



**School of Health Professions and Education**

**Occupational Therapy Program**

**OCCUPATIONAL THERAPY  
STUDENT HANDBOOK**

2019-2020

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

## ***TABLE OF CONTENTS***

Welcome.....	3
Purpose.....	3
Occupational Therapy Mission .....	4
Occupational Therapy Vision .....	4
Philosophy of Occupational Therapy .....	4
Philosophy of Education.....	4
Program Goals and Curricular Threads.....	5
Institutional Goals and Intellectual Skills.....	6
Length of Time to Completion.....	6
Retention and Progress.....	6
Continuous Enrollment.....	7
Financial Aid.....	7
Academic Requirements .....	7
UC Occupational therapy Curriculum.....	8
Overview of Fieldwork Experiences .....	10
Graduate Research .....	12
Policies and Procedures of the OT Program.....	12
Health and Safety during Educational Experiences.....	12
Transporting of Students .....	14
Ethical Violations .....	14
Grading.....	15
Attendance .....	15
Submission of Assignments.....	16
Confidentiality.....	17
Certification for Occupational Therapists .....	17
Licensure for Occupational Therapists.....	18
Appendices	
A. Bibliography .....	19
B. Course Descriptions.....	20
C. American Occupational Therapy Association .....	23
New York State Occupational Therapy Association.....	23
D. Occupational Therapy Faculty and Staff Contact Information .....	24
Confirmation of receipt (to be returned to the School) .....	25
Photo release (to be returned to the School) .....	25

### ***Welcome!***

The faculty and staff 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 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***

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.

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

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 in Appendix D of this handbook and on BANNER. You should also become familiar with the information found on the [Utica College Academic Advising](http://www.utica.edu/academic/advising/) webpage at <http://www.utica.edu/academic/advising/>

The Utica College Occupational Therapy program has been approved by the New York State Education Department. It is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA [301-652-2682] and its Web site is <http://www.acoteonline.org>

***Students are expected to be members of the AOTA. Evidence of membership status will be collected in the fall of each academic year.***

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](https://www.nbcot.org/)) (<https://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 seen in the dynamic interaction between their abilities, their environments, and the unique characteristics of their occupations. Occupational therapy professionals believe in the power of participation in occupation as both the means and ultimate goal of occupational therapy with health, wellness and occupational justice as the ultimate outcomes (AOTA, 2017).

### ***Philosophy of Education***

The Utica College Occupational Therapy faculty embraces a humanistic, transformative educational approach (O'Sullivan, 2002). We promote a student culture and classroom environment that encourages critical, reflective questioning of preconceptions (Kinsella, 2000; Thompson & Pascal, 2012) and earnest pursuit of accurate, evidence-based (Holm, 2000) and integrated understandings of human wellbeing, occupation, and occupational therapy practice. Students are exposed to a diversity of perspectives while engaging with opportunities and experiences that facilitate the assumption of personal responsibility, 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, diverse and changing society.

As much as possible, the faculty provides an individualized and facilitative instructional approach that respects student learning needs and fosters self-directed learning (Hiemstra, 2013) within a safe learning environment. We believe that learning occurs best through collaborative experiences (Barkley, Cross & Major, 2005) and active, enduring professional and community

engaged participation (Hammel et al, 2015) in the teaching-learning process. Toward that end, faculty work to develop and sustain a community of scholarship and practice in which faculty, students, professionals and other community members participate in mutual, reciprocal education and shared knowledge development.

### ***Program Goals and Curricular Threads***

#### **Successful graduates from this program will....**

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

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

2. Demonstrate critical analysis and 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. At the end of the first year: Demonstrate an awareness and appreciation of social and environmental factors impacting health, occupational justice, and participation in occupations of diverse individuals and populations on a local, national, and global scale;  
At the end of the second year: Demonstrate skills in assessing occupational needs of diverse individuals and populations to include a consideration of social and environmental factors.

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. At the end of the first year: Demonstrate competency in the roles and activities required of a highly effective entry-level occupational therapist practicing inter-professionally in a variety of contexts;  
At the end of the second year: Demonstrate competency in the roles and activities required of a highly effective entry-level occupational therapist practicing inter-professionally in a variety of contexts.

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

6. At the end of the first year: Articulate best practice and demonstrate the skills necessary to act as an agent of change for incorporating such evidence into practice;  
At the end of the second year: Demonstrate the ability to advocate for and with the profession, our clients, and populations within local and global communities.

The sixth curricular thread addresses the program's emphasis on preparing students for the role of **change agent** by emphasizing the skills required for competence as an advocate.

7. At the end of the first year: Demonstrate the skills necessary to be an informed consumer of research;  
At the end of the second year: Demonstrate the skills necessary to be an informed consumer of research, synthesizing existing evidence for decision making.

The seventh curricular thread reflects the current emphasis on **research** evidence to support the decision making inherent in the practice of occupational therapy.

### ***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 as freshmen in the Health Studies Program. Students who transfer into the HSOT program during their sophomore or junior year enter the OT program following completion of their Bachelor's degree. Early acceptance into the 5 year program is possible only on a space-available basis. Students who enter at the graduate level 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 by the Office of Graduate Studies as well as by the program. Students must read and understand the attendance, academic performance, and progress requirements referenced on the [Graduate Studies webpage \(https://www.utica.edu/ogs/index.cfm\)](https://www.utica.edu/ogs/index.cfm). Requirements for graduation may also be found in the [Utica College Graduate Catalog \(https://www.utica.edu/academic/catalog/index.cfm\)](https://www.utica.edu/academic/catalog/index.cfm).

***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.***

***Students must achieve a grade of “C” or better in all OT courses. Failure to obtain a grade of “C” will prevent students from progressing in the program which will in turn result in dismissal. Students may appeal a dismissal decision to the 1) Chair of the program, 2) Dean of the School of Health Professions and Education, 3) Academic Standards Committee, and 4) Provost (in that order).***

### ***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](https://www.utica.edu/academic/catalog/index.cfm) (<https://www.utica.edu/academic/catalog/index.cfm>) for further information.

### ***Financial Aid***

It is each student’s responsibility to maintain an active relationship with the [Office of Student Financial Services](https://www.utica.edu/directory/center-student-success/financial-aid-services) (<https://www.utica.edu/directory/center-student-success/financial-aid-services>). 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 appendix B of this handbook and in the [Graduate Student Catalog](https://www.utica.edu/academic/catalog/index.cfm) (<https://www.utica.edu/academic/catalog/index.cfm>). 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 standards. 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.

## *Utica College Occupational Therapy Curriculum*

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 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.

***Students must be identified by an official UC name badge for all community and fieldwork experiences. The badges can be purchased from the Campus Safety Office.***

### **Academic Requirements**

#### **Master of Science in Occupational Therapy (68 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	2
OCT 526 Case-Informed Discussion: Adolescents and Young Adults	2
OCT 543 Fieldwork Level IA Preparation	0
OCT 551 Fieldwork Level IC: Impact of Context on Practice	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 Fundamentals of Occupational Therapy Practice I	2
<b>Total Credits</b>	<b>18</b>

Spring Semester First Year	
OCT 521 Documentation in Practice	1
OCT 527 Case-Informed Discussion: Adults	2
OCT 549 Research Seminar I	1
OCT 552 Fieldwork Level IC: Psychosocial Factors Influencing Occupations	2
OCT 561 Professional Roles I: Development	3
OCT 567: Fieldwork Level IIA Preparation	0
OCT 568: Occupational Therapy Research Analysis and Integration	2
OCT 572 Occupational Performance: Adults (lecture/lab)	4
OCT 574 Fundamentals of Occupational Therapy Practice II	2
Total Credits	17
<b><i>Students in the HSOT program will graduate with a Bachelor's degree in May following successful completion of first year courses.</i></b>	
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 605 Fundamentals of Occupational Therapy Practice III	2
OCT 622 Writing for the Profession	2
OCT 623 Fieldwork Level IB Preparation	0
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 649 Research Seminar II	1
OCT 668 Occupational Therapy Research Dissemination	2
OCT 673 Interprofessional Practice*	1
Total Credits	18

\*Can be taken either fall or spring semester.

<i>A culminating research/project presentation will occur at the end of the second year fall semester. Attendance is mandatory and required for degree completion.</i>	
Spring Semester Second Year	
OCT 602 Synthesis: Occupation-based Practice with Children	2
OCT 615 Synthesis: Theory into Practice	2
OCT 651 Fieldwork Level IIB Preparation	0
OCT 656 Fieldwork Level IIB (March–May - 12 week full-time internship in practice setting with children)	6
Total Credits	10
<i>An NBCOT exam preparation course is provided following spring semester of the second year.</i>	
<b><i>Students will graduate with a Master's degree in May following successful completion of second year courses.</i></b>	

## *Overview of Fieldwork Experiences*

In addition to completing all academic courses, students have a total of 30 weeks of fieldwork; three Fieldwork Level I experiences totaling 6 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 IA and IB Fieldworks are orchestrated so students complete two weeks in settings where occupational therapy services are provided. This serves as a focused experience in occupational therapy practice during which students assist with the evaluation and intervention processes and documentation of those services under the supervision of a qualified individual.

Level IC Fieldwork is a 60-80 hour experience focused on the psychological and social components of human occupational performance. It takes place across two semesters and occurs in one or two non-traditional settings. It is therefore supervised collaboratively by a supervisor on-site and an OT faculty mentor. Besides providing students with opportunities to reflect on OT practice in non-traditional settings, this Level IC experience also contributes to the community focus of the curriculum.

These Level I Fieldwork experiences are intended to reinforce previous course work and 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/week. These experiences and timelines meet the requirements stated in the ACOTE Standards.

One of the strengths of the OT program at UC is our student-centered approach to fieldwork choice. Another strength is the number and variety of field sites with which we have contracts. The program is, however, constrained by a number of factors that limit the availability of fieldwork sites. One of those constraints is the shortage of sites and the competition for those sites with students from other programs. Another constraint is the need to comply with state authorization requirements. Utica College has established contracts with clinical facilities outside of New York State. Recent changes to federal and state regulations require educational institutions to seek clearance from host states for clinical placements. Each state may have additional requirements that must be satisfied prior to placement of a student in an out-of-state host facility. 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.

International fieldwork experiences are encouraged for Utica College students, but only one fieldwork experience can be in an international setting. Please NOTE that students desiring international placement may need to fulfill additional requirements to meet all legal requirements

for such placement. See the fieldwork coordinator as soon as possible to discuss the possibility of an international placement.

***Occupational therapy prerequisite course work must be successfully completed (grade of “C” or better) prior to the beginning of Fieldwork Level II experiences.***

***Occupational therapy faculty members have the responsibility to review all students to determine readiness for Fieldwork Level I and Level II experiences and approve the student’s placement.***

Faculty decisions regarding fieldwork readiness 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 21<sup>st</sup> 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.***

***Students may fail one fieldwork experience. Failure of a second experience will result in dismissal.***

***Pass/fail of fieldwork performance is a collaborative decision of program faculty and clinical supervisors. Students and fieldwork supervisors are encouraged to contact the Academic Fieldwork Coordinator as soon as possible should issues occur during the fieldwork placement that will impact successful performance. The option to extend a fieldwork placement by up to two weeks (maximum) is available to provide for additional time to meet expectations should that time be needed.***

***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.***

Students will be provided with a Fieldwork Manual that details all policies and procedures related to the fieldwork component of the program.

### ***Graduate Research***

All students are expected to complete a 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.

During fall semester of the second year, students will complete a systematic review of the literature in an area of interest. This systematic review will be conducted in a small group under the mentorship of a faculty member and presented at the end of the semester during a culminating experience required of all students. This systematic review meets the requirements of New York State for graduate education and must conform to all policies and procedures of the Office of Graduate Study.

### ***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. Students are responsible for being aware of and adhering to these policies.***

#### **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 and/or during times arranged by faculty members. Students are also encouraged to use the classroom for practice when it is available.
- 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 times when a faculty member is not in attendance, 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) Non- occupational therapy students may be present in the laboratory only with permission of an instructor in advance.
- 7) No equipment/supplies may be removed from the classroom without faculty approval. All equipment supplies that are removed from the classroom are to be returned the next class day.
- 8) 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.
- 9) 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.
- 10) Students will contribute to maintaining the classroom so that it is a safe environment.
- 11) Students assume responsibility for following instructions during an emergency.
- 12) On the first day of any laboratory course, students will be shown the location of safety equipment/written procedures.
- 13) Students should notify safety personnel immediately after any injury. They should then contact their instructor and/or the chair of the department.
- 14) 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: Transporting of students**

### **Policy**

Due to legal and financial implications for college, program and faculty, students will not be transported by faculty in their personal vehicles.

### **Procedure**

If the faculty member has completed all necessary training, the faculty member may drive the college van and transport students when deemed appropriate. Students are encouraged to arrange to carpool to labs and community events.

## **Policy and Procedure: Ethical violations**

### **Policy**

Any individual can file a complaint regarding an ethical violation against the program director, program faculty, and/or other students.

### **Procedure**

A complaint regarding an ethical violation against the program director can be filed in writing with the Dean of the School of Health Professions and Education.

A complaint regarding an ethical violation against program faculty can be filed in writing with the program director.

A complaint regarding an ethical violation against another student can be filed in writing with the program director.

The Dean or program director will be responsible for investigating the complaint and making a determination of appropriate action based on the nature of the violation which may include a referral to the College's Human Resources Office. A complaint against a student may also be investigated by through the Student Conduct Program.

## **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: Attendance**

Much of what students learn is not directly or indirectly tested but is still critical to professional practice. For this reason, attendance at all classes is an expectation of the OT faculty. We are aware, however, that illnesses and other impediments to attendance are not always within the control of the student. For that reason, the following policy has been written and sets the minimum criteria for attendance. Instructors may choose to be more stringent.

### **Policy**

- In all instances, instructors must be informed prior to the start of class if a student will be absent. Failure to inform the instructor will be noted on the student's evaluation of professional behaviors.
- Students will not be penalized for missing up to 5% of a course. The student must discuss with the instructor the means of making up course content.

- Day students: For classes that meet only one time a week, this means no more than one class session. For classes that meet two times a week, this means no more than two class sessions. For classes that meet three times a week, this means no more than three class sessions.
- Weekend students: Missing even one weekend far exceeds 5% of a course. We will allow up to one weekend absence but the student will need to submit a plan to the instructor regarding how to make up the time lost. Students missing two weekends will be asked to withdraw.
- Absences over the 5% limit will be penalized ½ grade. For example, if a student earns a “B”, the student who misses more than the time listed above will receive a “B-“.

### **Procedure**

Instructors will take attendance at each class session and factor attendance into the students' course grades.

### **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).

## **Policy and Procedure: Confidentially**

### **Policy**

Due to legal (FERPA) and ethical issues regarding sharing of personal, identifying information, unless students sign the photo-release (see last page of this handbook), the sharing of photographs and/or any other personally identifying information of other individuals is prohibited by any means including social media platforms such as Snapchat or Facebook. This policy is in effect for all environments in which educational experiences occur including the classroom, community and fieldwork sites.

In addition, due to the legal constraints of practice by occupational therapists (HIPPA), the sharing of personally identifying information to include photographs of clients is prohibited by any means including social media platforms such as Snapchat or Facebook. This policy is in effect for all environments in which educational experiences occur including the classroom, community and fieldwork sites.

### **Procedure**

- 1) The college will take responsibility for sharing with the student all legal and ethical concerns related to the sharing of personally identifying information.
- 2) In addition, students may be required by their community and/or fieldwork sites to obtain additional training in this area.
- 3) Should sharing of personally identifying information come to the attention of the faculty of the college, the student will be immediately informed of the violation and the punitive steps to be taken which may include:
  - a. Withdrawal from a community and/or fieldwork site;
  - b. Dismissal from the program; and
  - c. Dismissal from the college.

### **Other policies:**

Note that a number of policies and procedures relevant to graduate students can be found in the [Graduate School Catalog](https://www.utica.edu/academic/catalog/index.cfm) (<https://www.utica.edu/academic/catalog/index.cfm>). Of particular concern are those policies related to retention and progression, and procedures related to complaints against the school and/or program.

## ***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](https://www.nbcot.org/)) (<https://www.nbcot.org/>). 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.

***Note: 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](https://www.nbcot.org) located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150, by phone at (301) 990-7979, or via their web page (<https://www.nbcot.org>).

### ***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](http://www.aota.org).

## *Appendix A*

### **Bibliography**

- American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 65 (Suppl.), S65. doi: 10.5014/ajot.2011.65S65
- Accreditation Council for Occupational Therapy Education (ACOTE ). (2011). *Accreditation Standards for Master's-Degree-Level Educational Program for the Occupational Therapist*. Bethesda, MD: Author.
- Barkley, E., Major, C., & Cross, K. (2014). *Collaborative learning techniques: A handbook for college faculty* (Second Ed.). San Francisco: Jossey-Bass.
- Bloom , B., Mesia, B., & Krathwohl, D. (1964). *Taxonomy of educational objectives* (two vols.: The Affective Domain & The Cognitive Domain). New York: David McKay.
- Bureau of Labor Statistics, United States Department of Labor. (2010). [Occupational outlook handbook, 2010-11 edition](#). Washington, D.C.: Author.
- Council of Graduate Schools. (1996) *Master's education: A guide for faculty and administrators, 2<sup>nd</sup> ed.* Washington, D.C.: Author.
- Fleming, M.H. (1991). The therapist with the three-track mind. *American Journal of Occupational Therapy*, 45, 1007-1014.
- Hammel, J., Magasi, S., Mirza, M.P., Fischer, H., Preissner, K., Peterson, E., and SuarezBalcazar, Y. (2015). A scholarship of practice revisited: Creating community-Engaged occupational therapy practitioners, educators, and scholars. *Occupational Therapy in Health Care*, 29(4), 352-69.
- Hiemstra, Roger (2013). Facilitating adult self-directed learning. In, Hiemstra, Roger and Philippe Carré (Eds.) *A Feast of Learning: International Perspectives on Adult Learning and Change*. Charlotte: Information Age Publishing.
- Holm, M. B. (2000). Our mandate for the new millennium: Evidence-based practice. *American Journal of Occupational Therapy*, 54, 575–585.
- Kasar, J. & Clark, N. (2000). *Developing professional behaviors*. Thorofare, NJ: Slack.
- Kinsella, E. A. (2000). *Professional development and reflective practice: Strategies for learning through professional experience*. Ottawa, ON: CAOT Publications ACE. Mattingly, C. & Fleming, M.H. (1994). *Clinical reasoning: Forms of inquiry in a therapeutic practice*. Philadelphia: F.A. Davis.
- May. (1995). Generic Abilities Assessment. *Journal of Physical Therapy*, 9 -1. Madison, Wisconsin: University of Wisconsin-Madison.
- Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 74, 5–12.
- Pierce, D. (2001). Untangling occupation and activity? *American Journal of Occupational Therapy*, 55, 138-145.
- Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice*, 13(2), 311-311.

## 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 – Documentation in Practice (1)**

Documentation requirements specific to the practice of occupational therapy.

**OCT 525 – Fundamentals of Transformative Learning (2)**

Principles of transformative learning applied to educational experiences within the occupational therapy program. Overview of evidence-based practice and research traditions within occupational therapy and associated disciplines. 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. **OCT 549 Research Seminar I (2)**

Implementation research skills are the focus of this course in faculty mentored projects.

**OCT 543 – Fieldwork Level IA Preparation (0)**

Learning activities related to the first level I experience.

**OCT 551 – Fieldwork Level IC: Impact of Context on Practice (1)**

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

**OCT 552 – Fieldwork Level IC: Psychosocial Factors Impacting Occupations (1)**

Experiential learning in community setting with focus on psychological and social components impacting occupational performance. Application of teaching-learning process, identification of community resources, and professional communication. Requires 40 hours of fieldwork.

Prerequisite: OCT 551.

**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. Note that students will also take OCT543 in preparation for this fieldwork.

**OCT 561 – Professional Roles: Development (3)**

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

**OCT 567 – Fieldwork Level IIA Preparation (0)**

Learning activities related to the first level II experience.

**OCT 568 - Occupational Therapy Research Analysis and Integration (2)**

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

**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 I (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 574 – Fundamentals of Occupational Therapy Practice II (2)**

Continued exposure to principles and procedures related to the practice of occupational therapy within a variety of settings.

**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, familycentered 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 605 – Fundamentals of Occupational Therapy Practice III (2)**

Continued exposure to principles and procedures related to the practice of occupational therapy within a variety of settings with a focus on children. Topics include but are not limited to standardized administration of assessments, handling techniques, education of family and other professionals, and documentation

**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 - Writing for the Profession (2)**

Writing for varied audiences including other professionals, consumers, legislators, and thirdparty reimbursers.

**OCT 623 – Level IB Preparation (0)**

Learning activities related to the second level I experience.

**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. Note that students will also enroll in OCT623 in preparation. Note that students will also enroll in OCT623 in preparation.

**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

**OCT 649 – Research Seminar II (1)**

Implementation of approved systematic review project under faculty sponsorship.

**OCT 651 – Level IIB Preparation (0)**

Learning activities related to the second level II experience.

**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. Note that students will also enroll in OCT 567 in preparation.

**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. Note that students will also enroll in OCT651

**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.

**OCT668 – OT Research Dissemination (2)**

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

**OCT 673 - Interprofessional Practice (1)**

Students will be exposed to the skills and knowledge require to practice interprofessionally.

Varied options will be available to allow students to select an experience in alignment with their interests.

## 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

You may also want to join you state OT association. For New York students you can find the NYSOTA Student Membership Application at:

<http://www.nysota.org/?q=join us>

## Appendix D

### Occupational Therapy Faculty and Staff Contact Information

**Cora J. Bruns, M.S., OTR/L**

Academic Fieldwork Coordinator  
 RM 236 White Hall  
 Ph. Office: (315) 792-3125  
 E-mail: [cbruns@utica.edu](mailto:cbruns@utica.edu)

**Julie Bush, M.S., OTR/L**

Academic Fieldwork Coordinator  
 RM 236 White Hall  
 Ph. Office: (315) 792-3059  
 E-mail: [jabush@utica.edu](mailto:jabush@utica.edu)

**Prof. Linnéa Franits, M.A., OTR/L**

RM 213 Faculty Center  
 Ph. Office: (315)792-3306  
 Home: (315)445-0322  
 E-Mail: [lfranits@utica.edu](mailto:lfranits@utica.edu)

**Prof. Nancy Hollins, Ph.D., OTR/L**

Chair and Program Director  
 RM 219A White Hall  
 Ph. Office (315)792-3230  
 Home: (315)768-3944  
 E-Mail: [nhollins@utica.edu](mailto:nhollins@utica.edu)

**Prof. Annmarie Kinsella, O.T.D., OTR/L**

Weekend Option Coordinator  
 RM 230 White Hall  
 Ph. Office: (315) 792-3239  
 E-Mail: [askinsel@utica.edu](mailto:askinsel@utica.edu)

**Prof. Victoria Nackley Battin, M.S., OTR/L**

RM 236 White Hall  
 Ph. Office (315)792-3312  
 Ph. Home (315)724-3679  
 E-Mail: [vnackley@utica.edu](mailto:vnackley@utica.edu)

**Prof. Denise Nepveux, Ph.D., OTR/L**

RM 242 White Hall  
 Ph. Office (315) 792- 3075  
 Email: [dmnepveu@utica.edu](mailto:dmnepveu@utica.edu)

**Prof. Shannon Schoellig, O.T.D., OTR/L**

RM. 230 White Hall  
 Ph. Office (315) 792=3075  
 E-mail: [sjschoel@utica.edu](mailto:sjschoel@utica.edu)

**Prof. Colleen Sunderlin, Ph.D., OTR/L**

Day Option Coordinator  
 RM 236White Hall  
 Ph. Office (315)792-3150  
 Ph. Home (315)736-7321  
 E-mail: [csunder@utica.edu](mailto:csunder@utica.edu)

**Shelly LoGalbo – OT Secretary**

Rm. 230 White Hall  
 Ph. Office (315) 792 – 3090  
 Email: [smlogalb@utica.edu](mailto:smlogalb@utica.edu)

## **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, \_\_\_\_\_, have received a copy of the Occupational Therapy Student Handbook including specific policies and procedures related to progression and graduation. 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.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### PHOTO RELEASE

Utica College periodically features images of current and former students, as well as members of the community, through various communication mediums, including but not limited to written publications, the College's Web site, and television commercials. Utica College uses these images to communicate its programs as well as the accomplishments of its students and alumni.

By signing below you are granting Utica College permission to use your image as described above. (Individuals under the age of 18 must have their parent's or guardian's signature.)

Please note that your willingness to be photographed is NOT a requirement of the program. You may decline this invitation now or at any time in the future.

Name (please print): \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_