**Master of Occupational Therapy Student Handbook**

**Introduction and Purpose**

Trinity provides this handbook for Master of Occupational Therapy (MOT) degree students as a supplemental compendium of policies stating requirements and conduct expectations for students enrolled in the Occupational Therapy Master’s degree program. The MOT Student Handbook incorporates by reference the policies and conduct expectations for all students at Trinity as stated on Trinity’s website [http://www.trinitydc.edu/policies](http://www.trinitydc.edu/policies%C2%A0)and the [NHP Catalog](https://discover.trinitydc.edu/catalog-21-22/nhp/).

The Dean of the School of Nursing and Health Professions, the MOT Program Director, and MOT faculty have broad authority and responsibility to ensure the fulfillment of academic expectations and requirements for all MOT students.

While this Handbook provides general guidance, the MOT Program Director, and NHP Dean reserve the right to make decisions in particular cases that are appropriate to the circumstances and facts presented. To that end, students must accept and follow the directions of their instructors in courses, their academic advisors, the Dean, and other legitimate campus authorities.

The MOT Student Handbook is intended to provide students with important information and resources that will help them succeed in their occupational therapy academic program and develop into entry-level practitioners. The Handbook contains information about the MOT educational program, and the relevant policies, procedures, and professional behavior standards necessary for successful completion of the MOT program.

Students are expected to:

* Carefully read the Handbook and use it as a reference while at Trinity
* Accept and agree to uphold all program and university policies and procedures described in University policies, the MOT Handbook, and the University Catalog. Students are to follow those policies and procedures during interactions with fellow students, faculty, university personnel, professionals, families, and clients in the community.
* Sign the MOT Handbook acknowledgment form indicating they have read the Handbook, understand the MOT program accreditation status, and agree to meet all program and university policies while at Trinity. Students should retain a signed copy of the form for their own records and return the original to the MOT Program to be placed in the student’s file.

By enrolling at Trinity, the student inherently accepts the rules of the institution and the directions of the faculty and administrative staff. This includes accepting academic policies and procedures with regard to course schedules, registration, financial aid, payment arrangements, enrollment in specific courses, following course sequences, prerequisites, and all related academic matters. The deans of the academic units and the provost have broad final authority to resolve student academic issues. Insubordination, which is the refusal to follow a legitimate direction, may be grounds for disciplinary action up to and including dismissal.

This Handbook is reviewed each academic year and updated accordingly. Student and faculty suggestions are valued as part of the regular review process.

**The University**

Trinity Washington University has a [Student Handbook](https://discover.trinitydc.edu/policies/trinity-student-handbook/) which is a guide for students enrolled in all programs at Trinity. It contains major policies, processes, and resources.

The Student Handbook is a companion guide to numerous other policy statements and guidelines contained in the [Trinity NHP Graduate Catalog](https://discover.trinitydc.edu/catalog-21-22/policies-nhp-graduate/) that contains academic policies of the respective schools, and other policy statements available on Trinity’s website at www.trinitydc.edu/policies. Trinity reserves the right to amend these policy statements at any time.

**The School of Nursing and Health Professions**

Trinity’s School of Nursing and Health Professions emphasizes educating culturally competent health care practitioners who value health care delivery resulting from and influenced by a client-centered approach that incorporates technology and evidence-based practice to generate effective client care outcomes. The liberal arts provide students with the knowledge and skills necessary to think critically about how societal and professional conditions can enhance or impede the quality of care delivered, thus affecting client outcomes.

At the core of health professions is the ability to apply evidence-based practice, see the client holistically, provide culturally competent care, understand the roles of various health care providers, and effectively communicate succinctly and accurately. We expect collaboration among health care professionals to achieve the best outcomes for clients when each health care professional recognizes the strengths and skills their colleagues bring to the team.

**The MOT Program and Accreditation**

**History**

Trinity’s Master of Occupational Therapy is one of four graduate programs in the School of Nursing and Health Profession, and the second Trinity Occupational Therapy program. The MOT program earned Accreditation Council for Occupational Therapy Education (ACOTE) accreditation in April, 2017.

**Accreditation**

Trinity Washington University is accredited by the [Middle States Commission on Higher Education](https://www.msche.org/).

The Trinity MOT program submitted its initial documents in January 2015, completed the initial on-site visit on February 18, 2017. The program was awarded ACOTE accreditation in April, 2017. The entry-level occupational therapy master’s degree program is accredited by the [Accreditation Council for Occupational Therapy Education](http://www.acote.org) (ACOTE). Trinity MOT graduates are eligible to sit for the [National Board for Certification in Occupational Therapy](https://www.nbcot.org/) (NBCOT) exam. Passing this examination allows graduates to use the title Occupational Therapist, Registered (OTR) and to seek state licensure to practice occupational therapy. In addition, all states require licensure in order to practice. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number, c/o AOTA, is (301) 652-AOTA, and its web address is [www.acoteonline.org](http://www.acoteonline.org/).

**Program Description**

Trinity’s MOT program is designed to meet ACOTE Standards for accreditation, provide access to high quality occupational therapy education to students from diverse educational and professional backgrounds through a blended learning educational model, and prepare students for success in fieldwork, on the NBCOT certification exam, and in entry-level practice as a generalist practitioner.

The 69-credit MOT program requires five semesters of full-time academic study (including the summer between the first and second year) followed by two, twelve-week Level II fieldwork placements in two different healthcare settings. Occupational therapy students must successfully pass all Level I and Level II fieldwork placements.

The program utilizes a blended-learning or hybrid format where a large percentage of didactic content is delivered on-line through the Moodle online learning management system. Online experiences are designed to incorporate best practices in hybrid learning, and may include directed reading, lectures, videos, and podcasts linked to discussions, quizzes, and assignments. Students attend face-to-face classes on campus eight weekends per semester. Synchronous sessions may include lecture, discussion, and laboratory activities via simulation and group activities. Community experiences and focused Level I fieldwork (FW) compliments didactic coursework in designated semesters. Level I FW placements provide opportunities to interact with clients, families, and professionals in diverse practice settings, observe OT assessment and treatment, and practice skills under the supervision of an appropriate professional. Students complete two Level II FW placements in their final two semesters of the program. Satisfactory completion of all coursework and Level II fieldwork is required for students to graduate with a Trinity MOT degree.

**Mission and Philosophy**

**Program Mission:** Consistent with Trinity’s institutional mission, Trinity Washington University’s Master of Occupational Therapy program aims to develop competent, caring and committed generalist practitioners who exemplify Trinity’s core mission values of respect, justice, and service. Students will be reflective of the occupational therapy profession and Trinity, and prepared to meet the occupational needs of diverse populations in our community. Our blended learning program is committed to:

* Offering high-quality hybrid professional education to a diverse student population
* Providing classroom, fieldwork and community experiences that enrich student learning and prepare students for current and emerging practice settings in their communities,
* Establishing strong clinical partnerships with the local and global community.

We envision building a community of faculty, students, and alumni with strong ties to the occupational therapy field, health profession programs at Trinity, and to the community of Washington, DC. We want our program to be recognized for the quality of our faculty, program of study, and fieldwork experiences; professional preparation and quality of our graduates; and our contributions to promoting access and health through consultation, collaboration, research, and service.

**Program Philosophy**: The Trinity MOT program is designed in accordance with the American Occupational Therapy Association’s Philosophy of Occupational Therapy Education (AOTA, 2007) to meet the missions of Trinity Washington University and the Master of Occupational Therapy program. The program seeks to educate clinicians who embody the core values of Trinity and the profession of occupational therapy and who possess the necessary skills for success in entry-level practice. With practical and fieldwork experiences we develop clinical skills, support evidence-based practices and build professionalism.  We are committed to providing innovative teaching, advising, and supportive learning to educate strong, caring clinicians who contribute to the practice and the profession of occupational therapy.

Educating future professionals is a complex process, and current models of medical education suggest that occupational therapy education must combine academic knowledge with training in clinical skills and professional identity in order to prepare graduates for entry-level practice (Harden, Sowden & Dunn, 1984). The MOT program combines foundational knowledge about occupational therapy and biomedical and sociocultural contributors to health and disability, with practical and fieldwork experiences that develop clinical skill, support evidence-based practice, and build professionalism. Innovative teaching and professional mentoring support a learning environment to educate strong, caring clinicians who contribute to the practice and profession of occupational therapy.

Students must be prepared to invest considerable time and effort to participate actively in synchronous and asynchronous classroom discussions, assignments, simulations, and clinical placements. Students who invest in learning will be challenged to become self-directed learners, reflective and critical thinkers, and creative problem-solvers, which is the ultimate goal of all graduate and professional education (Knowles, et al., 1998). These skills and a commitment to lifelong learning are needed for occupational therapy practice in current practice settings and will provide the skills needed to expand occupational therapy into emerging settings and new communities and populations.

**Program Philosophy of Teaching and Learning:** In a professional program, learning must be an interactive and reciprocal process that requires both teacher and learner to be involved and committed. The Trinity MOT program recognizes that students come to their professional program with a variety of educational backgrounds and life experiences, as well as different preferred ways of learning. Trinity’s integrated MOT curriculum is designed to help students, with varying backgrounds and learning preferences, make on-going connections between coursework and clinical practice and to apply what they are learning to clinical situations from the first semesters of the program. The curriculum is designed so that core concepts and themes connect between courses and across semesters. Courses are designed with clear learning outcomes that allow students to measure what they are learning, and faculty are committed to providing varied learning experiences and teaching methods that make course material accessible and meaningful to every student who enters the program. We believe that this integrated model of professional education will facilitate active learning, build clinical reasoning and professional-practice skills and prepare students from diverse backgrounds for entry-level practice and professional success. Education promotes professional and clinical reasoning, critical reasoning, cultural understanding, and the integration of professional values, theories, ethics, and skills (AOTA, 2018, p. 1).

We also believe that students in a graduate program must take responsibility for their own learning and become actively engaged in the learning process. To succeed in this program, students need to be prepared to invest considerable time and effort outside of class and to participate actively in classroom discussions, assignments, practicums, simulations, and clinical placements. Students who invest in learning will be challenged to become self-directed learners, reflective and critical thinkers, and creative problem-solvers.

**Curricular Framework**

The Trinity MOT program is dedicated to preparing occupational therapists for generalist practice in traditional and emerging practice settings. To meet this goal, we have adopted an integrated model curriculum design where courses are linked to each other within a given semester and build on each other cumulatively from semester to semester. Trinity MOT students are introduced to core material and clinical skills in their first semester, and gain advanced knowledge, clinical competence, and professionalism through iterative revisiting of topics and experiences as they progress through the program. This model of curricular design is consistent with contextual learning concepts from cognitive psychology, and constructivist models of adult education, and has gained increasing support in medical education over the past decade (Harden, 2014). This model fits the program’s philosophy of OT education by engaging students through a variety of learning experiences and providing clear links between coursework and clinical experiences.

The Trinity MOT program has also identified five curricular threads that give organization and coherence to the course sequence and that support the mission and vision of the program and the philosophy of the occupational therapy profession.

Course organization and sequencing is guided by a belief that training occupational therapy professionals requires transmitting four types of information or knowledge:

* Basic and advanced didactic information
* Pragmatic knowledge (thinking and therapeutic skills)
* Applied knowledge (clinical application of knowledge and skills)
* Professional knowledge (professional behavior and communication)

The curricular framework is built around these four teaching/learning modules. The curriculum is structured so that each semester involves classes that impart basic or advanced information (e.g. functional anatomy, neuroscience, research), classes focused on training clinical skill (e.g. OT Process Series), clinical intervention courses that introduce clinical reasoning, assessment and treatment through both practicum and clinical placements (e.g. Pediatric Intervention), and professional seminars designed to build professional identity and behaviors. The purpose is to integrate multiple ways of thinking and knowing into each semester of academic work, so that students gain knowledge, skill, and clinical/ professional competence from their first semester of the program.

**Curricular Threads**: The Trinity MOT program identified five curricular threads that give organization and coherence to the course sequence and that support the mission and vision of the program and the philosophy of the occupational therapy profession.

1. OCCUPATION AND OCCUPATION-BASED PRACTICE - The Occupational Therapy Practice Framework: Domain and Process, 4th ed (AOTA, 2020) places human occupation at the center of occupational therapy practice. This thread of occupation as the means and end of occupational therapy intervention runs through the entire curriculum. Our primary focus on occupation is designed to provide students with a strong foundation grounded in the basic tenets of occupational therapy, and the use of occupation as a therapeutic tool and product of intervention. The goal is for our graduates to embrace the unique contributions of occupational engagement to health, participation, and wellbeing as a core value.
2. SCHOLARLY INQUIRY AND EVIDENCE-BASED PRACTICE - This curricular thread addresses the scientific basis of occupational therapy intervention and advances AOTA’s Vision 2025 (2017). It is designed to provide students with the basic skills needed to deliver science-driven, evidence-based assessment and interventions. A second goal is to train students in skills necessary for participation in scholarship and service to promote the practice of occupational therapy.
3. THERAPEUTIC PROCESSES - This curricular theme focuses on developing clinical knowledge and skills needed for entry-level generalist practice in traditional and emerging practice settings. It involves competence in knowing *what* is important. It involves *how* to do things such as functional transfers, collecting data for an occupational profile, or writing a progress notes to documenting treatment outcomes and *why* this is the best strategy. The material presented in this curricular thread is closely tied to and builds on foundational information from both the Occupation and the Scholarly Inquiry and Evidence-based Practice thread.
4. PROFESSIONAL DEVELOPMENT AND LEADERSHIP - This curricular thread addresses the growth of professional behaviors and communication patterns that are needed for entry-level generalist practice. As students progress through the MOT program, they must acquire didactic knowledge and skills needed for occupation-based and evidence-based practice and the patterns of behavior, communication, and collaboration that are essential to being an occupational therapist. One goal of this thread is to help students develop a professional identity and professional skills needed to practice. Another goal is to facilitate a commitment to ongoing professional growth and development, life-long learning, and participation in professional organizations.
5. ADVOCACY, COMMUNITY INVOLVEMENT AND SERVICE - The final curricular thread addresses the program’s commitment to promoting access to health care and providing service to the community. This is consistent with the institutional mission and the mission of the MOT program. The goal of this thread is to help students develop social awareness and prepare them to be advocates for their profession and for the communities where they practice.

**Student Learning Outcomes**

Graduates of all divisions in the School of Nursing and Health Professions will:

* Demonstrate effective written and oral communication skills.
* Apply evidence-based practice within a professional context
* Demonstrate critical thinking as evidenced by delivery of safe, ethical and legal care as a member of an inter-professional health care team
* Demonstrate leadership in healthcare
* Successfully attain professional certification and licensure

Graduates of the Master of Occupational Therapy Program will:

* Demonstrate effective oral and written communication skills in a variety of professional contexts, to work effectively with clients, families, and others.
* Demonstrate clinical skills in assessment, treatment planning, treatment implementation, and documentation at the level needed for entry-level practice in a variety of settings.
* Describe the importance of scientific inquiry and research for clinical practice and demonstrate the skills necessary to locate, evaluate, and apply scientific evidence to the occupational therapy process
* Apply the highest standards of professional conduct and ethics in professional practice during interactions with clients, families, other professionals, and groups.
* Pass the NBCOT certification exam

**Academic and Conduct Policies Specific to the Program**

Master of Occupational Therapy programs’ policies and procedures are consistent within Trinity and the School of Nursing and Health Professions. Students are required to satisfy both the requirements of the MOT program and the policies and procedures of the University to remain in good academic standing.

The requirements reflect the core mission values and vision of Trinity which emphasizes a commitment to education of women (and men), values and integration of liberal learning through professional preparation, and grounding in the mission of the Sisters of Notre Dame de Namur and the Catholic tradition, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

Trinity Washington University strictly adheres to ethical, legal, safety and professional behavior standards. Students who compromise this integrity will be suspended from the respective occupational therapy program.

The following documents can be found in the Trinity Student Handbook found at www.trinitydc.edu/policies:

* [Academic Honesty Policy](https://discover.trinitydc.edu/policies/academic-honesty/)
* [Harassment Policy](https://discover.trinitydc.edu/policies/harassment/)
* [Student Code of Conduct](https://discover.trinitydc.edu/policies/code-of-conduct-for-professional-students/)
* [Students with Disabilities](https://discover.trinitydc.edu/disability/)
* [Technology and Telecommunications Policy](https://discover.trinitydc.edu/policies/technology-telecommunications/)

While the following sections provide general academic guidance, specific rules and expectations for student work in courses and fieldwork settings will appear in each course syllabus. The Dean of NHP, MOT Program Director, and faculty reserve the right to expand and change the specific academic guidelines as necessary to maintain compliance with accreditation and licensure rules, as well as the rules and expectations of fieldwork partners.

The Dean of NHP, the MOT Program Director, and the faculty have broad authority and responsibility to ensure the fulfillment of academic expectations and requirements for all MOT students. While this Handbook provides general guidance, the dean and directors reserve the right to make decisions in particular cases that are appropriate to the circumstances and facts presented.

**Attendance**

Trinity MOT program expects students to attend and actively participate in all scheduled lectures, labs, fieldwork, and professional seminars. Class attendance and participation are essential to build knowledge, competence, and confidence. Students are expected to be on campus for all scheduled class meetings. Students are expected to arrive for class on time, to remain in the classroom for the entire class period, to follow the instructions, and to actively participate in course activities. Students are not permitted to use cell phones for calling or texting during class, and the use of PDA and laptops is at the discretion of the course instructor. Failure to follow classroom expectations and lack of active participation will severely affect course grades and professional behavior assessments. These expectations apply to virtual and face-to-face on-campus sessions.

Instructors will monitor student attendance in face-to-face and online activities. Students who must miss a class for any reason are advised to contact the course instructor and OT office as early as possible to avoid grade penalties.

**Excused absences** *may* be granted for the death of an immediate family member, which includes a sibling, parent, or child. An excused absence *may* also be granted for the performance of Jury duty and inpatient hospitalization of the student. A physician’s office visit, student’s emergency room visit, visit to a relative in the hospital, or car mechanical problems do not automatically constitute grounds for an excused absence. All excused absences are at the discretion of the MOT Program Director. To obtain an excused absence, proper documentation must be provided, such as a death certificate, record of inpatient hospitalization, or jury duty summons. The Director will notify the faculty members concerned that the student is being granted an excused absence. Students who are granted an excused absence are required to make up missed clinical, class, or exam.

**Unexcused absences**:  Two or more absences over the course of a 16-week semester, may result in failure of the course.

**Participation in Laboratory Activities**:  Students in the MOT program are expected to participate in all learning activities. Occupational therapy is a hands-on profession that involves close personal contact with clients. Laboratory activities with classmates are critical to learning clinical skills and are an important part of courses. While we understand that students may find it initially uncomfortable, participation is activities, including hands-on and simulated assessment and treatment activities that involve touching and moving is necessary for satisfactory completion of coursework and progression in the program. For this reason, students must participate in all activities to earn a passing grade.

**Assignments**

All assignments must be the student’s own original work, not copied from another source or another student. All assignments and examinations are to be completed on an individual basis unless otherwise stated as ‘group work’ in the instructions/rubric for the assignment.

**Expected Writing Style**: American Psychological Association (7th ed) Style (APA): APA is a resource used to cite sources within the social sciences. All written work must be typed, double spaced, and in scholarly format consistent with APA guidelines unless otherwise instructed by faculty. Please ensure that the work typed displays consistent font style and size unless utilized appropriately for emphasis. The [Grammarly](https://www.grammarly.com/) program is highly recommended.

Students are responsible for submitting assignments on the due date specified in the course syllabus/Moodle unless the instructor has granted permission, in advance, to submit materials at another time. The privilege to submit late assignments will be at the discretion of the professor. Each day an assignment is submitted late without the approval of the instructor, twelve percentage points (12%) will be deducted from the final assignment grade. After three days, the assignment will receive a zero. Discussion posts will be counted as late if submitted later than 11:59 pm on the due date. Submission times are given in Eastern Standard Times (EST).

**Examinations**

Quizzes/Examinations are to be taken as scheduled, unless an extraordinary circumstance prevents the quiz or examination to be taken. Extraordinary circumstances are defined in the MOT Student Handbook as well as conditions that must be met in order to schedule an alternative date to take a quiz or examination. In any such event, the faculty member must be notified via email at least 1 hour prior to the quiz or examination. All make-up assignments, quizzes, or exams must be approved by the MOT Program Director. The director, professor, and student may arrange an alternative date and time for the make-up exam to be proctored if the student has been given an excused absence. Any unexcused absence from an exam will result in a zero from that quiz/exam.

Exams and quizzes require [Safe Exam Browser](https://docs.moodle.org/311/en/Safe_Exam_Browser). Students will take the assessment through Moodle enabled with the software. Students are required to ensure their device is capable to download the [software](https://safeexambrowser.org/download_en.html) for the Safe Exam Bowser program.

Students are not allowed to use faculty-only restricted resources to prepare for assessments. Students are not allowed to receive assistance of any kind from other students during the administration of an assessment. Exams and quizzes are used to evaluate critical thinking, not memorization of content. Any student suspected of cheating on tests will be referred to the Dean of NHP. The MOT program follows Trinity’s [Academic Honest Policy](http://www.trinitydc.edu/policies/academic-honesty/).

Students who observe or are aware of any breach of Trinity’s academic honesty on the part of another student are encouraged to confront the violator and ask her or him to report the infraction, and if the violator refuses, then the student witness should make the report directly to the faculty member in the course or their academic dean.

Faculty members who suspect a student of cheating, including plagiarism, should report the case immediately to their academic dean, who will consult with the faculty member while also sending notice to the AHRB chair and provost.

**Blended Learning**

The Trinity MOT program is offered through a blended learning model that combines online instruction with face-to-face meetings on campus, community activities, and fieldwork experiences. This blended learning model requires students to complete a substantial portion of their didactic learning off campus through Moodle, Trinity’s online learning management system. Although the online requirements for each course may vary, students should be aware that this is a fulltime graduate program with rigorous standards and expectations. Students should expect to spend 40 hours or more per week completing synchronous and asynchronous learning. Additional information about the educational model for Trinity MOT is listed in this handbook. Specific course requirements and expectations will be clearly outlined on each course syllabus.

Course Schedule and Modules: On-campus class sessions are facilitated on Fridays and Saturdays eight weekends each semester. To facilitate learning, all MOT courses will use a schedule where content is divided by weeks or learning modules. Course content for each week or module will be available online to students. Students can expect to spend a large proportion of their on-campus time in active learning or laboratory activities and should dress accordingly.

**Online Learning**

The MOT Program uses Trinity email and Moodle as the major vehicles for communicating important information to students. It is important that students log into and check Moodle regularly. Selected textbooks may have accompanying online or computerized elements. Students are expected to learn how to use these elements and “plug ins”. Students are expected to have a backup plan in the event of computer or printing disruptions. Computer or upload issues are not an acceptable excuse to not submitting assignments. The following policies are in place related to student learning in the MOT program.

* **Recordings:** Synchronous classes will be held via Zoom. Students are **NOT PERMITTED** to record the online synchronous classes. This includes using the Zoom recording feature and/or external recording devices such as a cell phone.
* **Postings**: Students are **NOT PERMITTED** to copy and share items posted on Moodle. The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.
* **Preparation for Class**: Classes require students to synthesize fundamental and theoretical knowledge. Your best tools are your assigned readings, videos, and PowerPoint slides. Students are expected to prepare for each week/module and participate in class discussions and group activities. The instructor will facilitate discussions and pose questions during synchronous sessions under the assumption that student prepare prior to the beginning of class.
* **Background:** Please be mindful of distracting backgrounds and noises during synchronous sessions and adjust your settings accordingly. Non-distracting virtual backgrounds are permitted. Please dress appropriately and professionally during all sessions.
* **Communication:** Trinity faculty, staff, and students are expected to use Trinity email and Moodle as the major vehicles for communicating important information to students. Students are required to check their Trinity email account and course Moodle site at least once per day. Faculty and students should make every attempt to respond to email and Moodle communication within 48 hours.

**Statement about Technology**

A blended learning graduate program such as the Trinity MOT program requires considerable computer work and use of online resources. Students in the MOT program need to be proficient in computer skills and have access to a computer and a reliable internet connection to complete assigned online learning activities outside the face-to-face classroom. Students are expected to be able to effectively use Microsoft Office tools such as Word, Excel, and PowerPoint.

Exams and quizzes require [Safe Exam Browser](https://docs.moodle.org/311/en/Safe_Exam_Browser). Students will take the assessment through Moodle enabled with the software. Students are required to ensure their device is capable to download the [software](https://safeexambrowser.org/download_en.html) for the Safe Exam Bowser program.

**Moodle Specific Information:** Students are required to complete a MOODLE course for students prior to the first day of classes in the first semester. There may be learning resources your instructor might refer you to or require you to engage in, or to download. Experience has shown that successful Trinity students are self-motivated and have excellent time management skills. Do not wait until the last minute to submit assignments. Allow yourself extra time to resolve technology problems. You might also print materials in advance from the course so you might continue your studies without a computer.

**Social Media**

MOT students are to refer to Trinity’s [Social Media Policy](http://www.trinitydc.edu/policies/online-communications-blog-journals/) on the Trinity web site.

**Behavioral Expectations**

**Professional Behaviors and Care of Others**: As a practice profession, occupational therapy places great trust and reliance upon individual responsibility and accountability. Students are expected to exhibit personal and emotional characteristics consistent with a developing OT professional role and conduct themselves in a professional manner. These behavioral expectations should be exhibited beginning with the students’ first course at Trinity. Such expectations are also incorporated by reference into the preface of this Handbook and Trinity’s Code of Responsible Conduct for Professional Students. To meet accreditation standards and the standards of the OT profession, students’ professional behaviors will be assessed on a regular basis. Progression in the program may be affected by students’ unprofessional behaviors as assessed by faculty.

**Reasonable Suspicion Drug and Alcohol Policy**: In the University setting and during fieldwork activities, OT students must uphold the standards of the OT profession to ensure safe, effective, and supportive client care. An impaired OT student may have altered judgment and skills. Appropriate management of abuse and addiction is critical for OT education and practice. It is the policy of Trinity Washington University to comply with federal and District laws and regulations detailing the use and detection of drugs and alcohol. This policy addresses drug and alcohol testing of OT students involved in fieldwork activities based on reasonable suspicion of drug or alcohol use. Students must also know that the fieldwork site may require a drug test at any time.  Students are responsible for complete cooperation with and fulfillment of all requirements of the clinical site supervisors. This policy is subject to change at the sole discretion of the University and is meant to supplement other relevant University policies.

If a faculty member has reasonable suspicion that an OT student is impaired due to drug or alcohol use, that faculty member should consult with the OT Program Director.   The Director may also consult with other university authorities depending upon the circumstances.  The Director may require the student to take a drug test at the student’s own expense.  Depending upon the results of the test, the Director may recommend additional disciplinary action to the Dean or Provost.  A student’s refusal to take a drug test may incur disciplinary action up to and including dismissal from the program.

**Cheating**: Cheating will not be tolerated at Trinity. According to institutional policy, “Cheating is an action that circumvents the learning process to gain grades and academic advantages without actually doing the intellectual work that merits the grades and rewards. Cheating is fraud, a form of lying that misrepresents the academic work presented as if it were the student’s own work legitimately prepared.” Additionally, “Cheating does not require absolute proof of intent to cheat; an accusation and investigation of cheating is justified whenever a student presents someone else’s intellectual work without proper citation, and the penalties defined in this policy may ensue.” Any form of cheating will result in an automatic grade of “zero”. Disciplinary action will be according to the University’s policy. Occupational Therapy students must embrace Trinity’s Honor System and demonstrate the ability to uphold the standard of integrity. The Trinity Academic Honesty Policy is found at http://www.trinitydc.edu/policies/academic-honesty/.

Students in professional programs must display appropriate professional behaviors and ethical standards as outlined by Trinity, the MOT program, and the American Occupational Therapy Association, and to conform to the norms and standards of the clinical sites where they are placed. Faculty will review the academic and professional performance of each student at least once a year in order to identify potential problem areas and develop strategies for addressing concerns and to monitor student ongoing progress in the program. Students who violate professional standards and or workplace rules are subject to disciplinary action up to and including dismissal from the MOT program.

**Academic Progression**

**Course Sequencing**:  Students must successfully complete all pre-requisite courses prior to advancing to the next course. Trinity MOT students are introduced to core material and clinical skills in their first semester, and gain advanced knowledge, to develop clinical competence and professionalism through iterative revisiting of topics and experiences as they progress through the program. MOT faculty advisors will collaborate with throughout the program.

**Grading**: All MOT academic courses will use the following graduate grading scale:

|  |  |
| --- | --- |
| **Grade** | **Points** |
|  A | 93-100 |
|  A- | 90-92 |
|  B+ | 87-89 |
|  B | 83-86 |
|  B- | 80-82 |
|  C+ | 77-79 |
|  C | 73-76  |
|  F |  72 and below |

A final grade of F in the MOT program will result in dismissal from the program.

Level II fieldwork courses are graded PASS/ FAIL. The Academic Fieldwork Coordinator assigns the final grades for the Level II fieldwork placements.

**Incomplete Work**: Students who are unable to complete the requirements of a course for compelling personal reasons may request a provisional grade of ‘incomplete’ from the course instructor. The student must be passing the course to be granted an incomplete grade. The student and faculty member must fill out and sign the Trinity Request for Incomplete - Graduate form before the end of the final exam period for the semester. This contract must stipulate when the work is to be completed, and how the final grade will be calculated if different than what is specified on the syllabus. If the missing work is not submitted within this time period, the grade of incomplete will automatically convert to a grade of ‘F’. Note that a grade of F in any course will result in automatic dismissal from the MOT program.

**Grades for Progression**: OT students must earn a minimum grade of C or better in all courses and maintain a cumulative GPA of 3.0 or better for all semesters of academic work. Students who receive a grade of ‘F’ in any course will be automatically dismissed from the MOT program.

**Course Registration**

The student has primary responsibility for ensuring adherence to the prescribed academic plan. Central to this responsibility is the appropriate use of Self-Service and academic advisement for adherence to registration requirements. Students are expected to navigate registration resources to manage their academic program, including accessing the course catalog, schedule of classes, and registration processes.

The required courses for the MOT program are found on the Trinity Website. The MOT program at Trinity does not include a part-time track and course of study. Credit will not be applied to Trinity’s MOT program for credits earned in other occupational therapy assistant or occupational therapy programs or previous work experience.

* Students must adhere to the program plan as shown in the curriculum and approved by their academic advisor.
* Students are required to take all courses per the curriculum design each semester.
* Students are responsible for registering for courses each semester via [Trinity’s Self-Service](https://selfservice.trinitydc.edu/SelfService/Home.aspx) application.
* MOT courses are offered once during either the fall, spring, or summer semester as opposed to each semester.
* Fieldwork experiences may require travel outside the DC Metropolitan area. Level I Fieldwork experiences begin in the 2nd semester and continue through the 5th semester. Level II Fieldwork is full-time and involves two 12- week rotations that occur in the 6th and 7th semesters.

**Faculty Advising**

Trinity MOT faculty members provide academic advisement for all students enrolled in the program. The MOT faculty advisor is available to assist students with academic and professional problems and will serve as the faculty point of contact when there are concerns about a student’s professional or academic performance. The MOT Program Director will assign a faculty advisor to each student during their first semester of academic study, and, in most cases, students will retain the same advisor across subsequent semesters. In-person and virtual office hours are available for advising. The MOT faculty advisor will collaborate with students to develop a professional behavioral remediation plan if needed.

Students are expected to meet with their faculty advisor at least once during each semester in the program, or more frequently if needed to address academic or professional behavior concerns. Either student or faculty member may initiate an advising session. The faculty advisor will document each meeting in Starfish.

**Academic Standing**

Graduate students in the School of Nursing and Health Professions must maintain an overall GPA of 3.0 or greater. We believe that students who fall below this minimum standard have not demonstrated mastery of the knowledge, critical thinking, or clinical skills necessary to progress to Level II fieldwork because academic coursework is designed to prepare students for success in fieldwork. Students receiving a grade of “F” in a course are not considered to be in good academic standing regardless of their GPA and may be dismissed from the College.

MOT students will be placed on academic probation if their cumulative GPA falls below 3.0, or if they have completed less than two-thirds of their attempted credits. Academic probation indicates that the student is no longer in good academic standing and that their eligibility to continue in the MOT program is under review.

Students may remain on academic probation for no more than one semester. If cumulative GPA does not rise to 3.0 or above at the end of the semester of probation, the student may be dismissed from the MOT program. Similarly, students holding a 3.0 or higher GPA and who fail a Level II fieldwork will be placed on Academic Probation. Students may repeat only one Level Il fieldwork. A second failed Level II fieldwork will automatically result in dismissal from the program.

**Graduation Criteria**

The Trinity MOT program involves five semesters of fulltime didactic coursework, followed by two 12-week fulltime Level II fieldwork placements. Students enter the program in the fall semester and are expected to maintain continuous enrollment until graduation. All students must complete the program within four years.

To earn the Trinity MOT degree, students must:

* Complete all academic courses with a final grade of C or better. Students who receive a grade of ‘F’ in any course will be automatically dismissed from the program
* Meet ethical standards and professional behavioral expectations
* Successfully pass two Level II fieldwork placements
* Document ongoing compliance with required health, insurance and Life Support Skills requirements.

Students may apply to graduate with the Master of Occupational Therapy degree when all programmatic and institutional requirements have been completed. Information about graduation may be found in the Trinity Academic Catalog.  Failure to meet any of the above requirements will incur penalties, including Academic Probation, repeating a course or fieldwork, and/or dismissal from the program.

**Leave of Absence**

Trinity MOT students may be granted a leave of absence for compelling medical or personal reasons that prevent the student from progressing in the program. Students should discuss their decision to seek a leave of absence with their faculty advisor first so that the faculty advisor is apprised of the situation and can support the student’s decision to the Program Director. The student follows this meeting with a formal written request to the Program Director using the Request for Leave of Absence to document their reasons for seeking a leave of absence. The Program Director, in consultation with the faculty advisor and other faculty will make a decision on the request within one month of submission. Students may be granted a leave of absence for one year. Because courses are sequenced to progressively advance knowledge and clinical skill, students will have to wait until the courses they need are offered again before re-enrolling. All students, including those who take a leave of absence, must complete the MOT program and Level II fieldwork within four years of initial admission. Graduate students are required to seek readmission to Trinity if not enrolled for more than one year.

**Withdrawal**

Trinity’s MOT program is committed to the academic success of all admitted students. While we understand that students may decide to leave a program for multiple reasons, we encourage students who wish to voluntarily withdraw from the program to discuss their decision with their MOT faculty advisor and the MOT Program Director first. The purpose of this informal discussion is to make sure students are aware of the ramifications of their decision and to explore possible alternatives before beginning the formal process of withdrawal. To withdraw, students must complete and submit the Complete Withdrawal Request form and a letter to the Program Director stating their wish to withdraw and the reasons for their decision. The process is complete when the student has completed the Trinity paperwork and withdrawn from all courses.

**MOT Program Dismissal**

Students may be dismissed from the Trinity MOT program for reasons that include:

* Failure to maintain the minimum GPA and academic standards specified in the previous sections
* Violation of Trinity’s policies that specify dismissal, including the Academic Honesty policy, Student Code of Conduct, and other relevant policies specified by Trinity University
* Unsafe, unprofessional, unethical, or illegal conduct on campus or in a fieldwork setting
* Inability to obtain required fieldwork placements as a result of information obtained on the criminal background check or other problems in fulfilling the requirements for fieldwork placement. Students who cannot obtain fieldwork placements will be dismissed from the MOT program regardless of grade point average or class performance, because completion of all fieldwork requirements is necessary for graduation
* Failure to pass two Level II fieldwork placements within 24 months of completing academic coursework, or failure/withdrawal of two Level II placements.

Students who are in danger of dismissal from the program due to poor academic performance are notified of this possibility in writing when placed on Academic Probation. Students who have problems with academic integrity or professional behavior will be notified of possible dismissal in writing by the Program Director.

**Grade Appeals**

Students who have questions about their grades are encouraged to discuss their concerns with the course instructors when the issue first arises. Students who would like to discuss a test or assignment grade should contact the course instructor and request a time to meet individually to present concerns. In most cases, prompt attention to concerns helps the student understand where/why they are having problems, and helps the instructor assist student learning. Grade changes are made at the discretion of the instructor and their decision is final.

Students in the MOT program may appeal a final grade below a “B” in a given course if they feel their class grade was unfair because 1) it was based on standards that were applied differently to them than to other students in the class, OR 2) the assigned grade was not based on the standards articulated in the grading rubric or course syllabus.

MOT students appealing a grade below a “B” are expected to follow the grade appeal procedure as outlined in the [NHP Graduate Catalog](https://discover.trinitydc.edu/catalog-21-22/nhp-graduate-programs/).

**Evaluation**

Evaluation is an ongoing process aimed at assisting the student to demonstrate their ability to meet course and program learning objectives. Students and faculty engage in a collaborative process of evaluating student progress, professional behaviors, and academic standing throughout the program. Evaluation feedback is timely and given on a regular basis throughout the program and individual courses. Evaluation processes are explained in each course syllabus and at the beginning of each class or fieldwork experience. Faculty will assign grades for each course based on the extent to which the student meets learning objectives. Students assess their professional behaviors each semester via self-reflection. Faculty advisors collaborate with program faculty to assess student professional behaviors using a professional behaviors rubric. Students are given feedback on their professional behaviors annually during advising sessions. The Occupational Therapy program may choose to use a variety of assessment modalities developed externally and internally to assess student progress and satisfaction of requirements.

**Faculty, Course, and Program Evaluation**

On-going programmatic assessment is mandated for accreditation. To assist in this process, students are expected to participate in the following:

* Course and faculty evaluations are conducted at the end of each semester in accordance with Trinity policy. Course and faculty evaluations are anonymous.
* Fieldwork evaluations are to be completed at the end of each fieldwork placement in accordance with course syllabi. These evaluations must be submitted before the end of the semester.

The MOT program faculty will also engage in ongoing program evaluation as a means of determining program effectiveness in preparing graduates for the NBCOT examination and careers as occupational therapists.

**Student Life at Trinity**

**Student Accounts**

**Email**: Students will be issued university ID and email accounts before their first semester begins and are expected to have activated their accounts prior to the first day of class. Trinity faculty, staff, and students are expected to use Trinity email and Moodle as the major vehicles for communicating information. Students are required to check their Trinity email account and course Moodle site at least once per day. Faculty and students should make every attempt to respond to email and Moodle communication within 48 hours. Faculty and staff are not responsible for responding to communications from personal accounts.

**Moodle**: Each MOT course will be assigned a separate site on Moodle that will contains important course content. Although requirements for individual courses may vary, students are expected to log onto each course site several times each week, and to complete all assigned readings and online activities.

**Trinity Support Services**

Trinity MOT students are provided the same access to student support resources and services as other university students. MOT students may access resources and services directly when they are on campus, or via email and phone contact from their homes. Virtual options are also available.

**Academic Support for Students**

As noted in the Trinity Academic Catalog, “Trinity is committed to providing all students with a wide array of services and support to help them succeed academically…..” The [Academic Services Center](https://discover.trinitydc.edu/academic-services/) is available to all students enrolled in the university and offers several programs to assist students academically. Trinity’s Academic Services Center offers support with topics such as scholarly writing, tutoring, disability support services, and time management to name a few. Students are encouraged to complete the appropriate online appointment request form found on the respective services web page. Students are encouraged to schedule a session in advance!

Here are some Trinity resources available to you through Academic Support Services.

* [Academic Services Center](http://www.trinitydc.edu/academic-services/)
* [Disability Support Services](http://www.trinitydc.edu/disability/)
* [Tutoring Services](http://www.trinitydc.edu/academic-services/tutoring/)
* [Writing Center](http://www.trinitydc.edu/writing/)

Library and Online Databases

* [Trinity’s Sister Helen Sheehan](http://www.trinitydc.edu/library/) Library Home Page – Your resource Center for Online Journals, the Trinity catalogue, DVDs and Videos, Inter Library Loans, etc.…
* [Trinity’s Free Online Research Databases](https://www.aladin.wrlc.org/Z-WEB/Aladin?req) – Your resource for online journals, periodicals, and statistical data. Remember it is free! You just need your Trinity username and a barcode from the Library, updated every semester, to login.
* Dr. Kimberley LaBoone, Director of the Academic Services Center
* Trisha Smith, University Librarian

Students who are not passing at mid-term of the semester may receive an academic warning from the course instructor via Starfish. It is recommended that the student meet with the instructor to collaborate on a remediation plan.

**Professional Development Opportunities**

Student are required to participate in professional organization annually. Faculty will present local opportunities and encourage students to explore participation in their state and jurisdiction.

**District of Columbia Occupational Therapy Association (DCOTA**): DCOTA provides opportunities for students to advance their learning through continuing education short courses, annual conference, and other educational opportunities. They also maintain job listings and other opportunities for students and graduates. Trinity students are encouraged to join DCOTA and participate in the programs offered. More information can be found at: www.dcota.org/.

**American Occupational Therapy Association (AOTA)**: The AOTA is the professional organization for occupational therapists, providing resources for OT students as well as occupational therapy practitioner. Annually, student will participate in AOTA advocacy activities. Students are encouraged to explore resources at the AOTA website www.aota.org, and to consider becoming student members. AOTA membership is an important part of professional identity and professional responsibility. AOTA membership dues support and advance the profession of occupational therapy.

**Fieldwork**

Students should review the MOT program Fieldwork Manual for specific requirements to participate in and successfully complete Level I and Level II fieldwork.

**NBCOT Certification and Licensure**

Graduates of the Trinity MOT program are eligible to sit for the national certification examination for occupational therapists administered by NBCOT. Successful completion of this examination is required for practice as an Occupational Therapist, Registered (OTR), and for licensure in most states. The NBCOT examination is offered as a computer-delivered examination on an on-demand basis. The NBCOT Candidate Handbook and application to take the exam are available at the NBCOT website [http://www.nbcot.org/](http://nbcot.org/).

Candidates for the NBCOT examination will be asked to answer questions about their background, including felony convictions. A felony conviction may prevent students from sitting for the NBCOT examination. Interested students may preview their eligibility by paying a fee and asking the Qualification Review Committee of NBCOT to review their eligibility to apply for the certification exam. Further information can be obtained by contacting NBCOT directly at http://www.nbcot.org/.

Occupational therapists are currently regulated in all 50 states, the District of Columbia, Puerto Rico, and Guam. Individual states and territories have adopted various types of regulation, ranging from licensure, the strongest form of regulation, to professional title protection or trademark status, the weakest from of regulation. In most cases, state licensure or regulation is based on the results of the NBCOT examination, so that students apply for licensure in the states in which they intend to practice after passing this examination. It is illegal to practice occupational therapy without conforming to the regulatory statues of the state/jurisdiction. Find more information at: http://www.aota.org/AdvocacyPolicy/StatePolicy/Licensure.aspx#sthash.gGik3iyQ.dpuf.

**Additional Expenses Related to the Program**

Students in the MOT program should expect to incur additional expenses beyond tuition and fees.

* Uniform and Supplies: Students in the MOT program are required to purchase an MOT polo shirt and lab equipment. A list of course specific lab equipment will be provided by faculty at the beginning of the semester as applicable.
* Travel and Transportation to community facilities: Students are expected to have reliable transportation for fieldwork placements, site visits, and advocacy events. Students will be required to attend off campus events for certain courses as well as Level I and II Fieldwork. Events and fieldwork may occur beyond the Washington, DC metropolitan area.
* Books: Occupational Therapy textbooks may be expensive, but they are an investment in your future. The faculty have chosen current and frequently used books in OT programs that provide you with evidence-based occupational therapy information.
* Health Clearance: Prior to Level I Fieldwork, all students must provide official documentation of current physical examination, immunizations, flu shot, and any additional site specific requirements. Students without clearance may not be able to complete Level I Fieldwork hours for matriculation through the MOT program.
* Health Insurance: Trinity and all fieldwork sites require all MOT students to carry personal health insurance. Students must submit proof of current insurance coverage prior to and throughout the MOT program.
* Criminal Background Check: Students must complete a criminal background check, finger printing, and drug screening prior to participating in fieldwork. If background testing reveals positive findings fieldwork sites may not permit the student to engage in fieldwork experiences. Trinity’s agreements with clinical sites allow a site to request more frequent criminal background, fingerprinting, and drug screening at the student’s expense.
* Projects and Group/Teaching experiences: Students are responsible for purchasing supplies for poster presentations, demonstrations, and group teaching/learning assignments
* Association Membership and Conference Fees: Students are required to participate in Occupational Therapy professional events. All costs associated with these experiences are the responsibility of the student.

**Ethical Standards**

Students are responsible for learning about and upholding the ethical standards of Trinity pertaining to research, and of the American Occupational Therapy Association (AOTA) Code of Ethics for professional and ethical practice. The MOT program takes ethical responsibilities seriously, and students who violate the ethical standards of Trinity or AOTA are subject to dismissal from the program.

Trinity MOT students who are involved in research involving human subjects are required to follow guidelines and ethical practices outline by the Department of Health and Human Services.  Links to these guidelines and the Trinity policies on human subject research are available at http://www.trinitydc.edu/policies/institutional-review-board-irb/.

The AOTA Code of Ethics (2020) covers occupational therapy students in its definition of personnel and lists seven ethical principles, each of which have implications for student behavior in the Trinity MOT Program. Students are introduced to the AOTA (2020) Code of Ethics in the first semester of the MOT program. Information about the AOTA Code of Ethics is available online at http://www.aota.org/practice/ethics.aspx.

**Occupational Therapy Technical Standards and Skill Requirements**

The goal of the School of Nursing and Health Professions is to prepare students to become health care leaders who make a difference in their patients’ lives and in the community. They care for others by integrating the personal context with the social context of their life situation. MOT faculty have a responsibility to graduate ethical, competent, committed, and evidenced-based professionals within their chosen health professions.

The School of Nursing and Health Professions will consider applicants to the MOT program who possess essential physical skills, sensory/perceptual skills, emotional regulation skills, cognitive skills, communication, and social skills. These skills are necessary to ensure patient safety during occupation-based and evidenced-based assessment and intervention and to function in academic as well as clinical/community settings.

Technical skills are defined according to The American Occupational Therapy Association (2020) Occupational Therapy Practice Framework 4: Domain and Process as well as the U.S. Program of Labor Statistics Occupational Outlook Handbook. The following standards describe essential technical skills necessary to graduate from Trinity Washington University as a prepared entry-level OT practitioner.

**Standard I /Motor & Praxis**: The ability to move and physically and skillfully interact with tasks, objects, contexts, and environments.

Skill requirements include:

* Moving to and from various environments and surfaces
* Sit or Stand for a long period of time
* Physically interacting with tasks, objects, contexts & environments
* Coordinate body movements to complete a task
* Bend
* Kneel
* Stoop
* Reach
* Balance
* Rotate body
* Extend body or extremities
* Lifting and transferring clients or equipment
* Manipulating common OT tools (power or manual) for evaluation and intervention (bolsters, swings, assistive technology, pillows, mats, plinths)
* Pushing equipment such as wheelchairs with and without clients
* Holding, grasping and manipulating objects, equipment or a client’s body or body parts
* Adjusting self to space, person, object
* Using personal strength to perform cardiopulmonary resuscitation
* Using strength of fingers for palpation
* Push, pull, lift at least 50 pounds
* Adjust equipment during intervention

**Standard II /Sensory-Perceptual**: Actions or behaviors used to locate, identify, and respond to sensations experienced through all of the sensory systems.

Skill requirements include:

* Locate, identify, and respond to sensations
* Select, associate, organize, remember sensory events
* Position the body during intervention
* Visual discrimination of objects in relationship to the task and person
* Visually identify or Listen to sounds and vibration through instruments during patient care
* Tolerate unusual smells, sounds or temperatures in clinic, home or community settings

**Standard III /Emotional regulation**: Actions or behaviors used during interactions in everyday activities and interacting with others.

Skill requirements include:

* Manage frustration involving clients or tasks
* Display appropriate emotions and actions with clients, organizations and populations

**Standard IV/ Cognitive**: Actions or behaviors used to plan and manage performance during OT intervention and professional interactions.

Skill requirements include:

* Critical thinking to rationalize, reason and behave empathically
* Analyzing
* Synthesizing
* Applying ethics
* Multi-tasking
* Calculating
* Retaining facts from past and present
* Using imagination and ingenuity to solve problems
* Mastering abstract ideas
* Selecting necessary supplies or equipment for intervention

**Standard V/ Communication and Social Skills**: Actions or behaviors used to communicate or interact with others in an interactive environment

Skill requirements include:

* Exchange ideas and perspectives with or from another
* Acknowledge another’s perspective during an interchange
* Build interprofessional partnerships for collaboration
* Understand and communicate effectively with persons from different cultural and social backgrounds
* Participate in group discussions
* Communicate intelligibly, effectively and timely with clients, caregivers, families and organizations
* Observe and understand non-verbal behavior
* Demonstrate stable emotions
* Work effectively under stressful situations
* Tolerate close proximity with clients and co-workers
* Demonstrate flexibility
* Complete reading and writing assignments
* Search virtual and library resources
* Willingness to grow as a person and health care provider

As a matter of policy and practice, Trinity’s Disability Student Services (DSS) complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (1990 and 2008 Amendments). If a student requires accommodations to meet the technical skill standards within the MOT program, it is the student’s responsibility to seek reasonable accommodations through Trinity’s DSS.

**Occupational Therapy Code of Ethics**

All students in occupational therapy programs at Trinity Washington University are expected to be familiar with and comply with the [*Occupational Therapy Code of Ethics (2020).*](https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics)Students and faculty can access the open source document at the American Occupational Therapy Journal.