level:** Dean, College of Health and Human Services

**Fifth Level:** Provost

Students are encouraged to seek clarification and resolution at the lowest appropriate level whenever possible. Open, respectful, and professional communication is expected throughout the resolution process.

## **Student Privacy and Educational Records**

Shawnee State University complies with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student educational records. Faculty and staff may only discuss a student's academic performance, educational records, fieldwork performance, conduct matters, or other protected information in accordance with university policies and applicable federal regulations.

Students who wish to authorize the release of educational information to parents, guardians, spouses, or other individuals must comply with university procedures regarding educational record disclosures.

## **Academic Appeals and Grade Changes**

Students should refer to the Shawnee State University Catalog and applicable university policies regarding academic appeals, grievances, and grade appeals: [Academic Concerns | Shawnee State](#)

Consistent with principles of academic freedom and university policy, responsibility for assigning grades rests with the course instructor. Grade appeals and requests for review will be considered in accordance with established university procedures.

Students are encouraged to address concerns regarding grades, course performance, or academic expectations directly with the course instructor before pursuing a formal appeal.

## **Chain of Communication**

Students are encouraged to address concerns directly with the individual involved whenever appropriate. If concerns cannot be resolved, students should utilize the following chain of communication:

Course Instructor → Program Director → Department Chair → Dean → Provost

Students should refer to Shawnee State University policies regarding academic appeals, grievances, student conduct matters, and program dismissal procedures.

## **Attendance, Participation, and Hybrid Learning**

Attendance, punctuality, preparation, and active participation are expected in all educational activities, including classroom instruction, online learning experiences, required synchronous class sessions, on-campus intensive learning weeks, laboratories, simulations, competency assessments, service-learning experiences, community-based learning activities, and fieldwork placements.

The MOT Program utilizes a hybrid curriculum that combines online instruction with required face-to-face intensive learning experiences. Intensive weeks are an essential component of the curriculum and include laboratory instruction, clinical skills training, simulations, competency assessments, practical examinations, and experiential learning activities that cannot be fully replicated through distance education.

Students are expected to:

- Attend all required instructional activities.
- Arrive on time and remain for the duration of scheduled activities.
- Complete assigned readings, learning activities, and preparatory work prior to class.
- Actively participate in discussions, laboratories, simulations, presentations, group work, online learning experiences, and service-learning activities.
- Notify faculty prior to anticipated absences, tardiness, or emergencies whenever possible.
- Notify both the instructor and facility personnel, when applicable, if a service-learning or community-based learning activity will be missed.

Failure to attend required educational activities, excessive tardiness, lack of participation, or failure to complete required learning experiences may negatively affect academic performance, participation grades, professionalism evaluations, progression, fieldwork eligibility, and graduation.

Students are encouraged to seek feedback from course instructors regarding participation, attendance expectations, professional behaviors, and academic performance throughout the semester. Active engagement in supervision, advising, self-assessment, and instructor feedback is considered an important component of professional development and preparation for occupational therapy practice.

Course-specific attendance, participation, assignment, and grading requirements are outlined in individual course syllabi.

## **Hybrid and Online Learning Expectations**

Students are expected to maintain reliable internet access and access to required educational technologies, including Blackboard, Microsoft Teams, EXXAT, Respondus, Microsoft 365 applications, and other instructional technologies utilized by the program.

During synchronous online learning experiences, students are expected to:

- Join class on time.
- Participate from an appropriate learning environment free from excessive distractions.
- Maintain professional appearance and conduct.

- Utilize respectful and professional communication.
- Keep cameras on when required by the instructor unless prior accommodations have been approved.
- Participate in discussions, presentations, breakout activities, and collaborative learning experiences.

Students are responsible for ensuring that technology issues do not interfere with their ability to meet course requirements.

### **Laboratory Participation and Physical Contact**

The Master of Occupational Therapy curriculum includes laboratory, simulation, and clinical skills activities designed to prepare students for professional occupational therapy practice. As part of these educational experiences, students may be required to participate in demonstrations, assessments, movement analysis, transfer training, positioning activities, manual techniques, and other instructional activities that involve appropriate physical contact with faculty and fellow students.

Students should expect to both provide and receive physical contact as part of learning occupational therapy evaluation and intervention techniques. All physical contact must be directly related to educational objectives and conducted in a professional, respectful, and safe manner.

Students are expected to maintain professional behavior, respect the dignity and privacy of others, and follow all laboratory, safety, and dress code requirements. Any behavior that is inappropriate, disrespectful, harassing, discriminatory, or inconsistent with professional expectations will not be tolerated and may result in disciplinary action.

Students who experience discomfort or believe physical contact has occurred in an inappropriate manner should immediately notify the course instructor, Program Director, or appropriate university official.

Participation in laboratory activities requiring appropriate educational physical contact is an essential component of the MOT curriculum and is incorporated throughout didactic coursework, simulation experiences, and clinical skills training.

### **Academic Integrity and Scholarly Expectations**

Students are expected to uphold the highest standards of academic honesty and integrity. All written assignments must follow current APA guidelines unless otherwise specified by the instructor.

Students are expected to utilize scholarly, professional, peer-reviewed, and evidence-based resources in academic work unless otherwise directed by the instructor.

Academic misconduct includes, but is not limited to:

- Plagiarism.
- Cheating.
- Unauthorized collaboration.
- Falsification or fabrication of information.
- Misrepresentation of academic, laboratory, fieldwork, research, or service-learning activities.

- Unauthorized use of artificial intelligence tools.
- Submission of another person's work as one's own.

Violations of academic integrity may result in disciplinary action, course failure, dismissal from the program, or additional sanctions consistent with university and program policies.

### **Professional Conduct and Communication**

The MOT Program views all educational environments as extensions of professional practice. Professionalism includes behavior, appearance, communication, attitude, accountability, responsibility, ethical decision-making, and respect for others.

Students are expected to demonstrate:

- Respectful interactions with faculty, staff, classmates, fieldwork educators, clients, and community partners.
- Professional verbal, written, electronic, and social media communication.
- Dependability, accountability, and responsibility.
- Appropriate professional boundaries.
- Openness to feedback, supervision, and self-reflection.
- Respect for diversity, equity, inclusion, and differing viewpoints.
- Ethical and professional decision-making.

Students may utilize laptops, tablets, and other approved devices for educational purposes. Technology use during instructional activities must support learning and professional development.

Students may not engage in non-course-related activities during educational experiences, including:

- Social media use.
- Personal internet browsing.
- Online shopping.
- Gaming.
- Streaming media.
- Personal communications unrelated to educational responsibilities.

Unprofessional behavior, inappropriate language or gestures, disrespectful communication, disruptive conduct, inappropriate technology use, vaping or tobacco use in prohibited areas, or behaviors inconsistent with professional expectations may result in disciplinary action as outlined in the Professional Conduct and Disciplinary Action Policy.

## **Confidentiality and Privacy**

Participation in occupational therapy education provides students access to confidential information regarding clients, patients, students, residents, healthcare professionals, and community members.

Students must maintain confidentiality at all times and comply with HIPAA, FERPA, fieldwork site requirements, university policies, and professional ethical standards.

Students may not:

- Share confidential information with unauthorized individuals.
- Post information, photographs, videos, recordings, or comments related to clients, classmates, faculty, staff, fieldwork sites, or educational activities on social media or public platforms.
- Include identifying information in assignments, presentations, electronic communications, or educational materials unless specifically authorized and permitted by law.

Only de-identified information or initials should be utilized in educational assignments when permitted by the instructor.

Confidentiality violations are considered serious professional conduct violations and may result in disciplinary action, fieldwork failure, dismissal from the program, or referral through university disciplinary procedures.

## **Emergency Procedures and Safety Resources**

### **Equipment, Educational Resources, and Laboratory Safety**

Students are responsible for the proper use, care, maintenance, and return of laboratory equipment, assessments, adaptive devices, supplies, simulation materials, and educational resources. Safety Data Sheets (SDS) for laboratory supplies, chemicals, cleaning agents, and equipment used within the Occupational Therapy Program are maintained and available for student review in accordance with university safety requirements. SDS information includes product contents, manufacturer information, safety precautions, handling procedures, storage requirements, and emergency response guidance.

Students must:

- Follow all laboratory safety procedures and posted safety guidelines.
- Complete required safety, infection control, and bloodborne pathogen training.
- Follow universal and standard precautions.
- Report accidents, injuries, unsafe conditions, or equipment malfunctions immediately.
- Follow departmental procedures regarding equipment use and checkout.
- Return borrowed equipment and resources in good condition.

Laboratory facilities may be available for additional practice outside of scheduled class times when approved by faculty and in accordance with departmental procedures. Students may only utilize laboratory equipment and materials when authorized by faculty or designated personnel.

Students are expected to review applicable safety information, follow all posted laboratory safety procedures, utilize equipment and supplies as instructed, and comply with faculty directions regarding the safe use, handling, cleaning, and disposal of laboratory materials. Questions regarding laboratory safety or SDS information should be directed to the course instructor.

Damage, theft, misuse, loss, or unauthorized use of program equipment or educational resources may result in disciplinary action and financial responsibility for replacement or repair costs.

## **Emergency Procedures and Health & Safety Requirements**

Information regarding laboratory safety, hazardous materials, bloodborne pathogens, infection prevention and control, emergency preparedness, workplace safety, injury reporting, and other environmental health and safety resources is available through Shawnee State University's Environmental Health and Safety Office: [Environmental Health & Safety | Shawnee State](#)

Students are responsible for familiarizing themselves with Shawnee State University emergency procedures, evacuation routes, campus safety procedures, emergency notification systems, and health and safety requirements: [Campus Police and Public Safety | Shawnee State University](#).

Students must immediately report injuries, accidents, blood or body fluid exposures, hazardous conditions, or other safety concerns to the course instructor.

Students are required to complete annual bloodborne pathogen training and comply with universal and standard precautions during all laboratory, community-based, and fieldwork experiences.

Students must follow all university, MOT Program, healthcare facility, and fieldwork site health and safety requirements, including infection prevention and control procedures.

Current university emergency resources, emergency notifications, evacuation procedures, bloodborne pathogen information, and health and safety guidance are available through Shawnee State University and must be followed during all educational activities. The University's emergency notification system (SSU Alert) provides timely communication regarding weather emergencies, campus closures, safety concerns, and other emergency situations. Students are strongly encouraged to maintain current contact information and enroll in all available university emergency notification systems: [SSU Alert | Shawnee State](#).

## **First Aid, Injury Reporting, and Emergency Response**

First aid kits are located in the Occupational Therapy laboratories (Rooms 157 and 158) and are intended for the immediate response to minor injuries, such as cuts, abrasions, minor burns, or similar incidents. Students always have the option of seeking additional medical evaluation, treatment, or consultation.

Any injury, accident, exposure incident, or safety concern occurring during classroom, laboratory, service-learning, community-based, or fieldwork activities must be reported immediately to the course instructor, fieldwork educator, or appropriate supervisor.

Minor injuries requiring first aid must be reported to the course instructor. The instructor will complete the appropriate university incident documentation in accordance with Shawnee State University policies and

procedures. Incident reports will be maintained as required by the University, and copies may be provided to the Shawnee State University Department of Public Safety and other appropriate university offices.

For serious injuries, medical emergencies, or situations involving an immediate threat to health or safety, students should contact emergency services and the Shawnee State University Department of Public Safety immediately.

Current emergency and non-emergency contact information for the Shawnee State University Department of Public Safety is available through the University's emergency preparedness and campus safety resources. Students are responsible for familiarizing themselves with current emergency procedures, emergency notification systems, evacuation routes, and campus safety resources found here [Campus Police and Public Safety | Shawnee State University](#).

Additional information regarding emergency procedures, campus safety, bloodborne pathogen exposure, and health and safety requirements is available through Shawnee State University Emergency Resources (SSU Alert) and university safety policies found here: [SSU Alert | Shawnee State](#).

### **Standard Precautions, Bloodborne Pathogens, and Exposure Control**

Students participating in classroom, laboratory, service-learning, community-based, simulation, and fieldwork experiences are expected to adhere to all applicable infection prevention and control procedures, including Standard Precautions, as recommended by the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), Shawnee State University, and affiliated fieldwork sites.

The Centers for Disease Control and Prevention (CDC) is a resource to learn more [here](#).

Standard Precautions are designed to reduce the risk of transmission of bloodborne pathogens and other potentially infectious materials. Students should treat all blood, bodily fluids, non-intact skin, and mucous membranes as potentially infectious and always follow appropriate infection control procedures.

Students are expected to:

- Complete annual Bloodborne Pathogen (BBP) training and any additional safety training required by the University, MOT Program, or fieldwork site.
- Follow Standard Precautions and infection prevention procedures during all educational and clinical activities.
- Utilize appropriate personal protective equipment (PPE) when indicated.
- Practice proper hand hygiene and infection control measures.
- Immediately report any exposure incidents, injuries, blood or body fluid spills, or safety concerns to the course instructor, fieldwork educator, or appropriate supervisor.
- Comply with all health, safety, exposure control, and infection prevention requirements established by Shawnee State University and affiliated fieldwork sites.

The management of blood or body fluid spills, exposure incidents, and other environmental health and safety concerns will be conducted in accordance with current Shawnee State University Environmental Health and Safety procedures and applicable regulatory requirements.

Information regarding bloodborne pathogens, exposure control procedures, infection prevention practices, and safety requirements is available through Shawnee State University's Environmental Health and Safety Office and required training programs.

Students are expected to comply with all current public health, university, and fieldwork site requirements related to communicable diseases, infection prevention, and exposure control throughout their enrollment in the MOT Program.

## **Dress Code and Professional Appearance Policy**

Professional appearance is an important component of occupational therapy practice and contributes to client safety, infection prevention, professional credibility, and the maintenance of a respectful learning environment. Students enrolled in the Shawnee State University Master of Occupational Therapy (MOT) Program are expected to maintain a neat, clean, safe, and professional appearance during all classroom, laboratory, online, community-based, service-learning, fieldwork, and professional activities.

Because occupational therapy education involves professional interactions, movement-based learning, laboratory activities, community engagement, and clinical experiences, students are expected to dress in a manner that promotes safety, professionalism, respect, and participation in all educational activities. Students must comply with all Shawnee State University policies, MOT Program requirements, and any dress code requirements established by service-learning sites, community partners, healthcare facilities, and fieldwork sites.

### **Classroom, Laboratory, and Intensive Learning Experiences**

Students are expected to maintain a professional appearance appropriate for a graduate healthcare program during all classroom, laboratory, simulation, online, and intensive learning experiences.

Clothing should:

- Be clean, neat, and in good condition.
- Provide appropriate coverage during movement-based activities.
- Permit participation in laboratory activities, simulations, transfers, therapeutic activities, and competency assessments.
- Not create safety concerns for the student or others.

Faculty may establish additional attire requirements for specific laboratory activities, simulations, competency assessments, service-learning experiences, or other course-related activities. Students are responsible for complying with course-specific attire requirements communicated by the instructor.

### **Service-Learning, Community-Based Learning, and Professional Activities**

Unless otherwise specified by the instructor, community partner, or fieldwork site, students participating in service-learning experiences, community-based learning activities, health promotion events, screenings, outreach activities, advisory board meetings, recruitment events, or other professional program activities are expected to wear the approved Shawnee State University Occupational Therapy Program attire.

Approved MOT Program Polo

- Approved Shawnee State University Occupational Therapy Program polo shirts must be purchased through the MOT Program or the Student Occupational Therapy Association (SOTA) as designated by the Program.
- Polo shirts must be navy blue, black, or charcoal gray and display the official SSU Occupational Therapy Program logo.
- Students may not substitute other occupational therapy, university, organizational, or commercially purchased polo shirts in place of the approved MOT Program polo.
- Polo shirts may be short-sleeved or long-sleeved and must maintain a professional appearance.
- Undershirts, if worn, must be solid white, black, navy, or gray and should not extend beyond the sleeves or hem of the polo shirt.
- Shirts must fit appropriately and provide adequate coverage during reaching, bending, lifting, transfers, squatting, and other therapeutic activities.

Students are responsible for obtaining the required MOT Program polo shirt and maintaining it in clean, professional condition throughout enrollment in the program.

#### Pants, Skirts, and Bottoms

- Pants must be professional khaki-style or dress-casual pants in tan/khaki, navy, black, or charcoal gray.
- Pants should be full-length, appropriately fitted, and allow safe participation in educational and therapeutic activities while maintaining a professional appearance.
- Clothing must provide adequate coverage during reaching, bending, lifting, transfers, floor activities, and other therapeutic or laboratory activities.
- Skirts or dresses, if worn, must be professional in appearance, provide appropriate coverage, and be no shorter than knee length.

The following items are not permitted during service-learning, community-based learning, professional activities, laboratories, clinical experiences, or fieldwork unless specifically approved by the instructor for a course activity:

- Leggings worn as pants.
- Jeggings.
- Yoga pants.
- Biker shorts.
- Athletic shorts.
- Running shorts.
- Shorts of any kind.

- Crop pants.
- Capri pants.
- Sweatpants.
- Joggers.
- Cargo pants.
- Denim or jeans of any color.
- Distressed, torn, frayed, or excessively faded clothing.
- Excessively tight, revealing, or form-fitting clothing.
- Clothing displaying offensive language, inappropriate graphics, or messages inconsistent with professional standards.

#### Belts

If worn, belts should be solid-colored and professional in appearance.

#### Cardigans, Sweaters, and Outerwear

- Solid-colored cardigans, sweaters, quarter-zips, fleeces, or jackets in navy, black, charcoal gray, or approved program colors may be worn when additional warmth is needed.
- Outerwear should maintain a professional appearance and should not interfere with identification, patient care, safety requirements, or participation in learning activities.
- Fieldwork sites may establish additional requirements regarding outerwear.

#### Footwear

- Closed-toe and closed-heel shoes are required during laboratory, community-based, clinical, and fieldwork activities.
- Clean athletic shoes (tennis shoes) or professional shoes are acceptable.
- Shoes should have stable, non-slip soles and support safe participation in patient care and therapeutic activities.
- Sandals, flip-flops, open-toed shoes, open-heeled shoes, slippers, or footwear that may compromise safety are prohibited.

### **Fieldwork Attire**

Students participating in Level I and Level II Fieldwork must comply with all dress code, identification, infection control, safety, and appearance requirements established by the assigned fieldwork site.

When a fieldwork site does not specify otherwise, students are expected to wear the approved MOT Program attire (polo, khakis, and name badge).

Fieldwork sites may establish additional requirements related to uniforms, scrubs, business attire, personal protective equipment (PPE), identification badges, footwear, jewelry, tattoos, fragrances, infection prevention, and safety procedures. Students are responsible for complying with all site-specific requirements.

### **Name Badges and Identification**

Students must wear the required Shawnee State University Occupational Therapy Program name badge during designated service-learning activities, community-based learning experiences, professional events, Level I Fieldwork experiences, and other activities as determined by the Program, course instructor, community partner, or fieldwork site.

Unless otherwise directed by the site or instructor, the name badge must be worn on the left side of the chest and always remain visible while participating in program-related activities.

The MOT Program will provide each student with one official name badge. Students are responsible for the cost of replacement badges if the original badge is lost, damaged, stolen, or requires replacement for any reason.

Students may be restricted from participating in certain educational, community-based, or fieldwork activities until appropriate identification is obtained. Students are also responsible for wearing any additional identification badges required by Shawnee State University, community partners, healthcare facilities, or fieldwork sites.

### **Personal Appearance and Grooming**

Students are expected to maintain professional grooming practices that support safety, infection prevention, and professional interactions.

Students should:

- Maintain good personal hygiene.
- Wear clean clothing in good condition.
- Keep hair secured when necessary for safety, infection control, or patient care activities.
- Maintain fingernails in accordance with infection prevention and fieldwork site requirements.
- Comply with healthcare facility, laboratory, and fieldwork site requirements regarding jewelry, fragrances, tattoos, piercings, personal protective equipment, and infection prevention standards.
- Avoid fragrances, perfumes, colognes, aftershaves, or scented products that may negatively affect clients, patients, students, faculty, staff, or community members with sensitivities.

### **Professional Presentations and Conferences**

Business casual attire or approved MOT Program attire is expected for required class presentations unless otherwise specified by the instructor.

Professional attire is expected for research proposal presentations and defenses, Research Day, professional conferences, community presentations, professional meetings, external presentations, and other events designated by faculty.

Students who have questions regarding appropriate attire should consult with the course instructor prior to the event.

### **Compliance**

The MOT Program reserves the right to determine whether attire is appropriate for a professional educational, laboratory, community-based, clinical, or fieldwork environment.

Students who fail to comply with dress code, identification badge, safety, infection prevention, or professional appearance requirements may be required to change attire, may be excluded from participation in the educational activity, and may be subject to professionalism concerns, disciplinary action, delayed progression, or other consequences consistent with MOT Program, fieldwork, and university policies.

## **Graduation, Certification, and Licensure**

### **Graduate Requirements**

To be eligible for graduation with the Master of Occupational Therapy (MOT) degree, students must:

- Successfully complete all required didactic coursework and curriculum requirements outlined in the approved MOT curriculum.
- Successfully complete all Level I and Level II Fieldwork requirements.
- Successfully complete a minimum of 24 weeks of full-time Level II Fieldwork in accordance with ACOTE standards.
- Earn a minimum of 66 graduate semester credit hours required for the degree.
- Maintain a cumulative graduate GPA of 3.0 or higher and satisfy all MOT Program progression requirements.
- Demonstrate satisfactory professional conduct and compliance with all MOT Program, university, and fieldwork requirements.
- Meet all Shawnee State University graduation requirements.

Students must complete all degree requirements within the timeframes established by Shawnee State University and the MOT Program. Students are expected to complete Level II Fieldwork according to the established curriculum sequence and within the timelines outlined in the MOT Program and Fieldwork Manual.

The MOT Program Director will review student progress and verify completion of all academic, clinical, fieldwork, and program requirements prior to recommending students for graduation.

Students are responsible for applying for graduation through the Registrar's Office by the published university deadline. Failure to apply for graduation may delay degree conferral.

Shawnee State University may withhold graduation, transcripts, diplomas, or other official records if a student has outstanding financial obligations to the University, has not returned university property, or has not satisfied other university requirements.

Successful completion of the MOT Program and graduation from Shawnee State University are required before a graduate may be verified as eligible to pursue certification through the National Board for Certification in Occupational Therapy (NBCOT) and state licensure, subject to the requirements of those organizations and regulatory agencies.

## **Certification**

### **National Board Certification in Occupational Therapy (NBCOT®)**

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

Successful completion of the Master of Occupational Therapy (MOT) Program does not guarantee certification, examination eligibility, or examination success. Students are responsible for meeting all NBCOT certification requirements and should contact NBCOT® directly regarding questions related to eligibility, certification, accommodations, examination registration, or certification renewal.

Applicants with concerns about eligibility are encouraged to contact NBCOT directly or explore the Early Determination Review process. For more information, visit [www.nbcot.org](http://www.nbcot.org) or call 301.990.7979.

### **National Board for Certification in Occupational Therapy (NBCOT®) Contact Information:**

#### **Mailing Address:**

One Bank Street, Suite 300

Gaithersburg, MD 20878

*This location is not open for in-person service.*

**Phone:** 1-301-990-7979

**Email:** [info@nbcot.org](mailto:info@nbcot.org)

Additional information regarding certification eligibility, examination registration, certification renewal, accommodations, and certification requirements is available through NBCOT®.

## **Occupational Therapy Licensure**

In addition to NBCOT certification, all states require licensure to practice occupational therapy; however, state licenses are usually based on the results of the NBCOT certification examination.

Licensure requirements vary by state and may include, but are not limited to:

- Graduation from an ACOTE-accredited occupational therapy program.
- Successful completion of the NBCOT certification examination.
- Criminal background checks.

- Jurisprudence or state law examinations.
- Character and fitness reviews.
- Application and licensure fees.
- Continuing education or continuing competence requirements.
- Other state-specific requirements.

Students and graduates are responsible for reviewing and complying with all licensure requirements applicable to the state(s) in which they intend to practice. Because licensure requirements may change over time, students should consult the appropriate state licensing board for the most current information regarding licensure eligibility, application procedures, fees, and scope of practice regulations.

Many state licensure boards require verification of education and degree completion as part of the licensure application process. Graduates are responsible for obtaining required application materials, submitting requests for educational verification, and completing all requirements established by the applicable licensing board.

Because Shawnee State University is located in Ohio, students intending to practice in Ohio should review current licensure requirements through the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board. Students seeking licensure in other states are responsible for reviewing the requirements of the applicable licensing authority.

A felony conviction, criminal history, professional misconduct, or other legal or disciplinary actions may affect an individual's ability to obtain state licensure. Students with questions regarding licensure eligibility should contact the appropriate state licensing board directly.

Successful completion of the Master of Occupational Therapy (MOT) Program does not guarantee licensure in any state or jurisdiction.

## Professional Organizations

Professional involvement is an important component of occupational therapy education and supports the development of professional identity, leadership, advocacy, networking, lifelong learning, and engagement in the occupational therapy profession. Students are encouraged to participate in professional organizations throughout their enrollment in the Master of Occupational Therapy (MOT) Program and as practicing occupational therapy professionals.

### **American Occupational Therapy Association (AOTA)**

The American Occupational Therapy Association (AOTA) is the national professional organization representing occupational therapy practitioners, educators, researchers, and students. AOTA provides resources related to professional practice, continuing education, advocacy, evidence-based practice, ethics, leadership development, and professional networking.

**All MOT students are required to maintain student membership in the American Occupational Therapy Association (AOTA) throughout enrollment in the MOT Program.** Students are responsible for obtaining and maintaining an active membership and may be required to provide documentation of membership upon request.

AOTA membership provides students with access to professional resources, publications, practice documents, advocacy initiatives, networking opportunities, leadership development activities, and student member benefits that support professional growth and preparation for entry-level occupational therapy practice.

**Website:** <https://www.aota.org>

**Email:** customerservice@aota.org

**Mailing Address:**

7501 Wisconsin Ave., Suite 510E

Bethesda, MD 20814-6519

**Phone:** AOTA members: 1-800-SAY-AOTA (729-2682)

Non-members: 301-652-6611

**Ohio Occupational Therapy Association (OOTA)**

The Ohio Occupational Therapy Association (OOTA) serves occupational therapy practitioners and students throughout Ohio. OOTA provides opportunities for professional networking, legislative advocacy, leadership development, continuing education, and engagement in state-level professional issues affecting occupational therapy practice.

Students are strongly encouraged to consider membership in OOTA and participate in state-level professional development and advocacy activities.

**Website:** <https://www.oota.org>

**Email:** ootastaff@gpsforgrowth.com

**Office Address:**

5605 Maple Brook Court

Midlothian, VA 23112

**Phone:** 804-639-9213

**Fax:** 804-639-9212

OOTA offers student membership opportunities, continuing education resources, leadership development, networking opportunities, and advocacy initiatives that support occupational therapy practitioners and students throughout Ohio.

**Student Association (MOTA)**

The Masters Occupational Therapy Association (MOTA) is a student organization open to all students at SSU that are in the MOT Program as well as students on a track to be considered for admission to the MOT Program. Students applying to the program, as well as enrolled students, represent typical memberships. MOTA is a great way to get involved in the Occupational Therapy profession since your participation in MOTA builds skills and friendships outside of the classroom, which are very beneficial to beginning your professional career.

Membership dues are nominal (usually, \$1.00), and meetings are scheduled each semester.

The organization's general goals are:

- a) To provide a forum for occupational therapy students to promote occupational therapy in the community and the University;
- b) To provide opportunities for students to network and develop professional skills which complement academic coursework;
- c) To provide access to resources which enhance personal and professional growth.

Each year, elections are held for President, Vice-President, Treasurer, and Secretary and are open to second year students. First year students may serve as Committee Chairs (fundraising, community development and outreach, service and organizational liaison) and work closely with the executive leadership in planning and implementing projects. Each cohort will select a delegate to attend the AOTA student assembly of delegates. This group, in coordination with faculty advisors, and the membership, then determines goals and activities for the year. Some examples of MOTA activities are occupational therapy promotional activities (such as a booth in the University Center during OT month), social activities (such as pizza sales), and organizing study groups. Meeting announcements will be posted in the lab. See MOTA President, or Faculty advisors, Mikel Stone and/or Ann Marie Allen for more information.

## **Professional Responsibility**

As future occupational therapy practitioners, students are expected to remain informed regarding professional issues, legislative initiatives, evidence-based practice, ethical standards, and emerging trends in occupational therapy. Participation in professional organizations supports the development of professional identity, leadership skills, advocacy efforts, and a lifelong commitment to the occupational therapy profession.

## **University Student Support Services**

Shawnee State University provides a variety of academic, health, wellness, accessibility, financial, and student support services designed to support student success throughout enrollment in the Master of Occupational Therapy (MOT) Program.

Students are encouraged to utilize available university resources as needed.

### **Bear Care Clinic**

The Bear Care Clinic provides healthcare, wellness, counseling, insurance navigation, and student support services. Students may access information regarding healthcare services, wellness resources, counseling services, and insurance assistance through the Bear Care Clinic.

**Website:** [Bear Care Clinic](#)

### **Accessibility Services**

Students seeking accommodations for documented disabilities should contact the Office of Accessibility Services.

**Website:** [Accessibility Services](#)

### **Student Success Center**

The Student Success Center provides academic support services, tutoring, supplemental instruction, advising resources, accessibility services, academic coaching, and student success programming.

**Website:** [Student Success Center](#)

### **Financial Aid**

Students seeking information regarding scholarships, grants, loans, work-study opportunities, and financial assistance should contact the Office of Financial Aid.

**Website:** [Financial Aid Office](#)

### **Library Services**

Clark Memorial Library provides access to books, journals, databases, interlibrary loan services, research support, study spaces, and other academic resources that support student learning and scholarship.

**Website:** [Clark Memorial Library](#)

### **Writing Center**

The Writing Center provides writing support services for students across all academic programs.

**Website:** [Writing Center](#)

### **Wellness Services**

The Bear Well Center for Wellness promotes student health, wellness, stress management, and personal well-being through a variety of programs and services available to Shawnee State University students.

**Website:** [Bear Well | Shawnee State](#)

### **Student Parking**

Students are responsible for complying with all university parking regulations and requirements.

**Website:** [Parking Permits | Shawnee State](#)

## Appendices

### Professional Standards, Accreditation Information, and Student Acknowledgements

#### Appendix A: MOT Student Handbook Acknowledgement Form

Shawnee State University

Master of Occupational Therapy Program

Student Handbook Acknowledgement and Statement of Understanding

I acknowledge that I have received access to and reviewed the current version of the Shawnee State University Master of Occupational Therapy (MOT) Student Handbook.

I understand that I am responsible for reading, understanding, and complying with all policies, procedures, requirements, and expectations contained within the MOT Student Handbook, including but not limited to:

- Academic policies and progression requirements
- Academic advising requirements and responsibilities
- Attendance and participation requirements
- Professional conduct and professionalism expectations
- Health, safety, and compliance requirements
- Dress code requirements
- Laboratory, simulation, and clinical skills participation expectations
- Technology and hybrid learning expectations
- Fieldwork requirements and expectations
- Student Code of Ethics and Professional Conduct
- MOT Honor Code
- Technical Standards
- University policies and procedures
- Applicable fieldwork site requirements

I understand that compliance with the policies and procedures outlined in the MOT Student Handbook is a condition of continued enrollment in the MOT Program.

I understand that the MOT Student Handbook supplements, but does not replace, Shawnee State University policies, procedures, and regulations. In situations where university policies and MOT Program policies both apply, students may be required to comply with both sets of requirements.

I understand that the MOT Program reserves the right to revise policies, procedures, curriculum requirements, and program expectations to maintain compliance with university requirements, accreditation standards, professional standards, applicable laws and regulations, and evolving educational practices. Students will be notified of substantive changes affecting progression, fieldwork, graduation requirements, or other significant program policies.

I understand that participation in the MOT Program includes classroom instruction, online learning activities, face-to-face intensive learning experiences, laboratory activities, simulation experiences, service-learning activities, and fieldwork education. I acknowledge that certain educational activities may require appropriate professional physical contact, movement analysis, assessment practice, skills demonstrations, and participation in laboratory and simulation experiences designed to support occupational therapy education. I agree to participate in these activities in a professional, respectful, safe, and ethical manner and to comply with all program expectations regarding confidentiality, professionalism, safety, technology use, and respectful interactions with faculty, students, clients, patients, and community partners.

My signature below indicates that I have reviewed this information and accept responsibility for complying with the requirements of the Shawnee State University Master of Occupational Therapy Program.

**Student Information**

Student Name (Printed): \_\_\_\_\_

SSU ID Number: \_\_\_\_\_

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

Date: \_\_\_\_\_

**Program Verification**

Received by: \_\_\_\_\_

Title: \_\_\_\_\_

Date Received: \_\_\_\_\_

## Appendix B: MOT Student Code of Ethics and Professional Conduct

As future occupational therapy practitioners, students enrolled in the Shawnee State University Master of Occupational Therapy (MOT) Program are expected to demonstrate honesty, integrity, professionalism, accountability, respect, and ethical behavior in all academic, laboratory, community-based, online, fieldwork, research, and professional activities.

Students shall:

1. **Demonstrate Academic Integrity.** Complete examinations, assignments, projects, research activities, and all academic work honestly and independently unless collaboration is expressly permitted by the instructor. Students shall not engage in cheating, unauthorized collaboration, falsification of information, fabrication of data, unauthorized use of artificial intelligence (AI) tools, or any other form of academic misconduct.
2. **Avoid Plagiarism and Misrepresentation.** Properly acknowledge and cite the ideas, words, research, and work of others using required citation formats. Students shall not plagiarize, misrepresent authorship, submit another person's work as their own, or submit the same work for multiple purposes without permission.
3. **Demonstrate Professional Communication.** Interact with faculty, staff, students, fieldwork educators, clients, patients, caregivers, and community partners in a respectful, courteous, professional, and constructive manner. Professional communication expectations apply to verbal, written, electronic, virtual, and social media interactions.
4. **Respect Diversity and Inclusion.** Foster a respectful learning environment that values diversity, equity, inclusion, belonging, cultural humility, and differing viewpoints. Students shall not engage in discriminatory, harassing, intimidating, threatening, or disrespectful conduct toward others.
5. **Use Technology Responsibly.** Utilize electronic devices, learning management systems, communication platforms, and educational technologies in a professional and ethical manner. Students shall not use technology in ways that disrupt learning, compromise academic integrity, violate confidentiality, or interfere with professional responsibilities.
6. **Maintain Documentation Integrity.** Accurately complete and submit all academic, clinical, fieldwork, compliance, and professional documentation. Students shall not falsify timesheets, attendance records, patient documentation, compliance records, EXXAT submissions, clinical logs, research records, or any university or fieldwork-related documentation.
7. **Respect Learning Resources and Property.** Use textbooks, library materials, assessments, laboratory equipment, technology, adaptive equipment, supplies, university property, and fieldwork resources responsibly. Students shall not misuse, damage, remove, alter, or withhold resources needed by others.
8. **Promote Safe Learning and Practice Environments.** Follow all safety procedures, infection control procedures, universal precautions, bloodborne pathogen protocols, laboratory safety requirements, and fieldwork site policies. Students shall not engage in conduct that places themselves or others at risk of harm.

9. **Maintain Professional Responsibility and Accountability.** Complete assignments, attend required learning activities, meet deadlines, and fulfill professional obligations in a timely manner. Students shall communicate proactively regarding circumstances that may affect academic or professional performance.
10. **Protect Confidentiality and Privacy.** Safeguard confidential information obtained through classroom activities, simulations, service-learning, research, laboratories, fieldwork experiences, patient interactions, educational records, and professional activities. Students shall comply with HIPAA, FERPA, fieldwork site requirements, and all applicable confidentiality standards.
11. **Demonstrate Professional Behavior in Fieldwork and Community Settings.** Comply with all policies, procedures, ethical standards, and professional expectations established by fieldwork sites, community partners, healthcare organizations, and the MOT Program. Students shall represent Shawnee State University and the occupational therapy profession in a professional manner.
12. **Respect the Rights and Contributions of Others.** Work collaboratively and respectfully with peers, faculty, fieldwork educators, clients, patients, caregivers, healthcare professionals, and community partners. Students shall not interfere with or obstruct the educational, professional, or clinical responsibilities of others.
13. **Respect Intellectual Property and Student Work.** Respect the academic work, projects, research, presentations, and intellectual property of fellow students and faculty. Students shall not alter, damage, misuse, copy, distribute, or misrepresent the work of others.
14. **Maintain Professional Conduct on Social Media and Digital Platforms.** Use social media, electronic communication, and online platforms responsibly and professionally. Students shall not post confidential information, patient information, fieldwork information, inappropriate content, or materials that violate university policies, professional standards, or the reputation of the MOT Program, Shawnee State University, fieldwork sites, or the occupational therapy profession.
15. **Adhere to Professional Ethics Standards.** Abide by the current American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics, Shawnee State University policies, MOT Program policies, fieldwork site requirements, applicable laws and regulations, and standards expected of future occupational therapy practitioners.

Violations of this Student Code of Ethics and Professional Conduct may result in remediation, professional probation, disciplinary action, course failure, fieldwork consequences, dismissal from the MOT Program, referral to university disciplinary processes, or other actions deemed appropriate based upon the nature and severity of the violation.

### **Student Acknowledgement**

I acknowledge that I have received, reviewed, and understand the Student Code of Ethics for the Shawnee State University Master of Occupational Therapy Program.

Student Name: \_\_\_\_\_

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

Date: \_\_\_\_\_

## Appendix C – MOT Program Honor Code

As a student enrolled in the Shawnee State University Master of Occupational Therapy (MOT) Program, I pledge to conduct myself with honesty, integrity, professionalism, accountability, and respect in all academic, clinical, fieldwork, research, service, and university-related activities.

I understand that ethical and professional conduct are essential components of occupational therapy practice and are fundamental to the trust placed in occupational therapy practitioners by clients, colleagues, employers, and society. I acknowledge my responsibility to uphold the standards of Shawnee State University, the MOT Program, the AOTA Occupational Therapy Code of Ethics, and all applicable laws, regulations, and professional expectations.

I agree to refrain from engaging in, condoning, facilitating, or knowingly benefiting from acts of academic or professional misconduct, including but not limited to:

- Cheating, unauthorized collaboration, or other forms of academic dishonesty.
- Plagiarism or misrepresentation of another individual's work, ideas, or intellectual property.
- Falsification, alteration, omission, or misrepresentation of academic, fieldwork, patient, compliance, health, or program records.
- Lying, deception, or misrepresentation.
- Theft, misuse, destruction, or unauthorized use of property, equipment, supplies, assessments, or educational resources.
- Violations of confidentiality, privacy, HIPAA, FERPA, or professional ethics requirements.
- Inappropriate use of technology, artificial intelligence, social media, or electronic communication.
- Assisting, encouraging, facilitating, or concealing acts of academic or professional misconduct.

I acknowledge my responsibility to promote an environment of professionalism, integrity, respect, and ethical conduct and to address concerns regarding academic or professional misconduct through appropriate university and program channels.

By signing this Honor Code, I affirm my commitment to uphold the values, ethical principles, and standards of conduct expected of occupational therapy students and future occupational therapy practitioners and to represent Shawnee State University, the MOT Program, and the occupational therapy profession with professionalism and integrity.

### Student Acknowledgement

I acknowledge that I have received, reviewed, and understand the MOT Program Honor Code for the Shawnee State University Master of Occupational Therapy Program.

Student Name: \_\_\_\_\_

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

Date: \_\_\_\_\_

## Appendix D – Technical Standards

### Technical Standards for Occupational Therapy Students

#### Shawnee State University Master of Occupational Therapy Program

##### Purpose

The Shawnee State University Master of Occupational Therapy (MOT) program is grounded in the belief that humans are occupational beings and that participation in meaningful occupations promotes health, well-being, and quality of life. Consistent with the program's mission, vision, and philosophy, students engage in a collaborative, occupation-centered, evidence-based, and experiential ("learning by doing") educational process designed to prepare ethical and competent occupational therapy practitioners.

The MOT program is delivered through a hybrid format and incorporates online learning, face-to-face intensive learning experiences, laboratory activities, simulation experiences, service-learning, scholarly inquiry, and Level I and Level II Fieldwork. Students enrolled in the MOT Program are expected to possess the intellectual, physical, emotional, behavioral, and ethical capabilities necessary to participate in the full curriculum and fieldwork experiences, with or without reasonable accommodations. To successfully complete the curriculum and meet the demands of entry-level occupational therapy practice, students must be able to perform the technical standards described below, with or without reasonable accommodations.

According to federal guidance on Section 504 of the Rehabilitation Act of 1973, technical standards refer to the nonacademic requirements that are essential for participation in an educational program (AOTA, 2026). These technical standards outlined below reflect the requirements and attributes expected of students enrolled in the MOT program to successfully engage in the program and progress toward entry-level occupational therapy practice. The language used is consistent with the profession's *Occupational Therapy Practice Framework: Domain and Process* (4th ed.) (AOTA, 2020) and the *2026 AOTA Commission on Education Model Technical Standards* (AOTA, 2026). These technical standards may be met with or without reasonable accommodations.

**Students must be able to do the following, with or without reasonable accommodation(s):**

##### Knowledge Acquisition & Application

- Have cognitive ability to learn complex information, use information for effective problem-solving, and apply occupational therapy and relevant information to clinical judgements throughout the occupational therapy process.
- Demonstrate ability to assimilate, analyze, synthesize, integrate and apply information for effective clinical reasoning.
- Learn and apply foundational and practice knowledge.
- Recognize, define, analyze, synthesize, integrate, and apply information using sound judgment and problem-solving skills.
- Utilize professional and clinical reasoning to support evaluation, intervention planning, and outcomes assessment.
- Notice, respond to, and adjust to dynamic situations as they occur.

- Plan, sequence, prioritize, and coordinate tasks.
- Apply evidence to support evidence-based occupational therapy practice.
- Demonstrate the ability to reliably and critically self-evaluate technical, professional, and personal skills that support positive patient/client outcomes.

### **Communication & Collaboration**

- Communicate effectively and respectfully with a variety of audiences.
- Understand, interpret, and communicate information in English at a level consistent with the academic, fieldwork, and professional responsibilities required of entry-level occupational therapy practitioners.
- Use effective and appropriate spoken, written, nonverbal, and electronic communication with clients, caregivers, faculty, peers, fieldwork educators, healthcare professionals, and community partners from diverse backgrounds.
- Demonstrate ability to retrieve information and record evaluation findings, intervention plans, and patient documentation and outcomes accurately and clearly.
- Possess appropriate demeanor and affective skills that promote rapport within professional education experiences and quality patient/client care.
- Utilize educational technologies required by the Program, including Blackboard, Microsoft Teams, Microsoft Office applications, EXXAT, Respondus, email, and other instructional technologies.
- Participate effectively in synchronous and asynchronous online learning activities.
- Access, retrieve, manage, and submit electronic information and documentation.
- Utilize technology to support communication, learning, collaboration, and professional responsibilities.
- Produce written communication, including academic assignments and client documentation, in English in a clear, concise, accurate, and timely manner consistent with educational and professional expectations.
- Respect varying viewpoints using professional language across all interactions.
- Establish, maintain, and conclude professional relationships appropriately.
- Participate effectively and respectfully in classroom discussions, laboratory activities, online learning environments, presentations, meetings, and collaborative learning experiences.
- Apply basic technological skills necessary for participation in educational programs.

### **Professional & Ethical Conduct**

- Initiate, maintain, and conclude social interactions appropriately.
- Demonstrate ethical behavior, reliability, integrity, accountability, and professionalism.

- Follow published Shawnee State University policies and procedures, MOT Program policies, fieldwork requirements, and the current American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics.
- Adapt behavior based on feedback from others and learned experiences.
- Self-initiate actions to meet personal and educational needs.
- Demonstrate the ability to work independently while recognizing when collaboration, supervision, or assistance is needed.
- Identify and reflect on personal strengths and needs while respecting those of others.
- Demonstrate consistent and timely management of educational responsibilities.
- Demonstrate consistent attendance and punctuality in academic and fieldwork settings.
- Demonstrate flexibility and the ability to adapt to changing situations and uncertainty in classroom and clinical environments.
- Demonstrate the ability to accept constructive feedback and use feedback to modify behavior accordingly.
- Demonstrate professionalism and ethical behavior in virtual learning environments.
- Maintain confidentiality and safeguard sensitive information in accordance with HIPAA, FERPA, professional standards, and applicable laws.

#### **Functional Performance & Motor Coordination**

- Safely engage in or direct tasks that involve positioning, movement, and/or material handling.
- Support another individual in a variety of positions, including but not limited to bed, chair, wheelchair, mat, floor, toilet, tub, and vehicle transfers, as appropriate to educational and fieldwork experiences.
- Assist individuals with activities of daily living and instrumental activities of daily living as appropriate to educational and fieldwork experiences.
- Engage in or facilitate gross and fine motor activities as part of occupational therapy evaluation and intervention processes.
- Move and transport objects of varying sizes and weights.
- Safely navigate within a variety of environments.
- Demonstrate sufficient endurance, coordination, mobility, and motor planning to participate in academic and fieldwork activities.
- Demonstrate the endurance necessary to participate in full-time Level II Fieldwork experiences consistent with program requirements.
- Conduct occupational therapy evaluations and develop and implement intervention plans.

- Possess sensory, motor, memory, and gross and fine motor coordination necessary to safely carry out evaluation procedures, administer assessment tools, and provide routine client care activities.
- Demonstrate the ability to analyze, select, grade, and adapt intervention activities to support optimal occupational performance for patients/clients.
- Participate appropriately in laboratory and simulation activities involving movement analysis, clinical skills practice, and professional physical contact.

### **Health & Safety**

- Observe factors that may influence occupational performance, functional independence, and safety, including motor, sensory, cognitive, psychosocial, and behavioral factors.
- Respond appropriately to environmental alarms, emergency announcements, patient call systems, and other safety-related cues encountered during educational and fieldwork experiences.
- Maintain focus on client safety and well-being while responding appropriately to environmental distractions, competing demands, and changing circumstances.
- Engage in practices that prioritize the safety and well-being of self and others.
- Notice, respond to, and adjust to unsafe situations as they occur.
- Adhere to infection control standards and universal precautions.
- Demonstrate the capacity to maintain composure and emotional stability in stressful, high-demand, and unpredictable situations.
- Exercise sound judgment to promote client, peer, faculty, and personal safety.
- Comply with health, safety, and compliance requirements established by Shawnee State University, the MOT Program, and fieldwork sites.
- Utilize technology responsibly while maintaining privacy, confidentiality, and cybersecurity standards in educational and clinical environments.

### **Summary Statement for Program**

All qualified students must be able to perform the technical standards of the Shawnee State University Master of Occupational Therapy Program, with or without reasonable accommodations. Students seeking accommodations to meet the technical standards should contact the Shawnee State University Office of Accessibility Services as early as possible to initiate the accommodation process.

### **Statement on Access and Inclusion**

The Shawnee State University Master of Occupational Therapy Program is committed to providing equal educational opportunities for all qualified students in accordance with the Civil Rights Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable federal and state laws.

Students who disclose a disability and request reasonable accommodation(s) will be supported through reasonable, effective, individualized, and timely accommodations that do not fundamentally alter the Program or create an undue burden.

### **Shawnee State University ADA Statement (2026-2027)**

Any student who believes they may need an accommodation based on a documented disability should first contact the Coordinator of Accessibility Services at (740) 351-3163, or [mboldman@shawnee.edu](mailto:mboldman@shawnee.edu) (Student Success Center, Massie Hall) and schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized.

The [Office of Accessibility Services](#) will gather relevant information and determine whether an accommodation is warranted. When an accommodation is determined to be warranted, an accommodation letter will be sent to the instructor(s) and student via secure e-mail prior to the semester start date, when possible, or as soon as is feasible. The Office of Accessibility Services will not disclose the nature of any disability with instructor(s); if the student wishes to discuss the disability with one or more instructors, they may do so.

Any questions regarding the academic accommodation on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodation and/or fails to meet with the Coordinator of Accessibility Services, a reasonable accommodation may be denied or delayed.

Michelle Boldman, MS  
 Accessibility Services Coordinator  
 (740) 351-3163  
[mboldman@shawnee.edu](mailto:mboldman@shawnee.edu)

If you have or require testing accommodations, please contact the Office of Accessibility Services (for disability accommodations) [SSUAccessibility@shawnee.edu](mailto:SSUAccessibility@shawnee.edu) or (740) 351-3608.

If you have questions about the proctoring technology, please contact your course instructor directly for assistance.

Additional information regarding Accessibility Services can be found at: [Accessibility Services & Support | Shawnee State University](#)

### **Student Acknowledgement**

I attest that I have reviewed and understand the Technical Standards for the Shawnee State University Master of Occupational Therapy Program and that I can meet the above technical standards with or without reasonable accommodations.

Student Signature:

Student Name (Printed):

Date:

SSU ID Number:

### **References:**

American Occupational Therapy Association. (2020). *Occupational therapy practice*

*framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>*

American Occupational Therapy Association. (2026). *OTA Model Technical Standards for Occupational Therapy and Occupational Therapy Assistant Education Programs.*

## **Appendix E – 2023 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide**

“The Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide provides the required elements for educational programs and establishes critical competencies necessary to prepare students to become entry-level occupational therapists (OTs) or occupational therapy assistants (OTAs). The Standards review process is completed every 5 years to ensure that the entry-level educational standards reflect current occupational therapy practice. ACOTE uses a comprehensive review process to ensure participation by all stakeholders and communities of interest. For more information, please visit the ACOTE website at [www.acoteonline.org](http://www.acoteonline.org).”

[2023 ACOTE Standards and Interpretive Guide](#)

## **Appendix F – AOTA Occupational Therapy Code of Ethics**

[AOTA 2025 Code of Ethics](#)

## **Appendix G – ACOTE Accreditation Information**

### **Accreditation Statement**

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE’s telephone number, c/o AOTA, is (301) 652-AOTA (2682) or (301) 652-6611, and its web address is [acoteonline.org](http://acoteonline.org).

For more information on these limitations, you can contact [NBCOT](#) at (301) 990-7979. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

National Board for Certification in Occupational Therapy (NBCOT®) program data results: [School Performance](#)

### **NBCOT Outcomes**

National Board for Certification in Occupational Therapy (NBCOT®) program data results: [School Performance](#)

### **ACOTE Contact Information**

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE’s telephone number, c/o AOTA, is (301) 652-AOTA (2682) or (301) 652-6611, and its web address is [acoteonline.org](http://acoteonline.org).

## **Appendix H - Student complaint process**

The Master of Occupational Therapy (MOT) Program encourages students to address questions, concerns, and issues promptly and professionally. In most situations, concerns should first be discussed directly with the individual most closely involved in the matter.

Students are expected to follow the appropriate chain of communication when seeking resolution of academic, professional, or program-related concerns:

**First Level:** Course Instructor or Faculty Member Involved

**Second Level:** MOT Program Director

**Third Level:** Chair, Department of Rehabilitation Sciences

**Fourth Level:** Dean, College of Health and Human Services

**Fifth Level:** Provost

Students are encouraged to seek clarification and resolution at the lowest appropriate level whenever possible. Open, respectful, and professional communication is expected throughout the resolution process.

### **Student Privacy and Educational Records**

Shawnee State University complies with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student educational records. Faculty and staff may only discuss a student's academic performance, educational records, fieldwork performance, conduct matters, or other protected information in accordance with university policies and applicable federal regulations.

Students who wish to authorize the release of educational information to parents, guardians, spouses, or other individuals must comply with university procedures regarding educational record disclosures.

### **Academic Appeals and Grade Changes**

Students should refer to the Shawnee State University Catalog and applicable university policies regarding academic appeals, grievances, and grade appeals: [Academic Concerns | Shawnee State](#).

## Appendix I – Fieldwork Manual Acknowledgement

Shawnee State University

Master of Occupational Therapy Program

Fieldwork Manual Acknowledgement and Statement of Understanding

I acknowledge that I have received access to and reviewed the current version of the Shawnee State University Master of Occupational Therapy (MOT) Fieldwork Manual.

I understand that the Fieldwork Manual contains important information regarding fieldwork education requirements, policies, procedures, expectations, responsibilities, and professional standards associated with Level I and Level II Fieldwork experiences.

I understand that I am responsible for reading, understanding, and complying with all fieldwork policies and requirements, including but not limited to:

- Fieldwork eligibility and progression requirements
- Professional behavior expectations
- Attendance and time requirements
- Documentation and timesheet requirements
- Health, safety, and compliance requirements
- Confidentiality and HIPAA requirements
- Communication expectations
- Fieldwork site policies and procedures
- Evaluation processes
- Dress code and professional appearance expectations
- Transportation and housing responsibilities
- Fieldwork performance standards
- Fieldwork remediation, failure, dismissal, and appeal processes

I understand that successful completion of all Level I and Level II Fieldwork requirements is required for graduation from the MOT Program and eligibility for NBCOT certification and state licensure.

I understand that fieldwork sites may establish additional requirements beyond those described in the MOT Fieldwork Manual and that I am responsible for complying with all site-specific requirements.

My signature below indicates that I have reviewed this information and accept responsibility for complying with the requirements outlined in the MOT Fieldwork Manual.

### Student Information

Academic Year

2026-2027

Student Name (Printed): \_\_\_\_\_

SSU ID Number: \_\_\_\_\_

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

Date: \_\_\_\_\_

**Program Verification**

Received by: \_\_\_\_\_

Title: \_\_\_\_\_

Date Received: \_\_\_\_\_

## Appendix J – Health, Safety, and Compliance Acknowledgement

Shawnee State University

Master of Occupational Therapy Program

Health, Safety, and Compliance Requirements Acknowledgement

I acknowledge that I have reviewed and understand the health, safety, compliance, and professional requirements associated with participation in the Shawnee State University Master of Occupational Therapy (MOT) Program.

I understand that participation in classroom, laboratory, service-learning, community-based, simulation, Level I Fieldwork, and Level II Fieldwork experiences requires compliance with university, program, regulatory, and fieldwork site requirements.

I understand that I am responsible for obtaining, maintaining, and submitting all required compliance documentation by established deadlines through the program's designated compliance management system (EXXAT) and any other approved systems.

I understand that required compliance documentation may include, but is not limited to:

- Health insurance verification
- Physical examination and health clearance documentation
- Immunization and vaccination records
- Tuberculosis (TB) screening
- CPR certification
- Criminal background checks
- Drug screenings
- Bloodborne pathogens training
- HIPAA and confidentiality training
- Fieldwork site-specific requirements
- Any additional documentation required by the Program, university, regulatory agencies, or fieldwork sites

I understand that I am responsible for all costs associated with obtaining and maintaining required compliance documentation and certifications.

I understand that failure to maintain required compliance status may result in inability to participate in laboratory activities, community-based learning activities, service-learning experiences, Level I Fieldwork, Level II Fieldwork, delayed progression, delayed graduation, course failure, withdrawal from fieldwork placement, or dismissal from the MOT Program.

I understand that fieldwork sites may establish additional health, safety, background screening, training, or compliance requirements and that I am responsible for meeting all site-specific requirements.

I understand that compliance requirements may change throughout the program based upon university requirements, accreditation standards, healthcare regulations, fieldwork site requirements, or other applicable obligations.

My signature below indicates that I have reviewed and understand the health, safety, and compliance requirements associated with participation in the MOT Program and accept responsibility for maintaining compliance throughout enrollment.

**Student Information**

Student Name (Printed): \_\_\_\_\_

SSU ID Number: \_\_\_\_\_

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

Date: \_\_\_\_\_

**Program Verification**

Received by: \_\_\_\_\_

Title: \_\_\_\_\_

Date Received: \_\_\_\_\_

**Appendix K – Graduate Employer Feedback Consent and Release**

Shawnee State University

Master of Occupational Therapy Program

Graduate Employer Feedback Consent and Release

I, \_\_\_\_\_,

(Printed Student Name)

authorize the Shawnee State University Master of Occupational Therapy (MOT) Program to contact my employer(s) following graduation for the purpose of obtaining feedback regarding my professional performance as an entry-level occupational therapy practitioner.

I understand that information collected from employers will be used solely for program evaluation, accreditation, continuous quality improvement, and curriculum assessment purposes. Information obtained may be combined with responses from other employers and reported in aggregate form.

I understand that individual employer responses will be maintained confidentially to the extent permitted by law and university policy. Participation by my employer is voluntary, and information obtained through employer surveys or communications will not affect my employment status, performance evaluations, compensation, or standing within the Shawnee State University MOT Program.

I understand that this authorization permits the MOT Program to contact current or future employers for the purpose of requesting participation in employer satisfaction surveys and other program evaluation activities related to graduate performance.

This authorization will remain in effect unless revoked by me in writing.

By signing below, I acknowledge that I have read and understand this consent form and voluntarily authorize the Shawnee State University MOT Program to contact my employer(s) for program evaluation purposes.

Student Name (Printed): \_\_\_\_\_

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

Date: \_\_\_\_\_

Program Representative: \_\_\_\_\_

Date Received: \_\_\_\_\_

## Appendix L - Student Scholarship Repository Permission and Copyright Release

Shawnee State University

Master of Occupational Therapy Program

Student Scholarship Repository Permission and Copyright Release

The Shawnee State University Master of Occupational Therapy (MOT) Program and Clark Memorial Library support the dissemination and preservation of student scholarship.

### Student Work Information

Title of Project, Paper, Poster, Presentation, or Scholarly Work:

Course or Program Activity:

Date Completed:

### Permission Statement

I grant permission to Shawnee State University, the Master of Occupational Therapy Program, and Clark Memorial Library to retain, archive, catalog, preserve, and make available the scholarly work identified above for educational, research, accreditation, recruitment, and non-commercial purposes.

I understand that:

I retain ownership and copyright of my work.

Granting this permission does not transfer my intellectual property rights to Shawnee State University.

My work may be stored in physical or electronic formats.

The University may convert the work to other formats for preservation purposes without altering the content.

The work may be reviewed by faculty, students, accreditation reviewers, researchers, and other educational audiences.

This permission will remain in effect unless revoked by me in writing.

I certify that, to the best of my knowledge, this work does not infringe upon the copyright, intellectual property, privacy, or proprietary rights of others.

### Permission Options

I grant permission for my work to be retained and archived by Clark Memorial Library and the MOT Program.

I grant permission for my work to be used as an example of student scholarship for educational and accreditation purposes.

Academic Year

2026-2027

I grant permission for my work to be displayed or shared during university-sponsored educational, scholarly, recruitment, or accreditation activities.

**Student Information**

Student Name (Printed): \_\_\_\_\_

SSU ID Number: \_\_\_\_\_

Student Address: \_\_\_\_\_

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

Date: \_\_\_\_\_

**Program Verification**

MOT Program Representative: \_\_\_\_\_

Date: \_\_\_\_\_

**Library Verification**

Clark Memorial Library Representative: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix M – MOT Advising and Research Biannual Progress Note**

MOT ADVISING & RESEARCH BIENNIAL PROGRESS NOTE

Student Name:

Faculty Advisor:

Semester/Year: \_\_\_\_\_

Meeting Date:

**Section 1: Advising**

Academic Progress:  Satisfactory  Needs Improvement  At Risk Notes:

\_\_\_\_\_

Professional Development & Behavior:  Satisfactory  Needs Improvement  At Risk Notes:

\_\_\_\_\_

Fieldwork/Clinical Readiness:  On Track  Concerns Identified Notes:

\_\_\_\_\_

Student-Identified Goals for Next Semester:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Section 2: Research Team Expectations**

Regular attendance and communication  Yes  No

Task selection and timely completion  Yes  No

Team collaboration and participation  Yes  No

Open to learning, remediation if needed  Yes  No

**Section 3: Research Learning Contract (Biannual Update)**

Assigned Research Project Task

Target Date

Completion Date

Status

**Section 4: Remediation Plan (if applicable)**

Issue: \_\_\_\_\_

Specific Example: \_\_\_\_\_

Recommendation/Action Plan: \_\_\_\_\_

**Section 5: Signatures**

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

Advisor Signature/Date: \_\_\_\_\_

## Appendix N - Academic Advising Acknowledgement and Statement of Understanding

### Academic Advising Acknowledgement and Statement of Understanding

#### Shawnee State University Master of Occupational Therapy Program

I acknowledge that I have reviewed and understand the Academic Advising policies and expectations of the Shawnee State University Master of Occupational Therapy (MOT) Program.

I understand that I will be assigned a faculty advisor and am required to meet with my advisor at least once each semester throughout my enrollment in the MOT Program.

I understand that academic advising is intended to support my academic success, professional development, fieldwork readiness, progression toward graduation, and preparation for certification and licensure.

I understand that while faculty advisors provide guidance and support, I am ultimately responsible for:

- Monitoring my academic progress.
- Following the prescribed curriculum sequence.
- Meeting all program, fieldwork, and graduation requirements.
- Maintaining required compliance documentation.
- Seeking assistance when concerns arise.
- Meeting certification and licensure requirements following graduation.

I understand that advising meetings may be documented and maintained as part of my educational record in accordance with university policies.

My signature below indicates that I have reviewed and understand the advising expectations of the MOT Program and agree to actively participate in the advising process throughout my enrollment.

#### Student Information

Student Name (Printed): \_\_\_\_\_

SSU ID Number: \_\_\_\_\_

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

Date: \_\_\_\_\_

#### Program Verification

Faculty Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix O – Online Social Networking and Ethical Behavior Acknowledgement

### Review of Online Social Networking and Ethical Behavior Acknowledgement

#### Shawnee State University Master of Occupational Therapy Program

I, \_\_\_\_\_, SSU ID \_\_\_\_\_, acknowledge that I have received education regarding appropriate use of Online Social Networking (OSN), electronic communication, and professional conduct in digital environments.

I understand the expectations regarding appropriate and inappropriate use of social media and electronic communication related to clients, fieldwork sites, faculty, the Master of Occupational Therapy (MOT) Program, classmates, healthcare professionals, community partners, and other individuals encountered during educational and fieldwork experiences.

I understand that inappropriate, unethical, or unprofessional online behavior has the potential to violate confidentiality, damage professional relationships, compromise client privacy, and negatively impact the reputation of the MOT Program, Shawnee State University, fieldwork sites, and the occupational therapy profession.

The MOT Program promotes a zero-tolerance approach toward inappropriate or unethical online behavior that has the potential to harm clients, clinical sites, faculty, fieldwork educators, students, the MOT Program, or other healthcare professionals. I understand that violations involving online social networking, electronic communication, confidentiality, or professional conduct may result in disciplinary action in accordance with the MOT Student Handbook, Shawnee State University policies, fieldwork site policies, and the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics.

I acknowledge my professional responsibility to maintain confidentiality, demonstrate professionalism in all virtual and in-person environments, and uphold the ethical standards of the occupational therapy profession.

I further acknowledge that I have an ethical obligation to report concerns regarding inappropriate or unethical use of online social networking or electronic communication that may compromise client safety, confidentiality, professional standards, or the integrity of the MOT Program.

By signing below, I acknowledge that I have reviewed and understand these expectations and agree to comply with the standards outlined in the Shawnee State University Master of Occupational Therapy Student Handbook.

#### Student Acknowledgement

Student Name (Printed): \_\_\_\_\_

SSU ID Number: \_\_\_\_\_

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

Date: \_\_\_\_\_

#### Program Verification

Academic Year

2026-2027

Program Representative: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix P - University ADA Statement (2026-2027)

Any student who believes they may need an accommodation based on a documented disability should first contact the Coordinator of Accessibility Services at (740) 351-3163, or [mboldman@shawnee.edu](mailto:mboldman@shawnee.edu) (Student Success Center, Massie Hall) and schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized.

The [Office of Accessibility Services](#) will gather relevant information and determine whether an accommodation is warranted. When an accommodation is determined to be warranted, an accommodation letter will be sent to the instructor(s) and student via secure e-mail prior to the semester start date, when possible, or as soon as is feasible. The Office of Accessibility Services will not disclose the nature of any disability with instructor(s); if the student wishes to discuss the disability with one or more instructors, they may do so.

Any questions regarding the academic accommodation on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodation and/or fails to meet with the Coordinator of Accessibility Services, a reasonable accommodation may be denied or delayed.

Michelle Boldman, MS

Accessibility Services Coordinator

(740) 351-3163

[mboldman@shawnee.edu](mailto:mboldman@shawnee.edu)

If you have or require testing accommodations, please contact the Office of Accessibility Services (for disability accommodations) [SSUAccessibility@shawnee.edu](mailto:SSUAccessibility@shawnee.edu) or (740) 351-3608.

If you have questions about the proctoring technology, please contact your course instructor directly for assistance.

## Appendix Q – SSU Mission and Statement of Commitment

Shawnee State University's Mission: We Prepare Today's Students to Succeed in Tomorrow's World.

*Shawnee State University will educate students by means of free, open, and rigorous intellectual inquiry to seek the truth. It is the University's duty to equip students with the opportunity to develop the intellectual skills they need to reach their own, informed conclusions.*

*Shawnee State is committed to not requiring, favoring, disfavoring, or prohibiting speech or lawful assembly. The University is committed to creating a community dedicated to an ethic of civil and free inquiry, which respects the autonomy of each member, supports individual capacities for growth, and tolerates the differences in opinion that naturally occur in a public higher education community.*

*Shawnee State has a duty to treat all faculty, staff, and students as individuals, to hold them to equal standards, and to provide them with equality of opportunity, with regard to those individual's race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression.*