



FAULKNER

DEPARTMENT OF OCCUPATIONAL THERAPY

Doctor of Occupational Therapy Program Handbook 2024-2025 Cohort 2

“As members of the Faulkner community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of academic and campus life.”

Faulkner Honor Code Statement

Work willingly at whatever you do, as though you were working for the Lord rather than people.

Colossians 3:23

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ABOUT FAULKNER UNIVERSITY

History

Faulkner University is a private liberal arts-based institution originally founded by members of the churches of Christ in 1942 as a two-year Bible college and has evolved into what is now a multi-campus, co-educational Christian university of higher education offering associate, baccalaureate, master, and doctorate degrees. The Board of Trustees, Administration, Faculty, and Staff are committed first and foremost to their roles as Christ-like individuals. The University community is dedicated to the pursuit of excellence in teaching, scholarship and service, preparing students to realize their full potential as servants of God in their respective fields of study.

Faulkner University Mission & Vision

The mission of Faulkner University is to glorify God through the education of the whole person, emphasizing integrity of character in a caring Christian environment where every individual matters every day. The vision of Faulkner University is to be a leading Christian university that offers an engaging, learning community, transforming students for lives of faithfulness, accomplishment and purpose.

Values

Faith – we relentlessly pursue a relationship with Jesus Christ as God’s Son, depend upon God’s Word as our guide for life, and fellowship with other believers.

Learning – we foster a life-long commitment to pursue truth, knowledge and wisdom with humility through continued study, civil discourse and experience.

Excellence – we push each other to do our best at all times as working unto the Lord.

Reconciliation – we work to re-establish broken relationships between God and people, and among people.

Service – we seek to exceed the expectations of our students, colleagues and communities as we attend to their needs.

Stewardship – we take good care of what God has entrusted to us, live within our means and encourage wise innovation.

Respect – we value each individual regardless of background or belief, defend Christian liberty and welcome all who seek God.

Institutional Accreditation (A.1.1., A.1.2., A.1.3.)

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the following levels: associate, baccalaureate, master, and doctorate. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Faulkner University may be directed in writing

to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033- 4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

ACOTE-Accredited Doctoral-Degree-Level Program Requirements (2018 ACOTE Standards Preamble)

The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer. A graduate from an ACOTE-accredited doctoral-degree-level occupational therapy program must:

- Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.
- Be prepared to evaluate and choose appropriate theory to inform practice.
- Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.
- Be able to plan and apply evidence- based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.
- Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
- Be prepared to effectively collaborate with and supervise occupational therapy assistants in service

delivery.

- Be prepared to effectively communicate and work interprofessional with all who provide services and programs for persons, groups, and populations.
- Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
- Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
- Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.
- Demonstrate active involvement in professional development, leadership, and advocacy.
- Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Institutional Support (A.1.4.)

The mission of the College of Health Science is to train competent and compassionate health care professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ in the community. The College of Health Science was established in 2018 and initially housed a Speech-Language Pathology Program. Since then, the Institution has taken strategic action to add additional programs. At present, the College of Health Sciences consists of graduate programs in: Speech-Language Pathology (online and on-ground), Physician Assistant Studies, Doctor of Physical Therapy, Occupation Therapy, and Doctor of Philosophy in Health Sciences. Additionally, the institution has created a robust Bachelor of Health Sciences program. The institution has assumed primary responsibility for the appointment of faculty, admission of students, and curriculum planning for all of these programs through the following administrative offices:

President

The President is the chief executive officer of the University. This office implements the regulations and policies of the Board of Trustees and delegates specific authority and responsibility within the institution. The President exercises supervision and direction of all departments in a manner that promotes the efficient operation of the University.

Vice President for Academic Affairs (VPAA)

The Vice President for Academic Affairs serves as the University's chief academic officer by overseeing the University's academic programs, research, resources, and support services. This position provides academic leadership for ensuring the highest standards of instruction and research are met through collaborative work with the deans, department chairs, and faculty. This position works with students, faculty, and staff to ensure the University provides a supportive environment for all its students, proposing needed changes to curricula, courses, programs, departments, and methods of instruction.

Vice President for University Advancement (VPUA)

The Vice President for University Advancement is responsible for institutional advancement, including public information, development, fundraising, alumni relations, and annual giving programs. This position develops and implements fund raising projects as directed by the President and/or Board of Trustees, seeks to build a broad base of prospects for the annual fund and capital gifts, supports and informs potential contributors of special needs of the institution, and encourages individuals, corporations, and foundations to establish or contribute to special funds through cash gifts, endowments, trusts, donations of gifts- in-kind, or bequests.

Vice President for Enrollment Management (VPEM)

The Vice President for Enrollment Management provides leadership in undergraduate and graduate admissions, in addition to Financial Aid. Responsibilities include maintaining a comprehensive management plan for university enrollment which emphasizes new and improved recruiting strategies, increased enrollment and retention. This position oversees the awarding of scholarships for the University, coordinating this work with the scholarship committee, the Admissions offices and any other parties necessarily involved to ensure the financial needs of students are being met. This position also oversees the planning, organization, and implementation of events pertaining to recruitment and retention, such as College Bound, Inspire, Exposure, Scholars Day, and Fall Visitation as well as activities and events related to the recruitment of undergraduate adult and graduate students.

Vice President for Finance (VPF)

The Vice President for Finance establishes University-wide financial and administrative objectives, policies, programs, and practices that ensure the University remains a continuously sound financial structure. Responsibilities include providing leadership and accepting responsibility for every aspect of the University in the areas of finance; controlling the flow of cash through the organization and maintaining the integrity of funds, securities, and other valuable documents; and managing University facilities and on-site contracted services located at 5345 Atlanta Hwy, Montgomery. This position coordinates strategic planning related to financial projections, capital needs, and other aspects of the university's growth and

development and directs the annual and multi- year budget and business planning, including submitting budget proposals and resource allocation recommendations to the President and the Board of Trustees.

Vice President for Human Resources (VPHR)

The Vice President for Human Resources provides leadership and direction in all facets of human resources management University-wide. The VPHR directs the management of the various component activities within payroll/compensation, benefits, employment, and 8 employee relations, ensuring that all human resources programs and initiatives are integrated and effective in supporting the overall mission, goals and objectives of the university, while remaining compliant with all governmental regulations. Other directives include workplace safety, wellness, and professional development. The VPHR directly participates in institutional planning and decision making as a member of the University's Cabinet, assists in the annual budget planning as a member of the Budget Committee, and has the responsibility of Title IX Coordinator (excluding athletics) and Diversity Officer for the university.

Vice President for Student Services (VPSS)

The Vice President for Student Services serves as chief advocate for the welfare and interests of the student body. This position is responsible for overseeing and coordinating the Dean of Students office, Resident Housing, Student Activities, Counseling, Health Services, Career Services, Campus Security and Intercollegiate Athletics. This position provides leadership and guidance for student retention and works with the appropriate offices to provide a supportive environment for all students. It administers programs and activities that complement curricular experiences with extracurricular experiences that support their overall personal and educational development.

Faulkner's commitment to its OTD is unwavering. The institution has assumed various responsibilities regarding the program. First, the institution's Human Resources Division supports the program throughout the hiring process. The VPAA provides additional hiring support by drafting faculty contracts and funding program needs regarding hiring. Second, the institution's Enrollment Management division processes all student applications, provides the list of qualified applicants to the program for candidate selection, and verifies that pre-matriculation documentation is obtained. Third, the University's curriculum process, which consists of all colleges, the entire faculty, and administrative leaders, verified and approved the program's curriculum after it was developed by the OTD faculty. Fourth, student degree completion is tracked in the institution's Student Information System and is approved by the OTD Program Director and the Dean of the College of Health Science. The Registrar's office processes the granting of degrees. Finally, the CHS Dean's Office works with the OTD program director to coordinate classroom teaching and academic scheduling and assists the Fieldwork Coordinator in the securing of fieldwork site affiliation agreements.

ABOUT THE FAULKNER UNIVERSITY DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

Faulkner University's Occupational Therapy Program's ultimate goal is to teach students to assimilate knowledge by putting it into practice. In order to ensure that all efforts the program undertakes are underpinned by the philosophy, mission, and curricular themes, the program created a document that demonstrates its top-down, bottom-up approach to the development of the mission, vision, philosophy, and program and student assessment. In so doing, the program has ensured that the common thread of experiential learning and the three themes of service, integration of faith, and interprofessional education are woven throughout all the program's processes and curriculum and drive the pedagogical approaches to the classroom and beyond.

Program Accreditation

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org.

The program has been granted Candidacy Status by ACOTE and has been granted Preaccreditation Status. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure 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.

Students must complete 24 weeks of Level II fieldwork and an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program in accordance with 2018 ACOTE OTD Standard A.4.7. The doctoral capstone experience must be started after completion of all coursework, Level II fieldwork and preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

The program is scheduled for the on-site evaluation in November of 2024 and anticipates graduating the first cohort in May of 2025.

Mission of the Occupational Therapy Program (A.5.4.)

The mission of Faulkner's OTD program is to glorify God by preparing students to become occupational therapists who exhibit excellence in clinical practice, research, and servant leadership in order to holistically

treat patients and serve the communities in which they live and work. Consistent with and supportive of the Institution's mission, the mission of Faulkner's Occupational Therapy Program is designed to educate the whole person, preparing students both academically and personally for a productive and meaningful career as an occupational therapist. Based on the program's three themes of service, integration of faith, and interprofessional education, the program emphasizes a hands-on, experiential approach to learning that, as described in the philosophy, will mold students into practitioners who not only possess the appropriate knowledge, skills, and dispositions required for practice, but also possess the ability to apply those to real-world situations. Based on these themes and built upon a foundational mission, vision, and philosophy that underpins all elements of the program, the Occupational Therapy Program is uniquely and strategically designed to advance the mission of Faulkner University.

Vision

The vision of Faulkner's OTD program is to earn a reputation as a leading contributor to the field of occupational therapy by graduating exceptional occupational therapists who have a heart for service, advancing the field through the development of distinguished faculty members, promoting academic and professional excellence through academic research, and serving the local community through exemplary therapy services.

Philosophy of the Program (A.5.4.)

The program takes a bifurcated approach to the development of the program, defining its philosophy as it relates to the profession and its philosophy of teaching and learning.

Program's Philosophy of Occupational Therapy Practice (A.5.4.)

The overarching themes of Faulkner's Occupational Therapy (OT) program are service, integration of faith, and interprofessional education. The program believes that devotion to service is one of the underpinning values of occupational therapy practice. After all, occupational therapists are servants in a helping profession that use their knowledge, skills, and abilities to improve the lives of individuals. As the first point in the philosophical base for the profession states, "occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society." In order to accomplish this goal, occupational therapists must serve the people with whom they work. Therefore, the primary philosophy of the OT program is that occupational therapists must be servants to the individual, community, and practice. As has been previously explored, one of the cornerstones of Christianity is the idea of service. As Christians, we strive to be Christlike in all we do and say. Thus, we, as Christians, must be servants, for, as Mark noted, "even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many" (Mark 10:45). For this reason, service and integration of faith are intrinsically tied to the program philosophy. Just as the program's mission states, the glorification of God through the preparation of practitioners who exhibit excellence in clinical practice, research, and servant leadership is pivotal to the program's design. Faith is integrated throughout the curriculum, and it is the program's belief

that this integration can enhance the empathy, service orientation, and ethical standards of its students.

Aligned with this idea of integration of faith, several of the points in the philosophical base promote Christian principles, albeit indirectly. The point that “all individuals have an innate need and right to engage in meaningful occupations throughout their lives” and that “occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts” is supported by several verses in the Bible that deal with work, such as “in all toil there is profit” (Proverbs 14:23) and “whatever you do, work heartily, as for the Lord and not for men” (Colossians 3:23).

Finally, the third core theme is interprofessional education. The program ascribes to the college’s belief that interprofessional education is key to successful practice in the health sciences. Occupational therapists are an integral part of the care team, just as the point in the philosophical base indicates: “the use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.” The best way in which this can be promoted is through a concerted effort of practitioners advocating for the patient collaboratively and inter-professionally. As evidenced by the above narrative, the three themes of the program are innately linked to the program’s philosophy. As such, the curriculum development and programmatic assessment all stem from the program’s philosophy, as is appropriate. This further solidifies the top-down, bottom-up approach.

Philosophy of Teaching and Learning (A.5.4.)

As previously mentioned, The Occupational Therapy Program values experiential learning as a means for students to not only acquire the knowledge, skills, and dispositions needed to be excellent practitioners, but also as a tool to instill the ability to apply those attributes to real-world situations, thus operating in the higher levels of cognition as described by Benjamin Bloom (applying, analyzing, evaluating, and creating). Using this pedagogical theory, the program has designed a curriculum that will introduce students to new ideas, assist them in performing tasks that implement that new knowledge, reflect on the experiences, and become independent actors in the implementation of occupational therapy theories and practices.

Faulkner University has adopted the pedagogical theory of experiential learning as developed by David A. Kolb. Specifically, the program ascribes to Kolb’s model of learning in which the learner has a concrete experience, engages in reflective observation on the experience, draws conclusions through abstract conceptualization, and, finally, engages in active experimentation. Fundamental to this pedagogical outlook is the belief that human beings must be an active participant in the learning process. As such, the program will introduce students to new ideas and then put them in hands-on situations in which they can apply previous learning and develop new ways of thinking. This will allow students to engage in higher order thinking based on Benjamin Bloom’s model of hierarchical learning. As such, the program developed student learning outcomes (SLOs) that correspond with this philosophy.

Program Goals

As previously described, the program goals were established and inspired by the philosophy of the OT program as well as the philosophy of the institution. In order to achieve our mission and fulfill our vision, the OT program has set the following program goals:

1. Teach students to apply research skills and the principles of evidence-based practice in order to provide relevant, quality services to all patients.
 - a. To achieve this program goal, students will be taught utilizing experiential learning theory and engaging students in higher order thinking, based on Benjamin Bloom's model of hierarchical learning.
2. Train students to engage in inter-professional practice and the integration of faith into clinical practice to serve the community with holistic healthcare services.
 - a. In order to accomplish this program goal, faculty will employ the experiential learning theory to teach students to utilize holistic services, while also incorporating the importance of other healthcare professionals, as well as implementing the student's faith into their daily OT practice.
 - b. Link to Curricular Themes: Service, Integration of Faith, and Interprofessional Education: The program goal succinctly addresses all three curricular themes, as all three themes are interwoven together and throughout the program design. As previously mentioned, while service can be independent from faith, a primary principle of the Christian faith is to be a servant. By requiring students to participate in service activities to serve the needs of the local and global community, the program is encouraging students to promote the profession through acts of service while also incorporating the core tenets of the Christian faith. Furthermore, in order to ensure students are competent, capable practitioners who take a holistic approach to healthcare, interprofessional education is woven into the curriculum alongside the themes of service and integration of faith.
3. Prepare graduates to be servant-leaders in their communities and professionals of integrity by promoting the values and ethics of occupational therapy.
 - a. To achieve this program goal, faculty will again rely on the experiential learning theory to educate students so they will experience and understand the importance of service-based practice. Students will experience the service aspect of occupational therapy by attending and engaging in the Service in OT courses and through numerous opportunities to participate in service projects in and around the community.
4. Provide a quality academic experience that results in retention and graduation rates of 80% or above for each cohort.
 - a. To ensure achievement of this goal, data tracking will be used. Also, encouraging students and providing hands-on, engaging courses that promote continued learning through the program will be utilized. This will encourage and motivate students to continue their pursuit of an OT education and career.
5. Graduate students with the knowledge and skills necessary to achieve a pass rate on the National Board for

Certification in Occupational Therapy Examination (NBCOT) at or above 80% within twelve (12) months of graduation.

- a. To ensure achievement of this goal, data tracking will be implemented. Both the experiential learning theory and the higher-level thinking skills created based on Bloom's model of hierarchical learning will be incorporated into all course work and study sessions to prepare students to sit for the national exam (NBCOT).
6. Produce competent therapists, as evidenced by an OTR employment rate within twelve (12) months of graduation at or above 80%.
- a. To ensure achievement of this goal, data tracking will be used. The experiential learning theory will have been utilized in coursework by introducing new ideas and providing hands-on experiences. Students will gain this new knowledge and develop a higher order of thinking, using Bloom's model of hierarchical learning, to ensure competence and promote encouragement and motivation to be employed and to stay employed.

Student Learning Outcomes (SLOs)

As previously described, the program's student learning outcomes (SLOs) were drawn from its philosophy. In order to fulfill the intent to instruct students via implementation of the experiential learning theory, the program developed the following SLOs:

1. Synthesize foundational knowledge, theories, and basic tenets of occupational therapy for entry-level practice across the lifespan and the continuum of care.
 - a. In order to achieve this goal, students must be presented with situations in which they can actually apply these foundational knowledge, theories, and basic tenets in order to integrate them in such a way that they can be applied through practice.
2. Conduct the clinical process, including referral, screening, assessment, diagnosis, intervention, and discharge, in order to deliver client-centered, evidence-based, and occupation-based services.
 - a. Achievement of this goal is characterized by the ability to adapt knowledge of the clinical process to specific situations. This ability can best be developed by being given experiences in which students can put their knowledge and skills into action.
3. Apply knowledge of professional issues, including ethics, values, and responsibilities, to leadership and management of all service delivery contexts.
 - a. In order to achieve this goal, students will relate and put into practice the skills and knowledge they have learned about leadership, ethics, values, and responsibilities in everyday practice as a service minded OT practitioner.
4. Employ interpersonal and communication skills necessary to effectively communicate and collaborate with all healthcare team members, as well as communicate with patients and their families to provide

optimal interprofessional care.

- a. Goal achievement for this SLO incorporates newly learned interpersonal and communication skills to effectively handle various situations in OT practice as well as interaction and engaging with all care providers (including patient and family) that are involved in the case.
 - b. Link to Curricular Theme: Interprofessional Education: Essential to interprofessional collaboration is the ability to communicate effectively and work collaboratively. This SLO directly relates to the curricular theme of interprofessional education because it ensures students are able to do these and do them well.
5. Engage in qualitative and quantitative research in order to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and apply this knowledge to practice.
- a. Achievement of this goal requires students to draw upon their knowledge of different types of research, develop new knowledge through new endeavors of research, and then apply that new knowledge directly into service practice.
6. Utilize knowledge and skills to serve the local and global community to be the hands and feet of Christ.
- a. In order to achieve this goal, students will apply and implement their desire to serve and will demonstrate Christian values by serving those in need, throughout the community.
 - b. Link to Curricular Themes: Service and Integration of Faith: This SLO directly supports the curricular themes of service and integration of faith in a way that is unique to the program. While service can be independent from faith, a primary principle of the Christian faith is to be a servant. As James defines it in James 1:27, “Pure religion and undefiled before God and the Father is this, to visit the fatherless and widows in their affliction, and to keep himself unspotted from the world.” By requiring students to participate in service activities to serve the needs of the local and global community, the program is encouraging students to promote the profession through acts of service while also incorporating the core tenets of the Christian faith.

Faculty & Staff Office Hours

Individual faculty hours are posted in their course syllabi as well as on their respective office doors. Faculty members are also available by appointment. Staff are generally available during normal work hours (8:00 am – 5:00 pm Monday through Friday) and by appointment except for University holidays.

Advising (A.3.5.)

Advisement is the process used to provide holistic support to students throughout enrollment in the occupational therapy program. A faculty advisor must be up to date and knowledgeable on university/college policies that impact a student’s successful progression in the program and be aware of resources that support student well-being. Advisement must be documented using the [Advisement Guide](#)

[\(appendix B\)](#) and occur on a regular basis.

All students admitted to the Doctor of Occupational Therapy Program are assigned an individual OT faculty advisor. Academic advising is an integral component of the successful educational experience. The Program requires that enrolled students meet at least once per academic year with their assigned advisor. Typically, students will meet with their assigned advisor at a minimum of once each semester while in didactic courses. Advisors should be sought out when challenges arise inside or outside of the classroom or clinical environments and have the potential to affect academic performance or attendance so that guidance can be provided (action steps).

Faculty meet with each assigned student to evaluate the students' professional behaviors using the [Professional Behavior Form](#) (appendix A) throughout the didactic portion of the curriculum. The form is presented to the student by their advisor and the completed/signed document is placed in the student's OT record. Once students enter into the Level II fieldwork and doctoral capstone portions of the program, the Academic Fieldwork Coordinator and Capstone Coordinator will schedule advising appointments related specifically to fieldwork and capstone with students. The Academic Fieldwork Coordinator and Capstone Coordinator may also require meetings between students and their fieldwork educators and individual mentors.

Facilities (A.2.12.)

Faulkner University's College of Health Sciences occupies an 85,000 sq. ft. facility. This facility contains 6 classrooms, 6 lab spaces, a student commons area, faculty offices, etc. The Occupational Therapy program is assigned classrooms 1013 and 1014 on a priority basis and has its own designated lab space.

CHS Operations Manager
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Clinic Director
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CHS Clinic 1141

Clinic Manager
Jan Welch
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334-386-7958
CHS Clinic 114

Equipment and Maintenance (A.2.13., A.4.4.)

Appropriate equipment and supplies are provided by the institution for student use during the didactic, fieldwork, and doctoral capstone portions of the program. All students, faculty and staff are required to properly use and maintain equipment in all of the classrooms, laboratories, lounges, and other spaces dedicated to the OTD Program, the College of Health Sciences, and the University. Equipment will be checked for safety at the beginning and end of each course in which it is used.

The OTD faculty/staff will also perform regular checks of equipment to include mechanical and electrical equipment. It is each person's responsibility to report any equipment that needs repair to the Administrative Assistant/ Program Director's office as soon as possible to avoid injury. If equipment needs repair, a sign will

be placed on the equipment that denotes “out of order – do not use” and remove equipment from use for the safety of all concerned. Electrical equipment will be inspected yearly by a licensed professional. The administrative assistant will contact the appropriate person to repair equipment, and/ or orders repair or parts to facilitate repair.

Professional behavior includes taking care of all facilities and equipment, cleaning up after oneself and protecting others from harm. Students should report violations of these policies by other students to the Program Director. A violation of these rules can result in termination of the privileges of unlimited use of the laboratories. Damage done to equipment and/or departmental spaces, when due to negligence, will be reported on the [Professional Behavior Form](#) (appendix A) and may lead to dismissal from the program.

CURRICULUM DESIGN AND CURRICULAR THEMES

Faulkner’s Occupational Therapy Program designed its curriculum with emphasis placed on three major themes: service, integration of faith, and interprofessional education. These three themes are interwoven throughout the curriculum, as evidenced by the program’s selection of courses. For example, three courses specifically have service in their titles: OTD 6240: Service in Occupational Therapy I; OTD 6200: Ethics, Service, and Multiculturalism in Occupational Therapy; and OTD 7241: Service in Occupational Therapy II. While each course offered at Faulkner strives to incorporate faith into the academy, several courses emphasize faith in the overall emphasis of the course, specifically OTD 6256: Faith, Health, and Quality of Life. Finally, an emphasis has been placed on interprofessional education throughout Faulkner’s College of Health Sciences (CHS), Furthermore, the OTD program offers OTD 7255: Wellness and Health within the Community to further emphasize the importance of this theme.

These themes are consistent with the program’s mission statement as they promote servant leadership, holistic treatment of patients, and the glorification of God. Furthermore, the curriculum design is distinctly linked to the program’s beliefs about learning and these foundations are evidenced in the rationale for courses offered, sequencing of courses, and evaluation strategies. For example, students begin the program with a basic human anatomy course to establish understanding of how the body is designed, including its structure and function. OTD 6312: Movement Science I and OTD 6313: Pathology and Medical Management accompany the anatomy course to further solidify this knowledge of the human body. The coursework then progresses through more advanced levels until an understanding is established.

Throughout all these courses, students are required to be active participants in the learning process, completing formative evaluations that involve hands-on learning. As summative assessments of students’ learning, students are sent into practice in the Fieldwork courses. The program follows Kolb’s model of providing the learner a concrete learning experience, engaging the student in reflective observation on the experience, requiring students to draw conclusions through abstract conceptualization, and requiring students to engage in active experimentation. Furthermore, special emphasis was placed on the essential

concepts of the profession’s philosophy of occupational therapy when designing the curriculum. As the program’s philosophy is directly tied to the program’s themes, a discussion of the philosophy in relation to curriculum development would be redundant to the narrative regarding the link between curriculum design and curricular themes. The themes permeate throughout all areas of the program, ensuring all aspects of the curriculum are aligned. Beyond the themes that drive the curriculum, however, special attention is paid to instructional design to ensure appropriate content delivery is included. As already evidenced, the coursework builds upon itself throughout each semester, starting with foundational knowledge and culminating in practice in the field and a doctoral capstone. The program’s curriculum is wide in scope, exhibiting both depth and breadth.

Content is explored in significant detail while attention is given to a vast array of areas within the practice. For example, research is explored in depth over three courses: OTD 6331: Evidence- Based Practice, OTD 6350: Quantitative Research Methods, and OTD 7350: Qualitative Research Methods. While each area of research is covered in depth, various kinds of research are also covered, making instruction broad, as well.

Curriculum and Course Sequencing (A.5.0., A.5.3.)

The complete curriculum (single cohort) with course sequencing is tabulated as follows:

Course #	Year 1: Semester 1 (Fall)	16 Hours
OTD 6520	Basic Science I: Human Anatomy	5
OTD 6312	Movement Science I	3
OTD 6313	Pathology and Medical Management	3
OTD 6330	Basic Tenets of OT Practice I	3
OTD 6240	Service in Occupational Therapy I	2
Course #	Semester 2 (Spring)	15 Hours
OTD 6420	Basic Science II: Neuroscience	4
OTD 6333	Basic Tenets of OT Practice II	3
OTD 6434	OT Across the Lifespan: Adult Population	4
OTD 6352	Treatment Techniques to Enhance Performance	3
OTD 6120	Fieldwork IA	1
Course #	Semester 3 (Summer)	17 Hours
OTD 6331	Evidence-Based Practice	3
OTD 6430	OT Across the Lifespan: Pediatric Population	4
OTD 6350	Quantitative Research Methods	3
OTD 6200	Ethics, Service, and Multiculturalism in OT	2
OTD 6432	OT Across the Lifespan: Mental Health Population	4
OTD 6121	Fieldwork IB	1

Course #	Year 2: Semester 4 (Fall)	16 Hours
OTD 7433	OT Across the Lifespan: Aging Population	4
OTD 7353	Adaptive Equipment and Patient Care Concepts	3
OTD 7350	Qualitative Research	3
OTD 7212	Clinical Communications	2
OTD 7300	Fieldwork Preparation	3
OTD 7122	Fieldwork IC	1
Course #	Semester 5 (Spring)	11 Hours
OTD 7255	Wellness and Health within the Community	2
OTD 7342	Current Policies and Social Systems Related to OT	3
OTD 7256	Faith, Health and Quality of Life	2
OTD 7257	Servant Leadership	2
OTD 7241	Service in Occupational Therapy II	2
Course #	Semester 6 (Summer)	9 Hours
OTD 7920	Fieldwork IIA – 12 weeks	9
Course #	Year 3: Semester 7 (Fall)	12 Hours
Module 1		
OTD 7922	Fieldwork IIB – 12 weeks	9
Module 2		
OTD 8360	Doctoral Capstone Project	3
Course #	Semester 8 (Spring)	14 Hours
OTD 8140	Doctoral Capstone Experience	14
Total		110 hours

*All semesters are 15 weeks in length. The curriculum sequence is subject to review and changes may occur. Students will be notified by the program of changes in writing.

Course Descriptions: Doctor of Occupational Therapy

Courses appear in the order of their offering sequence (single cohort).

Year 1: Semester 1 (Fall)
OTD 6520 Basic Science I: Human Anatomy (5 hours) This course is an advanced, detailed examination of the structure and function of the human body. Special emphasis will be on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their

interrelationships.

OTD 6312 Movement Science I (3 hours) The course introduces the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and analysis will also be introduced.

OTD 6313 Pathology and Medical Management (3 hours) This course focuses on pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in occupational therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to Occupational therapy practice will be discussed.

OTD 6330 Basic Tenets of OT Practice I (3 hours) This course will analyze OT history, philosophical base, theory, frames of reference, Vision 2025, and the sociopolitical climate and their importance in meeting society's current and future occupational needs. Students will also be introduced to documentation and will learn basic documentation skills.

OTD 6240 Service in Occupational Therapy I (2 hours) This course introduces students to information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

Semester 2 (Spring)

OTD 6420 Basic Science II: Neuroscience (4 hours) This course is an in-depth study of the structure and function of the neurological system and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of how the nervous system affects movement of the human body.

OTD 6333 Basic Tenets of OT Practice II (3 hours) This course will introduce the interaction of occupation and activity, and the distinct nature of occupation. This course will explore therapeutic use of self, safety of self and others, the process of referrals to specialists, reimbursement, documentation, professional development, and personal and professional responsibilities

OTD 6434 OT Across the Lifespan: Adult Population (4 hours) This course will provide an overview of occupational therapy for adult patients, ages 18 through 59 years. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-

standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6352 Treatment Techniques to Enhance Performance (3 hours) This course explores various media and methods to use in treatment. This course provides instruction and hands-on learning for making splints and orthotics and providing appropriate therapy techniques using methods available within various settings. This course will allow students the chance to explore various methods of treatment and will be introduced to activity analysis and grading activities up/down depending on the client. The course is designed to introduce and practice treatment techniques that are specific modalities for physical dysfunctions, such as superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices.

OTD 6120 Fieldwork IA (1 hour-Adult) This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Semester 3 (Summer)

OTD 6331 Evidence-Based Practice (3 hours) This course is designed for students to gain the knowledge and skills required to become an evidence-based practitioner. The course introduces the foundation of evidence-based practice and the integration of clinical reasoning skills.

OTD 6430 OT Across the Lifespan: Pediatric Population (4 hours) This course will provide an overview of pediatric occupational therapy from birth through adolescence (18 years). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various pediatric standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6350 Quantitative Research Methods (3 hours) In this course students will be introduced to quantitative research methods. This course provides an overview of research design from the perspective of the hierarchy of levels of evidence, including consideration of validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature using descriptive, correlational, and inferential quantitative statistics, as well as design and implement scholarly studies to advance the literature.

OTD 6200 Ethics, Service, and Multiculturalism in OT (2 hours) In this course students will be introduced to ethical principles and multicultural awareness as they relate to occupational therapy. Students will discuss the social determinants of health as related to sociocultural factors, socioeconomic factors, diversity factors, and lifestyle choices. Students will explore professional

ethics using the AOTA Code of Ethics and Standards of Practice.

OTD 6432 OT Across the Lifespan: Mental Health Population (4 hours) This course will provide an overview of occupational therapy for individuals with mental health concerns. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6121 Fieldwork IB (1 hour-Pediatric/Psychosocial) This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Year 2: Semester 4 (Fall)

OTD 7433 OT Across the Lifespan: Aging Population (4 hours) This course will provide an overview of occupational therapy for elderly patients (age 60 through end-of-life). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 7353 Adaptive Equipment and Patient Care Concepts (3 hours) This course introduces students to various adaptive equipment that may be used with clients. This course also introduces all the latest technology to use when helping and serving clients

OTD 7350 Qualitative Research Methods (3 hours) In this course students will be introduced to qualitative research methods. This course provides an overview of research design including hierarchy of levels of evidence, validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature, as well as design and implement scholarly studies, including coding and synthesizing qualitative data, to advance the literature.

OTD 7212 Clinical Communications (2 hours) In this course students will demonstrate the ability to justify OT services to clients, colleagues, payers and policy makers. They will use technology and written word to create evaluations, treatment plans, discharge reports and home programs as well as professional reports for various OT settings and communicate said information to the appropriate party. This course will also teach effective intraprofessional collaboration between OT and OTA and interprofessional skills for interprofessional practice. Students will also demonstrate understanding of the socio-economic, political, geographic,

demographic and reimbursement factors that impact policy and practice.

OTD 7300 Fieldwork Preparation (3 hours) This course will review treatment techniques, evaluation techniques, and documentation skills to ensure students are prepared for their Fieldwork experience.

OTD 7122 Fieldwork IC (1 hour-Aging) This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Semester 5 (Spring)

OTD 7255 Wellness and Health within the Community (2 hours) This course will explore sociocultural and socioeconomic factors that apply to occupational therapy service delivery. Students will learn and explore the role of occupational therapy in promoting health and various teaching and learning approaches to promote health literacy within the community. Students will evaluate access to community resources and development of primary care opportunities for occupational therapy within the community.

OTD 7342 Current Policies and Social Systems Related to OT (3 hours) This course will introduce current policy issues, advocacy to promote occupational therapy, and the system structures that create federal and state regulations for occupational therapy.

OTD 7256 Faith, Health and Quality of Life (2 hours) This course is designed to examine the complex role of the occupational therapist in interactions with clients, colleagues, families, and the profession. Students gain an understanding of the role and impact of illness, disability, health, spirituality, and other factors on clients as well as their own life. Students will explore what it means to be a Christian in healthcare. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences and sensitivity, spirituality, and coping strategies. Discussions include faith- based foundations, including the Christian moral transition, sociocultural influences, professional codes, organizational norms, and personal ethical norms.

OTD 7257 Servant Leadership (2 hours) The Core Competencies of Leadership will be introduced and meaningful ways to apply leadership skills discussed. This course will cover leadership skills related to business aspects of practice, marketing of services, quality management, servant leadership, liability issues, requirements for credentialing and licensure, professional development requirements, supervision of personnel, professional engagement, and organizational ethics. This course also prepares students for entry into and leadership within academic settings.

OTD 7241 Service in Occupational Therapy II (2 hour) This second course is a continuation of information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. Students will explore the practice of occupational therapy with an emphasis on service and leadership. Pro bono services will be introduced as an act of Christian values and service. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

Semester 6 (Summer)

OTD 7920 Fieldwork IIA (9 hours) (12 weeks) Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

Year 3: Semester 7 (Fall)

OTD 7922 Fieldwork IIB (12 weeks) (9 hours) Module 1 (12 weeks) Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

OTD 8360 Doctoral Capstone Project (3 hours) Module 2 (4 weeks) In this course, students will collaborate to design their capstone project in their area of interest. Per ACOTE requirements, preparation for the capstone project will include a literature review, needs assessment, goals/objectives, and an evaluation plan. This course will prepare students for the 14-week doctoral capstone experience which will occur in the final semester of the program.

Semester 8 (Spring)

OTD 8140 Doctoral Capstone Experience (14 hours) In this course students will complete the capstone experience. The doctoral capstone provides a comprehensive experience in the student's chosen setting for 14 weeks. Completion of a capstone project will also be a part of this course. It will emphasize the comprehensive understanding of the focused area of study.

Fieldwork Education

The fieldwork component of the Faulkner University Doctor of Occupational Therapy program is designed

in collaboration with community partners to provide optimal fieldwork education experiences that address the needs of the student, meets the requirements of the program, and prepares future occupational therapists for entry into practice. Please refer to the current [Faulkner Fieldwork Manual for Students and Educators](#) for specific information regarding Fieldwork.

Doctoral Capstone

The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: the Capstone project and the Capstone experience. Students will complete an individual capstone project to demonstrate synthesis and application of knowledge gained. The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3. Please refer to the current Faulkner Capstone Manual for specific information regarding Capstone.

STUDENT RIGHTS AND RESPONSIBILITIES

Nondiscrimination Statement

Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. In connection with its educational policies, admissions, financial aid, educational programs, or activities, Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination on the basis of age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status to those who meet its admission criteria and are willing to uphold its values as stated in the Conduct Regulations contained in the [Faulkner University Student Handbook](#) and relevant program handbooks. Faulkner University is a church-affiliated liberal arts institution committed to employing a highly qualified and diverse administration, faculty and staff, who reflect the University's religious traditions, values, affiliation, and purpose. Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards faculty and staff on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. However, Faulkner University exercises a preference in employment for those qualified applicants who are members of the Churches of Christ, whose lifestyles are consistent with the mission of the University and with the beliefs and values of the Churches of

Christ.

Based upon this commitment, Faulkner University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Faulkner is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admissions policies, treatment of students, employment practices or educational programs except as required by religious tenets of the Churches of Christ.

Nondiscrimination Policy

Purpose: To preserve a learning environment that is free from unlawful discrimination Faulkner University's policy is to ensure that persons who apply for admission and persons who are enrolled are treated in a nondiscriminatory manner in matters of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era, in accordance with applicable federal, state and local laws. Scope: This policy applies to all students at the university. This policy applies to all terms and conditions of enrollment, including, but not limited to, admission standards and processes, and the guidelines by which enrollment may be denied or terminated, based on the standards outlined in the [Faulkner University Student Handbook](#).

Policy:

Faulkner University complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era.

Faulkner University is affiliated with the fellowship of the Church of Christ. The university is governed by a Board of Trustees, all of whom are members of the Church of Christ, and is operated within the Christian-oriented aims, ideals and religious tenets of the Church of Christ. As a religiously controlled institution of higher education, Faulkner University is exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972.

1. It is the responsibility of each student to obtain, read and comprehend the purpose, policies and procedures of the Student Handbook, including the policy for non-discrimination.
2. As stated in the Application for Admission, the signing of the application constitutes acceptance of and an agreement to abide by the policies and regulations of Faulkner University.
3. The University reserves the right to make changes to the Student Handbook at any time. Such changes will be communicated with students by means of email and Chapel announcements and will be updated on the Dean of Students Website, which serves as the official Student Handbook.
4. The University reserves the right to deny the enrollment, or terminate the admission, of any student whose attitudes and actions do not represent the Christian mission of the university as set forth by the Student Handbook. Such decisions will be made according to the principles and guidelines

described in the Student Handbook, with careful consideration of the fair and reasonable processes provided for appeal.

5. Faulkner University encourages students with disabilities to request any appropriate academic and other accommodations to the Center for Disability Services (located in the Rotunda Room 124). The Director of the Center for Disability Services (a service for students with disabilities) serves as the compliance coordinator for ADA/Section 504
6. Faulkner University encourages applicants for enrollment or enrolled students with a complaint regarding discrimination to report the offense to the Dean of Students or the general counsel of the university. If a faculty or staff member should receive a complaint of discrimination, he or she should first consult the Dean of Students or the general counsel of the university.
7. The Dean of Students and the general counsel of the university will investigate all complaints of discrimination and make recommendations to the President for appropriate action.

Communication

Email is the primary method of communication within the Faulkner OTD Program. Faculty, staff, and students are expected to check email and respond accordingly to email messages. A reasonable response time is considered to be within 48 hours during the school week (Monday-Friday). Students must maintain access to email throughout the program as it serves as the primary platform for communications throughout the curriculum across the University's learning management system (Canvas); in both didactic and fieldwork courses.

All enrolled students must use their established Faulkner OTD student email accounts as the program will not send emails to other/outside/external email accounts. Students are advised to setup personal electronic devices to sync with their Faulkner Exchange account upon program entry during New Student Orientation.

Student Records (A.4.B.)

Family Education Rights and Privacy Act (FERPA)

Faculty have access to student information used for grading, advisement, counseling, and monitoring progress toward graduation. Much of this information is confidential in nature and must be protected from nonconsensual disclosure to comply with the Family Educational Rights and Privacy Act of 1974. Faculty should be familiar with and follow the major components of the Family Educational Rights and Privacy Act (FERPA).

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all educational institutions that receive funds under an applicable program of the U.S. Department of Education. FERPA affords students certain rights with respect to their education records. These rights are listed in the current CHS Graduate Student Handbook under the Family Education Rights and Privacy Act (FERPA)

Please refer to the Academic Records Policies found in the current [Faulkner College of Health Sciences Graduate Student Handbook](#) and the current [Faulkner University Student Handbook](#) for more information on academic records.

OTD Program Records

Student records concerning admissions, enrollment, academic advisement, fieldwork, and doctoral capstone will be securely housed electronically, accessible to the OT Program Director, OT administrative support, and the CHS Dean. Records related to fieldwork will be maintained by the AFWC and all Capstone records will be similarly maintained by the DCC. Also, hard-copy student records may be maintained in a locked filing cabinet in the OT program office suite.

Custodian of Academic Records

The custodian of all academic transcripts for Faulkner University is the University Registrar. The University Registrar's office is located on the Montgomery campus. Any questions about access to academic records should be directed to the University Registrar.

Non-Disclosure Agreement

By signing the handbook attestation, students affirm that under no circumstances will they disclose any information regarding the contents of a written or practical examination, case studies, case reports or graded assignments or reports for any of the courses of Faulkner University's Occupational Therapy Program of which they are enrolled. Students must agree not to copy or reproduce any part of an examination, lab practical, case studies/reports nor give verbal descriptions to other students. This includes, but is not limited to photographs, scans, audio, videos, handwritten copies etc. that could benefit classmates or students in other classes in the program. If a student does not comply, they will be brought to the student Success Committee for review of the NDA complaint so that the Committee may recommend disciplinary actions to the course instructor, Program Director, and Dean of the College. Recommendations may include assigning a professional behavior infraction, a failing grade for the student's submission (e.g. - assignment, exam, etc.), or possibly dismissal from the program.

If a student does not comply, they will be brought to the Student Success Committee for disciplinary action up to and including dismissal from the program.

Image/Photo Use Policy

Refer to the Current Image Use Police found in the current [Faulkner University Student Handbook](#) for further information. Students will complete [a photo release form](#) (Appendix C) upon entry into the program.

Essential Functions

The following skills are considered essential for any student that is completing the Doctor of Occupational Therapy program at Faulkner University. Occupational Therapy is a demanding profession that requires essential skills for success. The profession can be physically, mentally, and psychologically demanding. Therefore, basic essential skills that are required for all students are as follows:

1. General abilities: Students are expected to possess adequate endurance and alertness to participate in a highly rigorous doctoral program. Students are also expected to demonstrate general strength and equilibrium to participate in laboratory courses and clinical experiences.
2. Observational skills: Students are expected to demonstrate appropriate visual acuity and visual perceptual skills to observe clients from a distance and closely to form an accurate observation. Students are also expected to have functional use of the senses of vision, hearing, touch, taste and smell. These senses will interpret data from the external environment and allow accurate observation skills of not only clients, but also in lecture and laboratory classes.
3. Communication skills: Students are expected to possess and demonstrate effective communication skills to interact appropriately and successfully with clients. These skills are necessary to discern accurate abilities of clients. Students are also expected to demonstrate sensitivity when addressing clients and their families. Students are expected to communicate appropriately in lectures and laboratory classes.
4. Motor skills: Students are expected to possess good fine and gross motor skills in order to accurately access and treat clients. Students should possess and demonstrate adequate stamina and equilibrium to access and treat clients, participate in laboratory classes, and operate necessary equipment pertaining to occupational therapy practice. Students should have the psychomotor skills needed to successfully complete occupational therapy evaluations to include manual muscle testing, goniometry, joint range of motion, etc. The motor skills of bending, stooping, lifting, turning, transferring, and transporting clients are necessary.
5. Interpersonal/Behavioral/Professional skills: Students must demonstrate good judgment, emotional health and stability, and therapeutic use of self in order to complete accurate assessments and develop personal, client-centered treatment plans. Students should have emotional maturity to develop good rapport, sensitivity, and respect with clients and their families. Students must demonstrate respectful professional behavior with clients, fellow students and faculty.
6. Critical Reasoning skills: Students must possess the ability to problem solve various situations through calculating and analyzing data. This skill is imperative in determining correct and effective client treatment. Students also need this skill when completing various work within the didactic and laboratory courses.
7. Technology skills: Students must have basic computer skills including Microsoft office, and the ability to learn other software programs quickly.

Background Checks

Graduation from the Doctor of Occupational Therapy Program at Faulkner University requires students to interact with others in various settings, both inside and outside of the classroom. One of the graduation requirements is the successful completion of the fieldwork education component of the curriculum. Because

many fieldwork education sites are legally required to perform background checks on all individuals who interact with patients, background checks are often required for student placements. Therefore, a criminal background check is required of all students admitted into the Faulkner Occupational Therapy Program. Students may be required to have additional background checks as a site-specific requirement during fieldwork. Students are responsible for the cost of these additional background checks and any other site-specific fieldwork requirements such as drug screens, immunizations and such.

The initial background check report completed at admission is included in the clinical fee and will be made available online to the OT Program Director. Reports will be permanently archived online with Universal Background Screening Inc. Printed copies can be made available to the student upon request. When a fieldwork site requests a copy of the report, it is the student's responsibility to deliver the report. The academic program will only provide a copy of the report to a student's fieldwork education site if specifically requested by the site and student. Students acknowledge and agree to the release of this information to the fieldwork education site when they sign the Student Agreement Form. The offer of admission will be revoked for failure to complete a background check within the defined timeframe or if the results are unsatisfactory.

In the event the institution receives an affirmative background check response, the student will be notified of the results and be provided an opportunity to clarify the items in his or her background prior to a final admission decision. If any criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported in subsequent background checks, the student will be dismissed from the program. Students will not be allowed to progress with fieldwork placements or be retained in the program if criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported.

Disclaimer: The Criminal Background Check Policy and process at Faulkner University does not guarantee the safety of students, faculty, patients or staff, nor is it able to predict the individual's future behavior in the program or the profession. An acceptable student background check, as determined by the institution, state or experiential site, does not guarantee the student will be eligible to complete the program, fieldwork affiliation, obtain an occupational therapy license or employment. An NBCOT Early Determination Review or affiliate/fieldwork site may interpret the results of the background check differently or discover other information not present in previous searches.

Immunization Requirements

Immunization records must be submitted upon being admitted to the program prior to orientation. All vaccine/immunization records must include full date details (i.e., month/day/year) and the health care providers' signatures. Health care provider initials may be considered sufficient if the document is on the letterhead (including the name and address of the practice) of a health care provider. School records which merely reflect dates of administration will NOT be accepted. Immunization records submitted without thorough documentation such as date received, lot #, expiration date, etc., may not be accepted at clinical sites, and student will be required to repeat vaccines or obtain titers in lieu of vaccines if applicable.

Proof of the following immunizations is required prior to any clinical participation:

- Tdap – Tetanus, Diphtheria, and Pertussis (must be renewed every 10 years) Tuberculin Skin Test or chest X-ray as indicated (within the past year and again annually while participating in program)
- MMR – 2 doses or Positive Titer – Measles, Mumps, and Rubella (must submit lab report)
- Varicella – 2 doses or Positive Titer (Lab report required for Titters.)
- Hep B Series – 3 doses (dose 2 (30) days after dose 1, does 3 (5 months) after dose 2).
- Meningitis – complete primary dose/series or Positive Titer (Lab Report required for Titters).

The following immunizations are recommended by the college, but may be required by clinical sites as a site-specific requirement:

- Flu – Due annually and must be current flu season (September – April). Receipts not accepted.
- COVID-19

*** Please note than any titer results that are negative may require a repeat of vaccine doses and additional titer screening.

Health Insurance

All students are required to provide evidence of personal health insurance upon admission to the OTD program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident. Additionally, health insurance may be required as a site-specific requirement for fieldwork placements. It is the responsibility of the student to maintain health insurance coverage (i.e. - active status) throughout the program of study.

Technology Requirements (A.2.15.)

OT students are required to have a laptop with a camera, microphone, and WIFI capabilities. The laptop should also be compatible with the [minimum system requirements for ExamSoft](#).

64-bit versions of Windows 10 or Windows 11

*Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S are NOT supported currently.

MacOS Monterey, Ventura, or Sonoma

*Only genuine versions of Mac operating systems are supported.

[https://examsoft.com/resources/examplify-minimum-system- requirements/](https://examsoft.com/resources/examplify-minimum-system-requirements/)

Students are expected to maintain their own technology equipment throughout their time in the OTD program. The program is not responsible for students' personal equipment that is left unattended in the building. All curriculum is provided in a face-to-face format; there are no online courses offered at this time.

Contact the Faulkner IT Help desk at 334-386-7171 or email helpdesk@faulkner.edu for assistance with Canvas, Wi-Fi, email, my.faulkner.edu, student logins and passwords.

TUITION and FEES (A.4.4.)

	Year1	Year 2	Year 3
Terms Enrolled	3 (F,Sp,Su)	3 (F,Sp,Su)	2 (F,Sp)
Months Enrolled	12	12	9
Credit Hours	48	36	26
Estimate cost of Books	\$1,000	\$800	\$400
Tuition	\$36,000	\$27,000	\$19,500
General Fees	\$1,050	\$1,050	\$700
Clinical Fees	\$1,725	\$1,725	\$1,150
TOTAL	\$39,775	\$30,575	\$21,750

*Tuition, fees, and costs are subject to change.

There will be additional costs of the program not charged through Faulkner University, including background checks, clinical education expenses, vaccinations, drug screens, health insurance etc.

It is estimated that students should plan for at least \$14,000 each year for living expenses and transportation. This estimate would vary based on choice of accommodation, lifestyle, etc.

[Financial Aid](#) is located on main campus in Collum Rotunda, room 130.

Office Hours: 8:00-5:00 CST Monday – Friday

Phone: (334) 386-7195

Fax: (334) 386-7201

Email: faid@faulkner.edu

Withdrawal and Reimbursement (A.4.4.)

Due to the nature of the program, withdrawal from one course in the curriculum is withdrawal from the entire program. Registration is considered a contract binding on the student. If the student officially notifies Faulkner University of the withdrawal, the withdrawal date is the date, as determined by the University, that the student began the withdrawal process or otherwise provided official notification to the Registrar's Office, in writing, of his/her intention to withdraw. No combination of awards, however, may result in a refund of more than 100% of the student's total charges. Refunds for housing and meal plans are made in accordance with their respective refund schedules. All other fees and charges are non-refundable. Any refunds for payments that have been made by check will not be processed until the check has cleared the bank. If financial aid has posted to the student's account, a refund will not be processed until any necessary adjustments have been made to financial aid. In addition, refunds are not processed until the conclusion of

the published refund period as described in the Refund Schedule as prescribed by Faulkner University.

Leave of Absence (A.4.4.)

Students may need to take a one-time leave of absence from their respective program for various reasons such as personal medical or health issues, family emergencies, active military orders, etc. A student may request a single leave of absence by submitting a written request and explanation to their Program Director. The Program Director will consult the Dean of the College of Health Sciences prior to granting a request for leave of absence. A student must re-enroll no later than twelve months after being granted a leave of absence. Students will adhere to any curricular changes that may occur during their absence. If a student fails to re-enroll within twelve months, the leave of absence will automatically convert to a voluntary withdrawal and the student will have to re-apply to the program. A leave of absence will cause a delay in program completion and an on-time graduation.

GRADUATION ELIGIBILITY (A.3.4., A.4.6., & A.4.7.)

To qualify for the Doctor of Occupational Therapy Degree, the following conditions must be met:

- a. The student must complete all Institutional requirements for graduation, including meeting all financial obligations, and completing all required courses, including Fieldwork and Capstone, with requisite grades.
- b. The student must successfully complete all Occupational Therapy courses with a cumulative 3.0 GPA or higher.
- c. The student must earn a passing rate on their fieldwork assessments (AOTA Fieldwork Performance Evaluation: FWPE) at the completion of each Level II fieldwork experience.
- d. The student must successfully complete Capstone (Project & Experience) including dissemination.
- e. Students must complete all program requirements according to the Degree-Plan Course Sequence guide. The program is aware that circumstances may arise that would require an extension of the time needed to complete the program course requirements and that delays may affect an on-time, on-schedule graduation. **However, students must complete all Level II fieldwork and the doctoral capstone within 12 months following completion of the didactic portion of the program.**

A commencement ceremony will be held at the end of the final academic semester. Only students who have met all requirements for graduation will be eligible to participate. Any student who has delayed fieldwork experience for any reason will not be able to participate in the ceremony. The traditional academic regalia will be worn, and any addition not formally recognized by the University will not be permitted.

Certification and Credentialing (A.4.6.)

Once students have received their degree, they will become eligible to apply for the National Board for Certification in Occupational Therapy (NBCOT) examination. Additional information can be found at www.NBCOT.org regarding the testing process and related procedures. After successful completion of the NBCOT exam, the graduate will be a Registered Occupational Therapist (OTR). The Alabama State Board of Occupational Therapy (www.ot.alabama.gov) regulates OT licensure in Alabama. Students should review state regulatory board requirements to determine licensure requirements outside of Alabama. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACADEMIC POLICIES AND REGULATIONS

Academic Integrity

Refer to the current [Faulkner College of Health Sciences Graduate Student Handbook 2024-2025](#) for the program's adopted Academic Integrity and Artificial Intelligence (AI) policies.

Examination Policy

Students are required to take all examinations as scheduled in the curriculum. If a student is absent for an exam because of an illness, emergency or other circumstance beyond the student's control, the student will be allowed to make up the examination once a valid excuse is provided. Faulkner reserves the right to accept or deny any documentation provided to determine if the absence is excused. If no valid excuse is provided, the student will receive a "0" for the examination. The make-up exam, if allowed, must be approved and scheduled with the faculty of record. Students will not be allowed to review the exam or the key until **all** students have taken the examination.

The examination policy for the Faulkner OTD program is based on the testing procedures outlined by NBCOT, and includes timed, computer-based examinations. To practice Occupational Therapy in the U.S., students must pass the National Board of Certification Examination in Occupational Therapy (NBCOT). The testing procedures employed by the program assist with maintaining the integrity of the course examination and reinforce the students' readiness for taking the actual board examination. The student will not be allowed to leave the room once the examination has begun. Once the student leaves, they will not be allowed to return until all students have completed the examination and all the students have left the room. Students will not be allowed to go to the restroom unless there is a documented medical condition, or the student becomes ill.

No food or drink will be allowed during the examination unless there is a documented medical reason that

requires it. No electronic devices (other than a laptop, if required) are allowed in the testing room. This includes watches, phones, etc. All eyeglasses will be inspected prior to starting the exam. No backpacks, books, purses, paper, pencils will be allowed in the testing room. The necessary items will be provided as indicated. No hats or bulky jackets may be worn. Shoes must remain on the feet during the entire examination. Any clothing worn during the exam should remain on the student until the examination is complete. Students must not congregate near the testing room, discuss the exam with anyone after completing the exam and are expected to be quiet and respectful of others taking the exam. The examination will be given for a predetermined amount of time. Clocks will be available in the room. A proctoring service may be utilized during testing. The instructor of record may utilize any or all of the above procedures for examinations.

Class Cancellations

When the University closes, all classes taking place on the Faulkner campus are automatically canceled. When faculty or the program may need to cancel a class meeting. The following procedures will be followed:

- If a faculty member needs to cancel a class meeting, they must obtain permission from the Program Director.
- The class will be notified through university email. Every effort will be made to ensure timely notification, ideally no less than 24 hours.
 - a. The Course Coordinator will consult with the affected cohort and the Program Director to select alternative dates and time for class meetings.
 - b. The final rescheduling of the course meeting must be approved by the Program Director and fall within the published dates of the course. Any deviation outside published dates must have the approval of the Dean and VPAA.
 - c. Once the date and time has been approved, the students will be notified via university email and added to the calendar. Any student who has a conflict should consult with the Course Coordinator.

When on fieldwork, students will follow the site/facility policy if a closure occurs as outlined in the [Fieldwork Manual for Students and Educators](#) and/or course syllabi.

Academic Progression and Grading (A.4.6.)

The Doctor of Occupational Therapy Program at Faulkner University is designed as a 3-year curriculum over 8 consecutive semesters and requires full time matriculation during that time period. To progress in the program, students must complete all academic and clinical coursework successfully in the outlined sequence. Students will only be allowed to progress to the subsequent semester when they have successfully completed all academic and clinical coursework from the previous semester. Students must maintain a cumulative GPA of 3.0 to remain in good academic standing. Evaluation of academic standing occurs each

term. Pass/fail courses will not be used to compute GPA. Semester and cumulative averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine academic probation and eligibility for degrees. A student must maintain a 70% average or better (C or better) to “pass” a course. The Faulkner Occupational Therapy Program will utilize the following grading scale for all courses, unless it is deemed a pass/fail course.

Letter Scale/Quality Points

<i>Letter Grade</i>	<i>Percentage</i>	<i>Description</i>	<i>Grade points</i>
A	90-100	Excellent	4.0
B	80-89	Satisfactory	3.0
C	70-79	Below Average	2.0
D	60-69	Unsatisfactory	1.0
F	0-59	Failure	0.0
I*	N/A	Incomplete	N/A
W**	N/A	Withdrawn	N/A

An "I" indicates that some requirement of the course is not yet complete. It is only assigned for reasons which in the judgment of the instructor have been unavoidable, and with the approval of the dean of the respective school. It is the responsibility of the student to initiate steps with the instructor to have an "I" changed. An "I" which has not been changed to a permanent grade by the last day of classes of the following semester automatically becomes an "F."

*A grade of “W” is posted when a student drops a course before the deadline specified on the University’s Academic Calendar. Withdrawal from a didactic course is considered a program withdrawal, see withdrawal policy. See [fieldwork manual for student and educators](#) regarding withdrawal from fieldwork courses. A grade of “F” will be posted when a student drops a course after the specified date in the Academic Calendar. These standards apply whether the student withdraws from a course voluntarily or involuntarily.

Students can view their grades by logging into their www.my.faulkner.edu account.

Pass/Fail Courses

Pass/Fail grades are assigned for Level II fieldwork courses. Any course classified as pass/fail will count toward the number of credits needed for degree requirements but will not be used in the GPA calculation. Students withdrawing or failing a Level II fieldwork course may be permitted to re-enroll once and the delay will affect an on-time graduation. Please refer to the [Faulkner University OTD Fieldwork Manual for Students and Educators](#).

Remediation, Probation and Dismissal (A.4.4.)

Due to the complexity and volume of the knowledge, skills, and behaviors required of students in the OTD program, Faulkner is committed to facilitating the success of every individual in the program. **To continue with the cohort's course sequence, students must pass every course in the OTD program with 70% or higher ("C" or better) and maintain a cumulative G.P.A. of 3.0 or higher. Students must have an overall GPA of a 3.0 to advance to Fieldwork IIA within the curriculum sequence.**

A student on academic probation or a remediation plans must meet with their advisor at least one time per month. At each regularly scheduled advising appointment, faculty will use the appended "Student Advising Guide" to ensure discussion and evaluation of student progress and academic standing, professional coursework, and professional behaviors.

Issues and questions regarding courses should be directed to the course faculty first. Students may also seek advice from their assigned advisor for questions or concerns regarding the appropriate procedures and matters related to course content. Grading inquiries should be directed to the course instructor.

Academic Remediation Policy

Students are strongly encouraged to seek assistance from faculty whenever a risk is identified **before** midterm. However, when students fall below the 70% required grade at midterm, they will be placed on a remediation plan designed in collaboration with the course instructor.

In the remediation plan, the Student Success Committee will refer the student to the course instructor to initiate the remediation plan. The student and course instructor will determine the course of action for the remediation plan and submit it and any other documents as a part of the student record. The remediation plan ends at the end of the semester or once the course performance improves to above 70%, whichever occurs first. Failure to meet this requirement and/or any requirements outlined in the remediation plan may delay progression in the program and potentially lead to academic probation or program dismissal.

Academic Probation

To continue with the curriculum sequence, students must pass every course in the OTD program with 70% or higher ("C" or better) and maintain a **cumulative** GPA of 3.0 or higher. Students must have a cumulative GPA of a 3.0 to receive clearance to advance to Level IIA Fieldwork.

Dismissal

A student in the Occupational Therapy Program at Faulkner University will be subject to dismissal for any of the following reasons:

- Inability to achieve a cumulative 3.0 GPA prior to the start of Fieldwork IIA,
- Earning lower than a "C" in any required course,
- Earning a "fail" on any "pass/fail" course,
- Behavior outside of the program that results in a felony conviction, which may deem a student

- ineligible for licensure,
- Inability to use professional judgment and emotional maturity to seek help when needed to address personal issues that interfere with professional practice, act in a professional manner and ensure the safety of patients/clients/colleagues and faculty,
- Unprofessional behavior, and/or
- Violating the AOTA Code of Ethics, University Code of Conduct, or Academic Integrity Policy.

Students who are dismissed from the program may reapply for admission; however, readmission is not guaranteed.

ACADEMIC APPEALS AND GRIEVANCES (A.4.4.)

If a student has reason to question the decision of an instructor regarding course content, a grade received, or penalties imposed for academic dishonesty, misconduct, or unacceptable classroom or instructional behavior, the student must follow the academic appeal procedure which begins with an appeal to the instructor if appropriate. Students should also follow this process if appealing a Notice of Dismissal and for all other academic grievances. An instructor's decision as to any matter takes effect immediately and remains in place until the appeals process is complete. If an individual program maintains certain academic requirements (such as a 3.0 GPA), appeals regarding sanctions or dismissal should refer to the current Faulkner College of Health Sciences Graduate Student Handbook (Appendix C Student Grievance Form (Academic)).

Attendance Policy

Attendance to class sessions, laboratory sessions, OT student organization activities and clinical rotations is mandatory. Refer to Fieldwork Level II and Capstone Project/Experience manuals regarding attendance requirements. Attendance is defined as presence during the entire scheduled activity or event. Students are expected to arrive prior to the start of class and be prepared to engage in classroom activities. This expectation includes completing any pre-readings or other assignments given by faculty. Each student is responsible for reviewing the syllabus and keeping abreast of any material assigned by any/all course instructors. Successful matriculation requires all students to be present and participate in learning activities.

There may be requirements to attend events and activities outside of regular class meetings. Every effort will be made to notify students well before the meeting date/time. If these events coincide with a course, the attendance policy will apply to that event. Each faculty member has absolute discretion to deem absent a student who arrives late for, or leaves early from, a class meeting.

Any student whose absences exceed 15% of all meetings in a course, **whether it is excused or unexcused**, shall have his/her final grade in the course reduced by one step for every absence over the maximum. A step is defined as 5 points. The points will be deducted from the final course grade. Absences are counted from the first-class meeting of the course.

Maximum Absences for 15 Weeks of Class Per Semester*

Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	9
Courses regularly meeting 3 times a week all semester	7
Courses regularly meeting 2 times a week all semester	5
Courses regularly meeting 1 time a week all semester	2

Maximum Absences for 14 Weeks of Class Per Semester*

Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	8
Courses regularly meeting 3 times a week all semester	6
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

Remaining in class for the entire lecture

If a student leaves a lecture and is gone more than 20 minutes: that class period will be marked as an unexcused absence. (Unless the student is ill, etc.).

*A faculty member may, at his or her option, adopt a policy requiring a higher level of attendance. However, the professor may lower the student’s final course grade by no more than one step (5 points) per absence when the student’s absences exceed those specified in the professor’s policy. Any additional attendance policy must be in writing and communicated to students at the first class of the semester.

Late Arrival to Examinations

A student who, without prior notification and excuse, arrives late to a required assessment (examination, quiz or practical) will not be allowed extra time to compensate for the late arrival unless the student demonstrates good cause for the late arrival and that prior notification and excuse could not reasonably be given under the circumstances.

STUDENT CONDUCT POLICIES

See the current [Faulkner College of Health Sciences Graduate Student Handbook](#) for information on student conduct subject to sanctions, professionalism infractions, procedures for sanctioning a student, etc.

Dress Code Policy

OTD students are expected to demonstrate a mature Christian attitude and the ability to discern propriety by their dress and appearance. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. OTD graduate students are held to a high standard due to the professional nature of the learning environment and the future career paths that they are being

prepared for. Students should refer to the dress code policy found in the [Faulkner College of Health Sciences Graduate Student Handbook](#).

Fieldwork Attire

Students should abide by the policies and procedures set forth by the Fieldwork site to which they are affiliated. Students are encouraged to contact the fieldwork site in advance to prepare for and secure the required uniform. The student is responsible for any costs involved. If no formal policy exists, students should refer to dress code outlined in the [Faulkner OTD Fieldwork Student and Educator Handbook](#).

Netiquette Policy

Just as certain social norms exist for polite and courteous conduct when interacting with other people face-to-face, so there are similar norms for conduct online. In whatever venue for online courses at Faulkner University (e.g., discussion board, email, video or telephone conference), these norms include, but are not limited to:

- Maintaining kindness in all communication in whatever form. The operative principle in communication should always be treating others as you would want to be treated (Matt 7:12; Luke 6:31)
- Avoiding libelous, slanderous, defamatory, offensive, racist, sexist, or obscene remarks. If you receive communication with such remarks, you should promptly notify your instructor, program director, department chair, or other appropriate supervisor (e.g., Dean of Students) according to the University's harassment policy.
- Sending communication only as yourself and not attempting to do so anonymously or to use or forge messages as from others' email, learning management system (LMS), or other University- managed communication or social media accounts.
- Respecting the potential confidentiality of others' communications. University email and LMS communication is not considered private, nor does it fall under individual users' right to privacy, but as a principle of courtesy, email should not be carelessly forwarded or otherwise further distributed.
- Responding to email promptly, at least within 24- 48 hours. When you do so, leave the thread of previous messages included below your reply for the recipient's ease of reference.
- Using standard, professional English with proper punctuation, spelling, and grammar. You should avoid text- messaging style abbreviations, other slang, and ALL CAPS text. Messages should be clear, to-the-point, and divided into logical paragraphs. For email, you should always include a "subject," avoid attaching unnecessary or questionable files, and avoid forwarding "chain" messages.
- Using delivery or read receipt requests only when absolutely necessary.
- Observing other, more specific netiquette requirements as deemed appropriate by your instructor, program, or department.

Recording and Photography

Students are required to obtain PRIOR permission to record (audio or visual) lectures by faculty or guest speakers, patients, or fellow students. Any recordings made either by faculty or students are for the use of enrolled students only. No photos should be taken that include individuals other than faculty or students

unless those individuals have provided prior consent. It is strictly prohibited to share recordings with anyone outside the Occupational Therapy Program. Violation of this policy will be documented on the [Professional Behavior Form](#) (appendix A) and forwarded to the Student Success Committee.

Social Media Policy

The purpose of these guidelines is to ensure the appropriate, responsible, and safe use of electronic communications and social media by students within the Occupational Therapy Program.

Student Responsibilities – University provided electronic communication tools are the property of Faulkner University and are provided to facilitate the effective and efficient conduct of business. Students may be permitted to access and use social media and that which refers to any aspect of the teaching and learning environment, should be done in a responsible and professional manner. Students are required to adhere to their program-specific Professional Code of Conduct.

Posting Classroom Images on Social Media

Unauthorized posting of any instructional activities (i.e., classroom lectures, lab demonstrations, patient interactions) on the internet (i.e., YouTube, Facebook, other social media outlets) is strictly prohibited without consent of the faculty.

Violation of this policy may have profound consequences up to and including program dismissal. When using electronic communication tools and social media, students will:

- Use their accurate identities and state their affiliation when using electronic communications or social media as it pertains to Faulkner University or the Occupational Therapy Program.
- Ensure the security of sensitive or confidential information when communicating electronically or posting the information on internal or external websites including social media platforms.
- Ensure information is accurate prior to posting on social media sites or other electronic media sites. If it is discovered that information is inaccurate after posting, students should work to quickly correct the errors.

Student Requirements

When using electronic communication tools and social media, students will:

1. Use their accurate identities and state their affiliation when using electronic communications or social media as it pertains to Faulkner University or the Occupational Therapy Program.
2. Ensure the security of sensitive or confidential information when communicating electronically or posting the information on internal or external websites including social media platforms.
3. Ensure information is accurate prior to posting on social media sites or other electronic media sites. If it is discovered that information is inaccurate after posting, students should work to quickly correct the errors.

Prohibited Activities

1. Any use that is in violation of applicable local, state, and federal law.
2. Personal use that creates a direct cost for the Faulkner University or Occupational Therapy Program.
3. Accessing, uploading, downloading, transmitting, printing, communicating, or posting proprietary documents (i.e., tests, assignments, quizzes, research) or including the work of others in electronic communications, including copyright laws.
4. Accessing, uploading, downloading, transmitting, printing, posting, or storing information with sexually explicit content as prohibited by law.
5. Accessing, uploading, downloading, transmitting, printing, posting, or storing fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful messages or images.
6. Accessing, uploading, downloading, transmitting, printing, communicating, or posting access-restricted University information, proprietary University information, sensitive University data or records, or copyrighted materials in violation of university or state policy.
7. Unauthorized Spoofing - posting information or sending electronic communications such as email using another's identity.
8. Posting tests, assignments, laboratory or clinical experiences that are prohibited by the University, COHS faculty, or clinical site.
9. Taking or posting photos and videos of students, faculty or staff without written consent.
10. Taking or posting pictures and videos or audio recordings of actual patients or patient models without written consent.
11. Use of electronic communication tools in the class, laboratory, or clinical setting without consent of the professor of record or his or her designee or clinical supervisor or his or her designee.
12. Any other activities designated as prohibited by the University.

Student Employment

Due to the rigorous nature of the curriculum, students are highly discouraged from engaging in off-campus employment. If a student is approved for federal work-study, the student may be permitted to work a limited number of hours per week on campus. Some students with exemplary knowledge of course work may function as a paid peer tutor. Matriculation through the OTD program at Faulkner University is a full-time responsibility. **Students should expect OTD program activities to occur Monday through Friday between 7:30am and 5:30pm, as well as some nights and weekends.**

NON-ACADEMIC STUDENT GRIEVANCES (A.4.4.)

The College of Health Sciences has established formal policies and processes to handle submitted student complaints. Complaints should be registered formally when a Faulkner student has exhausted their efforts in resolving an issue with the University, its personnel, or any other current student. As with any complaint or grievance, the desire is for the party or parties to seek a resolution between the parties where both parties are heard and can come to some mutual understanding and agree to move forward in a mutually agreed upon arrangement. If a resolution cannot be met or one party is unwilling to enter into an agreement, then a student should refer to the current [Faulkner College of Health Sciences Graduate Student Handbook](#) (Student Grievance Form (Non-Academic)).

PROFESSIONAL DEVELOPMENT

Student Professional Organization Membership

The American Occupational Therapy Association (AOTA) is the national organization dedicated to serving the occupational therapy profession and the Alabama Occupational Therapy Association (ALOTA) is the state organization dedicated to serving the occupational therapy practitioners. **All Faulkner OTD students are required to become student members of AOTA at the start of the program and maintain membership through graduation.** There are many benefits to membership including professional networking, textbook discounts, and scholarship opportunities. For more information go to <https://www.aota.org> and <https://www.alota.org>.

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association (SOTA) has elected officers from the OTD class. **Students are required to be active members and participate in SOTA.** To become an elected officer, students must be in good academic standing. Service as a SOTA officer is a privilege and officers can be removed from office if he/she has been placed on academic probation or inadequate professional behavior. Please refer to the [SOTA handbook](#) for more information.

Professional Conference Participation

Faulkner University strongly encourages students to get involved in leadership and professional activities including attending professional conferences and meetings. The OTD Program may provide student support to student members participating in professional activities.

STUDENT RESOURCES AND SUPPORTS

The CHS Learning Resource Center (LRC) (A.2.14. & A.3.6.)

The College of Health Sciences Learning Resource Center (LRC) is dedicated to assisting students in developing into independent, lifelong learners who achieve in both academic and professional settings. The LRC provides high-quality instruction, knowledge progress, and moral and spiritual values so that the community can benefit from these efforts. To this end, the CHS LRC aims to educate students with the tools they need to access and evaluate this constantly changing knowledge, which is essential for personal growth as well as professional competitiveness and sustainability. Additionally, students have access to a 60-computer lab for testing and research.

The goal of the CHS LRC is to:

1. provide a well-organized and well-managed collection of print and non-print resources covering a broad spectrum of subjects for instructional and individual needs,
2. encourage learning by providing easy access to information by developing user skills required for accessing information,
3. provide leadership in the utilization of multimedia educational resources and equipment,
4. provide a facility and environment which encourages library utilization,
5. provide a staff committed to meeting the information needs of students, faculty, and the community,
6. remain flexible in meeting the changing and emerging needs of the College, and
7. extend beyond its physical campus walls for staff ready to serve our students.

Library Services include:

- Charging Stations
- Computers
- Interlibrary Loans
- Monthly Information Literacy Sessions
- Online Library Catalog
- Online Resources
- Point-of-use instruction
- Printers/Photocopy Machines
- Study Corrals
- Tutoring Services
- Wireless Network

Disability Services (A.3.6.)

In conjunction with Faulkner's community principles and overall mission, the Center for Disability Services acknowledges disability as an integral part of the campus experience. We are committed to providing equal access and opportunity to all campus programs and services for individuals with disabilities. To establish equal access, documentation of disability by qualified professionals is necessary. Accommodations must be reviewed each semester and are not retroactive. If you are interested in obtaining reasonable accommodations, please contact the Director of the Center for Disability Services (334-386-7185) at your earliest convenience or visit [the Center for Disability Services page](#) on Faulkner's website for additional

information. Reasonable Accommodations are academic adjustments that assist the individual with a disability to have equal access to the educational program.

Students will attest to their ability to perform all the criteria within the Program's "Essential Functions" document with or without reasonable accommodations. If it becomes apparent to OTD faculty and staff that the student cannot perform these essential functions with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may dismiss the student from the program.

Student Health Services (A.3.6.)

Student Health Center

The Health Center is located on the west side of the first floor of the Tine Davis Gym on the Montgomery campus and provides a Registered Nurse (RN) to assist students with basic health care needs. The University Health Center provides these services free to all students. Nursing care and patient counseling. The RN provides the following services (Pursuant to the Alabama Board of Nursing: Nursing Practice Act 610-X-6-.03):

- Health promotion and well-being services such as blood pressure checks and temperature checks.
- Basic treatment of minor cuts, minor sprains, flu, cold, and other minor illnesses.
- Referrals and assistance in making appointments with a physician, nurse practitioner, physician assistant or other healthcare providers for other treatments and care.

The University Health Center's operating hours are 20 hours a week, Monday through Friday during fall and spring semesters. For specific hours please check the Faulkner Mobile App. During this time of COVID-19, students are requested to go to the Faulkner Mobile App and click on the Health Center tile and go to appointment schedule 108 and sign up with your ID number for an appointment. Students are seen on a first-come basis unless more immediate care is needed. On the Montgomery campus, the nurse will make on-campus housing visits, when necessary, but students should try to go to the Health Center.

Eagle's TimelyCare

Faulkner University offers medical telehealth visits for all Faulkner students through. Students have access from their mobile devices or any web enabled device (Smart Phone, iPad or computer) to Eagle's [TimelyCare](#), which provides 24/7 **medical telehealth care**. Eagle's TimelyCare telehealth offers unlimited tele-visits for when students are not feeling well and may not be able to get to the Health Center or a local physician. Faulkner recommends all students identify, contact, and secure a local healthcare provider covered by the student's insurance prior to registration. For the Montgomery campus, several area healthcare providers have agreed to accept Faulkner students as patients if needed. For all campuses, referrals to area emergency rooms will be made.

[TimelyCare](#) also offers **mental health telehealth care** for all Faulkner students which provides 24/7 mental health telehealth care. Eagle's TimelyCare telehealth offers either scheduled counseling tele-visits or TalkNow which puts you in touch with a professional immediately. TalkNow service provides a safe space to talk about anything at any time (anxiety surrounding COVID-19, relationships, depression). Students have unlimited access to TalkNow and 12 visits per semester to the scheduled counseling appointments.

There is no charge for these services. TimelyCare services are a part of your student fees. To get started with medical and/or mental health telehealth care, visit Eagle's [TimelyCare](#) to register.

University Counseling Center

The [University Counseling Center](#) is located on the second floor of the V.P. Black College of Biblical Studies (Harris-Parker Building) on the Montgomery Campus. The University Counseling Center provides confidential counseling services for personal, emotional, social, and mental health concerns students may experience while attending Faulkner. The counselors maintain confidentiality in accordance with standards, regulations and laws mandated by the State of Alabama and the Federal government, such as HIPAA, 42 USC 290dd- 3, 42 USC 290ee-3, and mandate disclosure in child abuse cases. An explanation of confidentiality is provided when a student initiates service.

Services are available by appointment for all Faulkner students by emailing counselingcenter@faulkner.edu. The University Counseling Center employs four masters-level counselors and two licensed professional counselors. The counselors may be reached **at 334-386-7295, 7275, 7896 or 7983**. The University Counseling Center provides counseling from a Christian perspective in a confidential and caring environment. The counselors utilize multiple theoretical approaches and methods to meet the needs of students. Their services are consistent with professional standards. Counseling is available for a wide range of issues, such as:

- Personal Issues: individual concerns, such as relationship issues, anxiety, and depression.
- Academic Skills: time management, study skills, test-taking and test anxiety education.

Additionally, The Counseling Center also provides referrals to community mental health providers when the needs of the student cannot be met by the Counseling Center or through Eagle's TimelyCare. (Note: All fees associated with community providers or services are the sole responsibility of the student).

Campus Ministries

Campus ministries promote and support the culture of faith and Christian service at Faulkner. Campus ministries provide students with an opportunity to engage in fellowship, Bible study, devotionals, leadership, involvement and evangelism with other Christians. Campus ministries provide support as students face the challenges of college life and spiritual fulfillment. Campus ministries are provided or sponsored by local congregations. The campus ministries for Faulkner's campus include the following:

- Dalraida Church of Christ 3740 Atlanta Highway Montgomery, AL 36109 Telephone (334) 272-2561 www.Dalraida.org Contact Billy Camp at seth.camp@faulkner.edu
- Eastern Meadows Church of Christ 8460 Vaughn Road Montgomery, AL 36117 Telephone (334) 273-0001 http://www.emcofc.org/ Contact Brett Thomas at brother.brett@yahoo.com
- Landmark Church of Christ 1800 Halcyon Boulevard Montgomery, AL 36117 Telephone (334) 277-5800 Fax (334) 277-5816 Landmark Church of Christ continued: http://landmarkchurch.net/ Contact Nathan Capps at Nathan@landmarkchurch.net
- University Church of Christ 5315 Atlanta Highway Montgomery, Alabama 36109 Telephone (334) 386-7320 Fax 334-386-7577 www.ucoc.org Contact Andrew Kingsley at akingsley@ucoc.org
- Vaughn Park Church of Christ 3800 Vaughn Road Montgomery, AL 36106 Telephone (334) 272-2665 www.vaughnpark.com

Food Services

- The J. L. Perry Cafeteria, located in the Student Commons on the Montgomery campus, offers a traditional college dining hall experience.
- The Grille, located in the Student Multiplex on the Montgomery Campus, is fast food service offering items such as hot dogs, hamburgers, chicken and steak quesadillas, wings, wraps, and salads.
- The Crash Cart Café, located in the College of Health Sciences building, offers coffee, cappuccino, blended and iced coffees, snacks, muffins, and light lunch fare.

More information and hours of operation can be found on the [Culinary Management Solutions, Inc.](#) website by clicking on the menu tab.

Printing and Copier Supplies

The College of Health Sciences provides toner and paper in the computer laboratories, and the learning resource centers. If one of these locations needs printer supplies or maintenance, please contact the CHS Building Operations Manager.

Miscellaneous Spaces in the College of Health Sciences

- 9 private small group study spaces
- a private lactation room
- male and female locker rooms located near the lab spaces
- large student commons area with tables, couches, and chairs and multiple wall outlets to charge personal electronic devices

EMERGENCY SERVICES AND SAFETY PROCEDURES

Standard Precautions Policy

All faculty and students will observe standard precautions when performing any tasks which may result in exposure to blood or other potentially infectious body fluids. Standard Precautions are the practices that are designed to prevent the spread of infection. These practices are implemented regardless of the suspected or

confirmed infection status of the individual and are required in any health care setting. All students are required to complete training in OSHA for workers, OSHA first aide training and standards, bloodborne pathogens, and HIPAA compliance training.

Students are also encouraged to review these suggested resources:

- Exposure to Blood: What Healthcare Personnel Need to Know (CDC): https://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf
- Emergency Needle Stick Information (CDC): <http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>
- Post-Exposure Prophylaxis (PEP) Resources:
- <https://nccc.ucsf.edu/clinical-resources/pep-resources/pep-guidelines/>

All medical costs will be filed to the students' personal health insurance. Students will be granted excused absences from the clinical experience to complete infectious exposure protocol. The involved individual should follow-up with recommended care. The involved individual should inform the OTD Program Director and the Dean of the College of Health Sciences in the event and inform him/her of the recommended treatment plan and any treatment that has been provided since the exposure.

Reporting Injuries on Campus

Any injury occurring while on campus should be reported on the same day of occurrence. Contact the Campus Safety and Police Department. Reports of an incident may be given to the Student Health Center, and/or Security.

University Safety

The Faulkner Police Department serves the Faulkner community by providing professional law enforcement and emergency response services around the clock, every day of the year. In close cooperation with the Montgomery Department of Public Safety, our professionally trained officers are continuously available to answer calls for service and to respond to any emergency on campus as they arise. Refer to the current [Faulkner University Student Handbook](#) for further information on campus safety.

Department Contact

334-386-7415 (M-F, 8-5)

Email: police@faulkner.edu

334-239-5496 (on-duty officer, safety and security escort service)

In an Emergency call the on-duty officer directly or 9-1-1. In addition to the Faulkner Police Department, the College of Health Sciences has a security guard/officer assigned to the College of Health Sciences building. After 5:00pm, the front doors are locked. Students should use their identification badge to swipe into the building when the front doors are locked.

Identification badges will give access to student during these days/times:

Monday-Thursday from 7:30-11:30pm

Fridays from 7:00am-5:00pm
Saturday & Sunday 9am- 8pm

Parking

All students must register vehicles with the Faulkner Campus Safety and Police Department, properly display a current decal at all times while on campus and park only in areas designated as student parking. Unregistered vehicles may be ticketed or towed from campus at the owner's expense. To register for a free parking decal, utilize the following link: [Faulkner University Student Parking Decal Form](#)

Safety and Security Escort

Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. However, if students need an escort, the Safety Escort Service is available during the day or night to any destination on campus for safety-related reasons. The escort is given by either foot or vehicular patrol by the officer on duty. Call the on-duty officer to let your request be known.

Mental Health Emergency

If a mental health emergency occurs on a Faulkner campus, the following procedures should be followed:

1. If an individual is an immediate threat to his/her own safety or to the safety of someone else, call 911 for assistance.
2. If an individual is exhibiting signs of mental or emotional distress but isn't in immediate danger, then contact the University Counseling Center at 334-386-7295, 334-386-7275 or 334-386-7896 during regular office hours (Monday - Friday, 8 a.m. - 5 p.m.), and tell the person answering the phone that this is an emergency.

If no one is available or if the situation occurs after regular office hours, please contact Faulkner Campus Safety and Police Department at 334-239-5496.

University Emergency Notification System: Eagle Alert

Eagle Alert is an emergency notification system that notifies faculty, staff, students and others of critical information and situations affecting campus with text messages, voice messages to multiple phone numbers, email, and more. The Eagle Alert text messaging system will be utilized to distribute critical messages such as severe weather alerts, emergency building evacuations, threats or dangers requiring the immediate lock-down, shelter-in-place or shut-down of a campus or facility or other emergencies requiring immediate action by students, faculty or staff. To sign in to Eagle Alert to change your contact information, go to <https://member.everbridge.net/index/2935150585315360>. If you have any questions, please email eaglealert@faulkner.edu or call 334-386-7415.

OTHER IMPORTANT INFORMATION

2018 ACOTE Standards

Accreditation Council for Occupational Therapy Education. (2018). *2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide*.

<https://acoteonline.org/accreditation-explained/standards/>

2023 ACOTE Standards (effective July 31, 2025)

Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide*.

<https://acoteonline.org/accreditation-explained/standards/>

Program Faculty & Staff (A.2.0.)

Program Director (PD)

Professor

G. Nikki Raines, OTD, MPA, OTR/L, CAPS

nraines@faulkner.edu

334-386-7962

HSC 1432

Academic Fieldwork Coordinator (AFWC)

Associate Professor

Tenika Danley, OTD, OTR/L, MHFA

tdanley@faulkner.edu

334-386-7976

HSC OT Pod 1411B

Doctoral Capstone Coordinator (DCC)

Assistant Professor

Sarah Grate, EdD, MSOT, OTR/L, CHT

sgrate@faulkner.edu

334-386-7229

HSC 1213

Core OT Faculty

Professor

Susan Denham, EdD, MS, OTR/L, CHT

sdenham@faulkner.edu

334-386-7964

HSC 1209

Assistant Professor
Cate Valentino, OTD, MHsc, MAAL, OTR/L, FMT
cvalentino@faulkner.edu
334-386-7235
HSC 1215

Professor
Amy Oliver, OTD, OTR/L, IM, SIPT
aoliver@faulkner.edu
334-386-7978
HSC 1214

Adjunct OT Faculty
Alan Deal, MS, OTR/L
adeal@faulkner.edu
334-386-7302

Administrative Coordinator
Angie Brenneman
abrenneman@faulkner.edu
334-386-7284
HSC OT Pod 14

APPENDIX

Student _____ Semester _____

The purpose of this assessment is to provide feedback to the student regarding his/her professional development towards becoming an Occupational Therapist. The following rating scale will be used by faculty to assess performance and will be presented to the student by their advisor at the student's advising meeting.

Satisfactory - The student demonstrates the required level of professional skill.

Unsatisfactory - The student does not demonstrate the required level of professional skill.

*An unsatisfactory rating in any category requires the student to be placed on a remediation plan.

PROFESSIONAL BEHAVIOR	RATING	COMMENTS
1. Respects faculty and classmates by arriving punctually to class and other academic events.	S / U	
2. Demonstrates respectful in-class behavior (e.g., storing electronic devices, staying seated until breaks, participating in group)	S / U	
3. Promptly notifies faculty and concerned parties if circumstances prevent attendance and assumes initiative to make up missed	S / U	
4. Recognizes and productively utilizes knowledge of own strengths and weaknesses	S / U	
5. Demonstrates the ability to problem solve by logically evaluating evidence	S / U	
6. Asks appropriate questions when in doubt	S / U	
7. Communicates professionally and effectively in scholarly writing	S / U	
8. Communicates professionally and effectively in clinical writing	S / U	
9. Demonstrates the ability to work collaboratively with faculty, clinical supervisor, other health professionals as well as peers	S / U	
10. Deals maturely with personal emotions	S / U	
11. Assumes responsibility for own actions	S / U	
12. Demonstrates the ability to modify behavior in response to feedback	S / U	
13. Projects professional image	S / U	
14. Demonstrates an overall ability to be a cooperative and contributing member of the class and profession.	S / U	

Student Signature _____ Date _____

Advisor Signature _____ Date _____

B. ADVISEMENT GUIDE



Student _____ Semester _____

Advisor _____ Cohort #: _____

Expected Graduation Date: _____

OTD Advisement Guide	
Student Information Updates <i>info and/or emergency contacts, local address, cell phone number</i>	
Scholarly interests	
Fieldwork updates	
Capstone updates	
Review students' grades, performance and academic standing.	_____ in good standing _____ on a remediation plan _____ on academic probation
Review, discuss/answer questions about professionalism in preparation for entry into the profession.	
Any concerns that could affect the student's academic performance this semester or later in OTD program?	
Any student Questions/Concerns or Struggles?	

Circle Student Resources that the student would benefit from:

Tutoring Disability Services main campus counseling TimelyCare (Mental health or Tele-health)

Continue to the next page for **Plan of Action**

Plan of action:



FAULKNER

DEPARTMENT OF OCCUPATIONAL THERAPY

Photo Release Form

I hereby grant permission to Faulkner University, and its staff and affiliates to utilize myself or my appearance, performance, or voice in any and all manner and media throughout the world for the purpose of promotion, reporting, and/or publication. The school may use my likeness, voice and biographical material in connection with publication, promotion, exhibition and distribution of such material.

I understand that no royalty, fee or any other compensation of any kind shall become payable to me by reason of such release and use of any photograph.

Print Name

Signature

Date



FAULKNER

DEPARTMENT OF OCCUPATIONAL THERAPY

OT PROGRAM HANDBOOK ACKNOWLEDGEMENT

I, _____ (print name), have received and will review Faulkner University's Occupational Therapy Program Handbook and agree to abide by the policies, procedures, and requirements therein. I understand that the program reserves the right to make changes to the handbook as needed, and I understand that if changes or additions are made to this handbook, I will be notified either in writing or via university email.

By signing below, I attest that I will read and will comply with all contents of the Faulkner University Occupational Therapy Program Handbook.

Print Name

Student Signature

Date