



School of Health Professions and Education
Occupational Therapy Program

OCCUPATIONAL THERAPY
STUDENT HANDBOOK
2014-2015

Name: _____ Advisor: _____

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Welcome!

The faculty and staff at Utica College welcome you to the occupational therapy program at Utica College! We hope you find your time with us both challenging and satisfying.

We are proud of the accomplishments of our students and graduates. Our graduates work in a variety of arenas of health care including hospitals, rehabilitation centers, schools, nursing homes, community programs, and private practice. Several of our students and graduates have presented at national and state conferences and many have published in occupational therapy journals and health related journals. Our program is distinctive in its collaborative community alliances that enable faculty and students to meet the needs of society while at the same time developing the professional behaviors and autonomous, critical thinking needed for current practice.

Purpose

Students in the occupational therapy program are required to become familiar with the information provided in this handbook, as well as the information provided at the websites referred to in this handbook. You will be asked to sign off on your familiarity with this handbook (see the last page).

This handbook is intended to be a resource to you as you move through our program. It includes information on the curriculum and the courses you will take, as well as the sequence in which you will take them. It provides you with information related to the ethical and professional behaviors we expect of our students. It also provides you with links to information including the policies and procedures which drive many of the actions carried out by staff, faculty, and administration at Utica College.

Note that even though you may be an undergraduate student, once admitted into the professional phase of the OT program, you will be held to the standards of graduate education. Follow this link to the [Office of Graduate Studies](http://www.utica.edu/ogs/) (<http://www.utica.edu/ogs/>). You should also become familiar with the [Graduate College Catalog](http://www.utica.edu/academic/catalog/grad201314.cfm) (<http://www.utica.edu/academic/catalog/grad201314.cfm>) which includes important academic information as well as college policies, rules, regulations, and procedures. It is important that you become familiar with both the resources and regulations that apply and are available to you as a graduate student.

We encourage you to have frequent communication with members of the faculty and particularly with your academic advisor. Your advisor has a role in facilitating your academic success and career preparation. Occupational therapy advisors' office numbers, phone numbers, and email addresses are listed on page 17 of this handbook. You should also become familiar with the information found on the [Utica College Academic Advising](http://www.utica.edu/academic/advising/) webpage (<http://www.utica.edu/academic/advising/>).

Summary - Utica College Occupational Therapy Program

The Utica College occupational therapy curriculum is designed to follow a developmental and integrated sequence of courses, community and fieldwork experiences to facilitate your transformation from student into an entry-level occupational therapist. The program has two options: Day and Weekend. Courses and the sequence of courses are identical in both options with each course meeting the same essential instructional objectives regardless of option. Expectations for student performance are also identical across both options.

- Day classes meet Monday through Friday with portions of some courses delivered via an on-line format.
- Weekend classes generally meet for a total of seven weekends per semester (Friday evening and all day Saturday and Sunday). All courses have some content delivered online while other courses are completely online. Each weekend Occupational Therapy course has a 25% independent study component.

The Utica College Occupational Therapy program has been approved by the New York State Education Department and is fully accredited by the Accreditation Council for Occupational Therapy Education ([ACOTE](http://www.aota.org/en/Education-Careers/Accreditation/Overview.aspx)) (<http://www.aota.org/en/Education-Careers/Accreditation/Overview.aspx>) of the American Occupational Therapy Association ([AOTA](http://www.aota.org/AboutAOTA.aspx)) (<http://www.aota.org/AboutAOTA.aspx>).

The AOTA's phone number is (301) 652- 2682. Correspondence with ACOTE should be addressed:

c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

Graduates of this program will be eligible to apply to take the national certification examination for occupational therapists that is administered by the National Board for Certification in Occupational Therapy ([NBCOT](http://www.nbcot.org/)) (<http://www.nbcot.org/>). Successful performance on this exam is required by most states for licensure.

Utica College Occupational Therapy Mission Statement

Building on a liberal arts foundation, the mission of Utica College's graduate program in occupational therapy is to facilitate the transformation of students into autonomous thinkers and community leaders prepared to competently practice occupation-based therapy.

Utica College Occupational Therapy Vision Statement

To be recognized as a regional center of academic excellence in occupational therapy, providing a graduate educational program that exceeds the standards of the profession (ACOTE, 2011) while at the same time establishing local and global community alliances for innovative, collaborative projects and fieldwork that provide opportunities for professional development, scholarship, and addressing issues of justice.

Philosophy of Occupational Therapy

People are diverse, occupational beings who drive the process for change through individual choice and control. Occupational therapy is the art and science of maximizing human potential by enabling participation in goal-directed, meaningful occupation with clients (individuals, populations, and/or organizations). Client-centered and humanistic in nature, occupational therapy is directed toward clients who have or are at risk for limitations in occupational performance. Occupational therapy is concerned with the clients' occupational performance as it relates to the fit between their abilities, their environments, and the dynamic interaction among these factors. Consistent with global trends in health care as reported by the World Health Organization and with trends in occupational therapy practice, occupational therapy professionals believe in the power of participation in occupation as both the means and ultimate goal of occupational therapy with occupational justice as the ultimate outcome (AOTA, 2009; WHO, 2001).

Philosophy of Education

The Utica College occupational therapy faculty embraces a humanistic educational process that acknowledges and respects individual needs and learning styles. As much as possible, the faculty provides an individualized and facilitative approach that fosters self-directed learning within a safe and trusting environment. Learning occurs best through collaborative experiences and active, life-long engagement in the teaching-learning process (Hiemstra & Brockett, 1994; Sisco, 1997). Toward that end, faculty work to develop and sustain a community of scholars in which the reciprocal nature of education and knowledge development is experienced by faculty, students, and professionals within the community. Students are exposed to a diversity of perspectives while provided with the opportunities and experiences that facilitate the assumption of personal responsibility and autonomous thinking, critical reflection, self-directed and life-long learning, and self-efficacy. The faculty believes these to be the hallmarks of a liberally educated, ethical occupational therapist, capable of contributing to a just society while assuming leadership roles in a diverse and changing society.

Curricular Goals and threads

Successful graduates from this program will....

1. Demonstrate an understanding of how engagement in occupation supports participation;

The occupational therapy faculty members value **occupation** as the integral thread in the fabric of the curriculum for occupational therapy.

2. Demonstrate excellence in autonomous, critical thinking;

Autonomous, **critical thinking** is the second curricular thread, serving as an essential foundation for the development of the clinical reasoning, reflective thinking, and synthesis of research needed for evidence-based practice.

3. Demonstrate ethical and professional behaviors;

Professional development, the third curricular thread, is critical to the continuing competency of an occupational therapist who responds in a professional, effective, and ethical manner.

4. Demonstrate an appreciation for occupational therapy's role in meeting the needs of diverse communities;

The fourth curricular thread requires the development of cultural competency and an **appreciation of diversity** in order to engage in respectful interactions within local and global communities. This includes an understanding of concepts of social and occupational justice and the development of skills in advocacy.

5. Demonstrate competency in the roles and activities required of a highly effective entry-level occupational therapist practicing in a variety of contexts.

The fifth curricular thread addresses **practice competencies** throughout the occupational therapy process with a variety of populations and within a variety of practice settings.

These goals are met by weaving learning opportunities, involving the knowledge, skills and attitudes required for goal completion, throughout the program's courses, fieldwork, community, and out of class experiences. Faculty commitment to transformative learning is demonstrated through the thoughtful development and sequencing of these learning opportunities.

Entrance Pathways for the Master of Science in Occupational Therapy Program

Individuals enter the professional (graduate) phase of the occupational therapy program through three different paths.

1. An individual may be admitted to Utica College as a freshman in the Health Studies - Occupational Therapy undergraduate major with guaranteed continuation into the Master of Science in Occupational Therapy major as long as that individual meets all of the continuance criteria. This individual begins the professional phase of the program in the senior year, completing that year and graduating with a Bachelor's degree. This individual then continues as a graduate student and three semesters later (summer, fall, spring) receives the Master's degree in Occupational Therapy.
2. An individual may transfer into the Health Studies - Occupational Therapy undergraduate major (on a space available basis) and, meeting all of the continuance criteria, continue into the professional phase of the program during their senior year graduating with a Bachelor's degree. This individual then continues as a graduate student and three semesters later (summer, fall, spring) receives the Master's degree in Occupational Therapy.
3. An individual who already has a Bachelor's degree may apply directly to the graduate Master of Science in Occupational Therapy major. This individual must have successfully completed (grade of "C" or higher) all prerequisite coursework and satisfied all continuance criteria. Admission is competitive and admission is on a space available basis. Individuals attempting this path should contact the [Graduate Admissions Office](http://www.utica.edu/enrollment/admissions/graduate/) (<http://www.utica.edu/enrollment/admissions/graduate/>) for guidance in completing the OTCAS, a national application system.

Length of Time to Complete the Occupational Therapy Phase Requirements

The first year of the Occupational Therapy professional phase overlaps with the fourth year of the Health Studies B.S. program making it a five year program + 1 summer semester for students who enter in the first year Health Studies Program or transfer into the HSOT program during their junior year. Students who enter at the graduate level typically complete the program in two academic years including a summer fieldwork semester that occurs between years one and two. The program is designed to be completed according to the published academic sequence (see below). Any alteration to this sequence must be approved by the occupational therapy faculty and will most likely have financial implications.

Retention and Progress through the Program

In order to remain on active academic status, students must meet standards established through the Office of Graduate Studies. Students must read and understand the attendance, academic performance, and progress requirements referenced on the [Graduate Studies webpage](#).

Continuous enrollment/leave of absence

Students must maintain continuous enrollment in order to maintain status as a matriculated student. Students with unfinished work, including fieldwork or research must meet this standard. ***There are additional fees associated with this status.*** Students should refer to the Academic Policies and Procedures section of the [Graduate College Catalog](#) for further information.

Financial Aid

It is ***each student's responsibility*** to maintain an active relationship with the [Office of Student Financial Services](http://www.utica.edu/finance/sfs/index.cfm) (<http://www.utica.edu/finance/sfs/index.cfm>). It is also imperative that students read and understand the financial obligations associated with attending the occupational therapy program. Students must review the terms of their awards and abide by the academic standards and time frames associated with those awards.

Academic Requirements

The occupational therapy professional phase includes 69 hours of didactic, community, and fieldwork courses. The sequence of those courses is detailed below. Course descriptions can be found in the appendix of this handbook and in the Graduate Student Catalog. It is important to note that, while the occupational therapy program follows a specific curricular sequence and design, on-going program evaluation may result in curricular alterations in order to maintain the highest academic standard. Faculty may enhance or alter specific course content in order to meet the standards established for the curriculum by our accrediting body, ACOTE, and address current trends impacting the profession. Major curricular changes are processed through the formal campus-based curriculum approval process.

Academic Requirements

Master of Science in Occupational Therapy (69 Hours)

OCCUPATIONAL THERAPY - PROFESSIONAL PHASE - All courses and fieldwork must be taken in the sequence indicated. Please note that there are 5 separate semesters for which you must register and pay tuition and fees.

Fall Semester First Year	
OCT 505 Theoretical Basis of Occupational Therapy	3
OCT 506 Human Occupations	3
OCT 525 Fundamentals of Transformative Learning	1
OCT 526 Case-Informed Discussion: Adolescents and Young Adults	2
OCT 551 Community I	1
OCT 553 Fieldwork Level IA – with adults (completed at the end of fall semester - 2 weeks full time in practice setting)	1
OCT 571 Occupational Performance: Adolescents and Young Adults (lecture/lab)	4
OCT 573 Foundations of Occupational Therapy Practice	2
Total Credits	17

Spring Semester First Year	
OCT 521 Professional Writing I	1
OCT 527 Case-Informed Discussion: Adults	2
OCT 548 Research Foundations	1
OCT 549 Research Seminar I	2
OCT 561 Professional Roles I: Development	3
OCT 572 Occupational Performance: Adults (lecture/lab)	4
OCT 652 Community II	1
Total Credits	14
<i>Students in the HSOT program will graduate with a Bachelor's degree in May following successful completion of first year courses.</i>	
Summer Semester – Between First and Second Year	
OCT 654 Fieldwork Level IIA (May – August - 12 week full-time internship in practice setting with adults)	6
Fall Semester Second Year	
OCT 601 Occupational Performance: Children	4
OCT 604 Case-Informed Discussion: Children	2
OCT 622 Professional Writing II	2
OCT 633 Fieldwork Level IB – with children (completed at the end of fall semester (2 weeks full time in practice setting)	1
OCT 637 Occupational Therapy Manager	3
OCT 648 Research Analysis and Integration	1
OCT 649 Research Seminar II	2
OCT 655 Community III	1
Total Credits	16
Spring Semester Second Year	
OCT 602 Synthesis: Occupation-based Practice with Children	2
OCT 615 Synthesis: Theory into Practice	2
OCT 663 Professional Roles: Advanced	3
OCT 668 Research Dissemination	1
OCT 669 Research Seminar III	2
OCT 656 Fieldwork Level IIB (March–May - 12 week full-time internship in practice setting with children)	6
Total Credits	16
<i>A culminating research/project presentation will occur at the end of the second year spring semester. Attendance is mandatory and required for degree completion.</i>	
<i>Students will graduate with a Master's degree in May following successful completion of second year courses.</i>	

Overview of Community and Fieldwork Experiences

In addition to completing all academic courses, students have a total of 28 weeks of fieldwork; two Fieldwork Level I experiences totaling 4 weeks and two Fieldwork Level II experiences totaling 24 weeks. These experiences are designed to finalize students' preparation for entry-level practice as an occupational therapist.

Level I Fieldworks are orchestrated so students complete two weeks in two settings where occupational therapy services are provided. This serves as a focused experience in occupational therapy practice during which the students assist with the evaluation and intervention processes and documentation of those services under the supervision of a qualified individual. These experiences then enrich the subsequent courses and Fieldwork Level II experiences.

The main goal for Fieldwork Level II is to facilitate students' development and transformation into competent, entry-level generalist occupational therapists (AOTA, 2011). For the program at Utica College, students are required to have one Fieldwork Level II in a setting that provides services with adults and a second setting that provides services with children. The majority of students are expected to complete these on a full-time basis although the option exists for students (who receive permission from the occupational therapy faculty) to complete them part-time for a longer period of time. Part-time basis must be at least 20 hrs. per week. These experiences and timelines meet the requirements stated in the ACOTE Standards. All level II experiences must be completed within 24 months following completion of the last academic course.

Besides the Level I and II fieldwork experiences, the OT program also requires students to engage in learning experiences in a variety of community sites. These experiences are attached to a series of three community courses which begin the first semester of the professional phase and continue in subsequent semesters. The community experiences may be in community-based settings where occupational therapy is not traditionally offered in order to help students think 'outside the box' in terms of the potential role of occupational therapists in community settings. The sequence of community courses provides students with experiential learning regarding human function, or human occupational performance, clients' participation in occupations and engagement in activities, and a holistic understanding of the relationship between occupation and health and wellness. These experiences will bring to life the concepts taught in other courses! The community courses are sequenced developmentally in terms of what students are expected to do and learn. For instance, in community I, students begin working to develop more refined self-awareness and, in subsequent courses, progress to the level of advocacy for others and the environment.

The frequency of community and fieldwork experiences throughout the curriculum is in keeping with current trends in occupational therapy education and exceed the requirements stated in the ACOTE Standards (AOTA, 2011).

One of the strengths of our program is the number and variety of field sites with which we have contracts. Another strength is our student-centered approach to fieldwork choice. The program is, however, constrained by the availability of fieldwork sites. Although we attempt, as much as possible, to place you in a fieldwork site of your choice, we cannot guarantee that we will be able to do so.

Occupational therapy prerequisite course work must be successfully completed (grade of "C" or better) prior to the beginning of Fieldwork Level II experiences. In addition, the occupational therapy faculty members have the responsibility to review all students to determine readiness for Fieldwork Level I and Level II experiences. Such faculty decisions are based on students' demonstrated ability to meet the fieldwork goals and objectives and their professional behaviors.

The program uses a format (Professional Behaviors for the 21st Century) to assess, and have students self-assess, their professional behaviors. This format will be shared with you each semester, and reviewed by your advisor. If a student is not deemed ready for a fieldwork experience, he or she will be notified of the faculty decision and a plan of action will be developed and monitored through its completion. After this remediation, the faculty members will again review the student's readiness for fieldwork placement and make a final decision regarding the student's readiness for fieldwork, or the need for dismissal from the program.

- ★ Please note that international fieldwork experiences are encouraged for Utica College students, but only one fieldwork experience can be in an international setting.
- ★ A requirement of the Utica College Occupational Therapy Program is that all Fieldwork Level II requirements be satisfied within twenty-four months of the completion of academic courses. Requirements for graduation may be found in the [Utica College Graduate Catalog](#).

Graduate Research

All students are expected to complete the sequence of research courses which span three semesters within the professional phase of the occupational therapy program. These courses are designed to provide students with information critical for competence as a consumer of research in the practice of occupational therapy. Students will also develop beginning research planning and implementation skills through the completion of a project, completed either in a small group or individually, under the mentorship of a faculty member. Three options are available to students:

1. Portfolio: Students complete a research project involving the use of existing literature and an understanding of research concepts and principles. Successful completion of the research project as determined by the faculty mentor is required.
2. Capstone: Students, individually or in a small group, complete a research study involving the use of existing literature and an understanding of research concepts and principles. These projects are more involved, often resulting in the creation of new knowledge. Successful completion of the research project is determined by a committee chaired by the faculty mentor. The completed study report is published and made available to the community through the UC library.
3. Thesis: Students complete a research study resulting in the creation of new knowledge on an individual basis. Successful completion of the research project is determined by a committee chaired by the faculty mentor. The completed study report is published and made available to the community through the UC library.

Regardless of the option chosen, students are also expected to adhere to the Graduate Research Policies and Procedures found in the [Utica College Graduate Catalog](#) and on the [Utica College Graduate Student Web Page](#). For students completing the Capstone or Thesis Option, additional forms will be required as described on the [Office of Graduate Studies website](#).

A Graduate Research Handbook is made available to all students prior to beginning the research sequence. Further details on this process are included in that handbook.

Policies and Procedures of the Occupational Therapy Program

The OT program has a number of policies and procedures. Of particular concern to students, and therefore included here, are policies/procedures related to safety in the classroom and policies/procedures related to grading.

Policy and Procedure: Health and Safety during Educational Experiences

This policy applies to students, faculty, and clients during educational activities planned and implemented as part of the occupational therapy curriculum. This policy/procedure is intended to ensure the health and safety of all individuals engaged in these educational experiences.

The occupational therapy program at Utica College offers its students the opportunity to practice, review or refine their clinical skills in the classroom and clinical setting. This practice may involve equipment and/or activities that have the potential to negatively impact the health and safety of individuals involved.

Policy

Because practice is required for gaining competency of clinical skills, the occupational therapy program encourages students to practice frequently and consistently. This practice must be carried out at all time with full consideration of safe performance. To insure that all students have equal opportunity to utilize the classroom, classroom equipment and materials, and to ascertain that the environment remains safe and conducive to learning, the following rules and regulations regarding classroom/equipment use should be followed:

Procedure

- 1) Students may use classrooms for practice of clinical skills during class times, during times arranged by faculty members, and/or by attendance during open lab hours.
- 2) During scheduled classroom times, an occupational therapy faculty member will be responsible for supervising practice to ensure safe performance. During such times, the faculty member will engage in educating students on safe procedures and role-modeling those procedures.
- 3) During open lab hours, students are responsible for monitoring their own behaviors as demonstrated during the supervised educational experiences. Students will assume full responsibility for engaging in safe performance.
- 4) Students are not to engage in practice activities with a client unless supervised by a faculty member.
- 5) Students are not to practice potentially dangerous activities when alone in the classroom.
- 6) Work study students are available for assistance during open laboratory hours. Work study students, however are of varied qualifications and therefore not responsible for supervision.
- 7) Non- occupational therapy students may be present in the laboratory only with permission of an instructor in advance.

- 8) No equipment/supplies may be removed from the classroom without faculty approval. Sign out procedures include listing the equipment/supplies to be removed, the name of the student, and the date of removal in the sign-out notebook. All equipment supplies that are removed from the classroom are to be returned the next class day.
- 9) Students will be taught appropriate infection control procedures during fieldwork I meetings, fall semester first year. These procedures will also be written and posted in each classroom. Supplies will be available in the classrooms so that students can engage in appropriate infection control procedures should the need arise.
- 10) Evacuation procedures will be posted in an obvious location in each classroom. During orientation for each course, these procedures will be clearly indicated to students in the classroom.
- 11) Students will contribute to maintaining the classroom so that it is a safe environment.
- 12) Students assume responsibility for following instructions during an emergency.
- 13) On the first day of any laboratory course, students will be shown the location of safety equipment/written procedures.
- 14) Students should notify safety personnel immediately after any injury. They should then contact their instructor and/or the chair of the department.
- 15) If a piece of equipment fails while being used, report it immediately to your instructor. Students should not try to fix a problem themselves.

Policy and Procedure: Grading

All students enrolled in the professional phase of the OT program, regardless of undergraduate or graduate status, must meet the regulations applied to graduate students. This policy was written to ensure consistency with program grading and regulations regarding grading of graduate students. This policy therefore applies to all OT courses, and all students enrolled in those courses.

Policy

In keeping with regulations adopted by the Utica College Office of Graduate Studies, students in OT courses will be graded using the following standards:

94-100%.....	A
90-93.9%.....	A-
87-89.9%.....	B+
84-86.9%.....	B
80-83.9%.....	B-
74-79.9%.....	C
73.9% and below...	F

Procedure

1. All course instructors will submit a final grade for any OT course using the above policy for grade determination.

2. It is up to instructor discretion whether or not rounding of results (e.g., from 93.96% to a 94%) is used in final grade determination.

Policy and Procedure: Submission of Assignments

This policy was written to ensure consistency between instructors regarding procedures for submission of assignments. This policy therefore applies to all OT courses, and all students enrolled in those courses.

Policy

In keeping with the timeliness required by all practice settings for submission of documentation, students will be expected to submit assignments in a timely manner. The form of submission (electronic, hard copy) is up to instructor discretion.

Procedure

1. All assignments are due on the date and at the time noted on the course syllabus and/or course management system.
2. Assignments may always be submitted before the due date.
3. For electronic submissions, if a specific time is not noted, the assignment is due no later than 11:59 (Eastern time) on the due date.
4. For hard copy submissions, all assignments are due on the date noted on the course syllabus in a manner determined by the course instructor e.g., in person, in the instructor's mailbox.
5. Assignments submitted after the designated date/time are considered late.
6. Late assignments will result in a penalty of a 5% grade reduction for each day past the due date.
7. Assignments will not be accepted more than one week after the due date and will result in a grade of zero (F).

Certification for Occupational Therapists

Graduates of the Utica College Occupational Therapy Program are eligible to apply for the National Certification Examination for Occupational Therapists, administered by the National Board for Certification in Occupational Therapy ([NBCOT](#)). NBCOT is a not-for-profit organization whose mission is to serve the public interest and protect the health and welfare of the public while enhancing the profession of occupational therapy. This is done, in part, through their certification process that has been designed to provide reliable indicators of competence for occupational therapy practitioners.

It is important that all students know that NBCOT oversees a character review program to screen out individuals who may exhibit or have a history of illegal, unethical, and/or incompetent behaviors. Students with a history of criminal misconduct may be denied licensure or registration to practice the profession of Occupational Therapy. Students should contact the state or country's regulatory board for the state in which they plan to practice in order to determine whether or not their criminal misconduct would restrict their ability to practice in that

specific state. The same may be true for practice in another country. The National Board for Certification in Occupational Therapy (NBCOT) has an “Early Determination Review” (for a fee) that will determine potential eligibility to take the exam. Contact NBCOT or visit their website for further directions if interested in this early review.

Upon successful completion of the NBCOT certification examination for occupational therapists, successful candidates may use the title, Occupational Therapist, Registered (OTR). More information can be obtained from: [NBCOT](#) located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150, by phone at (301) 990-7979, or via their web page.

Licensure for Occupational Therapists

Most states require licensure to practice as an occupational therapist. NBCOT works with state regulatory agencies across the United States and all of these agencies recognize the NBCOT certification examination for occupational therapists. Information on specific state regulatory requirements for occupational therapists may be obtained from the specific state regulatory agency or from the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD, 20824-1220. The AOTA’s phone number is (301) 652- 2682 and their web page may be accessed at www.aota.org.

Appendix A

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Appendix B

Course Descriptions

OCT 505 - Theoretical Basis of Occupational Therapy (3)

Theory and foundations of practice from historical and current perspectives; importance and role of occupation.

OCT 506 – Human Occupations (3)

Exploration into the relationship between participation in human occupation and quality of life throughout the lifespan. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 521 – Professional Writing I (1)

Documentation, publication, and other aspects of professional writing specific to occupational therapy.

OCT 525 – Fundamentals of Transformative Learning (1)

Principles of transformative learning applied to educational experiences within the occupational therapy program. Open only to students in the Occupational Therapy phase of the occupational therapy major.

OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)

Case-informed discussion related to the role of occupational therapy with adolescents and young adults ages 13 - 40; evaluation and intervention. Cases address content being simultaneously addressed in OCT571.

OCT 527 - Case-informed Discussion: Adults (2)

Case-informed discussion related to the role of occupational therapy with adults. Cases address content being simultaneously addressed in OCT572.

OCT548 – Foundations of Occupational Therapy Research (1)

Overview of evidence-based practice and research traditions within occupational therapy and associated disciplines.

OCT 549 Research Seminar I (2)

Exploration of options for research project focused on occupation, culminating in submission of research proposal.

OCT 551 - Community I (1)

Experiential learning in community service agencies; development of foundational skills: observation, interview techniques, interpersonal communication, client advocacy. Includes 20 hours of fieldwork.

OCT 553 – Fieldwork Level IA (1)

Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis. This fieldwork experience takes place between the first and second semester of the first year.

OCT 561 – Professional Roles: Development (3)

Development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator.

OCT 571- Occupational Performance: Adolescents and Young Adults (4)

Role of occupational therapy with adolescents and young adults ages 13 - 40; evaluation and intervention.

OCT 572 – Occupational Performance: Adults (4)

Role of occupational therapy with adults; evaluation and intervention.

OCT 573 – Fundamentals of Occupational Therapy Practice (2)

Principles and procedures related to the practice of occupational therapy within a variety of settings. Topics include but are not limited to standardized administration of assessments, patient handling and transfer techniques, and documentation.

OCT 601 - Occupational Performance Children (4)

Occupational therapy practice with children (aged 0-13): evaluation, intervention and outcomes.

OCT 602 – Synthesis: Occupation-based Practice with Children (2)

Emphasis on constructing best practice statements that reflect evidence-based practice, family-centered care, and occupation-based practice within systems serving children. Critical analysis of literature and creation of personal perspective on practice with children.

OCT 604- Case-Informed Discussion: Children (2)

Discussions across the occupational therapy process of cases for children between the ages of 0 to 13. Cases address content being simultaneously addressed in OCT601.

OCT 615 – Synthesis: Theory to Practice (2)

Synthesis and evaluation of theoretical approaches of occupation into a personal perspective of occupation and practice of occupational therapy.

OCT 622 – Professional Writing II (2)

Documentation, publication, and other aspects of professional writing specific to the profession of occupational therapy. Assignments will be continued from assignments in OCT 521 Professional Writing I.

OCT 633 – Fieldwork Level I B (1)

Practical application of course material through a second experience of supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis. This fieldwork experience takes place between the first and second semester of the second year.

OCT 637– Occupational Therapy Manager (3)

Synthesis of principles of administration and impact of systems on provision of occupational therapy services to individuals in various populations and organizations

OCT648 – Occupational Therapy Research Analysis and Integration (1)

Methods associated with analysis and organization of data from evidence-based practice, publication and/or presentation.

OCT 649 – Research Seminar II (2)

Implementation of approved research project under faculty sponsorship.

OCT 652 – Community II (1)

Experiential learning in community setting with focus on occupation, continued professional development, and communication skills. Application of teaching-learning process, identification of community resources, and professional communication. Requires 20 hours of fieldwork.

Prerequisite: OCT 551.

OCT 654 – Fieldwork Level II A (6)

First Level II fieldwork experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis.

OCT 655 – Community III (1)

Service learning in community setting with opportunities to apply curricular threads of professional development, community, occupation, and critical thinking.

OCT 656– Fieldwork Level II B (6)

Second Level II fieldwork experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis.

OCT 657 – Fieldwork Level II C (0-4)

Optional Fieldwork in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for MS degree in Occupational Therapy.

OCT 663– Advanced Professional Roles: (3)

Exploration of diverse roles in occupational therapy within different service delivery systems.

Advanced professional development and dissemination of information to meet evolving needs in occupational therapy practice settings, including community-based practice.

OCT668 – OT Research Dissemination (1)

Continuation of the methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation.

OCT 669 – Research Seminar III (2)

Completion of approved research project under faculty sponsorship.

Appendix C

The American Occupational Therapy Association AOTA Student Membership Application

It is a requirement of the OT program that all students be AOTA members.

3 easy ways to join:

- 1) **Mail** completed payment and membership application found at <http://www.aota.org/JoinAOTA/38503.aspx>
(see the “Join AOTA” button on the right)
to AOTA, P.O. Box 31220, Bethesda, MD 20824-1220
- 2) **Fax** to (credit card payments only) 301-652-7711
- 3) **Online** at <https://myaota.aota.org/aotajoin.aspx>
(see the “Join AOTA” button on the right)

New York State Occupational Therapy Association

NYSOTA Student Membership Application

Found at: http://www.nysota.org/?q=join_us

Appendix D

Occupational Therapy Faculty and Staff Contact Information

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Confirmation of Receipt of Handbook

To be printed out and returned to the School office, White Hall Room 230.



Occupational Therapy Program

School of Health Professions and Education

I, _____, received a copy of the Occupational Therapy Student Handbook including specific policies and procedures and the Continuance / Entrance Criteria and requirement for maintaining a GPA of 3.0. I am aware that as a graduate student I must abide by all rules and regulations of the Graduate Office.

I acknowledge that I have an on-going opportunity to ask questions and seek clarification of the contents of the handbook.

I have reviewed this handbook and accept the student expectations explained in the handbook.

Date: _____

Signature: _____

Received by: _____

Date: _____