LOMA LINDA UNIVERSITY
HEALTH

Master's of Occupational Therapy
Student Handbook
2026-2027

Department of Occupational Therapy
Loma Linda University
Loma Linda, CA 92350

Transforming lives through occupation, service, and whole-person care

Masters of

Occupational Therapy

Student Handbook

Department Of Occupational Therapy
Loma Linda University
Academic Year 2026-2027
Cohort of 2028

Circumstances will require that the policies, procedures, rules and benefits described in this Handbook change from time to time as the University or Department deems necessary or appropriate

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STUDENT CONTRACT OF PROFESSIONAL PERFORMANCE

Upon admission to the Master's of Occupational Therapy (MOT) Program, students must read and sign the following contract, indicating that they have received the Occupational Therapy Student Handbook and are responsible for the policies therein.

I, _____ agree to the following contract:

1. I understand the MOT program Professional Profile Essential Functions, and the American Occupational Therapy Association (AOTA) Code of Ethics and agree to adhere to the same in all my university-related activities and interactions with faculty, staff, peers and practicum personnel, and other members of the university community.
2. I will continue my professional development through continuous self-assessment of my academic and personal aptitude and performance.
3. I will continue my professional development through regular faculty assessment of my academic and professional aptitude and performance.
4. I understand I have been assigned a faculty advisor who I can meet with for guidance and advising.
5. I give my faculty advisor permission to discuss my progress in the MOT program with the Department Chairperson, Academic Program Director, and other members of the Occupational Therapy faculty as deemed necessary.
6. I agree to review syllabi and assignment deadlines the first week of each quarter and develop a plan to manage my time.

Further, I understand that my continued enrollment in the program is contingent upon my academic and professional performance. If the Department of Occupational Therapy Faculty Committee does not deem my academic and professional performance as satisfactory, the MOT program has the right and responsibility to request an assessment of my suitability for the program.

I understand that the Occupational Therapy faculty, in turn, will provide academic instruction and professional advising as outlined by the University and Accreditation Council on Occupational Therapy Education (ACOTE) accreditation standards for graduate occupational therapy education to assist with the learning and professional development.

Further, I understand that circumstances will undoubtedly require that the policies, procedures, rules, and benefits described in this Handbook may change from time to time as the University or Department deems necessary or appropriate.

Student Signature: _____ Date: _____

ACADEMIC CALENDAR 2026-2027
DEPARTMENT OF OCCUPATIONAL THERAPY

Visit the Academic Calendar for quarter dates, holidays, and events: Academic Calendar | Events - Loma Linda University Health

Registration dates can be found at - Registration Dates

Please look at your quarterly schedules for other dates such as Week of Renewal.

Summer registration – remember to plan for the HPRO courses as they run by the School of Public Health on *the regular summer quarter* beginning in *mid-June*.

FALL QUARTER 2026

Registration for Fall Quarter without late fee	Aug 3-Sept 17
Instruction begins	Sep 21
University Orientation and Welcome Back Bash	Sep 21
Last day to register with late fee ($200)	Sep 28
Last day to withdraw with no record on transcript	Oct 5
Thanksgiving recess	Nov 25-29
Last day to withdraw with "W" grade or submit S/U	Nov 16
Final examinations	Dec 7-11
Grades due from faculty	Dec 16
Christmas recess	Dec 12-Jan 3

WINTER QUARTER 2026

Registration for Winter quarter without late fee	Nov 2– Dec 17
Instruction begins	Jan 4
Last day to register with late fee	Jan 11
Martin Luther King, Jr. recess	Jan 18
Last day to withdraw with no record on transcript	Jan 19
President's Day recess	Feb 15
Last day to withdraw with a "W" grade or submit S/U	Mar 1
LLU Alumni Homecoming	Mar 4-8
Final lectures & examinations	Mar 15-19
Grades due from faculty	Mar 24
Spring recess	Mar 22-28

SPRING QUARTER 2027

Registration for Spring quarter with no late fee	Feb 8- Mar 25
Instruction begins	Mar 29
Last day to register with late fee	Apr 5
Last day to withdraw with no record on transcript	Apr 12
Last day to withdraw with a "W" grade or submit S/U	May 24
Memorial Day recess	May 31
Final lectures & examinations	Jun 7-11
Grades due from faculty	Jun 16



DEPARTMENT OF OCCUPATIONAL THERAPY DIRECTORY

Occupational Therapy Office:

Location:	Nichol Hall A901
Telephone number:	909 558-4628, ext. 47472
Office Fax number:	909-558-0239

Office Hours: Monday - Thursday, 8:00 - 12:00pm; 1:00 - 5:00pm
Friday 8:00 - 2:00pm

FACULTY AND STAFF

Staff

Leticia Guerrero	Program Manager	Room A903	Ext. 47599

Faculty

Dr. Injeti	Dept Chair/Assoc Prof	Room A912	Ext. 47327
Dr. Salamat	Program Director/Associate Prof.	Room A804	Ext. 46690
Dr. Javaherian-Dysinger	EOTD Program Dir./Assoc. Prof	Room A902	Ext. 47325
Dr. Kugel	PPOTD Program Director	Online	Ext. 47473
Dr. Shane Gemoto	AFWC/ Assistant Professor	Cottage 90	Ext. 47467
Prof. Jonnie Galvin	MOT AFWC	Cottage 90	Ext. 88638
Dr. Delilah Debellis Ta	Instructor	A820	Ext. 47328
Dr. Pavlovich	Assistant Professor	Room A909	Ext. 47324
Mariem Metry	Clinical Faculty/Adjunct	A904	Ext. 47327

MESSAGE FROM THE DEPARTMENT CHAIRPERSON

Welcome,

I am honored to welcome you to the field of Occupational Therapy and your academic journey at Loma Linda University. As an occupational therapist, I have found a fulfilling and purposeful career. Throughout your academic and professional journey, you will encounter various career paths. I personally chose to focus on mental health, specializing in treating children aged 5 to 17. It is a privilege to assist these individuals in regaining their roles and responsibilities, which may have been affected by mental illness. By working together and using therapeutic techniques, my clients are able to prioritize their mental health, understand their triggers, and take steps to re-establish, maintain, and engage in their daily activities while upholding their well-being. Ultimately, they find meaning in themselves, become part of their community, and take pride in their accomplishments.

I am thrilled for all of you as you will encounter many paths to choose from that will lead you to your passion as an occupational therapist. I am also excited to see how you, as future clinicians, will make a difference in the field of occupational therapy. Occupational therapy is a powerful and essential profession for many individuals as they work towards engaging in meaningful activities. It is a profession we are very proud of.

I hope you have a great educational and spiritual experience with us at Loma Linda University. You will be learning from faculty and practitioners who are passionate about their work and will prepare you to serve clients with competence, compassion, and professionalism.

Our best wishes always. We look forward to being colleagues very shortly!

Our best wishes always,

Praveen Injeti

Praveen Injeti, OTD, OTR/L, MFT
Department Chairperson

Section 1:

Mission, Philosophy & Curriculum Design

DEPARTMENT OF OCCUPATIONAL THERAPY

Welcome to the Department of Occupational Therapy at Loma Linda University Health! As you begin the program, this handbook will give you information regarding our department guidelines. For general university guidelines, see the Loma Linda University Catalog, and the Loma Linda University Student Handbook, available online at https://home.llu.edu/campus-and-spiritual-life/student-services/student-life.

The Seventh-day Adventist Church is one of many Christian communities of faith. We treasure the knowledge that we are loved and accepted by the Creator God. Our name comes from the biblical observance of the seventh-day Sabbath and a belief in the second coming or "advent" of Jesus to this world. You will find that we encourage all students and faculty to respect the Sabbath whether it be their religious views or a time to rest and relax to support your physical, mental, and spiritual well-being.

Your program is embedded in a culture that strives "To make man whole." In doing so we embrace values of compassion, excellence, humility, integrity, justice, teamwork, and wholeness.

ACCREDITATION STATUS

The program is undergoing a pre-accreditation review, complete an on-site evaluation, and receiving Accreditation Status for to accept Fall 2025 cohort.

The Master of Occupational Therapy program is currently active by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE can be reached via phone at (301) 652-AOTA, and more information is available at www.acoteonline.org. The next Accreditation review and visit will take place in November 2026.

Graduates be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination to become a Registered Occupational Therapist (OTR). Additionally, licensure is required to be practiced in all states, which is typically contingent upon passing the NBCOT Certification Examination.

Note: Please note that a felony conviction may impact a graduate's ability to take the NBCOT exam or obtain state licensure.

ARTICULATING THE DISTINCT VALUE OF OCCUPATIONAL THERAPY

(American Occupational Therapy Association (AOTA), adopted 2015)
"Occupational therapy's distinct value is to improve health and quality of life through facilitating participation and engagement in occupations, the meaningful, necessary, and familiar activities of everyday life. Occupational therapy is client-centered, achieves positive outcomes, and is cost-effective."

AOTA's Vision 2030
"Enriching life for ALL Individual sand society through meaningful engagement in everyday activities."

MISSION STATEMENT OF LOMA LINDA UNIVERSITY

Loma Linda University, a Seventh-day Adventist Christian health sciences institution, seeks to further the healing and teaching ministry of Jesus Christ "to make man whole" by:

Educating ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth;

Expanding knowledge through research in the biological, behavioral, physical, and environmental sciences and applying this knowledge to health and disease;

Providing comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni.

In harmony with our heritage and global mission:

- We encourage personal and professional growth through integrated development of the intellectual, physical, social, and spiritual dimensions of each member of the university community and those we serve.
- We promote an environment that reflects and builds respect for the diversity of humanity as ordained by God.
- We seek to serve a worldwide community by promoting healthful living, caring for the sick, and sharing the good news of a loving God.

To achieve our mission, we are committed to:

Our Students

Our primary responsibility is the education of students, who come from diverse ethnic and cultural backgrounds, enabling them to acquire the foundation of knowledge, skills, values, attitudes, and behaviors appropriate for their chosen academic or health-care ministry. We nurture their intellectual curiosity. We facilitate their development into active, independent learners. We provide continuing education opportunities for our alumni and professional peers. We encourage a personal Christian faith that permeates the lives of those we educate.

Our Faculty, Staff, and Administration

We respect our faculty, staff, and administration who through education, research, and service create a stimulating learning environment for our students. They contribute to the development of new understandings in their chosen fields. They demonstrate both Christian values and competence in their scholarship and professions.

Our Patients and Others We Serve

We provide humanitarian service through people, programs, and facilities. We promote healthful living and respond to the therapeutic and rehabilitative needs of people. We seek to enhance the quality of life for individuals in local, regional, national, and world communities.

Our God and Our Church

We believe all persons are called to friendship with a loving God both now and throughout eternity. We support the global mission of the Seventh-day Adventist Church by responding to the need for skilled Christian health professionals and scholars. We seek to honor God and to uphold the values of the Seventh-day Adventist Church and its commitment to awakening inquiry. We are drawn by love to share the good news of God expressed through the life and gospel of Jesus Christ and to hasten His return.

CORE VALUES OF LOMA LINDA UNIVERSITY

Compassion – Reflects the love of God with respect, mercy, and empathy
Excellence – Exceeds expectations with effectiveness, reliability and efficiency.
Wholeness – Loved by God, growing in health, living with purpose in community.
Integrity – Carries out actions with honesty and trustworthiness.
Teamwork – Collaborates to achieve a shared purpose.
Humility – Puts self-importance aside for the greater good of others.
Justice – Commits to diversity, equity, and inclusion.

DEPARTMENT OF OCCUPATIONAL THERAPY MISSION STATEMENT

Transforming lives through occupation, service, and whole-person care.
The Department of Occupational Therapy's **mission** is to:

Educate future practitioners who are *compassionate, mission-focused, servant leaders who demonstrate excellence and integrity*

Expand knowledge and practice through *research*, and innovative *evidence-based* programming

Provide client-centered, *occupation-based whole-person care* to promote *health, wellness*, *lifestyle, spiritual well-being*, and service at individual, community, and societal levels.

OUR CONNECTION WITH LOMA LINDA UNIVERSITY'S MISSION

Our mission aligns with the University Mission by educating students to provide evidence-based, comprehensive, and compassionate occupational therapy services. Using a wholistic approach they will promote healthful living and meet the physical, emotional, and spiritual needs of the person. Our graduates will be committed to life-long learning and service to others.

PHILOSOPHY OF LOMA LINDA UNIVERSITY

As implied by its motto, "To Make Man Whole", the University affirms these tenets as central to its view of education:

- God is the creator and sustainer of the Universe.
- Mankind's fullest development entails a growing understanding of the individuals in relation to both God and society.
- The quest for truth and professional expertise, in an environment permeated by religious values, benefits the individual and society and advances the ministry of the Seventh-day Adventist Church.

"Wholeness means the lifelong, harmonious development of the physical, intellectual, emotional, relational, cultural, and spiritual dimensions of a person's life, unified through a loving relationship with God and expressed in generous service to others." - *Quoted from "The Grace of Wholeness" by Gerald R. Winslow, Ph.D.,* SCOPE, *Spring 1999. Also quoted as the adopted definition of wholeness in the Loma Linda University Wholeness Inventory.*

PHILOSOPHY OF THE DEPARTMENT OF OCCUPATIONAL THERAPY

Department of Occupational Therapy Professional Philosophy

The Department of Occupational Therapy envisions occupational therapy's service to humanity as rooted in *occupation, service,* and *whole-person care*. This service orientation manifests through collaboratively providing client-centered health care for diverse populations in both traditional and non-traditional settings to address the complex and ever-changing needs of human life.

Occupation is the cornerstone of intervention where it is both a means and an end to achieve client goals and health (AOTA, 2017; Gray, 1998). We envision the practice of occupational therapy as designed to provide all people the ability to engage in healthy lifestyles to experience optimal occupational participation and quality of life.

Humans are complex, spiritual, and occupational beings. Occupations are the meaningful activities that occupy our time, inform our identity, and provide our lives with meaning and purpose as individuals, families, and communities (AOTA, 2017). It is believed that all individuals across the lifespan have a need and right to engage in meaningful and goal-directed occupations during their life (Christiansen & Townsend, 2010). This value is embraced through occupational justice which recognizes humans as occupational beings who have rights to participate in culturally defined meaningful occupation (Christiansen & Townsend, 2010). Participation in those meaningful occupations impacts health at all levels including physical, psychosocial, and spiritual health.

As we participate in occupations we engage in a dynamic process of interaction with our context and environment including culture, personal, temporal and virtual contexts along with the physical and social environments (AOTA, 2014). Through active engagement with our context which refers to "elements within and surrounding a client…and exert a strong influence on performance" (p. S9) and the environment, humans evolve, change, and adapt (AOTA, 2014). The therapeutic use of occupation involves holistically addressing the mind, body, and spirit to empower and promote health with the ultimate goal to promote healthy lives, communities, and societies.

Occupational therapy is:
The therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. Occupational therapy services are provided for the purpose of promoting health and wellness and to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the client factors, performance skills, performance patterns, and context in a variety of environments to support engagement in everyday life activities that affect health, well-being, and quality of life (AOTA, 2014).

Our scope of practice involves evaluation, intervention, and outcomes with individuals, organizations, and populations across the lifespan in the areas of:

- Activities of daily living
- Instrumental activities of daily living
- Health Management

- Rest and sleep
- Education
- Work
- Play
- Leisure
- Social Participation

The Occupational Therapy Practice Framework (2020) describes our domain and process. Occupational therapists practice in both traditional and emerging area. Traditional areas of practice are rooted in the profession's history and include settings that commonly employ occupational therapy practitioners. Emerging areas are those settings that do not typically employ occupational therapy practitioners yet involve needs that relate directly to our scope of practice. We identify emerging areas of practice through our new interests of national association, changes in the healthcare system, as well as global changes in society. At Loma Linda University our emerging practice areas include, but are not limited to:

Aging
Domestic violence settings
Lifestyle Medicine & Primary Care
Obesity
Technology
Trauma-exposed children

Our Connection to Loma Linda University's Philosophy

We embrace the University's values of justice, compassion, excellence, humility, integrity, justice, teamwork and wholeness through our teaching in the classroom, community, and clinic. Using an occupational lens, students will learn about the centrality of occupation in people's lives and the importance of using a compassionate and wholistic approach. Understanding people as occupational beings poises occupational therapy as a valued discipline to make man whole and enhance quality of life. As future healthcare professionals and leaders they will learn and demonstrate integrity in the classroom, community, and in practice.

Through service-oriented experiences incorporating volunteer work, fieldwork, and service-learning, students will see issues of disparity, inequity and need. Through active engagement students will provide services and reflect on their beliefs of justice, spirituality, and compassion. In addition, our students commit to a professional Code of Ethics (AOTA, 2015) and Core Values in Occupational Therapy Practice (AOTA, 1993) in which they agree to demonstrate concern and well-being in patient care, and uphold the values of altruism, equality, justice, truth, and prudence in their practice.

Department of Occupational Therapy Philosophy of Learning

Constructivist Learning theory is grounded in the learner participating in and shaping their learning experience by building upon their own knowledge and making connections to the new knowledge (Bransford et al, 1999). This meaning and enhanced learning is accomplished through Active Learning. The Department of Occupational Therapy at Loma Linda University embraces active learning which allows the students to engage and make meaning of the content that is taught. "Active learning is commonly defined as activities that students do to construct knowledge and understanding. The activities vary but require students to do higher order thinking. Although not always explicitly noted, metacognition—students' thinking about their own learning—is an important element, providing the link between activity and

learning" (Brame, nd).

Active learning requires faculty to design learning experiences that require students to engage, think, process, and often reflect. There are many strategies that faculty can use to promote active learning including pausing (Rice, 2017), concept mapping, demonstrations, role playing, service-learning, think-pair-shares, and classroom assessment techniques. Similarly, James Lang (2016) encourages active learning by making small changes in our presentations, course, and feedback to students. Our faculty have copies of the Small Teachings book as James Lang was a speaker at a previous University Faculty Colloquium.

Embracing active learning allows faculty to be creative and make changes in our courses and class presentations. For example, some faculty incorporate Team-based Learning approaches in their class experiences and most use case studies to apply concepts. Classes that involve the students learning about evaluations and assessments use demonstrations and assignments that may require students to conduct the assessment and reflect on the experience. Demonstration and simulations are used in many of our lab-based courses to promote learning. Faculty use a variety of classroom assessment techniques to assess student learning, apply information, and encourage critical thinking.

The Department of Occupational Therapy has a history of community service and continues to strive to achieve *Mission-Focused Learning* in our curriculum founded in community-engaged service and scholarship activities. Through a service emphasis students take the skills they are taught in the classroom and apply them in an authentic context thus *engaging* their learning. This also happens through research with community partners to promote health and wellness.

Active learning and a dedication to service prepares our students to engage in emerging practice settings where they will be required to use skills they have learned in the classroom as they conduct needs assessments, develop programs and assess for outcomes and sustainability. Through this process students develop leadership skills and a sense of justice. Emerging practices for our Department include areas such as domestic violence, obesity in youth, at-risk children, foster care, and lifestyle medicine.

Embracing the work of philosopher John Dewey and other learning theorists (Giles & Eyler, 1994; Stanton, Giles, & Cruz, 1999) we believe that people learn through active experiences and deep reflection. While in the program students develop their professional values based upon their own values and life experiences to foster knowledge transference and growth. This experiential learning involves seeing possibilities in practice through reflection and interpreting evidence to inform professional decisions.

<u>Learning Process</u>

Learning is an active process that occurs through intentionally designed meaningful experiences and reflection. Students learn through application of knowledge. To facilitate this, we organized our courses by practice settings: behavioral health, orthopedic, neurological, infants, children and youth, general medicine, and professional practice. Through each of these areas, students embrace the University values of compassion, justice, and excellence as they learn about and engage in service. Service is seen as a foundation for learning and applying skills in meaningful areas. Students first experience community service as a way to give to the community and help others. Through structured reflection they explore the impact the experience from a personal and professional perspective. Students then participate in fieldwork which is a critical part of professional preparation where they apply knowledge they have learned in their courses, develop critical thinking, and learn new knowledge from their fieldwork educators and patients.

Each quarter knowledge is built with the intention of solidifying previously learned material as students learn new information with a different practice setting. For example, students begin learning the basics of

documentation in their first quarter. In the second quarter of behavioral health, they begin documenting weekly observation notes. Their documentation skills are continued to be developed by practice setting as they move through orthopedics, neuro, pediatrics, and general medical. Evidence-based practice and research skills are another example of knowledge being introduced and built upon throughout the program.

Students are immersed in the different practice areas over different quarters. Curricular threads including 1) Occupation-based practice, 2) Evidence-based practice and research, 3) Health, lifestyle, and wellness, 4) Mission-focused community engagement and service, and 5) Advocacy and leadership are woven through each of the practice settings facilitating a wholistic view of the client and practice. The interweaving of the curricular threads is represented in the continuous rotation of the globe.

Faculty use a variety of pedagogical approaches in their classroom to create active and meaningful learning experiences for the students. Students will experience active learning, Team-based Learning, group work, case studies, and hands-on learning. The diverse approaches are intended to meet a wide variety of student learning styles. It is a face-to-face program that uses a Learning Management System, Canvas, to enhance the student learning experience and be consistent with current best practices in education. One core MOT course is taught online meeting Distance Education standards and incorporating best practices in Distance Education. In addition, our program takes students to our Medical Simulation Center, SAHP Simulation Lab, and the OT House for application activities.

Curricular Threads and Program Learning Outcomes:
Our curriculum has five threads that reflect the values and mission of the Department as part of Loma Linda University.

1. Occupation-based practice
2. Whole-person care, Health management, & Wellness
3. Evidence-based practice and Research
4. Mission-focused Community Engagement & Service
5. Professional Citizenship & Advocacy



VISION STATEMENT

To graduate occupational therapists who use themselves as spiritual tools to provide client-centered, evidence-based services focusing on healthful living and meaningful participation for individuals, communities, and populations.

CURRICULUM DESIGN

Curriculum design is important in that it impacts how we organize our courses and how we think and talk about teaching and learning. A strong program pedagogical foundation allows the program to achieve its goals, engaging students in the learning and creating a dynamic environment for learning and assessment (Banta & Palomba, 2014; Stefani, 2009). It is the core that unites the MOT program to the University Mission, the School of Allied Health, our student learning experiences, and the student learning outcomes.

The **Global Model of Learning** represents the MOT program's curriculum design. Each faculty member has this model in their office. Reflecting the values of both the University and Department mission and philosophy, the curriculum emphasizes the importance of spirituality, research, justice and compassionate whole person care. Students build their clinical skills and research on a foundation of Seventh Day

Adventist Christian values culminating in doctoral level practitioners who are prepared to serve their communities in promoting healthy living, justice and occupational participation.

The Department of Occupational Therapy views learning as a dynamic process involving active learning in meaningful experiences engaging communities to promote health, spiritual well-being and occupational participation. The Global Model of Learning reflects the organization of our content, scope and sequencing of the program.

The Global Model of Learning symbolizes our curriculum's spiritual foundation from which our student's professional practice skills grow, ultimately leading to the transformation from student to an entry-level practitioner who will serve his or her local and greater communities to promote health and occupational participation. We believe learning is a lifelong process that grows with each class, each quarter, each fieldwork experience, through active learning and community engagement.

Description:
The model consists of the foundation, 3 pillars, and a globe.
The symbolic meanings are described below:

- **Foundation**
    - Our religious values and faith along with the founding principles of occupational therapy form the foundation of our existence and purpose thus guiding us as practitioners

- **3 Pillars**
    - Community Engagement & Leadership
    - Practice
    - Research

- **Globe**
    - Represents our dedication to, and Christian values in serving our local and global communities through practice, community engagement, research, and advocacy.

The Pillars:
The 3 pillars are grounded in our foundation of faith and values of service, faith, justice and wellness. Our courses are organized in each pillar growing and building upon knowledge as students advance through the program. The Curricular Threads are woven throughout the pillars to ultimately result in graduates who are dedicated to service and upholding our Christian values in practice, community engagement, and advocacy.

The *Community Engagement & Leadership pillar* fosters experiences of service with our community partners where students provide education on health, wellness, quality of life; and advocate for client rights and justice. This meets our Curricular Threads of:
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- Occupation-based practice
- Whole-person Care, Health Management, and Wellness
- Evidence-based practice and Research
- Mission-focused Community Engagement & Service
- Professional Citizenship & Advocacy

The *Community Engagement & Leadership pillar* builds throughout the student's time in the program.

Beginning in the first quarter of the program students take a class dedicated to Service in OT practice. In this course they explore our profession's core values and foundational concepts of servant leadership and occupational justice. In alignment with the University's mission, students are required to engage in 8 hours of community service with an organization of their choice each quarter. During the program the students also have the opportunity to participate in a variety of international mission trips with our school and the larger university. These experiences foster values of servant leadership, skills to assess community needs, and reflections on meaning and potential implications for their learning as occupational therapy students. In the professional foundation courses students learn essential skills related to the values and ethics of practice, guiding theories and models, billing codes, grant writing, management strategies, and leadership skills. Business and leadership skills are further refined in specific classes near the end of the program such as OT Advocacy & Leadership, Business & Management, and Professional Transitions. These classes help to prepare the students to use occupation-based practice to promote health and wellness, engage in evidence-based practice, embed spirituality into their practice, and advocate for their clients.

Community Engagement & Leadership Pillar Classes:

OTBR 500 Professional Foundations	OTBR 560 Business & Management	OTBR 564 Leadership & Advocacy
RELE 564 Ethics & Health Disparities		

The *Practice pillar* involves our courses which are organized by areas of practice. This allows students to learn about disorders, interventions, and professional skills for that particular area. Believing that skills and values related to the practice of behavioral and mental health are at the core of every practice area, we have placed this at the beginning of the student's learning experience so that these skills can be built upon as they continue to move into the other practice areas. The practice courses have a conditions class that focuses on understanding the condition and its impact on client factors and occupational performance and conducting evaluations. The Analysis and intervention courses include lab time and support the conditions class with an emphasis on intervention planning, assessments, documentation, and discharge planning. As students advance through the practice courses, they continue to further explore concepts from the other pillars. For example, the models of practice and documentation skills taught in the early Foundations I class in the *Community Engagement & Leadership pillar* are applied and built up in the Behavioral Health class. Then in the orthopedics quarters students move from writing primarily narrative notes to writing several SOAP notes and applying various guiding models.

Practice Pillar Classes:

OTBR 504 Functional Neuroscience	OTBR 505 Conditions in OT: Ortho	HPRO 526 Lifestyle Diseases and Risk Reduction	OTBR 506 Analysis & Intrvn: Ortho
OTBR 509 Conditions in OT: Beh Hlth	OTBR 701 Level I Fieldwork – Psychosocial	OTBR 514 Physical Agent Modalities	OTBR 510 Analysis & Intervn: Beh Hlth
OTBR 508 Splinting	OTBR 515 Conditions in OT:	OTBR 575 Critical Inquiry & EBP II	OTBR 702 Level I Fieldwork - Pediatric

	Inf/Chld/Yth		
HPRO 541 Wellness Coaching I	OTBR 516 Analysis & Intrvn: Inf/Chld/Yth	OTBR 517 Intro to Sensory Processing	OTBR 507 Design & Technology
OTBR 507 Design & Technology	OTBR 524 Conditions in OT: Neuro	OTBR 703 Level I Fieldwork- Phys Dys	HPRO 542 Wellness Coaching II
OTBR 520 Analysis & Intrvn: Gen Med	OTBR 525 Analysis & Intrvn: Neuro	OTBR 518 **Intro Neuro Theories**	OTBR 519 Conditions Gen Med
OTBR 711 Level II Fieldwork 1	OTBR 712 Level II Fieldwork 2		

The *Research pillar* consists of a series of classes called Critical Inquiry and Evidence-based Practice. In the second quarter, students begin by learning how to read research articles and then how to ask critical questions to determine best practice. They engage in evidence-based practice assignments related to the practice content of that particular quarter. Students then complete group research guided by faculty research agendas aligning with the Department Mission and our curricular threads. Valuing research all students complete a professional research poster that is acceptable for conferences. Students are encouraged to present their work at local, state, and national conferences.

Research Pillar Classes:

OTBR 574 Critical Inquiry & EBP I	OTBR 575 Critical Inquiry & EBP II

LOMA LINDA UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES AND MISSION FOCUSED LEARNING OUTCOMES

Mission Focused Learning Outcomes

Loma Linda University's three Mission Focused Learning Outcomes (MFLOs) are firmly rooted to its mission, vision, and values. Because Mission Focused Learning is LLU's culture, the University is developing assessment processes to ensure students are successfully learning these outcomes by the time they complete their programs.

- **Wholeness**: Students apply the University philosophy of wholeness into their personal and professional lives.
- **Wellness**: Students facilitate healthy lifestyles in self and others.
- **Values**: Students integrate LLU's Christ-centered values in their personal and professional lives.

DEPARTMENT OF OCCUPATIONAL THERAPY PROGRAM LEARNING OUTCOMES

Educational Goals:
Upon graduation students will:

1. Become competent occupational therapy practitioners who are equipped to pass the certification exam and practice in various settings.
    - Alignment with PLO - Occupation-based Practice

2. Become experts in the use of occupation to create innovative programs and services to meet local and societal needs.
    - Alignment with PLO - Occupation-based Practice, Health Lifestyle & Wellness, Mission-focused Community Engagement & Service

3. Use research to guide their practice and scholarly contributions to the profession.
    - Alignment with PLO - Occupation-based Practice, Evidence-based Practice

4. Reflect values of service, faith, and wellness in their personal and professional lives.
    - Alignment with PLO - Health Lifestyle & Wellness, Mission-focused Community Engagement & Service

Program learning outcomes that articulate what the student will be able to do after completing the program and are appropriate to the level of the degree.

Program Learning Outcomes & Goals	Performance Indicators
1.Utilize occupation-based practice to promote life participation, meaning, and health. Integrate history and Transformative nature of occupation "Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs" (B.2.2) using occupation as the therapeutic basis of transformation and meaning.	1a. Design an occupation-based program for a specified population. 1b. Analyze therapeutic value of occupation.
2. Embrace values of Whole-Person Care, health management, and wellness in intervention and service delivery. Promote healthful living and wellness through a whole-person care approach "role of occupation in the promotion of health and wellness" (B.2.5) "Demonstrate Knowledge of the social determinates of health for persons, groups and population" (B.1.3) addressing wholistic care.	2a. Design an occupation-based wellness intervention. 2b. Create and implement a personal wellness plan.
3. Evidence- Based practice to guide and inform intervention and OT servcies. Engage in scholarly endeavor sand describe, interpret, and apply knowledge to practice. Plans are developed following thorough evaluation and interpretation of findings, in collaboration with the client and other health professionals. (B.3.5).	Graduates will demonstrate the ability to conduct research and abide by the standards of the Institutional Review Board. Graduates will engage in evidence-based practice and lifelong learning to meet the occupational needs of their clients and greater society. OTBR 574 and OTBR 575
4. Mission-Focused community engagement and services through modeling values of LLU and regularly engaging in service at local, regional, national, and international	a. Engaging in service learning project and engage with community in leadership class. b. opportunity to participate in mission trips
5.Professioanl citizenship and advocacy to	Graduates will participate in leadership positions

serve others. Embrace values of everyday leadership to promote quality, evidence-based occupational therapy services	advocating for justice, health access, and service for their clients and community. Graduates will engage in advocacy

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SERVICE LEARNING

Academic service learning is an education practice that takes learning into the community. A reciprocal relationship develops as students work with the community to identify a focus area and implement a project. Connecting classroom curriculum with community needs deepens students' engagement in the community while enabling them to develop mental, physical, spiritual, and emotional capacities. Involvement engages students in critical thinking, community relationship building, practical action, leadership, and reflection useful in their professional life. The Department of Occupational Therapy supports this tenet of service. OTBR 564 Advocacy & Leadership has been designated to meet the MOT service-learning requirements for LLU.

Section 2: Registration, Parking, Etc.

PREREQUISITES FOR ADMISSION

Prerequisites:
Proof of completion of B.A. or B.S. degree in another field from an accredited college or University.
Human Anatomy with lab*
Human Physiology, with lab*
Human Lifespan Development

One Year or 1,500 hours of Experience:
1 year full-time or 1,500 equivalent work hours as an OTA or PTA are required.

- Grades below B- are not acceptable to fulfill prerequisites for LLU.
- If you have a record of misdemeanor or felony, please contact the National Board for Certification in Occupational Therapy (www.nbcot.org) to verify if it would prevent you from sitting for the certification examination.

PRE-REGISTRATION REQUIREMENTS

OFFICIAL TRANSCRIPTS:

Official transcripts of **all** college courses completed prior to entry, including the award date of your Bachelor's degree, must be received by University Records before registration of the first quarter, or with permission, during the first quarter of enrollment. All international transcripts must be evaluated by an approved evaluation center, and the report as well as the official transcripts must be sent directly to Loma Linda University. Failure to do so will result in a hold on your registration for the next quarter.

HEALTH RECORDS:

Health Records must be submitted to the Student Health Service for clearance before registration. Besides the regular childhood immunizations listed by Student Health Service, immunizations and Titer reports are required for the following: TDAP, MMR, Hepatitis A, Hepatitis B, varicella (chicken pox). Yearly TB skin test and flu shots are also required. Please submit a copy of your health records to the OT office. Students may not begin fieldwork assignments until appropriate health record documents are uploaded to their personal data account in EXXAT fieldwork portal.

CPR CERTIFICATION

CPR certification (BLS Health Provider) from the American Heart Association, is required and must be kept current. A copy of your CPR card must be kept on file in the OT office. Students may not begin fieldwork assignments until CPR documentation is on file in the OT office.

BACKGROUND CHECK/LIVESCAN:

A background check will be required of all students prior to beginning the program. The background check must be valid for the duration of the school program. Students will access the background check company via the registration portal of the university. Some fieldwork sites also require a LiveScan, which students will obtain at their own expense.

REGISTRATION PROCEDURES

REGISTRATION CLEARANCE

Each quarter, the University Records office automatically registers the student for the scheduled block of classes, however, you are not officially registered until financial clearance is given by Student Finance. On-line registration is available, using a PIN number assigned by the university, allowing students to clear registration, see their financial status, and view grades. Your registration portal informs you of any registration holds, which could consist of transcripts, health records, or financial aid clearance. These holds must be removed before you are allowed to clear registration. A late fee is assessed after the registration deadline is passed.

Students who are not on block registration must meet with the MOT Program Director to obtain course registration information and then go on-line to the university website to complete the registration form by filling in the CRN number, course prefix and number, course title, number of units.

ID BADGE

At the time of initial registration, a student ID badge will be issued, which must be worn while on campus, and is required for entry to certain buildings on campus, the anatomy lab, chapel attendance, student services, and may be used on-campus for charging purchases at the University library, Campus Bookstore, and cafeterias. The Drayson Wellness Center issues a separate ID card to full-time enrolled students, for access to their facility.

STUDENT EMAIL ACCOUNT

The University assigns each student an email address which will be the main means of communication for receiving information and instructions for registration, etc. Your email will be your name@students.llu.edu. **This email address will also be the main means of communication from faculty regarding their classes. It is your responsibility to check your LLU email account regularly.**

STUDENT PARKING ON CAMPUS

Students must register their vehicles in order to park on campus. To register, go online to Student Services and click on "parking". Parking lots available to students are: Lot X, located north of the Centennial Complex, accessed via Campus Street; and the lot on Shepardson Street, for which shuttles are provided to bring them to the campus. Student parking is not allowed in any other lots not mentioned above. The Q lot around Nichol Hall is for faculty and staff. Students are not to park in the medical center patient parking lots. Unregistered cars, and cars parked in unauthorized lots, will be cited. Please respect parking lot designations.

MOT TUITION SCHEDULE (2026-2027)

Tuition rates are effective in the summer quarter through the following spring quarter. Refer to the Program Website for current costs.

Tuition refunds are pro-rated based on the date of withdrawal from a class or the program. Refer to the registration portal for more detailed information:

Week 1	100%	Week 6	60%
Week 2	90%	Week 7	50%
Week 3	80%	Week 8	40%
Week 4-5	70%	Beyond 8 wks	no refund

Any changes to the curriculum or course schedules will be given to students in writing.
Level II Fieldwork must be completed within 24 months of completion of didactic courses.

CURRICULUM SCHEDULE/DATES FOR CLASS OF 2027

*Curriculum is subject to change

2026		2027	
Summer	Fall – 12 wks Professional Foundations, Neuro & Ortho	Winter – 11 wks Behavioral Health & Evidence-Based Practice	Spring – 11 wks Pediatrics & Evidence-Based Practice
	Sept-Dec OTBR 500 Professional Foundations 4 OTBR 504 Functional Neuroscience 4 OTBR 505 Conditions in OT: Ortho 3 OTBR 506 Analysis & Intrvn: Ortho 1 OTBR 508 Splinting 1 OTBR 514 Physical Agent Modalities 1 **3 days Early November-** **On-Campus Lab Intensive** OTBR 508 Splinting OTBR 514 Physical Agent Modalities OTBR 505 Conditions OT [14 units]	**Jan-Mar** OTBR 509 Cond. in OT: Beh Hlth 3 OTBR 701 Level I FW Psychosocial 1 OTBR 510 Analysis & Intervn: Beh Hlth 1 OTBR 524 Cond. in OT: Neuro 3 OTBR 525 Analysis & Intrvn: Neuro 1 HPRO 526 Lifestyle Diseases and Risk Reduction 3 **3 days Late February-** **On-Campus Lab Intensive** OTBR 509 Cond. in OT: Beh Hlth OTBR 524 Cond. in OT: Neuro OTRB 525 and 510 [12 units]	**Mar-Jun** OTBR 515 Cond. in OT: Inf/Chld/Yth 3 OTBR 702 Level I Fieldwork - Pediatric 1 OTBR 517 Intro to Sensory Processing 1 HPRO 541 Wellness Coaching I 3 OTBR 574 Critical inquiry & EBP I 3 OTBR 516 Analysis & Intrvn: Inf/Chld/Yth 1 OTBR 507 Design & Technology 1 **4 days Late May** **On-Campus Lab Intensive** OTBR 515 Conditions in OT: inf/child/Yth OTBR 507 Design & Technology OTBR 517 Intro to Sensory Processing (13 Units)
2027		2028	
Summer – 12 weeks Gen Med & Neuro	Fall – 12 wks Professional Transition, Advocacy & Leadership, Service Learning	Winter – 12 wks Level II FW1	Spring– 12 wks Level II FW 2
Jun-Sept OTBR 519 Conditions in OT: Gen Med 3 OTBR 703 Level I Fieldwork- Phys Dys 1 HPRO 542 Wellness Coaching II 3 OTBR 518 Intro Neruo Theories 1 OTBR 575 Critical Inquiry & EBP II 3 OTBR 520 Analysis & Intrvn: Gen Med 1 **3 days Late October-** **On-Campus Lab Intensive** OTBR 519 Conditions in OT: Gen Med OTBR 520 & 518 [12 units]	**Sept-Dec** RELE 564 Ethics & Health Disparities 3 OTBR 560 Business & Management 3 OTBR 564 Leadership & Advocacy 3 On-site: Exam preparation and skills practice [9 units]	**Jan-Mar** OTBR 711 Level II Fieldwork 1 8 [8 units]	**Mar-Jun** OTBR 712 Level II Fieldwork 2 8 [76 units] Total Units: 76 Commencement: June 2028

COURSE DESCRIPTIONS

MOT Draft Curriculum		
Autumn Year 1		
OTBR 500	**Professional Foundations** This course examines occupational therapy's history, theories, frame of references, and sociopolitical context, focusing on their role in guiding services for individuals, groups, and populations. It covers the interaction between occupation, activity, client factors, and performance skills, as well as the body's structure and function. Social determinants of health and their impact on at-risk populations are also addressed.	4
OTBR 504	**Functional Neuroscience** This course explores the structure and function of the human body, focusing on biological sciences, kinesiology, and biomechanics. It emphasizes human development across the lifespan and provides a foundational understanding of neuroscience, including the anatomy and function of the nervous system, neurological conditions, and their impact on occupational engagement.	4
OTBR 505	**Conditions in OT: Ortho** This course provides an in-depth review of common orthopedic and rheumatologic disorders, examining their impact on occupational participation throughout the lifespan. Students will learn evaluation, discuss safety considerations, splinting, positioning and the influence of various contexts on treatment.	3
OTBR 508	**Splinting** This course covers the design and fabrication of splints for diverse populations throughout the lifespan. It emphasizes safety precautions for both practitioners and clients, ensuring effective and secure splinting practices across different age groups and needs.	1
OTBR 506	**A&I Ortho** This course covers activity analysis to develop intervention plans, focusing on performance skills, context, and client factors. Students will learn safety judgment, assess vital signs, and apply assistive technologies, orthotics, and prosthetics. Emphasis is on effective communication with clients and teams, and developing discharge plans considering resources and environments.	1
OTBR 514	**Physical Agent Modalities** This course focuses on the application of therapeutic agents and devices, including thermal, electrotherapeutic, and mechanical types. It covers regulations, safety, and differential diagnoses in various settings. Students will learn treatment goals, common techniques, and the process for obtaining advanced practice certification in physical agent modalities.	1
	Total Units	14
Winter Year 1		
OTBR 509	**Conditions in OT: Behavioral Health** This course provides an in-depth review of common behavioral and mental health disorders and examining their impact on occupational participation through lifespan. Students will learn evaluation, factors impacting client factors and performance skills, discuss safety considerations, and accounting for cultural factors when developing care coordination in collaboration with interprofessional team.	3
OTBR 701	**Level I FW – Psychosocial** This course focuses on evaluating clients' occupational performance using various assessment tools while considering cultural and contextual factors in	1

	behavioral, mental health, and psychosocial disorders. Students learn to collaborate on competency documentation, and interpret findings. Fieldwork emphasizes developing client-centered intervention plans, effective communication, and team-based approaches to improve client outcomes.	
OTBR 510	**A&I Beh Hlth** The course includes analysis of assessments for common behavioral health diagnoses and emphasizes designing client-centered interventions and facilitating groups. Students will design and implement occupation-based interventions for behavioral health and mental health disorders, including strategies for establishment and modification.	1
OTBR 524	**Conditions in OT: Neuro** This course explores the evaluation and interaction between occupation and activity for individuals with neurological disorders, focusing on performance skills, patterns, and context. Students will learn to communicate the role of occupation in promoting health and well-being to stakeholders, and strategies for referring clients to specialists.	3
OTBR 525	**A&I Neuro** This course reviews common neurological disorders and the implications for participation in occupations across the lifespan. We will also examine guiding theories and evidence-based practice while introducing safety issues surrounding these disorders, while examining the influence of contexts.	1
HPRO 526	**Lifestyle Diseases and Risk Reduction** This asynchronous class discusses current lifestyle diseases, including cardiovascular, metabolic, communicable, and nutritional—concepts regarding risk factors, screening approaches, and risk reduction, impacting specific health parameters.	3
	Total Units	12
Spring Year 1		
OTBR 515	**Conditions in OT: Inf/Chld/Yth** The course provides an in-depth review of common disorders, contextual factors such as federal, state and local polices, and their implications for occupational participation, in infants, children, and youth. Students will learn through occupational therapy process from referral, through evaluation process to design a care coordination, intervention plan and referrals.	3
OTBR 702	**Level I Fieldwork- Pediatric** This course focuses on evaluating clients' occupational performance using various assessment tools while considering cultural and contextual factors with pediatric population in different settings. Students learn to collaborate on competency documentation, and interpret findings. Fieldwork emphasizes developing client-centered intervention plans, effective communication, and team-based approaches to improve client outcomes.	1
HPRO 541	**Health Coaching I** Covers the fundamentals of the coaching structure and process, from coach preparation to program termination—including the legal and ethical implications. Explores specific components of the coaching process, with special attention given to coach/client relationship, empathetic communication skills, importance of client reflections, and goal setting. Introduces the Wellness Mapping 360 tool to lay the foundation for the coaching plan	3
OTBR 516	**A&I: Inf/Chld/Yth** The course covers analysis of the results of evaluation for infants, children, and youth, emphasizing the design of client-centered, developmentally	1

	appropriate, and culturally relevant intervention strategies, including those for feeding and eating disorders.	
OTBR 517	**Intro to Sensory Processing** Explores Ayres Sensory Integration theory and practice, assessment and intervention to enable understanding and implementation of sensory integrative and sensory processing through lifespan. Provides skill sets that occupational therapy practitioners use to promote roles and participation in areas of occupation such as activities of daily living, play, sleep, and education.	1
OTBR 507	**Design & Technology** This course explores assistive technology to bridge gaps in occupational performance, examining theoretical, societal, and policy issues, scientific advances, and funding opportunities. It includes case studies and hands-on practice in evaluating, designing, and coordinating assistive devices. Principles of Universal Design and public policy for home and community engagement are also covered.	1
OTBR 574	**Critical Inquiry & EBP I** This course involves engaging in scholarly activities aligned with current research priorities to enhance knowledge translation and professional practice. Students will explore various forms of scholarship—discovery, integration, application, and teaching—while conducting a literature review to analyze and synthesize data, fostering critical thinking and research skills essential for evidence-based practice.	3
	Total Units	13
Summer Year 2		
OTBR 519	**Conditions in OT: Gen Med** This course reviews common general medical disorders that impact occupational performance. Students will learn to interpret findings, create client-centered, evidence-based intervention plans, and communicate effectively with clients and teams. The course covers care coordination, case management, referrals to specialists, and consultative processes in diverse settings.	3
OTBR 703	**Level I Fieldwork- Physical Disability** This course focuses on evaluating clients' occupational performance using various assessment tools while considering cultural and contextual factors in physical disability and various settings. Students learn to collaborate on competency documentation, and interpret findings. Fieldwork emphasizes developing client-centered intervention plans, effective communication, and team-based approaches to improve client outcomes.	1
HPRO 542	**Wellness Coaching II** Reviews the wellness coaching process. Introduces students to effective methodology of motivational interviewing. Explores the techniques and theories associated with this coaching method. Covers in detail the skills needed to successfully motivate patients toward healthier lifestyles. Gives attention to practical information needed to be a successful health professional. Includes overview of positive psychology methods and theory.	3
OTBR 520	**A&I: Gen Med** Synthesizes evaluation and assessments to develop intervention plans for	1

	clients with general medicine conditions and promote participation in occupations. Demonstrates ability to safely transfer clients, as well as provide patient and family training, and adaptation of tools, techniques and environment.	
OTBR 518	**Sensorimotor** This evidence-based course includes current rehabilitation trends and best practice relevant to neurological rehabilitation across the lifespan. Areas of emphasis include sensorimotor approaches to neurodevelopmental treatment (NDT), proprioceptive neuromuscular facilitation (PNF), constraint-induced movement therapy (CIMT), and clinical decision-making. This course integrates neurologic and orthopedic rehabilitation strategies and incorporates activities of daily living.	1
OTBR 575	**Critical Inquiry & EBP II** This course involves engaging in scholarly activities aligned with current research priorities to enhance knowledge translation and professional practice. Students will explore various forms of scholarship—discovery, integration, application, and teaching—while conducting a literature review to analyze and synthesize data, fostering critical thinking and research skills essential for evidence-based practice.	3
	Total Units	12
Autumn Year 2		
RELE 564	**Ethics and Health Disparities** Focuses on causes of health disparities and responses to reduce these causes. Gives attention to key health disparities based on race, ethnicity, gender, sexual orientation, and disability. Provides a context for analyzing and understanding health disparities and for ethically evaluating inequalities in health status and responses to them.	3
OTBR 560	**Business and Management** This course introduces business principles for occupational therapy practitioners, covering financial statements, budgeting, marketing, and management. Emphasis is on strategic planning for program development, productivity, and accountability. It also explores leadership roles, standards of practice, supervision, and advocacy for populations and the profession.	3
OTBR 564	**Leadership & Advocacy** This course covers leadership and advocacy for occupational therapy practitioners, focusing on professional service, mentoring, communication, and team building. Students will explore leadership styles, strategic planning for program development, and decision-making processes. The course also examines roles, responsibilities, and advocacy for both the profession and populations served.	3
	Total Units	9
Winter Year 2		
OTBR 711	**Level II Fieldwork 1** Level II Fieldwork consists of two 12-week rotations in different practice settings, or one setting with at least two distinct practice areas. Part-time completion is allowed if at least 50% full-time, totaling 24 weeks. These experiences follow all didactic coursework in the second year. ACOTE defines Level II Fieldwork as in-depth occupational therapy service delivery, including research and management, with students expected to	8

	assume full entry-level responsibilities by the end of each rotation.	
	Total Units	8
Spring Year 2		
OTBR 712	**Level II Fieldwork 2** Level II Fieldwork consists of two 12-week rotations in different practice settings, or one setting with at least two distinct practice areas. Part-time completion is allowed if at least 50% full-time, totaling 24 weeks. These experiences follow all didactic coursework in the second year. ACOTE defines Level II Fieldwork as in-depth occupational therapy service delivery, including research and management, with students expected to assume full entry-level responsibilities by the end of each rotation.	8
	Total Units	8
	Total Program Units	**76**

Section 3: Fieldwork Education

FIELDWORK EDUCATION

Occupational Therapy Fieldwork at Loma Linda University Health

Students are prepared to be compassionate service-oriented leaders to promote occupational engagement among individuals, families, and communities. Using their critical thinking skills, they will serve their clients and families to promote health and participation. Our curricular threads are woven into the fieldwork experience as students are encouraged to embrace occupation-based practice and promote health and wellness in their Level I and Level II experiences. Students have the opportunity to advocate for their clients and patients in both traditional and emerging settings.

The Bridge from Classroom to Practice

Fieldwork provides the essential bridge between classroom learning and real-world application. As stated by the Accreditation Council for Occupational Therapy Education (ACOTE), "Fieldwork education is a crucial part of professional preparation… [providing] the student with an opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model."

Program Pillars and Fieldwork

The program is built on three pillars: **Service, Practice, and Research**. Fieldwork primarily supports the Practice pillar but also incorporates Service through innovative community service during designated quarters, program development, and Research through best-practice application and an evidence-based practice assignment.

Fieldwork Structure

The fieldwork program begins with **three Level I experiences** that prepare students for their **two Level II experiences**. Embracing the values of Loma Linda University Health, many students participate in community-based and emerging practice areas, such as domestic violence shelters, programs for children exposed to trauma, and partial hospitalization programs for youth receiving behavioral health services. These placements are coordinated by faculty working closely with the Academic Fieldwork Coordinator (AFWC), and many include a strong psychosocial component.

Level II Fieldwork and Clinical Placements

With over 500 Memoranda of Understanding (MOUs) for student placements and 150 active MOUs, students are placed in a variety of clinical settings, including behavioral health, orthopedics, neuro, pediatrics, and rehabilitation. During their final Level II fieldwork, students will have an opportunity to complete an **evidence-based practice project** related to their setting and share it with their fieldwork site.

Students complete the **Student Evaluation of Fieldwork Experiences (SEFWE)**, which is reviewed to track trends in occupation-based practice, diagnoses, and commonly used assessments.

Goal of Fieldwork Education

The goal of fieldwork education is to develop competent, entry-level generalists who use best practice with clients, families, significant others, and other healthcare professionals.

Important: *All didactic coursework from years one and two must be completed before Level II fieldwork assignments are made. Students must also pass prescribed skills competencies before proceeding to Level I and Level II fieldwork. Level II fieldwork must be completed within 12 months of completing didactic coursework.*

EXXAT FIELDWORK DATABASE SYSTEM

The Department of Occupational Therapy, Loma Linda University, utilizes the EXXAT Fieldwork Database System, to manage fieldwork placements and link student information to their respective fieldwork educators. Students are required to create their personal profile, and upload immunization records, background/live scan checks, and CPR certification for which only authorized fieldwork educators will be given limited access once students are matched to their facility. Students may also learn about the fieldwork facilities from the EXXAT database.

OVERVIEW OF LEVEL I & II FIELDWORK

Between level one and two fieldwork, Loma Linda Occupational Therapy students will complete approximately 1000 hours of fieldwork experience.

Level I Fieldwork is completed in the winter quarter of year one, and throughout the spring quarter of year two. Fieldwork Level I provides supervised simulated experience, with children, adults, and older adults in various settings, including hospitals, skilled nursing, schools, private practice, and community-based agencies. The format of all three level I fieldwork is online with mandatory weekly virtual meetings. ACOTE states the goal of Level I Fieldwork is "to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients." In Level I fieldwork, the supervisor does not have to be an OT practitioner.

Level II Fieldwork includes two 3-month rotations as a full-time intern in two different practice settings. Both Level II experiences occur after completing all didactic coursework in the Summer and Fall quarters of the third year. ACOTE describes Level II Fieldwork as "an in-depth experience in delivering occupational therapy services to clients," including research, administration, and management of occupational therapy services. At the completion of each Level II experience, the student is expected to transition to the full responsibilities of an entry-level occupational therapist in their respective setting.

Fieldwork Placement Process

The Department maintains data files of facilities with Memoranda of Understanding (MOUs) with Loma Linda University. The Academic Fieldwork Coordinator (AFWC) secures commitments from facilities and enters them into the EXXAT database to connect students with appropriate sites based on location, prior fieldwork experiences, and interest in setting. Placements are subject to facility availability and may be cancelled by the facility.

If a student suggests a facility that does not currently hold an MOU with LLU, the AFWC is able to initiate the MOU process, if appropriate. Students should be aware that this process may take several months as legal counsel from both parties must agree to terms and obtain all required signatures.

Please note the following:

- Students will not be placed at a facility where they previously worked or where a family member works in a position that could influence their evaluation.

- Fieldwork assignments may not be near the university or the student's home; students are responsible for their own transportation.
- Confirmed fieldwork placements may not be changed unless there are extenuating circumstances.
    - A written request must be submitted to the AFWC and faculty committee, and the change may be subject to a **$100 fee (**Refer to **Fieldwork Responsibilities** section).
    - Rescheduling may also result in delays to published fieldwork dates.

Site Requirements

The ability to begin fieldwork may depend on satisfactory completion of requirements such as drug screening, HIV testing, fingerprinting, and a background check for criminal history, psychiatric illness, or substance abuse. Many sites also require proof of a COVID-19 vaccination series and booster if eligible; students who decline COVID-19 vaccination may be subject to weekly testing by the facility. These requirements may apply to both Level I and Level II sites. Each facility determines its specific requirements, and it is the student's responsibility to ensure all are completed before beginning fieldwork. **Any associated fees are the student's responsibility.**

FIELDWORK RESPONSIBILITIES

Registration

Students must be registered for their respective Fieldwork Level I or II course in order to be onsite at the fieldwork setting and initiate their fieldwork experience. Registration guarantees student coverage for liability and health insurance.

Transportation to Fieldwork Site

Students are responsible for all transportation (be prepared to drive up to 1.5 hours each way), living and incidental expenses during the course of Fieldwork Level I or II.

Declination of a confirmed Fieldwork Placement

In the case a student chooses to decline a confirmed fieldwork placement, for any reason, the following steps will be followed:

- The student will confirm in writing that they are declining the confirmed placement.
- The student will pay a $100 fee to change confirmed site placement. Email the Administrative Assistant for guidelines.
- The student will forfeit the right to the original slot placement.
- The AFWC will begin working on a new placement *after* placements for all other members of the cohort have been completed.

The student declining the confirmed placement accepts that the student:

- Will not receive a guarantee of a timeline of when the placement will be completed.
- May be required to take a leave of absence depending upon the delay of the new placement start date
- Understands that a leave of absence will impact full-time financial aid eligibility and timeline for the NBOCT exam.
- Runs the risk of not completing FW in the allotted time allowed of 24 months from completing

didactic work.
- Might get a placement that requires the same amount of drive time.

Additional Responsibilities

- Students must adhere to the facility's work schedule, including designated days and hours.
- Students are responsible for monitoring Canvas for fieldwork assignments and information.

FIELDWORK MANUAL

Please refer to the fieldwork manual for more detailed information regarding requirements.

DISABILITY ACCOMODATION

If a student requires reasonable and necessary accommodations on fieldwork assignments, it is recommended that he/she contact the Academic Fieldwork Coordinator for assistance with the process of informing the fieldwork site supervisor/coordinator. The Academic Fieldwork Coordinator (AFWC) will work with the Department Chair regarding stated accommodations.

HEALTH RECORDS/CPR TRAINING/BACKGROUND CHECKS

Students are financially responsible for maintaining and updating the following requirements (unless covered by the fieldwork site or Student Health):

Health Requirements: All immunizations, titer reports, drug tests (when required), and annual screenings

CPR Certification: American Heart Association BLS – Healthcare Provider Certification, including adults, children, infants, and AED training

Background Checks: Live Scan or Certified Background checks, updated as needed

COVID-19 Vaccine: As required by the specific fieldwork site

Required Immunizations and Screenings

- TDAP
- MMR
- Hepatitis A and Hepatitis B
- Varicella (chicken pox)
- Annual TB skin test
- Annual flu shot
- COVID-19 vaccine (if required by the fieldwork site)

Additional Responsibilities

- Students must contact the fieldwork site directly to verify its specific requirements before beginning fieldwork.

- Students must submit all required documentation directly to the fieldwork site prior to the first day of fieldwork, following the site's submission deadlines.
- Students must upload and submit updated copies of all immunizations, TB skin tests, flu shots, CPR card, and background checks onto EXXAT.
- **Students may not begin any fieldwork assignment until all required documents have been uploaded to their personal profile in EXXAT.**

ATTENDANCE/ABSENCES

Students are not permitted vacation days during fieldwork. In the event of illness, up to three days of absence may be permitted at the discretion of the FWE and the AFWC, based on the student's level of competency and the impact of missed clinical time on learning. Any time missed beyond three days must be made up without exception. **Students must notify the AFWC of their illness and document any arrangements made for making up missed days.**

If a student needs to request time off during fieldwork for any reason, including emergencies, the student must request approval from the FWE and notify the AFWC. If approved, all missed days must be made up, which will extend the fieldwork experience and may require registering for a new section with updated dates. If this is the student's final fieldwork experience and the extension carries into the following quarter, the degree conferral date will be delayed to the end of that quarter, which will also delay the ability to receive NBCOT exam scores and licensure.

Holiday Policy

Students are permitted holidays in accordance with the fieldwork site's policies.

PROFESSIONAL COMMITMENT

Students are expected to maintain professional and ethical behavior at all times during the affiliation according to AOTA and fieldwork site standards. Students are expected to take an active part in their learning experience, as well as the supervisory process, by seeking and utilizing available educational resources (including their own and on-site) to support their learning and client outcomes. Students may be required to complete additional work outside of work hours to prepare for fieldwork. This type of commitment is a standard part of professional conduct and participation.

EARLY FIELDWORK TERMINATION

Students who do not complete their fieldwork assignment, whether due to illness, self-termination, or other causes, will have their case reviewed by the OT department faculty. The student will be asked to submit a petition letter to faculty to determine subsequent action. The student may receive an Unsatisfactory (U) grade after faculty review. If approved for another fieldwork assignment, the timeline for the next rotation will be based on availability and faculty recommendations.

FIELDWORK FAILURE

Only one performance-based OT course may be repeated, inclusive of all five fieldwork courses (OTBR 701, 702, 703, 711, and 712) or a fieldwork remediation course. The student must register for repeated fieldwork. **Student financial aid does not provide funding for repeat courses.**

A student will be disqualified from the OT program if any of the following occur:

- The student fails two performance-based courses (e.g., OTBR 711 and 712).
- The student unsuccessfully repeats the same fieldwork course (e.g., OTBR 711 twice).
- The student fails a remediation fieldwork, which counts as a second failure.

GRADING

Students are graded on a **Satisfactory (S) / Unsatisfactory (U)** basis. All required documents for Level I or Level II fieldwork must be received by the University Records deadline for grade submission, or the student will receive a U grade. A grade change to S will not be processed until all required documents are received and reviewed by faculty.

Level I Fieldwork

Students are assessed professional skills and behavior. The FWE completes skills sheets rating the student's performance on a scale from NI (Needs Improvement) to S+ (Above Satisfactory). The FWE also completes a one-page Performance Evaluation Summary indicating whether the student demonstrated overall satisfactory performance, along with optional narrative comments. The FWE signs off on a timesheet maintained by the student. A Satisfactory grade is based on the FWE confirming on the Performance Evaluation Summary that the student successfully completed the Level I assignment.

Level II Fieldwork

To receive a Satisfactory grade, the student must achieve:

- A final score of **111 points or higher** on the AOTA Fieldwork Performance Evaluation
- A score of **3 or higher** on all competencies in the Fundamentals of Practice section
- Successful completion of all assignments
- Participation in applicable Canvas discussion boards

DELAYED OR EXTENDED FIELDWORK

Facility-Initiated Delay

If a fieldwork start date is delayed at the facility's request, the student must be registered in a separate section reflecting the new dates. If this is the student's final quarter, the delayed start will extend the end date into the following quarter. The AFWC will submit the grade upon completion; however, per university policy, the degree will not be conferred until the end of that quarter. This will delay receipt of NBCOT exam scores and licensure until the degree is posted on the transcript and sent to NBCOT.

Extension Due to Additional Experience Needed

If a student's fieldwork is extended because additional experience is needed, the end date will carry into the following quarter, and the student will receive an In Progress (IP) on their academic record. If this is the student's final quarter, the student must complete a continuing registration (CREG) for the following quarter and pay enrollment fees to maintain health and liability coverage. The AFWC will submit the grade upon completion; however, per university policy, the degree will not be conferred until the end of that quarter, delaying NBCOT exam scores and licensure.

Extension Due to Illness

If make-up time due to illness extends the fieldwork end date into the following quarter, the student must request an Incomplete grade. The AFWC will submit the final grade upon completion; however, per university policy, the degree will not be conferred until the end of that quarter, delaying NBCOT exam scores and licensure.

Section 4: Department & School Policies

PROFESSIONAL PROFILE ESSENTIAL FUNCTIONS

The Department of Occupational Therapy has a responsibility to society to matriculate and graduate the best possible occupational therapy practitioners. The program requires that the acquisition of didactic knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. As a student of the Occupational Therapy program, certain essential functions are conducive to success, which are as follows:

A. The responsibilities of the Occupational Therapy student require the following cognitive and professional abilities in the classroom and fieldwork facility:

1. Exhibit proficiency of the English language in order to communicate information clearly, accurately, and concisely whether verbally or in writing.
2. Manage time effectively within academic and professional practice, such as but not limited to being on time to classes and appointments, completion of assigned tasks, and meeting specified deadlines.
3. Adjust priorities according to the needs of the program, department, and peers, as is reasonable.
4. Participate actively and responsibly in the overall program and in fieldwork assignments.
5. Demonstrate appropriate professionalism in grooming and attire, non-verbal behavior, patterns of communication, team interaction, and stressful situations.
6. Manage personal affairs and demonstrate coping skills in a manner that does not interfere with professional responsibilities.
7. Follow appropriate channels of communication and authority for obtaining information and answers to questions.
8. Interact in a mature professional manner with peers, instructors, and other health care professionals, both verbally and in writing.
9. Assume responsibility for professional behavior and growth.
10. Demonstrate good problem-solving skills.
11. Demonstrate ability to analyze, synthesize, and interpret information.
12. Demonstrate good safety awareness around tools, sharp objects, combustibles, and heated elements.
13. Understand and adhere to risk management procedures.
14. Interact and establish rapport with clients and maintain client-centered focus.
15. Comply with the institution's policies and procedures.
16. Adhere to the AOTA professional code of ethics and standards of practice[1].
17. Abide by the core values of Loma Linda University[2].

B. The nature of Occupational Therapy practice demands that the student demonstrates:

1. Professional behaviors and interpersonal skills.
2. Ability to make critical decisions in stressful situations and intervene effectively.
3. Awareness and observation of safety precautions and the ability to assess potentially dangerous situations.
4. Respect for confidential nature of client information.
5. Sensitivity to non-verbal behavior and environmental cues.
6. Ability to use feedback and develop adaptive strategies.
7. Ability to work cooperatively in a team situation with other professionals.
8. Ability to participate and negotiate in group decision-making.

9. Ability to apply theory and concepts to treatment needs in an appropriate professional manner.
10. Sensitivity to diversity in ethnicity, gender, capabilities, generational and ideological perspectives.

C. The responsibilities of the Occupational Therapy student require the following neurophysiological abilities:

1. Physical Demands (classrooms, labs, fieldwork sites, and community-based programs)
   a. Navigate to and around classrooms and labs in Nichol Hall and lower campus, library, chapel, and lunch facilities.
   b. On an average day, participate in classes and labs up to 8 hours (with 10 minute breaks and lunch breaks).
   c. At assigned fieldwork experiences, be able to perform tasks of occupational therapy for the workday as specified by the facility.
   d. Submit legible answers in quizzes and exams.
   e. Communicate effectively in classroom for questions, dialogue, and presentations; coordinate verbal and manual instructions with technique demonstration.
   f. Communicate appropriately with instructors.
   g. Read homework assignments.
   h. Collect information from sources such as libraries, books, journals, reputable internet sources.
   i. Submit typed assignments, reports, and research papers.
   j. Make oral presentations in class.
   k. Use computers for online searches, research, email, and corresponding with fellow students and instructors.
   l. Use tools such as, but not limited to: goniometer, blood pressure cuff and stethoscope, measuring tape, scissors, x-acto knife, heat gun, and electric skillets.
   m. Attend fieldtrips to different facilities.
   n. Participate in and perform assessments of range of motion (ROM), muscle testing, patient management techniques, CPR, monitor vitals, wheelchair and ergonomic measurements.
   o. Participate in and lead group activities in classes and labs.
   p. Squat, crawl, bend, stoop, kneel, climb steps/stairs, reach above shoulders.
   q. Lift, move, carry equipment up to 50 lbs.
   r. Demonstrate safe static/dynamic standing balance.
   s. Perform safe transfers of patients who may need physical assistance.
   t. Demonstrate fine/gross MOTor coordination.
   u. Be able to respond to an alarm or call for help.
   v. Be aware and demonstrate safety of self, classmates, and patients at all times.

2. Positive Attributes for a Successful Fieldwork Experience
   a. Arrive on time and be prepared.
   b. Show initiation and interest.
   c. Take responsibility for your attitude and professional behavior.
   d. Be creative in solving problems.
   e. Care about consumer issues.
   f. Remember and apply safety precautions, including personal body mechanics and risk management techniques.
   g. Listen and observe.

h. Seek feedback from supervisors, accept constructive criticism.
i. Adhere to HIPAA (Health Insurance Portability and Accountability Act) and PHI (Protected Health Information) regulations, and AOTA Code of Ethics.
j. Manage time appropriately.
k. Submit professional work in timely manner.
l. Avoid excuses.
m. Use supervision time effectively.
n. Take on new projects when requested.
o. Seek additional resources and information.
p. Communicate in a timely manner with academic fieldwork coordinator regarding fieldwork concerns.

[1]Occupational Therapy Code of Ethics (2015). American Occupational Therapy Association. www.aota.org.
[2]Core Values of Loma Linda University. University Catalog 2018-2019, and Department of Occupational Therapy Student Handbook.

DISABILITY ACCOMMODATION
AMERICANS WITH DISABILITIES AMENDMENTS ACT (ADA), AND SECTION 504 REHABILITATION ACT

Loma Linda University Department of Occupational Therapy acknowledges the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the original 1973 Rehabilitation Act, but asserts that certain minimum professional essential functions must be present in prospective candidates and current students. The Accreditation Council on Occupational Therapy Education (ACOTE) requires that the curriculum provide a general professional education, enabling each student to eventually practice as an occupational therapist. This requires the development of knowledge, skills, behaviors, ongoing self-directed learning, and the eventual ability to deliver competent occupational therapy care within a reasonable time frame and within the context of the legal and ethical framework of the occupational therapy profession.

The Department of Occupational Therapy will consider for admission any applicant who demonstrates the ability to perform or to learn to perform the skills listed in the Occupational Therapy Professional Profile Essential Functions. Applicants are not required to disclose the nature of their disability(ies) to the Admissions Committee. However, any applicant with questions about these professional essential functions is strongly encouraged to discuss his/her specific situation(s) with the Occupational Therapy department chairperson.

Students in the program who wish to obtain accommodations must submit documentation from a medical professional that explains their disability. The student must schedule a meeting with the Occupational Therapy Department Chair to initially discuss his/her needs, and the requested documentation will be forwarded to the Associate Dean of Student Affairs, School of Allied Health Professions. If the accommodation request is appropriate, reasonable accommodations will be provided. Upon the beginning of each quarter, the student is responsible for notifying appropriate faculty of his/her accommodations and making the necessary arrangements.

The Department of Occupational Therapy recognizes that certain student disabilities can be accommodated without compromising either the standards required by the school or the integrity of the curriculum. Technological compensation can be made for some disabilities, but a candidate should be able to perform in a reasonably independent manner. The department is committed to the development of innovative and creative ways of opening the curriculum to competitive and qualified students with disabilities while protecting the care of patients. In this manner, students should use minimal dependence on third parties to assist them in accomplishing curricular and fieldwork requirements, and ultimately in the professional work environment.

For detailed explanations of the Disability Accommodation Policy of the university, please refer to the Loma Linda University Student Handbook: https://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf.

AOTA CODE OF ETHICS

The AOTA Occupational Therapy Code of Ethics may be downloaded from www.aota.org

DRESS CODE / PROFESSIONAL STANDARDS

(Adapted from Professional Standards of the School of Allied Health Professions)

Since you have chosen a professional field for your work, it is important that you portray a professional image to those with whom you come in contact and that aligns with the organization you are working with for service activities, class assignments, and fieldwork. Inappropriate dress, grooming, or conduct may detract from the patient's confidence in the quality of their care. In addition, our affiliating hospitals have standards which are reflected in the guidelines below. For these reasons we provide the following standards which are required of you while enrolled in the program. The dress code applies to all courses, clinical rotations, and anytime you are in a clinic or hospital environment (i.e. Medical Simulation Center, service-learning sites). If the dress code is not followed, you may be asked to leave and change clothes to comply with the dress code.

PROFESSIONAL STANDARDS/PERSONAL APPEARANCE

Because the student has chosen a professional field for their work, it is important that the student portray a professional image to those with whom they come into contact. Inappropriate dress, grooming, or conduct detracts from patients' confidence in the quality of their care. In addition, Loma Linda University's affiliating hospitals have standards that are generally reflected in the guidelines below. For these reasons, the School of Allied Health Professions provides the following standards that are required of the student while enrolled in the program.

- Hair should be neat and clean. If long, it may be required to be tied back.
- Mustaches and beards must be neatly trimmed.
- Makeup should be natural in appearance.
- Jewelry should be professional in appearance and safe for the clinical setting.
- Fingernails should be closely trimmed and should not interfere with patient safety and comfort during treatments.
- Words, pictures, and/ or symbols displayed on clothing should be consistent with a Christian institution and sensitive to a diverse student and patient populations.

Attire

General Attire: Modest business casual wear is appropriate on campus and in class. This includes polo or button shirts, modest length skirts/dresses, and long pants (dress pants, khakis, or trouser jeans), shoes, and badge. Scrubs are acceptable for both class and lab settings. Bare feet, bare midriffs, low-cut necklines, or skintight clothing (including athletic outfits, leggings without tops covering the hips) are not acceptable. The wearing of hats indoors is not acceptable during testing, or when guest lecturers are presenting.

Lab Attire: All students must wear scrubs and flat-soled, closed-toe shoes. Inappropriate attire will exclude you from participation in the lab session that day. Use deodorant, and avoid the use of perfume, cologne, or after-shave lotion. Long hair must be pulled up and back, with rubber bands or clips.
Professional Attire: Business casual attire is required for all fieldwork assignments, service-learning projects, and any class that is held in a clinical facility. Business casual attire includes polo or button shirts, modest length (to knees or below) skirts/dresses, and long pants (dress pants, khakis, or trouser jeans), closed-toe shoes, and ID badge. Lab coats or scrubs may be required in some clinical settings. Please consult with your fieldwork supervisor on the facility's dress code for fieldwork assignments.

The following are considered inappropriate for professional attire: T-shirts with inappropriate logos, words, or pictures, visible undergarments, shorts, halter tops, tank tops, crop tops, spaghetti straps, sweat pants, leggings (aka yoga pants), flipflops, open-toed sandals/shoes, high heels.

PROFESSIONAL CITIZENSHIP

Professional citizenship involves upholding professional behaviors and values of the program and profession. Students will engage in professional citizenship to advocate and serve others in the local community, region, national and international levels with values of compassion, faith, and occupational justice. Students will promote and advocate for participation in individuals, communities, and global societies through values such as leadership, trustworthiness, service, integrity, compassion, respect for diversity, and collaboration with others.

A significant part of Professional Citizenship is exhibiting professional behaviors in the classroom, fieldwork settings, and interactions during the program. Students are expected to exhibit professional behaviors including: ***Conduct, Communication, Professional image, Values, and Ethics***. *Each quarter students will be assigned to complete a self-reflection on their professional behaviors in our Professional Citizenship Canvas Shell.* Those who fall below expectations or who are exhibiting unprofessional behaviors will meet with their advisor for mentorship and to discuss strategies to support their professionalism. Students will complete a quarterly reflection on their professional behaviors.

The Curriculum Thread of Professional Citizenship is woven throughout the program to achieve our *Program Learning Outcome*. Beginning in the students first summer, OTBR 500 Professional Foundations the instructor introduces students to the concept of OT as a leader through the importance of understanding the therapeutic value of occupation. This continues as students enter the practice courses where they learn skills to be competent entry-level practitioners. As students enter their second autumn they take a specific class in Leadership and Advocacy. In the capstone series students are expected to model professional citizenship and leadership as they implement their unique capstone experience and project. Throughout the program the students engage in community service that aligns to an area of interest. Students are also educated on justice, equity, diversity and inclusiveness to be competent and ethical occupational therapy leaders.

Professionalism is part of the classroom and fieldwork experiences. It includes but is not limited to: punctuality, respect of other people, their property and their right to learn. It also includes an appropriate respect for those in authority. As students of Loma Linda University Health, we expect you to conduct yourselves in a manner that upholds the values and reputation of the program, the School, and the University. Unprofessional conduct issues may be cause for an unsatisfactory grade, probation, or inability to promote to the next quarter.

In any public place you are potentially exposed to the patients' relatives and friends. Things you say and the attitudes you exhibit have impact on those around you. We request you observe the following:

1. Any information given you by a patient must be held in strict confidence, in accordance to HIPAA regulations. Therefore, the discussion of patients' diagnoses and treatment, and other clinically-related topics should be extremely guarded. Patients' families and community people may be listening and misinterpret the conversation. Breach in HIPAA regulations may result in litigation.
2. Students should show a respectable attitude towards people with disability. At LLUH we embrace diversity and all students are expected to show compassion and Christ-like attitude towards others.

SAHP SOCIAL MEDIA GUIDELINES

Social media is any form of online presence that allows interactive communication, such as social forums, photo sharing platforms, Internet websites, blogs, and wikis. Some examples of social media include: Facebook, Twitter, Instagram, Flickr, YouTube, Snap Chat, LinkedIn, Wikipedia, to name a few. Some examples of social media uses include:

- Blogging about movies, sports, or news events
- Posting on Facebook
- Uploading photos on Instagram
- Sharing videos on YouTube
- Creating content on a Wiki page
- Tweeting about current events

It's a very natural response to just want to post everything. But not everything "should" be posted.

Loma Linda University and the School of Allied Health Professions would like to help clarify how best to enhance your social media experience while you are a Loma Linda University student.

Social Media: The Three Rules of Engagement

- **Be Smart:** Privacy does not exist in social media. Consider what could happen if your post becomes widely known. Search engines can turn up posts years after they are created. Double check your posts for professional content and accuracy. Acting in anger or impulsively could create a lasting impact that you may not want. Just think twice before pressing "send."
- **Act Ethically**: Remember that your social media activity can impact you both personally and professionally. Posts that put your education or future professional career in a positive light are really the best. Just consider your future before you post. And consider if it is the right thing to do.
- **Protect Yourself and Others**: Be respectful of others by not engaging in careless behavior that could hurt someone. Be sure that your posts or photos represent you and the people, clinical site, and school you're associated with in a professional way. It is important be aware of FERPA and HIPAA, so that the privacy of patients and fellow students is protected. Acting with respect keeps you and others safe.

Social media is a powerful tool. It has the power to make a significant impact, both positive and negative. Engage responsibly: remember the three rules of engagement, be smart, act ethically, and protect yourself and others.

NETIQUETTE AND EMAILING

Netiquette is defined as etiquette governing communication on the internet. Online we do not see the body language and tone of voice that accompanies the posting so it is important to be mindful of your posts.

- Begin emails with phrases such as "Dear Dr. XXXX", end emails with phrases such as, "Sincerely, and Thank you for your time,"
- Only capitalize a word or phrase to emphasize it; capitalizing all words generally means that you are shouting.
- Use appropriate titles in your posting, e.g. address the faculty as Professor or Dr., and not by just the first name or last name, or "Hey" or "Hi".
- Avoid sarcastic or joking remarks which may be misconstrued.
- Be professional and respectful in your online interaction.
- If discussion boards are required in specific courses, check the discussion board frequently and respond appropriately and in a timely manner.
- Cite references and quotations appropriately in discussion boards.
- Use proper spelling and grammar in your posts.

CHAPEL ATTENDANCE

University Guidelines:
Loma Linda University Health's chapel program is at the heart of campus and a central component of the academic program spiritual life. We recognize that students come from many backgrounds and have many differing cultural and religious expectations of what comprises campus spiritual life. It is our sincere desire that these worship services contribute significantly to your personal life as well as to the life of the University. Commensurate with our belief in the importance of our chapel program, we have developed the following policies and procedures. Careful adherence to the following will enhance chapels and minimize procedural difficulties.

Attendance

- Required while on campus for lab intensives
- Regular attendance at chapel is expected unless you have been excused through proper authority.
- Any student with a class prior to 3:00 p.m. is expected to attend chapel.

Attendance Process

- Your current student ID card will be required to be counted present at chapel (do not use old student cards, employee cards, or Drayson Center cards).
- Attendance will be taken by scanning your ID card.
- At the end of chapel, please remain in your row and wait for an usher to scan your ID card. They will usher one row at a time.
- Only one ID card will be scanned per person.
- The ushers will not be able to scan cards for anyone not in the row in which they were seated for chapel.

Tardies

- Tardies are counted from 11:15 to 11:20 a.m.
- Tardies are still counted present.
- Three tardies will give you one unexcused absence.
- A record of attendance is sent to the Associate Dean of Student Affairs of your school.
- An automatic email will be sent to your LLU email account if our records showed you were absent.

Absences

- More than two absences per quarter may jeopardize your status in school.
- Notice of absence is sent to your school and excused absences should be cleared immediately with the Associate Dean of Student Affairs of your school.

Out of respect for our worship hour, students are expected to refrain from opening laptop computers, tablets, using cell phones, or other electronic equipment including earphones during chapel. Use of these devices creates a distraction for those who are trying to worship and foster a culture that is at cross purpose with the reasons for which most students choose to come to a Christian university.

SCHOOL OF ALLIED HEALTH PROFESSIONS CHAPEL POLICY

Regular attendance at chapel is expected of every student in the School of Allied Health Professions. Attending chapel on a regular basis is considered a part of student life and culture at Loma Linda University and is a requirement as part of your educational experience.

This chapel attendance policy is administered by the SAHP Office of the Associate Dean of Student Affairs. The procedures for the School of Allied Health Professions' chapel attendance policy are listed below:

1. Students are notified of tardies or absences by the LLUH Student Services Department, and a copy of that notice is sent to the SAHP Office of the Associate Dean of Student Affairs.
2. Students may have no more than two unexcused absences per quarter.
3. Clinical rotations are considered an excused absence. Other excused absences will be considered on a case by case basis. (See Loma Linda University Chapel Attendance Policy)
4. To convert an unexcused absence to an excused absence, the student will watch the video of the chapel program they missed and write a one-page paper that includes a summary of the chapel program, giving specifics of the participants and the message.
5. The paper will be submitted to the SAHP Office of the Associate Dean of Student Affairs within 7 calendar days of the absence. Send it to SAHPSS@llu.edu.
6. Only two unexcused absences per quarter may be converted to an excused absence in this way.
7. If a pattern of tardiness and/or absences is observed, the department chair and program director will be notified and the Associate Dean of Student Affairs will meet with the student to:
    a. Investigate the cause why the student is unable to comply with the chapel attendance policy.
    b. Develop a corrective action plan to assist a student to comply with the chapel attendance policy.
8. If the pattern of unexcused absences continues, the Associate Dean of Student Affairs and the chair/ program director will meet with the student to determine the appropriate course of disciplinary action which will impact a student's status in school through either probation, suspension, or dismissal.

EXTRACURRICULAR ACTIVITIES AND DEPARTMENT APPROVAL SIGNATURES

Planning for fundraisers, donations from businesses to class funds, and other class extracurricular activities must first be submitted in writing to the Department Chair for approval. Students who are applying for positions and roles that require an administrative signature should make an appointment with the Department Chair to obtain the approval and signature.

POLICY FOR SELLING OR DISTRIBUTING MATERIALS

Students or student organizations must not advertise or sell goods or services or promote business opportunities on University property or via the University's computer network without the permission of the Office of the Associate Dean for Student Affairs and a Graphic Identity Guide representative. This includes the selling of textbooks and educational materials other than what a student owned for his/her personal use. Students who wish to sell personal property may advertise in the Trading Post or submit a small announcement to the Office of the Dean for posting in the student lounge.

Loma Linda University Health has guidelines governing the design of materials representing the organization, whether or not they include the Loma Linda University logo and name. The design of the item should be consistent with the values of the organization and cannot include design or lettering that is trademarked or copyrighted. **Contact the Department of Occupational Therapy for the guidelines.** Organizations or individual students who wish to sell or distribute articles (such as T-shirts, pens, etc.) that are identifiable with the University must have the designs approved by the office of the school's Associate Dean for Student Affairs in consultation with a Graphic Identity Guide representative prior to ordering or distribution. Assistance in complying with these standards is available from the dean's office graphic design representative.

Authorization for students to charge such articles on student accounts must be made through the administration of the school. The sale of goods or services on the property of the Loma Linda University Medical Center or any of its affiliated hospitals—including Children's Hospital, East Campus Hospital, Surgical Hospital, Behavioral Medicine Center— without permission of Medical Center and/or Loma Linda University Health administration is not allowed.

ACADEMIC INTEGRITY

Loma Linda University defines academic integrity as the commitment of all members of the educational community (administration, faculty, students, and staff involved in learning, teaching, research, patient care, or service) to engage in conduct that reflects honesty, trust, fairness, mutual respect, and responsibility (The Center for Academic Integrity, Oct 1999, LLU Student Handbook, p. 76).

Acts of dishonesty, such as, but not limited to, theft, plagiarism, knowingly giving, obtaining, or falsifying information during examinations or other academic or professional practice assignments can be cause for dismissal from school. Instructors and students are charged with the responsibility of reporting instances of such behavior to the department chairperson for investigation.

Substantiated violations are to be brought before the OT faculty committee for disciplinary action. The minimum disciplinary actions to be taken include:

- Plagiarism -- first offense -- a failing grade on the assignment;
- Plagiarism -- second offense--a failing grade in the course, and possibility of dismissal from the program.
- Cheating - a failing grade in the course, and possibility of dismissal from the program.

Please refer to the LLU Student Handbook for the full academic integrity policy, pp 75 – 78.

PROFESSIONAL TIME MANAGEMENT, ATTENDANCE, AND ABSENCE GUIDELINES

The primary objective of our O.T. education is to prepare entry-level occupational therapy practitioners who will be competent in giving quality health care. It is your responsibility to learn the theory and professional practice technology of the profession at an acceptable level of competency. It is the faculty's responsibility to establish and enforce criteria for development of professional standards.

Face to face class attendance is required (lectures, labs, fieldwork, assigned appointments), on time and in appropriate attire/grooming. Failure to do so will negatively impact your grades. Classes officially begin on the hour, unless otherwise specified.

For liability reasons, classroom attendance and participation is for registered OT students only.

Absences (illness or unexpected emergencies) must be reported by phone or email before class or as soon as possible. The **Student Absence Request form** should be sent to the faculty and Program Director. **Excused** absences include illness (written verification from physician if after 3 days), accident, unexpected emergencies, death in the family, and must be reported to the office the same day.

Absences not constituted as an emergency are **unexcused,** and a Student Absence Request Form must be completed. This includes weddings, graduations, and vacations. Students should not schedule doctor's appointments or any other appointments which conflict with their class schedules. An accumulation of two absences per quarter (excused or unexcused) will be brought to faculty committee for discussion. Absences due to disabling illness, catastrophic events, or extenuating hardships will be considered by faculty.

If a student requests to attend a F2F class via Zoom for an urgent matter (i.e., car issue, caregiver situation) it is at the discretion of the instructor to allow that. The student should notify the instructor immediately or at the soonest possible time. The course is designed to be F2F so this may not be allowed. If the student is able to attend via Zoom the student is expected to participate and complete all class activities. If they are unable to because they are not there in person, they will miss the points unless they are not attending F2F due to an Excused reason.

In the summer quarters, due to course intensity of 5 – 6 weeks length, absence beyond one class session constitutes missing more than 20% of the course, and the absence must be brought to faculty committee for decision.

No absences are allowed during fieldwork. Patient care cannot be jeopardized. Exceptions due to illness or emergency must be arranged through the Academic Fieldwork Coordinator and facility FWE and must be made up.

Assignments

Papers/assignments are due to Canvas at the time indicated by the course instructor, or in class as the course instructor indicated. Late papers or assignments will receive a *10% deduction during each 24-hour period including weekends. Assignments will not be accepted after 48 hours.*

It is the responsibility of the student to submit written assignments in the correct format and the most recent edited version. Incorrect formats or versions will be considered a late assignment, and subject to 10% deduction.

If a student has more than 2 late assignments, the Program Director will complete an Unsatisfactory

Progress Report for professional behaviors and ask to meet with the student.
For excused absences, papers and assignments are due as arranged by the student and the faculty. Refer to the Student Handbook.

In the summer quarters, due to course intensity of 5–6 weeks length, absence beyond one class session constitutes missing more than 20% of the course, and the absence must be brought to faculty committee for decision.

Quizzes & Exams
Missed quizzes or exams due to an excused absence must be made up within 48 hours of return to school or at a time agreed upon by the faculty member and student. Failure to do so will result in zero points. Missed quizzes or exams due to unexcused absence may not be made up and will be scored as zero points.

CLASS PARTICIPATION

Students are expected to attend each class and lab session as required in the syllabus. Students are expected to be active participants in class and engage in the learning experience. Some classes may give specific points for participation. Students are responsible for contacting the respective faculty regarding information missed due to absence. In-class assignments, activities, tests cannot be made up for unexcused absences and will be scored as zero points.

STUDENT ABSENCE REQUEST FORMS

Students who request an absence from class must complete the Student Absence Request Form (located in Section 8 Appendix of this handbook, and in MyOT on the Canvas site), and submit the form to the Program Director. The request will be brought to faculty committee for review. Students are responsible for making arrangements with their respective faculty for missed information and/or assignments during their absence. Missed tests/exams, in-class assignments for unexcused absences cannot be made up and will be scored as zero points.

MISSION TRIPS POLICY

The Department of Occupational supports students in their service-oriented activities. It is important to coordinate such activities with the academic schedule. Students interested in attending a mission trip or professional conference must complete and submit the Absence Request Form to the Program Director (if presenting at conference, see next paragraph on Conference Participation.) The Absence Request form is available in Section 8 Appendix of this handbook, and in MyOT on the Canvas site. Requests must be submitted a minimum of 2 months ahead of the proposed trip. The Program Director will review the request to ensure there are no academic or fieldwork conflicts. It will then be brought to faculty committee meeting for review. Funding support for mission trips is dependent on faculty approval and available budget.

CONFERECE & PARTICIPATION POLICY

Current students who are interested in participating in a conference as a presenter for a poster, lecture, or workshop should complete the Conference Participation Form, which may be found in MOT Bridge on the Canvas shell. Complete the form with your Principal Investigator (PI) and/or research advisor's approval. Submit the form to the MOT Research Coordinator for faculty approval prior to submitting the conference

application. Funding support for conference participation is dependent on faculty approval and available budget.

EXAMINATION GUIDELINES

The National Board for Certification in Occupational Therapy (NBCOT) enforces the following policies during administration of their certification examination, and our Department of Occupational Therapy follows the same guidelines during the on-campus lab intensives:

1. Only clear water bottles will be allowed while testing. No food items are allowed.
2. Scratch paper, if needed, will be provided by the instructor and collected with the examination.
3. Students will not leave the room during the examination. Restroom or other activities should be taken care of prior to entering the room.
4. No books or equipment will be allowed in the test-taking area unless specifically approved/ provided by the instructor, and backpacks/personal items must be placed away from the test taking area.
5. No cellular phones, laptops, tablets, or smart watches allowed in the test area. Students may not leave the room to answer non-emergency calls.
6. No borrowing of materials will be allowed once the examination has begun.
7. Hats or hoodies may not be worn during the examination.
8. No questions will be permitted during the examination. Students may write comments/questions on their test paper.
9. No talking during the test, or in the testing area (this includes in the classroom as well as the hallways outside of the classroom), until the last student has completed the examination.
10. If a student has been approved for test-taking accommodations, he/she must notify the instructor in advance and make appropriate arrangements.
11. Do not provide or receive unauthorized assistance on exams.
12. Do not remove exams from designated exam areas or obtain exam material prior to distribution by faculty.
13. It is unethical to pass exam information in any form to anyone else; this includes writing down exam questions, trying to recall questions with classmates, photographing exam questions, stealing exam papers.

QUIZ/TEST REVIEW GUIDELINES

1. Quizzes/tests will be available for review up to one week after the test scores have been released. Make an appointment with the Administrative Secretary and cc your instructor to review the test/quiz. If it is in Canvas, the Secretary will have it available for your review either by paper or online. Tests and quizzes may not be copied, photographed, removed from the office, or utilized for note taking.
2. No review of quizzes/tests will be allowed during finals week. An exception will be made if a quiz was given the week before final, and in this case, students may review that quiz no later than Friday noon of the week before final exams.
3. While the student is reviewing a quiz/test in the department office, the student is not allowed to write down questions and answers, or to take photographs of the test. The student may take a note of topics to study and review. *The Secretary may ask to review your notes to make sure no questions were copied.*
4. When on campus for lab intensives, a maximum of two students may view test papers at one time, while in the presence of the office staff.
5. Requests to consider possible errors in grading must be made *in writing with a reference and page numbers to the correct answer to the instructor* within one week of the posting of exam or quiz score.

Inappropriate testing behavior reflects unsatisfactory professional development and therefore leads to academic review of the student and possible dismissal.

GRADING GUIDELINES

The following grading policy has been adopted by the department: (Percentages are not rounded up.)

A	=	95 - 100%	C+	=	79 - 82
A-	=	93 - 94	C	=	75 - 78
B+	=	90 - 92	D	=	70 - 74
B	=	87 - 89	F	=	69 & below
B-	=	83 – 86			

The minimum passing grade for an OT course is C. At the end of each quarter, grade review committee is held by faculty to collectively review all grade reports for the quarter. Final grades will not be given out or posted on Canvas until the committee has met.

DEAN'S LIST

On a quarterly basis, full-time students who obtain a GPA of 3.8 and above, with no incomplete or in-progress grades, will receive a Dean's List certificate. Students who are part-time or on academic probation are not eligible for the Dean's List.

STUDENT PROGRESSION IN PROGRAM

Students progress through the program when they have quarterly GPAs of 3.0 or higher, complete classes with a C or higher, and demonstrate professional behaviors and values that align with Loma Linda University. Students register on block schedules progressing as a cohort. Students who do not meet this criteria are discussed at a faculty meeting and appropriate actions are then determined. Actions are documented in the student's file.

REMEDIATION

Grades lower than C are unsatisfactory. Students who get a grade of C or C+ in a course may be put on academic probation as students must maintain a quarterly 3.0 GPA. If a student receives a grade lower than a C they must repeat the course at ½ tuition. This may involve taking a leave of absence to complete the course the following year or taking it, the next quarter as designed by the instructor and with the quarterly courseload. The student will go on academic probation and can only get a grade of C in the repeated course.

A student is placed on automatic academic probation for the following reasons:

- Grade lower than C received in any professional or required course.
- Quarterly or cumulative GPA less than minimum of 3.0.
- Unsatisfactory clinical performance.
- Unprofessional behavior (See below).

While on academic probation, the student must receive grades no lower than C and maintain a minimum 3.00 GPA. If these requirements are met in the subsequent quarter, the student will be removed from academic probation. The student is also responsible for meeting with the Program Director regarding their progress during the quarter. Failure to meet any one of these requirements in the subsequent quarter will result in disqualification from the program.

ACADEMIC STATUS AND PROBATION

The established Department of Occupational Therapy policy for passing a course is C, however, students are expected to maintain a minimum GPA of 3.0 each quarter. As stated in the bulletin, "*Promotion is contingent on satisfactory academic and professional performance and on factors related to aptitude, proficiency, and responsiveness to the established aims of the School and of the profession*." Students may also be disqualified due to unprofessional behavior (see policy for Professional Citizenship).

Student progress is reviewed quarterly for eligibility to continue in the program and for growth as a professional citizen. Each quarter, students are given unsatisfactory progress reports if they fall below standards in lab, quizzes, examinations, or assignments. They are then encouraged to meet with their instructor. At the end of each quarter a Grade Review is held where each teaching faculty shares the grades, ranges, and any concerns. Any failed course may only be repeated once, and no more than two courses may be repeated within the program curriculum. Failure in specific courses will result in necessary re-arrangement of their study program and cause delay in continuation of the sequential study. Decisions and recommendations are provided as a faculty regarding any student progression concerns. Example outcomes can be for the student to meet regularly with the advisor, meet with the program director, or recommend student support services.

Students who are on academic or professional probation or who are remediating a course cannot go on mission trips unless approved by the Department Chair. Students should be focusing on their studies and/or professional behaviors.

Unsuccessful completion of two or more courses in a given quarter, with or without prior probationary status, will result in disqualification or non-promotion to the next quarter. Any consequential action is determined on an individual basis.

Federal regulations require the Office of Financial Aid to annually review the academic progress of students who are receiving any type of federal financial aid. Students who do not have a minimum cumulative GPA of 3.0 by the end of each spring quarter will be in jeopardy of losing federal financial aid for the following year.

PROFESSIONAL BEHAVIOR PROBATION

The Department of Occupational Therapy Professional Profile Essential Functions are listed in this Student Handbook, p. 37-38. Students entering the program have a responsibility to meet and uphold these essential functions and values of the Professional Citizen while they are in the program. A student may be placed on professional behavior probation for any of, but not limited to, the following behaviors:

- Punctuality issues to classes or clinical rotations.
- Disrespect of other people, property, or right to learn.
- Argumentative, hostile behavior, physical or emotional threats
- Disrespect for those in authority.
- Disregard for the safety of others.
- Inappropriate talk or actions in clinical and academic settings.
- Behavior (legal or illegal) that violates the mission, values, or function of the University and/or MOT program.
- Violation of Health Insurance Portability and Accountability Act (HIPAA), Protected Health Information (PHI), AOTA Code of Ethics, or LLU Core Values.

A student who exhibits unprofessional behavior will be given a written warning and placed on professional behavior probation as determined by faculty review. The Program Director will meet with the student to discuss probationary status and the student must sign the probation letter signifying understanding of his/her status. The student will remain on probationary status pending review by the faculty committee and notification in writing by the Program Director that this status has been removed. Repeat offenses will result in disqualification from the program.

PROGRAM WITHDRAWAL AND TUITION REFUND

If it becomes necessary for students to withdraw from the program, they should first meet with the program director or department chair to discuss their situation. In order to formally withdraw from the program, they must complete the electronic program withdrawal form, found on the Student Services webpage.

Tuition refund is determined by the last date of attendance stated on their program withdrawal form. The percentage of refund is based on which week in the quarter that they withdraw, up till two weeks before the quarter ends; no refunds are given during the final two weeks of the quarter.

APPLICATION FOR READMISSION TO THE PROGRAM

If a student is disqualified from the program, the reapplication process includes the following requirement: The student will be required to submit a new LLU application. The student must write a letter to the chair of the department to request consideration for readmission. In the letter, the student must identify the challenges he/she experienced while enrolled in the program and identify the strategies he/she has developed and implemented that would facilitate academic success if re-accepted into the program. Readmission cannot be guaranteed.

COMPLAINT REPORTING

Students in the Department of Occupational Therapy who have a complaint or concern about the program are to set up a meeting with either the Program Director or the Department Chair and submit the complaint or concern in writing. The Department Administration will respond to the students regarding the complaint in a reasonable amount of time. If a student would like to appeal to the next level after meeting with the Department Administration, the student may then contact the SAHP Office of Student Affairs at 909-558-4792 to meet with the Associate Dean of Student Affairs.

PROGRAM CONCERNS REPORTING

Students in the Department of Occupational Therapy who have a complaint or concern about the program are to set up a meeting with either the Program Director or the Department Chair and submit the complaint or concern in writing. The Department Administration will respond to the students regarding the complaint in a reasonable amount of time. If a student would like to appeal to the next level after meeting with the Department Administration, the student may then contact the SAHP Office of Student Affairs at 909-558-4792 to meet with the Associate Dean of Student Affairs.

REPORTING DISRUPTIVE OR DISHONEST BEHAVIOR

If disruptive or dishonest behavior is observed, students should report the behavior to the instructor, program director, or department chairperson. While anonymity will be preserved when the issue is addressed, it may be necessary for such reports to include the identity of the reporting student depending on the severity of the behavior.

POLICY PROHIBITING SEXUAL MISCONDUCT AND DISCRIMINATION ON THE BASIS OF SEX (TITLE IX)

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in educational programs and activities at institutions receiving federal financial assistance. Loma Linda University (LLU) is committed to providing a safe and supportive environment that is free from unlawful discrimination on the basis of sex in all of its employment and student activities, educational programs, and services. Any form of sex discrimination and sexual misconduct, including harassment, coercion, intimidation, or sexual violence, is reprehensible; runs counter to LLU's teachings and guiding beliefs; and will not be tolerated. In keeping with this commitment, Loma Linda University maintains a strict policy prohibiting unlawful discrimination or harassment based on personal characteristics of gender, sexual orientation, gender identity, race, color, religion, national origin, disability, age, or veterans' status. Also prohibited is retaliation of any kind against individuals who report alleged incidents of discrimination or sexual misconduct, or who assist in a University investigation of such allegations. See the LLU Student Handbook, p. 69-74 for full disclosure of the University policy:
https://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf.

If a formal complaint is lodged regarding sexual harassment and/or physical sexual misconduct, the University will take immediate and appropriate steps to conduct an investigation and take immediate appropriate corrective action.

The Title IX Coordinator for Loma Linda University may be reached as follows:

Sophia Hamilton, Title IX Coordinator
197 East Caroline St., Ste 2300
San Bernardino, CA 92408
Phone: 909-651-9467
Email: SHamilton@llu.edu

SAHP GRIEVANCE POLICY

(Please check the University Student Handbook on the LLU website for any updates to this policy.)

A student in the School of Allied Health Professions (SAHP) may grieve two issues in which unfair treatment is alleged. Those issues are: 1) a course grade, and/or 2) academic standing issues, such as suspension, termination, or dismissal[1] from a program. Grievances related to sexual harassment, racial harassment, or discrimination against the disabled shall be pursued in accordance with University policies specifically relating to these items, pursuant to the Loma Linda University Student Handbook currently in effect. Please refer to the latest handbook for any updates to the SAHP grievance policy. The grievance process is not available to individuals regarding failure to achieve admission or re-admission to the School, nor regarding terms and conditions of admission or readmission.

Two or more persons with essentially the same grievance may file a single grievance. If an individual files a grievance, and it is later discovered that one or more others are similarly affected, the others may ask to join the original grievant in the letter of intent stage of the grievance process. The Grievance Committee may also combine the grievances of two or more persons into a single grievance with the assent of the grievants, if the panel finds that the grievances can be combined without prejudice to the rights of any of the grievants.

The student must initiate the grievance process in writing within one academic quarter following the alleged incident. This time requirement must be met irrespective of the pre-grievance phase.

Pre-Grievance Phase

A. When the issue is a course grade, the student will discuss the issue with the course instructor or advisor. If the problem cannot be resolved, the student may discuss the issue with the Department Chair/Program Director.

B. When the issue is suspension, termination, or dismissal, the student will discuss the issue with the Department Chair/Program Director.

C. If the issue cannot be resolved by the Department Chair/Program Director, the Department Chair/Program Director will present the issue to the department's faculty for consideration. If the Department Chair/Program Director is the individual with whom the student has the issue, the Associate Dean of Student Affairs will designate a department faculty member to review the matter and present it to the faculty.

D. The department's faculty will decide the resolution of the matter which may include such actions as: no credit given for a report or examination; suspension from clinic or class; failure of a course; and/or, termination from the program, or finally, dismissal from the University.

E. Prior to the filing of the Letter of Intent and the formal filing of the Statement of Grievance, the Associate Dean of Student Affairs and the student may choose to resolve the issue. Both the department and the student are encouraged to resolve the grievance at this stage. Resolution efforts shall consist of informal discussions between the faculty, the student, and the Associate Dean of Student Affairs with the goal of resolving the grievance. No official records shall be kept of the discussion.

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[1] Suspension: exclusion from the University or from a school or a segment of a school's program, for a specific period.
Termination (at the end of the quarter): actual dismissal but with permission to complete the courses in progress, provided the student's conduct is acceptable during the interim period.
Dismissal: immediate expulsion from the University for an indefinite period. (From: *LLU Student Handbook*)

F. Once the grievance has been filed, the process may be resolved, but may not be put on hold by the student. The grievance may be withdrawn at the student's written request to the Dean at any time. If a grievance is withdrawn by the student, a written request may be submitted to the Dean that the grievance process be reinstated, but it must fall within one quarter following the alleged incident. The student may restate the issue in writing with new documentation and continue the process as initially begun.

G. If the student is grieving a decision that would result in disqualification from the program, the student will continue to be enrolled in the program until resolution of the grievance. Continued participation in class or clinic will be at the discretion of the department. Exclusion will be reserved for exceptional circumstances, such as, but not limited to, potential risks to safety.

II. Grievance Phase

A. Initiation of Formal Grievance

1) If a student (grievant) wishes to proceed with a formal grievance, a Letter of Intent will be submitted to the SAHP Dean. The grievant must state the issue in writing and include the following:
   - The problem at issue
   - The error believed to have occurred
   - Efforts made to resolve the conflict
   - Lowest-ranking faculty member able to resolve the problem; see flowchart for appropriate faculty member.

2) The letter is reviewed by the Dean, whereupon the Associate Dean of Student Affairs is advised of the intent.

3) The Associate Dean of Student Affairs will:
   - Meet with the grievant to review grievance policy
   - Attempt to find resolution between grievant and department if not already initiated
   - Appoint a grievance committee and committee members within 10 business days of receipt of Letter of Intent
   - Assign grievant a faculty consultant, if needed
   - Obtain signed waiver if grievant does not want faculty consultant

B. The Statement of Grievance

The grievant must prepare a complete Statement of Grievance and submit it to the Associate Dean of Student Affairs within 10 business days of submitting the Letter of Intent. The Statement of Grievance shall specifically state the following:

- The problem at issue
- The error believed to have occurred
- The reasons for believing so
- The relief to which the grievant claims to be entitled
- Lowest-ranking faculty member able to resolve the problem; see flowchart for appropriate faculty member

The written statement shall contain any factual or other information the grievant deems pertinent to the grievance, i.e., relevant supporting materials and documents. All further discussions in the grievance process will relate to this statement. Amendments to this statement may only be made with the permission of a simple majority of the grievance

committee.

1) In preparing the Statement of Grievance, the grievant is expected to consult such sources as the following:
    - The University *Student Handbook* and *The LLU Catalogue*
    - Department policies/student guidebook/course syllabi
    - Correspondence
2) The Associate Dean for Student Affairs shall forward the Statement of Grievance along with the Letter of Intent to the Chair of the Grievance Committee, indicating that resolution of the problem has not been successful and requesting that a grievance hearing be held.
3) The Associate Dean for Student Affairs shall also forward the grievant's Letter of Intent and the Statement of Grievance to the Department Chair.

C. Department Documentation

1) The involved department shall prepare materials relevant to the grievance.
2) The department shall submit those materials to the Committee Chair within 5 business days of receipt of the Statement of Grievance.

III. Grievance Committee

A. Grievance Committee Chair

1) The Chair will be chosen from a pool comprised of former chairs and those who have served as members on at least three previous committees, whenever possible.
2) The Associate Dean of Student Affairs will provide the Chair with a copy of both the grievant's written Letter of Intent and the Statement of Grievance (see II B for content).
3) The Chair shall be responsible for convening the first meeting of the Committee within 5 business days of receipt of Letter of Intent and Statement of Grievance. It is the duty of the Chair to educate the members of the Grievance Committee and the grievant about the hearing procedure.

B. Grievance Committee Members

1) The committee members will be made up of at least three faculty members from SAHP departments other than the student's.
2) One committee member will have served on a previous Grievance Committee, whenever possible.
3) One member will be intentionally chosen with no prior experience on a Grievance Committee, whenever possible.

C. Department faculty representative

1) A department faculty representative from the student's department shall be appointed as a non-voting member, and will be chosen by the department chair during the initial committee formation.
2) The non-voting Department Faculty Representative will not be present when the Grievance Committee meets to make their final recommendation to the Dean.

D. Grievant Faculty Consultant

1) The grievant is entitled to choose a faculty member from within the School of Allied Health Professions or any other School within the University to be the Grievant Faculty Consultant.
2) Faculty members from the department of the grievant's program are ineligible to serve as the Grievant Faculty Consultant.
3) The Grievant Faculty Consultant shall accompany the grievant to the Grievance Committee sessions, but:
    a. The Consultant may not address the committee directly; all communication with the committee must be through the grievant during and following the grievance process.
    b. The Consultant does not have the right to meet with the Grievance Committee without the grievant present.
    c. The Consultant does not have the right to be present when the Grievance Committee is meeting to make their final recommendation to the Dean.
4) Neither the grievant nor the Consultant may attempt to contact any member of the Grievance Committee during or after the grievance process. All questions or comments must be directed to the Dean.

IV. The Hearing Procedure

A. The Grievance Committee will review the grievant's written statement of the grievance and all materials submitted in the discovery process.
    1) The grievant will be interviewed, and any others may also be interviewed at the discretion of the Chair and the committee.
    2) The School has no obligation to incur expenses for the purpose of gathering information related to the grievance.
    3) It is the role and duty of interviewees to provide the relevant facts which are true of their personal knowledge. All witnesses shall be protected against retaliation for their truthful testimony and persons interfacing with and retaliating against any witnesses shall be subject to school discipline.
    4) The burden of persuading the hearing committee that the actions or inactions of the faculty member or department were not proper rests upon the grievant and shall be satisfied only by clear and convincing evidence.[2]
    5) Neither legal counsel for the grievant nor for the university may attend the hearing.
    6) The grievant may not be accompanied by family members.

B. Final review and deliberations regarding the Statement of Grievance, materials, and any interviews will be held in private by the Grievance Committee and will lead to a final recommendation to the Dean.
    1) None of the following will be present when the Grievance Committee meets to make their final recommendation to the Dean or vote the action:
        - The department faculty representative
        - The grievant consultant
        - The grievant

C. The Grievance Committee may recommend upholding the original faculty/department decision or may make additional or alternative recommendations to the Dean.

1) The Committee's final recommendation report shall be submitted within two business days of the decision and shall include five sections to be retained in the grievance case file:
    - Summary
    - Findings (discovery regarding each point of complaint)
    - Action (committee's vote with reasons)
    - Signature by all voting committee members
    - All supporting documentation submitted by the department and grievant
2) The committee shall also submit the following to the Dean as separate documents to be retained in an administrative file (this file shall NOT contain student specific information):
    - Department recommendations, if any
    - School-wide recommendations, if any

D. The decision of the Dean will be final.

1) The Dean's final decision will be shared in writing with the grievant, Associate Dean of Student Affairs, the Department Chair, Program Director, and each member of the Grievance Committee within five business days of the receipt of the committee's recommendation and supporting documentation.
2) The Grievance Committee report and the Dean's decision may be shared with the department of the grievant before the final decision is released to the student, to allow for clarification before making the final commitment to the student.

[2] Clear and convincing evidence: "A medium level of burden of proof which is a more rigorous standard to meet than the preponderance of the evidence standard, but a less rigorous standard to meet than proving evidence beyond a reasonable doubt. In order to meet the standard and prove something by clear and convincing evidence, a party must prove that it is substantially more likely than not that it is true (Cornell Law, 2010)."

Section 5: Department Information

CLASS SCHEDULES FORMAT

Attendance is expected at all class and lab sessions as this is a professional program preparing you for the workplace. Class schedules are provided by the Department each quarter. Labs may be divided into two or more sessions; you are assigned to a lab group and must remain in your assigned group for the quarter. You are encouraged to bring laptops to class, as most of the supplemental learning material will be uploaded to Canvas. The Critical Inquiry & Evidence-based Practice series require out of classroom group meetings with your respective group, plus weekly scheduled meetings with faculty mentors at the department. Attendance is required at all scheduled fieldtrips, and group activities.

LAB, SYLLABUS CHARGES

Laboratory fees, and course syllabi given in lieu of textbook, will be charged as applicable, and these charges will appear on your financial statement from the Student Finance Office. Other supplemental lecture material will be posted to Canvas and you are responsible for printing or bringing your laptop/tablet to class for lectures.

DEPARTMENT BULLETIN BOARDS

The bulletin boards just outside the O.T. office are for posting announcements from faculty and coming events. Requests to post items on the bulletin boards must be submitted to the Department of Occupational Therapy office.

MAILING ADDRESS/TELEPHONE

In case of emergency, or in the event an instructor needs to locate you, it is extremely important that you advise the OT office any time your address and/or telephone number changes.

EMAIL COMMUNICATION

The department solely utilizes the LLU email account to communicate with students. You are responsible for checking your LLU email account frequently and held responsible for the information communicated therein. Students are expected to use professional language and formatting in email communications with faculty and fieldwork educators.

UNIVERSITY I.D. BADGE REQUIREMENT

Your university I.D. badge must be worn in a visible location above the waist at all times while you are on campus. It is required for entry to certain buildings on campus, the anatomy lab, chapel attendance, student services, and may be used to charge purchases from the Campus Bookstore, cafeterias, and university library.

COMMUNICATION DEVICES

To ensure an environment compatible with learning, please silence cellular phones during lectures and labs. During examinations, cellular phones are not allowed in the classroom and must be put away with your other personal belongings. If you are on alert for an emergency, please leave your cellphone with the office staff so they may notify you. Laptop computer or tablet usage during class is limited to notetaking or projects assigned in class. As graduate students, we expect you to be professional and actively engage in lectures.

ONLINE SOCIAL NETWORK PARTICIPATION

Faculty and staff in the Department of Occupational Therapy are to maintain professional practice in use of social media in regards to student interaction. Students may connect with faculty and staff via LinkedIn as it is a professional networking platform. In Facebook, faculty and staff are not allowed to "friend request" or accept a "friend request" from current students. Once students graduate faculty and staff may interact with students through social media such as Facebook.

STUDENT LOUNGE

There is a student lounge area in the A-level rotunda, which includes vending machines, microwaves, and study areas. Students are requested not to congregate in hallways in respect for on-going classes and faculty offices.

STUDENT SERVICES DASHBOARD

Students may find access to all the portals of student services, counseling, spiritual support, academic forms, campus calendars, university catalog, and many more useful links and information by going to www.llu.edu/students/ and logging in.

CANVAS PLATFORM

The university utilizes Canvas as the platform for optimizing your educational experience by combining classroom learning with online learning. Go to www.llu.edu, click on Current Students, and log in with your ID and password. Please visit MyOT in Canvas for OT program resources.

FACULTY ADVISORS AND ADVISEMENT PROCESS

Students will be assigned a faculty advisor at the beginning of the school year, who may assist you with concerns regarding academic difficulties. Advisement regarding fieldwork issues or concerns may be addressed by making an appointment to meet with the Academic Fieldwork Coordinator.

Students have a responsibility in the advisement process and should take the initiative to seek advisement from their advisors. Therefore, the student should:

1. Know the name and office location of their academic advisor.
2. Learn the academic schedules, course requirements, practicum/affiliation assignments, and graduation requirements of LLU.
3. Schedule appointments with instructors and advisors when they experience academic difficulty. Work with instructor/advisor to outline a plan for improvement.
4. Consult with the advisor when personal difficulties arise that require application for leave of absence, incomplete grade, or modification of study load.
5. Become familiar with campus resources: Student Health Service, Student Assistance Program, Student Counseling Center, LLU library, Chaplain, etc.
6. Accept responsibility for academic choices and learning.

STUDENT USE OF EQUIPMENT AND SAFETY PROCEDURES

Students will be instructed in safe use of all equipment prior to usage. Students should always check to see if equipment has been safety-checked in the past year before use in the lab or on clinical rotations (refer to sticker and date on equipment). Students are expected to use the equipment as directed and return all equipment to their proper storage area. At no time should equipment be removed from the lab unless given permission by department administration.

Students may be able to practice on equipment during designated open lab times. If a piece of equipment does not work properly, it should be immediately tagged and reported to the instructor. Refer to MSMD manuals which are stored in the Department, or visit the website for more information: https://one.lluh.org/vip/Departments/LLUSS-Departments/Environmental-Health-and-Safety

STORAGE AND PROTECTION OF STUDENT RECORDS AND INFORMATION

The Department of Occupational Therapy abides by the Family Educational Rights and Privacy Act (FERPA) in the maintenance of student records in digital format. The OT office personnel scan student information to be stored electronically in a protected Loma Linda University Health server. Hard documents which have been scanned are deposited in a locked confidential recycling bin designated for destroying confidential papers.

Student test grades and quizzes in hard copy format are stored by the Department of Occupational Therapy for 5 years and then destroyed by shredding.

Student information that is identifiable will be stored only on the faculty and department's designated university server.

EMERGENCY PREPAREDNESS AND RESPONSE

Students should refer to University procedures for evacuation and natural disaster preparedness. Please be aware of the exits and evacuation procedures for each building and clinic you are in.

This is the link to the LLU and LLUMC Emergency Preparedness & Response resource website: https://one.lluh.org/vip/General/Emergency-Preparedness-and-Response. Topics covered include fire safety, natural disasters, shooter, etc.

STUDENT SAFETY ON CAMPUS

The University strives to provide a safe environment for students, with patrol cars and personnel visible throughout campus. Despite these efforts, students are advised to take precautionary efforts regarding their safety by locking their vehicles, walking with other peers after dark, and being aware of their surroundings. Campus Security may be contacted after dark if you need an escort to your vehicle or on-campus housing. The phone number is (909) 558-4320.

Section 6: Criteria for Successful Program Completion

STUDENT ACADEMIC PROGRESS

Masters of Occupational Therapy (MOT) degree:

1. **Qualitative standard** - Student must maintain a cumulative G.P.A. of 3.0.
A student whose grade point average falls below the minimum 3.0 in any term,
who receives in any required course a grade less than C, or whose clinical performance is unsatisfactory, is automatically placed on academic probation.

2. **Quantitative standard** – Student must maintain a cumulative completion rate equal to or exceeding two-thirds (67 percent) of the units attempted.

3**.Maximum timeframe** - Student is expected to complete the program in 18 months. However, a student is allowed to take a leave of absence for a variety of reasons, including health issues or finances. A student may be delayed repeating a course or extend due to unforeseen reasons. The maximum allowable time to complete the program is five years.

COMPLETION IN A TIMELY MANNER

Students must complete the program in a timely manner. The MOT program is 18 months in length and students are expected to complete the program in 18 months (7 quarters). Students may receive permission to take longer due various reasons such as a Leave of Absence or to repeat a course to obtain a C or higher.

Students complete Level II A fieldwork in Winter of Year 2 and Level II B fieldwork in Spring of Year 2. As described in the Fieldwork section and manual, students must complete fieldwork within 12 months of finishing their didactic requirements.

SUCCESSFUL COMPLETION OF THE PROGRAM

Successful completion of the program involves students meeting the academic requirements for didactic classes, fieldwork, and capstone. Each quarter, promotion is contingent on satisfactory academic and professional performance and on factors related to aptitude, proficiency, and responsiveness to the established aims of the School of Allied Health Professions and the mission of Loma Linda University.

Student progress is reviewed through all sections of the program. Each quarter, students are given unsatisfactory progress reports if they fall below standards in lab, quizzes, examinations, or assignments. They are then encouraged to meet with their instructor. At the end of each quarter a Grade Review is held where each teaching faculty shares the grades, ranges, and any concerns. Decisions and recommendations are provided as a faculty regarding any student progression concerns. Example outcomes can be for the student to meet regularly with the advisor, meet with the program director, or recommend student support services.

In addition, students are assessed for Professionalism each quarter in the program. This is to serve as a tool for growth and reflection as they become Professional Citizens.

The department policy for passing OTBR courses is C. Students must obtain a minimum quarterly GPA of 3.0. A student who receives a grade less than C must repeat the class (any failed course may only be repeated once). No more than two courses may be repeated within the curriculum. Unsuccessful completion of two or more courses in a given quarter will result in disqualification or non-promotion to the next quarter.

Students must successfully complete pre-requisite didactic course work prior to participating in Level I and Level II fieldwork. Level I fieldwork is evaluated by ratings on both the Level I Student Skill Assessment Sheets and Performance Evaluation. *Students must receive a minimum of 83% for ratings on the Skill Assessment Sheets and marked as passing on the Performance Evaluation to receive a Satisfactory (S) grade for a Level I fieldwork experience*.

During Level II fieldwork, the fieldwork educator (FWE) and the Academic Fieldwork Coordinator (AFWC) monitor each student's progress at quarterly intervals, including a one-page written review at week 3, Midterm AOTA Student Performance Evaluation ratings at week 6, a one page written review at week 9, and Final AOTA Student Performance Evaluation ratings at week 12. Students achieving less than a score of 80 at midterm will meet with the AFWC and fieldwork site FWE to develop a learning contract and action plan as indicated. Students who do not successfully meet learning contract objectives and/or do not receive a rating of 111 or higher on the Final AOTA Student Performance Evaluation will be terminated from their fieldwork site and receive an Unsatisfactory (U) grade for the Level II rotation. Students who receive an Unsatisfactory grade for two fieldwork experiences (either Level I and/or Level II) will be disqualified from the MOT Program.

GRADUATION REQUIREMENTS

Candidates will graduate with the Doctor of Occupational Therapy (MOT) after successfully completing all required program coursework. All candidates who have a cumulative 3.50 GPA of LLU-only coursework will receive purple honor cords at graduation.

Students must complete all didactic requirements before continuing to their final Level II fieldwork assignments. University policy for the maximum allowable time to complete the program is seven years. Completion of Level II fieldwork experiences must be within 12 months of completion of the didactic course work.

GRADUATION REGALIA

Candidates who have met the degree requirements of the program are eligible to participate in the commencement exercises at the end of the spring quarter (year 3). The university provides graduates with the regalia commensurate with the Doctor of Occupational Therapy; the gold color on the hood represents the university, and the slate blue color represents the occupational therapy program. Graduates are expected to don the regalia in the correct manner. Any writing, embellishing, modifying, drawing or decorating of mortarboards using political messaging, sexual innuendo, or offensive language, will not be permitted. Graduates may be asked to remove or switch out regalia items if they are found to be inappropriate or not aligned with institutional values. Questions about the guidelines or removal of regalia items may cause delay or prevent processing and participation in the ceremony.

LLUonTRACK DEGREE COMPLIANCE REPORT

Students may view their LLUonTrack degree compliance by logging in on the student services portal. Students are responsible to check their degree compliance to ensure that they are meeting the requirements for graduation. Most importantly, they must check that all prerequisites have been cleared. Academic variances for waivers or substitutions of requirements must be submitted during the first year of the program.

What is LLUonTrack?
LLUonTrack is a web-based tool to help you and your advisor monitor your progress toward degree completion. Check it regularly to see how completed classes count toward degree requirements and what classes and requirements still need to be completed.

Where do you find LLUonTrack?
You can find LLUonTrack by logging into the Student Services Login. Select "Degree Compliance Report" from the Students and Applicants tab and then select the LLUonTrack button.

Another amazing tool – LLUonTrack Plans!
LLUonTrack includes many amazing tools, one of which is a Plans feature. You and your advisor can build and modify a plan in LLUonTrack. This tool allows you to check the plan against your degree audit to ensure all degree requirements are planned for in your track to graduation. Simply look at the "Audit View" once you have a plan saved!

To build a plan:

1. Follow the instructions above to access LLUonTrack, and then click the "Plans" tab.
2. Select the "Blank Plan" button
3. Add a description & checkmark "Active"

4. Use the +/– in the top right-hand corner to add/delete terms
5. Expand the "Major in Occupational Therapy" dropdown in the "Still Needed" menu on the right
6. Click and drag your still needed courses to the needed terms

DEGREE CLEARANCE PROCEDURE

Students who are not following the regular block registration and are considered "non-block", will be required to submit a Graduation Petition no later than 2 quarters before completion of the program. The LLU On-Track degree compliance must be checked to verify no unmet requirements, and the student must work with the Program Director and Administrative Assistant to ensure all requirements are met.

FINANCIAL AID AND LOAN CLEARANCE

Upon completion of the final degree requirement, students must complete exit interviews for financial aid and additional LLU loans, if applicable. Their student accounts in the Student Finance office must also be cleared and closed by either paying any balances or taking any credits remaining in the account. Financial clearance is necessary before LLU transcripts will be issued to NBCOT, CBOT, or any other state licensure boards.

DEGREE POSTING ON LLU TRANSCRIPT

Upon completion of the final degree requirement, the University Records office verifies the student's degree compliance report, and the degree of Doctor of Occupational Therapy is posted on the student's transcript. The student is responsible for removing all financial clearance holds before his/her transcript may be issued to NBCOT, CBOT, or any other state licensure boards.

NBCOT CERTIFICATION EXAMINATION

Upon completion of all academic and clinical requirements, graduates are eligible to sit for the Certification Examination for Occupational Therapist Registered, regulated by the National Board for Certification in Occupational Therapy (NBCOT). The computerized exam will be offered on-demand throughout the year. An official transcript is required to be sent to the National Board for Certification in Occupational Therapy, with the degree posted on the transcript. Once eligibility has been approved by NBCOT, the candidate may schedule with a Prometric Center to take the examination.

The address for the National Board for Certification in Occupational Therapy (NBCOT) is One Bank Street, Suite 300, Gaithersburg, MD 20878. (301) 990-7979. Their website is www.nbcot.org.

Candidates applying for the NBCOT certification examination will be required to answer "Character Questions" on the application. This is to ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession. A background check is required. Felony convictions may affect a candidate's ability to sit for the NBCOT certification examination, or to attain state licensure.

Domain Areas of the Examination and Proportion of Test Items

- Domain 1: Evaluation and Assessment
    - Acquire information regarding factors that influence occupational performance throughout the occupational therapy process. 25% of exam
- Domain 2: Analysis and Interpretation
    - Formulate conclusions regarding client needs and priorities to develop and monitor an intervention plan throughout the occupational therapy process. 23% of exam
- Domain 3: Intervention Management
    - Select interventions for managing a client-centered plan throughout the occupational therapy process. 37% of exam
- Domain 4: Competency and Practice Management
    - Manage and direct occupational therapy services to promote quality in practice. 15% of exam

Upon passing the certification exam, graduates are eligible to work in any state in the United States. Most states require licensure and graduates must apply for licensure in order to work in that state. NBCOT exam results must be submitted to the state licensure board for verification of passing before a license is granted.

CALIFORNIA STATE LICENSURE

MOT's are required to apply for licensure to practice in the state of California. Application is made to the California Board of Occupational Therapy (CBOT), and you must provide DOJ fingerprinting and a passport size picture. The NBCOT exam results must be sent to CBOT, as well as an official transcript from Loma Linda University. More information is available on the Board of OT website: www.bot.ca.gov. *The address of CBOT is 1610 Arden Way, Ste 121, Sacramento, CA 95815. Telephone: (916) 263-2294.*

Once students have passed the NBCOT certification exam and received state licensure, they may add the title of "OT/L" after their name. If they maintain membership with NBCOT, they may use the title "OTR/L".

For state licensure requirements outside of California, refer to the state licensure websites of the state(s) you are interested in working, for specific requirements.

DEPARTMENT AND SCHOOL AWARDS

Each year, faculty will nominate students of the graduating class to receive achievement awards. They are as follows:

DEPARTMENT AWARDS:

Alumni Award
Presented to a student who exemplifies the vision of the Department of Occupational Therapy to transform lives through occupation-based practice, service, and advocacy, and demonstrates leadership in sharing our vision with others.
Criteria:

- Manifests the tenets of the Department of OT vision through personal example and initiative
- Promotes the vision in various OT settings
- Provides leadership involving sharing our vision with others
- Is in good academic standing

Faculty Award
Presented to student who demonstrates the values and mission of the Department of Occupational Therapy and Loma Linda University, exemplifying academic achievement, commitment to services, and positive contributions to the learning environment.
Criteria:

- Has made notable contributions to the university, Department of Occupational Therapy and/or profession
- Has actively participated as an agent of innovation and action
- Demonstrates commitment to service
- Is in good academic standing, demonstrating exemplary academic achievement
- Has made positive contributions to the learning environment

Edwinna Marshall Leadership Award
Presented in recognition of potential for leadership and education in the field of Occupational Therapy.
Criteria:

- Shows potential for leadership in the field of occupational therapy
- Shows interest and potential as an educator in the field of occupational therapy

Lynn Arrateig Practice Award
Presented in recognition of commitment to the practice of pediatric and geriatric occupational therapy.
Criteria:

- Shows potential and commitment in furthering the practice of pediatrics and geriatrics

Community Outreach Award
Presented to student who is a positive role model and change agent, actively engaged in community service to provide improved quality of life in the local and global community.
Criteria:

- Has participated or lead in community service beyond what the Department requires for graduation, providing improved quality of life for populations locally and globally
- Has been a positive change agent in the community and a role model

SCHOOL AWARDS:

Rising Star Award
This award is presented to either a current third-year student or an alumni of not more than five years based upon the following criteria:

- Advancing the profession
- Invention or Leadership Entrepreneurship
- Research
- Mentoring
- Community Service
- Positive contribution to the school

The **Dean's Award** is presented annually in recognition of academic excellence and commitment to the objectives of the school. One recipient is selected from each school of the University.

The **President's Award** is presented annually in recognition of superior scholastic attainment and active participation in the student community, within the framework of Christian commitment. One recipient is selected from each school of the University.

The **Community Service Award** is presented annually in recognition of significant contributions to the community (locally, nationally, or internationally) through time and actions, is a model for LLU values, and striving to make a difference in the lives of others.

The **Wil Alexander Whole Person Care Award** is presented annually in recognition of a student who exhibits the healing and teaching ministry of Jesus Christ by providing competent, compassionate health care that attends to each person's physical, mental, relational, and spiritual needs.

SCHOLARSHIP AWARDS:

Scholarships: The Occupational Therapy Department offers the following scholarships once a year:

Occupational Therapy Endowment Scholarship, awarded to students based on good academic standing, and financial need.
Criteria:

- Academic need as identified by the Student Financial Aid office
- Demonstrates good academic standing

Hamid Javaherian Memorial Scholarship Award
Presented to student who exemplifies compassion, leadership, program innovation, and dedication to the community in the spirit of occupational justice.
Criteria:

- This award may be presented to either an MOT or OTD student
- Demonstrates leadership, program innovation in the field of occupational therapy
- Demonstrates compassion and dedication to the community in the spirit of occupational justice

Other Scholarship:
Loma Linda University offers additional scholarship opportunities, which are announced via emails to students.
Students are encouraged to also apply for scholarships through CFOT, AOTF and state or federal programs.

Section 7: Resources

STUDENT HEALTH PLAN AND LIABILITY INSURANCE

Beginning in the Summer Quarter of the 2026–2027 academic year, eligible Loma Linda University students will be automatically enrolled in the Student Health Insurance Plan (United Healthcare Student Resources) but may request a waiver during registration by providing proof of qualifying alternative coverage that meets essential minimum coverage requirements, in accordance with California Assembly Bill 594; while the existing plan and its benefits remain unchanged, including no deductible and broad in-network coverage, the premium (approximately $957 per quarter) will be billed as a separate itemized charge, and students are strongly encouraged to carefully evaluate alternative coverage prior to waiving, as this decision may affect access to care and out-of-pocket costs; students must complete all required waiver steps, maintain continuous qualifying coverage, and receive approval to waive, otherwise they will remain enrolled, international students are not eligible to waive, and only the official university-sponsored plan should be considered valid, with any external or unsolicited insurance offers requiring verification through official university channels.

PROTECTED HEALTH INFORMATION

The purpose of the Protected Health Information (PHI) policy is to provide guidance and establish clear expectations for students regarding the appropriate access to and use of PHI during course studies and related program activities. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. The policy may be found online at https://home.llu.edu/sites/home.llu.edu/files/docs/students/phi-guidelines.pdf.

STUDENT ASSISTANCE PROGRAM

The Loma Linda Student Assistance Program (LLSAP) provides students and their family members with professional and caring assessment and treatment for a variety of personal, family, and academic-related issues, ranging from interpersonal relationships, communication, depression, anxiety, loss grief, and sense of overwhelm due to academic and family responsibilities. Their services are free of charge to eligible students, their spouses, and children. Contact LLSAP at (909) 558-6050 for appointments. LLSAP values your right to privacy, and information will not be released without your prior written consent. Website: https://jobs.lluh.org/benefits/employee-student-assistance-program

COUNSELING CENTER

The Counseling Center (909-558-9534) provides students with nine free visits per academic year, and 15 more with a co-payment. Services are completely confidential as they help students find practical solutions to difficulties experienced in personal and academic life. Please take advantage of it if you are struggling in any way. More information: https://home.llu.edu/campus-and-spiritual-life/student-services/student-life/student-counseling-services.

ACCOMMODATION FOR DISABILITY

If a student is an individual with a disability and needs reasonable accommodation to fully participate in classes, they must meet with the department chairperson, and then the request is submitted to the SAHP Associate Dean of Student Affairs. Medical documentation is required. No accommodation is made unless the forms are completed and submitted. The Associate Dean will notify the student of the accommodation to

be provided. To view the Disability Accommodation Policy and process, please see the University Student Handbook, https://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf. Our program policy is also stated in this handbook.

PROFESSIONAL ASSOCIATIONS

The American Occupational Therapy Association is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 (301) 652-2682. Their website is www.aota.org.

The Occupational Therapy Association of California is located at 3620 American River Drive, Suite 230 Sacramento, CA 95864, (916) 567-7000. Website: www.otaconline.org/

California Foundation of Occupational Therapy is located at 3620 American River Drive, Suite 230 Sacramento, CA 95864, California Foundation for Occupational Therapy - Contact Us (cfot.org)

MEMEBERSHIP IN PROFESSIONAL ASSOCIATIONS

As part of the development of professionalism, students are required to be a member of the American Occupational Therapy Association (AOTA), for the duration of the program. Their membership card must be presented to our OT office and a photocopy kept on file. Students are also required to join the Occupational Therapy Association of California (OTAC) or their state association. The Student-plus membership for AOTA is $78.00 per year; OTAC membership is $69 per year. Membership fees may be billed to their school account. Among some of the benefits of the memberships are the O.T. journals, weekly magazines, student discounts for attendance at annual conferences, information on practice issues, job opportunities, political advocacy in state and federal arenas, eligibility to apply for O.T. scholarships, and opportunities for professional growth and recognition.

STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)

The Department of Occupational Therapy at Loma Linda University has established a SOTA club for all students in the MOT program.

The purpose of Loma Linda University's Department of Occupational Therapy Student Occupational Therapy Association is to:

- Increase campus and community awareness of the occupational therapy profession.
- Participate in national issues by sending a student delegate representative to the annual AOTA Conference every year.
- Participate in professional conferences and leadership by supporting students to attend the California Occupational Therapy Association Annual Conference and Spring Fling.
- Engage in mission work in our local and international communities

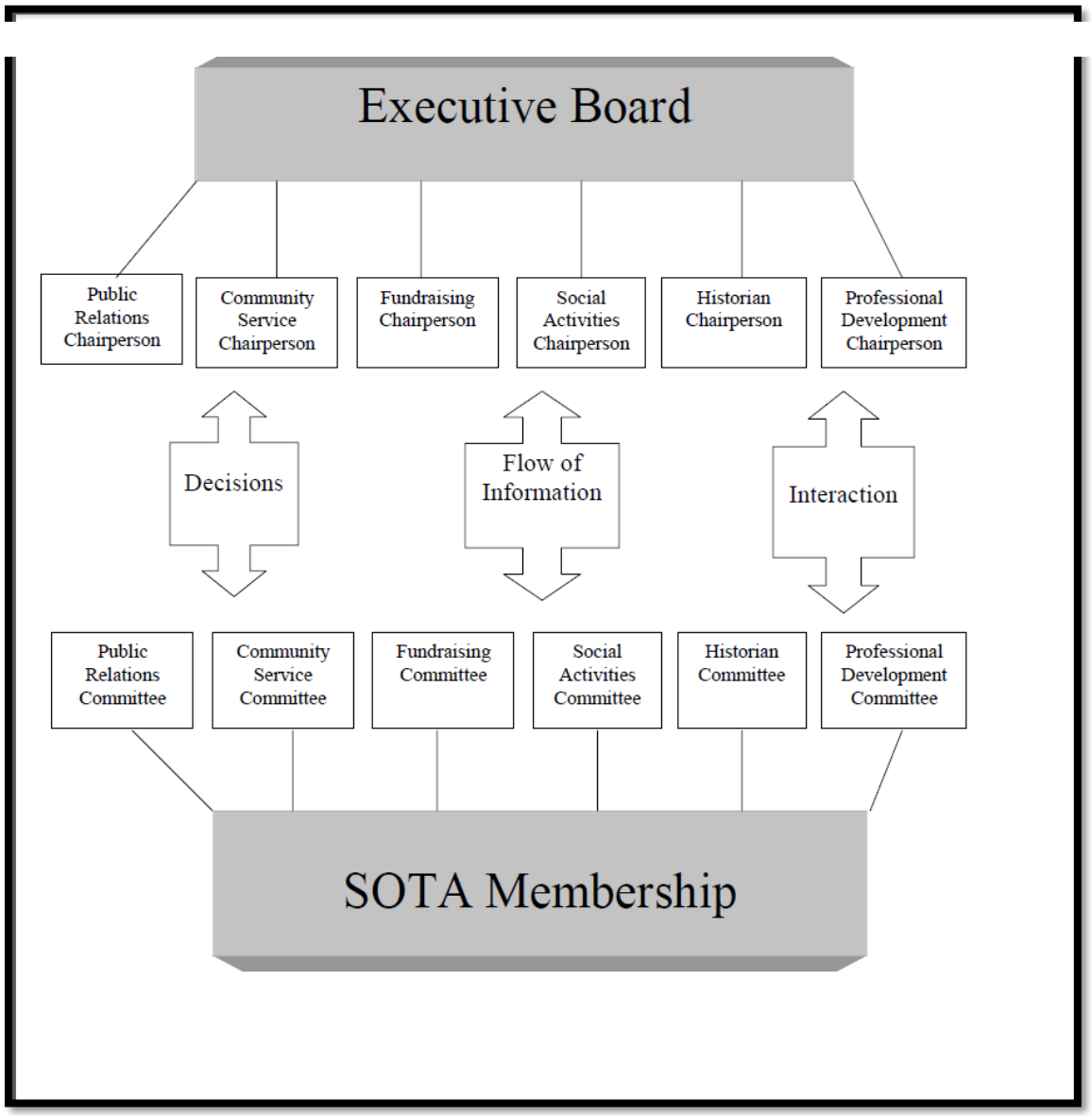
(Adapted from AOTA)

The role delineation of Executive Board members described herein offers a simple, logical, and organizational approach to forming an effective SOTA infrastructure.
(http://www.aota.org/-/media/Corporate/Files/AboutAOTA/Governance/ASD/sotabook.pdf)

- ***President**:* Facilitates actions of all Executive Board officers; communicates with institutional regulatory body, state student liaison representative (if one exists) or State Occupational Therapy Association president, the state representative to the Representative Assembly, and the ASD Steering Committee.
- ***Vice President**:* Collaborates with the president, assists in supervision and facilitation of actions set forth by the Executive Board, and communicates with the student liaisons.
- ***Secretary**:* Records the minutes at the Executive Board and student body meetings, coordinates location and timing of meetings with the institutional regulatory body, distributes association announcements, and communicates with pre-professional student representative as needed (for those Programs that have an undergraduate track). It also will be the responsibility of the committee to update the SOTA Website as needed (if one exists). It also will be the responsibility of the secretary to organize and send out a quarterly SOTA newsletter for faculty and students and to update the SOTA Canvas course section as needed (if one exists).
- ***Treasurer**:* Maintains financial records, collects and deposits acquired funds within the regulations of the institutional regulatory body.
- ***Fundraising Chairperson**:* Formulates and facilitates a Fundraising Committee that will plan and conduct fundraising events within the regulations of the institutional regulatory body, and stores and distributes fundraising resources.
- ***Community Service Chairperson**:* Formulates and facilitates a Community Service Committee that will organize SOTA involvement in campus and community volunteer activities.
- ***Social Activities Chairperson**:* Formulates and facilitates a Social Activities Committee that will organize formal and informal social events to increase interclass socialization. It will also be the responsibility of the chairperson to direct the mentor and mentee program.
- ***Historian Chairperson**:* Formulates and facilitates a Historian Committee that will maintain a photo album of all members and conduct projects for historical records. It will also be the responsibility of the Historian to update SOTA information on the department website.
- ***Chaplain:*** Responsible for promoting the spiritual health of the student body through leading prayer, promoting the ability of others to engage with their spiritual practices, and encouraging wholeness through inspirational events and activities.
- ***AOTA ASD Delegates**:* Attends all the delegate meetings prior to the AOTA's Annual Conference and Exposition, polls the student body for their advocations and concerns about current issues and proposed resolutions to the ASD Steering Committee; relays the information obtained from Conference to the student body via delegate address; and fulfills task force responsibilities. Collaborates with co-ASD chairpersons to organize and coordinate educational forums from the professional community.
- ***OTAC ASD Delegates:*** Attends all delegate meetings for OTAC as a member of the OTAC Student Leadership Committee. Acts as a student liaison between the LLU OT Department student body and OTAC. Assists with identifying topics and presentations for the student track at the OTAC Annual Conference and Spring Symposium. Collaborates with co-ASD chairpersons to organize and coordinate educational forums from the professional community.
- ***COTAD Chairperson:*** Promotes cultural fluidity of future occupational therapy professionals to further enhance client centered outcomes through culturally inspired events, forums, and group reflection. Promote diversity and inclusion within our profession by providing community presentations about occupational therapy for youth within our local community. Serve as a peer, mentor, liaison, and advocate for students by communicating questions and interests to COTAD and university diversity committees.

- ***Pre-professional Class Representative***: (if applicable) Serves as a liaison between the pre-professional and professional phase occupational therapy students and communicates with Secretary as needed.
- ***Advisor****:* (a member of your school's faculty, staff, or administration) Becomes familiar with policies and procedures of institutional regulatory body; attends meetings (if required); guides SOTA in contractual agreements and budget development; helps settle organizational conflicts; collaborates with respective student liaison about announcements or issues that the faculty wants to convey with the student body.

The following chart shows an example of interaction of SOTA Executive Board with the Membership. By involving the membership in committees, it will help to form commitment and collaboration within the organization.



SOTA Fundraising Guidelines

SOTA is the governing student organization in the Department of Occupational Therapy. It oversees all student fundraising events in the Department and monitors class budgets for their banquets. SOTA funds are used to accomplish their organizational goals (promoting awareness, attending conferences, serving on mission trips), whereas class funds are specifically for the class banquet in the final year.

Each quarter the Executive SOTA Board and Social Chairs from each of their respective classes will meet to determine the dates for each fundraiser to be held. Sequential ordering of fundraiser date selections will be in the following order: SOTA, 3rd year class, 2nd year class, 1st year class.

In order to promote professional development of the collective student body and to make increased opportunities available for attending conferences, 10% of each class fundraising effort will go to the general SOTA fund.

CLASS OFFICER POSITIONS

The purpose of class officers is to serve as a support for their class. This involves spiritual support, celebrating peer birthdays, and planning for their graduation banquet. The class officers work under SOTA to coordinate and hold fundraising events for their class banquet. Our leadership model is distributed and shared leadership.

Class President/Coordinator*:* Responsible for coordinating class meetings. Acts as a class representative when there are concerns or a need to share information. All concerns and inquiries require officers to obtain votes or input from the class body and or collect objective information to take to class advisor who will share with the Department Chair and or OT faculty for consideration.

Social/Fundraising Chair*:* Coordinates general social activities and fundraisers for class banquet. Responsible for attending each initial quarterly SOTA meeting to schedule class fundraiser for quarter. Communicates with SOTA Treasurer to monitor class funds for banquet in final year and to make class fundraiser deposits. Is responsible for creating spreadsheets of revenues and expenses. Understands that 10% of all earnings go to the SOTA fund for professional development.

Chaplain*:* Coordinate devotionals in class. Provides spiritual uplifting. Attends spiritual life & wholeness committee meetings for the entire school.

Secretary*:* Records the minutes at class officer meetings and distributes announcements and minutes to class body and faculty. Shares all meeting minutes with class advisor.

Annual elections will be held for class officer positions during the fall quarter. In order to allow greater opportunities for all to partake in student leadership roles, **no student will be eligible to hold both a class officer and SOTA officer position simultaneously**. Should a class officer be elected to a SOTA position during their term they will be required to choose which position they wish to serve in.

Each class is responsible for their graduate banquet held in their final year. The banquet may be held

in December before the end of the quarter or during the graduate retreat in spring, or graduation weekend. The class should expect to raise $1500 for their banquet. Please work with your class advisor and the Department Chair to plan your event.

Ideas for the program include:

- Choose a date
- Choose a venue
- What is the limit for head count
- Will each person pay a certain amount to attend
- Decorations
- Welcome and opening prayer by Class President
- Slide show
- Class oath of occupational therapy
- Fellow student awards
- Inspiration

Section 8: Forms

Loma Linda University Health
Department of Occupational Therapy
Student Absence Form

Please complete the following form to request an excused absence from class or fieldwork for personal reasons, to attend a mission trip, or conference, etc. You will need to identify any conflicts with your class schedule and/or fieldwork. Please submit it to the Program Director via email or hard copy. The Program Director will review it and take the request to faculty for review. Refer to Attendance and Absence policy in Student Handbook.

Student Name: Date Submitted:

Reason for absence (Personal, Mission, Conference, other, etc.):

Dates of Proposed Trip:

Academic Conflicts:

Fieldwork Conflicts:

Justification for Absence:

Requesting Funds for Conference or Mission Trip: Yes No
Justification:

Department Use Only

For Conference and Mission Requests: Department Funds Available: YES NO N/A
Amount Approved: $_____

Faculty Decision: Excused _____ Not Excused _____
Comments:

Effective July 2018

EQUIPMENT/ASSESSMENT REQUEST FORM

Name	**Date**
Please list specifically what you are requesting for: ADL Equipment: Assessment: Supplies: Photocopying (must be approved by instructor or dept chair first): Other request:	
What course or event are you requesting these items for:	
Date you wish to pick up the item(s):	
Date you will return the item(s):	
Signature upon pickup:	
Signature upon return of item(s):	Date:

Department of Occupational Therapy
Loma Linda University Health

Conference Participation Application

Please complete this form to help the Department track student interest in presenting at conferences. We will use this information for accreditation and to support students. Please complete and email this form to dkrpalek@llu.edu.

Name of all presenters:	**Date:**
What conference do you plan on attending? ☐ AOTA Annual Conference ☐ OTAC Annual Conference ☐ OTAC Spring Fling ☐ Children's Network ☐ Western Regional Conference ☐ Other (please specify):	
What date/s are you planning to attend the conference?	
Do you have any time conflicts with class or fieldwork requirements?	
What is the title of your project?	
What type of proposal are you submitting? ☐ Poster Presentation ☐ Oral presentation (list the number of hours):	
Who is the PI of your project?	
Have you notified your PI of your interest to submit to the conference? ☐ Yes ☐ No	
Up to $175.00 per group may be awarded to provide funding for travel expenses (long distance travel, plane fares, parking fees) and conference registration fees. *Please note that funding will not be provided for OTAC membership fees, and travel within 80 miles.* Are you requesting funding support? ☐ Yes (list items requiring funding): ☐ No	
Thank you for your interest in disseminating your research and knowledge. Upon approval please work with your PI and research advisor to submit your proposal. Send a copy of the receipt of submission to your PI and Dr. Krpalek at dkrpalek@llu.edu	

Completed by department representative

Department Comment:
Department Decision: ☐ Approve ☐ Not Approve
Date: