



# **TRINE** **DOCTOR OF OCCUPATIONAL THERAPY**

## **Student Handbook 2025-2026**

This Doctor of Occupational Therapy Student Handbook is a supplement to the Trine University Student Handbook and is intended to serve as a resource and guide to the student in understanding program-specific information, policies, and procedures. The university reserves the right to change and to make exceptions to the provisions of this Handbook at any time. This Handbook is neither a contract nor an offer to enter into a contract.

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### 1.1 History

The university was founded in 1884 as Tri-State College. The institution is a private, non-denominational, baccalaureate, masters, and doctoral degree-granting institution. Students choose the university for its commitment to quality, personalized education, and the competitive scholarships and financial aid programs offered. The institution currently enrolls students at its main campus and regional centers. The university is known for its dedication to providing students with a rigorous, work-ready education that emphasizes leadership development and practical skills. The institution offers programs in over 35 academic areas through seven schools: Allen School of Engineering & Computing, Ketner School of Business, Jannen School of Arts and Sciences, Franks School of Education, Rinker-Ross School of Health Sciences, Brooks College of Health Professions, and the College of Graduate and Professional Studies. The university offers graduate studies in Business, Engineering, Criminal Justice, Nursing, Occupational Therapy, Physician Assistant, and Physical Therapy.

In 2008, the University became Trine University, named in honor of alumnus, philanthropists, and Board of Trustee members, Drs. Ralph and Sherri Trine. For more information on the history of Trine University, please see the [Trine University Course Catalog](#)

In August 2014, Trine University opened the Rinker-Ross School of Health Sciences in Fort Wayne, Indiana. The Education Center is home to Trine's first doctoral program, the Doctor of Physical Therapy, and the Master of Physician Assistant Studies (launched fall of 2018). With the expansion of program offerings at the Fort Wayne location, the School of Health Sciences' name changed to the College of Health Professions in the summer of 2020. The RN-BSN program admitted the first cohort of students in the fall of 2020 and the Doctor of Occupational Therapy (OTD) program will admit the first cohort in the spring of 2025, pending ACOTE approval.

### 1.2 Accreditation

Accreditation serves to provide an assurance that institutions of higher learning offer educational programs that meet acceptable standards of quality.

#### Institutional Accreditation

Trine University is accredited by the Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org)), an institutional accreditation agency recognized by the U.S. Department of Education.

Higher Learning Commission of the North Central Association of Colleges and Schools  
230 S. LaSalle St., Suite 7-500  
Chicago, IL 60604-1411  
Phone: 312-263-0456  
[www.hlcommission.org](http://www.hlcommission.org)

#### National Accreditation

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Ave, Suite 510E, Bethesda MD, 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete 24

weeks of Level II fieldwork as well as an individual 14-week capstone experience following the completion of the didactic portion of the program.

Accreditation Council for Occupational Therapy Education  
7501 Wisconsin Ave, Suite 510E  
Bethesda, MD 20814  
Acoteonline.org

### 1.3 Mission and Vision (A.5.3)

In support of the university’s mission and vision and the Brooks College of Health Profession’s mission and vision, the Doctor of Occupational Therapy program further defines the commitment to excellence:

	<b>Mission</b>	<b>Vision</b>
<b>Trine University</b>	Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve.	Trine University will be recognized as a premier private university, characterized as engaged, dynamic, growing, and adding value.
<b>College of Health Professions</b>	The College of Health Professions at Trine University, by providing high-quality, professionally focused, and formative undergraduate and graduate science learning opportunities, enables its students, graduates, and faculty to make a positive impact on the community through service, leadership, and scholarship.	The College of Health Professions at Trine University will be recognized as a premier provider of undergraduate and graduate science education, adding value to the lives of its graduates and community.
<b>OTD Program</b>	The OTD Program at Trine University will provide an innovative educational environment that develops successful occupational therapy leaders within the healthcare team and professional graduates who engage the community through evidence-based practice to optimize health and wellness.	The OTD Program at Trine University will be recognized as a premier provider of occupational therapy education characterized by strategic engagement with an interdisciplinary team of healthcare students, dynamic instructional design, and occupation-based approaches that result in successful workforce-ready graduates.

### 1.4 OTD Philosophy (A.5.3)

Graduate healthcare education is rapidly changing. The demand for students to demonstrate competency, changes in socioemotional well-being, and the ability to succeed in an ever-changing medical landscape create new opportunities for educators. One principle remains constant and supported by research: students report higher satisfaction with learning experiences when they include hands-on instructional design (Marton & Booth, 1997). Piaget developed a foundation for constructivism which supports this need. Constructivism is founded on five major components that support student learning. The components include (1) new learning builds upon existing knowledge, (2) learning is an active process, (3) learning is a social experience that helps build and cement content, (4) each learner has a unique perspective, and (5) new experiences help students revise perspectives and develop new connections with content (Brooks & Brooks, 1993).

Based on this theory, education should be interactive and avoid passively injecting information into students. Trine University places a high value on putting the student first, both at the undergraduate and graduate levels of education. To support students, the OTD faculty has transformed traditional educational models to integrate the five key components of constructivism with a spiral curriculum (Bruner, 1960). Jerome Bruner built and published evidence to support that “A spiral curriculum is not simply the repetition of a topic taught. It requires also deepening of it, with each successive encounter building on the previous one” (Bruner, 1960, p. 2). By creating greater depth throughout the curriculum, OTD students will have more opportunities to demonstrate competency and success.

The Doctor of Occupational Therapy (OTD) program is built upon one theory, constructivism, which guides the program, faculty, and key stakeholders in their understanding of why the program design exists. The program design is further developed by using a spiral curriculum which brings greater depth and competency to instructional design. The final step in building the OTD curriculum was emphasizing the significance of direct instruction and active learning experiences for course-level students. Student-centered learning (SCL) is supported by both constructivism and a spiral curriculum. By integrating an SCL model at the course level, students will build their curiosity and exploration of occupational therapy while using their unique perspectives to be active participants in the learning process (Vygotsky, 1978).

The physical environment that students learn in can be just as important. Research supports that students who learn and fail in safe educational spaces develop a higher level of competency (Henderson & Dweck, 1990). Trine offers premier facilities within the Brooks College of Health Professions. OTD students will have state-of-the-art classrooms and interdisciplinary spaces to explore cutting-edge technology and innovation. By triangulating these theories on learning, OTD students will build toward the goal of becoming professional graduates who engage the community through evidence-based practice to optimize health and wellness.

Trine University's OTD program will implement a dynamic and innovative fieldwork model closely connected with the constructivism theory. The Level I Clinical Application and Reflection Experience (CARE) will also follow a spiral model, revisiting concepts with greater complexity. The model will emphasize the benefits of peer mentorship, retrieval practice, experiential, and generative learning strategies. Students will continue similar reflective strategies throughout their level II fieldwork experiences to maximize professional growth and preparedness for occupational therapy. Students will gain experience in clinical practice settings across the lifespan, with intentional exposure to rural health initiatives.

Students will engage in a Doctoral Capstone Project process integrated throughout the OTD curriculum. Foundational and key preparatory capstone courses are strategically aligned, following the program spiral model, to foster gradual academic growth and refinement of essential capstone execution skills as students' progress in the curriculum. Student learning is focused on active engagement in the capstone educational experience. Emphasis is placed on developing graduates who will optimize health and wellness in clients, guide the profession of occupational therapy, and promote community engagement through the Doctoral Capstone Project. This is reflected in the deliberate program-selected focus areas of Clinical Skills, Leadership, and Program Development and Evaluation.

According to the Commission on Education, clients' experiences of occupations are unique to each given situation and are influenced by a dynamic set of factors. Faculty can better assist OTD students in understanding how occupations are influenced by providing lived experiences. Both constructivism and a spiral curriculum support the student's ability to grow and actively engage in the educational process. As students' progress through the program, they will build from the person level to the group level and eventually progress to the population level. Incorporating collaborative interdisciplinary learning and innovative simulation experiences will promote personal and professional growth. Trine's OTD philosophy on education strives for an interactive educational experience characterized by strategic engagement with an interdisciplinary team of healthcare students, dynamic instructional design, and occupation-based approaches that result in successful workforce-ready graduates.

To address evolving community needs, we have identified three distinct emerging practice areas:

1. **Infant and Parental Support:** This area focuses on early intervention, providing support to infants and their families to promote healthy development and prevent future mental health issues. Our curriculum includes training in family-centered care, developmental milestones, and early signs of mental health challenges.
2. **Aging and Rural Health:** With an aging population and significant rural demographic, our students learn to address mental health concerns unique to older adults and those in rural areas. Focus areas include issues like isolation, dementia, and access to healthcare services, incorporating telehealth and community-based interventions to overcome geographic barriers.
3. **Technology's Role Throughout the Lifespan:** Technological advancements offer promising solutions to enhance lives across the lifespan, from assistive devices to smart home systems and telemedicine. However, successful integration relies on acceptance and adoption by the individual and caregivers. Occupational therapists are well-positioned to help individuals and caregivers understand the benefits of technology, adapt to new devices, and incorporate them into their daily routines. Our program prioritizes this area to equip graduates to become leaders in enhancing independence and safety, promoting the adoption of beneficial technology, and improving the overall quality of life for clients across the lifespan.

By integrating these emerging practice areas into our educational philosophy, Trine University's OTD program aims to produce well-rounded, competent occupational therapists ready to make a significant impact in their respective fields.

### 1.5 Student Learning Outcomes (SLOs) (A.4.2)

The OTD program at Trine University aspires to meet the following outcomes:

1. Demonstrate the ability to plan, implement, and lead the occupational therapy evaluation process.
2. Utilize critical reasoning to develop innovative client-centered interventions across the lifespan to enhance meaningful engagement.
3. Perform professional roles and responsibilities that are compliant with current practice standards and align with ethical considerations and values of occupational therapy.
4. Advance the field of occupational therapy through interprofessional collaboration, advocacy, community engagement, and optimization of health and wellness.

The student learning outcomes were designed with curricular content themes. Trine's OTD Program includes the following themes: interdisciplinary, professional, innovative, technology, and competent graduates. The first student learning outcome reflects aspects of preparing students as competent graduates to be prepared to evaluate and treat individuals across the lifespan. Students will be exposed to multiple methods of promoting health and wellness throughout the treatment process. Professionalism is reinforced in each stage of the curriculum, during the CARE series, and culminates during the Doctoral Capstone Experience. From the design of the program, outcomes, and even the building, interprofessional collaborative practice is embedded at all stages of the program.

### 1.6 Curricular Threads

Curricular threads are an integral part of any graduate healthcare program. The threads serve as a guide for education and consistent carryover of the program and institution initiatives. At Trine University, the curricular threads were designed by faculty with student learning in mind. The OTD curriculum is lifespan-based but principles presented early in the curriculum are supported with greater depth towards the end of the didactic portion. At all levels of learning, students will be exposed to how occupations impact health and well-being at the person, group, and population level. Trine's university mission includes producing leaders. The OTD program builds by providing a curriculum strategically designed with multiple interdisciplinary learning experiences. These experiences allow students to build strong communication and collaboration with disciplines they will work with after graduation. Students will be challenged by the spiral curriculum to not only assess and analyze content but also critically evaluate and create using evidence to support an individual's physical, social, and emotional well-being. Learning at Trine extends past the classroom. Students will have five clinical experiences to practice and develop competency for level II fieldwork experiences. Students will



also be provided with opportunities each semester of the didactic coursework to explore, develop, and plan their doctoral capstone experience. At the end of the first 5 semesters, OTD students will have had an innovative educational experience founded on interactive learning, collaboration, and increasing depth of content.

1. Occupation-based education to reflect the unique nature of individuals across the lifespan.
2. Knowledgeable and responsible graduates to optimize the health and well-being of clients and the community.
3. Leadership and collaboration within the healthcare team focused on optimizing client outcomes through collaboration and effective communication.
4. Critical thinking as evidenced by OTD students' adaptability to creatively problem-solve the dynamic needs of the individual's physical, social, and emotional well-being.
5. Relevant clinical practice that reflects the foundations of the OT profession and ethical practice that prepares OTD graduates with clinically relevant skills.

## Section 2: Admissions (A.3.1) and Program Requirements (A.4.5)

Trine University's Doctor of Occupational Therapy (OTD) program focuses on providing equal opportunities to all undergraduate students seeking a career that offers a wide range of practice settings. A few examples of where occupational therapists (OTs) can specialize include school-based services, behavioral health, intensive care units, and beyond. The OTD program was specifically designed to recruit a diverse population of students and provide a curriculum that will create equitable learning for all students. The curriculum uses a spiral model and provides opportunities for students to gain exposure to content, explore the implications of real-world practice, and demonstrate mastery. Faculty will offer learner-based instruction and provide hands-on multimodal educational experiences. Trine University's OTD program does not offer credit for previous work experience, experiential learning, coursework, or advanced placement. Transfer credit will not be accepted. This policy ensures that all students complete the full scope of the OTD curriculum to meet program standards and achieve the competencies necessary for the degree.

### 2.1 College Graduate Path

Using [OTCAS](#), please review and submit the following items below to complete the application process for Trine University's OTD Program.

1. Applicants must graduate with a bachelor's degree from an accredited school with a minimum cumulative GPA of 3.0 (4.0 scale).
  - a. Due to grading changes made by schools in response to the COVID-19 situation, grades of satisfactory (S), pass (PA), and the like will be accepted for courses submitted for evidence of preparation for OTD admission (completed from January through August 2020).
2. Optional submission of GRE scores through the OTCAS System. The GRE code for Trine University is 1811.
3. Evidence of Preparation: Reflect on undergraduate courses to rate readiness in 4 category areas to ensure preparation for an entry-level OTD program. Applicants must select and submit at least one course from their transcript that applies to each category below. For submitted courses, the applicant will rate their understanding of each area using a 5-point Likert scale and provide a description addressing how the selected courses relate to occupational therapy and career goals. Submitted courses must have a 3.0 or higher course grade.
  - a. Professional writing
  - b. Human nature
  - c. Research, statistics, medical terminology
  - d. Behavioral sciences

4. Two letters of recommendation
5. Personal Essay- Candidates must complete a personal essay explaining why they desire to pursue an occupational therapy career. The submission should summarize lessons learned from personal life experiences or interactions/observations with healthcare professionals.
6. Participate in a program interview, virtual or onsite.

## 2.2 Direct Entry Path

Trine University's OTD program does not offer credit for previous work experience, experiential learning, coursework, or advanced placement. This policy ensures that all students complete the full scope of the OTD curriculum to meet program standards and achieve the competencies necessary for the degree. Trine University's OTD program does not offer credit for previous work experience, experiential learning, coursework, or advanced placement. Transfer credit will not be accepted. This policy ensures that all students complete the full scope of the OTD curriculum to meet program standards and achieve the competencies necessary for the degree.

Before applying to the OTD Direct Entry Program, students must first be admitted to Trine University. Once admitted, you will receive a direct entry application via email specifically for the OTD Direct Entry Program. To proceed with the OTD Direct Entry application, students must meet the program's direct entry requirements. To align with students interests four pathways are offered. Available pathways include Exercise Science, Applied Health Science, Educational Studies, or Psychology.

1. High school transcript showing a minimum of a 3.0 GPA (4.0 scale)
2. Two letters of recommendation
3. Personal Essay- Candidates must complete a personal essay explaining why they desire to pursue an occupational therapy career. The submission should summarize lessons learned from personal life experiences or interactions/observations with healthcare professionals.
4. Evidence of Preparation: At the end of the candidate's sophomore year at Trine, the candidate will submit evidence of preparation to the OTD program. Candidates will reflect on completed undergraduate courses to rate readiness in 4 category areas. Submitted courses must have a 3.0 or higher course grade. Applicants should reflect on undergraduate courses to rate readiness in 4 category areas to ensure preparation for an entry-level OTD program. Applicants must select and submit at least one course from their transcript that applies to each category below. For submitted courses, the applicant will rate their understanding of each area using a 5-point Likert scale and provide a description addressing how the selected courses relate to occupational therapy and career goals.
  - a. Professional writing
  - b. Human nature
  - a. Research, statistics, medical terminology
  - b. Behavioral sciences
5. Participate in a program interview, virtual or onsite.

Once accepted as an undergraduate student at Trine University, a candidate will complete the application for Direct Entry into the OTD program and agree to technical standards. A direct entry student must maintain a 3.0 GPA during their undergraduate studies.

The OTD Program cannot accept students until notified by ACOTE in December 2024/ January 2025. If admission approval is granted by ACOTE, the applicant will receive a packet with a formal letter of admission and a letter of intent. After signing and dating the letter of intent, the applicant will return it to Trine with the enrollment deposit.

Ongoing advising will be completed with a member of the OTD faculty each semester to ensure continued progress

towards direct entry admission.

## 2.3 Early Admission Path

Existing students must complete an application for early admission for one of the three existing pathways (Exercise Science, Applied Health Science, or Psychology). Using [Trine's online application portal](#), please review and submit the following items below to complete the application process for Trine University's OTD Program. Trine University's OTD program does not offer credit for previous work experience, experiential learning, coursework, or advanced placement. Transfer credit will not be accepted. This policy ensures that all students complete the full scope of the OTD curriculum to meet program standards and achieve the competencies necessary for the degree.

1. Trine University transcript (sophomores and juniors) showing a minimum of a 3.0 GPA (4.0 scale)
2. Two letters of recommendation
3. Personal Essay- Candidates must complete a personal essay explaining why they desire to pursue an occupational therapy career. The submission should summarize lessons learned from personal life experiences or interactions/observations with healthcare professionals.
4. Evidence of Preparation: At the end of the candidate's sophomore year at Trine, the candidate will submit evidence of preparation to the OTD program. Candidates will reflect on completed undergraduate courses to rate readiness in 4 category areas. Submitted courses must have a 3.0 or higher course grade. Applicants should reflect on undergraduate courses to rate readiness in 4 category areas to ensure preparation for an entry-level OTD program. Applicants must select and submit at least one course from their transcript that applies to each category below. For submitted courses, the applicant will rate their understanding of each area using a 5-point Likert scale and provide a description addressing how the selected courses relate to occupational therapy and career goals.
  - b. Professional writing
  - c. Human nature
  - c. Research, statistics, medical terminology
  - d. Behavioral sciences
5. Participate in a program interview, virtual or onsite.

The OTD Program cannot accept students until notified by ACOTE in December 2024/ January 2025. Once an admission decision is communicated, the applicant will receive a packet with a formal letter of admission and a letter of intent. After signing and dating the letter of intent, please return it to Trine with the enrollment deposit. By signing the letter of intent, the candidate acknowledges the agreement to adhere to the technical standards of the pathway. An early admission student must maintain a 3.0 GPA during their undergraduate studies. Ongoing advising will be completed with a member of the OTD faculty each semester to ensure continued progress towards early admission.

## 2.4 Program Progression & Retention (A.4.5)

### Program Progression

OTD students will enter the program as a cohort, starting in the summer semester. The first five semesters of the program are in-person courses that focus on building knowledge and skills for level II fieldwork completion. Students must maintain a cumulative GPA of a 3.0 to progress through each semester. After successfully completing the first five semesters, students' progress to two semesters of level II fieldwork totaling 24 weeks. Students must successfully pass level II fieldwork rotations to progress to the doctoral capstone. The final semester requires students to complete a 14-week doctoral capstone experience along with the doctoral capstone presentation. The OTD graduation requirements provide a detailed review of all completion requirements. Graduation requirements are posted on the OTD website.

### Program Retention

Students must complete the OTD program within 12 semesters of the initial start date. During a planned academic leave

(PAL), students will have access to the program director and to faculty advising to ensure remedial work and support are available. Students will be presented with reasons for deceleration due to a leave of absence with a written plan to position the student for a strong return to the program and degree completion. If a student needs to take a leave of absence due to personal or medical needs, they must contact the program director. Once a leave of absence is granted, the student will be decelerated and included in the subsequent cohort. University policies for leave of absence and withdrawal are in the OTD Student Handbook and Trine University Course Catalog. Trine University supports the diverse aspects of individual students through advising, student services, and accessibility/ accommodation services. Student support services are covered in orientation and advising with referral tracking noted on the OTD advising form.

## 2.5 Graduation Requirements (A.4.5)

Trine University OTD students are required to maintain a 3.0 cumulative GPA (64 credits). Per the course catalog, a 2.0 is an average score and is the lowest passing grade for graduate courses. OTD students are allowed up to 8 course credits with a grade of C, however the cumulative GPA of 3.0 must still be maintained. Following the successful completion of didactic coursework, students must pass 24 weeks of level II fieldwork rotations, the 14-week Doctoral Capstone Experience, and 1 credit Doctoral Capstone Presentation. Trine University completes a degree audit for all students to ensure graduation requirements are met before a degree is conferred.

## 2.6 Tuition and Refunds (A.4.4)

**Link to Tuition and Fees** <https://www.trine.edu/academics/colleges-schools/health-professions/admission-aid/cost.aspx>

The Doctor of Occupational Therapy Program is a three-year, eight-semester program.

### Tuition

Class	Fall/Spring/Summer	Parking
Class of 2027	12,450	\$45/semester

*\*Parking fees are required for each of the 5 semesters that students are completing the didactic portion of the program on campus and are subject to change.*

### Program Fees

Year	Fee Per Semester
First Year	\$150/ semester
Second Year	\$150/ semester
Third Year	\$150/ semester

*\*Program fees are allocated toward AOTA student membership, Complio, Typhon, Simucase, and lab supplies.*

*\*\*Program fees are subject to change based on current AOTA membership costs along with price changes of software packages (Complio, Typhon, Simucase).*

**Total program cost: \$101,025**

## Financial Aid

Trine University does not offer scholarships for graduate students in the OTD program. There are federal and private loan opportunities for which you may be eligible. To determine federal loan eligibility, you can complete the FAFSA at <https://fafsa.gov>. If you have any financial aid questions, you are encouraged to contact the Trine University Financial Aid office at (260) 665-4863. Hours are Monday-Friday, 8 a.m.-5 p.m. Financial Aid counselors can also be reached at [onlinefinaid@trine.edu](mailto:onlinefinaid@trine.edu).

## Refunds

Refunds of tuition, room, and board due to withdrawal/drop are determined by the schedule on the [Business Office website](#). Refunds of tuition and room and board follow the schedule below. The international fee and enrollment fee are not refundable.

### Tuition Fall and Spring Semester

- Week One—100%
- Weeks Two & Three—50%
- Week Four—0%

### Tuition Summer Semester

- Week One—100%
- Week Two—0%

In the rare case an “exception” to the refund policy is granted, a \$50 administration fee may be assessed. Please note: If a student receiving financial aid withdraws during the semester, that aid is subject to the federal refund calculation. Any student who is dismissed or suspended for misconduct shall not be entitled to any refund. No refund is provided at any time on fees, books and supplies, or personal expenses.

### Withdrawal from the university:

If a student decides to drop or withdraw after registering for classes:

- The student is responsible for completing the proper paperwork and filing it with the Office of the Registrar or the Educational Center Director. By failing to do so, the student accepts financial responsibility for all charges incurred on their account.
- The student may be eligible for a full or partial refund of tuition and room and board, depending on when the official withdrawal takes place.
- It may result in a change in the total amount due for the semester.
- It may result in a loss of financial aid from a federal, state or institutional source.
- Failure to attend classes does not constitute a drop/withdrawal.

Refer to Trine University’s Withdrawal policy. The policy is outlined in the Withdrawal from the University section of the Trine University Course Catalog. Additional policies related to withdrawal, including Withdrawal/ Drop Schedule, Credit Balances/Refunds, and 1098-T Tax Information, are outlined in Section 2.15 Student Accounts. The policy includes information regarding Administrative Withdrawal from the University.

## Section 3: OTD Curriculum

### 3.1 OTD Curriculum and Program Evaluation (A.5.4)

The OTD curriculum was designed in alignment with the programs learning philosophy, curricular threads, and mission/ vision statement. Trine University's Doctor of Occupational Therapy program utilizes a comprehensive system to evaluate the effectiveness of its curriculum design and ensure alignment with program goals and accreditation standards. This system includes:

- **Course Evaluations:** Students provide feedback on the quality of instruction, relevance of assignments, and overall learning experience in each course. Course evaluations will integrate curricular threads and themes into the evaluation questions to reflect student learning.
- **Competency Checkoffs:** In-person competency checkoffs in laboratory and fieldwork settings assess students' mastery of essential skills and their ability to apply knowledge to practice.
- **Topic Assessment and Competency (TAC) Score:** The OTD program includes clearly defined

assessment points throughout the curriculum. Trine’s OTD program is developing a system called Topic Assessment and Competency (TAC) to ensure accurate assessment of student’s knowledge. The TAC system is divided into categories and integrated at several points throughout the curriculum. Not each related course will include a TAC assessment. The list of related courses reflects those with B standards linked to the TAC category. Total TAC scores will be used to measure program-level competency with an 80% pass rate.

- **CARE Assessments:** Formative and summative assessments throughout CARE rotations, including the CARE-SET (Student Evaluation Tool) and SEFWE (Student Evaluation of the Fieldwork Experience)
- **Programmatic Assessment:** Aggregated data from course evaluations, competency checkoffs, and CARE assessments are analyzed to identify areas of strength and areas for improvement in the curriculum.
- **Advisory Board Feedback:** The program's advisory board, composed of practicing occupational therapists and community stakeholders, provides input on curriculum content, relevance to current practice, and alignment with workforce needs.

### 3.2 Trine University OTD Course Sequence

Summer Semester Year 1 = 11 credits		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
OTD 5111	CARE I	1
OTD 5113	Occupational Therapy Fundamentals	3
OTD 5123	OT Theory & Behavioral Health	3
OTD 5191	Occupation-Based Intervention 1	1
OTD 5133	Innovations in Practice	3
Fall Semester Year 1 = 12 credits		
OTD 5221	CARE II	1
OTD 5222	Principles of Documentation	2
OTD 5232	Professional Development	2
OTD 5243	Scholarly Inquiry & EBP I	3
OTD 5251	Occupation-Based Intervention 2	1
OTD 5253	OT Theory & Pediatrics	3
Spring Semester Year 1 = 15 credits		
OTD 5322	Applied Physiology I	2
OTD 5331	CARE III	1
OTD 5332	Practice Design and Simulation	2
OTD 5333	Movement & Occupational Analysis	3
OTD 5343	Scholarly Inquiry & EBP II	3
OTD 5351	Occupation-Based Intervention 3	1
OTD 5353	OT Theory & Adults	3

Summer Semester Year 2 = 10 credits		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS

OTD 6423	Neuroscience of Occupations	3
OTD 6433	Leadership, Management & Supervision	3
OTD 6443	Assistive Technology in OT	3
OTD 6441	CARE IV	1
<b>Fall Semester Year 2 = 16 credits</b>		
OTD 6522	Applied Physiology II	2
OTD 6532	IPCP & Emerging Practice	2
OTD 6543	Scholarly Inquiry & EBP III	3
OTD 6591	Occupation-Based Intervention 4	1
OTD 6551	CARE V	1
OTD 6553	OT Theory & Older Adults	3
OTD 6554	Capstone Development	4
<b>Spring Year 2 = 14 credits</b>		
OTD 6644	Level II Fieldwork A	14

<b>Summer Year 3 = 10 credits</b>		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
OTD 7740	Level II Fieldwork B	10
<b>Fall Year 3 = 15 credits</b>		
OTD 7844	Doctoral Capstone Experience	14
OTD 7841	Doctoral Capstone Presentation	1
<b>Total Program Credits = 103</b>		

## Section 4: General Policies (A.4.4)

### 4.1 Title IX Notice of Non-Discrimination

Trine University is committed to providing a safe and non-discriminatory learning, living, and working environments for all members of the university community. In accordance with the provision of Title IX of the Higher Education Amendments Act (Title IX), the university does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. The university also does not tolerate discrimination or harassment on the basis of any other characteristics protected by law including race, color, national or ethnic origin, religion, age, disability, or veteran status. In the administration of any of its education programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment. The university has designated Ms. Jamie Norton as its Title IX Coordinator, and as the person to whom questions, concerns, or complaints regarding Title IX and the University's non-discrimination policies should be directed. Ms. Norton may be contacted as follows:

Jamie Norton  
Assistant Vice President for Human Resources  
Trine University  
Shambaugh Hall, Room 322  
One University Avenue  
Angola, Indiana 46703  
260.665.4847  
[nortonj@trine.edu](mailto:nortonj@trine.edu)

The University has also designated the following persons as Title IX Deputy Coordinators to whom questions or complaints may be directed:

<p>Mike Black -Dean of Students Success Trine University University Center – Student Success Angola, Indiana 46703 260.665.4171 <a href="mailto:blackm@trine.edu">blackm@trine.edu</a></p>	<p>Jacqueline Delagrange Assistant Professor Trine University Angola, IN 46703 260.665.4206 <a href="mailto:delagrangej@trine.edu">delagrangej@trine.edu</a></p>
<p>Stephanie George- Director of Human Resources Trine University Shambaugh Hall, Room 322 One University Avenue Angola, Indiana 46703 260.665.4991 <a href="mailto:georges@trine.edu">georges@trine.edu</a></p>	<p>Evan Gustin- Assistant Professor Trine University University Center – Student Services Angola, Indiana 46703 260.665.4136 <a href="mailto:gustine@trine.edu">gustine@trine.edu</a></p>
<p>Cisco Ortiz- Vice President of Student Affairs/ Dean of Students Trine University University Center, Room 207 One University Avenue Angola, Indiana 46703 260.665.4206 <a href="mailto:ortizf@trine.edu">ortizf@trine.edu</a></p>	

**CONFIDENTIAL OPTIONS IN BRIEF:**

Victims/survivors have many options that can be pursued simultaneously, including one or more of the following:

**Trine-Parkview Counseling Services:**

Student Assistance Program for BCHP Students

\*Free and Confidential Mental Health Counseling\*

Call to schedule appointment: 260.266.8060

You can choose between 3 options for your convenience:

1. In-person sessions on-site at BCHP (available Fridays)
2. In-person sessions at EAP/SAP office (available Monday thru Friday): 3948 New Vision Drive, Suite E, Fort Wayne, IN 46845 (Located by PRMC)
3. Virtual sessions via TEAMS platform (available Monday thru Friday)

**\*\*After-hours mental health emergency, please contact the Parkview crisis line at 260.446.1867 to speak with a counselor after hours\*\***

**Medical Attention:**

Routine and emergency medical care is the responsibility of the student and their personal physician, including during clinical experience/externship. Any associated costs of such medical care are the student’s responsibility. Trine University staff and faculty will call 911 for urgent and emergency treatment. The Program Director must be notified immediately of any injury or health related incident to ensure proper protocol is followed.

**Fort Wayne Sexual Assault Treatment Center:**

Medical services and advocacy support Open 24 hours

Call: 260.423.2222

1420 Kerrway Ct., Fort Wayne IN 46805



If you are assaulted get to a safe place and call 911. By limiting bathing, brushing your teeth, eating, drinking, smoking, using the toilet, or changing your clothing, you can help preserve evidence.

For more information and to view the University's Title IX Policy, please access the University's Title IX webpage - <https://www.trine.edu/about/titleix/index.aspx>

## **4.2 Equal Opportunity/Anti-Harassment**

Trine University remains committed to cultivating diversity, inclusion and fairness. As a leading private institution of higher education, Trine fosters a culture of understanding, growth and inquiry; values the diverse qualities of its students, faculty and staff; promotes an inclusive environment free of discrimination and intolerance; and welcomes everyone.

Trine will not allow discrimination and will continue to grant admission and provide educational opportunities without regard to race, age, disability, gender, gender identity, sexual orientation, marital status, national origin, religion or veteran status. The culture of Trine University dictates that these same standards of acceptance apply to all students, faculty, staff, alumni and community members.

### **Anti-Harassment**

Trine University believes that discrimination and harassment in any form constitutes misconduct that undermines the integrity of the University. Trine University prohibits discrimination and harassment that is sexual, racial, or religious in nature, or that is related to anyone's gender, national origin, age, sexual orientation, gender identity, pregnancy, disability, genetic information, or veteran status. This policy applies to all students, faculty and staff throughout the organization and all individuals who may have contact with any student for business reasons, such as vendors or customers.

Generally, harassment is unwelcome verbal statements or physical conduct that is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive. Harassment may include a variety of subtle and obvious behaviors and may involve individuals of the same or different gender or having the same protected characteristics.

If you feel that you have experienced or witnessed discrimination or harassment, you should immediately notify the Vice President of Student Affairs /Dean of Students. Trine University will promptly and thoroughly investigate the complaint and, when applicable, take appropriate remedial action. All complaints will be handled confidentially, to the extent possible. No action will be taken against anyone who makes a good faith report of behavior believed to violate this policy. Retaliation against any student for reporting a complaint or participating in an investigation is strictly prohibited.

## **4.3 Student Grievance Procedure (A.4.4)**

The OTD Program follows the University procedures for filing grievances. Students are encouraged to voice concerns they have and should attempt, in the first instance, to resolve a concern by using a direct and informal approach. Concerns may be addressed with the support and involvement or intervention of university faculty and/or staff members. It is advisable to voice concerns as soon as possible and to seek informal resolution, if possible.

If, however, a student feels that a complaint has not been dealt with satisfactorily he/she should use the appropriate process to have the issue addressed and are encouraged to submit a Formal Complaint Form. Further information related to academics can be found in the Trine University Course Catalog. [Academic Grievance Procedure](#). Students who are not satisfied with the results of the complaint process can contact the Indiana Commission for Higher Education or Higher Learning Commission. Contact information and links are provided on the [Student Grievance Procedure](#) webpage.

#### 4.4 Student Mistreatment (A.4.4)

The Brooks College of Health Professions (BCHP) strives for an environment that is respectful of all community members and does not tolerate mistreatment of students. Mistreatment of BCHP students by any Program or instructional faculty (including preceptors), staff (including at clinical sites), or another student will not be tolerated. The Student Mistreatment policy and procedures are in place to provide BCHP students with allegations of student mistreatment as a formal process for resolution.

##### Definition of Mistreatment

Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Mistreatment includes, but is not limited to, students:

- Being treated in a manner that a reasonable person would find belittling, humiliating, insulting, or disrespectful under the circumstances
- Being subjected to discrimination
- Being subject to or requested to engage in an unprofessional relationship
- Being subjected to an abuse of authority, and abusive and/or intimidating behavior
- Being subjected (directly and/or indirectly) to offensive sexist, racist, or ethnically offensive remarks, advances, or names
- Being required to perform inappropriate personal services

Allegations of student mistreatment concerning any violations within the scope of the University's Title IX policy must be handled in accordance with Title IX policy and should be reported to the Title IX Coordinator and/or a Deputy Title IX Coordinator. Students who believe they have experienced or witnessed mistreatment should report such behavior to the Program Director or the Academic Fieldwork Coordinator for investigation, summary of the conclusion, and resultant action. The report should next be shared with the Dean of the Brooks College of Health Professions. All allegations of student mistreatment will be reviewed and then directed to the appropriate team (Human Resources, VP Student Affairs, Title IX, etc.) for further review.

If the Program Director is the object of the complaint, reports of allegations of student mistreatment should be reported to the Dean of the Brooks College of Health Professions who will attempt to resolve the dispute. If the Dean for the College of Health Professions is the object of the complaint, the Vice President for Academic Affairs (VPAA) will attempt to resolve the dispute. Students maintain their right to due process by filing all complaints and grievances against the college or program faculty or staff through procedures outlined on the Student Grievance Procedure webpage. Visiting students will operate under the same procedure. If a student feels that a complaint has not been resolved at the program level, refer to the policy below.

#### 4.5 Technology Requirements (A.2.12)

All students enrolled in the OTD program are **required** to have or purchase a laptop computer or tablet that meets the Trine's OTD Program minimum specifications before attending their first class. Participation in the OTD courses will require understanding of basic technology. Students must have access to technology that includes, but is not limited to:

- Windows 10 operating system or newer
- Intel i5 processor or faster
- 8GB RAM or more
- 128GB or larger (1TB of cloud storage through OneDrive is provided)
- Optical Drive (optional)

- Webcam
- Microphone
- 802.11 AC Dual Band or better
- Acrobat Reader
- Microsoft Office
- Respondus lockdown browser download and fully functioning
- Flash Play (for video viewing) – may need to download from Adobe
- Email through Trine University

\* Prefer PC Laptop – Apple products are NOT compatible with testing software. Chromebooks are NOT compatible with IT specifications

\*\*Trine University provides students and faculty with the full Microsoft Office 2016 Suite at no cost. Visit the IT myPortal page for more information. To ensure a stable network connection for online courses, a reliable internet connection is required. Wi-Fi hotspot devices may not be adequate.

#### **4.6 Advising (A.3.5)**

Students will complete OTD program orientation the week prior to the start of classes. During orientation, students will be assigned to an occupational therapy faculty advisor, and the first meeting will occur. Advising is scheduled to occur once per semester. Students are encouraged to contact their course instructor or faculty advisor if more academic guidance is needed. During each advising session, the faculty advisor and student will review student professional behaviors (conduct and responsibilities), academic progress and standing, and preparation and/or performance related to fieldwork, and the capstone project. Direct advising related to fieldwork and capstone experience locations will occur with the Academic Fieldwork Coordinator and Doctoral Capstone Coordinator. Advising records will be housed in Complio to ensure ease of access and privacy.

For students with personal or academic difficulties, the meeting frequency will be more often as dictated on a case-by-case basis. Trine University utilizes the WeCare Early Alert system found via the Trine University portal. Some processes are automated and others manual depending on the type of alert and the follow up required.

#### **4.7 Student Retention (A.4.5)**

Students must complete the OTD program within 12 semesters of the initial start date. During a planned academic leave (PAL), students will have access to the program director and to faculty advising to ensure remedial work and support are available. Students will be presented with reasons for deceleration due to a leave of absence with a written plan to position the student for a strong return to the program and degree completion.

If a student needs to take a leave of absence due to personal or medical needs, they must contact the program director. Once a leave of absence is granted, the student will be decelerated and included in the subsequent cohort. University policies for leave of absence and withdrawal are in the OTD Student Handbook and Trine University Course Catalog.

Trine University supports the diverse aspects of individual students through advising, student services, and accessibility/ accommodation services. Student support services are covered in orientation and advising with referral tracking noted on the OTD advising form.

#### **4.8 Student Support Services (A.3.4)**

##### **Student Success and Support**

Trine University provides [services and programs](#) to assist all students in becoming efficient, self-confident, and independent learners and to successfully meet their academic and career goals.

## Academic Advising

At the beginning of a program, students are assigned an academic mentor to help guide them toward completion of their degree.

## Academic Success Center

Students also have access to Trine's Academic Success Center (ASC), with a variety of services to assist them. Learn more about the [Academic Success Center](#). ASC is part of the Office of Student Affairs.

## Student Affairs

The Division of Student Affairs at Trine University collaborates with professional staff, student leaders, and academic partners to ensure all members of the Trine community feel welcomed and are fully integrated into university life. One of its primary goals is support the holistic growth and development of its student body within an inclusive and equitable campus environment through provision of educational programs, social activities, services, resources, and advocacy. Areas of focus are illustrated in the graphic below.



Mike Black, Ed.D  
Dean of Student Success  
260-665-4171 | [blackm@trine.edu](mailto:blackm@trine.edu)

See also the [contact page](#) for members of the Office of [Student Affairs](#) staff.

## Student Health Services

OTD students do not pay fees for health services, so they are not eligible to use the main campus Student Health Center. Students may seek care from local providers (e.g., RediMed, pharmacy walk-in clinics, etc.) utilizing their own health insurance. When students work on clinical rotations, they should seek needed medical care as per their personal health insurance regulations.

Parkview Health provides counseling to health science students. This includes one day per week on the Brooks College of Health Professions campus. The schedule will be shared with students and posted daily on digital signage. For a free initial screening and guidance toward the appropriate level of care and resources, Parkview Behavioral Health directs one to call the Behavioral Health Help Line, which provides access to competent professionals, at (260) 373-7500 or (800) 284-8439, anytime 24 hours a day. For more information, visit: <https://www.parkview.com/services-specialties/behavioral-health/behavioral-health>.



Shelly Edwards, MEd, LMFT Counselor  
260.665.4809 | [edwardss@trine.edu](mailto:edwardss@trine.edu)

To learn more visit:  
<https://www.trine.edu/campus-life/health-wellness/counseling.aspx>

## TrineCares



It can seem difficult at times to make the right connection and find the help that students need. TrineCares is a one-stop source for commonly accessed resources and can help point students in the right direction. We advise students to never hesitate to seek advice or ask questions- we are all here to help!

### **Library Services**

The Brooks College of Health Professions has a Learning Resource Center (LRC) with collections of current texts, journals, periodicals and reference materials related to the curriculum and continued professional growth in the BCHP programs' fields of study. Various items are kept on reserve at the LRC for on-premises use only. Interlibrary exchange is available via interlibrary loans (ILL) from the main Trine University library and libraries worldwide. Physical materials can be delivered and/or returned as needed. Additional materials are available online for student use. These include access to eBooks, streaming media, full-text articles, images, and more through WorldCat Discovery, branded Trine Library's Research Hub. Visit Trine's library. *Login using your Trine credentials (email and password).*

The LRC provides study space and three desktop computers with networked printing. Students can also borrow laptop computers installed with specialized software to support their program of study. Additional study space is available in the student lounge including a private group study space.

A librarian is assigned to the Brooks College of Health Professions (BCHP) and is available on-site Monday- Friday from 8:00 am – 4:30 pm. The librarian's office 105 is located in the library. The librarian is available for drop-ins when not otherwise engaged or by appointment through a Book-A-Librarian module. Ms. Brewer also provides support to BCHP programs for assessment/accreditation and accessibility, serving as survey manager and test proctor in addition to other related duties. Appointments for a test proctoring can be made using the booking module linked above.



Kristina Brewer, MILS  
Director for Library, Assessment, and Accessibility Services Professional Studies,  
Graduate Studies  
Trine University Fort Wayne  
Brooks College of Health Professions, Office 105  
260.702.8013  
[brewerk@trine.edu](mailto:brewerk@trine.edu)  
Schedule an appointment [here](#).

### **Employment/Career Services**

The Employment Resource Career Center provides support for career placement and information for all aspects of employment. Career coaches provide resources and job skills training including skills assessment, building resumes, cover letters, portfolios, and other career documents, preparing for an interview, evaluating job offers, and networking.

Career Services can meet with students in person, through a phone call or virtual meeting or through email. Students do not need to be on the Angola campus to get the benefits of their expertise. Learn more about our [Career Services](#) office. A career counselor is assigned to the Brooks College of Health Professions. Virtual appointments can be scheduled by visiting the [linked](#) page.



Jason McGrogan, MS  
Jannen School of Arts and Science Brooks  
College of Health Professions Rinker-Ross  
School of Health Sciences 260.665.4124  
[mcgroganj@trine.edu](mailto:mcgroganj@trine.edu)  
Schedule an appointment [here](#).

### Writing Support Services

The [Amy Salyer-Nicholls Writing Center](#) provide a staff of tutors to assist students on any form of writing at any stage of the process, including brainstorming, drafting, revising, and editing.

Session types include:

- Face-to-face: meet with a tutor in the Writing Center located in the Rick and Vicki James University Center The LINK (Room 129)
- E-tutoring: documents can be submitted with the online calendar system for review and feedback
- Online: meet virtually with a tutor using Zoom
- Walk-Ins are welcome during daytime hours.

Appointments are scheduled in 30-minute increments. Students can make multiple reservations to expand tutoring time as needed. If your paper or project is longer than 5 pages, or students have multiple issues for review, they should schedule a longer appointment. Advise students to plan ahead! They should provide at least a week before an assignment is due for first draft reviews.



Any questions can be directed to Dr. Janelle Pulczynski, Writing Center Director at [pulczynskij@trine.edu](mailto:pulczynskij@trine.edu) or the Writing Center general email account at [writingcenter@trine.edu](mailto:writingcenter@trine.edu)

Dr. Pulczynski recommends, in terms of best practices for faculty, to incorporate in-class workshops or require tutor sessions for one specific assignment with details provided prior so her staff of tutors are prepared to help and can streamline sessions. In terms of requiring sessions, there is detailed information located on Trine's [website](#) that may help faculty schedule required sessions or workshops.

### Tutoring

For help with specific subjects, Trine University provides online and distance students with access to [Tutor.com](#) which provides over 3,000 online tutors who work with students in a one-on-one live session to follow the methodology your instructors are using in class. Through a series of interrogative prompts, tutors guide you to an understanding of the subject matter and will assist you need. This fully online tutoring service that provides 24/7 access in more than [40 subjects](#) including 16 covering Allied Health topics. For more information on online tutoring visit <https://www.trine.edu/online/student-support/tutoring.aspx>. Tutoring sessions take place in an easy-to-use online classroom, which runs in a web browser. Tutors can also assist with studying, note taking, time management, organizational skills, and test preparation. To access the [Tutor.com account](#), students follow the login instructions. In addition to live help, students will also be able to view recordings of their previous sessions, drop off paper for review and feedback and save favorite tutors and see their schedule of availability.

It is recommended that students have any questions ready for your tutor before connecting. They should enter their question and any important notes in the pre-session questionnaire; this will save them time while you are in their tutoring session.

### IT Services

Trine's Information Technology Services (ITS) is available to assist students and employees with their technology needs.

Contact 260-665-4275 or [help@trine.edu](mailto:help@trine.edu). The [ITS support page](#) includes FAQ and a system for reporting technology-related issues. [Learn more about IT Services](#). ITS also provides [training materials](#) to guide students and faculty in the use of the university's learning management system (LMS), Moodle. An ITS help desk technician is available on the Brooks College of Health Professions (BCHP) campus four days per week. The schedule will be shared with students and posted daily on digital signage.

#### **4.9 Evacuation Procedures and Safety**

In advance of evacuation, each employee and student should:

- Recognize the sound of the evacuation signal (i.e. fire alarm) and know the evacuation plan.
- Know at least two exits out of the building from your regular workspace.

When you hear the evacuation alarm/signal or are verbally told to begin evacuation of the building:

- Remain calm. Leave quickly, but do not panic.
- Try to make sure all members of your department have heard the alarm and evacuate the area.
- As you exit, proceed as quickly as possible, but in an orderly manner. Do not push or shove. Hold handrails when walking downstairs.
- If requested, accompany and assist persons with disabilities that appear to need direction or assistance.
- Only take with you essential personal items. Do not attempt to take large heavy objects.
- Shut all doors behind you as you go. Closed doors can slow the spread of fire, smoke, and water.
- Do not use elevators.
- Once out of the building, proceed to your buildings designated assembly point or as instructed by Trine University officials.

Planning includes knowing the exact location of the nearest exits and evacuation assembly points. Remain in the designated assembly location until the "all clear" has been given by building coordinators, Trine University officials, emergency personnel, or Campus Safety. Don't leave the BCHP campus, check in with the OTD program director or responsible faculty member in the North side parking lot. In the event of an emergency, students should follow the following steps by floor:

##### **Basement**

If students experience an emergency and need to vacate the building from the basement level, students can access an exit door on the North side of the building. If that exit is unreachable, students can proceed to the central stairs and exit through the first-floor doors.

##### **First Floor**

If students experience an emergency and need to vacate the building from the first floor, they should exit either through the Simulation Hospital adjacent doors or the main entrance. If that exit is unreachable, students should proceed to the basement using the central stairs and use the basement exit door on the North side of the building.

##### **Second Floor**

If students experience an emergency and need to vacate the building from the second floor, they should proceed down the North stairwell or central stairs to the first floor and exit either through the Simulation Hospital adjacent doors or the main entrance. If that exit is unreachable, students should proceed to the basement using the central stairs and use the basement exit door on the North side of the building.

##### **Third Floor**

If students experience an emergency and need to vacate the building from the third floor, they should proceed down the North stairwell or central stairs to the first floor and exit either through the Simulation Hospital adjacent doors or the main entrance. If that exit is unreachable, students should proceed to the basement using the central stairs and use the basement exit door on the North side of the building.



If evacuation places you or fellow occupants at risk, take refuge in a room that can be locked or barricaded and call 911 if possible. Secure the door and hide under a desk, in a closet, or corner. Try to choose a position that allows at least a partial view of the doorway. When reporting to law enforcement, provide location and as many factual details as possible. Cooperate fully with law enforcement responders by remaining calm and following directions from university officials. Regroup Alert announcements and instructions will be sent campus-wide in the event of an emergency incident.

### **Hostage Situation**

Immediately vacate the area, taking no chances that would endanger yourself or the hostage. Contact 911 immediately and provide a location and as many details as possible. Contributing risk factors include termination of employment or services, disciplinary actions, ongoing conflicts between involved parties, domestic or family violence, and financial problems.

### **Physical Threat**

If anyone poses a physical threat to you, get away from them, leave the area, and call 911 from a safe location. Potential warning signs that may lead to violent acts are verbal, non-verbal, or written threats, fascination with weapons and violence, signs of new or increased stress, expression of hopelessness or anxiety, insubordinate behavior, dramatic changes in behavior or performance, destruction of property, drug or alcohol abuse, and externalization of blame.

### **Prevention**

Be aware of what is going on around you at all times. Awareness is a proven method for increased personal safety. Tell Campus Safety or authorities when you notice unusual or suspicious behavior. Take advantage of educational opportunities that provide training in conflict resolution and positive ways of dealing with hostile individuals. Become familiar with Trine University's Campus Safety and do not hesitate to call for help. Finally, remember: A safe campus is everyone's responsibility.

### **Crime Prevention**

If a crime is occurring call 911 if you are safe to do so. Call Trine University Fort Wayne Campus Safety at 260.800.811 to report the crime. To prevent crime in your office/room lock your door, even if you are just going down the hall. It takes a thief 10 seconds or less to enter an open room and steal your property. Do not leave messages on your door indicating that you are away and when you will be back.

If someone asks to use your phone for an emergency call, offer to telephone them instead of allowing them access. Do not put your address on your key ring. Do not leave keys in hiding places.

Call Trine University Fort Wayne Campus Safety at 260.800.8110 to report suspicious persons or activities. Avoid walking alone at night unless necessary and use high-traffic, lighted sidewalks.

Walk purposefully, know where you are going, project a no-nonsense image and be aware of your surroundings. Protect your vehicle or bicycle and always lock your car. Lock bikes to immovable objects or bike racks with hardened-alloy locks and chains or U-shaped locks. Do not leave tempting valuables or property visible such as GPS units, laptops, video game systems, etc., or other electronics inside a vehicle. Lock valuables in the trunk.

### **Medical Attention**

Seeking medical attention will not require the victim to pursue any type of formal institutional or criminal action nor will it require the reporting person to identify the victim or the alleged perpetrator. Victims who agree to seek medical treatment will be encouraged to go to the hospital without showering, cleaning up, or changing clothes as doing so could destroy evidence. Call 911 if you need emergency services. The facilities listed below are equipped to assist survivors of sexual assault and attend to medical needs: Parkview Regional Hospital 11109 Parkview Plaza Dr Entrance 1. Fort Wayne, IN 46845, 260.266.1000

Fort Wayne Sexual Assault Treatment Center at 2270 Lake Avenue, Suite 201, Fort Wayne, 260.460.0396  
Reporting, Advocacy, and Information:  
Allen County Sheriff's Office at 260.449.3000



Fort Wayne Sexual Assault Treatment Center 260.423.2222  
Trine University Campus Safety 260.800.8110  
Trine University Campus Safety Director - ANGOLA Stu Hamblen: 260.665.4543  
Trine/Parkview CRISIS Student Assistance/Counseling 260.446.1867  
Trine University Office of Student Life 260.665.4168

### **Safety Escort Services**

Trine University Fort Wayne Campus Safety provides safety escort services to all Trine University staff, faculty, and students. They will walk you to and from campus destinations. For security purposes, Trine University Fort Wayne Campus Safety personnel will carry identification and be in uniform. For availability and hours of operation, contact Fort Wayne Campus Safety at the desk phone 260.800.8110 or cell phone 260.433.1547. How to arrange an escort: Call Trine University Fort Wayne Campus Safety and provide:

Your full name

Your location

Your destination

The number of people in your party

The time desired for escort

Safety Escort Rules

You must be able to carry your own items. Safety escort personnel are not required to carry items.

School identification is required.

You are responsible for being at your designated location on time if scheduled.

### **Synthetic Material Spills (Chemical Spills)**

Familiarize yourself with the materials and chemicals you are using in the labs to ensure chemical spills are handled properly and precautions for safe handling are followed. If toxic chemicals come in contact with your skin, immediately flush the affected area with clear water. Refer to material safety data sheet to ensure proper treatment of the affected area. If there is any possible danger, evacuate your area.

If this is a medical emergency, remain calm and call 911. All chemical spills, no matter how small, should be reported to Trine University Fort Wayne Campus Safety at 260.800.8110 or building manager Lisa Schall at 260.203.2914 to ensure proper hazardous procedures are followed.

## **4.10 Gross Anatomy Lab Safety and Procedures**

Gross anatomy is the study of structures, their relationships, and their functions. Adequate knowledge of the body cannot be obtained from lectures, books, and software alone. However, these are essential guides that can assist the student in their learning process. Through the Gross Anatomy Laboratory, the student can obtain first-hand information from seeing and handling anatomical specimens and appreciating their interrelationships.

### **Purpose**

The purpose of this document is to inform you of the hazardous chemicals and conditions to which you will be exposed in the Gross Anatomy Laboratory. Exposure is defined as personal contact with the hazardous or potentially hazardous chemicals at levels with an average eight-hour time weighted average, set for by the American Conference of Governmental Industrial Hygienist or OSHA's Permissible Exposure Limit (PEL) when used in a manner consistent with usual laboratory procedures. This includes inhalation of the ambient laboratory air and skin contact as the anatomical specimens are handled.

### **Hazardous Chemicals**

The hazardous or potentially hazardous chemicals to which you are exposed in the Gross Anatomy Laboratory are the components of the embalming fluid and the wetting solution. A list of these components follows. The MSDS sheets are available to you by request pursuant to 29 CFR, 1910.1200, the OSHA Hazard Communication Standard. Embalming Fluid, the fluid may contain any or all of the following: formaldehyde, phenol, ethylene glycol, ethanol EDTA, and water.

Formaldehyde is a suspected carcinogen and respiratory irritant. In addition, skin irritation may occur with prolonged exposure. Phenol is a respiratory toxin and skin irritant. Mold-X, this detergent is used for fungicidal purposes and the active ingredients are formaldehyde and methanol. Formaldehyde is a suspected carcinogen and respiratory irritant.

### Student Considerations

**Skin:** Protective clothing such as hospital scrubs or a laboratory coat is strongly recommended. The use of latex or non-latex gloves is required for long term handling of the cadaver structures. The occasional handling of a specimen without gloves does not appear to be a danger, although this practice is not recommended. A student who has or develops skin sensitivity should use gloves and wear long sleeved garments at all times. In addition, the student should notify the instructor and their physician so that appropriate procedures can be implemented. Students exhibiting contact sensitivity should consult a physician regarding the type of gloves, garments, or other items that may cause irritability. Minor cuts and abrasions from cutting instruments or bone edges should be washed thoroughly with soap and water. Contact a member of the laboratory staff or faculty for antiseptic and dressing materials. A physician should treat any serious wound immediately.

**Eyes:** Eye protection is recommended when dissecting and required when cutting bone and/or using saws. Accidental fluid splashed into the eyes should be flushed immediately using the eye wash station located in the laboratory, and a physician consulted. Many students now wear contact lenses, and many types of lenses now exist. Questions concerning the effects of any of the above chemicals on eye tissues while wearing contact lenses or on the lenses themselves should be directed to your ophthalmologist and/or optometrist.

**Respiratory:** Individual students may have or develop sensitivity to any of the chemicals used in the laboratory, in particular formaldehyde or phenol. To obtain a respiratory protective device (respirator), a student must have a respiratory evaluation by a physician, after which s/he is fitted and trained in its proper care by their physician. A particle filter mask provides no protection for formaldehyde or phenol sensitivity but may diminish laboratory odors.

**Pregnancy:** Students who are pregnant or who are nursing newborn infants while using gross anatomy laboratories should consult their obstetrician immediately regarding recommended precautions.

## Section 5: Academic Policy

### 5.1 Grading Policy

The course instructor awards grades in accordance with policies posted in the OTD Student Handbook. Course instructors inform students of their grading policy, and grades become official when reported to the Registrar. Trine University grades students on the following scale for the OTD program:

A	Excellent	4.0	94-100
B+	Very Good	3.5	88-93.99
B	<b>Good</b>	<b>3.0</b>	<b>82-87.99</b>
C+	Above Average	2.5	75-81.99
C	Average		2.0 70-74.99
D+	Below Average	1.5	68-69.99
D	Poor	1.0	66-67.99
F	Failure	0.0	<65.99

### 5.2 Grade Requirements

It is an expectation to maintain professional standards and basic understanding of the profession and safety requirements. Due to these expectations, a grade of B (82%) or higher is required in all courses (less than 81% is

unacceptable). **The OTD program requires that students maintain a cumulative GPA of 3.0 or higher in all OTD courses and for overall GPA.**

### 5.3 Grade Calculation

- The OTD program will not round up assignments, tests and quiz grades, or final grades. Instructors will calculate these up to two decimal points.
- Incomplete (“I”) is a temporary grade used by the instructor in cases where a student is unable to complete course requirements because of extenuating circumstances.
- The student needs to have satisfactorily completed the major portion of the course requirement and is able to complete the remaining work without retaking the course.
- The OTD program director reserves the right to approve or deny per extenuating circumstances.
- If the course requirements are not completed within 8 weeks, the “I” will be converted to an “F” by the registrar.
- The student cannot be enrolled in the next course until successful completion of the “I”.
- Enrollment will be dependent upon space availability.

### 5.4 Academic Misconduct (A.5.4)

Trine University prohibits all forms of academic misconduct. Academic misconduct refers to, but is not limited to, the following activities:

- Copying another person’s work and claiming it as your own, or submitting the same paper in two different courses without knowledge and consent of the instructor (plagiarism)
- Using the work of a group of students when the assignment requires individual work
- Looking at or attempting to look at an examination before it is administered
- Using materials during an examination that are not permitted
- Allowing another student to take your examination for you
- Intentionally impeding the academic work of others
- Using any electronic device to transmit portions of questions or answers on an examination to other students
- Using any electronic device to improperly store information for an exam
- Knowingly furnishing false information to the University
- Assisting other students in any of the acts listed above.

Moreover, a student is expected to submit his/her own work and to identify any portion of work that has been borrowed from others in any form. Failure to adhere to the policy above is considered academic misconduct. In situations of Academic Misconduct, instructors have the authority to award a failing grade on the assignment in question or a failing grade for the course. Upon approval by the appropriate Dean, Academic Misconduct may also result in expulsion from the university.

### 5.5 Grade Appeals

Please refer to Grade Appeals in the [Course Catalog](#) for information regarding grading appeals, incomplete grade, in progress grade, and course repeat policies.

### 5.6 NBCOT Occupational Therapy Knowledge Exam (OTKE)

Trine University will integrate OTKE testing throughout the curriculum. The series of three exams empowers students to understand their level of understanding and performance. The results provide students with in-depth insight on domains of OT practice.

## **5.7 Probation, Suspension, and Dismissal (A.4.4)**

### **Academic Probation**

Graduate students must maintain a 3.0. Students whose cumulative GPA drops below a 2.7 will be dismissed from Trine University. Students whose cumulative GPA falls between a 2.7 -2.99 will be given a probationary notice and asked to submit a self-assessment. This will only be permitted once, and the student must then achieve a 3.0 by the end of the following semester. A student who is dismissed may apply for readmission immediately by contacting the Program Director and completing the re-admit form, providing a 3-4 paragraph written statement explaining why he/she was not meeting academic standards and outlining a plan for his/her future success. The re-admit form requires students to submit a plan for raising their cumulative GPA back to 3.00. The Graduate Council will determine the outcome of the re-admit request.

Students whose cumulative GPA is below 3.0 and are on academic probation due to GPA will not be eligible to participate in Curricular Practical Training (CPT) during the semester of probation. Students will regain eligibility once the academic probation has been lifted and they are in good academic standing of a 3.0 or higher.

### **Suspension (A.4.4)**

Financial Aid Suspension status may be assigned to a student for any one of three separate reasons (see below). A student who is placed on Financial Aid Suspension is not eligible for Financial Aid. In some instances, a student may receive financial aid only if they re-establish eligibility by meeting the standards set forth in this policy.

- Previous Financial Aid Warning— Assigned to a student that attempted less than 60 credit hours that is still not meeting SAP following their semester of Financial Aid Warning.
  - A student in this category has the option to complete a financial aid appeal.
- Over 60 credit hours attempted Suspension— Automatically assigned to a student that has attempted 60 or more credit hours and is not meeting SAP, regardless of being placed on Financial Aid warning before or not.
  - A student in this category has the option to complete a financial aid appeal.
- Over 90 credit hours attempted Suspension— Automatically assigned to a student that has attempted 90 or more credit hours and is not meeting SAP, regardless of being placed on Financial Aid warning before or not.
  - A student in this category does NOT have the option to complete a financial aid appeal.

### **Disciplinary Dismissal (A.4.4.)**

A student may be dismissed from Trine University for disciplinary reasons. In such cases and regardless of the timing during a semester, the student is withdrawn from all classes, earns no credits for the semester, and is assigned a grade of “F” for each class. A disciplinary dismissal is final and cannot be erased by withdrawal from the university. Students wishing to return to the university must apply for readmission. Also, the judicial process is under the jurisdiction of the Dean of Students. The student forfeits all tuition and fees for the semester or term regardless of when the sanction is imposed. Financial Aid can be impacted if the student received any Title IV funding that requires enrollment for the entire semester.

### **Excessive Absence Dismissal**

A student may be dismissed from Trine University for excessive class absences. In such cases, the student has until the semester’s withdrawal deadline to withdraw from all courses, which will garner a “W” on the transcript as the grade for each course. After the deadline to withdraw passes, the student will be administratively withdrawn from all courses, earn no credits for the semester and be assigned a grade of “F” for each class. This excessive absence dismissal is final. Students wishing to return to the university must apply for readmission. The student forfeits all tuition and fees for the semester or term regardless of when the sanction is imposed. Financial Aid can be impacted if the student received any Title IV funding that requires enrollment for the entire semester. The judicial process is under the jurisdiction of the Dean of Students.

## **5.9 Sanctions, Withdrawals, and other Punitive Actions (A.4.4)**

## **Sanctions**

The University may impose sanctions on the respondent (perpetrator) following a final determination of responsibility during university disciplinary procedures. These sanctions can include formal warnings, disciplinary probation, suspension, and up to permanent expulsion. Dating violence, domestic violence, sexual assault and stalking may be found to be criminal acts, which may also subject the perpetrator to criminal or civil penalties under federal and state laws.

## **Violation of a Public Health Standard**

Violation of a public health standard will result in disciplinary and/or administrative sanctions. Violations that are referred to in the university judicial system may result in disciplinary sanctions (judicial points). Violations referred to the Dean of Students/Pandemic Response Team Leader may result in administrative sanctions, including, but not limited to, temporary removal from campus for administrative quarantine, temporary suspension from the university or permanent expulsion.

## **Involuntary Leave of Absence**

The university provides a wide range of services to support and address the mental and physical health needs of our students. Our first concern is for the health and welfare of each individual in our community. Our goal is to enable all students to participate fully as members of Trine's academic community. However, students who's psychiatric and/or psychological, or other medical condition causes them to pose a threat to themselves or others or causes them to significantly disrupt the educational and other activities of the university community, may be required to take a leave of absence from the university. Under these circumstances, students will be given the opportunity to take voluntary leave. Should a student decline to take voluntary leave, the university may determine that the student's health and welfare, and/or the needs of the community, require a period of involuntary leave of absence. The following policy establishes that protocol under which an involuntary leave of absence may occur and the process for return from leave.

## **Temporary Removal**

If the Dean of Students has reason to believe, based on the information available, and in consultation with professionals with appropriate expertise, that the student's continued presence on campus poses an imminent threat of significant harm to him or herself or to others in the community, the Dean of Students may take immediate action to remove the student from campus pending receipt and review of relevant information and a determination. At the Dean of Students' discretion, this temporary removal may remain in place pending completion of any appeal process.

## **Process for Return from Leave**

A student seeking a return from leave must apply in writing to the Dean of Students. Such a request must be submitted no less than thirty (30) days before the beginning of the semester in which the student seeks to reenroll. The student must demonstrate that he/she has met any conditions for return specified by the university. The university may require any documentation or evaluation it deems appropriate (reports from health professionals should be directed to the University's Student Health Center). In addition, the university may require a release from the student to enable the Student Health Center and/or University's Counseling Services to discuss the student's condition with his/her treating health professional. In consultation with the School Dean, the Dean of Students and the Vice President for Academic Affairs will review the request and other relevant information, including the student's compliance with the specified conditions for return from leave and the assessment from the appropriate professionals within the University's Counseling Services and/or the Student Health Center and decide whether it is appropriate for the student to return. If the Dean of Students denies the request to return from leave, the student may challenge that decision by submitting a written appeal to the Vice President for Administration (or someone designated by the President) and the Vice President for Academic Affairs within five (5) business days of receipt of the Dean of Students' decision.

### **Return of Veterans TA Benefit**

In accordance with Change 3, DoDI 1322.25 (July 07, 2014) Veterans TA benefits are subject to the same calculation and 60% of the semester must be completed before a student will be considered to have earned the full amount. If a student withdraws prior to the 60% period, then the unearned portion of TA funds will be returned.

### **Confidentiality**

All records concerning involuntary leaves of absence will be kept in accordance with the University confidentiality policy and other applicable policies. The student's transcripts will indicate either a "W" or "F" based upon the timing of the involuntary leave of absence and current grades within the courses.

### **Withdrawal from the University (A.4.4)**

#### **Voluntary**

A student wishing to withdraw from the university during a term may obtain a withdrawal form from the Office of Student Success and Retention. A student living in a residence hall should also consult the Office of Student Affairs. A student who plans to return to Trine University within one calendar year may apply for Planned Academic Leave (PAL). Details and application forms are available in the Office of Student Success and Retention.

#### **Unauthorized**

A student leaving the university during a term without officially withdrawing will receive "F" grades in all courses and will not receive refunds of any kind, including fees and deposits. The withdrawal procedure will not take place automatically for a student who leaves campus because of illness or family emergency. If official notification of withdrawal cannot be made in person, the student should contact the Executive Director of Student Affairs in writing.

#### **Disciplinary**

Students dismissed for disciplinary reasons during a term will be given "F" grades and monetary reimbursement will not be made for tuition, housing, or any other university fees.

### **Administrative Withdrawal Policy**

Trine University may administratively withdraw a student from a particular course or courses.

#### **Academic Withdrawal**

The Registrar may administratively withdraw or drop a student from a course or courses for academic reasons such as the following: academic dismissal, unapproved credit overload, and not completing the necessary prerequisites for a particular course. An academic drop or withdrawal will be processed according to the established drop and withdrawal deadlines. A grade of "W" will be assigned in the case of a withdrawal. The student's GPA will not be affected.

#### **Medical Withdrawal**

As a result of medical necessity, a student may be withdrawn from a class or classes. This process begins with the Executive Director of Student Affairs. Such withdrawals will only be granted based on appropriate medical documentation. Once approved by the Executive Director of Student Affairs, the student is withdrawn from all applicable classes and is assigned a grade of "W." The student's grade point average is not affected. Where appropriate and with an instructor's permission, a student could receive a grade of "I" (Incomplete).

## **Section 6: Policies and Procedures**

### **6.1 OTD Program Attendance Policy**

- Attendance will be taken at each course event. The course instructors will maintain attendance records. Students should refer to the course syllabus for expectations.
- Attendance will be reported via Trine University We Care Alert, and for the purpose of financial aid qualification.
- Students are expected to be present, punctual, and attentive for class, clinical, lab, and simulation experiences.
- Attendance is mandatory at all scheduled on-campus and off-campus course experiences/ observations/orientations.
- Students should maintain professionalism, and rearrange any scheduled events around classes, lab, or clinical requirements.
- If a student is unable to attend a scheduled class, clinical, lab, or simulation event, the student needs to contact the instructor in advance. As a professional measure, the student should contact the instructor at least one hour before the start of the missed class, lab, or clinical event.
- Students are responsible for reviewing any material missed during an absence.

#### **Lecture Policy:**

- If a student misses more than two (2) full scheduled days of a lecture class, the student will receive a We Care Alert, and counseling by the instructor. A doctors notes will be accepted, but absences will still accrue.
- If a student misses more than three (3) full scheduled days of a lecture class, the student will receive a We Care Alert, counseling by the instructor, and a possible deduction of the final course grade will occur.

#### **Skills Lab Policy:**

- The student must schedule any make-up work or questions on missed material through the instructor, per their availability.
- Missed skills lab material (i.e. return demonstrations, checkoffs) must be made up within one week to receive points, again this is per the instructor availability. Material not made up within one week will result in a score of zero.
- All missed material required to be made up (checkoffs, return demonstrations, participation material etc.) not made up within the specified time frame will result in completion, but no points awarded.

#### **SIM/Clinical Experience Policy:**

- Simulation and clinical experiences cannot be made up and will count toward grade deductions.
- If one clinical day or simulation lab is missed, the student will receive a We Care Alert, and counseling by the instructor.
- If a student has missed 15% of the assigned clinical/lab contact hours, the student will receive a We Care Alert, counseling by the instructor, and a possible deduction for the final grade of the course.
- If a student has missed 15%-20% of the assigned clinical/lab contact hours, the student will receive a We Care Alert, counseling by the instructor, and a possible deduction for the final grade of the course.
- If a student has missed more than 20% of the assigned clinical/lab contact hours, the student will receive a We Care Alert, counseling by the instructor, and receive an "F" for the course.
- Faculty understand that personal circumstances may arise that make it impossible to attend scheduled classes, clinical, lab, or simulation activities. If a student is unable to attend a scheduled class, clinical, lab, or simulation event, the student needs to contact the instructor in advance. Any extenuating circumstances will be assessed and reviewed by the OTD Program Director

#### **6.2 Tardiness/Exclusion**

- A tardy is defined as arriving at a class, clinical, lab, or simulation event any time after the scheduled start time.
- To ensure the students are prepared and in the correct place, it is recommended that students arrive 15 minutes early for each class, clinical, lab, or simulation event.

- Tardiness greater than 30 minutes and/or leaving early from the clinical, lab, and simulation experiences is unacceptable. The instructor has the right to inform the student to go home and the incident will be reported to We Care Alert and counted as an absence.
- If a student has three (3) or more occurrences of tardiness or leaving early, the student will receive a We Care Alert, meet with the students assigned faculty advisor, and the time will count against the student as a half day.
- If a student is ill, impaired, not prepared for the clinical/lab/simulation event or fails to follow the affiliating agency's policies and procedures, the student will be sent home, receive a We Care Alert, and the time missed will be calculated and recorded for that day against the total contact hours for the clinical/lab.

### **6.3 Unprofessional Conduct in Lab/Simulation Experiences**

Unsafe or unsatisfactory conduct in the lab/clinical setting is unacceptable and will be defined by any behavior or action by the student that results in a negative outcome or harm to the patient, family members, staff, or other stakeholders. These include, but are not limited to:

- Behavior or action that is deemed a violation of Trine University or clinical affiliation agency policy.
- The inability to be accountable and own one's actions.
- Arriving to a clinical/lab/simulation experience unprepared or with the inability to make appropriate judgment as a result of lack of sleep, alcohol, or drug use.
- Unprofessional communication with patients, family members, classmates, staff, faculty, or any stakeholders.
- Physical or abuse (including profanity, yelling, or threats to wellbeing) to anyone.
- Students stealing property, fighting, carrying weapons, falsifying data, etc.
- Students failing to maintain patient confidentiality and/or clinical affiliation agency information.
- Student fails to follow clinical affiliation agency policies/procedures.
- Student lacks integrity.
- Student fails to follow the Nurse Practice Act in the state where the lab/clinical experience takes place.
- Student fails to remain in compliance with all Health Clearance requirements.

### **6.4 Recommended Sanctions for Noncompliance with Professional Expectations**

The student must comply with the professional expectations as established by Trine University OTD program. Healthcare agencies where lab/clinical experiences occur reserve the right to deny students access to participation in lab/clinical experiences based on observed or reported violations of the affiliation agreement or professional expectations.

If a student is denied the ability to participate at a clinical agency or clinical experience, this can affect the student's ability to progress in the OTD program. The following can apply depending on the severity of the infraction:

Intervention:

- WeCare Alert Filed
- APG Committee review situation, recommendations to OTD Program Director

One or more of the following may apply:

- Counseling statement reviewed, signed, filed.
- Action plan
- Failing grade for the course
- Immediate disciplinary dismissal from program and university communicated by the OTD Program Director and the Dean of the Brooks College of Health Professions
- Notification of appropriate parties of interest

### **6.5 BCHP Storage & Release of Information Policy (A.4.6)**



Enrollment in the Brooks College of Health Professions program requires participation in clinical educational activities at various healthcare provider locations, including but not limited to hospitals, medical offices, rehabilitation centers, and other health clinics. Clinical locations require proof of immunity to certain infectious illnesses, tuberculosis screening, documentation of criminal background checks, drug screening, and student capability to perform essential functions.

Student health records, criminal background checks, and drug screen results are confidential and are not accessible to or reviewed in general by the program, principal or instructional faculty or staff except for the specific purpose of confirming compliance with clinical placement requirements. BCHP programs expect students to submit copies of specified records such as immunizations, HIPAA, OSHA, CPR, ACLS and other documents to Complio as directed. Complio is a Consumer Reporting Agency (CRA) and has been selected to securely store and record compliance with required clinical clearance documentation. Student health records will only be stored in approved clinical software. Directors, faculty, and staff will not store any student health records on university drives or as physical copies.

## **6.6 Infection Control (A.4.4)**

Infection control policies for Doctor of Occupational Therapy (OTD) program align with general healthcare standards, to align with fieldwork site requirements to prevent the spread of infections. Key elements of these policies include:

- Adherence to CDC and OSHA Guidelines
- Policies reflect the Centers for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA) standards for infection control. This includes hand hygiene, the use of personal protective equipment (PPE), and environmental cleaning. OSHA training is completed during the first-year student orientation and as needed throughout the program.
- Vaccination Requirements
- Trine's OTD program requires vaccinations for students, which include flu, hepatitis B, and COVID-19, to protect patients and prevent the spread of infectious diseases.
- Standard Precautions
- The OTD program emphasizes standard precautions for all lectures, labs, and fieldwork encounters, including the use of gloves, masks, eye protection, and gowns when exposure to blood, body fluids, or other potentially infectious material is anticipated.

## **6.7 Appropriate use of Equipment (A.4.4)**

### **Client Safety (On campus learning)**

- Standard Precautions: All client interactions follow standard precautions, such as using gloves, masks, gowns, and eye protection, when necessary, to avoid cross-contamination.
- Hand Hygiene: Strict handwashing protocols are enforced before and after client contact. Alcohol-based hand sanitizers are used when soap and water aren't available.
- Screening and Isolation: Clients are often screened for infectious diseases (e.g., COVID-19, flu) before entering treatment areas. Clients with symptoms of infectious diseases may be isolated or deferred to avoid exposing others.
- Sanitization of Equipment: Shared treatment tools, adaptive devices, and surfaces are regularly cleaned and disinfected between client sessions.
- Vaccination Encouragement: Trine's OTD program may encourage clients in healthcare settings to stay up to date with vaccinations, especially for flu, pneumonia, and COVID-19.

### **Student Safety**

- Vaccination Requirements: Students must maintain current vaccinations for common healthcare-related diseases (e.g., hepatitis B, COVID-19, flu) as part of their fieldwork readiness.

- **PPE Use:** Personal protective equipment (PPE) is required in both fieldwork settings and certain lab activities, especially when exposure to bodily fluids or infectious agents is possible.
- **Health Screenings:** Students may undergo routine health screenings or symptom checks, particularly during pandemics or flu seasons, to ensure they are not putting themselves or others at risk. Trine University OTD students have access to the student clinic located on the main campus in Angola, IN.
- **Infection Control Education:** Students receive thorough education and training in infection control practices, including proper PPE donning and doffing, hand hygiene, and environmental cleaning procedures. Infection control is practiced during lectures, lab experiences, simulations, and during gross anatomy labs.
- **Reporting and Managing Exposures:** Students who are exposed to infectious materials, should report the incident to the faculty member teaching the course to ensure timely reporting and follow-up care. The faculty member is required to notify the OTD program director. The OTD program director is responsible for documenting the incident, ensuring the students are taking necessary steps to be able to return to class, and reporting events to the Dean of the Brooks College of Health Professions. This includes protocols for potential exposure to bloodborne pathogens or airborne diseases.

### **Faculty Safety**

- **Occupational Health Policies:** Faculty working in fieldwork environments are required to follow the same infection control measures as healthcare providers, including PPE use, hand hygiene, and vaccination requirements.
- **Workplace Hygiene Practices:** Faculty are expected to maintain clean and sanitary workspaces, with regular cleaning of personal workstations, teaching equipment, and shared spaces.
- **Flexible Work Policies:** In the event of illness or exposure, faculty may have the option to teach remotely or postpone face-to-face interactions to prevent spreading illness to students or colleagues.
- **Ongoing Training:** Faculty participate in regular infection control updates and training, ensuring they stay informed about the latest guidelines, including those related to new diseases or changing public health recommendations.

### **Classroom and Lab Safety for All**

- **Sanitation Protocols:** Classrooms and labs are regularly cleaned, with extra attention to high-touch surfaces like doorknobs, desks, and lab equipment. Cleaning occurs nightly. Disinfecting shared materials after each use is the responsibility of the faculty member and students engaging in the learning activity.
- **Physical Distancing and Class Size Control:** Depending on current health risks (e.g., during pandemics), the OTD program may implement physical distancing protocols and limit the number of students per lab or classroom.
- **Ventilation and Air Quality:** Proper ventilation is ensured in all teaching and laboratory areas.
- **Hybrid Learning Options:** In cases of outbreaks, the OTD program may offer hybrid or fully remote learning options to limit in-person contact while continuing education.

### **Legal and Ethical Responsibilities**

- **Confidentiality:** All infection-related health information is kept confidential in compliance with HIPAA and other privacy regulations, ensuring that individuals' health status is not disclosed unnecessarily.
- **Equitable Access to Protection:** All students, faculty, and clients must have equal access to infection control resources, such as PPE and hand sanitizing stations, to ensure that everyone is equally protected, regardless of personal circumstances.

## **6.8 Professional Liability and Health Insurance**

All students are provided professional liability insurance through Trine University. Professional liability insurance covers activities completed as OTD students in the classroom, laboratory educational experiences, and clinical education experiences. A student's professional liability insurance does not cover the student in activities outside the domain of

the OTD Program. Proof of professional liability insurance by clinical sites is available upon request from the Program Director.

## **6.9 Incident-Accidents**

Students who are enrolled in the OTD program have the potential to be exposed to potentially infectious material and/or body fluids. Students can also experience other types of incidents/accidents when performing patient care during the clinical practicum rotation. All incidents/accidents must be reported immediately. It is the student's responsibility to maintain personal health insurance. The student is responsible for the cost of medical expenses resulting of an incident/accident. Trine University is not responsible for any costs associated with incidents occurring in the clinical/lab setting. If a student is injured during participation in a clinical or lab course, the following outline of necessary steps must be followed:

- Notify the course instructor immediately.
- Seek medical attention as needed.
- Comply with clinical agency requirements for reporting.

## **6.10 Clinical Experience**

- Clinical and lab days and times are arranged by the Academic Fieldwork Coordinator or Fieldwork Assistant.
- Any clinical or lab experience is conducted in accordance with the prior arrangements of the affiliation agreements with each site.
- Affiliation agreements dictate the expected conduct, allowed activities, and duties and responsibilities of each party, faculty, and students.
- When at any off-campus clinical/lab/simulation event, it is the expectation of Trine University that the faculty, staff, and students follow all policies and procedures of the affiliating agencies, including but not limited to; physical examination on enrollment, up-to-date immunization records (including Flu and COVID vaccination status), certification in basic life support, annual tuberculosis screening, annual criminal background, and drug screenings.
- Clinical/lab/simulation events may occur on different days and times in the day as scheduling allows. This can include all shifts and potentially weekends. Travel may be required to reach clinical sites.
- Assigned clinical/lab/simulation days and hours may vary due to clinical course, site, and availability.
- Clinical/lab/simulation events may range in time, from 1-12 hours, or split between multiple days.
- Changes may occur to clinical/lab/simulation times with short notice due to events or restrictions that can occur in the clinical setting.

## **6.11 Dress Code**

Trine University's OTD program expects students to always maintain professionalism. The OTD student's dress code will conform to the agency standards where all clinical course events occur. If the student has concerns about compliance with the dress code, please contact the Program Director.

- Students are expected to wear clean and professional clothing to class. Per faculty instruction, students can wear athletic clothing or scrubs to laboratory experiences.
- Students must clearly identify themselves as a Trine University OTD student using the approved Trine OTD logo embroidered on the front left chest of the uniform. Trine University identification is to be worn at all times on the right upper chest of the scrub top/jacket. Individual clinical sites may have additional ID badges for students to wear.
- Scrub jackets are to be the same shade of navy blue as the uniform with the Trine University OTD Department logo embroidered on the front left chest.
- A white or navy blue (same shade of navy blue as the uniform) undershirt- a solid color with no print- can be worn under the uniform.

- Maintain clean and well-kept hairstyles, beards, and mustaches. Hair must be so that it does not interfere with clinical performance. The clinical site policies dictate color and securing of hair and head coverings.
- Natural-looking cosmetics are allowed. Keep nails trimmed, and clean, and do not extend beyond the fingertips. Artificial nails and nail polish are NOT permitted in the clinical setting.
- The clinical agencies dictate the policy on tattoos. Trine will adhere to requirements to cover visible tattoos, if necessary, per agency policy. Tattoos must be tasteful and respectful; if not, they are to be covered while in the clinical setting. Please consult with the AFWC with any questions.
- Jewelry (rings, earrings, bracelets, necklaces etc.) should be kept to a minimum. Small stud earrings are acceptable while dangling or hoop earrings are not acceptable. All body piercings must be professional and respectful. The facility and or supervisor of a unit may dictate if any form of jewelry may need removed or covered. If a piercing makes it difficult or unsafe to perform clinical aspects, it should be removed or left at home.
- Dental and personal hygiene is expected to be maintained. Avoid heavily scented perfumes, tobacco, personal care products, and/or aftershave while in a clinical/lab setting. Students who do not maintain hygiene or smell heavy scents including tobacco smells will be sent home will receive an incidence of absence for that day.
- Surgical masks, face shields, goggles, or other identified personal protective equipment may be required to be worn in clinical facilities, as per current clinical facility site policies and procedures.
- All clinical agencies, facilities, property surrounding the facility, and student vehicles, are considered non-smoking environments during the clinical time. Smoking is strictly prohibited during any simulation, lab, or clinical experience. Students found smoking during these times will be dismissed from the simulation, lab, or clinical day and will receive an incidence of absence for that day. Make-up time will not be a consideration.
- In the event the student does not adhere to policy and procedures, faculty reserves the right to send a student home from the clinical day with no makeup for assigned hours or points.

## Section 7: Experiential Learning Guide

This section outlines the policies and procedures which guide the standards and practices of the OTD Program in the experiential learning phase, which consists of both the fieldwork and capstone phases. Students are required to complete two semesters of level II fieldwork (24 weeks total) and one semester of Capstone Experience. Policies and procedures listed here address both level II fieldwork and the Doctoral Capstone Experience.

### 7.1 Experiential Learning Attendance

Attendance during the experiential phase is mandatory and necessary to successfully complete the Trine OTD Program. Some sites may have evening, weekend and holiday hour requirements, as well as additional meetings or conferences which are mandatory. Students are required to follow their site's schedule as determined by the Academic Fieldwork Coordinator (AFWC) or Doctoral Capstone Coordinator (DCC). Students can have no more than 5 scheduled excused absences during the entire fieldwork phase OR capstone phase. The following policies apply:

#### Unscheduled Absences

Absences due to emergencies, illness, bereavement qualify as unscheduled absences. If a student is going to be absent due to an emergency, illness, or injury, the student must:

- Notify the fieldwork educator or designee at the fieldwork rotation site and the Academic Fieldwork Coordinator by the start of the absence fieldwork day.
- Follow proper documentation/reporting procedures in Typhon as instructed by the AFWC.
  - If a student does not follow all these steps, the absence will be considered unexcused.
  - More than two unexcused absences from any one fieldwork rotation will result in failure of the fieldwork rotation.

The policy for bereavement absences for a death in the immediate family is to grant a 3-day maximum leave from rotation.

- Students must communicate such instances immediately to the Academic Fieldwork Coordinator and fieldwork educator.

## **Scheduled Absences**

### **Medical Conferences or Certification Programs**

Students are allowed time off during the Fieldwork Phase to attend medical conferences or certification programs. For the absence to be considered excused for these purposes:

- Students must obtain approval for the absence from the Academic Fieldwork Coordinator before confirming attendance at the conference.
- Students must inform their fieldwork educator at least one week before the absence to avoid conflicts with on-call or other fieldwork duties. Students must follow proper documentation/reporting procedures in Typhon as instructed by the AFWC.

### **Interviews for Post-Graduation Career Plans OR Non-Emergent Medical Appointments**

Students should schedule interviews or non-emergent medical appointments outside their scheduled fieldwork rotation times. Absences or a shortened day may be approved at the Academic Fieldwork Coordinator's discretion if an interview or appointment cannot be scheduled outside of the fieldwork time. Students must contact the Academic Fieldwork Coordinator before the absence to be considered excused. Follow proper documentation/reporting procedures in Typhon as instructed by the AFWC.

### **Unexcused or Excessive Absence or Other Unprofessional Behavior**

If unexcused or excessive absences, consistent tardiness, or other unprofessional behavior, the student will be referred to the Student Success Committee for further action.

## **7.2 Clients**

Throughout the experiential learning phase, fieldwork educators or capstone mentors may select/assign students to work with specific clients who may assist the student in applying knowledge and gaining skills.

- Clients should grant verbal consent for a student to provide care.
- Clients may refuse involvement with students at any time during the experiential learning phase with no risk to their rights and access to/provision of care.

## **7.3 Infection Control During Experiential Learning**

Students must comply with the infection control policies of their assigned fieldwork sites, which may include specific protocols for patient interactions, waste disposal, and sterilization of equipment. Infection control education and training is integrated into the curriculum, ensuring students are knowledgeable about hygiene practices, infection control procedures, and the safe handling of infectious materials.

## **7.4 Conflicts of Interest**

Students shall not be assigned to fieldwork or capstone sites where a real or perceived conflict of interest may affect the educational experience. Failure to disclose conflict of interest prior to the fieldwork rotation or capstone experience will be treated as unprofessional behavior and will be referred to the OTD faculty.

## **7.5 Issues or Concerns**

Students are required to contact the AFWC if there are any issues or concerns, they have regarding the fieldwork rotation or the DCC if there are any issues or concerns, they have with the Doctoral Capstone Experience. The AFWC or DCC will follow up with the student to investigate and act as needed. The AFWC or DCC will take more significant issues to the Program Director as necessary.

## **7.6 Confidentiality**

The faculty of Trine University OTD Program believes all individuals have the right to privacy. The maintenance of confidentiality helps to build trusting relationships and keep lines of communication open. The faculty also believes that protecting individuals from biasing may aid in the teaching-learning process. The program asks all participants in the fieldwork and capstone education process to support the right of individuals to professional, clear, and confidential communication to maximize the learning potential of all involved. Should problems arise during fieldwork or capstone experiences, the program recommends that specific steps are taken.

## **7.7 Travel and Living Expenses**

By nature of the fieldwork and capstone education experience, students will be traveling to various site locations throughout Indiana and the United States.

- A reliable vehicle is required.
  - Although many fieldwork affiliations are within driving distance from Fort Wayne, it is impossible to schedule local placements for all rotations.
  - Therefore, all students should be prepared to travel outside of the Fort Wayne area if necessary.
- There are no guarantees on location of fieldwork or capstone sites.
- Students are responsible for all expenses of travel to fieldwork and capstone education sites, including the expense of temporary housing and other living expenses.
  - Students are advised to prepare in advance for this expense.
  - The OTD program will not arrange housing or other temporary living arrangements for students assigned to out of town fieldwork or capstone experiences.

## **7.8 Safety at Experiential Learning Sites**

Student security and personal safety is of utmost importance to the faculty and staff of the OTD program. The Academic Fieldwork Coordinator and Doctoral Capstone Coordinator expect all fieldwork sites to assure student safety while at a fieldwork or capstone site or facility. Students are reminded to contact the program immediately if they ever feel threatened or unsafe in any way.

## **7.9 Severe Weather**

During severe weather students are expected to exercise good judgment regarding safety

- In the event of inclement weather, students are expected to adhere to the inclement weather policies of the affiliating fieldwork or capstone site; therefore, unless the site is closed, the student is expected to make reasonable effort to attend.
- Students on full-time fieldwork assignment or Doctoral Capstone Experience will NOT follow the inclement weather closings by the university but rather of the fieldwork or capstone site they are attending at during the experience.
- Students are to notify the program of any absence from fieldwork activities including those related to severe weather.

### **7.10 Student Injury/Medical Emergency During Experiential Learning**

The supervising fieldwork or capstone personnel will handle student injuries according to the policies of the fieldwork site. For example, there may be triage for the extent of injury to determine if the student can remain in the fieldwork or capstone site. If the student requests/needs medical care during the time on site with a fieldwork affiliate or capstone supervisor, the supervising personnel will assist the student in obtaining appropriate care. The program faculty and/or supervising personnel have the right to not allow the student to participate in class based on the extent of the injury. In the case of emergency or injury, the student is responsible for the cost of emergency services in the off-campus education experience. It is recommended that the student see their health care provider for follow-up care. In the case of emergency or injury, the student and the supervising personnel are required to notify the Academic Fieldwork Coordinator, the Doctoral Capstone Coordinator, or the Program Director ([otd@trine.edu](mailto:otd@trine.edu)).

### **7.11 Student Injuries/Medical Emergency Outside Experiential Learning**

The student must notify their fieldwork educator or capstone supervisor and the Academic Fieldwork Coordinator or Doctoral Capstone Coordinator immediately of emergency/injury. The student or OTD faculty will complete necessary paperwork required by the fieldwork or capstone affiliate as well as Trine University Incident Form, due to the Program Director within 24 hours.

### **7.12 Liability Insurance**

OTD students are covered under the University's liability insurance while on experiential rotations. The liability insurance policy covers students on assigned fieldwork rotations and capstone experiences and does not cover the student during any outside duties. The insurance covers the amount of \$1,000,000/\$3,000,000 and is noted in the affiliation agreement between Trine University and the fieldwork sites/fieldwork educators.

### **7.13 Health Documentation Requirements**

All Trine OTD students are required to maintain their personal health records in good standing. Immunizations must be up to date for health professionals based on the CDC guidelines. This must be documented prior to starting both fieldwork rotations and the capstone phase. Additional requirements may be made by specific fieldwork or capstone sites, which the student must take care of in a timely manner. All immunizations and titers are the financial responsibility of the OTD student. The OTD program will not allow students who do not complete or do not pass a drug test, as required by fieldwork or capstone sites, to participate in the experiential phases.

### **7.14 Required Vaccines and/or Titers**

To be completed prior to the experiential phase:

- Hepatitis B - 3 or 2 dose series AND a HBsAb titer that shows immunity.
- If "not immune" student must try to achieve immunity with revaccination.
- If a student is a "nonconverter" – they must have documentation by their healthcare provider proving so.
- Tetanus/Diphtheria/Pertussis (TDaP) - booster within the past 5 years that must include Pertussis.
- Be aware that some fieldwork or capstone sites require a booster within the past 5 years and students must follow the requirements for these sites.
- Measles/Mumps/Rubella (MMR) - Must have documented proof of 2 vaccinations for all students, OR a titer proving immunity to all components (measles, mumps and rubella).
- Varicella - Proof of immunity by history of chicken pox AND positive IgG titer or 2 dose vaccine series AND positive IgG titer.
- Tuberculosis testing (TB) - Students must have complete an annual TB skin test or appropriate serum test prior to admission to the program.
- During the program, students will complete either a 2 step TB Skin test or appropriate serum testing prior to beginning their experiential phase.

- If the time between the skin tests exceeds 3 weeks, the first step must be repeated.
- If a student is a known reactor, by either skin or serum testing, a follow up chest x-ray must be completed and documented.
- Influenza - Some fieldwork or capstone may require influenza vaccination prior to starting a rotation in order to be compliant with infection prevention.
- COVID-19 - Some fieldwork or capstone sites may require COVID-19 vaccination prior to starting a rotation in order to be compliant with infection prevention.

### **7.15 Additional Documentation**

Initial Background Check: a 7-year required background check is to be on file prior to admission to the program. A background recheck is required prior to the start of the experiential phase. There may be additional background checks required based on fieldwork or capstone sites. The student is personally responsible for obtaining, paying for, and submitting the proper documentation for all required background checks. OTD students will also be required to submit:

- Drug Screen: 10 panel drug screens are required for admission and just prior to the start of the experiential phase. Additional testing may be required by fieldwork or capstone sites. The student is personally responsible for obtaining, paying for, and submitting proper documentation for all required drug screens.
- Proof of Current Health Insurance Coverage.
- OSHA/HIPAA Training - Provided by the program during didactic year.
- Specific Site/Facility Photo ID - This is in addition to the Trine ID and nametag provided.
- Consent/Orientation/Onboarding forms - These are the forms/tests that may be requested/required by the fieldwork site or capstone sites.

### **7.16 Professionalism**

Professionalism is a notable feature of every OTD student. It is an expected trait for OTD students throughout all phases of the OTD program. Expectations for students are defined in the Trine University and OTD Student Handbook and covered topics under the Behavior/Professional Conduct Standards, as well as expectations articulated throughout course syllabi.

This is outlined in the Standards for Continuing Competence for the Occupational Therapy Profession (<https://www.aota.org/-/media/corporate/files/educationcareers/aota-fellowship-program/standards-for-continuing-competence-2021.pdf>) and adopted by the AOTA, NBCOT, and ACOTE. Communicating respectfully is essential when talking to program faculty and staff and to fieldwork/capstone sites and other students. Proper salutations, structure, and vocabulary are considered crucial.

### **7.17 Dress Code for Experiential Learning**

All students must adhere to a site-specific dress code during the experiential phase. Unacceptable dress or appearance could lead to course failure. Students should contact the facility where they will be performing their fieldwork rotations or capstone projects to inquire about their dress code and should adhere to that dress code. Unless fieldwork or capstone sites specifically state otherwise, students should keep tattoos hidden and refrain from wearing piercings (outside of earrings). If the facility does not have a dress code, students should conform to the Trine OTD program student dress code.

### **7.18 HIPAA**

The Health Insurance Portability and Accountability Act (HIPAA) defines a set of uniform standards relating to the security, privacy, and confidentiality of patient health-related data. All students must participate in HIPAA training prior to participation in CARE I.



### 8.1 Fieldwork Overview

Fieldwork education is a cornerstone of occupational therapy programs, providing students with hands-on opportunities to integrate academic knowledge with clinical practice. During fieldwork, students develop essential skills in observation, evaluation, treatment planning, professionalism, and communication. This immersive experience is where students begin to define their professional identities, building confidence and cultivating the characteristics necessary for a successful career. Fieldwork environments foster professional growth and clinical expertise across diverse environments and interdisciplinary teams, ultimately preparing students for a seamless transition into the workforce.

The fieldwork phase of the OTD program, split into level I and level II experiences, spans throughout the duration of the program, apart from the capstone phase. After completing all didactic phase courses, students are eligible to begin level II fieldwork experiences. The OTD program must ensure that students meet program requirements for the fieldwork phase, and, as such, students will follow the schedule organized by the Academic Fieldwork Coordinator (AFWC). Instead of utilizing a lottery system, level II fieldwork experiences are individualized for each student. The program reserves the right to assign rotations and supplemental activities to ensure students meet requirements. The OTD program policies apply to all students regardless of location. The rare exception may be at a fieldwork site where a signed fieldwork affiliation agreement may have policies that supersede the program's guidelines. The program orients its students to program policies during the new student orientation and fieldwork policies at the fieldwork phase orientation.

### 8.2 Fieldwork Experiences

#### Level I Fieldwork- CARE

- Level I fieldwork experiences will follow the Clinical Application and Reflection Experience (CARE) model.
- CARE rotations will be randomized and not directly aligned with core content that semester (i.e., students will not necessarily have a pediatric rotation in the same semester they are taking the pediatrics course).
- Across all 5 CARE rotations, students will have at least one clinical experience in pediatrics, adult/orthopedic, and older adults.
- Students must participate in and pass their assigned CARE rotations during their didactic training to advance to level II fieldwork.
- CARE will utilize a mentorship model. Students in CARE I will be paired with a mentor from CARE IV (both taking place in the Summer); Students in CARE II will be paired with a mentor from CARE V (both taking place in the Fall). Students in CARE III will not have a mentor as they are the only group out on CARE.
- Students will be expected to complete an OT Student Evaluation of Level I Fieldwork Site which is located on Complio.

#### CARE Fieldwork Standards

**CARE I:** Students will be expected to demonstrate understanding and compliance with the facility's safety policies and procedures, practice appropriate and professional verbal communication, and actively listen to understand what is being communicated by clients. Students will demonstrate safety awareness and begin to develop clinical reasoning in functional mobility.

**CARE II:** Students will be expected to seek feedback from Fieldwork Educators on clinical performance, evaluate professional communication effectiveness, and obtain an occupational profile.

**CARE III:** Students will be expected to demonstrate an understanding of site-specific EMR and accompanying documentation strategies, select relevant information to document, practice site-specific assessment or examination techniques, and develop a treatment plan to address limitations.

**CARE IV:** Students will acknowledge the social-cultural, psychological, and economic influences on clients. Students will develop more advanced skills in collaboration, leadership, health literacy, and advocacy.

**CARE V:** Students will be expected to work with a fieldwork educator to practice and refine skills, participate in reflective group discussions, assume professional roles in various clinical client care settings, and employ more advanced clinical reasoning and problem-solving skills.

### **Level II Fieldwork Experiences**

Level II fieldwork will follow a standard two rotation, full-time 24 weeks of traditional and/or non-traditional placements, each within a different practice setting. The AFWC will give a general survey during the 1st semester to collect information based on student perspectives and past experiences. During the 2nd semester, the AFWC will collect preference forms outlining students' geographic and clinical interests and meet with students in person to review this information before individualized placements are made. There would be a goal in place of having placements secured and MOUs collected one year before the start of the rotation. Students will participate in remote reflective discussions based on their distinct experiences in level II fieldwork.

### **8.3 Fieldwork Rotation Schedule**

1. All scheduling of fieldwork rotations will be the responsibility of the AFWC.
2. Student preference will be considered regarding fieldwork educator requests, fieldwork educator/site availability, rotation timing, etc.
3. The AFWC has the right to change any fieldwork rotation assignment at any time, aiming to give the student as much notice as possible.
4. Any recommendation for fieldwork educator/site may be approved or denied as deemed necessary by the AFWC.
5. It is the responsibility of the student to demonstrate timeliness and professionalism in each of the CARE rotations, along with both level II fieldwork experiences.
6. For level II fieldwork, students are expected to follow the same work schedule as their fieldwork educator. ACOTE requires that students complete at least 24 weeks of full-time level II fieldwork, and Trine's OTD program expects this to be completed in two distinct level II rotations.
7. Missing up to three days of any rotation could require the student to repeat some or part of the rotation at a later date. This could delay the completion and graduation of the program.
8. Part-time options or flexibility in the level II fieldwork schedule may be granted on an as-needed basis with permission from the AFWC and OTD Program Director, as long as alignment with the ACOTE standards is kept.
9. If students request a change after the OTD program has secured a fieldwork rotation, the Academic Fieldwork Coordinator retains the right to send the student to the initial site as planned. The program also has the right to assign students to supplemental experiences when the supplemental experience is deemed necessary to meet the program's expectations for the fieldwork year (e.g., to remediate or supplement rotation hours, client demographics, procedures, etc.)
10. Students are not to make initial contact to a fieldwork site. If they have a site they are interested in, a fieldwork staff member may make the initial contact and request. Students are not guaranteed placement with an initiated request.

### **8.4 Student Evaluation of the FW Experience (SEFWE)**

Student Evaluation of the FW Experience (SEFWE) will be required as an assignment at the end of each level II fieldwork rotation. The [SEFWE](#) will be provided to students prior to the start of their level II rotation. Each fieldwork site will complete an OT fieldwork site profile that the Trine OTD program will store on file for subsequent student placements. This form was developed and made accessible by the New England OT Education Council (NEOTEC). This OT fieldwork site profile combines information gathered from the traditionally used site-specific objectives form and fieldwork data form into one clear document. The OT fieldwork site profile will be posted on Typhon for student review at least one week before starting their level II fieldwork rotation. A copy of the OT Fieldwork Site Profile can be viewed [here](#).

## 8.5 Fieldwork Performance Evaluation (FWPE)

The FWPE is the standard instrument used by OT programs to assess performance during Level II FW. Students should review the FWPE prior to the start of their FW experiences to familiarize themselves with the scoring instrument. Items from this assessment tool will be incorporated into competency rubrics utilized in various core content courses. A minimum score of 111 or higher on the final evaluation is required to pass.

A copy of the FWPE can be viewed at: [Copy of FWPE](#)

### Scoring of FWPE:

- All items included must be scored to receive a Pass on the FWPE
- A sum score of 111 or higher will be required to receive a Pass on the FWPE
- A score of 3 or higher is required on the below items to receive a pass on the FWPE:
  - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
  - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
  - # 3 (Ensures the safety of self and others during all fieldwork-related activities by anticipating potentially unsafe situations and taking steps to prevent accidents)
- Scores of 1 on any of the items are not allowed to receive a Pass on the FWPE

## 8.6 Roles and Responsibilities for Fieldwork Education

### Academic Fieldwork Coordinator

The Academic Fieldwork Coordinator (AFWC) is a core faculty member in the OTD program who oversees the fieldwork phase. In conjunction with the OTD faculty, the AFWC plans, organizes, develops, facilitates, coordinates, administers, monitors, and assesses the fieldwork education component of the curriculum. Responsibilities include, but are not limited to:

- Screening fieldwork education sites.
- Selecting fieldwork education sites which will provide quality fieldwork education for the students.
- Securing Fieldwork Affiliation Agreements for fieldwork education sites.
- Developing and coordinating the selected fieldwork education site(s).
- Assignment of students to the sites.
- Developing, planning, organizing, facilitating, coordinating, supervising, monitoring, assessing, and troubleshooting the fieldwork education experiences with the assistance of the Instructor of Record (IOR).
- Providing feedback to fieldwork educators from relevant assessment tools
- Assisting fieldwork educators in developing, implementing, and evaluating quality fieldwork education experiences.
- Provide the course syllabi, learning objectives, the Fieldwork Educator Handbook, immunization status, and other appropriate orientation materials for the fieldwork site/fieldwork educator.

### Instructor of Record (IOR)

The Academic Fieldwork Coordinator (AFWC) is the IOR for all level I CARE courses and level II fieldwork rotations. The AFWC is the OTD student's first point of contact regarding a rotation, including reporting absences. The AFWC is responsible for the program-based review of the students, including the evaluation of assignments and the review of the fieldwork educator's evaluation of students. The AFWC will assign grades for the fieldwork experience. Issues at a site will be vetted by the Academic Fieldwork Coordinator as warranted.

### Fieldwork Sites

Settings in which learning opportunities and guidance in fieldwork education are provided for OTD students. The fieldwork education site may be a hospital, clinic, school, or other setting affiliated with Trine University through a contractual Affiliation Agreement.

## **Fieldwork Educators**

Fieldwork educators (FWE) are licensed healthcare providers who engage in the students' on-site fieldwork education. Occupational therapists are the most utilized fieldwork educators in the program. While the educational institution/program does not usually employ these individuals, fieldwork educators agree to specific standards of behavior through fieldwork contractual arrangements for their services.

Responsibilities of the fieldwork educators include but are not limited to:

- Planning the fieldwork education learning experience for the student using the instructions for the fieldwork rotation and the student's previous fieldwork experience as a guide.
- Providing an opportunity for students to learn the roles and responsibilities of an occupational therapist while being supervised to reinforce knowledge, skills, and behaviors acquired in the classroom.
- Modeling, for the student, the role of the OT in a fieldwork setting.
- Assigning specific cases to the student so the student can perform assessments, interventions, client education, communication with others, documentation, and all other responsibilities associated with the specific cases.
- Provide ongoing, informal feedback on student's performance and formal, written evaluations so students can discover strengths, areas needing improvement, and suggestions for additional learning experiences.
- Providing an opportunity for the student to participate in departmental activities, including departmental meetings, in-services, case reviews, client care conferences, rounds, etc.
- Maintaining communication with the Academic Fieldwork Coordinator as necessary regarding the students' performance.

## **Doctor of Occupational Therapy Students (OTDS)**

Doctor of Occupational Therapy Students shall be considered the extension of his/her specific fieldwork educator and are permitted to perform tasks delegated to him/her by the fieldwork educator. The OTDS is to be an active learner involved in all aspects of client care, from documents in the medical record to performing bedside or in-office procedures.

**Before the student arrives at the assigned fieldwork education site, the student is responsible for:**

- Providing the Academic Fieldwork Coordinator with current fieldwork requirements/required documentation.
- Reviewing information pertinent to the assigned fieldwork site.
- Reviewing the Trine University policies and program policies.
- Completing pertinent student personal data information for the fieldwork educator.
- Contacting the fieldwork site four weeks before the start of the fieldwork education experience to determine information regarding location, parking, clinic hours, dress code, etc.
  - o If requested by the site, the student must submit up-to-date health information along with verification of health insurance, immunizations, background checks, OSHA training, HIPAA training, CPR and/or ACLS certifications, and any additional information the site requests.

While at the assigned fieldwork education site, the student is responsible for:

- Following site-specific and program-specific policies, procedures, and requirements. Contact the fieldwork site supervisor and the AFWC if you are injured on rotation.
- Adhering to the policies of Trine University and OTD program policies as stated.
- Introducing self to clients, family members, and other healthcare providers as a Trine University OTD Student.
- Obtaining verbal consent from clients to actively engage in client encounter learning opportunities.
- Reflecting on the quality of their mastery of professional knowledge, attitudes, and skills by completing the required student self-assessment.
- Evaluating the effectiveness of the fieldwork education experience at the fieldwork education site and providing feedback to the fieldwork education site and fieldwork educator by completing the Mid Fieldwork Report, Student Evaluation of Fieldwork Educator survey, and electronic Client Encounter Log.

- Providing proper identification while on fieldwork rotations.
  - This includes a Trine ID badge and any identification the site requires.
  - Completing all required health screens, immunizations, background checks, drug screens, and orientations as required by Trine and the fieldwork site in a timely manner.
- Successfully completing CPR, ACLS, HIPAA training, OSHA standards, Universal precautions, and procedural skills before fieldwork rotations.
- Successfully completing other requirements as mandated by specific fieldwork rotations.
- Ensuring proper attendance throughout the fieldwork rotations.
- Notifying the AFWC, the IOR, and the fieldwork educator if an absence should occur.
- Contacting the FWE using their preferred method.
- Logging time and all client care contact and procedures through fieldwork software as instructed.
- Completing site and fieldwork educator evaluations as instructed.
- Communicating effectively and professionally with the fieldwork site, fieldwork educator, AFWC, and program director throughout the academic year.
- Contacting the IOR/AFWC if medical needs should arise- only seek medical advice from your fieldwork educator if it is an emergency.
- Students should seek medical care through their primary care physician and/or a local walk-in clinic/emergency department as needed.
- Refraining from using smartphones, smart watches, or devices without the fieldwork site manager's approval.
- Keeping cell phones and other electronic devices silent during fieldwork rotations.
- Returning any electronic devices given to you during fieldwork rotation, in the manner in which you received them, to the site manager or fieldwork educator.
- Understanding and performing, when applicable, course goals, learning outcomes, and objectives for each fieldwork rotation as defined by the respective course syllabus.
- Reporting to the program if the FEW is on vacation for over two days.

Failure to comply with the above-stated policy will result in the student being placed on probation for the remainder of the fieldwork rotation and subsequent rotations as deemed appropriate by the AFWC and/or program director.

## 8.7 Fieldwork Supervision

While on fieldwork rotations, the student must always be appropriately supervised. It is okay for supervision to occur intermittently throughout the day or at the end of the day (with the FWE in another room, for example). Still, it is not okay for supervision to occur remotely with the FWE, not on site.

During Level I CARE experience, at no time should the Trine OTD student be solely responsible for client care. Whether students can perform initial assessments, interventions, or other methods of treatment without the FWE present will be site dependent. Please refer to the CMS Guidelines for rules and regulations regarding student documentation and billing services provided during fieldwork rotations. Up-to-date guidelines can be found at <https://www.cms.gov/Regulations-and-Guidance/Guidance/Transmittals/2018Downloads/R4068CP.pdf> (or succession documents)

## Section 9: Doctoral Capstone Guide

Guidelines, policies, and procedures specific to the Doctoral Capstone Project are outlined below.

### 9.1 Curriculum

The Occupational Therapy Doctoral Capstone Project is a culminating experience that requires students to demonstrate advanced knowledge in a designated area of interest. The project requires the synthesis of educational content gained throughout the curriculum. The Doctoral Capstone Project is an individualized student-directed project that must be completed in one of the following areas of focus: Clinical Skills, Program Development and Evaluation, or Leadership.

The OTD student will manage each step of the capstone process in collaboration with Essential Capstone Team Members.

The Doctoral Capstone Project process is designed to reflect the OTD Program curricular spiral model in which student knowledge evolves throughout the entirety of the curriculum. In the first five semesters of the program, students will develop and refine essential skills required to successfully execute the capstone project. Student learning will occur through active engagement in the educational experience. The project culminates in a 14-week (560 hours) Doctoral Capstone Experience (OTD 7844) followed by a Doctoral Capstone Presentation (OTD 7841) in the final semester of the OTD Program. Students must successfully complete all didactic phase courses and level II fieldwork in order to be eligible for the Doctoral Capstone Experience.

## **9.2 Capstone Curriculum Design**

Foundational and preparatory capstone courses are strategically aligned in the first two years of the OTD program. This intentional design will foster gradual academic growth and refinement of essential skills needed to complete the capstone project.

### **Capstone Courses Year One**

The first year of the curriculum is centered around developing a foundational understanding of professional conduct, skills, and behaviors in OTD 5113 Occupational Therapy Fundamentals, and OTD 5232 Professional Development, and OTD 5222 Principles of Documentation. OTD 5133 Innovations in Practice is a key preparatory capstone course that provides OTD students with an exploration of populations, diagnoses, and practice settings across the lifespan. Students will learn about OT theory, assessment, and intervention strategies in behavioral health and pediatric populations in core content classes, OTD 5123 OT Theory & Behavioral Health and OTD 5253 OT Theory & Pediatrics, and corresponding labs. In OTD 5243 Scholarly Inquiry & EBP I students begin to develop skills required for critical analysis of literature. By the end of the first year, students are introduced to each of the capstone areas of focus: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

### **Capstone Courses Year Two**

Students will experience a deeper analysis and application of concepts learned in the curriculum in relation to the capstone project in the second year. Students build off OTD 5232 Professional Development in the second capstone preparatory course OTD 6433 Leadership, Management, and Supervision to demonstrate competence in project management skills. Students will learn about OT theory, assessment, and intervention strategies in adult and older adult populations in core content classes, OTD 5353 OT Theory & Adults and OTD 6553 OT Theory & Older Adults, and corresponding labs. Students gain more in-depth research knowledge and experience in OTD 5343 Scholarly Inquiry & EBP II, which builds competency in scholarly analysis and presentation. Students construct a literature review and synthesis in OTD 6543 Scholarly Inquiry & EBP III. This course translates to a direct application to capstone development and occurs concurrently with Capstone Development, OTD 6445. The final capstone preparatory course, OTD 6532 IPCP & Emerging Practice, provides students an opportunity to engage in experiential learning concerning a practice setting or population that aligns with the capstone focus and individual student goals.

Students will prepare for the Capstone Experience in OTD 6554 Capstone Development. Students will identify one of the program-selected areas of focus for the capstone project: Clinical Practice Skills, Program Development, or Leadership. The Faculty Capstone Chair will be assigned to the student, and the student will secure a Capstone Community Mentor and capstone site where the Capstone Experience will be implemented. Close collaboration among Essential Capstone Team Members occurs this semester to support student success. Students will apply knowledge gained throughout the curriculum in capstone creation and development, which will include a literature review, needs assessment, individual student goals and objectives, project goals and objectives, and an evaluation plan. This course culminates with a professional presentation of the capstone proposal, including a preliminary capstone poster.

### **Capstone Courses Year Three**

To move on to the third-year capstone courses, the OTDS must have successfully completed both Level II fieldwork rotations. The final semester of the curriculum consists of OTD 7844 Doctoral Capstone Experience and OTD 7841 Doctoral Capstone Presentation. In OTD 7844 students engage in an immersive 14-week (560 hours) learning experience at the selected capstone site where the capstone plan will be implemented, and outcome measures will be assessed. This immersive learning experience will facilitate the acquisition of advanced knowledge in the designated topic of interest and in one of the following primary areas of focus: Clinical Skills, Program Development and Evaluation, or Leadership. The capstone project will culminate with a scholarly presentation in OTD 7841 Doctoral Capstone Presentation. Students will present a scholarly capstone poster and additional project-specific deliverables, disseminate project outcomes, and demonstrate synthesis of in-depth knowledge, as well as address how the project contributes to the advancement of the profession of occupational therapy.

### **Capstone Chat**

In addition to the required curricular aspects of the Capstone Project, the Trine OTD Program will offer students a unique collaboration platform, Capstone Chat, which will be held one to two times each semester. This group provides students the opportunity to collaborate with peers and share individual capstone experiences, learning opportunities, and challenges in an informal setting, facilitated by the DCC. Capstone Chat is not a requirement; however, it provides the OTD student with additional mentorship and resources to facilitate the navigation of the capstone process.

### **9.3 Roles and Responsibilities for Capstone**

The development and implementation of the Doctoral Capstone Project requires collaboration among the essential capstone team members. Essential capstone team members consist of the Occupational Therapy Doctoral Student, Faculty Capstone Chair, Capstone Community Mentor, Capstone Site Supervisor, Academic Advisor, and Doctoral Capstone Coordinator. The student may identify additional, non-essential team members as needed to enhance the student capstone learning experience. The roles and responsibilities of essential capstone team members are included below.

#### **Doctoral of Occupational Therapy Student**

The Doctor of Occupational Therapy Student (OTDS) will play an active role in managing all phases of the capstone project. The student will closely collaborate with essential capstone team members throughout the curriculum to ensure the synthesis of in-depth knowledge is demonstrated upon completion of the project. The OTDS will hold primary responsibility for capstone project management. Responsibilities of the OTDS include but are not limited to:

1. Reviewing and complying with the policies of Trine University and program policies as stated in the *OTD Student Handbook* and related course syllabi.
2. Understanding the role of preparatory and key capstone curriculum courses.
3. Understanding the doctoral capstone project areas of focus.
4. Understanding the alignment of the OTD capstone project with the mission and philosophy of the OTD program.
5. Collaborating with the capstone team to solidify the area of focus and capstone designated topic of interest.
6. Securing a Capstone Community Mentor with expertise in the capstone topic of interest in the fifth semester.
7. Securing a capstone site for the Doctoral Capstone Experience that aligns with Trine University and OTD Program values in the fifth semester.
8. Collaborating with the capstone team to complete a literature review, needs assessment, develop individual goals & objectives, and create capstone outcome measures.
9. Developing and proposing the capstone proposal.
10. Developing the learning agreement for the Doctoral Capstone Experience in collaboration with the DCC and FCC and obtaining all capstone team member signatures.
11. Confirming participation of the Capstone Community Mentor and Capstone Site Supervisor prior to the Doctoral

### Capstone Experience.

12. Reviewing and confirming the capstone plan with the team prior to the Doctoral Capstone Experience.
13. Completing all didactic coursework and level II fieldwork before starting the Doctoral Capstone Experience.
14. Providing required documents to the Doctoral Capstone Coordinator and/or capstone site.
15. Implementing the Capstone Project according to the proposed plan.
16. Adhering to the capstone site-specific policies, procedures, and expectations.
17. Collaborating with the Faculty Capstone Chair a minimum of 1x/month during the Doctoral Capstone Experience.
18. Collaborating with the Capstone Community Mentor a minimum of 1x/week during the Doctoral Capstone Experience.
19. Meeting the minimum Doctoral Capstone Experience requirements of 14 weeks and at least 32 hours per week, or more depending on site specifications.
20. Submitting biweekly documentation of participation in the Doctoral Capstone Experience at the aforementioned frequencies.
21. Disseminating the capstone project to an audience of key stakeholders.
22. Disseminating the capstone project to an audience of BCHP peers, faculty, and staff, and community members.
23. Completing required capstone team impact surveys upon completion of the Doctoral Capstone Experience and before graduation.
24. Completing a student performance evaluation at midterm and upon completion of the Doctoral Capstone Experience.

### Capstone Community Mentor

The Capstone Community Mentor (CCM) will provide education, guidance, and mentorship for the student through the creation, planning, and implementation phases of the capstone project. The CCM can be an occupational therapist or a qualified professional with expertise in the capstone content area. The OTDS will secure a CCM in the fifth semester of the program in Capstone Development. Responsibilities of the CCM include but are not limited to:

1. Understanding the Doctoral Capstone Project expectations of the OTDS and the Trine OTD Program.
2. Providing evidence of experience and expertise in the students' capstone-designated area of interest. Examples include a resume, curriculum vitae, biography, certificate of discipline, self-assessment, or written statement, including a certificate of discipline if applicable.
3. Providing availability for a weekly (at minimum) touch point during the Doctoral Capstone Experience.
4. Responding to OTD student and capstone team inquiries in a timely manner, 24-48 hours.
5. Confirming student hours of participation, as logged by the OTDS.
6. Providing on-going guidance and constructive feedback so the OTDS can discover strengths, areas needing improvement, and suggestions for additional learning experiences to support the acquisition of advanced knowledge.
7. Collaborating with the OTDS to solidify the capstone area of focus and designated area of interest.
8. Collaborating with the OTDS to develop the capstone project, including a literature review, needs assessment, individual student goals & objectives, and project outcome measures.
9. Educating the OTDS on site-specific policies, procedures, and expectations that the student will adhere to during the Doctoral Capstone Experience.
10. Providing supervision over the OTDS at the capstone site if the CCM is onsite for the Doctoral Capstone Experience.
11. Facilitating student acquisition of advanced skills and in-depth knowledge relevant to the capstone-designated area of interest.
12. Completing an evaluation of student performance, in collaboration with the Faculty Capstone Chair and Capstone Site Supervisor, at midterm and upon completion of the Doctoral Capstone Experience.
13. Assisting the OTDS with navigation and remediation of unexpected changes/barriers to the capstone plan.
14. Maintaining communication with the Doctoral Capstone Coordinator or Faculty Capstone Chair as necessary regarding the students' performance.



### **Capstone Site Supervisor**

The Capstone Site Supervisor (CSS) will provide education, mentorship, and supervision to facilitate in-depth learning for the OTDS when on-site. The CSS may delegate supervisory responsibilities to an onsite colleague when the OTDS engages in interdisciplinary learning experiences. The Capstone Community Mentor may serve a dual role as the CCM and the Capstone Site Supervisor. Responsibilities of the CSS include but are not limited to:

1. Understanding the Doctoral Capstone Project expectations of the OTDS and the Trine OTD Program.
2. Communicating with the OTDS on a weekly basis, at minimum, during the Capstone Experience.
3. Educating the OTDS on site-specific policies, procedures, and expectations that the student will adhere to during the Doctoral Capstone Experience.
4. Provide supervision to the OTDS while onsite for the Capstone Experience.
5. Designating alternative supervisory roles at the capstone site should the SCC be absent or if the student engages in additional learning experiences with the CSS interdisciplinary team members.
6. Confirming student hours of participation, as logged by the OTDS.
7. Providing on-going guidance and constructive feedback so the OTDS can discover strengths, areas needing improvement, and suggestions for additional learning experiences to support the acquisition of advanced knowledge.
8. Assisting the OTDS with navigation and remediation of unexpected changes/barriers to the capstone plan.
9. Completing a student performance evaluation, in collaboration with the Faculty Capstone Chair and Capstone Community Mentor, at midterm and upon completion of the Doctoral Capstone Experience.
10. Maintaining communication with the Doctoral Capstone Coordinator or Faculty Capstone Chair as necessary regarding the students' performance.

### **Faculty Capstone Chair**

The Faculty Capstone Chair (FCC) is a Trine OTD faculty member who will provide mentorship and will be a resource for the OTDS during capstone development and implementation. Students will be paired with a faculty chair in the fifth semester of the program. Responsibilities of the FCC include but are not limited to:

1. Understanding the Doctoral Capstone Project expectations of the OTDS and the Trine OTD Program.
2. Providing ongoing guidance for the duration of the capstone project development and implementation to ensure the student capstone project meets university and program standards.
3. Collaborating with the OTDS to solidify the capstone area of focus and designated area of interest.
4. Collaborating and guiding the OTDS with the development of the capstone plan, including a literature review, needs assessment, individualized student goals and objectives, and project outcome measures.
5. Reviewing and approving the capstone plan.
6. Communicating and collaborating with the OTDS for problem-solving and guidance during capstone creation and implementation.
7. Provide availability for a monthly (at minimum) touch point to provide the OTDS with guidance, support, and problem-solving to support the achievement of individual goals and objectives during the Doctoral Capstone Experience.
8. Assisting the OTDS in the navigation and remediation of unexpected changes in the capstone plan.
9. Communicating and collaborating with the DCC, CCM, and CSS as necessary regarding the students' performance.
10. Completing a student performance evaluation, in collaboration with the Capstone Community Mentor and Capstone Site Supervisor, at midterm and upon completion of the Capstone Experience.
11. Ensuring the Doctoral Capstone Project is completed in alignment with Trine OTD standards.

### **Doctoral Capstone Coordinator (D.1.4.)**

The Doctoral Capstone Coordinator (DCC) will ensure the capstone project is completed in compliance with ACOTE,

curricular, and Trine University standards. The DCC will work closely with the OTDS throughout the entirety of the capstone journey and will provide support and guidance for the essential capstone team throughout the entirety of the capstone process. Responsibilities of the DCC include but are not limited to:

1. Managing the Doctoral Capstone Project program.
2. Ensuring each capstone project is completed in compliance with program, university, and ACOTE standards.
3. Educating the OTDS on the Doctoral Capstone Project structure and sequence of the capstone process.
4. Educating students, faculty, and mentors regarding the capstone process, expectations of the OTDS, and roles and responsibilities of the capstone team.
5. Overseeing the capstone process from initiation to dissemination.
6. Collaborating with OTD faculty to ensure the capstone is reflected in foundational and preparatory capstone courses.
7. Assigning the OTDS a Faculty Capstone Chair (FCC) in the fifth semester of the program.
8. Working with the capstone team to secure a Capstone Community Mentor and capstone site that can support the OTD student's individual goals and objects and the capstone focus.
9. Ensuring a valid written agreement is on file before the start of and for the duration of the Doctoral Capstone Experience.
10. Assisting the OTDS with development of the capstone plan, including the literature review, needs assessment, individualized student goals and objectives, and project outcome measures.
11. Verifying content expertise of the Capstone Community Mentor.
12. Documenting that the content expert (Capstone Community Mentor) is informed of the plan for and purpose of the doctoral capstone and has content expertise in the focus area.
13. Reviewing and approving the capstone plan.
14. Confirming student completion of level II fieldwork with the Academic Fieldwork Coordinator before the onset of the Doctoral Capstone Experience.
15. Ensuring the OTDS completes site-specific requirements (forms, health requirements, training, etc.) before the start of the Doctoral Capstone Experience.
16. Communicating and collaborating with the OTDS for problem-solving and guidance during capstone creation and implementation.
17. Communicating and collaborating with the FCC, CCM, and CSS as necessary regarding the students' performance during the Capstone Experience.
18. Monitoring student hours of participation in the Doctoral Capstone Experience.
19. Ensuring completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.
20. Ensuring all capstone team members complete a student performance evaluation at midterm and upon completion of the Doctoral Capstone Experience.
21. Grading the final capstone presentation.
22. Provide ongoing support and guidance to all essential capstone team members throughout all phases of the capstone journey to support student progress and success.

**Academic Advisor-** The Academic Advisor (AA) will provide academic support and guidance for the student, in addition to facilitating foundational capstone project ideas. Responsibilities of the AA include but are not limited to:

1. Meeting with the OTDS one time per semester to review professional behaviors, academic standing, and capstone project ideas.
2. Assisting the student in reflection on learning opportunities and experiences to guide academic and professional growth, related to the doctoral capstone project.
3. Accommodating additional meetings as requested per the OTDS to discuss concerns related to academic performance and/or capstone development/implementation.
4. Communicating concerns or issues related to the capstone project to the Doctoral Capstone Coordinator and/or the Faculty Capstone Chair.

#### **9.4 Capstone Phase Assessment (D.1.7.)**

Evaluation is a necessary and useful tool in education. To be worthwhile, it must be done in an honest, continuous, shared process, and the results must be acted upon. To be effective, the atmosphere must be open, allow for discussion and opportunity to learn or practice areas of deficiency should follow. Evaluation must occur in the Doctoral Capstone Project experience.

Evaluation refers not only to evaluating the student's skills, but also refers to evaluation of the curriculum, the faculty, and the capstone site. All aspects of the evaluative process should include student input. The OTD student's perception of the Doctoral Capstone Project experience is essential to enhance the capstone curriculum. The OTDS is expected to provide input for the Doctoral Capstone Project experience by completing evaluations on the Capstone Community Mentor, Capstone Site Supervisor, Faculty Capstone Chair, and Doctoral Capstone Coordinator. Additionally, the Community Capstone Mentor, Capstone Site Supervisor, Faculty Capstone Chair, and Doctoral Capstone Coordinator evaluate student performance in the Doctoral Capstone Project experience.

##### **Capstone Community Mentor Evaluation**

An evaluation of the Capstone Community Mentor will be completed by the OTDS at the end of the capstone experience (by the end of week 14). The CCM will be assessed on their availability for collaboration and effectiveness to provide education, resources, and guidance to aide in student learning during the development and implementation of the Doctoral Capstone Project.

##### **Capstone Site Supervisor Evaluation**

An evaluation of the Capstone Site Supervisor will be completed by the OTDS at the end of the capstone experience (by the end of week 14). The CSS will be assessed based upon their availability for collaboration and ability to provide supervision, education, and guidance to aide in student learning during the development and implementation of the Doctoral Capstone Project.

##### **Faculty Capstone Chair Evaluation**

An evaluation of the Faculty Capstone Chair will be completed by the OTDS at the end of the capstone experience (by the end of week 16). The FCC will be assessed based upon their availability for collaboration and ability to provide mentorship, education, and guidance to facilitate student learning during the development and implementation of the Doctoral Capstone Project.

##### **Doctoral Capstone Coordinator Evaluation**

An evaluation of the Doctoral Capstone Coordinator will be completed by the OTDS at the end of the Capstone Experience (by the end of week 16). The FCC will be assessed based upon their availability for collaboration and ability to provide mentorship, education, and guidance to facilitate student learning during the development and implementation of the Doctoral Capstone Project.

##### **Student Performance Evaluation**

Student performance and progress will be informally monitored by the CCM, FCC, and/or DCC throughout the capstone experience. Informal evaluation can occur in person, over the phone, or virtual platforms. The student will be provided with feedback to support growth throughout the capstone process. Informal evaluations should occur on a weekly basis.

A formal evaluation of the OTD student's performance during the Doctoral Capstone Experience will occur at midterm (by the end of week 7) and at the completion of the Doctoral Capstone Experience (by the end of week 14). The evaluation will be completed by the FCC, CCM, and CSS. The student will be assessed based upon performance in relation to professional behavior, project implementation, knowledge acquisition, and individual learning goals and objectives. A Pass/Fail grading system will be utilized for the capstone. The student must achieve a minimum of 80% on the student performance evaluation in order to pass the Doctoral Capstone Experience. An evaluation of the OTD

student's scholarly Doctoral Capstone Presentation will be completed by the DCC, in conjunction with the FCC. The student will be assessed based upon performance in relation to professionalism, dissemination of capstone results, and demonstration of acquisition of advanced knowledge. A Pass/Fail grading system will be utilized for the capstone presentation. The student must achieve a minimum of 80% on the student performance evaluation in order to pass the Doctoral Capstone Presentation.

### Acknowledgement of Receipt of OTD Student Handbook

Name	
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Date of Program Entry	
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I know where to access the most current OTD Student Handbook in Moodle for each of my OTD courses. I have been given an opportunity to ask questions related to the contents and understand that this version of the handbook and the policies contained therein supersede all prior handbook versions.

The OTD Student Handbook contains policies and procedures concerning student rights and responsibilities. Due to the importance of these policies and procedures to completion of the program, it is essential that each student review them carefully. Students should particularly note provisions that relate to academic status, class attendance, procedures for withdrawal from specific courses or the program as a whole, grading procedures and student financial responsibilities. Since failure to observe university policies may cause significant academic or financial consequences, it is essential that the Handbook be carefully read. Students should contact the course instructor or the OTD Program Director if they have any questions.

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

\_\_\_\_\_  
Date