Rocky Mountain College

Billings, Montana



Student Handbook for the Occupational Therapy Doctorate Degree Program

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Introduction

Welcome to the Rocky Mountain College (RMC) Occupational Therapy Doctorate (OTD) Program. This program-specific entry-level OTD student handbook is published as an addendum to the RMC Catalog to aid students who are applying, preparing to begin the occupational therapy program at RMC, or actively engaged pursuing a rewarding, and challenging clinical graduate degree in occupational therapy (OT). The handbook is used in conjunction with the following:

- Current edition of the RMC online catalog, which may be accessed at www.rocky.edu (click on "Academics" and then "Course Catalog")
- Internet posting of RMC policies found at https://www.rocky.edu/campus-life/office-student-life/student-conduct-policies
- Program Website https://www.rocky.edu/otd

Each applicant and student must clearly understand both the college and program-specific policies. Please read these sources carefully and contact the OTD Program with any questions or concerns you may have with respect to these important documents and how they apply to you.

Occasionally, updates, corrections, additions, or other changes to this handbook are necessary. The OTD Program reserves the right to alter the contents of this handbook as needed and at any time. Any changes apply to all prospective students. The faculty reserves the right to alter the curriculum, schedule of required courses, exams, and other regulations affecting admission and graduation requirements. Every effort will be made to keep students well informed with respect to any changes.

Validation of college registration implies the student's acceptance of the published academic rules and regulations found in this handbook, on the RMC OTD Program webpage and the RMC website.

History

RMC took its first steps toward creating an entry-level OTD Program in 2017. RMC conducted a feasibility study in 2016-2017 that determined that the profession of OT would be an excellent fit for the Billings community and the state of Montana. Billings is the most populous city in Montana and the site of two major medical complexes: Billings Clinic and St. Vincent Healthcare. The largest medical center in an 800-mile radius, Billings is also the hub for educational interactive video technology, distance medical conferencing, and referrals from rural hospitals and clinics throughout the intermountain region. Montana is a frontier state with 76% of its residents living in rural communities. Even though it is geographically the fourth largest state in the nation, encompassing 145,552 square miles, the population is just over one million, which is the sixth least populous state in the country. There are many designated health professional shortage areas, to include OT. Transportation is a major hurdle, and public transportation is limited and non-existent in most of the rural communities. Therefore, many Montanans seeking rehabilitative services face enormous access barriers.

In an effort to expand OT educational endeavors for students, create job opportunities for occupational therapists, and educate and facilitate understanding of the health benefits of meaningful occupation within the Billings community and the state of Montana, the current program director and the RMC Academic Vice President partnered to develop an innovative OTD Program.

An entry-level OTD Program located in Montana provides access for Montana natives who are more likely to remain in the state to practice, and it meets the great need that exists in Montana's health care delivery system for occupational therapists. Rocky Mountain College is a comprehensive four-year liberal arts college with an enrollment of approximately 1,000 students. The College's strong core sciences program helps place increasing numbers of students in graduate medical programs around the country. Expanding its science curriculum to include OT, as well as an existing physician assistant program, fulfills a medical educational need in the state of Montana.

Accreditation

Rocky Mountain College entry-level OTD Program received full accreditation in August of 2021 with a 7-year accreditation cycle status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is: https://acoteonline.org/

Graduates of the RMC OTD Program will be eligible to sit for the National Certification Examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an Occupational Therapist, Registered (OTR). In addition, individual states require licensure in order to practice. However, state licenses are usually based on the results of the NBCOT Certification Examination.

NOTE: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Current Accreditation Status & Timeline

The initial on-site ACOTE evaluation occurred in May of 2021, and the ACOTE accreditation decision was released on August 20, 2021. At its meeting on August 6 through 8, 2021, ACOTE reviewed the Report on On-Site Evaluation (ROSE) regarding the OTD Program at RMC. All standards were found to be compliant and ACOTE voted to grant a Status of Accreditation for a period of seven years. The Report of the Accreditation Council (RAC) is viewable at: https://acote.aota.org//programs/2772/report.

The program's Interim Report was due in Spring 2024, and the next on-site evaluation will be scheduled within academic year 2027/2028.

THE OCCUPATIONAL THERAPY DOCTORATE PROGRAM IS ACCREDITED BY THE ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE) OF THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA), LOCATED AT 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is: https://acoteonline.org/

Character Review & Eligibility to Sit for the NBCOT Exam

All students should review the requirements for certification by the NBCOT prior to applying to the OTD Program (https://www.nbcot.org/en). Applicants should look at the Character Review (https://www.nbcot.org/en/Students/Services#CharacterReview) to determine the need for a character review prior to admission to the OTD Program. Qualified candidates identified as requiring a Character Review by the NBCOT will be required to complete an Early Determination Review prior to admission to the OTD Program. A student may be conditionally accepted into the Program with a spot held for the student and admission is granted upon a positive review in which the student would be eligible for certification by NBCOT. This will ensure students do not enroll in the OTD Program if they are ineligible to take the National Board Exam to become a registered OT. Students are also required to review state licensure laws prior to admittance to determine eligibility for licensure upon completion of the OTD Program and successful completion of the NBCOT Examination.

NOTE: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The Rocky Mountain College Outcome: Creating Futures and Transforming Lives

The mission of RMC to "*educate future leaders through liberal arts and professional program that cultivate critical thinking, creative expression, ethical decision-making, informed citizenship, and professional excellence*" continues to serve as the foundations for our planning. Throughout our planning implementations of the last several years, our focus has been the achievement of the mission and our attendant core themes of Academic Excellence, Transformational Learning, and Shared Responsibility and Stewardship. Recent discussions and survey results indicate that stakeholders – faculty, staff, trustees, students, members of the community – continue to recognize the College's focus on our core themes and to value the College as an integrated community committed to integrity and service. Achieving meaningful continuous improvement respective to these core themes and values is the process by which RMC executes its mission.

Our College will celebrate 150 years of continuous operation in 2028, and we enter this current planning process deeply respectful of our responsibilities as stewards of the present and for the future.

Rocky Mountain College has several recent accomplishments of which to be proud, foremost among these is our new Charles Morledge Science Building, which opened for classes in January 2018. In order to continue positioning ourselves as the premiere college for science and pre-health science education.

The College received a generous grant from the Bair Family Foundation to develop a new Academic Resource Center and an equally generous grant to develop capacity and programming for Native American students and wider diversity initiatives. New staff positions to complement and develop these philanthropy-funded initiatives indicate our continued investment in functions to support student success throughout College programming.

In the fall of 2018, the Northwest Commission on Colleges and Universities granted RMC the approval to offer doctoral degrees in occupational therapy. In January of 2019 the first cohort of thirty students began classes in new facilities in the Charles Morledge Science Building. Now approaching the fifth year, the OTD Program is at full teaching capacity with seven employed faculty members who are subject matter experts in their content areas and a variety of adjunct faculty members and guest speakers to provide optimal learning opportunities for students.

The faculty and staff have always been and continue to be dedicated teachers, mentors, and supporters of the students we are honored to learn with and from. It is through a tireless devotion to their vocation as educators and professionals that the future will be secured. It is in appreciation of this devotion that RMC presents a vision for 2028.

Vision for 2028

Rocky Mountain College will be the leader among all institutions in the region for transformational student experiences. The foundation for this leadership will be faculty and staff with a demonstrated and uncompromised commitment to educating and mentoring the students drawn to our broad array of exceptional and comprehensive liberal arts, pre-professional, and graduate programs of study.

Rocky Mountain College will be nationally recognized for innovation and excellence in education design and execution. Intentionally integrated opportunities for reflection will produce graduates who are aware of and capable of communicating the distinctive value of an RMC education. Our exceptional curricular experience will be supported by equally exceptional co-curricular programing and, in sum, will comprise the ***Rocky Mountain College Outcome: The successful development of students from a wide range of backgrounds to a shared high standard of achievement***. RMC's transformational education will provide the foundation for personal and professional success enabled by core capacities to think critically, communicate effectively, and collaborate productively with others. Such core capacities will be essential to understanding and resolving the complex challenges facing our communities and our world now and in the future.

Rocky Mountain College not only dedicates itself to reaffirming our core themes, refining and focusing the meaning of those themes, and to deliberately enhancing the development and integration of our core themes throughout the student experience, we also dedicate ourselves to the principles of equity and inclusion that define fair and just communities.

Strategic Themes

I. Academic Distinction

Rocky Mountain College has, for nearly 150 years, delivered a quality education to generations of students through a fairly traditional model similar to many other small liberal-arts centered colleges. We instruct students largely face-to-face in a classroom setting in relatively small classes with a strong emphasis on mentoring relationships. This model is highly valued throughout the College, particularly by the faculty. To achieve greater distinctiveness, we do not intend to meaningfully alter that which we all value and appreciate. Rather, we intend to enhance our execution of this model according to appropriate innovations and best practices.

Goals:

1. Rocky Mountain College will receive national recognition for innovative curricular design and execution that develops a broad range of learners into skilled and knowledgeable problem solvers and communicators
2. Rocky Mountain College will achieve a balance of undergraduate and graduate programs that are models of excellence and that both preserve the distinguished history of the College and situate the College for long-term relevance and success
3. Rocky Mountain College will achieve its aspiration to be a comprehensive learning organization where core values and learning competencies are developed and reflected upon throughout all areas of the student experience and all members of the community contribute to a shared vision, shared practices, and shared expectations even while engaging and valuing respectful disagreement.

II. Transformational Environment

As noted above, the educational experience at RMC is primarily traditional in the sense that it is overwhelmingly on campus and face-to-face. We continue to value the quality of learning and mentoring relationships that prosper in this traditional environment. The College is now dedicating itself to enhancing the learning environment through investments in the creation of purpose-designed learning spaces where the central objective is the deep learning that comes from applying skills, evaluating ideas, and employing information to solve complex programs through collaboration and effective communication. Furthermore, the college will develop a "culture of learning and reflection" throughout all relevant aspects of the student experience, from classrooms to residence halls, to locker rooms, and beyond.

Goals:

1. Rocky Mountain College will be recognized as leader in the design of learning spaces that support and promote transformational student experiences
2. Rocky Mountain College will be recognized for the excellence of co-curricular programming that emphasizes diversity, community engagement, leadership development, and experiential learning
3. Rocky Mountain College will model and implement best practices of equity, inclusion, professional behavior, and organizational excellence throughout its operations
4. Transformational learning practices will be intentionally implemented through curricular and co-curricular programming.

College diversity statement:

Rocky Mountain College is committed to equity and inclusion. We pursue and embrace all forms of diversity throughout all operations, from the classroom to the athletic field and beyond. We are a community devoted to free inquiry and the freedom to express ideas and opinions that lead to civil dialogue and deep understanding of meaningful and reasonable issues. Our core values insist on respect for the individual based on each person's inherent dignity and value regardless of differences of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, and veteran status.

Rocky Mountain College seeks to contribute to a world characterized by mutual respect and reasoned dialogue. To that end, we are committed to creating a diverse and inclusive community that, through intentional recruitment, clear communication, mutual respect, and a collaborative atmosphere, draws upon a wide variety of views and is supportive of each member of its faculty, students, and staff.

III. Enrollment Management

We can anticipate that the greater portion of undergraduate students attracted to RMC over the next ten years will be traditional college-age recent high school graduates. The prospects for the realization of meaningful enrollment growth for this population of students indicate some challenges in the near term, though some potential opportunities in the longer term. According to the most comprehensive and widely-used review of higher-education demographic projects, after "steady increases in the overall number of high school graduates over the last 15 years, the U.S. is heading into a period of stagnation" (*Knocking at the College Door*, p. 1). This stagnation and even decline will be particularly acute in the Midwest and the Northeastern U.S., while parts of the South and the West are largely projected to realize flat or slight increases in high school graduates. Over the next several years, Montana is expected to remain essentially flat. Without making significant investments in key program development and marking, RMC is not likely to realize undergraduate enrollment goals through natural increases in our primary student market of regional high school graduates. The college must engage a wide range of strategies and initiatives to achieve our undergraduate new and transfer student enrollment goals.

Goals:

1. Rocky Mountain College will develop excellence in and effectively promote key academic programs for which there is a demonstrable market opportunity while remaining consistent without our traditions and identity.
2. Rocky Mountain College will be a leader in the development of appropriate co-curricular programs that attract active, serious, and engaged students.
3. Rocky Mountain College will be recognized by potential students for its exceptional value as measured by the quality of the educational experience and outcomes relative to overall costs.

IV. Financial Stability and Growth

Rocky Mountain College is positioned to emerge from recent financial challenges, and we continue to have strong confidence in the forthcoming success of new academic programs, enrollment strategies, financial aid management strategies, and fundraising organization and

processes, that will realize a positive fiscal margin next year with increasing margins in future years.

Goals:

1. Rocky Mountain College will refine financial management and predictive modeling processes that consistently allow for the precise alignment of expenses with revenues
2. Rocky Mountain College will refine financial aid strategies throughout operations in order to precisely align pricing with the value of the student experience
3. Annual Scholarship Fund revenues will stabilize at 7% of the College's annual Institutional Aid budget, and grow in parallel with the required aid necessary to achieve enrollment goals
4. Grow the College's endowment to a level that will sustain annual distributions equal to 15% of the College's annual Institutional Aid budget, with corpus and annual distribution growth corresponding to the required aid necessary to achieve enrollment goals.

Transformative Education

Key Aspects:

1. **Reflect**: Students should understand and intentionally consider the process of personal development
2. **Challenge**: Students should approach and extend the limits of their intellectual and social capacities and develop an openness to challenges of core beliefs
3. **Include**: Students should encounter meaningful diversity and develop capacities to understand and collaborate across differences
4. **Integrate**: Students should integrate learning across the educational experience and into their personal and, ultimately, their professional lives
5. **Engage**: Students' academic and co-curricular experiences are defined by active and engaged participation in the learning process
6. **Relate**: Students develop meaningful relationships as part of academic programs and College communities

Mission Statement, Core Threads & Design of the Program

The mission statement of RMC OTD Program is consistent with the mission statement of RMC as well as the AOTA 2025 Vision Statement:

The mission of the RMC OTD program is first, to grow the next generation of clinicians, educators, researchers, and leaders in occupational therapy, and second, to promote the health and well-being of Montanans through occupation-based practice and research.
RMC Mission Statement & Core Themes Mission Statement

Rocky Mountain College educates future leaders through liberal arts and professional programs that cultivate critical thinking, creative expression, ethical decision-making, informed citizenship, and professional excellence.

RMC Core Themes

Academic Excellence

Rocky Mountain College creates a culture of learning by providing distinctive academic programs designed and executed by outstanding faculty. The College is committed to the liberal arts and sciences as the basis for all academic development and as the foundation of the student experience. This commitment directs the College's general education requirements and the expectations of students engaged in the various disciplines. Graduates possess knowledge and abilities that promote professional excellence and life-long learning through the combination of programs in the traditional liberal arts and sciences with professions-oriented disciplines.

Transformational Learning

Rocky Mountain College embraces its role as a transformational agent in the lives of students and elevates them educationally, economically, socially, and culturally. The College promotes the development of the whole person to maximize students' human and leadership potential. The College, more than the sum of its curricula and programming, affords students opportunities to engage in a wide range of curricular, co-curricular, and extra-curricular opportunities, enhancing the student experience.

Shared Responsibility and Stewardship

Rocky Mountain College strives to be the embodiment of its mission. By serving as a capable steward of resources and by employing a participative and effective governance model, the College demonstrates application of the concepts expressed in its mission. Specifically, the College strives to engage in informed and ethical decision-making through the application of best practices as a means to promote organizational development and excellence. In short, the College endeavors to manifest the ideals of critical thinking, ethical decision-making, informed citizenship (from an organizational perspective), and professional (organizational) excellence. In doing so, the College models abilities, dispositions, and behaviors expected of students.

Strategic Vision
https://www.rocky.edu/about-rmc/leadership/strategic-vision

RMC OTD Mission Statement

The mission of the RMC OTD program is first, to grow the next generation of clinicians, educations, researchers, and leaders in occupational therapy, and second, to promote the health and well-being of Montanans through occupation-based practice and research.

We accomplish this mission through enacting our core values:

- Occupation: We believe in the transformative power of occupation to enhance the health and well-being of individuals and communities
- Innovation: We believe in innovative and creative thought and action to support occupational therapy's growth in rural, community-based and emerging practice areas in Montana and beyond

- Community: We believe collaboration and engagement with the community is key to our work and strive to ensure practice and research have local and social relevance Definition of "Student-Centered"

Through our innovative and hands-on curriculum, complemented by our community-engaged clinical fieldwork, research experiences, and doctoral capstone project, graduates of our program are prepared to lead and serve the citizens of Montana and beyond by promoting health and well-being through occupational engagement.

Philosophy

RMC OTD's philosophy is guided by the philosophy of occupational therapy education (AJOT, 2014), Wilcock's occupational perspective of health (Wilcock, 1999), and our own self-developed model of reflexivity. Occupational therapy education is the process by which practitioners, educators and researchers gain their professional identity. The values of the philosophy of occupational therapy education (AJOT, 2014) include:

- Development of a sound reasoning process
- Client-centered approaches
- Occupation-based
- Evidence-based treatment approaches
- Theory-driven
- Active and diverse learning both in and out of the classroom
- Connection between past and present knowledge and experience
- Continuous self-reflection of practice/work
- Lifelong learning

In line with these values and Wilcock's occupational perspective of health, we understand and value students as occupational beings who bring their past and present knowledge and experiences to the learning context. We embrace an educational trajectory that prepares students to become practitioners, educators and researchers who promote the health, well-being and quality of life of individuals, communities, organizations and populations through the use of meaningful, client-centered, evidence-based, theory-driven occupation. Throughout this educational trajectory, we embed our model of reflexivity. The aim of the RMC OTD Model of Reflexivity is to empower students to develop the reflexivity necessary to become exceptional OT practitioners. We believe fostering reflexive skills in students will produce practitioners who are capable of the highest levels of therapeutic use of self, clinical reasoning, community engagement, occupational justice, and cultural humility.

The RMC OTD Program prides itself on being student-centered. As a student-centered program,

RMC OTD students may influence the pace and trajectory of a course and curriculum content. For example, students may seek additional time to focus on content areas of interest. Additionally, students will be given the opportunity to provide consistent feedback regarding

content delivery modes (i.e., experiential, engaged, auditory, visual learning options, etc.).

Student feedback will be sought via the following:

1. Confidential monthly class meeting with the Program Director
2. End of course evaluations
3. End of program evaluation
4. Annual professional behavior meetings (held in the Summer semester of first and second year)
5. Annual peer evaluations (completed in the Summer semester of first and second year)
6. Open door policy (Program Director, faculty and staff)

Students are encouraged to express feelings, concerns, or ideas regarding the topics of discussion in class, curriculum design, and other matters that could reasonably fall within their purview. However, the decisions regarding the management, including accreditation of the RMC OTD Program, resides solely with the leadership of RMC and the RMC OTD Program Director (in that order).

History & Development of Program Curriculum Design

A systematic approach was employed to design the curriculum of the OTD Program. Keeping accreditation standards in mind, the nature of graduate education and the special characteristics and opportunities of RMC were considered, which shaped the design of the curriculum, scope, and sequence of coursework. The Program was designed to be collaborative in nature and facilitate community-based, interdisciplinary learning opportunities that not only promote experiential learning activities for students, but also advance and enhance the understanding and role of OT within the state of Montana.

In addition, the RMC OTD Program offers learning/teaching courses and opportunities to prepare future occupational therapy educators for excellence, not only in practice and scholarly work, but also in academia.

Teaching & Learning

In addition to providing educational programming that specifically addresses community-based needs in the state of Montana, the RMC OTD Program provides a series of courses that address teaching and learning. The 2015 Salary & Workforce Survey (AOTA, 2015) identified academia as the fastest growing and highest paid practice setting in the profession of OT. The RMC OTD Program provides two courses that prepare future OT educators. Students are provided the opportunity to develop course content, guest lecture and create educational learning opportunities within the classroom setting. Students will participate in the development and implementation of data collection systems to evaluate the effectiveness of learning modules, courses and the overall program. Students will be encouraged to blend teaching with practice and scholarship to advance the profession of OT in a unified and comprehensive manner. The RMC OTD Program promotes the belief that all OT's are practitioners, educators, and scholars in varying capacities. As such,

RMC OTD faculty are encouraged to practice on a limited basis or provide consultative services within the community.

Generalist Education

The design of the curriculum for the OTD Program was guided by four central concepts (curricular threads):

1. Valuing interdisciplinary therapeutic approaches
2. Embracing diversity and community engagement
3. Promoting life-long, evidence-based learning
4. Advocating for the fundamental value of occupation-based, client-centered service delivery to enhance patient health, well-being and quality of life

These concepts are expressed in a conceptual foundation matrix of knowledge, skills, and abilities to practice as a generalist at the entry-level and to acquire additional expertise in areas of practice: pediatrics, adult-based practice and/or mental health. These curricular threads are also directly linked to the program's mission statement.

Curriculum Design/Course Scope & Sequence

"Rocky Mountain College educates future leaders through liberal arts and professional programs that cultivate critical thinking, creative expression, ethical decision-making, informed citizenship, and professional excellence" is the primary mission of the college. The RMC OTD Program has woven this broad goal into its mission statement. In addition, the program aims to prepare graduates to practice in a variety of health care and community service settings, and ultimately, to become leaders within the profession. To achieve these goals the Program Director has designed a curriculum that promotes active, student self-directed participation in the learning process. It is believed that self-directed academic and clinical learning facilitates life-long, continuing education, which leads to the development of notable practitioners, scholars, and educators.

Student instruction in the RMC OTD Program is predicated on the following concepts (instructional themes):

- Student self-directed learning
- Interactive lectures provided by experts
- Clinical application training sessions
- **Interdisciplinary seminars** focused on **community-based programming** and practice, leadership and use of clinical reasoning skills
- Problem-solving based on clinical reasoning/reflection
- Research skill development
- Teaching skill development
- **Community-based program development**
- Advocacy and policy development
- **Appreciation for diversity**/occupational justice and understanding of cultural, social, physical and virtual contexts and their impact on occupational performance

- Synthesis of theory and evidence to guide **occupation-based**, client-centered occupational therapy services for individuals, groups and communities
- **Fostering life-long learners** who are committed to promoting the profession through engagement in state and national occupational therapy associations
- Connecting research to practice and understanding the research process and through an **occupational science** lens

Didactic instruction on the assessment and intervention of individuals with occupational performance areas is based on a developmental continuum. The knowledge and skills developed in the first year of the program establishes the foundation for all didactic and clinical experiences that will follow.

Fieldwork (also called affiliations, placements, or internships) is an integral part of the curriculum with three level I fieldwork courses embedded into the curriculum. Level II Fieldwork cannot begin until the student has successfully completed all previous didactic program coursework. A student has twelve months to complete Level II Fieldwork (two twelve-week placements) once the didactic coursework is completed. The Doctoral Capstone Project is completed the semester following the successful completion of two, twelve-week Fieldwork II rotations. The Doctoral Capstone Project is a fourteen-week requirement that must be completed to meet graduation requirements.

RMC OTD Program – Year One (Fall Start)

As of August 2026, the program/curriculum begins in August (Fall Semester, Year One) with courses focusing on foundational and basic tenet OT educational content. The first semester will involve study of the foundational concepts of Musculoskeletal and Neurological Performance, Human Development, and Human Functioning. The Anatomy (Fall) and Neuroscience (Spring) courses prepare the student to understand the Musculoskeletal, Neurological, and Cognitive domains of practice. The latter two courses present occupation as a basic, yet complex, human behavior as the organizing concept and further addresses two of the curriculum threads (occupational development/engagement and client-centered care).

Through a series of four seminar courses, the RMC OTD Program offers a unique, experiential, and interdisciplinary approach to learning. Each course within the seminar series follows a module series of a) rural healthcare issues, b) application of program design through an OT lens to address the needs of rural healthcare, c) business model design content to promote sustainable program design, and d) teaching and learning instructional design to foster viable and sustainable program design. The introduction seminar series introduces students to rural and agricultural communities, provides insights through guest lectures, and offers the building blocks to business planning through a series of lectures from established, private practice licensed professionals. The integration of rural healthcare needs, business planning, and client-centered learning results in the students proposing a project to implement in the next seminar series course.

In the second seminar series course, students explore rural healthcare needs of Montana through the implementation of a project they designed in the first Seminar Series class, OTD 508. A memorandum of understanding is obtained from each site prior to beginning the project. Projects include students teaching dance lessons to adults with disabilities and volunteering at a variety of

organizations such as Eagle Mount, STEP Early Intervention Systems, Head Start, and Dementia Friendly Billings, etc.

The Seminar Series has the potential to not only educate the RMC OTD Program students about community-based programming and interprofessional collaboration (as they will be working with a variety of disciplines throughout Billings and in the surrounding areas), but it also has the potential to educate stakeholders in our community about the distinct value of occupational therapy. The aims of the student-led projects have an unlimited potential to positively impact the lives of individuals in rural communities across the state of Montana. In addition, some of the projects may evolve into capstone projects, which have the potential to create jobs for OTs in Montana.

The final two seminar series courses (OTD 608 and OTD 624) focus on developing the individual capstone projects.

(OTD 608 and OTD 624) focus on developing the individual capstone projects.

Fall – Year 1

- OTD **500** Introduction to OT (3)
- OTD **502** Theoretical Approaches (2)
- OTD **504** A&P / Cadaver Lab / Kinesiology (6)
- OTD **506** Life Span / Conditions (3)
- OTD **507** Therapeutic Use of Self (2)

Spring – Year 1

- OTD **510** Neuroscience (4)
- OTD **512** Activity Analysis (2)
- OTD **516** Children as Occ Beings (4)
- OTD **518** Occ Science / Research (3)
- OTD **520** Level I FW: Peds (1)

Summer – Year 1

- OTD **508** Seminar Series 1 (3)
- OTD **524** Seminar Series 2 (3)
- OTD **525** Management & Policy Dev (3)
- OTD **526** Leadership in OT (3)

During the second semester of the program (Spring Semester, Year One), students are immersed in the introduction to research and occupational science, which will include qualitative, quantitative, and mixed methods approaches of research design. Students will begin their initial Level I Fieldwork Experience in a pediatric setting during this semester. A course devoted to Assistive Technology is offered that focuses on technological devices used by individuals throughout the lifespan, as well as the second Seminar Series occur in the Fall Semester of Year One. Curricular threads one, two, three, and four are addressed during this term as well as all themes.

RMC OTD Program – Year Two (Fall Start)

The start of the second year of the program begins with specific focus on assessment and intervention of clients in adult-based contexts. The second research-based course is provided and will focus on *evidence-based practice* issues (the third thread of the program's curriculum design) and grant writing. In addition, the student will be participating in their *second Level I Fieldwork Experience* in an adult-based setting. A solid foundation of client assessment and intervention in traditional contexts leads the student to expand their service provision scope into areas of *community-based practice* for OT. All curricular threads and themes are addressed during this learning period.

During Summer of Year one, students engage in management and policy development related to the profession of OT. Students focus on leadership roles and responsibilities within practice, scholarship, and academia during this semester. Students will complete a teaching practicum class and begin working on their professional development portfolio. All curricular threads and themes are once again addressed during this learning period.

During Spring of Year Two, students will focus on mental health in occupational therapy and complete their third and final Level I Fieldwork Experience placement in a mental health setting. Students will focus on applying clinical reasoning and evidence-based practice skills during mock clinic experiences OTD 628 (thread 3). Students will complete the second teaching practicum and the final seminar series course. Students will complete the final portfolio course, which is intended to solidify the portfolio project prior to the completion of the didactic portion of the program. All curricular threads and themes are once again addressed during this learning period.

The program also will provide students with opportunities to develop professional advocacy skills through participation in AOTA Capitol Hill Day, state-based legislative activities and participation at the AOTA Annual Conference, Society for the Study of Occupation, MOTA Conference, etc. Threads three and four are addressed through these specially planned external activities.

Students will be encouraged to submit scholarly work to state and national conferences as well as manuscripts for publication (threads 1, 2, 3 and 4).

Fall – Year 2

- OTD **600** Adults as Occ Beings (4)
- OTD **601** Assistive Technologies in OT (4)
- OTD **602** Level I FW: Adult (1)
- OTD **604** Occ Science / Research II (3)
- OTD **608** Seminar Series (3)

Spring – Year 2

- OTD **616** Teaching Practicum (3)
- OTD **618** OT in Mental Health (4)
- OTD **620** Level I FW: Mental Health (1)

- OTD **624** Seminar Series 4 (3)
- OTD **628** Clinical Reasoning EBP (3)

Summer – Year 2

- OTD 700-Level 2 Fieldwork in Occupational Therapy I (9)



Rocky Mountain College OTD Program Comprehensive Exam

Students enrolled in the RMC OTD Program will complete a comprehensive exam at the conclusion of the final semester in their second academic year. This exam will consist of the NBCOT Occupational Therapy Knowledge Exam (OTKE), an excellent tool for assessing a student's OT knowledge and skills. The OTKE is an online test designed exclusively for OT Program Directors to assist with analyzing students' performance related to the validated domains and task statements for entry-level practice. The recommended pass score is 60% prior to embarking on Level II Fieldworks. The grading for the comprehensive exam is Pass/Fail, and students must pass (receive a score of 45% or above) in order to matriculate into Level II Fieldworks. ***Students who do not pass the comprehensive exam will receive remediation and retake the exam until they receive a score of at least 45% on the OTKE***.

RMC OTD Program – Year Three

During the second and third year of the program, students will complete two, twelve-week Fieldwork rotations and one fourteen-week Doctoral Capstone Project.

Fall – Year 3

- OTD 702- Level 2 Fieldwork in Occupational Therapy II (9)

Spring – Year 3

- OTD 704-Doctoral Practicum (10)
- OTD 706-Practicum Evaluation and Dissemination (2)

RMC Philosophy of the OTD Program Practice & Education

The overarching philosophy of RMC OTD Program is guided by the *Framework for Educating Health Professionals to Address the Social Determinants of Health*, which was developed by National Academies of Sciences, Engineering, and Medicine in 2016. The World Health Organization (WHO) defines social determinants of health as "the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life." The premise of this framework focuses on the importance of educating healthcare providers about the social determinants of health through transformative learning and community engagement to foster a commitment to life-long learning.

The *Philosophy of Occupational Therapy Education* (AJOT, 2014) states that students are occupational beings who are in dynamic transaction with the learning context and teach-learning process. The learning context includes the following:

- Curriculum and pedagogy
- Understanding of humans as occupational beings
- Occupation as a health determinant
- Participation in occupation as a human right

Occupational therapy education is the process by which practitioners, educators and researchers gain their professional identity. The values within the practice of occupational therapy (AJOT, 2014) include:

- Development of a sound reasoning process
- Client-centered approaches
- Occupation-based
- Evidence-based treatment approaches
- Theory-driven
- Active and diverse learning both in and out of the classroom
- Connection between past and present knowledge and experience
- Continuous self-reflection of practice/work
- Life-long learning

The OTD program at RMC embraces an educational trajectory that prepares students to become practitioners, educators and researchers who promote the health, well-being, and quality of life of individuals, communities, organizations, and populations through the use of meaningful, client-centered, evidence-based, theory-driven occupation.

Student Learning

The *Philosophy of Occupational Therapy Education* (AJOT, 2014) states that all humans are in constant interaction with their environment as occupational beings. The RMC OTD Program offers courses that immerse students in learning about individuals/occupational beings across the lifespan. Students of diverse backgrounds and worldviews use newly acquired knowledge and skills, in combination with previous experiences, to enrich their understanding of individuals as

occupational beings. Collectively, the diversity of the educational cohort enhances the understanding of individuals as occupational beings throughout the community, country, and world.

Students in the RMC OTD Program will be exposed to classroom and community-based experiences that promote **occupation-based practice** (thread 4). The trajectory of the RMC OTD Program is as follows:

- Year 1 – Introductory/Foundational Courses
- Year 2 – Evaluation and Intervention Courses
- Year 3 – Clinical/Fieldwork II and Doctoral Capstone Experience

Students will consistently apply an occupation-based perspective throughout their educational experience at RMC. Students will engage in active problem solving, experiential learning, clinical reasoning, and reflective practice to form the cornerstone of their professional identity. They will engage in policy development, leadership opportunities, scholarship, programming, teaching, and clinical skill development that will prepare them to practice, teach or engage in scholarly endeavors. Students will embrace the value of **life-long learning** and the importance of maintaining memberships within state and national occupational therapy organizations.

View of Humanity

Human beings are intrinsically and extrinsically motivated to participate in meaningful occupations to promote health, well-being, and quality of life. Occupations are generally categorized as work, leisure, and self-care. Human beings value and perform occupations in varying ways based on (but not limited to) habits, routines, rituals, culture, physical, social, and virtual environments, and their individual worldview. As such, the practice of OT must be **client-centered, embrace diversity** and **promote meaningful occupations** (threads two and four).

Human beings are viewed in a holistic manner, meaning both intrinsic (emotional, cognitive, etc.) and extrinsic (physical, environmental) factors must be considered during OT service provision. The environment must be examined from the perspective of each human being.

Human beings experience disruption of occupational roles at a time of transition, which can be the result of chronic, or newly diagnosed illness or disability. Human beings learn to adapt to a disruption in their occupational performance through a press for mastery (Schultz & Schkade, 1992). Meaningful occupation, embedded in the natural environment, creates an emotional and physical "occupational flow" that optimizes occupational performance and overall health, well-being and quality of life.

How Students Learn: Fundamental Beliefs

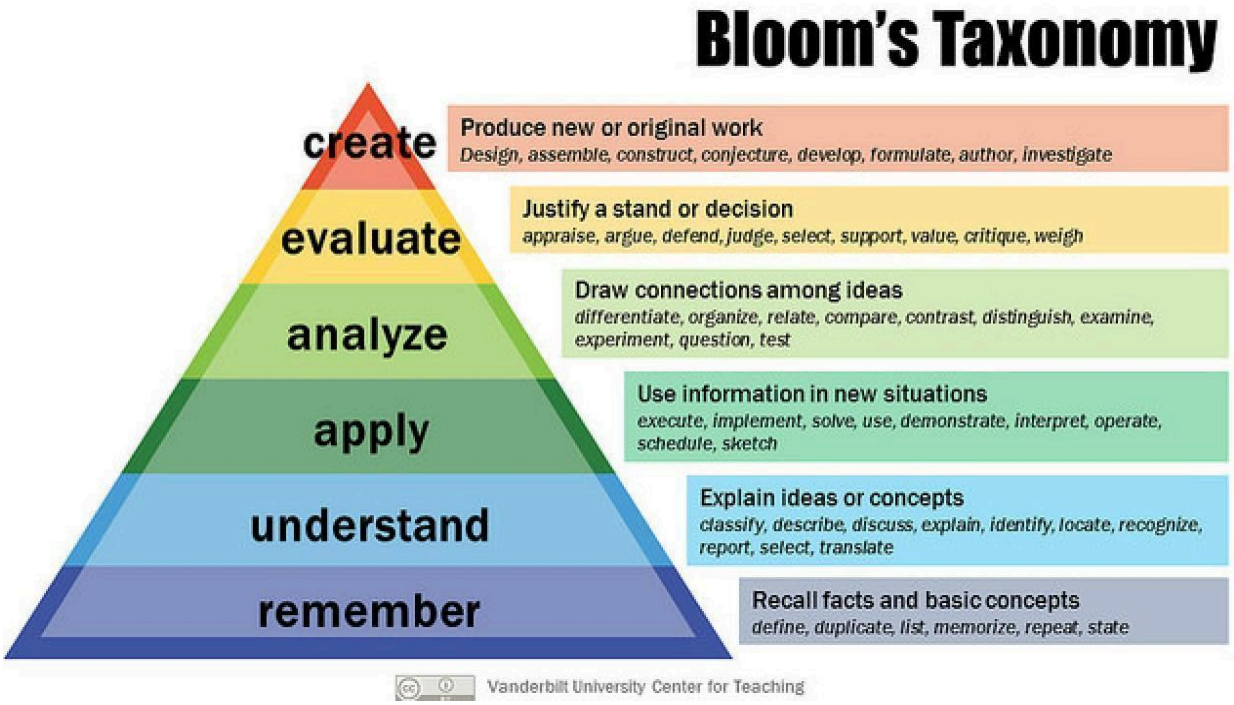
RMC OTD Program Students are occupational beings who possess a unique worldview that influences their learning and contributes to the educational environment of the RMC OTD Program, college, community, and the world.

RMC OTD Program believes that students learn in a hierarchical manner that is dynamic in nature. See the diagram of Bloom's Taxonomy below (Anderson & Krathwohl, 2001). Students must be exposed to a concept/process/theory/skill etc. and explore that content in multilayer

ways, with the outcome being that the student is able to scaffold/embed ideas/material/skills into a variety of environmental contexts to include practice, scholarship, service and life in general. This educational approach develops **life-long learners** and **leaders** who are dedicated to promoting excellence within the profession of occupational therapy.

The RMC OTD Program believes that students learn in the following ways:

1. By being immersed in educational opportunities that facilitate use of clinical reasoning to promote/demonstrate client-centered, occupation-based, evidence/theory driven occupational therapy services.
    a. Educational opportunities within the program will provide increased structure at the beginning of the program and be graded to promote higher-level thinking/skills as the program progresses.
    b. Student motivation influences mastery of content. Students must acquire component entry skills, and integrate skills to acquire mastery (Ambrose et al., 2010).
    c. RMC OTD Program transitions learning opportunities from the classroom to college and community to promote real-world learning opportunities that not only benefit student learning, but also promote understanding of the profession of occupational therapy within our community and state.
2. By engaging with other professionals within the college, community, state, country and world, who are dedicated to promoting the health, well-being and quality of life of



diverse individuals and groups.
    a. *Goal-directed practice coupled with targeted feedback is critical to learning* (Ambrose et al., 2010).
3. By educating, demonstrating and promoting the unique value occupational therapy provides to the patient, client, treatment team/group/community/etc.

4. By doing-whether it be teaching, practicing, engaging in scholarly work, policy or program development.
5. By gathering data to evaluate the effectiveness of work/practice, self-reflecting on the processes and implementing change as need be.
    a. *To become self-directed learners, students must learn to access the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed* (Ambrose et al., 2010).
6. By embracing diversity and celebrating the unique nature of every human being.
    a. *Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning* (Ambrose et al., 2010).

ADMISSIONS

Objective

To ensure that applicants are vetted based on their understanding of and passion for occupational therapy (OT) as well as their demonstration of technical skills, emotional intelligence, research mindset, fellowship and group interaction, and appropriate writing abilities, the Occupational Therapy Doctorate (OTD) Program at Rocky Mountain College (RMC) has established the following admissions procedures to be implemented by the established admissions committee.

Committee

The admissions committee consists of the program director and the RMC OTD Program faculty.

Procedure

Applicants are encouraged to apply early through the Occupational Therapy Centralized Application Service (OTCAS). Once an application has been verified, a member of the admissions committee will notify the applicant through the OTCAS system that the application is under review.

The coordinator, a member of the Admissions committee, will notify applicants who have a GPA (general or pre-requisite) under a 3.0 that an appeal for extenuating circumstances may be considered. We offer a GPA waiver on an individual basis. The coordinator will inform the applicant that this process does not guarantee a GPA waiver, interview offer, or admission to the program. Once the waiver request is submitted to the coordinator, it will be presented to the admissions committee, who will review and discuss the waiver. The committee will then vote to either move forward with vetting the candidate or denying consideration to offer an interview for the program.

The coordinator will review and evaluate verified applications and determine whether an interview will be offered. Applicants have the option of interviewing in person or via Zoom.

Final Applicant Evaluation

Once an applicant has completed their interview, the committee will get together to review notes and scores and holistically evaluate the applicant. The committee will then decide whether to

grant the applicant a seat in a specific cohort year, put them on an active list, or deny them admission.

RMC Graduates

Graduates of Rocky Mountain College who have met all the requirements for admission and have earned a bachelor's degree with a minimum of 60 credits earned at RMC will be granted an automatic interview. This interview does not guarantee acceptance into the program.

Advanced Placement

No advanced placement, transfer credit or credit for experiential learning may be applied toward fulfilling the RMC OTD curriculum.

The following information is available to potential applicants on the RMC OTD Program website (www.rocky.edu/otd).

Important Deadlines

- OTCAS opens: Mid-July annually
    - NOTE: annual OTCAS maintenance occurs from approximately mid-June to mid-July. Applicants are encouraged to apply early to avoid the maintenance period.
- Application deadline: December 15
- Decision posted: Rolling Acceptance
- Classes begin: January

Application Requirements

The following materials are required. (NOTE: meeting admissions criteria does not guarantee admission to the program).

- A bachelor's degree is required prior to enrollment. Official transcripts from the degree-granting institution(s) must be sent to Occupational Therapist Centralized Application Service (OTCAS).
- A minimum of 3.0 overall GPA is required. However, the program admissions committee may grant a GPA waiver when presented with extenuating circumstances.
- Completion of all prerequisite courses. Prerequisite coursework may be completed during the admission cycle. Candidates should include any planned courses in the OTCAS transcript section. Coursework must be completed by the time students matriculate into the program.
- Applicants taking prerequisite courses during the application cycle may submit unofficial transcripts and proof of enrollment. Applicants will not be able to enroll until official transcripts have been received verifying completion of prerequisite courses with a "C-" or better, and the required minimum GPA of 3.0, unless a GPA waiver is granted.
- Three references are required (submitted via OTCAS). It's strongly encouraged to have one reference from an occupational therapist. Reference from a college professor who can attest to your ability to enter a competitive professional program is recommended, but not required. References from family members will not be accepted.
- Applications will be accepted online through OTCAS (www.otcas.org). The initial application fee is $145.00 and a $60.00 fee for each additional OT program application. Students must use OTCAS to submit an application to Rocky Mountain College.

- In addition to the OTCAS fee, a non-refundable program application fee of $45.00 is required.

Application Recommendations

The following materials are recommended, but not required. (NOTE: providing the additional materials does not guarantee admission to the program).

- The most current Graduate Education Examinations (GRE) score must be sent to OTCAS. The GRE must have been taken within five years of application to the Doctor of Occupational Therapy program. The OTCAS GRE Code for Rocky Mountain College is: 2722. There is no minimum GRE score. The OTCAS application cannot be processed without official GRE scores from the Educational Training Services (ETS).

Prerequisite Courses

Required Courses	Credit Hours	Comments
Introduction to Biology	**3-4**	**Lab not required but recommended**
Anatomy and/or Physiology	**3-4 ***	**Lab not required but recommended (this requirement can be fulfilled by any human or vertebrate anatomy or physiology course taken from biology, physiology, zoology, or allied health program)**
Physics/Kinesiology	**3**	**Recommended but not required**
Introduction to Psychology	**3**	
Abnormal Psychology	**3**	**(This requirement can be fulfilled by any three credit course that covers the following: principles of psychological disorders, psychopathology terminology and classifications. Please reach out to the RMC OTD Program directly with questions)**
Lifespan Human Development (birth to death)	**3 + ***	**More than one course may be required to fulfill the "birth to death" requirement.**
Medical Terminology	**1-2**	**A medical terminology certificate may be used to fulfill this requirement.**

*Can be combined with Anatomy and Physiology for 8 credits. (NOTE: Anatomy and Physiology courses can be taken online).

OT Observation Hours: 40 hours are recommended NOT required to explore occupational therapy as a career.

Information on how to provide this information can be found on the OTCAS application form.

Essay: The OTCAS application form will require a brief personal essay describing why you selected OT as a career and how an occupational therapy degree relates to your immediate and long-term professional goals. The essay should be no more than 1500 words in length.

Official Transcripts

Transcripts must be received prior to the scheduled class matriculation date or class standing will be revoked. Failure to submit the mandatory transcripts or fulfill any other requirements

specified in a conditional offer of admission to the program, prior to the scheduled class matriculation, will result in the withdrawal of the conditional offer.

In addition to initial submission through OTCAS, upon acceptance into the RMC OTD Program, any additional final official transcripts accounting for outstanding required coursework should also be mailed directly to:

Rocky Mountain College
Occupational Therapy Doctorate Program
1511 Poly Drive
Billings, MT 59102

Interview
The admissions committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Graduates of Rocky Mountain College who have met all the requirements for admission and have earned a bachelor's degree with a minimum of 60 credits earned at RMC will be granted an automatic interview. This interview does not guarantee acceptance into the program.

Advanced Placement
No advanced placement or transfer credit may be applied toward fulfilling the RMC OTD curriculum.

Disability Support Services

The following information comes from the Disability Services tab on Rocky Mountain College's website (https://www.rocky.edu/):

> Rocky Mountain College is committed to providing courses, programs, services and facilities that are accessible to students with disabilities. To identify and provide the necessary support services as soon as possible, students with disabilities are encouraged to contact the disability services office as soon as possible after enrolling.
>
> Students with disabilities are responsible for identifying themselves, providing appropriate documentation and requesting reasonable accommodations. Diagnostic services are not available through disability services.
>
> Disability documentation needs to be submitted to, and approved by, the Disability Services Coordinator before any accommodations can be arranged.
>
> The following documentation is needed to determine eligibility for modifications or accommodations:
>
> - A detailed evaluation from a professional qualified to diagnose a disability. The evaluation should have been completed within the last three years. Evaluations may be from a licensed clinical psychologist, school psychologist, learning-disability specialist, medical doctor, and/or neuropsychologist;

- For learning disabilities, evaluations should include test results with composite and subtest scores for intelligence, reading, math, written language, processing skills, and speech and language when appropriate;
- A report that states the disability as a diagnosis; and
- A current IEP or 504 Plan with stated modifications and accommodations.

All documentation is confidential and should be submitted to:

Rena Woltjer
Disability Services Coordinator
Rocky Mountain College
1511 Poly Drive
Billings, MT 59102

Phone: 406.657.1129
Fax: 406.657.1037

Please see Disability Verification Form and guidelines for documentation of ADHD/ADD.

NOTE: some accommodations are not easily available at the graduate level, so it is important that candidates get their documentation to the Disabilities Services Coordinator as early as possible so the Coordinator can discuss individual academic needs.

NBCOT Testing Accommodations

The following information comes from the Overview portion of the National Board for Certification in Occupational Therapy (NBCOT) Testing Accommodations Handbook:

In compliance with the Americans with Disabilities Act (ADA), the NBCOT provides reasonable and appropriate Testing Accommodations (TA) for exam candidates with disabilities who are otherwise eligible to take the OTR [Occupational Therapist Registered] or COTA [Certified Occupational Therapy Assistant] certification examination An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities (e.g., caring for one's self, performing manual tasks, seeing, breathing, learning and walking).

In order to request TA for the OTR or COTA examination, exam candidates MUST have a documented disability as defined by the ADA. Having a diagnosed disability does not automatically necessitate testing accommodations.

English as a second language, computer anxiety, and test anxiety are not covered disabilities under the ADA. Pregnancy is also not a disability covered under the ADA; however, if the candidate is experiencing a resulting medical complication, TA may be considered. Candidates with a transitory or temporary condition (i.e., sprains, facture, or medical emergencies) who would like to request TA should contact NBCOT as soon as possible before the exam is scheduled to take place. TA requests are reviewed based on

the candidate's specific request, the nature of the disability and supporting documentation.

NOTE: all students enrolled in the RMC OTD Program will be required to take a preparation course exam for the NBCOT's OTR certification exam prior to graduating from the Program. Upon graduation, alumni of the RMC OTD Program will need to take and pass the NBCOT OTR certification exam prior to practicing as a fully licensed occupational therapist.

Additional Program Requirements

After having been granted acceptance into the RMC OTD Program and prior to attending, students must provide:

- Provide documentation (in EXXAT) for immunizations required by each specific site at which the student is completing affiliations. This may include, **but is not limited to;** MMR, varicella, tetanus, and completion of the Hepatitis B immunization series. Students need to have an updated MMR booster. **There may also be site-specific immunization requirements** that will be communicated to the students, as they become known to the AFWC.
- Provide documentation of an annual TB test, administered & read by a licensed professional such as a registered or licensed practical nurse, physician or physician assistant.
- Provide a copy of a valid driver's license.
- Provide verification of health insurance coverage for the duration of the FW.
- Maintain an active cardiopulmonary resuscitation (CPR) certification for the duration of the fieldwork. If a student is at a pediatric site, they need to complete a pediatric CPR class as well.
- Complete Universal Precautions Training & HIPAA Training.
- Provide/complete proof of a criminal background check.
- Provide/complete a 10-panel clean drug screen.
- Some sites require additional background checks. It is the student's responsibility to pay for additional background checks.
- Ensure necessary student health forms are on file.
- Annual Criminal background checks at student expense.
- Annual 10- panel Drug Screen at student expense.
- Signed Technical Standards document
- Proof of immunizations at student expense which include the following:
    - TB test (annually)
    - MMR
    - Varicella
    - Flu shot or waiver (annually)
    - Tdap
    - Hepatitis B series
    - COVID vaccination or waiver
    - HIPAA training (annually-completed in program/courses)

Students who are unable to be fully vaccinated due to medical or religious reasons, must apply for vaccination waiver approval from the Director of Human Resources. It should be noted that a student who is not fully vaccinated may face clinical site options during FW I, II and capstone.

Complete the $1000 OTD Seat Deposit Form

- Proof of current health insurance at student expense.
- Basic Life Support (BLS) for Healthcare Providers certification at student expense.
- Any additional requirements as stated by specific health care agencies at student expense.

Students are required to upload all above additional requirements in their EXXAT profile and will be required to maintain current and updated documentation of all of these additional requirements throughout the duration of the program.

NOTE: the RMC OTD Program admissions committee reserves the right to assess applicant qualifications on a case-by-case basis and adjust appropriate admission criteria when warranted by special considerations pertaining to applicant background and experience.

It is the applicant's responsibility to:

1. Keep the admissions coordinator informed of any changes in contact information. This must be done in writing (email is acceptable).
2. Ensure the program's receipt of all required application materials.
3. All prerequisite requirements must be completed before matriculation. If requirements have not been met at the time the candidate applies/interviews AND the candidate is offered and accepts a seat in the RMC OTD Program, they will need to be completed prior to the start of classes.

NOTE: failure to complete the program prerequisite courses with a grade of "C-" or higher prior to the matriculation date of the class for which application is being made will result in withdrawal of the seat offer.

Selection Process & Preferences

All completed applications undergo a preliminary selection screening process, which evaluates and awards admission points based upon the following program preferences:

- Past Academic Performance.
- Cumulative and prerequisite GPAs. A minimum cumulative college GPA of 3.0 is required to be a competitive candidate. A minimum prerequisite GPA of 3.0 is required.
- Note: the RMC OTD Program Admissions Committee reserves the right to assess applicant qualifications on a case-by-case basis and adjust appropriate admission criteria when warranted by special considerations pertaining to applicant background and experience.
- Documented completion of all program-specific prerequisite courses before the scheduled class matriculation date. Students are required to provide evidence of the awarded Bachelor's degree and completion of the program-specific prerequisite courses.
- Grade improvement in repeated courses.

- The GRE is recommended, not required. A writing score of at least 3.5 is preferred.

NOTE: effective March 18, 2020, the GRE and in-person Anatomy and Physiology application materials are recommended NOT required.

Geographic Home: Applicants are awarded admissions locality preference points based upon the permanent address within the Program's stated region (Montana, Wyoming, Colorado, North or South Dakota, Utah, or Idaho).

International Students *must meet all RMC OTD admissions requirements as well as the following institutional requirements:*

- *International transcript evaluation (WES or InCred)*
- *If English isn't the first language in their native country, English proficiency test is required (TOEFL, IELTS)*

These can be found here: Prospective International Students

Personal Statements: Applicants are evaluated for their ability to express themselves in written communication as evidenced by the required personal statements.

Letters of Recommendation: The letter writer's assessment of the applicant's ability to be a future occupational therapist is the basis for this evaluation.

Applications are ranked according to the number of points awarded during the selection screening process. Those with the admission minimum-required score for a rolling admissions interview are **immediately** invited to complete the second **phase** of the selection process: an interview conducted either in person or via Zoom.

Seat Deposit

Upon notification of acceptance to the RMC OTD Program, applicants will be required to submit a $1000 non-refundable admissions deposit. This deposit, which must be received within fourteen days (excluding Saturdays, Sundays, and holidays) of being notified of acceptance, will be applied toward the first Spring Semester tuition. If students are applying and admitted for a subsequent year, they must submit the Enrollment Verification Form and pay the seat deposit no later than 6 months prior to the start of the program.

Tuition & Fees

The OTD consists of 99 credit hours (which include two 12-week fieldwork experiences and one 14-week doctoral experience) and is normally completed in three years. The total cost of the program is as follows:

	July 1, 2024-June 30, 2025	**July 1, 2025-June 30, 2026**
Application Fee - OTD Program (non-refundable)	**$45**	**$45**

Admissions Seat Deposit - OTD Program (non-refundable)	**$1000**	**$1000**
Occupational Therapy Doctorate (Spring Tuition & Fees)	**$12,731**	**$12,731**
Occupational Therapy Doctorate (Summer Tuition & Fees)	**$12,731**	**$12,731**
Occupational Therapy Doctorate (Fall Tuition & Fees)	**$12,371**	**$12,371**
Academic Lab Fee	**$185**	**$192**
Campus Technology Fee (full and part-time)	**$206**	**$214**
ASRMC Student Activities Fee (=> 5 cr)	**$96**	**$100**
ASRMC Student Government Fee (=> 5 cr)	**$16**	**$17**

NOTE: tuition and fees are subject to change

Living Expenses/Travel/Transportation

Students are responsible for arranging their own housing accommodations, transportation, and any expenses associated with travel and relocations performed as a requirement of the program. It is in the student's best interest to investigate the housing options as RMC OTD Faculty and Staff cannot determine individual student needs.

- **Connect with classmates via Facebook groups. If you are not comfortable sharing your personal facebook account please consider creating a temporary account for your time in the program. Let us know if you have not already been invited to the student facebook group or if you need the invitation sent again.**
- **We will send out housing opportunities from individuals in the Rocky community as they become available. Many students move out of the area for their Level II fieldworks in December; we will try our best to connect you with housing that has worked for students in the past.**
- **Some students have chosen to live on campus. If this interests you, please contact housing@rocky.edu with any inquiries.**

It is the student's responsibility to choose a housing situation in which they feel restful, productive, and safe during their time off campus. Please connect with any member of the faculty if at any time you ever experience safety issues or concerns during your time in the program. ****Selecting and securing housing is ultimately the decision and responsibility of the Rocky Mountain College OTD student. RMC OTD Faculty are educators, clinicians, and hold a multitude of roles and responsibilities*

that do not include securing student housing, therefore, we cannot be held liable for any housing options/opportunities students choose.*

During the first two years of the Program, students will occasionally commute to clinics and hospitals throughout the county.

During the third year, much longer distances of travel and extended periods of time away from Billings may be required (depending upon the location(s) of the individual clinical practice rotations). All Program participants can anticipate temporary relocation for at least one of their required clinical practice experiences during the final year of the Program.

Financial Aid

For details on financial aid opportunities for OTD students, refer to the **following link**:

- https://www.rocky.edu/sites/default/files/special-letter-otd.pdf

For questions, please contact

Jessica Francischetti
Director of Financial Assistance
Phone: 406.657.1041
Office: Prescott Hall 101
Email: francisj@rocky.edu

Requirements While Enrolled

Textbooks & Information Resources

- Each student will be required to purchase textbooks (a list will be provided for all incoming students). The approximate cost for textbooks will be $800 per year. Most textbooks will be used for multiple courses.
- Expenses (approximately $200).
- Assignment Materials (approximately $150/semester)
- Personal Computer
    - Each student must have a reliable, working laptop computer or tablet for use through the entire curriculum. It must have up-to-date technology to include wireless (PC) capabilities and Microsoft Office (it must be able to run the full version of MS Office or MS Office for MAC).

Medical Equipment

- The program requires that each student obtain the following materials prior to the beginning of the first Spring Semester following matriculation:
    - Lab Coat (for cadaver lab - can be purchased in bookstore or online)
- Equipment costs vary widely, depending upon individual preferences. The total cost for quality equipment may be approximately $200.

Name Badge Policy

Objective: To ensure RMC's Occupational Therapy Students who are engaged in community engagement and professional development opportunities and events are clearly identified as representing the program and institution, the OTD Program at RMC has established the following name badge policy.

Policy: Occupational Therapy Students engaged in tasks involving (but not limited to) volunteerism, field work, conferences, and community networking are required to wear the institution branded name badges at all times while representing RMC and its OTD Program.

Each Occupational Therapy Student will receive one (1) name badge within their first year. The name badges are considered a gift to the Occupational Therapy Students on behalf of the OTD Program.

Upon issue, the name badge becomes the responsibility of the Occupational Therapy Student. In the event a name badge needs repair or replacement, the Occupational Therapy Student will be required to pay for a replacement. (Note: all replacements may not be the same design and/or cost of their initial, gifted name badge).

If Occupational Therapy Students have questions regarding this policy or its implementation, they should contact the program director of the OTD Program at RMC.

Professional Organization Memberships

Students are expected to join the following professional organizations:

- Student Occupational Therapy Association
    - The Student Occupational Therapy Association (SOTA) is the official organization for educational programs. The purpose of the SOTA is to promote greater unity and understanding among the occupational therapy students and to present educational material that is of particular interest. The student association also serves as a community of support, is active in fundraising, and acclimates the student with the organizational structure and decision-making process of the profession. Students elect their own officers and send representatives to local chapter meetings. The OTD Program encourages student involvement in this association so you can participate in faculty meetings and be involved in departmental and professional affairs. Students interested in joining will pay membership dues annually which are determined by the association.

- College Coalition of Occupational Therapy Advocates for Diversity (COTAD)
    - Our Rocky Mountain College Coalition of Occupational Therapy Advocates for Diversity (COTAD) chapter became an official chapter in December 2020. We are set out to be a part of the mission of COTAD; "To empower occupational therapy leaders to engage in practices that increase diversity, equity and inclusion for a more transformative occupational therapy profession." Being a part of a chapter not only benefits each of us individually as we break down our own biases as we learn from diverse narratives but ignites us as a collective group to be a powerful force to dim the light on inequities and injustices and shine light to demarginalize

the gap of diverse narratives. Together, we aim to put our pride aside, amplify the voices of others, and move forward together to benefit our profession, our future clients, and ultimately our future practice.

2021 Chapter Initiatives

- **a.** Host a DEI event with RMC OT program at the beginning of the year to increase discussion/awareness and challenge students to be self-reflective in regard to unconscious bias, implicit bias, microaggressions, as well as recognizing privilege to set the standard for the academic year and fieldwork participation.
- **b.** Invite guest speakers/panel discussions from the surrounding communities in Montana as well as programs that focus on inclusivity in Montana to increase awareness about the population, we have the potential of serving/working with in fieldwork and for those working in Montana post-graduation.

- American Occupational Therapy Association
  - The national occupational therapy organization is the American Occupational Therapy Association (AOTA). The Association is responsible for developing standards for education and practice, for promoting the profession in important political issues such as in Health Reform and for marketing the profession to the public and to other professional organizations. The OTD Program strongly encourages students to join the national association. It is a way of having representation at national meetings and having a voice in important decisions, which will affect you as an occupational therapist.
  - The student fee for membership is $78 per year. **Membership in AOTA is mandatory** for students in the OTD program at RMC. Benefits include receiving The American Journal of Occupational Therapy and OT Practice (a monthly newsletter that includes job notices). Additionally, membership with AOTA provides access to important information via online resources as needed for classes, and discounted continuing education opportunities.
    Website: https://www.aota.org/membership/membership-options

- Montana Occupational Therapy Association
  - Our state organization is the Montana Occupational Therapy Association (MOTA). The mission of MOTA is to improve and advance the practice of occupational therapy, improve and advance the education and qualifications of occupational therapists, maintain the standards of practice, foster research and study of occupational therapy, and engage in other activities to further the dissemination of knowledge regarding the practice of occupational therapy.
  - The student fee for membership is $20 per year. **Membership in MOTA is not mandatory** for students in the OTD Program at RMC. However, students may register for their home state's occupational therapy association as a suitable and approved substitute for MOTA if they would prefer to be affiliated with their home state that they may eventually return to. Benefits include a quarterly newsletter; access to legislative information; invitation to executive board

meetings; annual conference; awareness of national and state continuing education; availability to modalities certification via online videos; MOTA scholarship for CEU courses; forums; resource page; discounts; and student loan relief.

NOTE: there are membership and registration fees for joining and attending conferences. Students are responsible for covering these fees as well as travel expenses associated with attending or presenting at conferences.

Optional Memberships

- Society for the Study of Occupation
  The SSO:USA is a research society that strives to build the body of knowledge in occupational science to benefit humanity. The society values:
    - Collegiality
    - Collaboration
    - Critical discourse
    - The development of researchers
    - The application of knowledge within a variety of professions
    - Shared occupational experiences
    - Operating in ways that are open, transparent, fiscally responsible, and member and data-driven
    - Researchers, students, and practitioners
    - Members who are formally trained in occupational science
    - And members who are formally trained in other disciplines and whose work integrates well with occupational science

- American Society of Hand Therapists
    - Student membership in the American Society of Hand Therapists (ASHT) is available. Benefits include receipt of the Journal of Hand Therapy (bimonthly) and ASHT Times, as well as reduction of cost for courses/workshops.
    - Website: https://asht.org/

Liability Insurance

The College maintains group liability insurance coverage for enrolled students in the amount of $1,000,000 per claim and $3,000,000 aggregate. An individual student policy is not generally required if a fieldwork site requires a student liability policy the AFWC will inform the student in a timely manner and provide recommendations as necessary for acquisition of a policy appropriate to the fieldwork site requirement.

Health Insurance

Students must carry and maintain health insurance throughout the program. For students who need to enroll in health insurance, Montana Medicaid is an option.
https://medicaid-help.org/montana-how-to-apply.html

Background Investigation & Drug Testing

Background checks will be required annually throughout the duration of the program. All clinical rotation sites require a background investigation as part of their clearance procedures for both prospective students and employees. Many states have also added this requirement for licensure of healthcare providers. As a result, you will be required to complete a background check through the OTD program online provider. Information regarding how to obtain a background check will be sent to you during the acceptance process. The student is responsible for the fee associated with this.

A 10-panel drug screen is required annually throughout the duration of the program. Information regarding how to obtain a background check will be sent to you during the acceptance process. The student is responsible for the fee associated with this.

In the event your Background Investigation reveals evidence/history of criminal activity that may disqualify you from full participation in the required training experiences of the program or future licensure to practice as an occupational therapist, you may be dismissed from the program (see Completion/Graduation Requirements).

NOTE: Fieldwork experiences take place every year a student is enrolled in the program at various sites. Students also interact within the community quite a bit, too, when participating in the Seminar Series. Some sites may require students to provide a background investigation within a certain timeframe. The AFWC will address this requirement by sites with the affected student(s) on a case-by-case basis.

Immunizations

Students must provide documentation demonstrating current immunization or laboratory evidence of immunity for those infectious conditions required by the State of Montana or prospective clinical practice rotation site-specific requirements and/or those recommended by the CDC for Health Care Workers. These immunizations include (but are not limited to):

- TB (annually)
- MMR
- Varicella or Titer
- Tdap vaccination
- Hepatitis B series
- Flu vaccination (will renew annually in fall)

During the clinical practice rotations, the AFWC receives sporadic requests for verification of a student's immunization status in addition to the immunization tracker on the certified background report. Student applicants will also be required to sign a Health Information Release form. The program will maintain this information in a secure individual student file until completion of all clinical practice rotations..

Academic Policies & Procedures

Technical Standards (adapted from Murphy Deming OTD Program Student Handbook)
The RMC OTD Program has a responsibility to the public to assure that its graduates are prepared to become fully competent and caring health professionals. In order to fulfill this obligation, students must safely and proficiently demonstrate the following technical standards, described below.

Technical standards refer to the physical and mental abilities, skills, attitudes, and behaviors that comprise cognitive, psychomotor, and affective domains of health care practice. A student is required to develop entry-level proficiency across all three domains of the technical standards to achieve satisfactory completion of the curriculum and to develop the qualities consistent with the professions of physical therapy and occupational therapy. Entry–level proficiency is defined as the minimum knowledge, skills, and abilities to practice legally, ethically, and safely as a licensed occupational therapist. These proficiencies are applicable in the classroom, laboratories and clinical settings.

Admission will be offered contingent on either a signed statement from the applicant that he/she can meet the program's technical standards without accommodations, or a signed statement from the applicant stating the belief that he/she can meet the technical standards if reasonable accommodations are provided. Rocky Mountain College graduate student Section 504/ADA Coordinator will evaluate a student who states that he/she could meet the program's technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws.

At RMC, the Disability Services Coordinator's office is located in the Fortin Education Center (Room 131), and they can be contacted at the following:

Phone: 406.657.1129
Fax: 406.657.1037

Rocky Mountain College graduate student Section 504/ADA Coordinator and the OTD Program will jointly decide which accommodations are suitable or possible without fundamentally altering essential functions established by the program. An offer of admission may be withdrawn and/or a student may be dismissed for any of the following reasons: It becomes apparent that the student cannot meet technical standards, even with reasonable accommodations; the needed accommodations are not reasonable because they would cause undue hardship to the College; granting the accommodations would compromise technical standards, jeopardize patient/client safety or alter the educational process of the student or the institutions, including all coursework and internships deemed essential to graduation.

Students and candidates for admission to the OTD program will be required to verify that they have the ability to meet the following standards:

Cognitive Learning Skills
The student must demonstrate the ability to:

1. Conceptualize a sequential progression of tasks and/or standardized testing and make objective conclusions based on the test results.

2. Apply critical thinking in the creation, development, generalization and implementation of adaptations to normative methods of behavior and function.
3. Demonstrate an understanding of the basic anatomical structures and physiological mechanisms that underlie conditions of human dysfunction and occupational performance.
4. Analyze the sequential steps, cognitive skills and motor performance of specific functional tasks relevant to the safety, environment and developmental life tasks of a patient/client. This analysis should also take into account ethnic background, gender and cultural variables.
5. Select constructive activities suited to an individual's current physical capacity, intelligence level, and interest, so as to upgrade the individual to maximum independence, prepare for activities of daily living and appropriate life tasks, assist in restoration of functions and/or aid in adjustment to disability.
6. Assess and identify cognitive and functional deficits, and determine adaptive or compensatory methods of functioning.
7. Apply critical reasoning and independent decision-making skills.
8. Assess patient/client safety and maintain or create safe environments during specific tasks, to enhance patient/client independence in a variety of potential environments.

Psychomotor Skills

The student must demonstrate the following skills:

1. Sitting: Maintain upright posture.
2. Standing: Student-controlled activity employable during lecture, clinical instruction and laboratory time.
3. Locomotion ability to:
    a. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and workstations.
    b. Physically maneuver in required clinical settings, to accomplish assigned tasks.
4. Manual tasks:
    a. Lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques.
    b. Manipulate common tools used for screening tests and therapeutic intervention of the individual.
    c. Demonstrate the ability to safely and effectively guide and facilitate patient/client movement skills and motor patterns through physical facilitation and inhibition techniques (including ability to give time-urgent verbal feedback).
    d. Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head and limb movement.
    e. Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
    f. Competently perform cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.
5. Gross motor ability to participate in recreational or movement activities that may involve tossing, catching, weight shifts, reaching, balancing on equipment, etc.
6. Small motor/hand skill usage ability to:

a. Legibly record/document evaluations, patient care notes, and referrals, etc. in standard medical charts in hospital /clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
b. Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
c. Sense changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
d. Legibly record thoughts for written assignments or tests.

7. Visual acuity to:
    a. Read patient/client charts or histories in hospital/clinical setting.
    b. Observe even the slightest aberrations of patient/client motor performance during tasks/tests.
8. Hearing or ability to receive and:
    a. Effectively respond to oral requests/instructions from patients and team members.
    b. Interpret the language used to communicate lectures, instructions, concepts, narratives, questions and answers.
    c. Auscultate for internal body sounds, e.g., heart, bowel, lungs.
9. Communication ability to:
    a. Effectively communicate with team members.
    b. Articulate detailed instructions to patients, caretakers, family or other clinical personnel.
10. Self-care ability to:
    a. Maintain general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
    b. Arrange transportation and living accommodations for/during off-campus clinical assignments to foster timely reporting to classroom and clinical center.

Affective Learning Skills

The student must be able to:

1. Demonstrate appropriate, affective behaviors and mental attitudes to ensure the emotional, physical, mental, and behavioral safety of the patient/client in compliance with the ethical standards of the American Occupational Therapy Association.
2. Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints, and often concurrently.
3. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.
4. Ability to meet these Technical Standards is required for admission and must also be maintained throughout the student’s progression in the program. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, then the student may be asked to leave the program.

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Student Evaluation Policy

Objective: To ensure RMC's Occupational Therapy Students are evaluated on progress, professional behaviors and academic standing on a continual basis, the OTD Program at RMC has established the following policy, specifying the advisor/advisee relationship, the Faculty Student Review Committee, and the Student Support Plan.

Policy: Each student is assigned one faculty member as their academic advisor upon matriculation into the program. The faculty advisor meets with each advisee at the beginning of the first semester to discuss the advisor/advisee relationship. In addition, the faculty advisor meets with their advisee(s) upon their – the advisee's – request as well as if the faculty advisor has a concern about an advisee's professional behavior and/or academic status.

The Faculty Student Review Committee is comprised of the Program Director, the Director of Academic Fieldwork, and the Director of Research. Student concerns are discussed on an as-needed basis. The faculty advisor and the Faculty Student Review Committee brainstorm strategies for the advisee being discussed and, if warranted, a Student Support Plan is drafted and put into place.

If a Student Support Plan is drafted, a meeting with the advisee, their faculty advisor, and the Program Director (if needed) will take place in which the Student Support Plan is discussed and agreed upon. Both the student and their faculty advisor will sign and date the Student Support Plan and agree upon a date when the progress of the plan will be reassessed by both the advisor and advisee.

Student professional behaviors are discussed at orientation, during faculty advisor-advisee meetings, and professional behaviors meetings (that take place in the Summer semester of Year 1 and 2). Students complete a self-assessment of professional behaviors, and the faculty advisor collects comprehensive faculty feedback and completes a professional development form. Each student meets with their faculty advisor during a scheduled meeting to review both the self-assessment and faculty feedback. Both the student and faculty advisor sign the self-assessment and faculty feedback forms that are later filed in the student's personnel record.

In addition, students complete a professional behaviors peer assessment during the Summer semester of Year 1 and 2. The results of the peer assessment are distributed to students once the Summer semester is completed. Faculty advisors meet with the student to discuss the results of the peer evaluation.

Capstone Completion Policy

The Doctoral Capstone Experience component was designed to develop advanced skills, beyond the level of a generalist, in clinical practice skills, research, administration, leadership, program and policy development, advocacy, education, and/or theory development. A graduate from an

Accreditation Council for Occupational Therapy Education (ACOTE)-accredited Doctoral-Degree Level Occupational Therapy Program must:

- Relate theory to practice and to synthesize in-depth knowledge in a practice area that relates to the capstone experience
- Develop in-depth exposure in one or more of the following areas through completion of a doctoral experiential component: clinical practice skills, research, administration, leadership, program and policy development, advocacy, education, and theory development.

Rocky Mountain College OTD Program Director and Capstone Coordinator will approve all proposed Doctoral Capstone Projects/Experiences. The projects/experiences must be completed during the final 14 weeks of the program unless an exception is granted by the Program Director and Capstone Coordinator. The project/experience requires the student to complete 560 hours over 14 weeks. This may be completed on a part-time basis (with approval) and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off-site from the mentored practice setting(s) to ensure a concentrated experience in the designated area of interest. Time spent off-site may include independent study activities, such as research and writing. Prior Fieldwork or work experience may not be substituted for this Doctoral Capstone Experience.

If a student does not successfully complete their project/experience without an acceptable reason (i.e., illness, pregnancy, death in family, etc.), they will be dismissed from the program.

A student may fail the Doctoral Capstone Experience/Project for any one of the following reasons:

1. The student does not successfully complete the required 560 hours.
2. The student does not successfully obtain an average of 80% and no objective is left ungraded/scored on the final evaluation.
3. The student is dismissed from the site.
4. The student's behavior is deemed inappropriate and/or unprofessional at any time.
5. The student fails to complete all components of the Doctoral Capstone Experience/Project, including dissemination.
6. The student does not adhere to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations (examples; Medicare, Medicaid, client privacy, social media, human subject research, etc.).
7. The student does not adhere to safety regulations and does not report/document incidents appropriately (examples; fire safety, OSHA regulations, body substance precautions, emergency procedures, etc.).
8. The student is unable to ensure the safety of self and others during all capstone-related activities, being unable to anticipate potentially unsafe situations and taking steps to prevent accidents (examples; body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety, etc.).

NOTE: if a student is granted an extension in order to complete the Doctoral Capstone Experience, the student will be responsible to pay full tuition for each semester in which it is

extended. The Doctoral Capstone Experience, including Level II Fieldwork, must be completed within 12 months following completion of the didactic portions of the OTD Program.

Social Media Policy

1. Students should consider what they post on any social networking site at any time. As a rule of thumb, students have to assume that any information they post on any social network is public. This means that family, friends, classmates, any university officials, faculty and staff, clinicians, employers, clients, clients' families, and all others may see students' postings. For example, many potential employers go to these sites to see what the employees and applicants have posted and often determine if they are interested in having the applicant as an employee. If students do not want any of these parties to read the information they post, then students should not post it. Students can consider Googling their name to discover what is in cyberspace that others can see about them.

2. Names of instructors and supervisors and comments and criticism about classes/sites or information about what is happening at classes/sites are not appropriate on public social network sites.

3. Class time is to be utilized as instructed by the instructors. If found using laptops, phones, etc. on social media sites or sites other than instructed during class time. The student may be asked to leave and receive an absence for that class period.

4. Students should not ask faculty to "friend" them while students are currently enrolled in the program. Likewise, students should not ask the fieldwork educator, capstone site mentor, or clients to "friend" them while on fieldwork. This puts all individuals in an awkward situation with personal information about each other. If students and others mutually decide to do this after the fieldwork experience, this is students' personal choice.

5. It is advised students leave their cell phone in the car, in a closed personal bag, or in the office (when at a fieldwork site) when participating in learning experiences for the program so that students are not tempted to pull it out while attending to class, with a patient, caregivers, fieldwork educators, etc.

6. Using a cell phone when participating in a learning experience can be a significant issue in a student's ability to perform in a professional manner and could have negative consequences if the site feels that it is a hindrance to student's ability to meet performance standards.

7. When speaking with peers while visiting various sites for specific classes and while on Level I Fieldwork and Level II Fieldwork, students must also recognize they cannot share any patient information, or anything considered Protected Health Information on Facebook, Twitter, or other social network.

8. It is a HIPAA violation if students mention a client/patient with enough information that the client/patient might be identified, even if students avoid Protected Health Information. The consequences for violations are severe. Students should be safe and not mention clients/patients on social networks.

9. Students should not put posts or photos on social networks about any fieldwork and capstone experiences (including location, clients, diagnosis, treatment, fieldwork educators, and staff, etc.). a. This holds true even if the site posts a picture of students and the clients on their organization's webpage. Students are welcome to provide the link to that page, but do not repost those pictures on students' personal social media pages.

10. Stating locations where students are performing on fieldwork and or a capstone project is up to students but may lead to students being identified by others. Students should consider if they want privacy from clients, patients, and staff. [HIPAA violations are subject to fines of $141 plus fines per violation.]

11. If there are any questions or students are unsure of something regarding social networking while on fieldwork, discuss the issues directly with the fieldwork educator or Academic Fieldwork Coordinator before acting. Otherwise, students can discuss questions with the Department Chair.

(Adapted from: Occupational Therapy Program, College of Health Sciences, the University of Texas at El Paso, Policy on Social Networking) Last reviewed: August 2025

Childbirth Policy

Students who are enrolled in the RMC OTD Program and become parents during the didactic phase of the program will be granted two weeks of out-of-class time following delivery or adoption of the child. Mothers who deliver via cesarean will be granted three weeks of out of class time.

It is the student's responsibility to ensure classes are recorded, and assignments and exams are completed during the period of absence. The student must coordinate with each professor to determine a plan to ensure that expectations are met.

New parents are expected to coordinate childcare and return to class, in person, once the initial period of absence has ended, unless they opt to take a medical leave of absence.

During the didactic phase of the program, new parents may opt to take a medical leave of absence and return to the program at the same point in time one year from the time that the leave was taken. A written request for a medical leave of absence must be submitted to the Program Director within two weeks of the start date of the leave and be approved prior to beginning the medical leave of absence.

NOTE: Financial Aid payments will become due within six months of taking the leave of absence.

Students who are in the clinical phase of the program (i.e., Fieldwork Level II Placements and Doctoral Capstone Experience) must notify the Academic Fieldwork Coordinator and the Program Director immediately if they anticipate that a pregnancy or childbirth will affect their ability to complete the clinical rotations, which comprise the entire third year of the program. The Academic Fieldwork and Capstone Coordinators will work with the student and the site(s) to

determine how best to complete the rotation. A medical leave of absence may also be taken in the clinical phase of the program, with prior approval from the Academic Fieldwork/Capstone Coordinator and the Program Director. During the clinical phase of the program, students will not need to wait an entire year to complete the rotation unless they choose to do so.

NOTE: the program will work with students on a case-by-case basis if applicable at the discretion of the Program Director.

RMC OTD Program Course Descriptions (Previous Spring Start)

Course Number	Description	Semester Hours
	Spring – Year 1	
OTD 500	Introduction to Occupational Therapy: This course provides an overview of the fundamentals of occupational therapy practice through use of the Official Documents of the American Occupational Therapy Association and other evidence-based sources. The fundamentals introduced are practice definitions, philosophical and ethical underpinnings, professional roles and organizations, the clinical reasoning process, and an introduction to the Occupational Therapy Practice Framework-OTPF 4th Edition (Process and Domain). The course emphasizes professional behaviors and values required for best-practice, evidence-based OT services.	3
OTD 504	Functional Anatomy and Movement Sciences: This course covers the anatomy of the human body relevant to occupational therapy practice, including the skeletal system, muscle tissue, the muscular system, and the cardiovascular system. Basic components of motion, biomechanics, joint structure, specific muscle groups, and muscle function are addressed. Students will learn the basic components of palpation, joint structure and the study of kinematics, and will analyze functional activities necessary to carry out the tasks and roles of productive living using these principles.	6
OTD 506	Development and Disability Across the Lifespan: This course explores normal growth and development principles, theories, and their influence on occupational performance across the life span. Lifespan roles and all domains of development are presented. This course focuses on the importance of human occupation in relation to work/productivity, leisure/play and activities for daily living. The importance of maintaining balance between performance areas, fulfilling expected and desired social roles, and environmental impact are explored. The course emphasizes the influence of cultural, personal, temporal, social, virtual and physical contexts. This course will also cover the most common medical conditions seen by occupational therapists throughout the lifespan. Students are encouraged to become life-long learners and to research	3

	best-practice, evidence-based treatment approaches. Pharmacology is discussed as it relates to specific conditions, impact on therapy, side effects, precautions and indications of medication usage.	
OTD 510	Neuroscience in Occupational Therapy: This course explores neuroscience and its correlation with diseases and disabilities specific to OT practice. Current evidence will be used to understand and synthesize function and dysfunction of occupational performance in clients across the lifespan. Various experiential learning strategies and techniques will be used to understand various neurological conditions. Course content will also be linked with OT theories and frames of reference to facilitate student understanding of evidence-based practice in occupational therapy within the neuro-rehabilitation setting.	4
Summer – Year 1		
OTD 502	Theoretical Approaches in Occupational Therapy: In this course, occupational therapy practice is examined through theoretical constructs. A historical framework is used to examine the development of earlier frames of reference as well as current conceptual practice models. This course emphasizes concepts integral to the understanding and use of human occupation as a basis for practice, as well as the dynamic relationships among occupational therapy principles, values and theories.	2
OTD 508	This course explores cultural influences and health disparities of rural and Indigenous populations in relation to developing a community-based program. Course content will focus on theories that guide community-based program development. Students will conduct a needs assessment, develop a business plan, identify, and write a pro forma, and develop, implement and evaluate a community-based program. The seminar series, a signature of the RMC OTD Program, is a four-part series of classes, which occur during both didactic years. This course is the first course in that series. The series promotes understanding of rural and agriculturally-based communities through an occupational therapy lens, and introduces core concepts of entrepreneurship and community-based program development in order to prepare students for community-based programming, a component of the doctoral capstone experience and to meet the distinct needs of the community and region. Through exposure to content that places an emphasis on how occupational therapy has or has the potential to meet the needs of rural and underserved areas, this course prepares students to develop a hypothetical community-based program designed to meet the needs of a rural and/or underserved population. Students learn to apply scholarly conduct to develop a community-based program, and establish methods to evaluate the effectiveness of the program. This course will focus specifically on developing cultural sensitivity through a deeper dive into understanding the Reflexivity Model and	3

	preparing students for the Capstone Project and Experience.	
OTD 512	Activity Analysis in Occupational Therapy: Activity analysis of meaningful activities and occupations are explored and documented using professional terminology from the OTPF-4th Edition. Therapeutic approaches related to the teaching/learning process are incorporated. Analysis of occupational performance skills and the transaction between client factors, activity demands and contexts are emphasized.	2
OTD 514	Occupational Performance across the Lifespan: Assessment and Evaluation: Fundamentals that support occupational performance through evaluation and assessment across the lifespan are examined. This course will focus on understanding the components of evaluation, including reliability, validity, and other parametric qualities applicable to all areas of occupational performance throughout the lifespan. Topics will include standardized and non-standardized assessments and the clinical reasoning processes related to assessment and evaluation. Students will use various experiential learning techniques related to evaluation and assessment, with a specific emphasis on therapeutic use of self, which is a philosophical foundation to OT practice.	4
	Fall – Year 1	
OTD 516	Understanding Children as Occupational Beings: This course focuses on occupational performance of young children (infants, toddlers and preschoolers) and adolescents with disabilities. Theories and principles of normal development are used as a baseline for identifying the impact of illness, injury, or environmental factors on occupational engagement. Various frames of reference and evaluative and intervention approaches for children and families in medical, home, community and educational settings are examined. A holistic approach is presented for the purpose of developing a child's abilities to engage in their occupations while meeting expectations of family and environment.	4
OTD 518	Occupational Science and Research I: In this course, the history and basic concepts of occupational science are examined and students become familiar with literary work that supports occupational science. The basic steps of the research process are addressed, including problem definition, literature review, design, data collection, analysis, and dissemination of findings. The course also covers qualitative and quantitative research approaches, critical analysis of literature, and a review of statistical concepts. Students are required to identify a research question, and prepare and submit a grant and an IRB proposal related to a specific line of scholarly inquiry. Students are introduced to the capstone project and asked to consider a potential focus area.	3
OTD 520	Level 1 Fieldwork I - Pediatric Placement: In this fieldwork experience, classroom learning is enriched through	1

	directed observation and participation in clinical practice settings. Experiences are supervised by professionals working in one of a variety of clinical settings (e.g., early intervention, schools, clinics, hospitals, etc.). Placements are arranged to complement the treatment intervention courses. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.	
OTD 522	Assistive Technologies in Occupational Therapy: This course focuses on the evaluation, activity analysis, and intervention process related to using assistive technology in OT practice. Course content includes software, hardware and low-tech devices/strategies, and focuses on adaptation of activities and contexts to maximize patient/client function and independence.	4
OTD 524	Seminar Series 2: This is the second course in a four-part series that forms the cornerstone of the RMC OTD Program. The series promotes inter-professional education, facilitates an understanding of rural culture and agriculturally-based communities through an occupational therapy lens, and introduces core concepts of teaching and learning, leadership, advocacy and entrepreneurship, in order to prepare students to become OT educators and practitioners in both traditional and non-traditional settings.	3
Spring – Year 2		
OTD 600	Understanding Adults as Occupational Beings: This course examines young, middle, and older adults as occupational beings. Students are exposed to a variety of clinic and occupation-based assessments used to evaluate common adult-based conditions. Students develop and implement intervention plans across the continuum of care. This course promotes evaluation and treatment of functional disability for adults in clinical and natural environments and focuses on occupational performance, while considering client factors, tasks and context. Application of knowledge, clinical reasoning, theoretical practice models, and cultural and contextual issues in evaluating and planning treatment are emphasized throughout the course. Best-practice documentation skills are applied to a variety of adult-based practice settings, and standardized patients are used to evaluate student learning.	4
OTD 602	Level 1 Fieldwork II - Adult-based Placement: In this fieldwork experience, classroom learning is enriched through directed observation and participation in adult-based clinical practice settings. Experiences are supervised by professionals working in one of a variety of clinical settings (e.g., hospitals, clinics, nursing homes, home-health, mental health agencies, etc.). Placements are arranged to complement the treatment intervention courses. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.	1
OTD 604	Occupational Science and Research II:	3

	In this course, readings from a broad range of interdisciplinary research such as occupational science, psychology, education, medicine, sociology, etc. are used to critically analyze various research approaches and methods of data collection, analysis, and interpretation. The goal of this course is to understand how theory, scientific knowledge and practice are interrelated. This course also examines efficacy/intervention research that impacts health, development and social participation. Students continue to work on the research question identified in Occupational Science and Research I. Data collection is completed, analyzed and interpreted.	
OTD 607	Health and Wellbeing in Occupational Science: The purpose of this course is to give the student foundational to intermediate knowledge of holism and health promotion through an occupational science lens. First, students will be introduced to core concepts from occupational science, such as occupational balance, occupational identity, and meaning-making through occupation in order to gain a better understanding of the relationships between occupational and health and wellbeing. Building on this conceptual foundation, the student will then participate in health promoting and holistic self-care occupations. This experiential component of the course is designed to enhance student awareness of their own health and the impact it has on the client-therapist relationship. Finally, this course will promote student self-reflection and application of holistic self-care to enhance health, wellbeing, and quality of life. Through all this, students can address the spiritual health of clients, understand the mind-body-spirit connection, and apply the principles of health promotion to improve the health of the mind and body of individuals, communities and populations.	4
OTD 608	Seminar Series 3: This is the third course in a four-part series that forms the cornerstone of the RMC OTD Program. This course is focused on developing the individual literature review and foundational work related to the capstone project.	3
	Summer – Year 2	
OTD 612	Management and Policy Development: This course uses case study analysis and real-world application to promote an understanding of the importance of effective management skills within the context of occupational therapy services. Students develop an understanding of federal and state legislation and regulations and the various contexts of service delivery in occupational therapy practice. Students evaluate contemporary policy issues, including trends in occupational therapy settings. Principles of reimbursement systems and their impact on occupational therapy are analyzed.	3
OTD 614	Leadership in the Profession of Occupational Therapy: The purpose of this course is to empower students to become leaders	3

	in the profession of occupational therapy. Course topics include: organizational leadership, leadership styles, effective communication, civility in the workplace, and the importance of embracing diversity. Students explore concepts of change in practice, community, organizational, political and social action contexts. Students identify and engage in leadership opportunities on campus, within the community, and/or in state and national organizations.	
OTD 616	Teaching Practicum I: The purpose of this course is to provide students with a basic understanding of teaching and learning as it applies to the development, implementation and evaluation of occupational therapy course content and/or patient/family educational programs. Students have the opportunity to enhance learning in one or more of the following ways: assisting OT faculty members with developing a specific lecture for the first-year program, creating a continuing education workshop under the supervision of a designated OT faculty member, assisting with the development of a patient or family education program, providing a staff in-service while in partnership with a licensed occupational therapist, etc. The course instructor, a licensed occupational therapist, will closely monitor student work.	3
OTD 626	Professional Development Portfolio: This course is an independent study course where students individually meet with their capstone faculty advisors, with the oversight of the capstone coordinator, in order to collaborate on the development and finalize the capstone project. This is to ensure the capstone coordinator, students and faculty capstone faculty advisors are working in a unified manner to ensure an optimal capstone project for each student.	3
Fall – Year 2		
OTD 618	Occupational Therapy in Mental Health: This course provides students with a fundamental knowledge of pediatric, adolescent and adult-based psychosocial/mental health evaluations and interventions required to support adaptation and participation in occupation. The course focuses on enhancing student knowledge of core and specialty practice settings, mental health diagnoses, medications, stigma and stereotyping. Students become familiar with the process of planning and implementing a mental-health-based, occupational therapy group. This course focuses on using a trauma informed care approach when providing occupational therapy services.	4
OTD 620	Level 1 Fieldwork III – Mental Health/Psychosocial Placement: This fieldwork experience enhances classroom learning about occupational performance of adolescents and adults who present with psychosocial or mental health concerns, and increases student knowledge of clinical reasoning and conceptual practice models used	1

	in the mental health practice settings. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.	
OTD 622	Teaching Practicum II: This course builds on the student learning obtained in the Teaching Practicum I course. Student understanding of the scholarship of teaching and learning is enhanced by examining the evaluation of teaching outcomes from Teaching Practicum I. Students revise the course or training as needed and implement and re-evaluate the learning outcomes. Students develop a measure to evaluate and analyze teaching and learning outcomes over time and propose how data analysis results could inform OT educators or practitioners about best teaching and learning practices in occupational therapy.	3
OTD 624	Seminar Series 4: This is the final course in a four-part series that forms the cornerstone of the RMC OTD Program. This course focuses on finalizing the individual requirements related to the capstone project and is taught in conjunction with OTD 626-B to ensure the capstone coordinator, students and faculty capstone faculty advisors are working in a unified manner to ensure an optimal capstone project for each student.	3
OTD 626-B	Professional Development Portfolio: This course is an independent study course where students individually meet with their capstone faculty advisors, with the oversight of the capstone coordinator, in order to finalize the capstone project, and is taught in conjunction with OTD 624 to ensure the capstone coordinator, students and faculty capstone faculty advisors are working in a unified manner to ensure an optimal capstone project for each student.	2
OTD 628	Clinical Reasoning and Evidence-based Practice: This course is designed to prepare students to provide best-practice, occupation-based and evidence-driven OT services to persons with occupational performance limitations. This course incorporates case studies to develop clinical reasoning skills and examines evidence-based evaluation and treatment options. Case studies integrate content and therapeutic approaches from previous courses. This course provides an overview of evidence-based practice (EBP) and various levels of evidence. Students develop practice questions, gain an understanding of available resources and analyze existing evidence. This course emphasizes the practical application of EBP and promotes best practices in occupational therapy. Students finalize the research manuscript in this class as well as participate in a series of mock clinics.	4
Spring – Year 3		
OTD 700	Level 2 Fieldwork in Occupational Therapy I: The purpose of this level 2 fieldwork experience is to provide	9

	students with an introduction to full-time occupational therapy practice within a clinical setting. Students gain experience in delivering occupational therapy services to a variety of individuals across the lifespan in a variety of settings. This course enhances interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. This level 2 fieldwork experience prepares students for entry-level, occupational therapy practice (Part 1 of 2).	
Summer – Year 3		
OTD 702	Level 2 Fieldwork in Occupational Therapy II: This level 2 fieldwork placement builds on clinical work experiences in OTD 700 and expands student experience in delivering occupational therapy services to a variety of individuals across the lifespan in a variety of settings. This course promotes interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. The goal of this clinical experience is to allow students to increase professionalism and competency to that of an entry-level occupational therapist (Part 2 of 2).	9
Fall – Year 3		
OTD 704	Doctoral Practicum: This practicum provides practical leadership opportunities and advanced skills in one or more areas of interest in clinical practice, administration, research, program or policy development, advocacy, education, or theory development. This course implements a previously proposed, developed and approved capstone project. Student completes 540 practicum hours.	10
OTD 706	Practicum Evaluation and Dissemination: This course consists of a practicum evaluation and dissemination of the results of the doctoral practicum experience. This course includes the compilation and analysis of practicum outcomes and the interpretation and application of findings/outcomes. Students are required to disseminate capstone project outcomes via written publications and/or verbal presentations.	2

RMC OTD Program Course Descriptions (Current Fall Start)

Course Number	Description	Semester Hours
Fall – Year 1		
OTD 500	Introduction to Occupational Therapy: This course provides an overview of the fundamentals of occupational therapy practice through use of the Official Documents	3

	of the American Occupational Therapy Association and other evidence-based sources. The fundamentals introduced are practice definitions, philosophical and ethical underpinnings, professional roles and organizations, the clinical reasoning process, and an introduction to the Occupational Therapy Practice Framework-OTPF 4th Edition (Process and Domain). The course emphasizes professional behaviors and values required for best-practice, evidence-based OT services.	
OTD 502	Theoretical Approaches in Occupational Therapy: In this course, occupational therapy practice is examined through theoretical constructs. A historical framework is used to examine the development of earlier frames of reference as well as current conceptual practice models. This course emphasizes concepts integral to the understanding and use of human occupation as a basis for practice, as well as the dynamic relationships among occupational therapy principles, values and theories.	2
OTD 504	Functional Anatomy and Movement Sciences: This course covers the anatomy of the human body relevant to occupational therapy practice, including the skeletal system, muscle tissue, the muscular system, and the cardiovascular system. Basic components of motion, biomechanics, joint structure, specific muscle groups, and muscle function are addressed. Students will learn the basic components of palpation, joint structure and the study of kinematics, and will analyze functional activities necessary to carry out the tasks and roles of productive living using these principles.	6
OTD 506	Development and Disability Across the Lifespan: This course explores normal growth and development principles, theories, and their influence on occupational performance across the life span. Lifespan roles and all domains of development are presented. This course focuses on the importance of human occupation in relation to work/productivity, leisure/play and activities for daily living. The importance of maintaining balance between performance areas, fulfilling expected and desired social roles, and environmental impact are explored. The course emphasizes the influence of cultural, personal, temporal, social, virtual and physical contexts. This course will also cover the most common medical conditions seen by occupational therapists throughout the lifespan. Students are encouraged to become life-long learners and to research best-practice, evidence-based treatment approaches. Pharmacology is discussed as it relates to specific conditions, impact on therapy, side effects, precautions and indications of medication usage.	3
OTD 507	This course explores and reviews the historical and philosophical perspectives of the therapeutic relationship to help students develop and implement relationships that support and enhance client occupational performance. Within this course students engage in self-reflection to exemplify professional behaviors in preparation for their clinical and fieldwork experiences by establishing professional development plans tracking changes in personal behavior that	2

	facilitates therapeutic use of self and professionalism.	
Spring – Year 1		
OTD 510	Neuroscience in Occupational Therapy: This course explores neuroscience and its correlation with diseases and disabilities specific to OT practice. Current evidence will be used to understand and synthesize function and dysfunction of occupational performance in clients across the lifespan. Various experiential learning strategies and techniques will be used to understand various neurological conditions. Course content will also be linked with OT theories and frames of reference to facilitate student understanding of evidence-based practice in occupational therapy within the neuro-rehabilitation setting.	4
OTD 512	Activity Analysis in Occupational Therapy: Activity analysis of meaningful activities and occupations are explored and documented using professional terminology from the OTPF-4th Edition. Therapeutic approaches related to the teaching/learning process are incorporated. Analysis of occupational performance skills and the transaction between client factors, activity demands and contexts are emphasized.	2
OTD 516	Understanding Children as Occupational Beings: This course focuses on occupational performance of young children (infants, toddlers and preschoolers) and adolescents with disabilities. Theories and principles of normal development are used as a baseline for identifying the impact of illness, injury, or environmental factors on occupational engagement. Various frames of reference and evaluative and intervention approaches for children and families in medical, home, community and educational settings are examined. A holistic approach is presented for the purpose of developing a child's abilities to engage in their occupations while meeting expectations of family and environment.	4
OTD 518	Occupational Science and Research I: In this course, the history and basic concepts of occupational science are examined and students become familiar with literary work that supports occupational science. The basic steps of the research process are addressed, including problem definition, literature review, design, data collection, analysis, and dissemination of findings. The course also covers qualitative and quantitative research approaches, critical analysis of literature, and a review of statistical concepts. Students are required to identify a research question, and prepare and submit a grant and an IRB proposal related to a specific line of scholarly inquiry. Students are introduced to the capstone project and asked to consider a potential focus area.	3
OTD 520	Level 1 Fieldwork I - Pediatric Placement: In this fieldwork experience, classroom learning is enriched through directed observation and participation in clinical practice settings. Experiences are supervised by professionals working in one of a variety of clinical settings (e.g., early intervention, schools, clinics,	1

	hospitals, etc.). Placements are arranged to complement the treatment intervention courses. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.	
Summer – Year 1		
OTD 508	Seminar Series 1: This course explores cultural influences and health disparities of rural and Indigenous populations in relation to developing a community-based program. Course content will focus on theories that guide community-based program development. Students will conduct a needs assessment, develop a business plan, identify, and write a pro forma, and develop, implement and evaluate a community-based program. The seminar series, a signature of the RMC OTD Program, is a four-part series of classes, which occur during both didactic years. This course is the first course in that series. The series promotes understanding of rural and agriculturally-based communities through an occupational therapy lens, and introduces core concepts of entrepreneurship and community-based program development in order to prepare students for community-based programming, a component of the doctoral capstone experience and to meet the distinct needs of the community and region. Through exposure to content that places an emphasis on how occupational therapy has or has the potential to meet the needs of rural and underserved areas, this course prepares students to develop a hypothetical community-based program designed to meet the needs of a rural and/or underserved population. Students learn to apply scholarly conduct to develop a community-based program, and establish methods to evaluate the effectiveness of the program. This course will focus specifically on developing cultural sensitivity through a deeper dive into understanding the Reflexivity Model and preparing students for the Capstone Project and Experience.	3
OTD 524	Seminar Series 2: This is the second course in a four-part series that forms the cornerstone of the RMC OTD Program. The series promotes inter-professional education, facilitates an understanding of rural culture and agriculturally-based communities through an occupational therapy lens, and introduces core concepts of teaching and learning, leadership, advocacy and entrepreneurship, in order to prepare students to become OT educators and practitioners in both traditional and non-traditional settings.	3
OTD 525	Management and Policy Development: This course uses case study analysis and real-world application to promote an understanding of the importance of effective management skills within the context of occupational therapy services. Students develop an understanding of federal and state legislation and regulations and the various contexts of service delivery in occupational therapy practice. Students evaluate contemporary policy issues, including trends in occupational therapy settings. Principles of reimbursement systems and their impact on	3

	occupational therapy are analyzed.	
OTD 526	Leadership in the Profession of Occupational Therapy: The purpose of this course is to empower students to become leaders in the profession of occupational therapy. Course topics include: organizational leadership, leadership styles, effective communication, civility in the workplace, and the importance of embracing diversity. Students explore concepts of change in practice, community, organizational, political and social action contexts. Students identify and engage in leadership opportunities on campus, within the community, and/or in state and national organizations.	3
Fall – Year 2		
OTD 600	Understanding Adults as Occupational Beings: This course examines young, middle, and older adults as occupational beings. Students are exposed to a variety of clinic and occupation-based assessments used to evaluate common adult-based conditions. Students develop and implement intervention plans across the continuum of care. This course promotes evaluation and treatment of functional disability for adults in clinical and natural environments and focuses on occupational performance, while considering client factors, tasks and context. Application of knowledge, clinical reasoning, theoretical practice models, and cultural and contextual issues in evaluating and planning treatment are emphasized throughout the course. Best-practice documentation skills are applied to a variety of adult-based practice settings, and standardized patients are used to evaluate student learning.	4
OTD 601	Assistive Technologies in Occupational Therapy: This course focuses on the evaluation, activity analysis, and intervention process related to using assistive technology in OT practice. Course content includes software, hardware and low-tech devices/strategies, and focuses on adaptation of activities and contexts to maximize patient/client function and independence.	4
OTD 602	Level 1 Fieldwork II - Adult-based Placement: In this fieldwork experience, classroom learning is enriched through directed observation and participation in adult-based clinical practice settings. Experiences are supervised by professionals working in one of a variety of clinical settings (e.g., hospitals, clinics, nursing homes, home-health, mental health agencies, etc.). Placements are arranged to complement the treatment intervention courses. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.	1
OTD 604	Occupational Science and Research II: In this course, readings from a broad range of interdisciplinary research such as occupational science, psychology, education, medicine, sociology, etc. are used to critically analyze various research approaches and methods of data collection, analysis, and interpretation. The goal of this course is to understand how theory,	3

	scientific knowledge and practice are interrelated. This course also examines efficacy/intervention research that impacts health, development and social participation. Students continue to work on the research question identified in Occupational Science and Research I. Data collection is completed, analyzed and interpreted.	
OTD 608	Seminar Series 3: This is the third course in a four-part series that forms the cornerstone of the RMC OTD Program. This course is focused on developing the individual literature review and foundational work related to the capstone project.	3
Spring – Year 2		
OTD 616	Teaching Practicum: The purpose of this course is to provide students with a basic understanding of teaching and learning as it applies to the development, implementation and evaluation of occupational therapy course content and/or patient/family educational programs. Students have the opportunity to enhance learning in one or more of the following ways: assisting OT faculty members with developing a specific lecture for the first-year program, creating a continuing education workshop under the supervision of a designated OT faculty member, assisting with the development of a patient or family education program, providing a staff in-service while in partnership with a licensed occupational therapist, etc. The course instructor, a licensed occupational therapist, will closely monitor student work.	3
OTD 618	Occupational Therapy in Mental Health: This course provides students with a fundamental knowledge of pediatric, adolescent and adult-based psychosocial/mental health evaluations and interventions required to support adaptation and participation in occupation. The course focuses on enhancing student knowledge of core and specialty practice settings, mental health diagnoses, medications, stigma and stereotyping. Students become familiar with the process of planning and implementing a mental-health-based, occupational therapy group. This course focuses on using a trauma informed care approach when providing occupational therapy services.	4
OTD 620	Level 1 Fieldwork III – Mental Health/Psychosocial Placement: This fieldwork experience enhances classroom learning about occupational performance of adolescents and adults who present with psychosocial or mental health concerns, and increases student knowledge of clinical reasoning and conceptual practice models used in the mental health practice settings. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.	1
OTD 624	Seminar Series 4:	3

	This is the final course in a four-part series that forms the cornerstone of the RMC OTD Program. This course focuses on finalizing the individual requirements related to the capstone project and is taught in conjunction with OTD 626-B to ensure the capstone coordinator, students and faculty capstone faculty advisors are working in a unified manner to ensure an optimal capstone project for each student.	
OTD 628	Clinical Reasoning and Evidence-based Practice: This course is designed to prepare students to provide best-practice, occupation-based and evidence-driven OT services to persons with occupational performance limitations. This course incorporates case studies to develop clinical reasoning skills and examines evidence-based evaluation and treatment options. Case studies integrate content and therapeutic approaches from previous courses. This course provides an overview of evidence-based practice (EBP) and various levels of evidence. Students develop practice questions, gain an understanding of available resources and analyze existing evidence. This course emphasizes the practical application of EBP and promotes best practices in occupational therapy. Students finalize the research manuscript in this class as well as participate in a series of mock clinics.	4
Summer – Year 2		
OTD 700	Level 2 Fieldwork in Occupational Therapy I: The purpose of this level 2 fieldwork experience is to provide students with an introduction to full-time occupational therapy practice within a clinical setting. Students gain experience in delivering occupational therapy services to a variety of individuals across the lifespan in a variety of settings. This course enhances interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. This level 2 fieldwork experience prepares students for entry-level, occupational therapy practice (Part 1 of 2).	9
Fall – Year 3		
OTD 702	Level 2 Fieldwork in Occupational Therapy II: This level 2 fieldwork placement builds on clinical work experiences in OTD 700 and expands student experience in delivering occupational therapy services to a variety of individuals across the lifespan in a variety of settings. This course promotes interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. The goal of this clinical experience is to allow students to increase professionalism and competency to that of an entry-level occupational therapist (Part 2 of 2).	9
Spring – Year 3		
OTD 704	Doctoral Practicum: This practicum provides practical leadership opportunities and advanced skills in one or more areas of interest in clinical practice,	10

	administration, research, program or policy development, advocacy, education, or theory development. This course implements a previously proposed, developed and approved capstone project. Student completes 540 practicum hours.	
OTD 706	Practicum Evaluation and Dissemination: This course consists of a practicum evaluation and dissemination of the results of the doctoral practicum experience. This course includes the compilation and analysis of practicum outcomes and the interpretation and application of findings/outcomes. Students are required to disseminate capstone project outcomes via written publications and/or verbal presentations.	2

Fieldwork Education & Doctoral Capstone Experience

Fieldwork Education and the Doctoral Capstone Project are essential parts of professional doctoral preparation. They are an element of the OTD Program and completed within the clinical/community setting. The Fieldwork Experience provides the OTD student with the opportunity to learn professional responsibilities by affording students practice opportunity under supervision of licensed OT clinicians. The Doctoral Capstone Experience provides an in-depth professional opportunity following the completion of a culminating (capstone) project. Fieldwork Education and the Doctoral Capstone Experience are conducted in sites that have a signed Memorandum of Understanding with RMC OTD Program. This agreement formally identifies the responsibilities of the college and the fieldwork/capstone site.

Fieldwork Education includes Level I and Level II experiences. Level I fieldwork is related to three different practice settings: pediatrics, adult-based and mental health. Level I fieldwork is designed to enrich didactic coursework through direct observation and participation in selected aspects of the occupational therapy process. Level I fieldwork is supervised by qualified personnel (e.g., currently licensed or otherwise regulated occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, and others).

OTD students are assigned to Level I Fieldwork sites in the Billings, Montana, area by the Academic Fieldwork Coordinator in collaboration with course instructors. The qualifications of individuals supervising students during Level I Fieldwork are reviewed by the Academic Fieldwork Coordinator to ensure that a meaningful learning experience can be provided.

Level II Fieldwork is completed in semesters seven and eight. Level II Fieldwork is distinct from Level I Fieldwork. Students must successfully complete three Level I fieldwork experiences prior to enrolling in Level II fieldwork. Level II Fieldwork is an in-depth experience in providing OT services to clients in traditional and/or emerging settings consistent with our OTD Program's curriculum design. Each OTD student is assigned to specific Level II Fieldwork site to ensure exposure to a variety of practice settings and clients across the lifespan. Students can complete Level II Fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. The OTD Program only uses sites that allow for supervision by a licensed OT who meets regulations and has a minimum of one year of practice experience, subsequent to the requisite initial certification. Level II Fieldwork is a minimum of the equivalent of 24 full-time work weeks. Level II Fieldwork may be completed on a part-time

basis as long as it is at least 50% of a full-time equivalent at that site. The OTD student is assigned to a Level II Fieldwork site by the Academic Fieldwork Coordinator and signs the Memorandum of Understanding. The performance of a student who does not successfully complete Level II Fieldwork is critically reviewed by the Academic Fieldwork Coordinator, Program Director, and faculty. The review committee can vote to overturn a failing FW II grade, based on extenuating circumstances. A letter of justification will be generated and placed in the student's file. If the failing grade is determined to be warranted, the Academic Fieldwork Coordinator will place the student in another Fieldwork II placement. A student who fails two Fieldwork II placements, will be released from the program.

After successful completion of Fieldwork Level II (24 weeks), the OTD student completes their capstone experiences in advanced skills beyond the generalist level of an occupational therapist. Students enroll in the Doctoral Capstone Experience after they have successfully completed all didactic coursework, Level I and Level II Fieldworks, and a competency requirement. The Doctoral Capstone Experience is a 14-week (560 hour) in-depth experience in clinical practice skills, research, administration, leadership, program and policy development, advocacy, education, and/or theory development. The Doctoral Capstone Project is distinct from Level I and II Fieldwork and is the final step in the preparation of the OTD student for entry-level practice. These learning experiences (Fieldwork Education and Doctoral Capstone Experience) prepare the OTD student to assume the roles of practitioner, manager, and contributor upon graduation from the academic program. **Prior fieldwork, volunteer, and/or work experience hours cannot be applied towards the Doctoral Capstone Project/Experience hours, and if the current work setting is used to satisfy the 14-week requirement, additional experiential activities conducted at the current work setting must meet the requirements of the in-depth Doctoral Capstone Project/Experience. The Doctoral Capstone Project/Experience may be completed on a part-time basis.**

The Doctoral Capstone Project/Experience is designed to encourage students to think critically, solve challenging problems, collaborate with other professionals, and to develop advanced skills in communication, research, teamwork, planning, leadership, self-reliance, professionalism, and advocacy. Although the learning objectives for the Doctoral Capstone Experience addresses all three roles of the occupational therapist - practitioner, manager, and contributor - the focus is on the development of skills for increased autonomy as a contributor to advancing occupational therapy practice. The projects/capstone experience address community issues or problems, and are implemented in novel practice settings.

Level II Fieldwork and the Doctoral Capstone Experience must be completed within 12 months following completion of the didactic portions of the OTD Program. OTD students are responsible for securing any and all required resources in preparation for and during Level I and II Fieldwork and the Doctoral Capstone Experience including but not limited to transportation, physical examinations and associated testing (e.g., drug screen), health insurance, liability insurance, background checks and clearances, parking, housing, food, and clothing.

RMC OTD Faculty & Staff

The full-time program faculty coordinate, direct, and oversee the curriculum, as well as monitor and evaluate students' academic and professional progress. You will work closely with each of these individuals throughout the three year curriculum. Program leadership, faculty, and staff maintain an open-door policy to enhance accessibility, communication, and professional exchange.

OTD Program Administrative Specialist

Linda Eliason earned a B.A. in Family and Human Development from Utah State University. She came to Rocky Mountain College in 2012 as the Assistant to the Academic Vice President/ Provost. She continues to serve in that role as well as the OT program Administrative Specialist. In addition, she has spent time in the Student Records office and has assisted the Admissions Office with international students. Before coming to Rocky Mountain College, Linda owned a couple of small businesses and prior to that worked for the Utah Department of Workforce Services. She enjoys spending time with family and friends, gardening, and being outdoors.

OTD Program Director of Admissions and Recruitment

Katie Heyneman, M.Acc. has worked within the RMC Admissions office since 2021. Obtaining her bachelor's degree from Rocky Mountain College in Business Administration: Managerial Accounting and Entrepreneurship, it was an educational experience she enjoyed so thoroughly, she decided to return to RMC for her Masters and serve other students who are looking for a transformational learning experience. Spending five years of her early career in public accounting and as a sales and marketing manager in the hospitality industry, Katie works to provide a seamless and welcoming experience from a student's first impression, to their first day of classes at the RMC OTD program. Working in conjunction with the greater admissions office, marketing office, and the RMC Physician Assistant Program, Katie strives to foster new experiences and greater collaboration across this community for our students.

Program Director

Dr. Corwin Sutherin, PPOTD, MTD, OTR/L, CNT has been the Program Director of the RMC OTD Program since 2025. Prior to his appointment, he was at Idaho State University in Pocatello, Idaho teaching in the Occupational Therapy Program for over 20 years as an Adjunct, Part-time, and Full Time Clinical Assistant Professor. Along with teaching, Dr. Sutherin is also a neonatal specialist practicing and consulting with several hospitals in Southeast Idaho and Utah. He was the first Certified Neonatal Therapist in the State of Idaho. He is a Feeding Specialist who also conducts video fluoroscopic swallow studies with neonatal infants and the pediatric population. He served on the Idaho Occupational Therapy Board of Licensure for 12 years as a board member and Chair. He has a special interest in conducting research in the area of feeding and NICU. He received his bachelors of occupational therapy at Washington University in St. Louis, his Masters in Training Development at Idaho State University, and his Post Professional Doctorates in Occupational Therapy at Mount Mary University in Milwaukee, Wisconsin. He enjoys spending time with his wife, four children, and grandchildren. He also enjoys the

outdoors, traveling, reading, providing service in his church, and is an avid runner having completed over 100 marathons.

Academic Fieldwork Coordinator

Dr. Hyrum Haroldsen, OTD, OTR/L, is the academic fieldwork director for the RMC OTD program. He earned his Doctorate of Occupational Therapy from Rocky Mountain College and is honored to be a part of the faculty. He currently works at Billings Clinic in the acute inpatient setting and is passionate about helping individuals who have incurred strokes, traumatic brain injuries, spinal cord injuries and trauma. He loves working closely with students to find their ideal fieldwork placements. His areas of interest for research are neuroscience, stroke, and mental health. Hyrum enjoys spending time with his family and playing the pipe organ.

Doctoral Capstone Coordinator

Dr. Paula Kitzenberg, OTD, MHA, OTR/L has been an occupational therapist for over 30 years, primarily specializing in pediatric care. She has worked in higher education since 2013 serving as program director and associate professor for the University of Mary in Billings where she launched the first OT program for the state of Montana. She earned her Bachelor's degree in occupational therapy from the University of North Dakota, her Master's in Health Administration from Montana State University-Billings and her Post-Professional Doctorate degree from the University of Utah. Dr. Kitzenberg has a passion for service and mission work. She has led 10 different healthcare trips to Peru in the past years. She was also awarded "Hero of the Year" by a service organization for her dedication to the special needs community across the state of Montana. Dr. Kitzenberg has two adult children and enjoys spending time in the mountains with her husband during her free time.

Assistant Clinical Professor

Dr. Randi Johnson Hanson PP-OTD, OTR/L is a Wisconsin Native who transitioned to a position as an Assistant Professor in the RMC OTD Program in July 2025. She earned her B.A. in Communications from the University of Wisconsin-Stevens Point, B.S.in Occupational Therapy from the University of Wisconsin-Milwaukee, M.S. in Rehabilitation Science from Concordia University Wisconsin and her Post-Professional Doctorate of Occupational Therapy from the University of Alabama-Birmingham. Randi also holds a Graduate Certificate in Low Vision Rehabilitation from the University of Alabama-Birmingham. Randi is in her 28th year as an occupational therapist, with experience in Mental Health, Geriatrics and SNF based rehabilitation. She served as the SE District Coordinator for the Wisconsin OT Association for 2 years and was appointed by Governor Tony Evers to the Wisconsin Affiliated Occupational Therapy Credentialing Board serving a 6-year term. She has a special interest in qualitative research and adaptive sports, as well as volunteering for Eagle Mount and the YWCA Women's Shelter in Billings. During her spare time, she enjoys hiking, camping, crafting, reading and attending live music and theater events. Dr. Hanson is grateful to share her love and passion for occupational therapy with everyone associated with RMC and the Greater Billings Community.

Adjunct Professor

Aimee Roberts, MSOT, OTR/L, is a Billings native who completed her bachelor's degree in occupational therapy in 1998, and later received a post professional master's degree in

occupational therapy with an emphasis in pediatrics and school-based therapy from University of Puget Sound in 2003. Mrs. Roberts started her career in the Seattle area working in the public school system as well as establishing a private clinic. Upon moving back to Billings in 2005, Mrs. Roberts continued her private practice, Blue Skies Pediatric Therapy Services. She started Blue Skies with a vision of a holistic clinic focusing on sensory processing and teaching kids to independently self-regulate. Since returning to her hometown, Mrs. Roberts strives to increase awareness of sensory processing in the community by presenting at the Montana Occupational Therapy Association annual conference as well as several special needs organizations, schools, and advocacy groups. She currently serves on the Health Services Advisory Committee for Head Start. Mrs. Roberts is dedicated to advocating for families and special needs children. She is constantly inspired by her clients to think "outside the box" and create fun new ways to meet the needs of her clients. Mrs. Roberts is honored to have the opportunity to share her love of occupational therapy with the next generation of therapists as a member of the Rocky College faculty.

Adjunct Professor

Born and raised in Vermont, Will Martin, MS, OTR/L, CHT has been teaching as an Adjunct Professor in the RMC OTD Program since May of 2026. Prior to joining faculty, he has been a guest lecturer for several years sharing his expertise as a Certified Hand Therapist which is a specialty certification for OT. Will currently teaches OTD 512 Activity Analysis and OTD 500 Introduction to Occupational Therapy. He graduated with a Bachelors in Biology from Carroll College in 2013 and with a Masters of Science in Occupational Therapy from the University of Mary in Bismarck, North Dakota in 2016. He is currently working on his post professional doctorate degree through the University of Montana. He has supervised several OT students and assisted with seminars at Midwestern University in Arizona. After graduating from OT school, Will and his family relocated to Arizona where he practiced in both inpatient and outpatient settings, and where he obtained his hand therapy certification in 2021. In 2024, he and his family returned to Montana where he works in an outpatient clinic in Billings. Outside of work, Will enjoys spending time with his wife, two daughters, and their pets. His hobbies include sports and outdoor activities such as hiking, camping, biking, snowboarding, fishing, and kayaking.

Registration

RMC Office of Student Records (Registrar) will register students for the OTD courses. Registration is not complete until financial arrangements are made with the business office. https://www.rocky.edu/academics/office-student-records

Credit for Previous Experience or Coursework

The RMC OTD Program does not accept transfer credits from other OTD programs or grant credit for previous experience. All courses and learning opportunities must be completed/obtained while a student is enrolled in the RMC OTD Program. Course waivers and/or substitutions will not be granted.

Attendance

Students are expected to be in class regularly and promptly. They are responsible for all assignments, including, but not limited to, written papers, quizzes, class tests, midterm tests, and/or final examinations, even when ill or representing Rocky Mountain College officially in community-based programming projects/seminars, fieldwork, capstone or other events.
Rocky Mountain College OTD Program is a face-to-face program. Classes include hands-on learning experiences that cannot be replicated out of class. In addition, students often work in groups and when a group member does not attend classes, the other members of the group are left at a disadvantage. To support students, who may be ill etc., the Rocky Mountain College OTD Program will grant three absences per semester, per class. If however, a student accrues more than 3 absences a semester in one particular class, the student will receive an automatic 10% point deduction from that class. The student may appeal this outcome by meeting with the entire faculty and presenting his, her or their case. The faculty will vote to uphold the 10%-point deduction or waive it. The student may appeal the faculty decision by meeting with the Academic Vice President. The decision of the Academic Vice President is final.
NOTE: Attending classes via Zoom will be available for students who provide evidence of having a positive COVID 19 test and/or have given birth while they are in the program.
COVID 19:
Students who test positive from COVID must provide a screenshot/photo of their positive COVID test to the program director and the professor. Students who have COVID may arrange to Zoom into classes until they are asymptomatic for 24 hours and or 5 days from the first day they experienced symptoms.

Service Members and Veterans:
Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.

Childbirth/Adoption during the Program:
Students who are enrolled in the Rocky Mountain College (RMC) Occupational Therapy Doctorate (OTD) Program and become parents during the didactic phase of the program will be granted two weeks of out-of-class time following delivery or adoption of the child. Mothers who deliver via cesarean will be granted three weeks of out of class time.

It is the student's responsibility to ensure classes are recorded, and assignments and exams are completed during the period of absence. The student must coordinate with each professor to determine a plan to ensure that expectations are met.

New parents are expected to coordinate childcare and return to class, in person, once the initial period of absence has ended, unless they opt to take a medical leave of absence.

During the didactic phase of the program, new parents may opt to take a medical leave of absence and return to the program at the same point in time one year from the time that the leave was taken. A written request for a medical leave of absence must be submitted to the Program Director within two weeks of the start date of the leave and be approved prior to beginning the medical leave of absence.

NOTE: Financial Aid payments will become due within six months of taking the leave of absence.

Students who are in the clinical phase of the program (i.e., Fieldwork Level II Placements and Doctoral Capstone Experience) must notify the Academic Fieldwork Coordinator and the Program Director immediately if they anticipate that a pregnancy or childbirth will affect their ability to complete the clinical rotations, which comprise the entire third year of the program. The Academic Fieldwork and Capstone Coordinators will work with the student and the site(s) to determine how best to complete the rotation. A medical leave of absence may also be taken in the clinical phase of the program, with prior approval from the Academic Fieldwork/Capstone Coordinator and the Program Director. During the clinical phase of the program, students will not need to wait an entire year to complete the rotation unless they choose to do so.

NOTE: the program will work with students on a case-by-case bases if applicable at the discretion of the Program Director.

Mental Health:
Mental health concerns or stressful events can adversely affect your academic performance, social relationships and quality of life. Rocky Mountain College offers free, confidential counseling services to assist you with addressing these and other concerns that you may be experiencing. Appointments are often available within three days or sooner. Appointments can be made by calling the RMC Counseling Center at 406.657.1049. Students may also email Cynthia Hutchinson, LCSW, at hutchinc@rocky.edu. Counseling is provided at no fee for RMC students, faculty, and staff.

Withdrawal from a Course

A student may withdraw from a course with a grade of "W" up to and including the last day to drop a class as published in the academic calendar. An exception to this date occurs for classes that only meet for part of the semester. For these classes, the student may withdraw from the course with a grade of "W" up to and including the day of the halfway point in the course. After that day, a student who withdraws from a course shall receive a grade of "F" in that course. (Students who officially withdraw from the College are not subject to this regulation). It is required that both the student's advisor and the instructor concerned initial the withdraw form obtained from the Office of Student Records. Failure to withdraw in the official manner will result in a grade of "F". No withdrawal is official until the proper form has been filed in the Office of Student Records. https://www.rocky.edu/academics/office-student-records

Withdrawal from College

Students who elect to withdraw from all of their classes after the term has started are required to complete the process of an official academic withdrawal from RMC. This process must be completed after the student has validated and up to the last day to drop a class with a "W" grade. Students withdrawing must complete the Academic Withdrawal Form.

Graduate students contemplating withdrawal from the College must meet with the Program Director to complete the official academic withdrawal procedure. All final grades received prior to the withdrawal date will be marked as earned on the transcript; all other grades will be marked

with a "W" grade. The official withdrawal date will be the date the student submits the academic withdrawal form to the Vice President for Student Life, Associate Dean for Student Life, or OTD Program Director. A later day may be used if the College obtains evidence that the student who is withdrawing has attended any academically related activity such as a lecture, lab, exam, or tutorial after the withdrawal form has been submitted.

Report of Grades

Final grades are recorded on transcripts in the Office of Student Records and are available on CampusPortal approximately one week after the end of the semester. See the academic calendar for semester start and end dates.

Academic Integrity

Academic integrity at RMC is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student belongs to a community of learners where academic integrity is a fundamental commitment. The RMC academic integrity policy outlines for College community members their rights and responsibilities as they pertain to academic integrity.

Violations of the academic integrity policy are managed by individual faculty members and the College registrar; however, at the discretion of the registrar and/or faculty member, violations may be referred to the Academic Progress Committee for further action. A copy of the entire academic integrity/policy and procedures can be found in the student handbook or here.

https://www.rocky.edu/campus-life/student-life-offices/student-conduct-policies/student-conduct-programs

Basic Standards of Academic Integrity

A student's registration at RMC implies agreement with and requires adherence to the College's standards of academic integrity. These standards cannot be listed exhaustively; however, the following examples represent some types of behavior that violate the basic standards of academic integrity and which are, therefore, unacceptable:

1. **Cheating:** Using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission form the course instructors.
2. **Plagiarism:** Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source; not properly attributing words of ideas to a source even if not quoting directly; quoting from another author's writing without citing that author's work, including material taken from the Internet, books, and/or papers; citing, with quotation marks, portions of another author's work, but using more of that work without proper attribution; taking a paper, in whole or part, from a site on the Internet or a "library" of already-written papers; copying work from another student.

3. **Fabrication**: Falsifying or inventing any information, data, or citation; presenting data that was not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data; failing to include an accurate account of the method by which the data was gathered or collected.
4. **Obtaining an unfair advantage:** (a) Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaboration on an academic assignment; (d) retaining, possessing, using, or circulating previously given examination materials, where those materials clearly indicated that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work; or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.
5. **Aiding and abetting academic dishonesty:** (a) Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; or (b) providing false information in connection with any inquiry regarding academic integrity.
6. **Falsification of records and official documents:** Altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form ID card, or any other official College document.
7. **Unauthorized access to computerized academic or administrative records or systems:** Viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

Due Process & Student Rights

Enforcement of the standards of academic integrity lies with the faculty and the OTD Program. In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights:
Be apprised of the charge(s) against him or her;

1. Be provided with an opportunity to present information on his or her behalf;
2. Be given the right to appeal any decision of an individual faculty member of the Academic Progress Committee to the Academic Vice President or judicial council. Appeals to the Academic Vice President must be submitted in writing within 48 hours of the student being formally sanctioned

Sanctions

All proven cases of academic dishonesty will be penalized as appropriate under the circumstances. Individual faculty members may take the following actions:

- Issue a private reprimand;
- Issue a formal letter of reprimand; or
- Reduce the student's grade and fail him or her in the course.

All incidents of academic dishonesty will be reported to the registrar, who reserves the right to forward the matter to the Academic Progress Committee for further action. The committee may take the following actions:

1. Define a period of probation, with or without the attachment of conditions;
2. Withdraw College scholarship funding;
3. Define a period of suspension, with or without the attachment of conditions;
4. Expel the student from the College;
5. Make a notation on the official record;
6. Revoke an awarded degree; or
7. Act on any appropriate combination of 1-6 above.

Faculty & Administrative Responsibilities

In order to implement these principles of academic integrity, it is necessary for the administration and faculty to take certain steps that will discourage academic dishonesty and protect academic integrity:

1. RMC and the OTD Program faculty will regularly communicate to the College community its academic standards and expectations through its institutional publications. Further, the College will encourage and promote open dialogue and discussion about issues affecting academic integrity.
2. RMC OTD Program faculty will inform students of the academic requirements of each course. Such information may include:
    a. Notice of the scope of permitted collaboration;
    b. Notice of the conventions of citation and attribution within the discipline of the course; and
    c. Notice of the materials that may be used during examinations and on other assignments

Student Records

The OTD Program in collaboration with the Office of Student Records at RMC creates, maintains, verifies, and protects college records of course, degrees, and OT students. Official academic records of OT students are in a secure office in the OTD suite of the Bair Science Center and in the Office of Student Records, located in Eaton Hall. The information is of three types (but is not limited to): personal information supplied by the applicant; educational records, including records from previous institutions, including high school and/or colleges attended; and scholastic records as supplied by the student's college instructors.

A student’s set of academic records is available only to the /Academic Vice President, Registrar, the Student Records staff, OTD Program faculty and staff, and others indicated by the student’s written consent.

Other items (for example, copies of letters sent to students regarding academic disciplinary action) are placed in the student's records. This information is kept for differing periods as indicated by state and federal law. Upon completion of required terms, the information may be destroyed or kept per the institution’s discretion.

Students have the right to request the privilege of looking at their records. However, the College reserves the right to delay access to a student's personal records for a period of up to 45 days in

accordance with the provisions of the Buckley/Pell Amendment. Transcripts of records will be sent only upon the individual student's written request except where grades determine eligibility for a scholarship, which the student has accepted or for which the student has applied.

Rocky Mountain College has the responsibility and the authority to establish standards for scholarship, student conduct, and campus life. The policies that govern these standards recognize the College as part of the larger community bound by federal, state, and local legislation; as a unique academic enterprise, the College embraces regulations that are intended to create, preserve, and foster the freedom to learn.

Students graduate in late November after Capstone Dissemination. The student's official transcript will not be released until the beginning of January of the following year. It is the responsibility of the graduate to contact the Office of the Registrar and have the official transcript send to NBCOT and the state licensure agency, if so required.

OTD Student Grievance/Complaint Procedure

1. If a RMC OTD Program student has a concern, complaint, or grievance about a peer or faculty member/instructor, the student is encouraged to address the concern with the individual in question. Both parties should discuss the issue in good faith by attempting to understand the other's perspective, explore alternatives, and attempt to arrive at a satisfactory resolution regarding the concern, complaint, or grievance.
2. If the student is not comfortable addressing the concern with the peer or faculty member/instructor, the student should meet with the Program Director. The Program Director will gather information from the student, investigate the situation at hand and develop a recommendation.
3. The Program Director will meet with the student who has the concern within one week of the initial meeting and discuss his/her recommendations. The student may opt to move forward with the recommendation or discuss other options. The meeting will conclude when the Program Director and student come to a mutually agreeable solution.
4. If the student and the Program Director are unable to come to a mutually agreeable resolution, the student will be referred to the Academic Vice President and the RMC Student Complaint Policy.
5. If the student has a concern, complaint, or grievance about the Program Director specifically, the students should meet with the Academic Vice President.

NOTE: the RMC Student Complaint Policy is not intended to cover curricular or grade appeals as such concerns are addressed through the Academic Standards Procedures.

Professional Behavior Expectations & Advising

Rocky Mountain College OTD Program students are expected to adhere to behavior that positively represents the Program, the College and the profession of occupational therapy.

Each student will be assigned an academic advisor when they matriculate into the program. The academic advisor will ensure the student is performing at the academic level required and advise the student of concerns regarding professional behavior and academics, if need be.

Students will individually meet with the RMC OTD Program faculty advisors in May of each year. The student will complete a professional behaviors self-assessment. All faculty will complete individual professional behaviors and a collaborative summary of faculty feedback will be reviewed with each student during annual professional behavior advisory meetings. During the professional development meeting, the student will be asked to share his or her views on personal strengths and areas of growth.

Concerns will be discussed with individual students as they arise. Each situation/discussion will be documented and placed in the student's personnel file. A student may request to review his or her personal file at any time.

If a particular situation becomes a continued issue for a student, the Program Director will meet with the student and develop a plan of support. The plan of support will identify the issue, a strategy/plan for remediating the issue, and a time-line for improvement. The Program Director and the student will agree upon consistent times to meet to assess progress prior to the final review of the plan. If the student is unwilling or unable to resolve the issue by the time of the designated plan of support, the student will be considered for dismissal from the program.

Student Email Policy

Electronic mail, or "email," is considered an official method for communication at RMC because it delivers information in a convenient, timely, cost effective, and environmentally aware manner.

A RMC assigned student email account shall be the OTD Program and College's official means of communication with all students on the RMC campus. The official email account will be provided in the rocky.edu domain. Students can expect to receive official information regarding deadlines, policy/procedure changes, and changes in degree requirements, special events, course schedule changes, regulatory changes, emergency notices, as well as other useful information from the Registrar, Office of Financial Aid, the Academic Vice President, Dean of Students, and the Business Office. Students are responsible for all information sent to them via the RMC assigned email account.

If a student chooses to forward their RMC email account, he or she is responsible for all information, including attachments, sent to any other email account.

It is recommended that students add a signature block to professional e-mail in the following format:

Sally Jones, OTS-Doctoral
Occupational Therapy Doctorate Student
Rocky Mountain College
Occupational Therapy Doctorate Program

Billings, Montana
e-mail:
Phone: (If you so choose-optional)

Reason for Student Email Policy

Rocky Mountain College provides students with an email account upon the student's matriculation to the institution. This account is free of charge and currently is active as long as the student remains enrolled at the College, and RMC graduates can retain their RMC email address indefinitely. Email is one of the primary modes of communication between students, faculty, and the College. You must check your email regularly. Professional courtesy for checking and responding to emails means replying within 24 to 48 hours. If you miss vital information from administration support staff, admissions director, a faculty member, your advisor, academic fieldwork coordinator, doctoral capstone coordinator, program director, human subject committee, or anyone else within the College, and/or associated with the College, students may face disciplinary action and/or face the consequences of poor communication.

Some students do not use their RMC assigned email account. Other students forward their RMC email account to an alternative account (e.g., a Gmail account). When students do not use their RMC assigned email account, or they forward email from that account to another account, vital information is often not conveyed as the email is unopened or the associated attachments is not forwarded. Students in the OTD Program should check their RMC email daily.

Program Evaluations

Students are required to complete all module, course, rotation, program, and instructor/faculty/preceptor evaluations. Student input is a vital and integral component of the program's ongoing self-assessment and improvement process and is an absolute requirement for program accreditation. All mandatory evaluations provided by students are completed in a confidential manner. Many of the evaluations have been computerized (Moodle) providing for easy statistical analysis of the survey results and tracking, while maintaining student anonymity. A student's history of completing course evaluations is a component of professional evaluation.

Health & Safety Policy and Procedures

Objective

To ensure the Rocky Mountain College (RMC) Occupational Therapy Doctorate (OTD) Program is ensuring the safety, health and well-being of its OTD students, faculty and staff in its learning environments and surrounding community, the OTD Program at RMC has established the following health and safety policy and adapted/copied procedures.

Policy

Students, faculty and staff of the RMC OTD Program have access to the same health and safety resources as the rest of the RMC community. Parts of this policy have been adapted or copied from the institution's Campus Safety department to help better meet the needs and well-being of

students, faculty and staff affiliated with the RMC OTD program. More information pertaining to RMC's Campus Safety can be found online at https://www.rocky.edu/campus-life/campus-safety.

Emergency Information

In case of an emergency, never hesitate to dial 9-1-1- (8-9-1-1 from any on-campus phone). If any students, faculty and/or staff see any suspicious behavior or activity, they are encouraged to call Campus Safety at (406)238-7293. Any individuals who call this number may need to provide specific, first-hand details pertaining to the suspicious behavior or activity. Please make sure that you, the individual, is safe before making any calls.

If an after-hour on-campus emergency situation (not requiring 9-1-1- response) occurs, individuals are asked to reach campus personnel through the institution's 24-hour emergency contacts.

- For campus safety emergencies, please call: (406)238-SAFE (7233)
- For on-campus housing concerns, please call: (406)698-8777
- For on-campus maintenance/facilities problems, please call: (406)325-1903

Rocky Mountain College has established a Safety Protocol Manual for specific incidents that occur on the institution's campus. The manual is available online for all students, faculty and staff to access at https://www.rocky.edu/sites/default/files/safety-protocols.pdf. The manual covers the following topics and protocols:

- Defining an Emergency
- General Steps to follow in an Emergency
- When to Call
- Emergency Notification Response
- Follow up and "Post Crisis" Guidelines
- Family Educational Rights and Privacy Acts
- Phone List
- Protocols for:
    - Alcohol Poisoning
    - Alcohol Related Emergencies (Tips for dealing with)
    - Bomb Threats
    - Campus Building Safety Concerns
    - Contagious Disease
    - Death of a Student/Staff/Faculty
    - Eating Disorder
    - Emergency Repairs
    - Fire
    - Flood/Water Damage
    - Grounds and Parking
    - Hostage Threat
    - Missing Student
    - Physical Altercations and Harassment
    - Sexual Assault
    - Transporting Students

- Unidentified Persons
- Weapon on Campus

It is strongly encouraged for all RMC OTD Program students, faculty, and staff review these protocols in an event any of these safety concerns arise while on campus.

Register for SMS Text Alerts

Students, faculty and staff at RMC have the option to elect themselves to receive emergency alert information through their cell phone number at any time. The cell phone number will be used to alert recipients to any emergency situation. If it is a test, the SMS text alert will indicate it is a test from the institution. Students, faculty and staff will need to fill out the RMC Student Emergency Alert Information form online to receive any SMS text alerts.

Communications in a Personal Emergency (adapted from James Madison University Occupational Therapy Program)

Should anyone need to reach a RMC OTD Program student, faculty or staff member, they should call the RMC OTD Program at (406)657-1163.

- If no one is available and a student needs to be reached, then a call may be placed to the Office of Student Records at (406)657-1030.
    - The RMC OTD Program and Office of Student Records will know where students are assigned for classes.
- If no one is available and a faculty/staff member needs to be reached, then a call may be placed to Rocky Mountain College at (406)657-1000.
    - The institution will have access to the phone directory as well as will know who will be best able to assist in finding and/or getting a message to the faculty/staff member.

Whomever answers the call/takes the message will make every effort to get a message to a student, faculty or staff member. The RMC OTD Program does not give out personal phone numbers or other information to others who may call.

Safety Practices in Classroom & Lab Settings (adapted from James Madison University Occupational Therapy Program and Dominican College Occupational Therapy Program)

- All individuals in classroom and lab settings (students, faculty, standardized patients, etc.) are expected to use the space and equipment in a respectful, professional manner.
- All individuals should know how to use the equipment and supplies prior to applying it/them to another individual. If even slightly unsure, please ask faculty for assistance.
- Prior to and upon completion of using any device, mechanical or electrical, perform a quick inspection of its functionality. If any piece of equipment does not appear to be in proper working order, notify faculty immediately and do not use the device or let anyone else use the device until it has been properly checked and cleared for use.
- If unsure whether or not a particular piece of equipment or supply item is safe to use, or if an activity is safe and appropriate in which to engage, speak with faculty immediately.

- For electrical devices, visually inspect the cord and plug prior to plugging into an electrical outlet. If any damage is noted, inform faculty immediately and do not use the device.
    - Also use safe practices when removing the plug from the outlet from the base of the plug, not from the cord connected to the plug.
- All individuals should not wear shoes when stepping on mats. When stepping on mats, socks are to be worn at all times.
- Students and faculty are encouraged to demonstrate good body mechanics when performing lab activities. Students who injure themselves during lab activities, even to the slightest degree, should inform faculty immediately.
- Students, faculty and staff are responsible for keeping home lab environments clean and clear of clutter. This includes, but is not limited to, dishes in the sinks(s), tidiness and freshness of items in the fridge, items returned to its original positioning/setting(s), etc.
- Graduate Assistants will assist faculty with the setup of labs and classroom activities. They will facilitate cleanup as needed.
- Graduate Assistants are responsible for ensuring the learning environment is stocked, items are accounted for, and cleanliness is maintained.
    - Graduate Assistants will report to the Program Director if any items are missing or broken.
- Graduate Assistants will manage overall materials and items in all classroom and lab settings on the RMC OTD (top) floor of the Charles Morledge Science Building. They will ensure that items are checked out and returned in the same condition as they were issued.
    - Graduate Assistants will report to the Program Director if any items are missing or broken.
- Hazardous substances are to be handled and utilized with the utmost care.
    - If anyone mishandles/misutilizes hazardous substances and harms themselves and/or others, they need to immediately refer to any/all precautionary statements on the label of the substance(s) and follow steps accordingly.
        - Under the Occupational Safety and Health Administration's (OSHA's) Hazard Communication Standard (HCS), all labels are required to have pictograms, a signal word, hazard and precautionary statements, the product identified, and supplier information.
- A first aid kit is located in a drawer below the sink in the RMC OTD Program's Lab (Charles Morledge Science Building Room #204) for the use of any individual who may need it.
- Students who feel ill are requested to contact faculty and remain home until they feel better/no longer show symptoms.

Infection Control (adapted from Dominican College Occupational Therapy Program)

According to the Centers for Disease Control and Prevention (CDC), "infection control prevents or stops the spread of infections in healthcare settings" (2019). Infections occur when germs enter the body, increase in number, and cause a reaction of the body. Three things are necessary for an infection to occur (CDC, 2016):

- Source: Places where infectious agents (germs) live (e.g. sinks, surfaces, human skin)

- Susceptible Person with a way for germs to enter the body
- Transmission: a way germs are moved to the susceptible person

In order to help implement infection control in our classroom and lab settings, the RMC OTD Program has developed the following basic guidelines to help reduce the spread of infections:

- Perform proper hand hygiene
    - Wash hands often for at least 20 seconds with antibacterial soap and warm water.
    - Use alcohol-based hand sanitizer when unable to wash your hands. Make sure to wash your hands as soon as possible after using alcohol-based hand sanitizer.
    - Always wash your hands when handling food. You cannot substitute washing your hands for applying alcohol-based hand sanitizer.
- Follow respiratory hygiene/cough etiquette principles
    - Cover your mouth and nose with a tissue when coughing or sneezing;
    - Use in the nearest waste receptacle to dispose of the tissue after use;
    - Perform hand hygiene after having contact with respiratory secretions and contaminated objects/materials
- Properly handle and properly clean equipment and supplies
- Clean and disinfect the classroom and lab settings appropriately
- Handle textiles and materials appropriately

Bomb Threats Protocol (from the Safety Protocol Handbook: Policy and Procedures for Addressing Campus Emergencies)

NOTE: DO NOT use cell phones as radio signals and/or electronic devices that can activate explosive devices.

If an individual is on the phone making a bomb threat:

1. Alert another staff member of what is happening. Have that person contact the Billings Police Department immediately (call “911”)
2. Keep caller on the line as long as possible
3. Ask specific questions
    a. Location of bomb(s)
    b. How many bomb(s)
    c. Are there bomb(s) in any other building
4. Listen for specific sounds in the background of the caller (construction, air blowing, etc.)
5. Take notes of the call, including:
    a. Exact words of the caller
    b. Time the call was received
    c. Description of the caller
    d. Male/female
    e. Accent
    f. Distinctive background noises

Once the person has hung up, proceed as follows:

1. Contact the Billings Policy Department immediately (call “911”)
2. Remove everyone from the building
3. Contact your direct supervisor

4. Follow instructions of supervisor and/or Billings Police Department
5. Submit an incident report immediately following any incident. Incident reports can be submitted in the Campus Safety Office.

If you receive a written, email, or verbal threat, or upon discovery of a potential explosive device:

1. Alert another staff member of what is happening. Have that person contact the Billings Police Department immediately (call "911").
2. Inform the Vice President for Student Life Office via messenger or building telephone.
3. Discontinue use of radios and other electronic equipment.
4. Evacuate to a safe assembly area, leaving doors open as you exit.
    a. 1,000 feet minimum recommended safe distance
    b. DO NOT attempt to remove any items from the building as you exit
    c. DO NOT re-enter the building at any time
5. Take attendance of students, staff, and visitors. Report any missing individuals to the Vice President for Student Life Office immediately and to first responders.
6. Submit an incident report immediately following any incident. Incident reports can be submitted in the Campus Safety Office.

Contact Information

- Vice President for Student Life – (406)657-1018 (office)
- Director of Facility Services – (406)657-1077 (office)
- Campus Safety Coordinator – (406)238-7293 (office)

Contagious Disease (from the Safety Protocol Handbook: Policy and Procedures for Addressing Campus Emergencies)

NOTE: i.e. Chicken Pox, Hepatitis A, Mononucleosis, Influenza, Tuberculosis, etc.

- Notify Student Health Services at (406)657-1068. If Student Health Services is unavailable, contact the Vice President for Student Life office at (406)657-1018.
- For non-life threatening situations, contact Student Health Services at (406)657-1068, or contact Ask-A-Nurse at (406)657-8778.
- For life threatening situations, call 9-1-1 immediately.
- Clear immediate area of all people; assisting as necessary (use universal precautions if needed: gloves, masks, etc.)
- Submit an incident report immediately following any incident. Incident reports can be submitted in the Campus Safety Office.

Fire Protocol (adapted from the Safety Protocol Handbook: Policy and Procedures for Addressing Campus Emergencies)

1. Activate the fire alarm and evacuate per established procedures for the building.
    a. Students, faculty and staff on the top (OTD) floor of the Charles Morledge Science Building must evacuate the building immediately using the staircase that is closest to them (one staircase is located on each end of the floor).
        i. NOTE: DO NOT use the elevator.
    b. While evacuating in a quick, safe, and effective manner, check any rooms/offices on your way out. Help ensure the safety of other students, faculty, and staff.

c. Use the side doors at the ground level of each staircase to exit the building quickly and safely. Meet across Poly Drive at the flag poll, located in front of the business complex located at 2475 Village Lane, Billings, Montana, 59102.

2. Call 9-1-1
    a. Call the Office of Facility Services at (406)657-1077 (office)
        i. (406)325-1906 (after hours)
    b. Call the Office of Campus Safety at (406)238-7293 (office)
        i. (406)647-1373 (after hours)
    c. NOTE: too many calls are better than none, so please don't assume.
3. Report any missing individuals immediately to the Vice President for Student Life Office and to emergency personnel.
4. Submit an incident report immediately following any incident. Incident reports can be submitted in the Campus Safety Office.

NOTE: At no time are students, faculty, or staff to place themselves or others in harm's way.

Weapon on Campus (from the Safety Protocol Handbook: Policy and Procedures for Addressing Campus Emergencies)

If you see a weapon on campus:

- Call the Campus Safety Office at (406)238-7293 or (406)238-SAFE (7233) after hours.
- Call the On-Call Residence Life Staff at (406)698-8777.
- **Make sure to provide the location and, if possible, the quantity/type of weapon(s).**
- Submit an incident report immediately following any incident. Incident reports can be submitted in the Campus Safety Office.

If a weapon is found, isolate the area and do not touch the weapon. Police will secure it for evidence.

- Await further instructions from the Campus Safety Office or local authorities.
- Submit an incident report immediately following any incident. Incident reports can be submitted in the Campus Safety Office.

If you see someone on campus with a weapon:

- Call 9-1-1 immediately. There are no firearms allowed on campus and this will be considered a serious threat.
- Call the Campus Safety Office at (406)238-7293 or (406)238-SAFE (7233) after hours.
- Call the Vice President for Student Life at (406)657-1018 (office) or (406)670-7290 (after hours).
- **Make sure to provide the location and, if possible, the quantity/type of weapon(s).**
- Await further instructions from the Campus Safety Office or local authorities.
- Submit an incident report immediately following any incident. Incident reports can be submitted in the Campus Safety Office.

Campus Emergency Phone List (from the Safety Protocol Handbook: Policy and Procedures for Addressing Campus Emergencies)

Department	Office Phone Number	On-Call #

		(after hours or emergencies)
Academic Vice President	(406)657-1127	
Campus Safety	(406)238-7293	(406)238-7233
Counseling Center	(406)657-1049	(406)670-8669
Enrollment Services Vice President	(406)657-1024	
International Programs	(406)657-1092	
Office of Facility Services	(406)657-1077	(406)325-1906
Office of Residence Life	(406)657-1051	(406)698-8777
President		(406)657-1015
Services for Academic Success	(406)657-1070	
Student Health Center	(406)657-1192	
Vice President for Student Life	(406)657-1018	(406)670-7290
Community Resources	**Phone Number**	
AIDS Hotline Montana	(800)233-6668	
AIDS Testing & Counseling	(406)247-3350	
Alcoholics Anonymous (A.A.) and Alateen	(406)657-0776	
Ask-A-Nurse	(406)657-8778	
Counseling Services for Crisis Pregnancy	(406)652-4868	
Emergency	9-1-1	
Gateway House	(406)245-4472	
Hearing Impaired	(800)243-7889	
Indian Health Board of Billings	(406)245-7372	
Legal Services	(406)248-7113	
Mental Health Center	(406)252-5658	
Narcotics Anonymous (N.A.)	(800)990-6262	
National Center for Disease Control	(800)232-4636	
Poison Control	(800)222-1222	
Rape Crisis, Sexual Assault Services, & Battered Victims 24-hour Help Line	(406)259-8100	
STD Clinic	(406)247-3350	
STD Hotline	(800)227-8922	
Suicide Hotline	(406)252-1212	
Yellowstone County Police (non-emergency)	(406)657-8200	
Crisis Text HotLine	**Text Message to 741-741**	

Drugs & Alcohol

OTD students must follow the RMC drug and alcohol policy. These policies are found in the RMC Catalog and online at https://www.rocky.edu/campus-life/campus-safety/drug-alcohol-policy. The OTD Program is concerned about drug and alcohol abuse by any enrolled student and, upon reasonable evidence, may require that a student undergo evaluation and treatment by a licensed substance abuse counselor in order to remain in the program. Other appropriate measures including, but not limited to, random testing for drugs and alcohol may be necessitated upon individual circumstances.

Drug Screening Policy

Students in the RMC OTD program are required to complete an annual 10 panel drug screen prior to admission to the program and at the start of each year, including 3rd year when on Fieldwork level II.

Occupational Therapy Doctorate students must follow the RMC policies on drug and alcohol abuse. These policies are found in the RMC Catalog. If the OTD Program is concerned about drug and alcohol abuse by any enrolled student and, upon reasonable evidence, may require that a student undergo evaluation and treatment by a licensed substance abuse counselor in order to remain in the program. Other appropriate measures including, but not limited to, random spot testing for drugs and alcohol may be necessitated upon individual circumstances. Consequences for such behavior may include expulsion from the program.

Employment While Enrolled

Students are discouraged from seeking or maintaining employment while enrolled in the program. If a student does work and encounters academic and/or disciplinary problems, the student may be counseled to cease employment. Under no circumstances will employment be considered as a reason for excused absence from the student's didactic or clinical education commitments, nor will student employment considerations mitigate evaluation of outcomes. During clinical rotations, students will not be used to substitute for regular clinical and/or administrative staff. If a student is asked to substitute for regular staff on a rotation, he/she should inform the AFWC, capstone coordinator, or program director immediately.

Nondiscrimination/Harassment

The following are specific policy statements of RMC:

1. **EOE/AA Policy:** It is the policy of RMC to afford equal opportunity in employment and admissions to all individuals. No person, on the basis of race, color, national origin, sex, religion, age, sexual orientation, or handicap shall be excluded or denied benefits or

otherwise discriminated against in employment or admission or participation in education programs or activities. Discrimination shall not be tolerated in any service or operation including, but not limited to, recruiting, testing, counseling, awarding financial aid, research, etching, assignment of work-study and assistantships, granting of degrees, or participation in RMC sponsored student recreation or organizational activities.

2. **Sexual Harassment Policy:** It is the policy of the College to provide a working, learning, and teaching environment free from unlawful harassment of any kind, including sexual harassment. Sexual harassment of any student, on or off campus, is prohibited and will not be tolerated. Retaliation against a person who reports or complains about harassment, or who participates in the investigation of a harassment complaint, is also prohibited. Each member of the College community is responsible for adhering to and implementing these policies. Employees and students will be subject to disciplinary action for violation of these policies.
3. RMC Title IX contacts and additional information are available via this link: www.rocky.edu/campus-life/campus-safety/sexual-misconduct-and-sexual-assault-policy

Disability Services

Rocky Mountain College and the OTD program are committed to providing courses, programs, services, and facilities that are accessible to students with disabilities. Students with disabilities are responsible for identifying themselves, providing appropriate documentation, and requesting reasonable accommodations.

In order to ensure provision of needed accommodations/support services from the onset of participation in the OTD program, students with disabilities are encouraged to contact the RMC graduate student Section 504/ADA Coordinator immediately after accepting a position in the program to provide/initiate the necessary documentation to establish an accommodations plan. Refer to the most recent edition of the Rocky Mountain College Catalog for further information.

To find the Disability Verification Form and the Academic Specialist/Disability Services Coordinator at RMC, access this link:
https://www.rocky.edu/academics/academic-support/disability-services.

Rena Woltjer
Disability Services Coordinator
Rocky Mountain College
1511 Poly Drive
Billings, MT 59102

Phone: 406.657.1129
Fax: 406.657.1037

Name & Contact Information Changes

It is every student's responsibility to keep the Administrative Supervisor informed of current contact information throughout their program application and enrollment. Changes must be

reported within seven days of occurrence and updated by the end of the first week of each new clinical practice rotation. The contact information that must be kept current includes:

- Name changes
- Mailing address
- Telephone number(s)
- Email address

The program will not be held responsible for consequences incurred as a result of our inability to contact students in a timely manner due to contact information changes that were not reported to the program, or for email or other correspondence that goes unread.

Enrolled students are responsible for checking the email account, Moodle correspondence, and phone voice messages at least daily.

Personal Attire

It is the responsibility of the student to dress appropriately, remaining clean and well-groomed at all times. Students are required to wear their RMC name badge at all times in patient care areas. (Patient care areas are defined as any setting in which patients are examined, evaluated, or provided care by any means including inpatient, outpatient, and campus settings). The following are not appropriate in the clinic setting:

- Sandals, open-toed shoes
- Shorts and above-the-knee skirts
- Revealing clothing or clothing deemed unprofessional by the OTD Program faculty

As future healthcare providers, a student's appearance will be a powerful tool in establishing respect and therapeutic rapport. As a representative of the RMC OTD Program, students contribute to the public image as well as the profession of OT. Attention to attire, accessories, and hygiene have an integral role in the image students establish for both the program and profession.

The program integrates various learning platforms and environments. Below is a table providing guidelines for acceptable attire within these environments.

Environment	Acceptable	Unacceptable
Classroom	Pants; denim without frayed hems/holes; Spandex/yoga pants with shirt length that provides professional image; Shorts – length presents professional image; Shirts – neat and appropriate in length to engage in classroom activities	Shirts that reveal back or midriff when reaching or bending; From fitting or immodest shorts
Experiential Learning	Comfortable pants that allow for ease of movement during	Shirts that reveal back or midriff when reaching or bending; loose

	active/experiential learning activities; Shirts – neat and appropriate in length to engage in active/experiential learning activities	foot attire that could result in physical injury; undergarments should not be noticeable when bending or reaching; mindful of perfumes/colognes
Professional Presentation/ Guest Presentation	Professional Dress-Business Casual	Shirts that reveal back or midriff when reaching or bending; Form fitting or immodest shorts; ball caps

SCHOLASTIC ACHIEVEMENT

Grades

Course grades are calculated on a percentage basis as outlined in the respective course syllabi. All final course grade percentages are rounded to the nearest integer as follows:

- 00.45% or higher is rounded up to the next higher integer
- 00.44% or less is rounded down

Final course grades are assigned according to the following academic standards:

Courses	
Percent Grade	Letter
90 – 100	A
80 – 89.99	B
70 – 79.99	C
Less than 70	F
Grades will not be rounded up	

Grades are considered a reflection of how well a student has done in comparison to the expectations.

- A – indicates that a student has exceeded the program's expectations
- B – indicates that a student has met the program's expectations
- C – indicates that a student has not met the program's expectations

An "I" may be temporarily awarded to individuals who fail to complete course requirements within the defined time period of the course. Students must submit a written request for an "I" to the Program Director for approval BEFORE the end of the semester in which the "I" designation is being requested. If an "I" is not requested or not approved by the Program Director, the course grade will be calculated based upon that portion of the course that has been completed.

Grading

All grades are assigned by the program core faculty. Clinical preceptors ***DO NOT*** assign grades to students during their clinical practice experiences/rotations. Preceptors ***EVALUATE*** student performance (academically, clinically, and professionally) and provide the program with a written evaluation that is used by the program faculty to determine a final grade. Students are

encouraged to discuss the preceptor's evaluation of their performance during the mid-rotation and end-of-rotation weeks (at a minimum). Once the evaluation has been submitted to the program faculty for review/grading, ***UNDER NO CIRCUMSTANCES*** is the student to approach a preceptor for further explanation of their evaluation. If a student approaches a past preceptor for any review of the evaluation after the grade has been assigned to it by the program faculty, the student will be placed on probation or dismissed from the program (if already in a probationary status). Students wishing to appeal a grade and pursue a grade change (including any clinical rotation grade) must follow the Grade Grievances procedure outlined below.

Academic Progress

Students are required to maintain a "C" letter grade or better in all didactic and research courses. The OTD Program faculty will review academic progress at the end of each semester. Any student who does not meet the specified requirements will be placed on probation and a plan of support and monitored by their academic faculty advisor. Failure to meet the minimum requirement at the end of the probationary semester may result in dismissal from the program. Any student with two "C" letter grades will result in immediate dismissal from the program.

Requirements for the Completion of the Academic Phase Policy

Completion of Academic Phase: At the completion of the second academic year (sixth semester) of the Rocky Mountain College (RMC) Occupational Therapy Doctorate (OTD) Program, students MUST be in good academic standing in all courses (i.e., no more than two "C" final letter grades in academic coursework). Any letter grades below "C" in academic coursework are considered failing.

Comprehensive Exams: Students must also pass a comprehensive exam that consists of taking the National Board for Certification in Occupational Therapy (NBCOT) Occupational Therapy Knowledge Exam (OTKE) (a minimum score of 45% is required, though a 60% or better is preferred) If a student does not satisfactorily complete the comprehensive exam, they will receive remediation and attempt the comprehensive exam again until they satisfactorily pass the exam. If a student is unwilling or unable to pass the comprehensive exams, they will be released from the program.

Completion of Academic Work: Students in their second year of the Program have until the last day of finals week of their final academic semester (i.e., sixth semester) to satisfactorily complete all didactic coursework (i.e., completing all coursework with no letter grade lower than a "C" and no more than two "C's" overall). If a student is unable to complete their final academic semester in good standing, they will be unable to matriculate into the clinical phase. The students must complete the coursework immediately the next semester with one-on-one faculty-directed remediation and pay full tuition costs for the course they did not successfully complete. The student will then have that one semester to complete the academic work required of them to matriculate into the clinical phase of the program. If the student is unable to complete the required academic work in one semester, they will be released from the program.

Once the student has successfully completed the academic work to standard, they will receive a letter grade for the semester and matriculate into the clinical phase of the program the next available semester.

If a student has not completed all requirements to graduate, with approval from the program director, the student may participate in graduation with their peers. However, they will not officially graduate and receive their diploma until all program requirements have been completed.

NOTE: obtaining Financial Aid during the remedial semester may be affected by the number of registered credits.

Participation/Professional Behaviors Rubric

This rubric will be used during each class period and with any/all class participation and presentation activities throughout the semester for each class. Students will receive an overall rating/score based on this rubric at the end of the semester.

Criteria	Distinguished (X-X points)	Meets Course Expectations (X-X points)	Below Course Expectations (X-X points)
Preparation for Class	Consistently arrives prepared with insightful questions; scholarly discussions; and evidence of self-directed learning (i.e.: identification of additional resources outside of those listed on the syllabus) Fully prepared for on-line learning as warranted	Arrived to class on time; frequently asks insightful questions; participates scholarly discussions; and some evidence of self-directed learning (i.e.: identification of additional resources outside of those listed on the syllabus) Demonstrates consistent on-line preparedness and some self-directed learning is evident	Arrives late to class; unable to extend and/or respond to peer discussions; minimal to no evidence of self-directed learning (i.e.: identification of additional resources outside of those listed on the syllabus) Does not consistently log into class on time, minimal interaction demonstrating preparation for class
Frequency of Participation	Consistently participates in small & large group discussions, participation in meaningful & contributes to enrichment of the learning environment; participation includes mutual respect & attention to others Consistently participates online.	Participates in small & large group discussions however participation may not enhance the learning environment; participation includes mutual respect & attention to others however there may be instances where guidance and re-direction is required- Some consistency of participation online.	Minimal to no participation in small & large group discussions; participation impedes the learning environment; participation lacks mutual respect & attention to others; feedback was required to promote a safe learning environment Minimal participation online.
Focus during experiential learning	Sustained and divided attention were evident within the learning environment; absence	Sustained and divided attention were evident within the learning environment; however social conversation impacted	Sustained and divided attention were not evident within the learning environment;

	of social conversation; attention promoted task completion within allotted time frame Maximum focus regarding online learning	the learning environment; attention impacted task completion within allotted time frame Moderate focus regarding online learning	social conversation negatively impacted the learning environment; attention lacked ability to complete task within allotted time frame Minimal focus regarding online learning
Professionalism	Interpersonal & intrapersonal skills promoted a safe and respectful learning environmental; professional attire (when required), eye contact, and body language demonstrated intention as well as authenticity Maximum professionalism regarding adhering to COVID 19 safety protocol and making decisions from the perspective of a future healthcare professional are noted/observed.	Interpersonal & intrapersonal skills were present, however occasional re-direction was required to ensure a safe and respectful learning environmental; professional attire (when required), eye contact, and body language lacked intention as well as authenticity Moderate professionalism regarding adhering to COVID 19 safety protocol and making decisions from the perspective of a future healthcare professional are noted/observed.	Interpersonal & intrapersonal skills were minimal; re-direction was required to ensure a safe and respectful learning environmental; professional attire (when required), eye contact, and body language was absent of intention as well as authenticity Minimum professionalism regarding adhering to COVID 19 safety protocol and making decisions from the perspective of a future healthcare professional are noted/observed.
Textbooks & Resources	Student Purchased All Texts and/or resources and brought them to class on specified days.	Student only bought some of the texts; and/or the incorrect edition. Occasionally brought texts/resources to class on specified days	Student did not purchase texts and/or resources; therefore did not bring to class on specified days.

Grade Grievances

When a grade concern arises, it is the student's responsibility to resolve the issue with the course faculty member who was responsible for assigning the grade. If the matter cannot be resolved to the student's satisfaction with the instructor, the student should contact his/her advisor for assistance. If still unresolved, a written appeal to the program director may be made within five days of the grade assignment. The Program Director will independently evaluate the situation and render a decision. The decision of the Program Director is final.

Academic Appeals

The OTD Program recognizes due process and the rights of a student to appeal program decisions/actions affecting student progress within the program. Student's appeals must be based upon the Program's failure to follow established policies or procedures. Students must present

evidence that supports their appeal of a program decision/action according to the appeal process as defined herein:

1. All appeals must be submitted to the Program Director, in writing, within five business days of the occurrence that is the subject of the grievance.
2. Appeals will be reviewed during a meeting of the Program faculty and staff, and a decision will be rendered to the student within 10 working days of receipt of the appeal. Students will be invited to attend the faculty meeting at which the appeal is considered to present their case and respond to any questions the faculty may have. As this meeting is a purely an academic proceeding, no legal counsel will be allowed to attend or participate. The appellant student may, however, request participation by other students or non-program faculty with approval of the Program Director. Proceedings may not be recorded in any manner (audio, video, digital, etc.).
3. Students who wish to challenge the program's appeal decision may initiate a subsequent appeal to the Office of the Academic Vice President. This appeal must be initiated within 10 working days of the program's appeal decision and must be submitted in writing.
4. All academic appeal decisions rendered by the Academic Vice President are final.

NOTE: if a student indicates or alludes to taking legal action at any time during the academic appeal process, the process will stop immediately, regardless of where in the academic appeal process the student is currently.

Readmission

Any individual who has been previously admitted into the program but failed to matriculate in the student's designated class, voluntarily withdrew from the program, and/or was issued a seat release will be required to initiate a new application for admission.

Retention Standards & Changes to Student Status

Earning an OTD degree is predicated on the faculty's determination that a student is ***suitable*** for the practice of occupational therapy in terms of his/her personal professionalism, personal conduct, and academic achievement. ***Grades alone are not sufficient to warrant promotion to the next semester, clinical phase, or graduation***. The faculty reserves the right to dismiss any student when the student's documented behavior is not in keeping with the standards of the profession, or when the student's presence in the OTD program is considered detrimental to the student in question, the other students in the college, or to society in general.

Leave of Absence

A leave of absence, for medical or personal reasons, from the Rocky Mountain College (RMC) Occupational Therapy Doctorate (OTD) Program may be granted by the Program Director. Students seeking a leave of absence must complete the RMC OTD Program Leave of Absence Application and submit it to the Program Director either in-person or via email. The application will then be reviewed (and ultimately approved or rejected) by the Program Director, in collaboration with the institution's Vice President for Student Life and Academic Vice President, and with feedback provided by appropriate faculty members in the Program.

If a leave of absence is approved, the Program Director, on behalf of the RMC OTD Program and RMC, will outline, in writing, conditions the student must meet prior to their return to the program. Those conditions will be based on criteria specific to each leave of absence request. Repetition of course work satisfactorily completed prior to the leave of absence will not be required provided resumption of training occurs within one (1) academic year from the date the leave of absence begins.

If a student elects to decline the condition(s) outlined in their approved Leave Request, the Program Director may require the student to establish a Plan of Support (Please refer to Plan of Support under the Professional Behavior Expectations & Advising section in the Student Handbook for the Occupational Therapy Doctorate Degree Program). The student will also retain the option of completely withdrawing from the Program. (Please refer to Withdrawal from College in the Student Handbook for the Occupational Therapy Doctorate Degree Program).

Returning from Leave of Absence

The process for determining whether a student is eligible to return to the Program, following an approved leave of absence, is contingent upon the following criteria:

- Did the student successfully meet or fulfill the conditions that the Program Director established based on their specific leave of absence request?
- Can the student show supporting documentation that demonstrates satisfactory resolution of the issue(s) necessitating the leave of absence?
- Did the student take it upon themselves to document any steps they took, or the progress they made, toward resolving (or managing) the situation that prompted their reason(s) for requesting the leave of absence?
- Does the Program Director, in collaboration with the institution's Academic Vice President, appropriate faculty members within the Program, and the student mutually feel confident that the student's return from their leave of absence will be positive for the student?

The final decision about the student returning is made by the Program Director in collaboration with the institution's Vice President for Student Life and Academic Vice President and with feedback from appropriate faculty members in the Program. At any time, the Program Director may contact parents/family of the student and any appropriate College officials about the student's status. The Program Director must have the student's written permission to communicate with healthcare professionals.

Probation

Being placed on probation is a warning to the student that his/her performance is below the minimum requirements of the program. During probation, a student must raise his/her grade point average or correct other identified problems to the required minimum standard or risk dismissal from the program.

- The minimum length of probation is one semester.
- A student on probation will be subject to dismissal for failure to resolve the deficiency OR the occurrence of any other violation which mandates program dismissal.

- Students who are on probation will also be placed on a plan of support and meet with their academic advisor on a frequent basis.

Suspension

Any student may be suspended from continued participation in the program to allow sufficient time to investigate allegations of unprofessional behavior, violations of academic integrity, or other claims of personal misconduct. The suspension and suspension period are at the discretion of the Program Director.

Dismissal

Dismissal is a permanent separation from the program. The following is a list of conditions under which students will be dismissed from the RMC OTD program:

- Violation of any college or program rules, regulations, policies, or procedures with regards to academic integrity.
- Failure to achieve the minimum requirement after having been on Academic Probation for one semester.
- Receiving two "C" letter grades in the program.
- Refusal or failure to satisfactorily complete a remediation plan for any course, module, or clinical rotation.
- Judged to be professionally unfit for the practice of occupational therapy (as determined by the formal end-of-semester or end-of-clinical rotation Faculty/Preceptor Evaluation of Students) by at least two different faculty and/or clinical rotation preceptors.
- Receipt of a failing grade in two clinical rotations.
- Failure of the Capstone Experience.

Dismissal from the RMC OTD Program for any of the above conditions will be final, subject only to the Program's Academic Appeal Policies and Procedures.

Refunds

When a student withdraws before 60% of the semester elapses, the College must return to the Department of Education any unearned federal financial aid funds up to the unearned percentage of institutional charges for the portion of the period the student did not complete. Federal dollars that need to be returned will be applied in the following order: unsubsidized federal Stafford loan, subsidized federal Stafford loan, federal Perkins loan, federal PLUS loan, federal Pell grant, federal Supplemental Education Opportunity Grant, and Leveraging Educational Assistance Partnership program. The calculation of the return of these funds may result in the student owing a balance to either the College and/or the federal government.

If the student owes a balance to the College, the amount is due at the time of withdrawal. Arrangements for monthly payments may be set up if the student cannot pay the total amount. The student will not be able to validate his or her enrollment, attend future classes, or obtain transcripts or diplomas, until the balance is either paid in full or satisfactory payment arrangements have been made. If the student owes an overpayment to the Department of Education, the College will report the amount owed to the Department of Education through the National Student Loan Data System (NSLDS). The student will not be eligible for future federal financial aid funds until payment arrangements have been set up with the Department of Education or until the overpayment has been paid in full. The withdrawal calculation for those

students receiving institutional assistance or those receiving no assistance, who withdraw from the College before they have completed 60% of the term, will be evaluated in the same manner as a student receiving federal financial aid.

Graduation Requirements

Students must meet the following requirements to graduate with a professional degree from the RMC OTD Program:

1. Successfully complete all academic requirements and be in good standing with the College.
2. To the extent that such information is brought to the attention of the College, exhibit the requisite professionalism, character, and professional promise in judgment.
3. Satisfactorily resolve all financial obligations owed to the College.
4. Demonstrate competency of technical standards.

The final responsibility for the completion of graduation requirements is the student's and accordingly, each student should become familiar not only with the curriculum but also with the academic regulations of the College. Each student must, in succession, successfully complete one semester before moving onto the next. Exceptions will be granted for extenuating circumstances (i.e. the coronavirus/COVID-19 pandemic, etc.).

Timely Completion of the Program

	Typical Completion Time Frame	Maximum Extended Completion Time Frame
Didactic Curriculum (first 6 semesters enrolled in Program)	86 Weeks (four 17 week semesters and two 9 week semesters)	172 Weeks (Each student must, in succession, successfully complete one semester before moving onto the next)
	~ 19 Months	~ 39 Months
	~ 1.5 Years	~ 3 Years
Fieldwork Level II Placements (7th semester enrolled in the Program)	24 Weeks (two 12 week rotations)	Within 12 Months (1 Year) of successfully completing the didactic portion of the Program
	~ 6 Months	
Doctoral Capstone Experience (spans across the 8th and 9th semesters enrolled in the Program)	14 Weeks	Within 12 Months (1 Year) of successfully completing the didactic portion of the Program
	~ 3 Months	

STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK AND THE DOCTORAL CAPSTONE WITHIN 12 MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM.

Primary Responsibility

Rocky Mountain College assumes primary responsibility of the RMC OTD Program for appointment of faculty, admission of students, and curriculum planning. This includes course content, satisfactory completion of the educational program, and granting of the degree. Rocky Mountain College is also responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

National Certification Examination for the Occupational Therapist

GRADUATES OF THE ROCKY MOUNTAIN COLLEGE OTD PROGRAM WILL BE ELIGIBLE TO SIT FOR THE NATIONAL CERTIFICATION EXAMINATION FOR THE OCCUPATIONAL THERAPIST, ADMINISTERED BY THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT®). AFTER SUCCESSFUL COMPLETION OF THIS EXAM, THE GRADUATE WILL BE AN OCCUPATIONAL THERAPIST, REGISTERED (OTR). IN ADDITION, ALL STATES REQUIRE LICENSURE TO PRACTICE; HOWEVER, STATE LICENSES ARE USUALLY BASED ON THE RESULTS OF THE NBCOT CERTIFICATION EXAMINATION. A FELONY CONVICTION MAY AFFECT A GRADUATE'S ABILITY TO SIT FOR THE NBCOT CERTIFICATION EXAMINATION OR ATTAIN STATE LICENSURE.

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