



DEPARTMENT OF REHABILITATION SCIENCES STUDENT HANDBOOK

Physical Therapy and Occupational Therapy Programs



UPDATED: JULY 23, 2023

COLLEGE OF ALLIED HEALTH

The University of Oklahoma Health Sciences Center

THIS HANDBOOK MAY BE ROUTINELY UPDATED AS POLICIES ARE CHANGED. STUDENTS WILL BE NOTIFIED OF ANY CHANGES AND PROVIDED A COPY OF THE CURRENT STUDENT HANDBOOK.

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FROM THE CHAIR OF THE DEPARTMENT OF REHABILITATION SCIENCES

Welcome to the beginning of your career as an occupational or physical therapist! You have been accepted to the Department of Rehabilitation Sciences, a unique department with an integrated, interprofessional faculty and curriculum—the ONLY one like it in the United States. Collectively, through your intense effort and our cutting-edge teaching, you WILL BE an exceptional, entry-level clinician. You will also be well-prepared to learn in and work within health care teams, a skill important to your success in any environment. My advice is to jump in headfirst, both emotionally and intellectually, into this three-year journey, never losing sight of your end goal--- to make a meaningful impact on clients and families.

Put your heart into learning. Maintain life balance. Enjoy the journey.

Carrie Ciro, PhD, OTR/L FAOTA

Elam-Plowman Chair of Rehabilitation Sciences

POLICIES

The policies provided in the Department of Rehabilitation Sciences Student Handbook will follow the policies outlined in the College of Allied Health Student Handbook and the OUHSC Student Handbook unless otherwise stated.

MISSION STATEMENTS

OUHSC MISSION STATEMENT

The mission of the University of Oklahoma Health Sciences Center, as a comprehensive academic health center, is to educate students, residents, and other trainees in professional and graduate programs to become Oklahoma's future team of healthcare leaders, clinicians, researchers, and educators; to advance distinctive basic, translational, clinical, and population research; to innovate and commercialize discoveries; and to deliver exceptional patient care across the full breadth of adult, women's, and children's specialties.

COLLEGE OF ALLIED HEALTH MISSION STATEMENT

The mission of the College of Allied Health is to empower life by maximizing human potential through allied health interprofessional, education, research, care, and community engagement.

DEPARTMENT OF REHABILITATION SCIENCES (DRS) MISSION STATEMENT

The mission of the OUHSC Department of Rehabilitation Sciences is to work interprofessionally to optimize the abilities, performance, and participation of ALL people and communities, through our expertise in health, wellness, and rehabilitation.

DEPARTMENT OF REHABILITATION SCIENCES HONOR STATEMENT

As future occupational therapists and physical therapists and as rehabilitation sciences faculty, we join in upholding the honor and integrity that define our noble professions. We dedicate ourselves to providing the best care to all people who seek our services and do so with a deep sense of responsibility and commitment to ongoing learning that is steeped in evidence-based decision making and excellence. We embrace the values of honesty, selflessness, compassion, respect, cooperation, reflection, and accountability. We will lead by example and strive to express the values of our professions in our daily behavior, whether we are in the classroom, the clinic, or elsewhere. In this spirit of honor and integrity, we will hold ourselves, our peers, and our future colleagues to the highest of standards.

OVERVIEW OF PROGRAMS

Learning in classrooms, laboratories, and other venues provides a strong foundation for learning in practice settings. Students' experiences in our classrooms and laboratories incorporate methods including, but not limited to, traditional faculty-led presentations and examinations, interprofessional tutorial/case-based problem solving facilitated by faculty members, simulations, and independent study through virtual learning opportunities.

COURSES AND INSTRUCTION

The courses of the professional programs in occupational therapy and physical therapy are offered through the Department of Rehabilitation Sciences and the Department of Allied Health Sciences. Each course has a course coordinator who is responsible for the design of the course, the syllabus and schedule, evaluation of student performance, and overall course management.

Our curriculum includes course work, lab work, clinical rotations/fieldwork, lectureships, and professional development activities. Faculty present lectures on either the Oklahoma City or the Tulsa campus and broadcast live to the distant campus via technology in real time. Resident faculty and adjunct instructors present laboratory classes live on each campus. Tutorials and seminars are offered in both live and broadcast formats.

All didactic and skill-based examinations occur on each campus with faculty proctors and are not broadcast. Students use the microphones on their classroom tables to communicate with students and faculty in the remote classrooms. The speaker and on-site audience can always see the actions of the remote audience, even when its microphones are inactive.

Students receive dates/times for scheduled examinations, classes, and lab sessions as early as is feasible, but this information may not be available before the start of the semester.

The length of the course lectures and labs may vary from the traditional 50-minute session and some courses include laboratory sections. Students receive a course schedule at the start of each semester. Sometimes lectures and/or labs must be rescheduled with little notice, so students must avoid scheduling work or other activities between the hours of 8-5pm on Monday through Friday.

Occupational Therapy Curriculum

The Occupational Therapy curriculum consists of 99 credit hours.

Physical Therapy Curriculum

The Physical Therapy curriculum consists of 108 required credit hours.

FIELDWORK (OT) AND CLINICAL EDUCATION (PT)

Student therapists must safely and effectively apply skills, knowledge, and behaviors that they have learned in the classroom, labs, and community to prepare them to care for people in the settings in which therapists practice. For this reason, students in the Department of Rehabilitation Sciences participate in a variety of practice settings during their course of study. The occupational therapy program refers to these experiences as "fieldwork." The physical therapy program refers to the experiences as "clinical education." Fieldwork and clinical education occur as separate courses. For more information regarding fieldwork and clinical education, please see the [Fieldwork & Clinical Education section](#).

INTERCAMPUS TRAVEL

Students should plan to travel at least 3-4 times in a semester between campuses or to other places for clinical rotations/fieldwork, community, and special learning experiences that cannot be offered simultaneously on both campuses. Students must plan for the financial and logistical resources required for transportation and possibly lodging as well as for the additional time demands necessary to take full advantage of these opportunities. As possible, students coming from the Tulsa campus are provided with parking discount vouchers to use in OKC. Currently, parking in Tulsa is free.

POLICIES AND PROCEDURES

This Handbook accompanies the [OUHSC Student Handbook](#) and the [Allied Health Student Handbook](#) and is not intended as an exclusive reference manual for all University policies and procedures. The information contained in this Handbook is current only at the time of publication and may change from time to time by action of appropriate segments of the institution. Every effort is made to ensure that the policies published in the Student Handbook are updated as necessary. However, it is the responsibility of the user to determine that they are relying on the most current version of any policy. Questions concerning policies should be directed to the Department Chairman or the Office of Academic and Student Services.

HONOR CODE RELATED POLICIES

Adherence to the departmental honor code is an important part of the expectations for both programs. The following process should be followed if an honor code violation is suspected or observed:

1. When possible, students should discuss the apparent infraction directly with the person or group who appears to have committed it. This face-to-face interaction may resolve the issue and may warrant no further action. If students fear that untoward retribution or other negative consequences may result from such a discussion, they may decide that this approach is not their best option.
2. If the student chooses not to exercise option #1, and if the apparent infraction is associated with a particular course, students should inform the course coordinator, or a faculty member associated with the course (who will then notify the course coordinator). If the issue is not associated with a course, the students should notify the occupational therapy or physical therapy program director.
3. The course coordinator or program director who receives the report of the infraction will gather information. If an infraction has occurred, they will meet with the student(s) involved. The course coordinator or program director may choose to involve the student's faculty advisor or another faculty member in the meeting.
4. Depending on the type of infraction, the instructor or program director may be capable of resolving it at the course/department level. If the infraction is one of academic misconduct, the course coordinator or program director will follow Academic Misconduct Policy found in the [Faculty Handbook](#) in Appendix C.

Students are bound by the Department of Rehabilitation Sciences Honor Statement in all situations during their course of study at OUHSC and they must hold themselves and their peers to its standards. If students identify an instance in which they believe someone has violated one or more aspects of the honor statement, they have the responsibility to report it. Students who are aware of a violation but who do not address it have themselves committed an act that is in opposition to the Department of Rehabilitation Sciences honor statement.

STUDENT HEALTH AND WELL-BEING

TECHNICAL STANDARDS

BACKGROUND

Pursuant to University of Oklahoma Health Sciences Center (OUHSC), the Professional Programs in Occupational Therapy (OT) and Physical Therapy (PT) at OUHSC welcomes all qualified OT and PT applicants regardless of age, gender, heritage, ethnicity, race, religion, or disability. The Professional Programs in PT and OT are in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008.

Our programs are committed to graduating high quality OTs and PTs who are safe and proficient practitioners. The training of students for the complexities of clinical OT and PT practice requires a variety of skills and aptitudes; cognitive, physical, and social emotional.

Technical Standards are the academic, clinical, and interpersonal aptitudes and abilities that allow OT and PT students to complete the professional curriculum. Technical Standards apply in the classroom, tutorial, laboratory, and fieldwork and clinical settings. Students may meet the requirements of Technical Standards with or without reasonable accommodations.

APPLICATION OF TECHNICAL STANDARDS

The Professional Programs in OT and PT at OUHSC select applicants based on attributes and accomplishments portraying the candidate as highly likely to succeed in the academic and clinical coursework and in the profession. OUHSC must ensure that patients/clients are not placed in jeopardy by students with impaired intellectual, physical, or emotional functions.

In accordance with the accreditation standards of each profession, the OT and PT programs have the prerogative and ultimate responsibility for selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who is eligible to be awarded a degree.

Admission and retention decisions made by the faculty are based on academic achievement as well as non-academic factors. Students are evaluated to ensure that they can successfully perform the Technical Standards of the academic program required for graduation.

An offer of admission may be withdrawn and/or a student may be recommended for dismissal from the program if:

- after a student has requested and received a reasonable accommodation, they are unable to meet program qualifications including these Technical Standards.
- it becomes apparent that the student cannot meet the Technical Standards even with reasonable accommodation.
- the requested accommodation(s) would fundamentally alter the nature of the Programs in OT or PT at OUHSC, or
- the requested accommodation(s) would create a significant risk of harm to the health or safety of others.

TECHNICAL STANDARDS

The faculty in the OT and PT Programs at OUHSC identifies the following Technical Standards as fundamental to the curriculum and profession of OT and PT. Students must be able to perform these Technical Standards during classroom, laboratory, and experiential learning activities (including but not

limited to participation in one-on-one interactions, small group discussions and presentations, large-group lectures, and patient encounters) in the academic, fieldwork, and clinical settings.

COGNITIVE ABILITIES

- Gather, critique, and apply relevant professional literature to clinical situations.
- Identify and solve problems in a timely manner.
- Organize and prioritize multiple tasks (projects/assignments, clinical activities)
- Attend to task completion.
- Exercise good judgment and adhere to all safety precautions during lecture, lab, and clinical experiences.
- Maintain confidentiality of client/patient information.
- Apply academic learning to clinical situations.
- Recall and retain information.
- Interpret, integrate, and analyze information (assessment data, context, OT performance, environment).
- Acknowledge limitations and obtain appropriate assistance to provide safe client care.
- Mathematic ability to understand, calculate, and interpret basic statistics tests and measures.

PHYSICAL ABILITIES AND SKILLS

MOTOR

- OT and PT students must possess a variety of gross and fine motor skills. These skills are reflective of the physical capacities required to perform the job of an OT therapist or physical therapist in a wide variety of settings. Students must be able to:
- Maintain and assume a variety of positions including sitting and standing for up to 3 hours continuously, frequent walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning and movement of the trunk and neck in all directions.
- Perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during functional mobility training on level surfaces/uneven surfaces/ramps/stairs to assist with balance, pushing and pulling to provide resistance and to assist in maneuvering patients.
- Specific requirements include:
 - Safely lift up to 35 lbs. independently when transferring and or performing manual patient handling or when handling patient care related materials.
 - Safely push and pull up to 100 lbs.
- Demonstrate adequate bilateral grasp during patient care activities, bilateral gross and fine motor control, and strength to perform therapeutic activities, transfers and facilitation of movement, fine motor control to manipulate testing instruments/equipment/ writing instruments/computers.
- Manually palpate various body structures during examination and intervention procedures.
- Balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.
- Have sufficient endurance to continue performing a variety of exertional activities for up to 8-10 hours with occasional rest breaks.
- Respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR, assist with transporting patients.
- Manipulate objects/equipment of various sizes, shapes, temperatures, smells, and textures (e.g., dials, knobs, testing instruments, therapy balls, scissors, clamps, kitchen equipment, bathroom equipment, raw foods, etc.).

SENSORY VISUAL

- Observe patients for the purposes of eliciting information; accurately describing changes in facial expression, mood, activity, and posture; and perceiving nonverbal communication.
- Ability to observe and interpret patient/client movement, or OT performance
- Observe client safety during OT performance (ADLs and IADLs).
- Observe client physical and emotional wellbeing (e.g., bruising, rashes, facial droop, autonomic changes, changes elicited by medication, etc.).
- Ability to observe equipment that monitors patient/client functions (e.g., BP, HR, respiration, pulse Oz monitors)
- Observe changes in soft tissue with the application of thermal and electrical modalities (include but not limited to orthoses, E-stim, iontophoresis, ultrasound, hot packs, cold packs etc.)
- Ability to read and view both print and online books, articles, assessment manuals, word or PDF documents, electronic medical records, graphics, email, and or video in the classroom, lab, and or clinic.
- Observe faculty and peer demonstrations in the classroom
- Observe client behavior to ensure therapist safety (e.g., aggression, frustration, changes in environment, etc.).

AUDITORY

- Ability to hear and react to alarms, emergency signals, timers, cries for help, phones, and overhead pages.
- Ability to engage in conversation.
- Ability to hear heart rate, lung sounds, and BP

OLFACTORY

- Assessment of wound and skin integrity and presence of infection
- Assessment of client hygiene and continence.
- Ability to smell safety issues with food preparation (e.g., burning food, rotting food, etc.)

TACTILE AND PROPRIOCEPTION

- Use appropriate manual pressure when touching clients.
- Perceive touch information adequately (palpation, MMT, sensory testing, mobilization, facilitation, orthoses, tone, temperature, depth, etc.).
- Perceive gradients of temperature for safe application of client applications with orthoses, bathing, and cooking activities.

VESTIBULAR

- Ability to monitor one's own position in space to maintain balance and posture.
- Ability to tolerate changes in head position during intervention.
- Ability to tolerate changes in elevation such elevators, escalators

SOCIAL EMOTIONAL APTITUDE

- Possess the emotional stability to perform in stressful or rapidly changing environments, such as an intensive academic program, a variety of clinical situations, which may involve pain, grief, death, stress, communicable diseases, blood, and body fluids, and or toxic substances, and adverse life and community experiences.
- Possess adequate endurance to tolerate physically, emotionally, and mentally taxing workloads and to function effectively under time constraints, proactively making use of available resources to help maintain both physical and mental health.

- Accept suggestions and criticisms and, if appropriate, to respond by modifying their behavior.
- Manage stress associated with completing timed written, oral, and laboratory practical exams.
- Manage modifications in the learning environment that result from unexpected situations.
- Display professionalism through appropriate presentation of oneself.
- Interact effectively with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds in a variety of settings.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, caring, fairness, responsibility, concern for others, accountability, interest, tolerance, and motivation.
- Maintain general good health, self-care, and hygiene in order not to jeopardize the health and safety of self and individuals with which one interacts.
- Demonstrate the ability to be self-reflective.
- Recognize and promptly respond to emotional communications such as sadness, worry, agitation, pain, and lack of comprehension of communicated message.

COMMUNICATION SKILLS

- Computer literacy sufficient for obtaining professional literature, classroom, and clinical documentation.
- Communicate in English effectively and sensitively with peers, faculty, clinical supervisors, clients, and client families.
- Ability to produce and interpret written communication.
- Use therapeutic communication included but not limited to attending, clarifying, and coaching.
- Ability to advocate for one's role and delegate responsibilities when appropriate and collaborate within an interprofessional team.
- Listen attentively and actively to receive and interpret oral communication.

STUDENT RESPONSIBILITIES REGARDING TECHNICAL STANDARDS

- Upon offer of admission into the Programs in OT and PT at OUHSC, all students must sign a form acknowledging that they have read and understand the Technical Standards described and believe that they can meet these functions.
- If a student has concerns about meeting the Technical Standards requirements, or know they require reasonable accommodation, they must contact the Accessibility and Disability Resources Center (ADRC) by email, adrc@ou.edu, or by calling (405) 325-3852 Voice or (405) 325-4173 TDD. Information on policies and registration with the Accessibility and Disability Resources Center may be found on the [ADRC Website](#).
- Students who have a change in status at any point during their matriculation in the OT or PT program requiring accommodation must begin this process at the time of the status change.
- Due to the time it takes to properly evaluate a student's needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that the need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a fieldwork / clinical education course.

Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified to study and practice OT or PT with the use of reasonable accommodations. A student requesting accommodations to meet the technical standards will be required to provide documentation in the form of testing and/or medical opinions. After reviewing that documentation, the university may require him/her to submit to our own testing and/or medical evaluations. To be qualified for the study of OT or PT, students must be able to meet both our academic

standards and Technical Standards, with or without reasonable accommodation. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each fieldwork/clinical education course. (Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education.)

The Use of Auxiliary Aids and Intermediaries

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or an auxiliary aid. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the OT or PT curriculum. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills, or supplements clinical and ethical judgment. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the OT or PT curriculum.

References:

Americans with Disabilities Act www.ada.org.

APTA.org

AOTA.org

<https://www.sacredheart.edu/academics/collegeofhealthprofessions/academicprograms/OTtherapy/policies/essentialfunctions>

University of Oklahoma Accessibility and Disability Resource Center, July 2019

ACCOMMODATIONS

REASONABLE ACCOMMODATION POLICY

The University of Oklahoma is committed to the goal of achieving equal educational opportunity and full participation for students with disabilities. Consistent with the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, The University of Oklahoma ensures that no “qualified individual with a disability” will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination solely on the basis of disability under any program or activity offered by The University of Oklahoma.

Accommodations on the basis of disability are available by contacting the Accessibility and Disability Resources Center (ADRC) by email, adrc@ou.edu, or by calling (405) 325-3852 Voice or (405) 325-4173 TDD.

Information on policies and registration with the Accessibility Disability Resources Center may be found on the [ADRC Website](#).

All students must complete fieldwork or clinical education to graduate with a professional degree from the Department of Rehabilitation Sciences. For information regarding reasonable accommodations in clinical education or fieldwork, refer to the Clinical Education and Fieldwork Handbook.

OTHER ACCOMMODATIONS

Brief illness or injury or other medical or surgical condition (expected to resolve completely in less than 1 week)

A student who develops a minor illness or sustains an injury or has an elective surgery that limits or prevents participation in coursework should immediately contact the appropriate course instructor(s), lab instructor(s) to find out how to proceed. If a student must miss lab(s), lecture(s), or mandatory

events, it is the student's responsibility to make up all work in a timely manner. Lectures are not captured for this type of absence. Absences or limited participation requirements may require a provider's note. Lectures are not captured for this type of absence and zoom links are not provided for this kind of absence.

Influenza, Covid, or similar conditions

A student who develops a contagious condition or symptoms should not come to campus and must immediately contact the appropriate course instructor(s), lab instructor(s), and Program Director to find out how to proceed. The Program Director will recommend that students submit a provider's note and follow official CDC guidelines (and any University guidelines) to determine how long the student must miss classes and/or lab sessions and the specific criteria that must be met prior to returning. If a student must miss lab(s), lecture(s), or mandatory events, it is the student's responsibility to make up all work in a timely manner. Lectures are not captured for this type of absence and zoom links are not provided for this kind of absence.

Temporary Incapacity (because of conditions that will not resolve completely within 1 week)

Students must speak with program directors prior to scheduling any elective procedures. A student who sustains a temporary disability due to injury, medical/surgical procedure, or prolonged illness may be unable to complete the requirements of one or more professional courses. The course instructor(s) and Program Director will discuss and decide whether it is possible to alter the level of participation in the lecture/lab over the course of the semester without sacrificing important elements of content mastery. If informal modification is not possible or not recommended, then the student must immediately meet with their advisor and/or program director to decide upon one of the following options:

1. Apply for accommodation according to university policies (outlined above). NOTE: Depending on the timing of the issue, there may not be time for accommodations to be granted to allow the student to complete the course in the allotted semester. Any marks of 'incomplete' in coursework must be resolved following standard university policy.
2. Drop all courses that the student cannot safely complete within the semester and remain enrolled in those courses that the student can safely complete. This option results in interruption of the student's progression through the program. The student will then request a medical Leave of Absence ("LOA") and sit out until the course(s) are normally offered again in the professional program. Students on a medical LOA must be cleared by the physician or other primary provider before returning. While waiting for the missed course(s) to be offered again, the student may continue to take AHS courses.

ACADEMIC PERFORMANCE EXPECTATIONS

Students must demonstrate mastery of and competence in all didactic information and clinical skills expectations. In the Department of Rehabilitation Sciences, competence is defined as the achievement of a grade of at least "C" (70%) or "S" (Satisfactory) in each program course and fieldwork or clinical education course as outlined in the syllabus, and a semester and overall cumulative Grade Point Average ("GPA") of 2.5. The academic standards for The College of Allied Health must also be maintained as outlined in the [College of Allied Health Student Handbook](#).

COMPETENCE IN COURSEWORK

Didactic Courses

Unless otherwise stated in a course syllabus, the grading scale is:

A – 90-100%

- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 59% or below

Rounding up grades is the instructor's prerogative and will be addressed in the syllabus.

Clinical Education and Fieldwork Courses

Successful completion of each clinical education course is based on the judgement of the Academic Fieldwork Coordinator (OT) or Director(s) of Clinical Education (PT). Their judgments are based on students' successful completion of three components of clinical education:

- 1) formal and informal evaluation of the student's knowledge, skills, attitudes, and values using feedback from clinical instructors.
- 2) satisfactory completion of all clinical assignments.

All clinical education and fieldwork courses are graded "S" or "U."

ACADEMIC PROGRESS COMMITTEE

The Academic Progress Committee ("APPC") of the Department of Rehabilitation Sciences meets in person once each semester and at other times as needed to review each student's academic performance. The functions of the APPC are described in the [College of Allied Health Student Handbook](#).

Academic Review

The Senior Student Program Coordinator works with course instructors to identify students who are having difficulty with coursework and rotations. The Senior Student Program Coordinator works with the Program Directors to inform identified students of any deficiencies and the steps they should take going forward. Students are encouraged to contact their advisor and the course coordinator(s) to discuss their performance and strategies for remediation.

Students are responsible for carefully monitoring their own grades. This requirement is especially important in any blocked schedule course that does not meet for the full semester.

End of Semester Review

At the end of each semester, after final grades have been determined, the APPC meets to review each student's performance in the semester and make recommendations about probation, modified curricular plan, and retention to the Dean of the College of Allied Health. Program Directors work with the Senior Student Program Coordinator to outline the academic-related recommendations that will be considered at the APPC meeting. After reviewing student academic performance, the APPC makes recommendations to the Dean for approval. The criteria used for academic recommendations are contained below.

PROMOTION TO NEXT SEMESTER

CONSECUTIVE CURRICULUM PROMOTION

A student who successfully completes a full semester of the approved *consecutive* curriculum with both a semester and cumulative GPA of 2.5 or above, no course grades of "D," "U," or "F," will be recommended for promotion to the next semester and will be enrolled in the subsequent consecutive curriculum coursework. A student who earned a semester and cumulative GPA of 3.75 or above will be recommended for commendation to the Dean.

The APPC will recommend the student for graduation if the student has successfully completed their final program semester and no required coursework remains.

ALTERNATE SEQUENCING ADVANCEMENT

Students on an alternate plan of study with alternate course sequencing (See Alternate Plan of Study section) who successfully complete the coursework assigned in their alternate plan of study with a semester and cumulative GPA of 2.5 or above, no course grades of “D,” “U,” or “F,” will be recommended for promotion to the next semester. The alternate plan of study is considered complete when the student has successfully moved back into the sequenced, consecutive curriculum with the succeeding cohort.

The APPC will recommend the student for graduation if the student successfully completes the final program semester, and no required coursework remains.

PROBATIONARY ADVANCEMENT

A student who meets one or more of the criteria to be placed on probation (See Probation section) may still be promoted to the next semester depending on the reason(s) for the probationary status. Details on the criteria to be placed on probation and subsequent consequences are in the Probation section.

GRADUATION REQUIREMENT

To graduate, a student must attain at least a 2.5 cumulative GPA across all program coursework and complete all required program coursework.

In addition, all OT and PT students, other than those with absences due to [military requirements](#) (page 100), are required to complete all program requirements within five (5) consecutive years unless otherwise stated by University policy. The five-year requirement begins on the first day of program coursework. A student who cannot/does not complete all requirements in the prescribed five-year timeframe for any reason will be dismissed from the program. Alternate Sequencing Advancement is not an available option if the sequencing would extend a student’s curriculum beyond the five-year requirement.

Additional information on graduation requirements can be found in the [College of Allied Health Student Handbook](#).

PROBATION

PROBATION CRITERIA

The APPC will recommend probation for a student who meets one or more of the following criteria below. If a student meets more than one criterion for probation, they will be subject to all associated consequences and decisions, but it will count as a single probation on their record for the Department’s purposes.

Semester GPA Below a 2.5

A student who earns a semester GPA below a 2.5 will be recommended for probation going into their next semester. The earned probation does not preclude promotion to the next semester unless the student has earned additional criterion for either probation or dismissal which may negate promotion.

Single Grade of “D” or “U”

A student who earns one course grade of either “D” or “U” during a semester will be recommended for probation going into their next semester. All students are required to receive a “C” or higher in all required coursework (or an “S” if applicable) to be promoted to the next consecutive curricular coursework. At the discretion of the APPC, students receiving probation for a single grade of “D” or “U” who do not meet the criterion for dismissal may be recommended for an alternate plan of study to repeat the non-passing course at the next available offering (See Alternate Plan of Study).

PROBATION REMOVAL

A student on probation for academic performance will have their probation removed if they meet *all* the following requirements by the end of the semester following their placement on probation:

- Semester and cumulative GPA above a 2.5
- “C” or higher in all semester coursework with no withdraws
- At least half-time enrollment (5 credit hours in Spring/Fall, 3 credit hours in Summer)

REMEDIATION

It is up to each course instructor to determine if a remediation process is appropriate for their coursework and how that remediation process will be implemented. Information about remediation, if available, will be in the course syllabus.

Course Coordinators will communicate remediation decisions and processes with the student, including the scope of the remediation and how it may affect the student’s final course grade. ***There is no guarantee that a student may remediate a non-passing grade to move forward in the sequenced, consecutive curriculum. All details regarding remediation are at the purview of the course coordinator.***

Remediation may include, but is not limited to:

- Additional lectures and/or lab experiences
- Additional reading, writing, and/or research assignments
- Additional assessments (quizzes, exams, research paper, etc.) of knowledge/skills
- Additional time spent in fieldwork or clinical education settings
- Additional tutoring

Remediation does not guarantee a change in the student’s final course grade.

WITHDRAWAL

The Department of Rehabilitation Sciences follows the [OUHSC policy](#) and [calendar](#) for dropping or withdrawing from courses. In addition to this policy, the Department of Rehabilitation Sciences has added the following restriction:

If a professional student requests to withdraw from a course(s) **after** the time frame when a “W” is automatically granted, the student must be passing with a **present** grade of “C” (70%) or higher, “S” (Satisfactory), to receive a “W.” Having a documented grade below 70% at the time of withdrawal earns a “WF” on the transcript and results in automatic dismissal from the program.

Voluntary withdrawal from one or more classes in a semester will result in the student receiving an alternate plan of study, as documented in the Alternate Plan of Study section. Students are not assigned

probationary status for withdrawing from coursework unless they also meet the other criteria for probation.

MODIFIED ENROLLMENT

A student who is not successful in completing a full semester's coursework in the sequenced, consecutive curriculum for any reason will be evaluated and recommended to receive either a Leave of Absence or Alternative Course Sequencing. The Program Director will make recommendations to the Office of Academic and Student Affairs.

- **LEAVE OF ABSENCE**

The APPC may recommend a Leave of Absence for a student who does not complete the required consecutive coursework in a semester. A Leave of Absence, for up to one year, allows the student to maintain their student status and take any missing or non-passed course(s) during the next offering. During this time, the student will not be enrolled in any program curriculum coursework. Students are encouraged to remain in contact with their faculty advisor and program director during the leave and to plan their return.

Prior to returning to the program and its consecutive curriculum, the student will complete the required University paperwork. The student will join the succeeding year's cohort in either a probationary or non-probationary status based on whether the student was placed on probation at the end of the last enrolled semester. Once the student has joined the succeeding year's cohort, they will be considered to be back in the consecutive curriculum for promotion purposes.

- **ALTERNATIVE COURSE SEQUENCING**

The APPC may recommend alternative course sequencing for a student who does not complete the required consecutive coursework in a semester. Alternative course sequencing, based on individual student circumstances and made at the discretion of the Program Director's recommendation to the APPC, may include enrollment in upcoming semester curricular coursework that does not rely on program prerequisite course work. The Program Director will work with the student, faculty advisor, and Senior Student Program Coordinator to develop an alternate curricular plan for the following academic year until the missing or non-passed course(s) are next offered.

Once offered, and after successfully completing the missing or non-passed course(s), the student will be required to complete and pass remaining consecutive coursework over the next two semesters until they reach the next full sequenced, consecutive semester, at which time they will join the succeeding year's cohort and are expected to advance through the consecutive curriculum.

Similar to a Leave of Absence, the alternative course sequencing will generally result in an additional academic year added to the student's program; however, the alternative course sequencing allows the student to continue in curricular coursework.

The following stipulations apply, and the student should thoroughly discuss these with their faculty advisor prior to accepting and completing the alternative course sequencing:

- A student is not required to accept the recommendation of alternative course sequencing. The student may choose to instead take a Leave of Absence. If a student is not

recommended an alternative course sequence, then a Leave of Absence is the only remaining option.

- With Departmental guidance, a student who accepts alternate course sequencing will be allowed to continue taking *some* subsequent semester coursework provided the course prerequisite(s) was completed satisfactorily (C or better). The student may take subsequent coursework in this manner until the semester that the repeated coursework is available. A student is not allowed to take the following year's consecutive curriculum while also reenrolling in the missing or non-passed course(s). After successful completion of the reenrolled missing or non-passed course(s), the student will complete courses missed from the consecutive curriculum before re-entering and joining the subsequent cohort and their consecutive curriculum.
- A student's financial aid may be affected by the number of enrolled credit hours during the alternative course sequencing. As federal loans generally require at least half-time enrollment, the student should contact Financial Aid to understand how the alternative course sequencing may affect their financial aid.

Alternative Course Sequencing Process

As described above, a student who accepts alternative course sequencing will work directly with their faculty advisor, the Program Director, and Senior Student Program Coordinator to create a new plan of study, with alternative course sequencing. The plan will start immediately in the semester following approval, and end when the student joins the subsequent cohort and their consecutive curriculum. The student and Program Director will acknowledge the new plan of study by mutual signature and the Program Director will give a copy of the plan to the Senior Student Program Coordinator for enrollment purposes.

It is the student's responsibility to communicate with their faculty advisor if there are any requested deviations from the approved plan of study. The faculty advisor will discuss the request to alter the plan and alternative course sequencing with the Program Director. If approved, an updated plan of study will be signed by student and the Program Director. The Program Director will provide the Senior Student Program Coordinator with the updated plan of study prior to the next semester's enrollment.

Following completion of the approved plan of study, the student will be placed into the subsequent cohort consecutive curriculum and continue through the remainder of the curricular program.

LEAVE OF ABSENCE – NON-ACADEMIC

It is a student's right to request a Leave of Absence for non-academic reasons at any time during the program. A student who is considering requesting a Leave of Absence should speak with their faculty advisor and Program Director to determine if it is in the student's best interest. If approved, the student will be referred to the Senior Student Program Coordinator for enrollment purposes. Students who select a leave of absence are still required to complete the program within five (5)* years of their initial start date.

**Exceptions will be made for student absences related to mandatory military duties.*

COURSE GRADE OF INCOMPLETE

The Department of Rehabilitation Science follows policies outlined in the [OUHSC Student Handbook](#) regarding grades of "Incomplete" in didactic coursework. If a student receives an "I" in a fieldwork or

clinical course, the student will work with either the Academic Fieldwork Coordinator(s) (OT students) or Director(s) of Clinical Education (PT students) to complete the requirements for the course within a time frame that will allow the student to apply clinical education knowledge in the regularly scheduled didactic courses.

Based on the course(s) receiving an “Incomplete” and the timeline required to complete all requirements to receive a grade, the student may be recommended for alternative course sequencing at the purview of the Program Director.

DISMISSAL

A student who meets one or more of the following criteria at the end of a semester will be recommended for dismissal from the program:

- One or more grades of “F” in an academic semester
- Two or more grades of “D” or “U” in an academic semester
- Failure to earn a “C” or higher (or “S”, if applicable) in a repeated course in which the initial grade was a “D,” “U,” or “W”
- Probation in two consecutive academic semesters or three academic semesters overall. A continuation of probation, as described in the Probation Continuation section, does not count toward the overall three probations. Probation assigned for more than one reason within the same semester will be counted as one semester on probation
- Inability to complete the program within five (5) years, unless otherwise allowed by University or Oklahoma State Regent policy

APPEALS

A student may appeal any academic evaluations or program-related decisions, such as promotion or dismissal, and are directed to review the Academic Appeals Policy, found in the [Faculty Handbook, Appendix C](#) or [College of Allied Health Student Handbook](#).

PROFESSIONAL BEHAVIOR

Please see College of Allied Health Student Handbook 2023-2024 in section 6.2

Examples of unacceptable ethical and professional conduct include, but are not limited to, the following behaviors:

- Lack of integrity and honesty (e.g., lying about, misrepresenting, or not reporting information about care given, clinic errors, or any action related to clinic functions, acting outside the scope of their role in a clinical, academic, professional, or administrative setting).
 - *Allegations of academic misconduct, including but not limited to cheating, plagiarism, fabrication, fraud, destruction, bribery, or intimidation, assisting others in any act proscribed by the Academic Misconduct Code, or attempting to engage in such acts are addressed in the Academic Misconduct Code.*
- Failure to demonstrate professional demeanor or concern for patient safety (e.g., use of offensive language and gestures, being under the influence of alcohol or drugs in the educational or clinic setting)
- Unmet professional responsibility (e.g., not contributing to an atmosphere conducive to learning due to poor attendance, punctuality issues, and/or distracting, or insensitive behavior in class,

lab, or clinic/fieldwork site; poor personal hygiene; needing continual reminders to complete responsibilities in a timely manner; not responding to requests [written, verbal, e-mail, telephone] in a timely manner; breaching patient confidentiality)

- Exhibiting disruptive behavior (e.g., pushing, punching, throwing things, making inappropriate gestures, threats, verbal intimidation, language that belittles or demeans, negative comments with racial, ethnic, religious, age, gender, or sexual overtones, making impertinent or inappropriate written entries in the medical record or making verbal or written statements attacking students, faculty, or staff)
- Lack of effort toward self-improvement and adaptability (e.g., resistant, or defensive in accepting constructive criticism; remaining unaware of own inadequacies; resisting considering or making suggested changes to improve learning, behavior, or performance; not accepting responsibility for errors or failure; abusive or inappropriately critical, arrogant)
- Lack of respect for diversity (i.e., inappropriate interpersonal interaction with respect to age, culture, race, religion, ethnic origin, gender, sexual orientation)
- Exhibiting non-collegial relationships with members of the health care team (e.g., not functioning appropriately within the health care team or not demonstrating the ability to collaborate interprofessionally with fellow students, staff, faculty)
- Exhibiting non-professional relationships with patients and families (e.g., insensitive to the patient's or family's needs, inappropriate personal relationships with patients or members of their families, lack of empathy)
- Failure to maintain and safeguard the confidentiality of patient and research participant information, including paper and electronic records, verbal communications, and social networking and electronic media sites
- Failure to comply with college and programs' academic and clinical-related requirements (e.g., CPR certification, DRS Student Handbook acknowledgement, immunizations, HIPAA)

PREPARATION FOR FIELDWORK/CLINICAL EDUCATION

Students maintain and update immunizations, major medical health insurance, drug screens, CPR, background checks, and any other requirements and documentation throughout the curriculum. Admitted students must provide written proof of the above through the process communicated by the department's established deadline communicated on the [College of Allied Health website](#) and through direct correspondence with the department. If the paperwork is not completed and returned to the department by the established deadlines, the student is at risk for being placed on professional probation.

CONTROLLED SUBSTANCES POLICY/DRUG TESTING POLICY

The Department of Rehabilitation Sciences follows the OUHSC Drug Screening policy found in the [OUHSC Student Handbook](#).

CPR CERTIFICATION & IMMUNIZATIONS

CPR

Students must supply a copy of current certification by the **American Heart Association at the Basic Life Support for Health Care Providers** level at the time of admission to their program. We cannot accept Red Cross Certification due to the standards established for our clinical contracts. Students are

responsible for keeping their certifications current while enrolled in our programs. Copies of updated cards will be uploaded by the student into the clinical education/fieldwork databases. Students cannot participate in clinical rotations unless their CPR certification is current.

IMMUNIZATIONS

The policy of the Department of Rehabilitation Sciences for immunization reflects the policy of the University of Oklahoma Health Sciences Center and the College of Allied Health. This policy protects the health of the students and meets the requirements of most of the institutions that provide fieldwork and clinical education for students. Requirements for immunizations protect students and recipients of services provided by students. More information regarding vaccines can be found on the [Allied Health Vaccine History Form](#).

OTHER DEPARTMENTAL POLICIES AND PROCEDURES

ACADEMIC MISCONDUCT

The Department of Rehabilitation Sciences follows University policy located in the [OUHSC Student Handbook](#) related to Academic Misconduct.

ADVISEMENT

Each student in the Doctor of Occupational Therapy and the Doctor of Physical Therapy programs will be assigned an academic advisor upon entering the program. Students and/or faculty may request a different advisor/advisee if the student and advisor do not match personally or professionally, or the advisement has been ineffective. If a student transfers campus, the Program Director can reassign the advisor based on feedback from the student and advisor.

For specific course related issues, the student should contact the course coordinators and/or primary instructors first. Contact information is available in each course syllabus. Students may make appointments by speaking directly with the faculty member or by e-mail during traditional working hours. Academic advisors will meet individually with each student at the start of the first fall semester and describe how they will manage their advising duties.

Academic advising is the pathway to help students succeed through insight or direction. Academic advising **is a collaborative process that includes all of the following:**

- Setting expectations, in conjunction with the Program Directors, for student participation in the advisement process including initiating appointments and coming prepared for meetings, being responsive to communication requests, and sharing the information needed for successful advisement.
- Getting to know each student on a personal and professional level to recommend appropriate supports/resources.
- Engaging with each student to foster success by encouraging short and long- term goals.
- Collaborate with students to identify study strategies that align with student strengths to support successful movement through the curriculum and to prepare for lifelong learning.
- If the student wants information on withdrawal from course/program, or leave of absences (LOAs) options, he/she/they should be referred to the program PD and Office of Academic and Student Affairs (OASA). Faculty should defer any specific discussion to OASA so that financial and academic outcomes are outlined for the student.
 - OASA will confer with the PD to determine if a modified curriculum sequence is appropriate.

- Role model interpersonal relationships and appropriate communication with faculty, students and people in the community.
- Advice on preparing for fieldwork or clinical education experiences
- Advice on preparing for career, including best paths to specialization or further education.
- Act as a liaison between the student and department/college leadership, and faculty as requested.
- Encourage and support leadership and scholarship opportunities.

ATTENDANCE

During the three years of your professional program, faculty and students work as a team to facilitate student growth as professionals. Students hold expectations for themselves, the program has expectations of our students, and your professions establish high standards for their future professionals. Professionalism is an internal benchmark that is outwardly manifested through behaviors including prompt arrival, notification of absences and limiting the number of absences, and diligent efforts to learn all content regardless of future career plans.

To support your growth, the Department of Rehabilitation Sciences expects students to arrive on time (5 minutes before class begins) and to attend at least 90% of in-person coursework across the curriculum to be successful in their program. In-person coursework includes, but is not limited to, lectures, labs, group/community settings, and special events required as part of the course. Attendance is vital to ensure that students receive the didactic and practical content needed to be a successful professional. It is therefore the student's responsibility to ensure they receive all the content and training needed for success by responsibly participating in their coursework.

Unless otherwise indicated by the instructor, "in-person" refers to class meetings held in a face-to-face setting, including utilizing distance education equipment in classrooms to connect campuses. Instructors will not routinely use video conferencing software, such as Zoom or Skype, to accommodate individual absences.

BEHAVIOR

Please see College of Allied Health Student Handbook 2023-2024 in section 6.2

Students must adhere to professional standards in classrooms, laboratories, clinics, and community settings. Students are responsible for using, cleaning, and storing all equipment as directed by the course and/or lab instructor in a manner that ensures the health and safety of themselves, patients/clients, other students, and faculty. Failure to appropriately use equipment and supplies may result in discipline.

CAMPUS TRANSFER POLICY

Students are offered enrollment on a specific campus and are expected to attend classes/labs/other events on that campus for the entire three-year program, regardless of changes in their personal circumstances. The faculty will consider any transfer requests for the 4th semester under *very extenuating circumstances*, but it is more likely that transfers will not occur until the student's 7th semester in the program. Students wishing to request a transfer to the opposite campus must follow the policy outlined below:

1. Contact the Department of Rehabilitation Science Student Program Coordinator to request a transfer and provide a reason for the request. The date on the email will determine the student's position on the waiting list. Students must send the email message 'read receipt requested' and keep a copy of both the read receipt and their sent message.
2. The program directors will discuss the request with the Student Program Coordinator and make a decision. Due to issues involved, it may not be possible to decide prior to the start of a semester, and transfers are not allowed during the semester. The request will be reviewed considering (1) whether a vacancy exists within the original class size of the campus to which the student is requesting a transfer and (2) the faculty-student ratio on each campus and (3) the program director's assessment of the impact of the transfer. A mid-semester vacancy on one campus does not guarantee that the faculty-student ratio will automatically allow a transfer at the end of the semester.

The program director will assign an advisor on the new campus to the transferred student. At times, a student will ask for special permission to attend a day of classes on the opposite campus for personal convenience. Make these requests in advance directly to the course coordinator/instructors and are usually approved for lecture sessions or professional development activities. Requests related to lab attendance are discouraged and students should expect to attend all labs on their home campus.

CONCERNS AND COMPLAINTS

APPLICANTS

Program applicants should address any concerns or complaints to the [Office of Academic & Student Services](#). As needed the office will involve the department chair and/or program directors.

ENROLLED STUDENTS

Communication regarding concerns may vary depending on the situation. In general, the following procedures should be followed:

- a. If the issues are personal in nature, the student should contact the advisor.
- b. If the issues are classroom/course content-related, and applies to the entire class, the student should contact the Class Leadership. The Leadership will communicate to the course instructor on behalf of the class. The next step of communication is to report to the Program Director.
- c. If the course/content issue applies only to the student, the student should contact the course coordinator/instructor directly.

OUTSIDE ENTITIES

Any complaints received from non-student sources will be passed to the department chair by the informed person. The chair will address the concerns when received, involving the College of Allied Health Dean when appropriate to determine the best path forward. Confidential documentation of any non-student complaints is kept and shared with the Dean's office to ensure that the proper chain of command is sustained.

CIVIL RIGHTS COMPLAINTS

All complaints regarding a violation of someone's civil rights should be referred to the [Institutional Equity Office](#).

OT ACCREDITATION (ACOTE) COMPLAINTS: PROCESS FOR FILING A COMPLAINT

ACOTE has a mechanism to consider formal complaints about occupational therapy education programs. The full policy is located on the ACOTE [Website](#). This policy includes documentation that the complainant must have made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing through the institution's policy. The OUHSC College of Allied Health, Department of Rehabilitation Sciences Academic Program's Complaint Grievance Policy follows:

- a. Student must meet with faculty course coordinators and discuss the perceived issue.
- b. If the faculty coordinators cannot address the issue or develop a plan to address the issue in an acceptable timeframe, then the students must meet with the OT program director and Chair to outline the perceived issue.
- c. If the OT program director and Chair cannot address the issue or develop a plan to address the issue in an acceptable timeframe, the student must meet with the Dean of the College or the Dean's designated representative, the Assistant Dean of Student Services.
- d. If the situation is not adequately addressed at this point, students are referred to the OUHSC Vice President for Academic Affairs to address the issue or develop a plan to address the issue in an acceptable timeframe.
- e. In the event none of the above steps result in a successful outcome the student may submit a complaint to ACOTE.

2. The complaint must be submitted in writing, using the format prescribed by ACOTE.

PT ACCREDITATION (CAPTE) COMPLAINTS: PROCESS FOR FILING A COMPLAINT

CAPTE has a mechanism to consider formal complaints about physical therapy education programs that allege a program is not in compliance with one or more of CAPTE's [Evaluative Criteria](#) or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to institutional due process policies and procedures and those that involve situations not subject to due process procedures.

- If the complainant is involved with an institution/program grievance subject to due process and procedure, CAPTE requires that the process be completed prior to initiating CAPTE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.
- If the complaint is related to situations that fall outside of due process policies and procedures, the complaint may be filed at any time.

For CAPTE to consider a formal complaint, several conditions must be met:

3. The complaint must be specifically linked to the relevant PT Evaluative Criteria or to the integrity statements.
4. The complainant must have exhausted all remedies available through the institution, if appropriate. Each step of the process is allotted ten business days, with the possibility that more time might be needed at any step, depending on circumstances. At OUHSC College of Allied

Health, Department of Rehabilitation Sciences, “exhaustion” is achieved through the following steps:

- a. Students must meet with faculty coordinators who are assigned to their cohort and discuss the perceived issue.
 - b. If the faculty coordinators cannot address the issue or develop a plan to address the issue in an acceptable timeframe, then the students must meet with the PT program director and Chair to outline the perceived issue.
 - c. If the PT program director and Chair cannot address the issue or develop a plan to address the issue in an acceptable timeframe, the student must meet with the Dean of the College or the Dean’s designated representative, the Assistant Dean of Student Services.
 - d. If the situation is not adequately addressed at this point, students are referred to the OUHSC Vice President for Academic Affairs to address the issue or develop a plan to address the issue in an acceptable timeframe.
 - e. In the event none of the above steps result in a successful outcome the student may submit a complaint to CAPTE.
5. The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
 6. The event(s) being complained about must have occurred at least in part within three (3) years of the date the complaint is filed.

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria. CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint. **To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org.** CAPTE will **NOT** consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s).

COURSE MATERIALS

Course materials include required books, online documents, media materials, and study materials. If a student receives any materials, including study guides, from previous student cohorts, it is the students’ responsibility to make certain that the use of these materials is authorized by the instructor of the course.

Each cohort may set up a Google Drive to share currently authorized course materials with other members of the cohort. The cohort must have a formally elected student to act as the administrator of the depository and indicate this student to the faculty. No course material should be included in the depository without explicit consent of the faculty, who may request to review the content at any time. Any shared content that has not been explicitly approved for dissemination by the instructor to any individual is considered unauthorized material and will be subject to academic misconduct policy.

DESIRE2LEARN (D2L)

Desire to Learn (D2L) is a web-based course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities. The degree to which

instructors use D2L in a course will vary. Access the D2Llogin page by using the following link: <https://ouhsc.desire2learn.com/>. If you have questions about D2L, contact a member of the [Instructional Support Services staff](#).

CANVAS

Canvas is a web-based course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities. The degree to which instructors use Canvas in a course will vary. The College of Allied Health will begin using Canvas in the Fall 2023 semester. More information about accessing Canvas to come prior to the beginning of the semester.

DRESS CODE

For all:

At the University of Oklahoma, we hope all students feel comfortable expressing themselves in their personal style choices. We value diversity and strive to create an inclusive environment that respects individuality and promotes equality for all.

Professional Dress:

Professional dress is aligned with the profession one is training for or working within and is typically defined with pieces of clothing such as: collared shirts, ties, blouses, blazers, suit jackets, sweaters, slacks, dresses/skirts, and dress shoes.

Business Casual:

Business casual attire is typically more relaxed than professional dress but maintains the look of a professional working in their respective environment with clothing items such as: khaki pants, dress shirts or blouses, skirts or dresses, and closed-toe shoes.

Tips:

Clothing that is tight, short, or revealing could impact your mobility to participate in all orientation activities. Casual items like t-shirts and sneakers are best suited for other connection opportunities.

For professions that utilize a white coat, please note a white coat can be considered professional dress unless directed otherwise.

Not all health care environments allow for open-toe shoes, please check-in with your college student services team or HSC & OU-Tulsa Student Affairs for helpful direction on dress code questions.

Students must adhere to normally accepted standards for hygiene and personal cleanliness in all environments and dress appropriately for students aspiring to their profession. Dress for laboratory settings or skills examinations must adhere to the standards outlined in the syllabus for each course. Students are also referred to the [College of Allied Health Student Handbook](#) section on professional dress code.

Students in the Department of Rehabilitation Sciences are required to have name tags provided by the department to wear to all lab sessions, lab practical exams, and during all clinical rotations. Students are responsible for notifying the [DRS](#) Student Program Coordinator of any lost tags or name changes that require a new name tag as soon as possible. Additional name tags are routinely ordered, but students are responsible for paying for additional name tags after their first one.

General Guidelines for Clinical Courses:

Please see College of Allied Health Student Handbook 2023-2024 in section 6.1.1

Students should follow dress code specified by each clinical facility. Dress codes vary from scrubs, uniforms, casual attire, or more formal attired (including ties for men). It is the student's responsibility to ascertain proper dress code prior to participating in the clinic. Proper attire will consist of clothing that covers chest, stomach, back and hip/buttock areas, suitable shoe wear (no open-toe shoes), socks or hosiery, and OUHSC nametag. Cologne, cosmetics, and jewelry should be conservative and kept to a minimum. Jewelry should be limited to close-fitting post earrings, watches, and simple rings. Visible body piercings, such as eyebrow, nose, or tongue rings, are not acceptable. Visible tattoos should be covered. Fingernails should be trimmed and clean.

ELECTRONIC DEVICES

The College of Allied Health and the Department of Rehabilitation Sciences require all students to have their own laptop computers with Internet access during all three years in the program. The College of Allied Health has specific computer requirements that ensure compatibility with computer resources of the College which can be viewed in the [College of Allied Health Student Handbook](#).

ELECTRONIC MEDIA

The Department encourages students to activate the most stringent privacy settings on their social media accounts and to make good decisions concerning the impressions they portray through their postings on these sites. Class Facebook pages are permitted, although not officially sanctioned by the program or University, but students are held accountable under the honor code and other standards for content posted or commented on by them. Refer to the College of Allied Health Student Handbook section on [Professional Performance and Behavior](#) and the [OUHSC Professional Behavior in an Academic Program policy](#) for more details.

Students shall not post or forward photos, comments, or other forms of course-related material, including clinical education and fieldwork courses, referring to OUHSC faculty, adjuncts, students, patients/clients, or clinical personnel to web-based social media sites.

EXAMINATION POLICY

In Person Examinations

All courses will employ a strict policy for delivering examinations. Cell phones, smart watches, and computers (unless it is an on-line exam) must be turned off and placed in backpacks that the students will put at the front or back of the classroom. Unless instructed differently, students should have nothing with them at their desks except the examination, their computers for on-line exams or a scantron sheet, and one or two pencils. Students may not wear hats unless it is a religious or cultural head covering. Proctors will strictly enforce these procedures. If a student arrives late to the exam, extra time will not be given for the completion of the exam. Even if time remains on the student's computer clock for electronic exams, students will not be given extra time.

After each student completes and clicks the submit button for their exam, but before exiting out of Lock-down Browser or turning your computer off, take your computer to the exam proctor. Show the proctor that you are exiting the exam and Lock-down Browser. Please, do this one student at a time. Finally, before leaving the classroom, make sure you sign the sign-out sheet.

Students should view this policy as a means of ensuring that everyone in the class has the same opportunity to demonstrate their knowledge of the subject matter on the exam and that no one has an undue/unfair/unethical advantage.

If allegations are made that cheating has occurred, the Department will follow the University Academic Misconduct policy mentioned in a previous section.

Examinations Taken in a Virtual Environment Using Web-Based Platforms

Online examinations will be delivered through virtual platforms using the student's own computer with Respondus lockdown browser. The Respondus monitor includes a camera feature that records students during online exams. Students are required to use a webcam and microphone with lockdown browser in this online testing environment. Instructors can then review a report with recorded details of the examination. All students are required to maintain an up-to-date computer and the academic technology team, given enough advanced notice, can assist you.

Students should view this policy as a means of ensuring that everyone in the class has the same opportunity to demonstrate their knowledge of the subject matter on the exam and that no one has an undue/unfair/unethical advantage.

If allegations are made that cheating has occurred, the Department will follow the University Academic Misconduct policy mentioned in a previous section.

HIPAA

The Department of Rehabilitation Science follows the [University policies](#) regarding HIPAA. In addition, students shall not post or forward photos, comments, or other forms of material that mention, depict, or are related to patients in any form. Students should be especially careful to avoid discussing any information protected by the Health Insurance Portability and Accountability Act (HIPAA). Any student found to have posted, supplied, or forwarded copyrighted or protected materials for postings on web-based communication shall be subject to disciplinary action.

LAB EQUIPMENT

Lab equipment must remain in the lab unless special arrangements are made in advance with the course instructor or the program director. Students are held responsible for damage to lab equipment when the damage occurs because of the student's failure to follow instructions (written or oral) about maintenance, and/or safe operation of equipment.

MANDATORY PROFESSIONAL DEVELOPMENT

To promote life-long learning and professional development, the Department creates many learning opportunities that involve bringing nationally and internationally known speakers to our campuses. Students will attend and participate in these professional development activities. All year 1 and year 2 students on both campuses must attend several annual events.

Year 3 students will typically attend these events as their schedule allows unless notified by faculty of any required attendance.

Students who fail to attend and/or sign in as directed for these mandatory events are considered absent and will face academic and/or professional behavior consequences. Absences are unauthorized unless evaluated in advance by the program directors.

VIRTUAL ENVIRONMENT INTERACTIONS

Students must adhere to the Code of Ethics and DRS professional standards for attire and language while on virtual environment platforms for class or meetings. Students should be respectful of each other. Students should make every effort to attend virtual classes and meetings in an environment that is comparable to the classroom, for example sitting at a desk or a table. All postings on any virtual environment chat feature (whether private or public) must relate to the course content. Students must send personal or non-course related postings on their private communication devices and only post/read these personal postings before class, after class, or during breaks. Communications sent to classmates on personal communication devices must also adhere to the DRS professional standards as outlined in the handbook.

SAFETY INFORMATION AND RESOURCES

CAMPUS SAFETY

FIRE & BUILDING EVACUATION

OKC: In the event of a fire, activate the nearest fire alarm pull station. **Call OUHSCPD at 405-271-4911.** Notify occupants and help those needing assistance in the immediate areas. When the fire alarm is activated, evacuation of the AHB is mandatory. Take all personal belongings (keys, purses, wallets). Close doors as you exit. Evacuate the building at the nearest exit. Do not use elevators. Proceed to the southeast corner of Parking Lot 'L', immediately behind (to the East) the Allied Health Building. Do not re-enter the building until authorized to do so by emergency personnel.

OU-TULSA: In the event of a fire, follow the instructions provided for fire notification and evacuation specific to the building in which you are occupying. Activate the nearest fire alarm pull station. **Call OU-Tulsa Campus Security at 918-660-3333.** Notify occupants and help those needing assistance in the immediate areas. Make your way from the nearest exit, closing doors as you go and proceed to the designated meeting area for the respective building for further instructions.

ACTIVE SHOOTERS

If possible, exit the building immediately and call
OUHSCPD at 405-271-4911 or
OU-Tulsa Campus Security at 918-660-3333.

If you cannot exit: Clear the hallway immediately and/or remain behind closed doors in a locked or barricaded room, if possible. Stay away from windows. Remain calm and quietly call
OUHSCPD at 405-271-4911 or if on the
OU-Tulsa campus call Campus Security at 918-660-3333.

Students should evacuate the room only when authorities have arrived and instructed them to do so, and not leave the room or unlock the door to see "what is happening." Students should not attempt to confront or apprehend the shooter, unless as a last resort. Students should place the call as need without assuming someone else has called police or emergency personnel.

EMERGENCY RESOURCES

OKC THREATS: Threat Assessment Review Committee (TARC) is an interdisciplinary committee that consists of team members with law enforcement, student affairs, mental health, communications, legal

and human resources experience and expertise. This committee monitors and addresses threats or potential threats that may pose safety issues on the HSC campus. To report a concern to TARC/handle an activity which:

1. *appears to be an immediate threat to yourself or others by calling*
 - a. HSC Campus Police Dept. (405) 271-4911
 - b. If you call on campus using a cell phone and an operator asks, "What city," request OUHSC PD.
2. *concerns you, but that you do not see as an immediate threat to yourself or others by calling***
 - a. Executive Director for HSC Student Affairs: (405) 271-2416
 - b. Vice President for Student Affairs: (405)325-3161

****If time permits and you are uncertain as to the urgency of the situation, you can discuss the issue with your program director, faculty, or CAH Student Services Department prior to contacting TARC.**

TULSA THREATS: Threat Assessment Review Committee (TARC) is an interdisciplinary committee that consists of team members with law enforcement, student affairs, mental health, communications, legal and human resources experience and expertise. This committee monitors and addresses threats or potential threats that may pose safety issues on the Tulsa campus. To report a concern to TARC: Handle an activity which:

1. *appears to be an immediate threat to yourself or others by calling*
 - a. OU-Tulsa Campus Police Dept. (918)660-3333.
 - b. If you call on campus using a cell phone and an operator asks, "What city," request OU-Tulsa PD.
2. *concerns you, but that you do not see as an immediate threat to yourself or others by calling*
 - c. Executive Director for OU-Tulsa Student Affairs: (918)660-3107

See http://www.ou.edu/tulsa/current_students.html for general info for students about BIT, TARC, and OU Tulsa PD.

More information regarding OUHSC Emergency Response can be found in the [OUHSC Emergency Operations Plan](#).

HAZARDOUS MATERIALS

Occupational Safety and Health Administration (OSHA) regulations apply only to paid employees. However, students are expected to follow the precautions outlined by those regulations to ensure a safe and healthy working environment. Environmental Protection Agency (EPA) regulations addressing management of hazardous materials applies to all individuals on the OU Campus. Health and safety precautions and procedures established by individual departments or laboratories must therefore be always followed by students. For a summary of the safety and health requirements at OU, visit the [EHSO General Student Guidelines website](#) or the [EHSO Manual, section 9](#).

WEATHER:

In inclement weather, decisions related to campus closure are made by University Administration and communicated electronically to each campus. Regardless of what information may be posted on the local weather channel sites, rely on the information posted on the official website for your campus.

Rehabilitation Sciences-Two Campus Inclement Weather Policy

Occasionally inclement weather will necessitate campus closure as dictated by the OUHSC Provost and OU-Tulsa President. If inclement weather is predicted, please check your campus websites to ascertain the status of your campus. Students should also receive notification from Emergency Communication Systems via text, phone, and email. Students are expected to monitor these sites to determine if classes are to be held. Failure to do so may not be accepted as an excuse for a missed exam or assignment. Because we have two separate campuses, we have guidelines in the event one campus is open, and one is closed:

Lectures:

- If the campus from which the lecture originates is closed (i.e., the faculty coordinator is from that campus), regardless of whether online lecture delivery is specifically mentioned, class will not be held.*
- It is within the purview of the faculty on the closed campus to record a voice-over PowerPoint and upload for students on either campus to view. While viewing on the day that the campus is closed is not mandatory, students are expected to know and understand the content sufficiently to pass later scheduled examinations.*
- If the campus from which the lecture originates is open, students on the open campus will be required to attend in person or virtually (depending on the syllabus instructions and the course attendance policy).*

Students on the closed campus will be given access to a video of the lecture for that date.

Labs:

- Labs will not be held on the closed campus.
- Lab may or may not be held on the open campus by discretion of the instructor.
- Labs may be live streamed from the open campus for the closed campus to watch as desired in real time or viewed later via zoom recording.
- It is the discretion of the faculty as to whether a make-up lab is needed.
- Make-up labs may be held on alternate times and dates to ensure the content is delivered.

Clinics:

- Class cancellation does not apply to clinical rotations/fieldwork. Students should call in to the clinic and/or their clinical instructor to assure whether the clinic is open, and whether the student is expected to report for clinic duty.

Tests:

- If in person or online tests are being administered and either campus is closed, the test will be rescheduled, and class will not be held.
- It is at the discretion of the course coordinator whether in person, or online lab checkouts (such as CRAs) will continue on an open campus when the other campus is closed. Course

coordinators will communicate that information to their students via e-mail. Any checkouts for students on the closed campus will be rescheduled for a later time.

SEXUAL HARASSMENT, GENDER DISCRIMINATION, AND/OR OTHER INEQUITY ISSUES

The Department of Rehabilitation Sciences follows [OUHSC's University Sexual Misconduct, Discrimination, and Harassment Policy](#), in regards to both the personal conduct of students, staff, and faculty and the reporting of any possible complaints of conduct.

Students are directed to the [Institutional Equity and Title IX Office website](#) for the full policy and definitions.

For complaints concerning actions governed by this policy, students should find the appropriate contact person on the following website link:

OU CAMPUS RESOURCE LINKS

- [Student Forms, Handbooks, & Policies](#)
- [Campus Student Services](#)
- [Student Wellbeing](#)
- [OU Veteran Resources](#)
 - [OU Green Zone](#)

FIELDWORK AND CLINICAL EDUCATION GUIDELINES

OVERVIEW

The occupational therapy profession refers to academic experiences in clinic and community settings as “fieldwork” and the physical therapy profession refers to these experiences as “clinical education”. We use both terms throughout the manual to refer to each profession’s experiences. The fieldwork and clinical education program of the Department of Rehabilitation Science exists within the academic programs in occupational therapy and physical therapy to allow students enrolled in course work to apply knowledge and skills acquired in the classroom and laboratory to the practice environment. The primary goals of these programs are listed below.

The fieldwork and clinical education programs will prepare occupational therapy and physical therapy students for general entry-level practice by:

- offering fieldwork/clinical education in a variety of practice settings.
- offering fieldwork/clinical education opportunities in practice settings that provide high quality learning experiences for students.
- promoting evidence-based practice in fieldwork/clinical education settings.
- promoting good professional/clinical reasoning skills and reflective practice in fieldwork/clinical education settings.
- assisting fieldwork/clinical education sites in developing positive learning environments.
- assisting clinical faculty to develop good teaching skills and to serve as good professional role models for students.

The outcome of the clinical education and fieldwork courses is to make the student's overall clinical education and fieldwork experiences as varied and "well-rounded" as possible by working with a variety

of clients across the life span in a variety of settings in order to graduate as a competent generalist in their respective profession of physical or occupational therapy.

In addition, the fieldwork/clinical education programs will:

- treat every student fairly and impartially throughout the fieldwork/clinical education process.
- be responsive to student and clinical faculty needs as they relate to fieldwork/clinical education programs.
- meet accreditation standards for the respective fieldwork/clinical education programs.
- The Academic Fieldwork Coordinator (AFWC) and the Director(s) of Clinical Education (DCE) are faculty members who guide fieldwork education and clinical education in the occupational therapy program and the physical therapy program respectively. The AFWC and DCE facilitate additional experiences that are associated with didactic courses.

The AFWC/DCE defines and determines successful completion of each clinical education course based on evaluation of student performance. The syllabus for each fieldwork/clinical education course clearly identifies the criteria students must achieve.

Along with the AFWC and DCE, the key participants in the fieldwork and clinical education experience are:

- The **student** is an active participant in the fieldwork/clinical education experience. When signing documents (patient notes, evaluation forms, clinical instruments), students should designate their level of education as follows:
 - OTS1 / SPT1: students in their first year (first three semesters) of course work
 - OTS2 / SPT2: students in their second year (fourth - sixth semesters) of course work
 - OTS3 / SPT3: students in their third year (seventh and eighth semesters) of course work.
- In practice settings, occupational therapy students are supervised by occupational therapists known as **fieldwork educators** (FWE). Physical therapists who supervise students are referred to as **clinical instructors** (CI).
- Physical Therapy: For all clinical courses PT students must be supervised by a licensed physical therapist who has been licensed for at least one year. The students and clinical instructors must follow state licensure laws and federal supervision policies which related to the specific setting.
- Occupational Therapy: A Level I fieldwork supervisor can be qualified personnel that are licensed or otherwise regulated such as OT, OTA, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. In a setting where there is not an Occupational Therapist available for Level I am designated person must agree to supervise the occupational therapy student. Level II Fieldwork in traditional settings requires Occupational Therapy students be supervised by a licensed occupational therapist who has been practicing one year after licensure. In emerging practice settings where no occupational therapy services exist, students must be supervised by a currently licensed occupational therapists with at least three years of full-time experience. Supervision includes a minimum of eight hours of direct supervision per week as well as availability to the student during all working hours. In this emerging practice setting an on-site supervisor designee must be assigned for supervision throughout the fieldwork experience.
- Some clinical education sites may have additional people devoted to clinical education, such as Center Coordinators of Clinical Education (CCCE) or Fieldwork Coordinator.

FIELDWORK/CLINICAL EDUCATION SITE PROCUREMENT

The fieldwork/clinical education program in the Department of Rehabilitation Science strives to select, develop, and maintain quality clinic and community sites in which students have opportunities to achieve the elements of our curriculum designs. Students are supervised by well-qualified clinical instructors/fieldwork educators who meet or exceed accreditation standards while the students are practicing the skills required to become entry-level practitioners. Most of the Department's sites are located throughout Oklahoma, in both metropolitan and rural areas, and we are also developing national and international exemplary experiences for fieldwork and clinical education.

Currently, the OUHSC PT program does not offer any clinical education experiences outside of the United States and the OT program is developing fieldwork opportunities outside of the United States. As we develop sites in the future, these sites will provide supervision from an occupational/physical therapist who has graduated from a program approved by the World Federation of Occupational Therapists/Physical Therapists and adhere to accreditation standards.

Given that the fieldwork/clinical education program currently has a sufficient number of quality sites, it is highly unlikely that the AFWC and DCE will develop additional site contracts at the request of students. Students that wish to recommend a site because they believe it would provide an exceptional learning experience may suggest it to the AFWC or DCE, who will decide if establishing a contract is warranted. Site contracts are legally binding documents that typically require 10 months or more to develop because of lengthy review, negotiation, and approval process.

When a new clinical contract is obtained, the site will be entered into the database for all students to access. *Students should not consider fieldwork/clinical education experiences as opportunities to travel or as a means of staying near friends or loved ones. The AFWC and DCE will not consider developing clinical contracts for such reasons.*

The fieldwork/clinical education program takes great care in selecting sites for students' education. All sites must meet the following criteria to be considered by the AFWC/DCE:

- The philosophy of the site and fieldwork educator/clinical instructor is compatible with that of the Department of Rehabilitation Science.
- The site plans to offer student positions on an ongoing basis.
- Experiences for students are planned to meet specific objectives of the academic program, the fieldwork educator/clinical instructor, and the individual student.
- The fieldwork educator/clinical instructor and all personnel at the site provide services in an ethical and legal manner.
- The site is committed to the principle of equal opportunity and affirmative action as required by federal legislation.
- The site demonstrates administrative support of student education.
- The site provides a variety of learning experiences for students.
- The site provides an active, stimulating environment appropriate to the learning needs of students.
- The site provides selected support services to students.
- The site clearly defines the roles and responsibilities of site personnel.
- The site's personnel are numerous enough to provide a quality educational program for students.
- The site clinical instructors/fieldwork educators demonstrate clinical competence, effective skills in culturally competent communication, clinical instruction, supervision, and student

performance evaluation, as well as demonstrating professional behavior and skill in interpersonal relationships.

- Site personnel will model participation in professional activities.

PROCEDURES FOR ASSIGNING STUDENTS TO FIELDWORK & CLINICAL EDUCATION SITES

The AFWC and DCE:

- Orient each new class of students to the Fieldwork/Clinical Education Programs including an overview of the types of sites and experiences available; requirements for completing required types of experiences; strategies students will find useful for achieving a well-rounded comprehensive fieldwork/clinical experience by time for graduation.
- Meet with each class to explain the placement process and criteria for each of the clinical/fieldwork course opportunities.
- Students review the list of available sites specific to each fieldwork/clinical course and data about each site in the database.
- Students enter their preferred 10 sites. **Please note: Any of these 10 sites, if available, can become a “match” during this fieldwork/clinical education assignment process
 - NOTE: Students may **not** select a facility in which they have recently worked or volunteered (within the last 5 years), have relatives currently employed, are negotiating or have a scholarship that requires their employment following graduation, or if any other circumstances exist that may prevent impartial assessment of the student’s performance.
 - NOTE: Students who attempt to stay in a given metropolitan area for all four clinical courses will run the risk of not being matched to a site of their choice.
- Once students are placed, students not placed at one of their 10 preferred sites are given the list of remaining sites. Additional time is provided for reviewing the files on the remaining sites and for meeting with the AFWC or DCE to determine final placement.
- Once sites are notified of student assignments, no further alteration of assignments by students may occur.

It is not uncommon for sites to cancel due to circumstances beyond their control or the University’s control. The AFWC or DCE will work to find an alternative site, but in some cases, the clinical start date may be delayed.

Students are often assigned to sites that are located outside of the Oklahoma City or Tulsa areas and may be assigned to out-of-state sites. Students may NOT arrange their own clinical experiences.

FIELDWORK AND CLINICAL EDUCATION SITE REASSIGNMENT POLICY

Students are assigned to fieldwork/clinical education sites based on a legally binding contract between the sponsoring clinical site and the Board of Regents of the University of Oklahoma. In the Department of Rehabilitation Sciences, students are required to complete three different varieties of clinical settings of the four required clinical education or fieldwork experiences. Each facility may have requirements that students must satisfy unique to that facility, including immunizations, criminal background checks, and drug testing. For a student to attend a scheduled clinical rotation or fieldwork experience, he or she must meet the requirements of the assigned site.

If a clinical site changes its stated policy after the matching process has occurred, with the result that the originally assigned student no longer meets the requirements, the standard procedure followed in the Department of Rehabilitation Sciences and the College of Allied Health includes the following steps:

1. The Director(s) of Clinical Education (DCEs) or Academic Fieldwork Coordinator (AFWC) will complete **three** total clinical site placement attempts to identify sites for student placements that meet curriculum requirements.
2. The original assignment based on the preference and matching process is considered the first attempt. After the initial match is assigned, if the student does not meet the requirements set by that clinical site, the DCEs/AFWC will inform the student.
3. The DCEs/AFWC will then make a second attempt for placement by identifying and contacting an alternate rotation site (attempt #2) that meets the Department requirements.
4. If the second site declines to accept the student, the DCEs/AFWC will again inform the student and make a third attempt to secure a clinical rotation or fieldwork for the affected student.
5. If the third attempt to find a site is unsuccessful, then the DCEs/AFWC will follow the policies and procedures already in place to address the issue of missed rotations or fieldwork, including but not limited to the Academic and Professional Progress Policies of the College of Allied Health.

There is no guarantee that an alternate clinical or fieldwork site will be found in a timeframe that permits the affected student(s) to remain on their original period for graduation. Students who cannot complete clinical experiences will not be able to complete the program requirements nor graduate.

POLICY ON STUDENT RESPONSIBILITIES

Students are assigned to fieldwork/clinical education sites based on a legally binding contract between the sponsoring clinical site and the Department of Rehabilitation Sciences and the College of Allied Health. The primary purpose of each site is to provide quality patient/client services. Students are required to abide by the requirements of the contract and follow the Department Clinical Policies and Procedures.

TRANSPORTATION

Students are responsible for their own transportation and other expenses incurred during fieldwork, clinical education, and daily clinical visits.

PRIVACY

While in the clinic, any use of patient information is restricted by the national Health Insurance Portability and Accountability Act (HIPAA). Any information obtained by students for use in course related assignments is strictly limited, must be kept confidential, and may NOT include personal identifying information that could link back to the specific individual.

SITE REQUIREMENTS

Students are responsible for completion of site-specific trainings and expenses for “on boarding” in a timely manner when required by the clinical site.

PATIENTS’ RIGHTS

In the clinical setting, all students will identify themselves as University of Oklahoma Health Sciences occupational or physical therapy students and inform patients of their right to decline participation in clinical education without risk of negative consequence.

PREPARATION FOR CLINICAL/FIELDWORK EDUCATION

1. Students' immunizations, major medical health insurance, drug screen, CPR, background check, and any other requirements must be current and uploaded into the appropriate clinical education/fieldwork database.
 - **If requirements are not complete 45 days prior to the experience the student will be placed on professional probation. If at 30 days, the file is not complete the student will not be allowed to participate in part-time or full-time fieldwork/clinical education assignments. If there would ever be a reason to change this timeline, the faculty responsible for clinical education and fieldwork will notify the students.**
2. Read and sign the Internship Contract as evidence of your understanding of student responsibilities in clinical education.
3. Send an email of introduction and seek confirmation of start time and specific site requirements (e.g., dress code, parking, etc.) a minimum of two weeks in advance of the starting date or as directed by the AFWC/DCE. Include a brief description of your learning goals and expectations for the clinical experience.
4. Explain use of the appropriate performance assessment forms to the fieldwork educator/ clinical instructor and course completion requirements.

WHILE COMPLETING FIELDWORK/CLINICAL EDUCATION EXPERIENCES

1. Comply with all policies and procedures of the site. Arrive on time; respect lunch breaks; and always give prompt notification of absences. Complete necessary paperwork as requested.
2. Students attend every scheduled day of the fieldwork/clinical experience. The only excused absences are for 1) illness, 2) personal emergency (the student must notify the fieldwork educator/clinical instructor as soon as possible) or 3) to allow the student to participate in a professional association meeting with permission for AFWC/DCE and coordination with clinical site. In the case of the latter, students are excused for the days of the meeting, and one day before and following the meeting for travel. If professional meetings require more than one day of drive time, students can negotiate to extend their fieldwork/clinical experience to accommodate this.
 - a. At no time should any student schedule time away from the clinic for personal trips, including job interviews, vacations, wedding planning, or other such instances. Fieldwork educators and clinical instructors may require a student to make up any time missed regardless of the reason.
3. Reschedule makeup time for any absences to the satisfaction of the fieldwork educator/ clinical instructor. Absences up to and including two workdays are to be negotiated between the student and fieldwork educator/ clinical instructor. Absences greater than two workdays must include discussion with the AFWC/DCE.
 - a. ****INCLEMENT WEATHER:** absence due to road conditions that make travel to the clinical site hazardous is at the discretion of the fieldwork educator/clinical instructor per that facility's policy.
4. Comply with all policies and procedures of the Department of Rehabilitation Science, including the attendance policy, dress code, and professional behavior.
5. Continue to review the clinical assessment tool criteria and its application to your professional growth. Participate in a candid discussion of your assessment and the assessment of your supervisor on a regular basis. Contact the AFWC/DCE if concerns arise.
6. Fulfill all duties and assignments made by the fieldwork educator/clinical instructor within the time limit specified.

7. Perform therapy services that are evidence-based, appropriate, safe, and effective as judged by the clinical instructor/fieldwork educator. Be prepared to provide cogent rationale for your clinical decisions.
8. Successfully complete all requirements and assignments of the clinical course and submit material as described in the course syllabus meeting all deadlines.
9. Assume responsibility for on-going problem solving with the fieldwork educator/ clinical instructor to resolve challenges or conflicts that arise during the experience. Initiate immediate discussion with the fieldwork educator/clinical instructor as concerns arise. Clearly communicate unmet supervision needs. If satisfactory resolution of concerns or needs cannot be obtained, contact the AFWC/DCE immediately for guidance. If problems arise that cannot be discussed with the fieldwork educator/clinical instructor, contact the AFWC/DCE immediately.
10. If the supervising therapist rates a student's performance as unsatisfactory at any time during the clinical experience, the student must contact the AFWC/DCE immediately.

POLICY ON AFWC/DCE RESPONSIBILITIES

The Academic Fieldwork Coordinator (AFWC) and the Director(s) of Clinical Education (DCE) abide by the following policies to facilitate each student's successful completion of each fieldwork/clinical education course:

1. Assign all eligible students to fieldwork/clinical education experiences.
2. Monitor contracts. The College assures that written contracts and Letters of Agreement between the University and clinical site are in place, current, signed, and regularly reviewed. A current, signed contract, in an authorized state, must be on file prior to the student starting the fieldwork/clinical education experience.
3. Orient students to the purposes of fieldwork/clinical education experiences, the policies and procedures, and the requirements of the formal contract.
4. Maintain open communication with each fieldwork educator/clinical instructor responsible for supervising a student.
5. Maintain current fieldwork/clinical education site information.
6. Develop new fieldwork/clinical education experiences as needed.
7. Provide copies of course syllabi to fieldwork educators/clinical instructors and students.
8. Evaluate materials submitted by students that fulfill the requirements of the fieldwork/clinical education course.
9. Maintain contact with the relevant person(s) with the goal of achieving a successful resolution if challenges, conflicts, or problems arise during the student's experience. Serve as a resource to both students and fieldwork educators/ clinical instructors to assist with resolution of issues that are identified during the experience and provide advisement in collaboration with the fieldwork educator/clinical instructor and the student.
10. Develop a written correction plan if the student is not meeting performance expectations and review it with the fieldwork educator/clinical instructor for input and approval including signatures.
11. If deemed appropriate, terminate a student from a fieldwork/clinical education experience in accordance with policies of the university and clinical site.
12. Evaluate the supervising therapist's assessment of each student's performance and determine the course grade applying stated criteria of the course.
13. Thank facilities for providing fieldwork/clinical education experiences for students from the Department of Rehabilitation Science.

14. Provide a letter to each full-time fieldwork educator and clinical instructor noting the number of weeks of supervision for performance evaluation and continuing education credits as applicable.
15. Arrange remediation experiences for students who are eligible for reassignment according to Policy and Procedure for termination and remediation of Fieldwork/Clinical Education Experience.
16. Assess continuing education needs in clinical education of fieldwork educators/clinical instructors.
17. Plan and implement activities to develop and support clinical teaching skills of fieldwork educators/clinical instructors.

POLICY ON FIELDWORK EDUCATOR/CLINICAL INSTRUCTOR RESPONSIBILITIES

The fieldwork educator/clinical instructor abides by the following policies to facilitate each student's successful completion of fieldwork/clinical education courses:

1. Collaborate with the AFWC/DCE in the development of a program that provides the best opportunity for the student to implement theoretical concepts and skills offered in the academic educational program.
2. Prepare, maintain, and send to the AFWC/DCE current information about the clinical site.
3. Confirm the fieldwork education/clinical instructor has been practicing for at least one year.
4. Provide a description of the philosophy of the clinical site and written objectives for the fieldwork/clinical education experience to the student with access to the AFWC/DCE as requested.
5. Provide regular and adequate supervision of students. Students and fieldwork educators/clinical instructors should meet informally and formally throughout the experience to ensure timely, open communication and to assess performance.
6. Know the parameters of the student assessment tool and its application to student assessment and development.
7. Be knowledgeable of the [Policy and Procedure Regarding Inadequate Student Performance or Conflict](#) and the [Policy and Procedure for termination and remediation of Fieldwork/Clinical Education Experience](#). Clarify with the AFWC/DCE as necessary.
8. Prior to each student placement in the clinical site, review the contractual agreement between the academic education institution and the clinical site to assure that these agreements are current.

While a student is completing a fieldwork/clinical education experience, the direct day-to-day supervisory responsibilities of the fieldwork educator/ clinical instructor include, but are not limited to, the following tasks:

1. Orient student to the clinical site and specific departmental policies and procedures. Discuss any unwritten policies that may affect student performance.
2. Review specific required skills to be successfully completed by the end of the experience. Identify opportunities for students to apply skills that are either not available or required at the respective clinical site.
3. Plan and facilitate learning experiences and student achievement of required skills.
4. Question and challenge the student about patient evaluation, intervention, and management strategies and the related decision-making and professional reasoning process. Model clinical decision-making and professional reasoning by "thinking aloud" the critical clinical problem-solving process during activities that directly and/or indirectly relate to patient care and professional judgment.
5. Facilitate the student's problem-solving skills based on applying evidence from the literature.
6. Provide supervision as required by state and federal laws that assures patient safety and student learning.
7. Provide regular formative assessment of the student's progress during the clinical experience maintaining open and ongoing communication with the student.
8. Provide an evaluative assessment of each student on the timeline included in the course syllabus. Fieldwork educators send one copy of the final assessment, signed by both the fieldwork educator and the student to the AFWC. Provide one copy to the student. Clinical instructors complete the online Clinical Performance Instrument (CPI), review with the student and both the clinical instructor and student electronically sign the CPI.

9. Immediately notify the AFWC/DCE, as early in the clinical experience as possible, of any student who is at risk of failing and requires a remediation plan.

POLICY ON ATTENDANCE AT FIELDWORK AND CLINICAL EDUCATION ASSIGNMENTS IN THE EVENT OF HAZARDOUS OR INCLEMENT WEATHER

In accordance with [College of Allied Health Student Campus Policy and Public Safety/Inclement Weather Policy](#), OT and PT students are considered professionals-in-training and are learning the responsibilities of health care providers whose services are vital to their patients, clinics and hospitals. Therefore, they are responsible for meeting their obligations regardless of inclement weather unless they are relieved of these duties by their Fieldwork Supervisor or Clinical Instructor. If weather conditions make safe travel to a fieldwork/clinical education assignment slow or difficult, students should contact their FWE/CI and make appropriate arrangements.

POLICY ON GRADING FIELDWORK/CLINICAL EDUCATION COURSES

The Academic Fieldwork Coordinator (AFWC) or the Director of Clinical Education (DCE) is responsible for determining the final grade for the respective full-time clinical course. The grade for the course is based on students' successful completion of three components of clinical education: 1) formal and informal evaluation of each student's knowledge, skills, attitudes, and values using feedback from fieldwork educators/clinical instructors; 2) satisfactory professional behavior relative to the course responsibilities; and 3) satisfactory completion of all clinical assignments as determined by AFWC/DCE and FWE/CI. All fieldwork and clinical education courses are graded as Satisfactory "S," Unsatisfactory "U," Incomplete "I," or Withdrawal "W." Criteria for grading are as follows:

SATISFACTORY

- Minimum competency levels, as defined for each course and communicated through the syllabus, have been reached by the end of the fieldwork or clinical education experience.

UNSATISFACTORY

1. Minimum competency levels, as defined for each course and communicated through the syllabus, have not been reached by the end of the fieldwork or clinical education experience.
2. The gap between student competence (clinical and/or professional behavior) and clinic expectations is so great that the student will be unable to meet the objectives and is asked to leave the facility before the end of the assigned timeframe.
3. The fieldwork educator or CCCE/CI request removal of the student for good cause (*refer to [Policy and Procedures for termination and remediation of Fieldwork/Clinical Education Experience](#)*); or
4. The AFWC/DCE removes the student from the fieldwork/clinical education site for good cause (*refer to [Policy and Procedures for termination and remediation of Fieldwork/Clinical Education Experience](#)*).

Students may have one opportunity to re-enroll in the fieldwork/clinical education course in which they received a "U" if in the professional judgment of the AFWC/DCE it would be in the best interest of the program, profession, and student. Since fieldwork/clinical education courses are prerequisite coursework for all subsequent coursework in the program, students who have not successfully completed their fieldwork/clinical education course may enroll in AHS courses but may NOT enroll in PHTH or OCTH courses. If this opportunity is granted and a student does not successfully complete the fieldwork/clinical education course during the second opportunity, faculty will recommend dismissal from the program.

WITHDRAWAL

- The student is unable to complete the fieldwork/clinical education course due to (but not limited to) illness, family crisis or emergency beyond their control within the first half of the fieldwork/clinical education experience.

Since fieldwork/clinical education courses are prerequisite coursework for all subsequent coursework in the program, students who withdraw from the first fieldwork/clinical education course may enroll in AHS courses but may NOT enroll in PHTH or OCTH courses. Students who must withdraw from subsequent fieldwork/clinical education courses may become eligible for a modified timeline for program completion. This will be determined by the Academic Progress Committee based on input from the AFWC or DCE.

INCOMPLETE

- The student is (a) unable to complete the fieldwork/clinical education course due to (but limited to) illness, family crisis or emergency beyond their control during the second half of the clinical/fieldwork experience, and (b) has already made satisfactory progression in the fieldwork/clinical education experience by mid-term.

If the student receives an “I” (incomplete) grade for the fieldwork/clinical course, the student will work with the AFWC/DCE to complete the requirements for the fieldwork/clinical education course within a time frame that will allow the student to apply clinical education knowledge in the regularly scheduled didactic courses. The student might not be allowed to enroll in the next semester.

Any student that does not meet the minimum passing criteria established or any fieldwork or clinical education experience cannot receive a grade of Satisfactory.

POLICY ON TEMPORARY RESTRICTIONS OR LIMITATIONS TO PARTICIPATION IN FIELDWORK/CLINICAL EDUCATION

Guiding Tenant: The most important principle underlying policies pertaining to student participation in fieldwork/clinical education courses is safety. Students must be physically able to provide services to patients/clients such that the safety of the patient/client is not at risk. Students must also be able to ensure their own safety in an environment where patient response to treatment may not always be predictable.

- Injuries, pregnancy, or any other medical conditions by themselves are not considered disabilities under the Americans with Disabilities Act. However, impairments resulting from these conditions (such as high blood pressure or back pain in pregnancy) can be considered a disability if there is proper documentation of the impairment and/or restriction by the attending physician.
- If a student’s physician determines that a lifting restriction or any other limitation is necessary because of any temporary condition or impairment, the student should inform the office of student affairs and the AFWC/DCE as soon as reasonably possible to allow time for adjustments to fieldwork/clinical education courses to be made. Failure to inform the office of student affairs and AFWC/DCE when such a restriction has been imposed may be construed as a breach of professional responsibility and may be grounds for disciplinary action.
- Students will supply the office of student affairs and the AFWC/DCE with 1) documentation of the impairment, restriction or limitation from the student’s attending physician delineating the degree and the estimated duration of the restriction as specifically as possible and 2) a written request for the desired accommodation from the student.

- The AFWC/DCE, in consultation with the Clinical Instructor/ Fieldwork Supervisor and the student, will determine if the clinical experience can be modified in such a way as to allow the student to participate safely and still meet the educational objectives of the course. If such a modification is not possible at the assigned clinical site, the clinical site is unwilling to make the accommodation, or the AFWC/DCE determines that the restriction or limitation will prevent the student from taking advantage of a significant portion of the learning opportunities, the AFWC/DCE will attempt to change the assignment to a site where the accommodation can reasonably be made. Maintaining the overall variety of a student's fieldwork/clinical education program will be an important consideration in this decision.
- If the AFWC/DCE is unable to locate an appropriate placement for the student requesting the accommodation, the AFWC/DCE may elect to postpone the fieldwork/clinical education course until such a site is found or until the temporary restriction or limitation is removed by the attending physician making accommodation unnecessary.
- Before resuming subsequent fieldwork/clinical education courses, students who have had a temporary limitation or restriction to their participation must supply the AFWC/DCE with written notification from the attending physician releasing the student to return to full participation in fieldwork/clinical education.
- The AFWC/DCE reserves the right to change or terminate a fieldwork/clinical experience if sufficient evidence exists to indicate that a student is posing a risk to his or her coworkers or patients/clients.

POLICY AND PROCEDURE FOR INADEQUATE STUDENT PERFORMANCE OR CONFLICT

If a student's conduct in any way disrupts services to patients or relationships in the fieldwork/clinical education site, the fieldwork educator /clinical instructor the AFWC/DCE may recommend formal advisement sessions. The student may also request input of the AFWC/DCE advisement sessions with the fieldwork educator /clinical instructor. The following procedures apply:

- Before the AFWC/DCE becomes involved, the student and the fieldwork educator/clinical instructor must attempt to address and resolve identified issues.
- Both the fieldwork educator/clinical instructor and the student provide the AFWC/DCE with written documentation of the situation upon request.
- Involvement of the AFWC/DCE begins when either the student or the fieldwork educator/clinical instructor requests assistance or when the AFWC/DCE determines that the goals of the clinical experience are not being met.
- The goal of the AFWC/DCE is to ensure that the best interests of the student, the fieldwork/clinical site, university, profession, and public are met. In this role, the AFWC/DCE serves as an arbitrator or mediator, facilitating all interests.
- Once involved, the student and the fieldwork educator/clinical instructor meet with the AFWC/DCE to share perceptions and define the problem as it relates to the experience.
- The student, fieldwork educator/clinical instructor, and the AFWC/DCE determine and evaluate possible solutions to the situation and select solutions for implementation.
- A written corrective action plan, devised by the AFWC/DCE with input from fieldwork educator/clinical instructor, outlines the corrective steps to be taken, the consequences should the issue not be resolved, the responsibility of each person involved, and the time frame for plan completion and reviews. Both the student and the fieldwork educator/clinical instructor will sign and date the action plan with copies retained by the student, the fieldwork educator/clinical instructor, and the AFWC/DCE.

- The student and fieldwork educator/clinical instructor review the action plan as needed and at the completion date established in the action plan.
- The AFWC/DCE discuss the outcomes of the action plan with the student and the fieldwork educator/clinical instructor at the completion date to determine if the situation is resolved and the student has mastered deficiencies. If deemed necessary, the student's advisor may be included in discussions at any phase of this process.

Possible outcomes for inadequate student performance or conflict include:

- a) Fieldwork/clinical education problem is resolved; experience continues to completion date
- b) Fieldwork/clinical education problem partially resolved with additional action plan(s) or remedial assistance required if the experience is to be continued, or
- c) Fieldwork/clinical education problem appears unresolvable, and the fieldwork/clinical experience is terminated.

In cases that remain unresolved, the AFWC/DCE determines the outcome. A possible outcome is the student receiving an unsatisfactory grade for the course.

POLICY AND PROCEDURE FOR TERMINATION and REMEDIATION OF FIELDWORK/CLINICAL EDUCATION EXPERIENCE

If a student's conduct or performance in any way disrupts services to patients or relationships in the clinical education site, the fieldwork educator/clinical instructor may dismiss the student or the AFWC/DCE may immediately terminate the student's placement. Professional behaviors for which students may be dismissed include, but not limited to, technical skills, commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, appropriate use of feedback, acceptable problem-solving abilities, professionalism, responsibility, critical thinking, and effective stress management.

One or more of the following actions or like actions may be grounds for immediate termination by the University. Examples are given for clarification only, and do not limit the possible grounds for immediate termination.

- Student performance violates sound patient/client treatment or creates a threat to the welfare of the patient/client.
- Student behavior creates a concern for the continued positive relationship between the University and the clinical site.
- Student performance jeopardizes relationships between employees of the clinical site.
- Student action jeopardizes relationships between clinical site staff and patient/clients.
- Student fails to adhere to clinical site, Department, and/or University policies and procedures.
- Student exhibits poor professional judgment leading to inadequate or unsafe patient care or unethical conduct.
- Student fails to demonstrate ability to apply adequate concepts for patient care as practiced at the clinical site at the level expected.
- Student fails to alter unacceptable behavior after advisement.
- Student deliberately misrepresents his or her level of competency.
- Student is absent from the fieldwork/clinical education experience to the extent that absences cannot reasonably be rescheduled, or assessment of performance is difficult.
- Student dates or develops any social relationship with a patient currently undergoing any form of treatment at the clinical site. **This includes inappropriate interaction using social media.

- Student dates a staff member employed at the clinical site.
- Student deceives or attempts to deceive the fieldwork educator/clinical instructor or the AFWC/DCE in a matter that affects the trusting relationship necessary to fieldwork/clinical education performance or the development of professional qualities.
- Student informs the patient/client or family of personal disagreement with an aspect of care.
- Student falsifies any information or signature on any of the clinical/fieldwork paperwork.

If a student is dismissed from the fieldwork/clinical education site, or the fieldwork/clinical education experience is terminated, the following occurs:

- The student, fieldwork educator/clinical instructor, and the AFWC/DCE will be informed of the dismissal or termination, its rationale, and effective date. The student is given a grade of “U” for the fieldwork/clinical education course.
- Once dismissed or terminated, the student may not return to the site for future fieldwork/clinical education experiences.
- Once dismissed or terminated, the student or his/her agents may not interact with the clinical site, its staff, or patients/clients in any manner.
- Prior to re-enrollment in a fieldwork/clinical education course, the student must submit a written plan of action for successful remediation of deficit areas to the AFWC/DCE and respective program director, who jointly determines student’s readiness for re-enrollment. Additional remediation may be required that could take many forms that include, but are not limited to, enrollment in directed studies courses, remedial clinical work, independent study.
- The AFWC/DCE will make recommendations and determine successful completion of the remediation plan prior to rescheduling of the student’s future fieldwork/clinical education experience.
- The AFWC/DCE will reschedule the fieldwork/clinical education experience as soon as possible once remediation is complete and participation is deemed appropriate per AFWC/DCE.
- Students **may** be granted the opportunity to re-enroll in a fieldwork/clinical education course in which they have received a grade of “U” **one** additional time. This opportunity will depend on the availability of a site. Students who do not successfully complete the fieldwork/clinical education course at the second attempt or who choose to withdraw from the second attempt at the course will be dismissed from the program.

POLICY AND PROCEDURE FOR RIGHTS & PRIVILEGES OF CLINICAL EDUCATION AND FIELDWORK FACULTY

Fieldwork and clinical education faculty are recognized as employees of other organizations and institutions but are appointed as clinical faculty by the AFWC/DCE. The fieldwork and clinical education faculty have the following rights and privileges associated with their participation in the fieldwork/clinical education program:

- To be treated fair, with dignity and without discrimination by all students and OUHSC faculty.
- The right to request the Program to remove a student from the fieldwork/clinical experience at any time once notice has been provided.
- The right to the educational information of a student that is deemed relevant by the AFWC/DCE to the student’s fieldwork/clinical education affiliation while the student is under the supervision of the clinical faculty.
- The right to request assistance from the AFWC/DCE in preparing for the student affiliation.
- The right to request an on-site or phone meeting with the AFWC/DCE during the affiliation.

- The right to request assistance from the academic program in dealing with fieldwork/clinical education issues or problems that arise in the clinic.
- The right to request a student in-service or other project during the student's clinical education experience.
- The right to request an in-service by the AFWC/DCE or other OUHSC faculty member.
- The right to attend as complimentary guests at lectures hosted by the Department of Rehabilitation Science.
- The right to attend periodic continuing education sponsored by the Department or College at a low or reduced cost.