

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

STUDENT HANDBOOK

2023-2024

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Offered in partnership with Old Dominion University College of Health
Sciences, School of Rehabilitation Sciences

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Welcome to the Doctor of Occupational Therapy Program

Congratulations on your acceptance to the Eastern Virginia Medical School (EVMS) Doctor of Occupational Therapy Program (OTD), a partnership program between EVMS and Old Dominion University (ODU)! You have chosen a wonderful profession that will provide a rewarding career. We are thrilled that you have chosen EVMS as the place to begin your professional journey! This student handbook is provided to you as a supplement to the [EVMS Academic Catalog](#) and [EVMS Policies and Procedures](#).

This handbook serves as an introduction to essential information needed to succeed in our professional program. It contains information about the academic program and the professional development of students, the faculty and the OTD Program Advisory Board members, and the ways in which we interact as a learning and practice community. It aims to serve as a reference tool, in alignment and in collaboration with the above-mentioned resources, to support you through your course of study with us. You are responsible for all of the information contained in this document.

The faculty, program advisors, and our clinical community put you at the center of our program, policies, and procedures. We are here to support you in your learning because we are committed to producing graduates that are prepared to:

- Promote the health and wellness of diverse individuals, groups, and populations through occupational engagement across the life span through holistic, patient-centered, occupation-based, and evidence informed practice.
- Advance the practice of occupational therapy by engaging in scholarly activity and applying comprehensive knowledge of the profession's theoretical and evidentiary base.
- Influence traditional and emerging practice markets by optimizing leadership and advocacy capacities and employing creative, collaborative, and innovative problem solving.

As stewards of our professional knowledge and practice, we are committed to ensuring that, through your studies across the program, you are prepared to innovate and lead to advance the profession of occupational therapy. Welcome!

Key Program Contact Information

Program Director: Patricia Laverdure, OTD, OTR
Program Director
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Accreditation, Certification, and Licensure

The entry-level OTD program has applied for and achieved Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301.652.AOTA and its web address is www.acoteonline.org.

The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction and professional license revocation may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

In accordance with [completion requirements](#) established by OTD Program, students must complete the program within eight years of matriculation. Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 30 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork and preparatory activities defined in [2018 ACOTE OTD Standard D.1.3](#).

Program Mission and Vision

The mission statement of EVMS asserts:

Eastern Virginia Medical School is an academic health center dedicated to achieving excellence in medical and health professions education, research and patient care. We value creating and fostering a diverse and cohesive faculty, professional staff and student body as the surest way to achieve our mission. Adhering to the highest ethical standards, we will strive to improve the health of our community and to be recognized as a national center of intellectual and clinical strength in medicine and Health Professions. Our commitment to ensuring institutional effectiveness is demonstrated by the continuous assessment processes we use to improve program performance and student learning outcomes.¹

In alignment with the institution's mission, the mission of the OTD program states:

The OTD Program is designed to graduate diverse, intellectually inquisitive and innovative occupational therapy practice leaders, advocates and scholars, who, through their understanding of the relationship of occupation, health, and wellbeing gained through rigorous didactic and clinical academic pursuit, find scientifically grounded practical solutions to the everyday occupational needs of society.

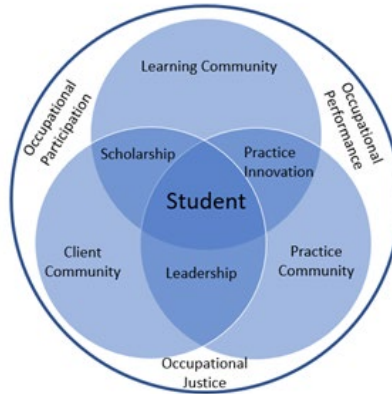
The program is a rigorous academic program that will promote effective professional reasoning and clinical decision-making skills to prepare health care providers capable of treating clients across the lifespan. Through its collaborative network of strategic partnerships involving the health care, educational, and community-based infrastructure in the region, the proposed program will leverage in-class didactic learning with service learning (civic engagement) and practicum experience to improve the health and wellbeing of the citizens of the Commonwealth of Virginia, the nation, and the world.

¹ Eastern Virginia Medical School. (n.d.). Mission Statement. https://www.evms.edu/about_evms/mission_vision_values/

EVMS’s vision states, “Eastern Virginia Medical School will be recognized as the most community-oriented school of medicine and health professions in the United States.”²

The program’s vision is to, “be recognized as an inclusive program that cultivates diverse leaders, advocates and scholars in health care, education and research that serve the right and need of society to participate in occupations that give life meaning and improve health and wellbeing of individuals, communities and populations in the metropolitan Hampton Roads region of Virginia, our nation and the world through inquiry, collaboration and innovation.”

Program Philosophy and Design



Program Philosophy

The curriculum design is organized around a philosophy that is rooted in the current American Occupational Therapy Association published philosophy of the profession³ and it states that: The OTD Program is grounded in the fundamental belief is that the health and wellbeing of individuals and our community are improved when we endeavor to understand and embrace our socio-cultural diversity and life experiences, and, through synergistic partnership and innovation, promote the participation of all people in meaningful and health-promoting occupations and desired roles of society.

The philosophy of teaching and learning of the OTD Program is situated around three key philosophical components:

- 1) Student Centered Learning:
 - a. All learners bring an array of experiences and knowledge to the learning context.⁴
We draw on students’ prior knowledge and design evidence-based learning

² Eastern Virginia Medical School. (n.d.). Vision Statement. https://www.evms.edu/about_evms/mission_vision_values/

³ American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.716S06>

⁴ Mukhalalati, B.A. & Taylor, A. (2019). Adult learning theories in context: A quick guide for healthcare professional educators. *Journal of Medical Education and Curricular Development*, 6, 1–10.

activities in which that knowledge can both serve as foundation and link to novelty and new insights.⁵

- b. Learning requires active engagement and a grappling with and reflection of the differences between prior knowledge and new ideas. We encourage students to identify and explore contradictions and reflect on and draw conclusions from new experiences to empower them to evaluate and revise prior knowledge⁶ and transform their perspectives.⁷
- c. Learners are social beings, and they continually shape their knowledge through interaction with others within the learning, practice, and client community. We create a learning environment safe for active engagement, social interaction, challenging discourse, and making (and learning from) mistakes.⁸
- d. Learners invest in, create, and guide the knowledge that is relevant and meaningful for them. We create learning conditions involving high participation, inductive application, and tolerance for uncertainty.⁹

2) Occupation-focused Learning:

- a. Occupation is the central focus of occupational therapy education.¹⁰
- b. Each course and each semester are situated in the core subject of occupation around which students develop skill in occupational analysis and synthesis.
- c. When creating innovative and practical solutions to critical needs of the community and profession, students develop critical thinking and problem-solving skills in collaboration with community partners.
- d. Students learn to apply their knowledge of the healing benefits of occupation through the application of scholarship, practice innovation, and leadership skills, to serve as a resource to improve the occupational performance, participation, and justice of the community.

3) Synergistic Partnerships:

- a. In active partnerships with the learning, practice, and client communities, students explore socio-cultural diversity and discover unique solutions to meet the critical occupational needs of the community.
- b. Students apply knowledge to real-life scenarios embedded throughout the curriculum in collaboration with the program's clinical learning collaborators to

⁵ Fink, L.D. (2015). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.

⁶ Lang, J. (2016). *Small Teaching*. Jossey-Bass.

⁷ Mezirow, J. (2000). Learning to Think like an Adult. Core Concepts of Transformation Theory. In J. Mezirow, & Associates (Eds.), *Learning as Transformation. Critical Perspectives on a Theory in Progress* (pp. 3-33). San Francisco, CA: Jossey-Bass.

⁸ Nicol, D. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.

⁹ Schulman, L.S. (2005). Pedagogies of uncertainty. *Association of American Colleges and Universities*, 91(2), 1-8.

¹⁰ Hooper, B., Mitcham, M. D., Taff, S. D., Price, P., Krishnagiri, S., & Bilics, A. (2015). The Issue Is—Energizing occupation as the center of teaching and learning. *American Journal of Occupational Therapy*, 69(Suppl. 2), 6912360010.

facilitate the understanding of client-centered care, the profession's theoretical foundations, evidence-based practice, and professional reasoning.¹¹

Curriculum Design

Students enrolled in the OTD Program participate in a curriculum that is grounded from its first courses in occupation. The rigorous curriculum consists of hierarchically sequenced learning activities that 1) focus on occupation and the ways in which individuals, communities, and populations engage in and derive meaning from occupation across the lifespan, 2) are integrated across each course, semester, and the curriculum, 3) incorporate our diverse practice and inter-professional learning partners within the community, and 4) develop professional, scholarship, leadership, and advocacy skills that prepare its graduates as agents of change. The program of study is completed over a period of 3 years across 9 full-time semesters. The curricular themes are articulated below.

- Excellence in professional and clinical reasoning to promote occupational performance.
- Excellence in practice scholarship to promote occupational participation.
- Excellence in leadership and advocacy to promote occupational justice.

Program Learning Outcomes

The OTD program graduates are leaders in healthcare, education, and the community who bring a unique and innovative lens to clinical application, administration and management, scholarship, teaching, and advocacy to address client needs at the individual, community, and population level. Program graduates will practice in a variety of practice settings to include healthcare (acute care, inpatient and outpatient rehabilitation, home health, skilled nursing), educational (early intervention and schools), and community based (club house, homeless shelters) settings. They are prepared to work with diverse clients with a range of illnesses, injuries, and disabilities across the life span, and they are prepared to analyze and apply evidence to design individualized intervention, establish and implement programs, and lead interdisciplinary teams to meet the needs of individuals, communities, and populations.

Graduates are prepared to:

1. Promote health and wellness of diverse individuals, groups, and populations through occupational engagement across the life span through holistic, client-centered, occupation-based, and evidence informed practice. Graduates will:
 - a. Analyze and apply the theories and conceptual models that guide occupational therapy practice across the human lifespan and distinguish occupation as its central outcome.
 - b. Gather, analyze, and interpret relevant data to determine the relationship of occupations, client factors, performance skills, performance patterns, contexts and environments on health promotion and satisfying occupational performance and participation.

¹¹ Boyt Schell, B., Gillen, G., Scaffa, M., & Cohen, E. (2014). Willards and Spackman's Occupational Therapy, 12th Ed. Wolters Kluwer, Lippencott Williams and Wilkins.

- c. Utilize culturally appropriate, client-centered, occupation-focused, and evidence-informed principles to design and implement occupational therapy practice using remedial, adaptive, compensatory, consultative, and educational approaches in a variety of professional settings across the lifespan.
2. Advance the practice of occupational therapy by applying comprehensive knowledge of the profession's theoretical and evidentiary base. Graduates will:
 - a. Collaborate with interprofessional teams to support individuals, communities and populations access and optimally participate in occupations that give life meaning and improve health and wellbeing.
 - b. Access, appraise and interpret research to guide decision making.
 - c. Produce and disseminate guided, individualized, scholarly projects that advance occupational therapy practice and meet the needs of individuals, communities, and populations in the Hampton Roads region and beyond.
3. Influence traditional and emerging practice markets by optimizing leadership and advocacy capacities and employing creative, collaborative, and innovative problem solving. Graduates will:
 - a. Identify, design, and engage in initiatives that meet society's occupational needs within existing organizations and through new, entrepreneurial services and programs to move the profession of occupational therapy forward as an integral discipline in healthcare, human services, and education.
 - b. Apply principles of leadership and advocacy to improve service access and delivery in complex systems and organizations, influence policy and regulation, and manage personnel and programs.
 - c. Demonstrate application of communication and teaching strategies to promote learning and meet diverse needs of consumers, clients, caretakers, and students.
 - d. Demonstrate responsibility for life-long learning and the development and translation of best available evidence for practice, policy, and research.

Admission Criteria

Applicants seeking admissions to the Program must meet the requirements for admission:

- A baccalaureate degree conferred from a regionally accredited institution or an equivalent foreign institution and official transcripts from each undergraduate and graduate program attended.
- A minimum grade point average of 3.0 in undergraduate coursework.

In addition, applicants will be required to submit documentation through the Centralized Application Service for Occupational Therapy Programs (OT CAS) demonstrating the following requirements:

- Completion of the following prerequisites at a regionally accredited institution with a minimum grade point average of 3.0:
 - Anatomy and Physiology (At least 8 credit hours with labs; the course content must address the organization of cells, tissues, organs, and organ systems in humans)

- Developmental Psychology (A 3 credit hour child development or a lifespan course that includes learning principles and motor, language, cognitive, emotional, and social development)
- Abnormal Psychology or Psychopathology (A 3 credit hour course addressing psychopathology)
- Social Science (Two 3 credit hour courses can include other psychology courses, sociology, anthropology, economics, political science, public health, epidemiology, gerontology, and urban studies)
- Statistics (A 3 credit hour course addressing behavioral, educational, psychological, or mathematical statistics. Business statistics does not fulfill this requirement)
- Three recommendations from professional or academic referees.
- Completion of the Observation Hours Modules that are accessible through the website and OT CAS portal.
- Documentation of current Emergency Cardiac Care (CPR/AED Certification) at the level of a Health Professional.
- Attestation of acknowledgement of the NBCOT Character Review eligibility requirements for certifying occupational therapy practitioners.
- Applicants will be required to participate in a behavioral interview for admission.

Transfer coursework and/or work experience will not be allowed to count toward core and required courses.

Applicants who are non-native speakers of English will need to satisfy requirements for English language proficiency. To demonstrate English language proficiency, students are required to achieve a minimum score of 230 on the Test of English as a Foreign Language (TOEFL) or an 80 on the TOEFL iBT.

The OTD Program uses the Blackboard Learning Management System throughout the curriculum and to support off campus, online and fieldwork and campus educational experiences. To be successful in the learning environment, students are required to have technology reliability (e.g., computer, internet), basic technical skills (e.g., understand computer terminology, perform computer operations [create new documents, use a word processing program]), internet skills (e.g., use browsers, search for resources, upload/download materials), and effective online communication skills (e.g., use email, discussion boards, chats, and messages).

Acceptance into the Program will be based upon the above materials and preview by the proposed program's Admission Committee. The Admission Committee will include members of the Program's faculty and advisory committee, members of the practice community, and the School of Rehabilitation Sciences Admissions Director. The Admission Committee will be responsible for reviewing submitted materials, ranking applicants using the criteria identified above, and identifying applicants who will be offered admission.

Doctor of Occupational Therapy Program Curriculum

Students enrolled in the OTD Program participate in a curriculum that is grounded from its first courses in occupation. The rigorous curriculum consists of hierarchically sequenced learning activities that 1) focus on occupation and the ways in which individuals, communities, and populations engage in and derive meaning from occupation across the lifespan, 2) are integrated across each course, semester, and the curriculum, 3) incorporate our diverse practice and inter-professional learning partners within the community, and 4) develop professional, scholarship, leadership, and advocacy skills that prepare its graduates as agents of change.

Plan of Study

The OTD program is a full-time enrollment (9 semester), 105 credit, capstone based, cohort designed professional degree program culminating in student eligibility to sit for the national certification examination and obtain state licensure in occupational therapy practice. The program is an active learning professional curriculum with blended didactic, fieldwork and service-learning experiential, and capstone components designed to meet the Accreditation Council for Occupational Therapy Education (ACOTE) accreditation standards.

	Year 1	Year 2	Year 3
Summer	OCCT 721 Foundations of Occupational Therapy Practice (2 credits) OCCT 749 Occupations I (6 credits)	OCCT 841 Online Education and Learning in Healthcare and Health Education (2 credits) OCCT 843 Online Leadership and Advocacy in Occupational Therapy Practice (2 credits) OCCT 845 Online Health Care Policy and Program management (2 credits) OCCT 847 Online Therapeutic Relationship and Client Collaboration (2 credits)	OCCT 868 FW II A (6 credits) OCCT 870 Online Community and Population Health (1 credits) OCCT 891 Online Practice Scholar Seminar II (1 credits)
Fall	OCCT 750 Occupations II (4 credits) OCCT 752 Occupation, Health and Wellness across the Life span (3 credits) OCCT 754 Professional Reasoning and the Occupational Therapy Process (3 credits) OCCT 756 Professional Identity and Ethical Formation (3 credits)	OCCT 850 Adult Rehabilitation: Theory and Practice (6 credits) OCCT 852 Evaluation and Intervention of the Upper Extremity (3 credits) OCCT 869 FW I Adults (1 credits) OCCT 854 OT Technology and Context Adaptation (2 credits)	OCCT 869 FW II B (6 credits) OCCT 871 Online Professional Development Planning (1 credits) OCCT 892 Online OT Practice scholar Seminar (2 credits)

	OCCT 821 Theories of Inquiry and Scholarly Literature (3 credits)	OCCT 856 Interprofessional Telehealth Care (1 credits) OCCT 858 Critical Analysis of Occupational Therapy Practice (3 credits)	
Spring	OCCT 751 Occupations III (3 credits) OCCT 752 Pediatric Habilitation and Rehabilitation: Theory and Practice (6 credits) OCCT 769 FW I Pediatrics (1 credits) OCCT 755 OT Evaluation of Occupational Performance (3 credits) OCCT 822 Using Evidence to Inform Practice (3 credits)	OCCT 851 Productive Aging and Rehabilitation: Theory and Practice (3 credits) OCCT 853 Mental Health Promotion and Recovery: Theory and Practice (6 credits) OCCT 870 FW I Psychosocial (1 credits) OCCT 855 Occupational and Activity Analysis (2 credits) OCCT 859 Scholarship of Practice Approaches and Design (2 credits) OCCT 890 Practice Scholar Seminar I (1 credits)	OCCT 893 Capstone (7 credits) OCCT 894 Online Practice Scholar Symposium (2 credits)

Faculty

Patricia Laverdure, OTD, OTR/L, BCP, FAOTA
Associate Professor, Program Director

Nancy Krolikowski, OTD, OTR/L, CHT
Clinical Assistant Professor
Academic Fieldwork Coordinator

Peggy L. Galdini, OTD, CHT
Clinical Assistant Professor
Capstone Coordinator

Michelle Thompson, PhD, OTR/L
Assistant Professor

Advisory Board

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Occupational Therapy Assistant Program
South University

Deana Vasely, OTD, OTR/L
Occupational Therapist

Technical Standards

Occupational therapy is a mentally, physically, and psychologically demanding profession. Throughout the OTD program, students acquire the knowledge, attitudes, skills, and behaviors that are necessary to provide safe and effective service to individuals, communities, and populations. Technical standards are the skills, knowledge and experience the student must possess with or without accommodation upon admission to and graduation from the OTD Program and reflect the abilities that an occupational therapist must possess in clinical practice.

The OTD program, like the profession and the university, is committed to inclusive opportunities for all. Individuals with unique backgrounds and needs are encouraged to apply and are not required to disclose the nature of their educational and participation needs. However, any applicant with questions about the required technical standards is encouraged to discuss their concerns with [EVMS Student Disability Services](#). Deficiencies in knowledge, skill, judgment, integrity, character, and/or professional deportment which may jeopardize patient safety and/or care may influence academic and fieldwork success, application and acceptance to take the national certifying examination, and possible dismissal from the Program.

Students admitted to the OTD program must possess aptitudes, abilities, and skills in the following domains:

Communication Skills

The ability to communicate is a cornerstone in the effective implementation of occupational therapy service. Occupational therapists must be able to understand others and be understood and use communication skills to gather and share information. OTD students must be able to effectively:

- Respectively communicate in oral and written English with diverse populations (e.g., speech volume, articulation, cultural sensitivity).
- Interpret nonverbal communication of others and understand how one's own nonverbal communication is understood by others.
- Understand and follow verbal and written instructions (e.g., learning activities, patient care, infection control and prevention protocol).
- Quickly gather information and convey meaning in academic, clinical, and scholarly settings individually and in small and large groups (e.g., communicating efficiently and clearly with

the medical team, communicating data appropriately to clients and team members [fellow students, physicians, nurses, aides, therapists, social workers, and others]).

- Establish rapport and convey compassion and empathy for clients (e.g., gathering a thorough occupational profile from clients, employing client-centered care, maintaining therapeutic relationship).
- Communicate accurately and legibly in writing (e.g., student learning outcome products [papers, exams], client observations, plans of care, progress notes).

Observation and Interpretation

Observation and interpretation require the functional use and analysis of visual, auditory, and somatic information. OTD students must be able to attend to, observe, and interpret:

- Live and virtual class instruction including associated printed reading, illustrated, graphic, and projected materials.
- Lab demonstrations (e.g., clinical techniques, anatomical structures, and body movements).
- Laboratory specimens (e.g., donor bodies, laboratory-dissected prosections).
- Clinical instrumentation and observation of assessment results (e.g., dials and digital displays [sphygmomanometers and stethoscope], digital and waveform readings [electrocardiograms], graphic images, human performance).
- Safety and accessibility of clients' physical environment and the interaction within it (e.g. visual acuity and depth perception for scanning safety considerations within the physical environment and changes in patient condition [lines and leads, color changes, facial changes], auditory capacity to respond to electronic signaling and faint body sounds, and tactile skills to detect vibration, temperature and texture changes, and differences in surface/tissue characteristics(e.g., skin integrity).
- Observe client function near and at a distance.
- Emotional affect, nonverbal cues, and responses to interaction and intervention of both individual clients and groups of clients.

Intellectual Abilities and Critical Reasoning Skills

Conceptual, integrative, and quantitative abilities in critical reasoning and problem solving are required for academic and clinical success in occupational therapy. OTD students must synthesize, analyze, and interpret large volumes of information from multiple sources and form decisions efficiently and effectively in academic and clinical environments. OTD students must be able to effectively:

- Attend to and analyze concrete, abstract, and theoretical information to inform and articulate rationale for sound decision making in academic and clinical environments.
- Identify, measure, calculate, and synthesize information to establish and test clinical and scholarly hypotheses.
- Acquire, merge, retain, and apply information learned from instruction, literature, written material, peers, practitioners, and clients to support patient care (e.g., conduct evaluation and gather assessment data, develop plan of care, safely implement intervention).
- Critically evaluate one's own performance and communicate the limits of one's knowledge to others.

- Recognize potentially dangerous situations and equipment and proceed safely to minimize risk of injury to self or others.
- Engage in self-reflection and apply the feedback of others to promote personal and professional growth and self-determination.

Motor Skills

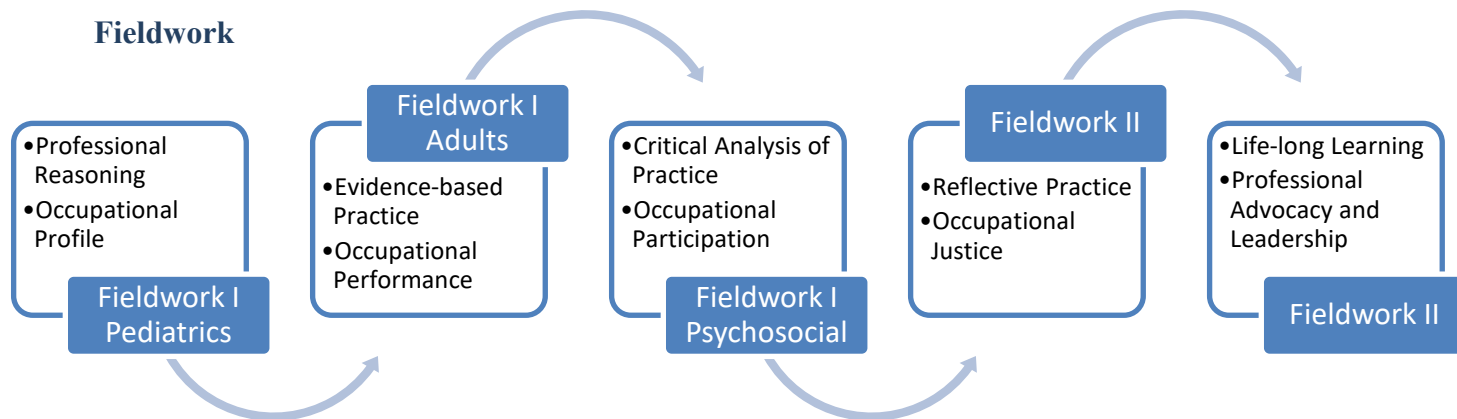
OTD students require sufficient sensory motor function to safely engage clients in evaluation and therapeutic activity. Doctor of occupational therapy students must be able to effectively:

- Engage for up to eight hours in prolonged sitting, standing, and mobilizing within academic and clinical settings (e.g., traverse uneven terrain, balance, twist, lean, lift arms over shoulders, pull, push)
- Execute movements required to engage in active classroom learning and provide therapeutic care (e.g., setting up and moving equipment, positioning clients for engagement in therapeutic activities, lifting and transferring clients, facilitating client mobility using mobility aids, orthotics, and prosthetics, provide emergency treatment [fall guarding, rescue breathing, cardiopulmonary resuscitation]).
- Lift and carry up to 25 pounds.
- Manipulate assessment tools (e.g., goniometer), adaptive equipment, and therapeutic media of varying size and weight (e.g., grasp with hands/fingers, twist, manipulate small objects, orthotic fabrication).
- Safely handle lab and patient materials and fluids (e.g., lab specimens, wound care, urine, blood)

Professionalism

Effective interpersonal skills and ethical reasoning are required of occupational therapy professionals. Honesty, integrity, compassion, and respect for the concerns of others are key aspirational values of the occupational therapy program. OTD students must be able to effectively:

- Demonstrate compliance with standards, policies, and practices set forth in the Academic Catalog, EVMS Institutional and School of Health Professions Handbooks, the OTD Program Handbook, the OTD Fieldwork Manual, the OTD Capstone Manual, and the American Occupational Therapy Association's Code of Ethics.
- Respect the dignity, rights, property, and confidentiality of others.
- Collaborate respectfully with clients, peers, faculty, staff, colleagues, and care team.
- Take responsibility for professional competence, conduct, and growth.
- Demonstrate consistent, professional work behaviors in academic and clinical settings.
- Monitor and react appropriately to one's own emotional needs and responses.
- Engage appropriately in advisory and supervisory processes.
- Display appropriate flexibility and adaptability in the face of stress or uncertainty.
- Establish interpersonal rapport with academic and clinical faculty, peers, and clients to promote the development of productive and trusting relationships.



Active and applied learning is the cornerstone of the OTD program and is integrated across and in alignment with the curriculum. The fieldwork education components of the curriculum are co-designed by the faculty, fieldwork educators, and students and led by the program’s Academic Fieldwork Coordinator (AFWC) to ensure that active learning experiences support program learning objectives and student interests.

Fieldwork I

In their first and second years in the program, OTD students participate in 240 hours of structured Fieldwork I experiences that are co-led by the AFWC, program faculty, and fieldwork educators. During their fieldwork experiences, students engage in a combination of applied coursework, simulated activities, structured community-based activities, and supervised evaluation and intervention of clients. In alignment with course content, students engage in evaluation and intervention planning within a variety of practice settings and a diverse array of clients. Faculty led experiences in client care followed by debriefing aligns with each of the evaluation and intervention courses and strengthens students’ knowledge of occupation and its value in promoting health, the occupational therapy process, leadership and advocacy, and the translation of evidence to practice.

Fieldwork II

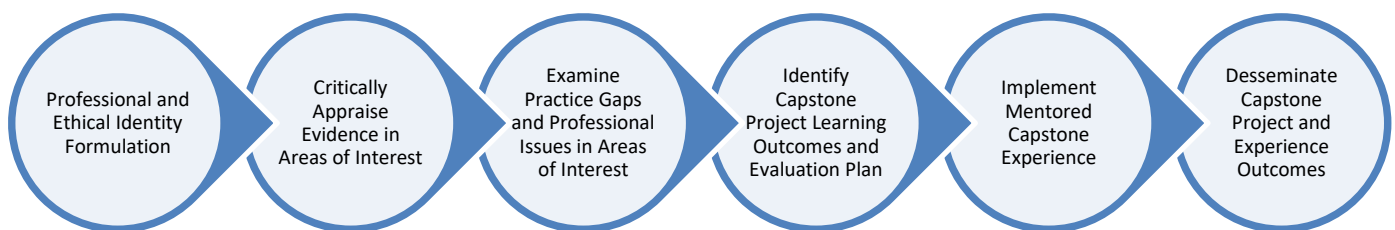
At the start of their third year, students begin their fieldwork II experiences. Fieldwork II is characterized by two twelve-week full-time experiences in occupational therapy practice in a variety of settings with individuals, communities, and populations. During this fieldwork experience, students collaborate with one other, the fieldwork educator, and program faculty, share learning experiences, advance reflective practice and clinical reasoning, and prepare for future collaboration as practitioners and members of an interprofessional team.

During the first fieldwork II experience, students are co-registered for *OCCT 870, Community and Population Health*, in which they will examine the role of occupation in health promotion, health education, and prevention of illness. Key concepts of population health, social determinates of health, health promotion, and health behavior will be applied to develop community and population-based approaches. Students will examine the services provided for individuals and the community and develop health promotion materials and resources addressing a population served by the fieldwork site in which they are placed.

In the second fieldwork placement, students are placed in a variety of settings where they engage in delivering services to individuals, communities, and populations within a traditional apprenticeship model of professional supervision. During this fieldwork experience, students additionally participate in innovative occupation focused intervention implementation and research, program development and assessment, and education. They will co-register for *OCCT 871, Professional Development Planning*, in which they will examine their knowledge, skills, and professional competencies, the purpose and value of supervision, mentorship, and continuing education, and establish their professional development plan.

Specific guidance for the doctoral capstone experience is provided in the OTD Program’s Fieldwork Manual.

Doctoral Capstone Experience



The OTD Program curriculum is designed to prepare students to develop and apply in-depth knowledge in practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory through a combination of a capstone experience and a capstone project. The curriculum is designed to produce graduates that are prepared to:

- Promote the health and wellness of diverse individuals, groups, and populations through occupational engagement across the life span through holistic, patient-centered, occupation-based, and evidence informed practice.
- Advance the practice of occupational therapy by engaging in scholarly activity and applying comprehensive knowledge of the profession’s theoretical and evidentiary base.
- Influence traditional and emerging practice markets by optimizing leadership and advocacy capacities and employing creative, collaborative, and innovative problem solving.

Through a curricular focus on advanced professional reasoning and innovative practice, practice scholarship, and leadership and advocacy, students grow increasingly responsible for the completion of a collaboratively designed, student centered, mentored learning experience and project. The experience and project are designed to promote the integration of didactic and fieldwork learning to both address a gap in the provision of services or in the profession through an immersive self-directed learning experience. The doctoral experience, that begins in the first semester of a student’s professional journey in the program, provides students an opportunity to serve as an agent of change and prepares them for roles as leaders in the profession.

Specific guidance for the doctoral capstone experience is provided in the OTD Program’s Doctoral Capstone Experience Manual.

Academic Standing

Academic Integrity

The OTD Program requirements for academic integrity are in alignment with the [EVMS Student Honor Code](#). Student integrity is considered integral to student professional and academic success, and it provides a foundation for the formation of ethical behavior, roles, and responsibilities for healthcare professionals. Upon matriculation and when registering for courses each semester, students are confirming their commitment to uphold the EVMS Honor Code pledge which states:

I have read the Honor Code of the Student Body of Eastern Virginia Medical School. I pledge not to lie, cheat, or steal and to commit to living a life of honor. I understand what is expected of me as a student, and I hereby pledge my word that I will support the Student Honor Code in all of its details.

Academic dishonesty involving any of the following will be reported and may result in sanctions up to and including expulsion from the Program:

- Lying: “The deliberate misrepresentation of the truth made with the intent to mislead another or an untruth made with reckless disregard for the truth of the matter asserted. Lying includes, but is not limited to, forgery, using false identification or misuse of an identification card/allowing others to misuse your identification card and the omission of truthful statements.”
- Cheating: “The intentional misrepresentation of another’s work as one’s own, or a misrepresentation of the circumstances under which the work was done to gain an unfair advantage. This violation includes, but is not limited to, copying, plagiarism*, unauthorized aid/collaboration, unauthorized divulging of information, using unauthorized equipment or devices on graded activity, intentionally commencing work or failing to terminate work on any graded activity in violation of time constraints imposed.
*Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his or her own and did not give appropriate credit to the source.”
- Stealing: “The intentional taking or appropriating of the property of another without consent or permission or the use of the property without the owner’s or the rightful possessor’s authorization. This definition covers the theft of academic work or intellectual property.”

Academic Advising

Upon matriculation into the Program, OTD students are assigned a faculty advisor who will be available to support professional and academic success. Additional academic advising is available through the [EVMS Student Affairs](#).

Class Participation

The acquisition of professional graduate knowledge requires active engagement in course materials and participation in learning activities both in and outside of class. Successful class participation

requires that students establish learning and study routines that enable appropriate self-care (sleep, rest, nutrition, and exercise), thorough class preparation (read syllabus, complete assigned reading and preparation assignments, prepare discussion or points of clarification questions), and meetings with fellow students to deepen understanding. In class, students are expected to attend to the instructor(s) and peers as they share information and ideas, share knowledge and ideas and ask questions, and take note of new information. Students are expected to refrain from sidebar conversations with peers, use of cellphone and other electronic devices not required for the class (check email, social media), and engaging in work for other classes. After class, students are expected to reflect on the learning from class to consider how the concepts taught changed their understanding of the information and the remaining questions that they have about the concepts and their relationships to one another. Students are expected to reflect on previous learning and review the textual material and class lectures and learning activities in order to develop informed questions about the material to ask in the next scheduled class.

The OTD program faculty are committed to social justice and equity and embrace an *accountable space* for growing and learning. Accountability means being responsible for yourself, your intentions, your words, and your actions. It means engaging with others with good intentions but, more importantly, being accountable for the impact of your engagement and actions. Our accountable culture places equal responsibility on faculty and students alike, to behave equitably and inclusively and to strive for a deeper understanding of diverse lived experiences in real-time. EVMS is committed to improving access to health care to all, providing culturally affirming care, reducing healthcare disparities, and supporting all students to help produce a diverse medical and health professions workforce. Learn more about [EVMS Diversity and Inclusion](#).

The OTD Program accountability culture guidelines include:

- Provide a safe and affirming space for those who have been targeted.
- Acknowledge that we are all learning.
- Provide opportunity for diverse ideas and perspectives and recognize friction as evidence of those diverse ideas.
- Do not interrupt when others are speaking.
- Listen actively instead of just waiting to speak.
- Use “I” statements and focus your comments to your own lived experiences.
- Be mindful of both your intent and the impact of your words and actions.
- Apologize for actions or words that are perceived as offensive.

To be successful in the OTD Program students must:



Assignments, Examinations, Tests and Quizzes

All reading assignments must be completed before the class meeting. Not all of the assigned reading will be covered during class time, but the student is responsible for the material. The instructors reserve the right to give unannounced quizzes.

All written work must be typed, proofread, and in APA style (7th edition). Written assignments will be graded on content, presentation (e.g., thoroughness, clarity, originality) and method (e.g., spelling, punctuation, grammar, appropriate citations, neatness). Written assignments must be handed in/posted on time. Late assignments will be accepted at the discretion and with written pre-approval of the course instructor and will receive the following grade reductions:

- 10% per late calendar day
- Assignments turned in more than 8 days late will receive a grade of zero.

Grading Scale

Courses for which student receive letter grades will use the grading scale below. Final course grades are calculated according to the course syllabus, and mathematical rules for rounding to the nearest whole number based on two decimal places are applied. For example, a final grade of 93.45 would round to a 94 (A), while a final grade of 93.44 would round to a 93 (A-).

Percentile	Letter Grade	GPA Weight
100-94	A	4.00
93-90	A-	3.67
89-87	B+	3.33
86-84	B	3.00
83-80	B-	2.67
79-77	C+	2.33
76-74	C	2.00
73-70	C-	1.67
69-67	D+	1.33
66-64	D	1.00
63-60	D-	0.67
59 or less	F	0.00

A grade less than 70 (below C-) in any course is considered failing, which means that the course must be repeated. When the course is repeated and a grade of C- or higher is achieved, the GPA will be calculated using the higher grade. The original course and grade will appear on the transcript but will not figure into the GPA. In pass/fail courses, grades at or above an 80 are considered passing.

An Incomplete (I) is a temporary grade that may be given at the Director's discretion when reasons beyond a student's control prevents them from completing 40% or less of the course requirements by the end of the academic term. An incomplete grade is not given as a substitute for a failing grade. When a Course Director assigns a grade of "I," a written agreement is prepared and signed by the Course Director and student that specifies the work remaining to be completed and the time frame for doing so. The work should be completed as soon as possible, but no later than the mid-point of

the following grading period/term unless special written approval is granted by the Course Director and Program Director due to extraordinary circumstances. The student must petition the Course Director and the Program Director for such an extension at least two weeks before the end of the agreed upon deadline. Unless an extension has been approved by the Course Director and the Program Director, the "I" will convert to either an "F" or to the grade as specified in the written agreement after the mid-point of the semester. An "I" grade may not be changed to a "W" under any circumstances.

Incomplete grades may be given in the following circumstances:

- An illness or other extenuating circumstance that legitimately prevents completion of required work by the end of the academic term.
- Attendance has been satisfactory through the majority of the term.

Information about the grade appeal process can be found in the [School of Health Professions Policies and Procedures Handbook](#), found on the [EVMS Institutional Handbook webpage](#).

Leave of Absence

There may be circumstances that require students to take time away from their educational program. In such circumstances, a leave of absence may be required. Students are encouraged to review the [EVMS Leave of Absence Policy](#), found on the [EVMS Institutional Handbook webpage](#), for more information. Information regarding possible tuition refunds related to leaves of absence can be found in the [Student Accounts Receivable Policy](#).

Withdrawal and Refund of Tuition and Fees

It is strongly recommended that students speak to their academic advisor prior to withdrawing from a course or courses. Because the curriculum is cumulative continuation in the program of studies is dependent on content learned in previous semesters, withdrawal from a course or courses will disrupt the progression of coursework and students will be required to wait until the next scheduled offering to continue with the curriculum.

During the withdrawal period, students may withdraw from a course through the [EVMS Registrar](#). The Registrar will sign and forward the request to all appropriate parties. For more information on the refund of any unearned tuition or fees, refer to the [Student Accounts Receivable Policy](#). Upon determination of student's withdrawal date, EVMS will calculate and refund any unearned tuition and fees within 30 days. Depending upon the withdrawal date, the student may be required to repay all or part of the financial assistance they received. For information about the financial impact of a withdrawal, please see the Student Finances Section of the [EVMS Institutional Student Handbook-Student Affairs](#).

Continuance

Successful academic and professional performance is required of all students to remain in good standing in the program. Students' academic and professional performance will be monitored by the Program Director, faculty advisors, and course instructors.

Academic Continuance: The following academic continuance criteria is required of all students to remain in the program:

- Students must maintain a grade point average of 3.0 GPA.
- Any student with a GPA below 3.0 will be placed on academic probation and will be required to achieve an overall GPA of 3.0 at the end of the next semester or be suspended from the program.
- A minimum grade of C- or pass is required in all courses within the curriculum.
- A course may only be repeated one time at its next scheduled offering.
- A maximum of two didactic courses can be repeated.
- A maximum of one Fieldwork I and one Fieldwork II courses can be repeated.
- All coursework must be completed within 8 years of matriculation.

Automatic academic probation is imposed under the following circumstances:

- Term GPA falls below 3.0 in any semester
- Cumulative graduate GPA falls below 3.0.
- The student receives a grade of F in any course. At the discretion of the OTD's Student Progress Committee, students may be given the opportunity to repeat the course the following year (without progressing the in the program), provided they were not already on probation or suspension and/or there are no professional behavioral concerns.

Professional Continuance: The following professional continuance criteria require adherence to the [EVMS Code of Student Conduct](#), [EVMS Student Honor Code](#) and the [American Occupational Therapy Association's Occupational Therapy Code of Ethics 2020](#). In addition, the following are required of all students to remain in the program:

- No unexcused absences
- Maintenance of confidentiality of peers, faculty, staff, community partners, and clients
- Maintenance of respect for self and others
- Honesty and reliability in all interactions with peers, faculty, staff, community partners, and clients
- Assuming full responsibility for one's learning and actions

Automatic professional behavior probation is imposed under the following circumstances:

- Conduct that causes harm to another (non-maleficence)

Probation, Suspension, and Reinstatement

The record of students who do not achieve and maintain a 3.0 GPA will be reviewed by the faculty advisor and OTD Program Director. A student who does not have a cumulative GPA of at least 3.00 will be placed on academic probation. The student and their advisor will meet to develop a plan to return to good academic standing by the end of the next semester. If the student does not earn a cumulative GPA by the end of the next semester the student will be placed on indefinite suspension and prevented from enrolling in further graduate coursework. It is the student's responsibility to request reinstatement by:

- Students may seek the assistance of the [EVMS Student Affairs](#) for validation and certification of issues that confidential and/or sensitive.
- Request reinstatement within 45 days if the student is seeking a grade appeal.

- Contacting the Program Director to develop a plan of study to either continue in the program or be newly admitted.

The OTD Program Director will examine the student's written documentation, consider the impact on the departmental resources, and submit a recommendation regarding the student's request to the Dean for the School of Health Professions either approving reinstatement and the plan of study for the student's return, or providing justifications for denying reinstatement and/or the plan of study. Students will be notified in writing of the reinstatement decision.

A student may separate voluntarily from the program at any time by completing the [EVMS Withdrawal form](#) and submitting it to the OTD Program Director. Students who withdraw for the program are required to reapply to the program.

Dismissal

In rare occasions a student may be dismissed from the OTD Program. Examples of possible reasons include, but are not limited to, the following:

- Failure to maintain GPA of 3.0 following reinstatement.
- A second failing grade is earned at any time throughout the curriculum.
- Inability to meet specific technical requirements.
- Plagiarism, falsification of data, and/or other violations of the EVMS Honor Code.
- Any situation that may involve criminal activity, that may pose a threat to the health or safety of the EVMS community, that may infringe upon the rights or property of others in the EVMS community, and/or that may breach the peace of the EVMS community.

Students will be informed of the decision for dismissal in writing.

Grievances

EVMS offers clear [pathways and appeal processes](#) for students who wish to file complaints or grievances.

- Students with grievances about a course and/or the program should follow the guidelines outlined in the [School of Health Professions Policies and Procedures](#).
- Students with non-academic grievances must follow the [EVMS Non-Academic Complaint and Grievance Policy](#).

Professionalism

Professional Association

As a member of the EVMS OTD Program student body, all students are provided membership in the [American Occupational Therapy Association](#) and the [Virginia Occupational Therapy Association](#).

Code of Conduct

The development professionalism is a critical component in healthcare education and the Doctor of Occupational Therapy Program at EVMS. Students are expected to adhere to the [EVMS Code of Student Conduct](#), the [EVMS Student Honor Code](#), and the [American Occupational Therapy Association's Occupational Therapy Code of Ethics 2020](#). Professional deportment is required of all students throughout the program whether on campus or off.

Attendance

Regular classroom attendance and punctuality is expected of all students. Unexcused absences and continual tardiness may result in a lowered grade in the course. Students are required to notify faculty of absences prior to the start of class. Students assume the responsibility for all classwork required in the course, including that which was missed due to an unexcused absence. If a student is absent for a quiz, examination, or laboratories without acceptable documentation (proof of healthcare, documentation of serious extenuating circumstance) the absence will be reviewed by the Academic and Professional Behavior Committee and may result in a grade of "F" for that test or exam. Makeup exams will be available only in extreme extenuating circumstances.

Personal Appearance and Attire

All students are expected to present themselves professionally and dress appropriately for classes, labs, and off campus assignments, including community engaged learning, fieldwork, and the doctoral capstone experience. Students must be properly groomed, and their attire must demonstrate respect for self, the Program and institution, and the profession and its clients, and it must be in alignment with the learning/practice environment and the nature of the learning activity involved. Nametags should be worn during all community engaged learning, fieldwork, and the doctoral capstone experience. Students must refrain from:

- Clothing that reveals undergarments in any position.
- Clothing that restricts freedom of movement.
- Clothing with suggestive, controversial, and/or profane messaging.
- Sandals and flip fops – socks and closed toe shoes are required for all lab and clinic work.
- Large and/or excessive jewelry - nose rings, eyebrow rings, tongue piercings, lip rings, long necklaces, excessive finger rings, excessive earrings, excessive bracelets, and excessive ear piercings.
- Ripped, torn, or soiled clothing.
- Long fingernails – many sites do not allow gels and artificial nails.
- Strong scents.
- Some sites require personal protective equipment to protect students, staff, and patients from the spread of disease to which students must comply.

As needed, faculty will designate specific standards of dress required for specific learning activities. Dress requirements for off-campus sites (e.g., community engaged learning and fieldwork) will supersede the Program requirements.

Use of Space and Equipment

The OTD student roster list is given to campus security at the beginning of each year. Students will be allowed 24-hour access, seven days a week to the ODU Health Sciences Building and laboratories by contacting the Campus Security office (757.683.4000) during those times in which the building is locked. Students are also given badge access to appropriate spaces on the EVMS campus. Inquiries about access at EVMS can be directed to EVMS Police and Public Safety (757.446.5199).

The independent use of EVMS and ODU classrooms and labs, and the equipment within them requires that:

- Students use the space and equipment with care.
 - Only currently enrolled students in the OTD Program are permitted to use the space and equipment in the OTD classrooms and labs.
 - All equipment is carefully stowed after its use.
 - The room is arranged as it was prior to the study/practice session.
 - No food or drink is consumed in the lab and around equipment.
 - The room is locked when departing.
- No equipment or supplies are removed from the premises.
- Equipment designated as requiring faculty member supervision cannot be used without faculty supervision.
- Any personal injuries and/or broken, faulty, or inoperable equipment must be reported to the faculty instructor immediately.
- Students are prohibited from using therapeutic equipment to treat themselves or others.

Violation of the space and equipment use requirements will result in the termination of the independent use of the OTD Program space and equipment.

Reporting Incidents and Injuries

Safety is a critical component in occupational therapy education. Students are expected to put safety first in all interactions and learning activities on and off campus. To that end, students will be exposed to and expected to adhere to safety precautions regarding:

- Confidentiality of patient information (e.g., medical records, patient reported data) and faculty/student information (e.g., shared in learning activities).
- Patient care precautions (e.g., indications and contraindications).
- Body mechanics and safe handling, lifting, and transferring techniques of patients.

Any student or faculty involved in an incident that results in injury related to classroom, laboratory, or fieldwork/capstone placement must adhere to the following:

1. In the case of a medical emergency, seek immediate medical attention by dialing 911 from any phone.
 - a. If on the EVMS campus, EVMS Police and Public Safety can be reached by dialing 757.446.5911 for emergencies.
 - b. If on the ODU campus, ODU Campus Security can be reached by dialing 757.683.4000 for quick security response.
 - c. If off campus assigned to fieldwork or capstone experiences, site-based incident and injury policy and procedure will be followed.

2. Any incident must be reported as soon safety allows to the course instructor and the OTD Program Director.
3. An Incident Report Form (Appendix A) must be completed as soon as possible after the incident or injury and submitted to the OTD Program Director within seven days of the incident or injury.
 - a. The student must complete numbers 1 – 13 of the form.
 - b. If medical treatment is required, the healthcare providers must complete numbers 14 – 17.
 - c. The student and faculty member must sign the form.
4. Students who require follow-up care and are on the ODU campus should call Student Health Services at 757.683.3132.
 - a. After hours assistance may be obtained from the Nurse Practitioner on call for Student Health Services by calling ODU Campus Security at 757.683.4000 and having the Nurse Practitioner paged.

Infection Control

The maintenance of a safe learning environment is of utmost priority to the OTD Program and EVMS. Students are referred to the [EVMS Student Exposure Policy](#) for more information.

Authorship

All individuals who make substantial contributions to the work reported in disseminated scholarship (e.g., posters, presentations, manuscripts) will be included in the authorship of that scholarship. Authorship is considered whenever collaborative groups (faculty, students, research partners) work together develop ideas, design methodology and process, acquire, analyze, and/or interpret data, and draft/revision the dissemination product.

- The first author is the person who contributed most to the work, including conceptualization, data collection and analysis, and product development. The first author is generally responsible for submission of the dissemination product.
- The subsequence sequence of authors should be determined by the relative overall contributions to the manuscript.
- If the partnership is equal, authors will be listed in alphabetical order.
- For publications/presentations that are a part of a capstone project, the student is the primary author unless the student relinquishes this status in writing.
 - Students will have 12 months from time of product completion to submit the product for dissemination.
- Issues of order of authorship should be settled very early during discussions about collaboration for performing research.
 - Disputes involving authorship will be brought to the Academic and Professional Behavior Committee which will form an ad hoc committee consisting of two faculty and two students not involved in the research. The committee will determine the final outcome of product authorship.

Class Representation

At the beginning of each school year, first and second year students will select a class member in good academic and professional standing to serve as class representatives. The Class Representatives will be responsible to:

- Serve as a conduit to share information between faculty and the student body.
- Attend student and/or faculty meetings as necessary.

Student Support Services

EVMS offers a plethora of student services for students both on and off campus. Services address student health and safety, accessibility, academic success, and University life. Detailed information about the range of services offered to all students can be accessed at the [EVMS Student Affairs](#). The following list describe some of the key resources are available to support students' access:

- Student health and safety – Students are encouraged to reach out to the range of resources available to support health and safety on and off campus.
 - The [EVMS Student Health Clinic](#) offers comprehensive health and wellness services in one location on campus. Through [FollowMyHealth](#), students have 24-hour access to medical information, lab results and can request prescription refills or send and receive online messages from the healthcare team.
 - Personal wellness resources are available at [Health Advocate](#) or at [855.384.1800](tel:855.384.1800).
 - The [student health insurance webpage](#) provides an overview of services and coverage.
 - Mental health and support services are available through the EVMS [Student Mental Health webpage](#) (757.446.5700).
 - The Phoenix Committee is EVMS's peer student support group on campus. To learn more about their mission and events, visit their [club page](#) on EVMS Engage.
 - Living safely on or near the EVMS and ODU campus is supported through a rich array of resources to include:
- Diversity Resources – EVMS is committed to improving access to health care, providing more culturally competent care and reducing health-care disparities, particularly among minority and underserved populations, and to supporting all students to help produce a diverse medical and health professions workforce.
 - Learn more about [EVMS Diversity and Inclusion](#).
 - The [EVMS Safe Zone program](#) promotes the support of lesbian, gay, bisexual, transgender and questioning/queer (LGBTQ) students, staff, faculty and residents through education and training.
- Academic success – [Academic Development](#) at EVMS helps learners develop and enhance their range of academic skills, strategies, and behaviors needed to perform in academic and professional environments. Academic Development offers student services consisting of but not limited to:
 - Academic Coaching
 - [Writing Support](#)

- Accessibility – EVMS [Student Disability Services](#) works with students with disabilities to reach their full potential by providing access to reasonable academic and clinical accommodations.

Graduation Requirements

Following satisfactory completion of the didactic and fieldwork education components of the program, students must complete a self-directed full-time 14-week capstone experience culminating in the completion and dissemination of a scholarly product and a comprehensive oral capstone defense. The following artifacts will be required prior to the capstone defense:

- Critically appraised paper and topic and a systematic review on the capstone topic.
- An epidemiological study and needs assessment of the capstone context.
- Capstone goals, objectives, learning, and implementation plans and outcomes.
- Capstone deliverables.
- Capstone dissemination project.

Following the completion of the capstone experience in the final semester, students will participate in a comprehensive oral presentation on the research and the capstone experience. The oral presentation will be attended and graded by program faculty, community mentors and partners, and clinical faculty. Students who fail to pass the written and oral components of the capstone defense will be required to resubmit and defend the capstone experience in the following semester. Students may retake the examination one time; if they are unsuccessful in the second attempt they are suspended from the program. Students may appeal for reinstatement following the reinstatement procedures.

All requirements for graduation must be completed within eight years following matriculation. Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 30 months following the completion of the didactic portion of the program.

Pinning and Hooding

Following the completion of the Program, students have the opportunity to participate in a pinning, hooding, and graduation ceremony.