2023-2024

EAST CAROLINA UNIVERSITY OCCUPATIONAL THERAPY GRADUATE STUDENT HANDBOOK

ECU OCCUPATIONAL THERAPY

2023-2024 East Carolina University Occupational Therapy Graduate Student Handbook was reviewed and approved by the majority of faculty in the Department of Occupational Therapy on July 28, 2023.

TABLE OF CONTENTS

Review Signature Page for Occupational Therapy Graduate Student Handbook

This is to be signed before orientation and returned to the Department of Occupational Therapy indicating you have reviewed the Handbook.

I, _____ (print name), have received a copy of the *Department of Occupational Therapy Graduate Student Handbook* for the academic years 2023-2024. I understand that I am responsible for the information contained in this Handbook and will abide by the guidelines and procedures, as stated in this Handbook. I also understand that at any time the Department of Occupational Therapy may add or change guidelines and I will be sent the link to the new handbook and update my signature page indicating I have reviewed the new guidelines.

I also acknowledge that this Handbook not only contains helpful information to me as a new student in the Occupational Therapy program but also contains important information such as graduation, certification, and licensure. Because this may be the only source of such information and will be referred to by occupational therapy faculty, I will keep this Handbook available for use throughout my professional program.

_____   _____
Signature   Date

Essential Functions and Technical Standards for Program Admission and Continued Enrollment

The Essential Functions and Technical Standards for admission and continued enrollment establish the expectations and requisite abilities considered necessary for professionals in the field of occupational therapy. The definition of essential functions, or essential requirements, is "the expected or desired outcomes acquired through participation in the program and include skills, knowledge and judgments that all students must demonstrate to graduate, with or without reasonable accommodation… Students acquire the necessary skills to meet this requirement through the learning that takes place in the course" (Blacklock & Montgomery, 2016, p. 7). The definition of technical standards is "the nonacademic criteria essential for the student to participate in the program… to learn and perform the essential requirements" (Blacklock & Montgomery, 2016, p. 7).

Graduate students in the entry-level Occupational Therapy graduate programs at East Carolina University are to achieve the level of competency required for graduation and practice as applicable. It is recognized the degrees of ability vary widely among individuals, but all students must be able to achieve competency in the Essential Functions and Technical Standards in all areas, such as cognition, critical thinking, physical and emotional demands, ethical standards, communication, safety, etc., needed to evaluate and treat those with physical and mental disabilities and analyze medical data to determine realistic rehabilitation goals for clients.

Admission candidates who feel they may not be able to demonstrate the Essential Functions and Technical Standards set forth are encouraged to contact the Department of Occupational Therapy. Any admission's candidate, who may require accommodations to fulfill the Essential Functions and Technical Standards, due to a disability, is encouraged to contact the university's Department for Disability Support Services at 252-737-1016 or dss.ecu.edu. The Department of Occupational Therapy seeks to ensure that qualified persons with disabilities are not denied admission or subject to discrimination in the admission to the Program. The Department of Occupational Therapy is committed to enabling students, by any reasonable means or accommodations, to complete the Entry-Level Occupational Therapy Graduate Program at East Carolina University.

Essential Functions

The essential functions are the expected outcomes of the entry-level occupational therapy graduates. Throughout students' progress in the Program, students must demonstrate the appropriate competency levels in essential functions to graduate from the Entry-Level Occupational Therapy Graduate Program. The essential functions include:

1. Utilizing appropriate and effective spoken, written, and nonverbal communication with clients, caregivers, and other professionals from a variety of cultural backgrounds.

2. Possessing the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the Occupational Therapy Program.
3. Having the cognitive ability to learn complex information, perform clinical problem-solving, and synthesize and apply information from the discipline of occupational therapy and related disciplines to formulate diagnostic and treatment judgments.
4. Possessing sufficient motor, sensory, and cognitive abilities to perform routine client/patient care and ensure client safety.
5. Having the capacity to maintain composure and emotional stability during periods of high stress and emergency situations.
6. Demonstrating affective skills, demeanor, and rapport that relate to professional education and quality client/patient care.
7. Demonstrating flexibility and the ability to adjust to changing situations and uncertainty in both academic and clinical environments.
8. Having the ability to reliably and critically self-evaluate professional, technical, and personal skills that contribute to positive client outcomes.
9. Having the ability to accept constructive criticism and respond by appropriate modification of behavior.

Technical Standards

The technical standards are the nonacademic qualifications of applicants and students to participate in and graduate from the Entry-Level Occupational Therapy Graduate Program. The ability to meet these technical standards with or without reasonable accommodation is required for admission and must be maintained throughout a student's progress in the Entry-Level Occupational Therapy Graduate Program. Students should carefully review the technical standards to determine if accommodation is needed to successfully perform any of the required academic and clinical skills.

Intellectual/Cognitive Abilities
A student must possess adequate intellectual, ethical, emotional, and cognitive skills to:
- Achieve academic and clinical knowledge and lifelong learning skills.
- Participate in clinical, community-based, and other settings and achieve the competence levels required by the academic and off-campus clinical supervisors.
- Critically think using logical reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Critically solve problems by identifying complexity of the problems and reviewing related information to develop and evaluate options and implement solutions for successful client outcomes.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skills.
- Accept constructive written and verbal feedback from faculty, supervisors, colleagues, and peers in order to improve skills and abilities.
- Identify and utilize resources in order to increase knowledge and skills.
- Utilize detailed written and oral instruction in order to independently make decisions.

- Measure, analyze, judge, and synthesize, as needed, in the academic and clinical settings.
- Write in a concise and accurate manner; and, when in the clinic, document evaluation and intervention sessions in a timely and accurate manner.
- Manage one's own time and others effectively and efficiently.
- Develop specific goals and plans to prioritize, organize and accomplish your work in a timely manner.
- Understand by actively learning the implications of new information for both current and future problem-solving and decision-making.
- Determine when something is wrong or is likely to go wrong, and take appropriate action to avoid a negative consequence.
- Be creative about a given problem or situation by developing, designing, or creating new applications, ideas, relationships, or assistive technology to facilitate client positive outcomes.
- Conduct research to increase knowledge base and add to current evidence-based practice.

Motor Skills

A student must possess adequate motor skills to actively participate in classroom, community, and clinical activities which require:

- Considerable use of arms and legs.
- Moving one's body to stand, walk, climb, bend, reach, stoop, balance, kneel, crouch/squat, crawl, twist, and handle materials.
- Lifting (i.e., Floor to mid-thigh 20-50 pounds; Mid-thigh to shoulder level 10-50 pounds; Shoulder level and above: 10-50 pounds).
- Pushing/Pulling (i.e., Floor to mat 10-100 pounds; Mid-thigh to shoulder level: 10-100 pounds; Shoulder level and above: 10-100 pounds).
- Carrying with both hands more than 10 feet at least 10 or more pounds.
- Sufficient gross/fine motor coordination to execute movements reasonably required during classroom, community, and clinical activities in general care and emergency treatment for all clients such as:
  - Evaluations (i.e., muscle palpation, range of motion, sensory testing, etc.)
  - Reaching and manipulating equipment in all required positions
  - Finger dexterity when performing precise measurements or splint/assistive technology fabrication
  - Documenting needs
  - Planning and implementing intervention sessions

Observation Skills

A student must possess visual acuity, depth-perception, accommodation, color discrimination, and peripheral vision to:

- Observe others' movements and body language.
- Observe a person accurately: at a distance or close-up, with and/or without instrumentation.
- Acquire necessary and relevant information from written documents and for written documents.
- Visualize information presented in images from various formats.

- Interpret evaluation results.
- Perform formal and informal evaluations and treatment sessions including use of visual acuity, accommodation, and vision to discern differences and variations of movements, dexterity, functional performance, muscle integrity, etc.
- Interpret and translate/explain what the observations mean in relation to a person's performance and/or capabilities.

Interpersonal, Emotional, and Social Attributes
A student must possess adequate interpersonal, emotional, and social attributes to:
- Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Manage high stress in both the academic and clinical setting, and, if needed, recognize the need to ask for help.
- Demonstrate emotional stability to function effectively under stress and the ability to adapt to an environment that may change rapidly without warning or in unpredictable ways.
- Recognize and show respect for individuals of different ages, genders, races, religions, sexual orientations, cultural and socioeconomic backgrounds, and disability levels.
- Recognize when others (i.e., students, faculty clients, family member) do or do not understand his/her written and/or verbal communication.
- Manage apprehensive clients presenting with a range of moods and behaviors in a tactful and congenial manner, so as not to alienate or antagonize.
- Maintain emotional and mental health to fully utilize intellectual abilities and exercise good judgment including prompt completion of all academic and clinical responsibilities.
- Demonstrate honesty, integrity, professionalism, and ethical behavior as set forth by the American Occupational Therapy Association and North Carolina Board of Occupational Therapy.
- Maintain confidentiality of student/client information via all forms of communication (i.e., verbal, computer, and social media).
- Be socially perceptive of others' reactions and understand why they react as they do.
- Encourage and build mutual trust, respect, and cooperation among team members.

Communications Skills
A student must demonstrate the communication skills to:
- Speak, hear, and observe others for the purpose of eliciting and perceiving information.
- Provide information to others (i.e., faculty, classmates, supervisors, clients, caregivers) by telephone, in writing, email, and/or in-person. Confidentiality is considered at all times.
- Communicate effectively and efficiently in verbal and written English formats with classmates, clients, family members, and all members of the health care team, during both emergency and non-emergency situations.
- Modify communication style to meet diverse communicative needs.
- Ensure confidentiality of all client-related information in verbal and written format.
- Fluently communicate ideas related to a specific goal, topic, etc. for a positive client outcome.

- Resolve conflicts and negotiate with others; provide consultation and advice to others; communicate with person outside the organization; and, guide, direct and motivate subordinates.
- Effectively communicate and schedule events, programs, activities, and work responsibilities.
- Educate and train other students, professional, clients, and caregivers in a verbal or non-verbal manner that is at an appropriate level of understanding.

Students with Disabilities

East Carolina University and the Occupational Therapy Programs do not discriminate against qualified applicants or enrolled students with disabilities. These essential functions and technical standards are not intended to discourage any applicant or enrolled student who with or without reasonable accommodations can meet these requirements and complete the curriculum.

Reasonable/Unreasonable Accommodation

An accommodation is unreasonable if it poses a direct threat to the health or safety of the student, client, or others, if making it requires fundamental alteration of an element of the curriculum, if it lowers academic standards, or if it poses an undue administrative or financial burden on the school or experiential learning location, clinical fieldwork placement site, or capstone project site. No disability can be accommodated with an auxiliary aid or intermediary that provides a selective function, cognitive support, or occupational therapy knowledge. Aids or intermediaries also may not act as a substitute for performing essential skills or supplement clinical and ethical judgment.

Fieldwork and Capstone Accommodations

A student must follow university's policy and guidelines regarding the Americans with Disabilities Act (ADA) if they want ADA accommodations during all fieldwork and capstone experiences. Students requesting accommodations during fieldwork and/or capstone must contact the Department for Disability Support Services for assistance to identify appropriate accommodations. These accommodations may be different from academic accommodations and may require a different accommodation letter from the Department for Disability Support Services. The student should consult with the Department for Disability Support Services for assistance in identifying appropriate fieldwork and/or capstone accommodations. Once the student received this accommodation letter, they will consult with the Academic Fieldwork Coordinator/Assistant and/or the Doctoral Capstone Coordinator and provide both verbal and written approval from the appropriate coordinator site(s) to determine if the site(s) are able to provide these reasonable accommodations.

Resuming Curriculum Post-Injury/Impairment or Leave of Absence

In the event a student has had an extended leave of absence from the Program for any reason or suffered an injury or period of illness that temporarily affected their ability to perform the essential functions or meet the technical standards, the Program may require that they demonstrate or provide evidence of their ability to resume the curriculum and participate in clinical care. Participation in a treatment or rehabilitation program does not guarantee continued enrollment. In certain circumstances the Program may require the student to undergo a medical evaluation from a provider trained in fitness for duty evaluations.

Blacklock, B., & Montgomery, T. (2016). Understand technical standards in health science and medical education. *Disability Compliance for Higher Education, 21*(11), 7. https://doi.org/10.1002/dhe.30188

Approved: August 2023
Last reviewed: August 2023

Attestation for the Occupational Therapy Program's Student Essential Functions and Technical Standards

Candidates for the Entry-Level Occupational Therapy Graduate Program who have been accepted for admission will be required to verify they understand and meet these Essential Functions and Technical Standards with or without reasonable accommodation(s). Admission decisions are made on the assumption that each candidate can meet and fulfill the Essential Functions and Technical Standards with or without reasonable accommodation(s).

The Department for Disability Support Services at East Carolina University will review a student's request for accommodation and confirm that stated condition qualifies as a disability under applicable laws. The members of the Department for Disability Support Services and Department of Occupational Therapy at East Carolina University will jointly decide what accommodations are suitable and possible in terms of reasonable accommodation(s) in the classroom and fieldwork/capstone environment. This process includes a review of whether the accommodations(s) would jeopardize client safety or the educational process of the student, other students, or the institution, including all coursework, community educational events, competency requirements, fieldwork placements, and capstone project and experience deemed essential to graduation.

The Department of Occupational Therapy will determine whether it agrees with the student and the decisions made by the members of the Department for Disability Support Services and Department of Occupational Therapy at East Carolina University. If the Department of Occupational Therapy agrees with the student and those decisions, the students will be deemed capable of performing all Essential Functions and Technical Standards established by the Program.

Should a student's needs change at any time in the course of a student's enrollment in the program, they may request accommodation through the Department for Disability Support Services at East Carolina University.

Student Attestation

Please sign ONE of the following statements.

Candidates/students NOT requesting accommodation:
I certify I have read and understand the Essential Functions and Technical Standards of the Department of Occupational Therapy at East Carolina University for Program Admission and Continued Enrollment, and I believe to the best of my knowledge that I am able to meet each of these functions and standards without accommodation.

_____   _____
Candidate/Student Signature   Date

Candidates/students requesting accommodation(s):
I certify I have read and understand the Essential Functions and Technical Standards of the Department of Occupational Therapy at East Carolina University for Program Admission and

Continued Enrollment, and I believe to the best of my knowledge I am able to meet each of these functions and standards with certain accommodation(s). I will contact the Department for Disability Support Services at East Carolina University to explore reasonable accommodation(s).

_____   _____
Candidate/Student Signature   Date

Approved: August 2023
Last reviewed: August 2023

Introduction of the Occupational Therapy Graduate Student Handbook

The purpose of this handbook is to provide students with information about entry-level occupational therapy graduate programs at East Carolina University, faculty information, and resources and orient students to current guidelines. Please read it carefully as its contents govern your enrollment in the entry-level occupational therapy graduate program.

The Department of Occupational Therapy reserves the rights to update and/or add information, resources, and guidelines to the handbook anytime during the academic year. Changes or additions will be shared with students when they become effective, and students will be expected to adhere to all established guidelines.

Last reviewed: July 2023

Introduction of the Entry-Level Occupational Therapy Programs

Master of Science in Occupational Therapy program

The entry-level Master of Science in Occupational Therapy is a 24-month, full-time, campus-based program. The first four semesters are on campus in primarily face-to-face courses while the last two semesters consist of fieldwork placements, most of which are across the state of North Carolina. Students are expected to be available to visit campus five days a week, although that is not always required.

The entry-level Master of Science in Occupational Therapy program is fully accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association. The Master of Science in Occupational Therapy program received full 10-year accreditation in 2014-2015 indicating that it is compliant with the Accreditation Standards for a Masters Degree-Level Educational Program for the Occupational Therapist. Graduates of this program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. For more information about accreditation, please contact: ACOTE, American Occupational Therapy Association, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, Phone: (301) 652-2682. ACOTE website address is www.acoteonline.org.

Doctor of Occupational Therapy program

The entry-level Doctor of Occupational Therapy program is a 34-month, full-time, campus-based program. The first five semesters are on campus in primarily face-to-face courses, followed by two semesters of fieldwork placements and one semester of a capstone experience, most of which are across the state of North Carolina. Students are expected to be available to visit campus five days a week, although that is not always required.

The entry-level Doctor of Occupational Therapy program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. For more information about accreditation, please contact: ACOTE, American Occupational Therapy Association, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, Phone: (301) 652-2682. ACOTE website address is www.acoteonline.org.

Both occupational therapy programs are located on the west campus – near the Brody School of Medicine and ECU Health Medical Center – within the College of Allied Health Sciences that shares a state-of-the art building with the College of Nursing and Laupus Health Sciences Library.

Last reviewed: July 2023

Criminal Charges and/or Convictions Before and During the Program

It is critical that students understand their current and/or history of criminal charges and/or convictions can impact the process of becoming an occupational therapist. Criminal charges and/or convictions may limit a student's ability to participate in required off-site activities for academic courses and research process, and fieldwork placements. Criminal charges and convictions may not be accepted at these locations depending on the nature of the offense, clinical sites' policies, and/or our department's ethical decisions. In addition, criminal charges and convictions may prevent a graduate from taking the National Board for Certification in Occupational Therapy exam and/or obtaining state licensure.

Students with a criminal history may inquire with the Department Chair to determine how criminal charges and convictions may influence their ability to complete the program. Those students may also inquire with the National Board for Certification in Occupational Therapy and the North Carolina Board of Occupational Therapy (or other appropriate state occupational therapy licensure board) to determine the impact of their criminal charges and convictions on their ability to take the exam and become certified and licensed as an occupational therapist. It is the responsibility of the student to report the following to the Department Chair:

1. A criminal history that the student has prior to beginning the program must be reported on the application to the program AND within 2 days of beginning class.
2. If any criminal charge or conviction has been made between time of application and the first day of class, this must be reported to the Department Chair within 2 days of beginning class.
3. If at any time during the program a student has a new criminal charge, conviction, or any other reason a flag would appear on a Criminal Background Check, the student must report it to the Department Chair within 5 days of occurrence in order to determine how it will impact the student's participation in aspects of the program.

A student participating in aspects of the program with a criminal history that is unreported can be a violation of the particular site and can damage or eliminate the department's relationship with the site. A lack of report of the information above can be seen as an ethical violation and can result in removal from the programs.

Last Reviewed: July 2023

Vision, Mission, and Philosophy of Education

Department of Occupational Therapy Vision
We envision a future in which our graduates transform clients' lives through the power of occupations to promote health and well-being.

Department of Occupational Therapy Mission
The mission of the Department of Occupational Therapy is to develop occupational therapists who:
1. Understand the power of meaningful occupations and use occupational engagement across all contexts to enhance quality of life, improve health and well-being, and reduce health disparities.
2. Lead the delivery of collaborative and high-quality occupational therapy services with clients, professionals, and systems, supported by research and service.
3. Practice innovative, ethical, and evidence-based occupational therapy to transform clients' lives in the region and beyond.

Department of Occupational Therapy Philosophy of Education
Fundamental Beliefs about Human Beings and How They Learn
Occupational therapy is "the therapeutic use of everyday life occupations with persons, groups, or populations (i.e., the client) for the purpose of enhancing or enabling participation" (American Occupational Therapy Association [AOTA], 2020, p. 1). Key to this definition is the collaboration between the occupational therapy practitioner and the client, for the purposes of achieving outcomes focused on meaningful and purposeful client occupational performance and participation. The collaboration at its essence is a teaching-learning process; therefore, it is important for an occupational therapy educational program to recognize how people learn. This recognition is necessary to engage occupational therapy students in a transformational learning process and to facilitate their ability to utilize this learning process as they engage collaboratively with their clients. Understanding how humans learn and develop ultimately empowers occupational therapy students to understand the power of meaningful occupations, use occupational engagement with clients across all contexts, and exhibit leadership in the delivery of occupational therapy services.

To that end, we believe the following about how humans learn:
1. Humans have an innate need to participate in occupations. This serves to facilitate survival, growth, development, health, and well-being (Wilcock, 2006; Yerxa, 1998). Health is not a static state; rather, it involves engagement in valued occupations and a recognition that humans are ever-changing occupational beings (Hooper & Wood, 2019). Similarly, we believe that learning is a dynamic process that is inherent in performance of occupation.

2. Human beings influence their health through active engagement of the mind, body, and spirit (Reilly, 1962). These complex facets of the human interact to facilitate participation in meaningful occupations and influence health and well-being. The relationship of client factors, performance skills and patterns, and contexts (American Occupational Therapy Association [AOTA], 2020) must be considered for successful learning and occupational engagement

3. Humans learn and act within their environments and contexts, and that interaction is essential to the development of full human potential (Kielhofner, 1983; Yerxa, 1998). In addition, environments and contexts continually change, and humans must adapt to those changes to "… transform - and be transformed by – their actions, environments, and states of health" (Hooper & Wood, 2019, p. 47).

References

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Department of Occupational Therapy Philosophy of Education
Educational Philosophy (Teaching and Learning)

To ensure that humans reach their full health and potential, despite factors that may result in occupational disruption or deprivation, occupational therapists employ the power of occupation through client-centered care. During this process, full consideration is given to the value of occupation as a health determinant, how humans learn, and the importance of the therapeutic relationship as a change agent.

As stated in the AOTA (2018) Philosophy of Occupational Therapy Education,
Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process…Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in

life through engagement in occupation. Occupational therapy education is an ongoing process that shapes a practitioner's professional identity (p. 1).

Consistent with this philosophy, our curriculum and learning environment are based on **transformative learning theory**, with a foundation in constructivism (Callejja, 2014; Mezirow, 1991; Mezirow, 2003). According to transformative learning theory, knowledge and skills are built through experiences, reflection, social learning, and critical discourse. Becoming a skilled occupational therapist is not founded only in knowledge existing in a vacuum; rather, it requires challenging assumptions, empathetic listening skills, critical reflection, and learning from others. Moreover, learning is not simply knowledge acquisition; rather, it is transformative change that is bounded by the core beliefs of occupational therapy and client-centered practice. We believe that to become an exceptional occupational therapist, students must develop skills in 1) the performance of clinical skills based in occupation, 2) engagement in evidence-based practice and scholarly activities, 3) critical and ethical reasoning processes, and finally 4) development of professionalism and leadership.

Upon entering the occupational therapy program, all students engage in science-based content including the structure and function of the human body, fundamental knowledge in evidence-based practice and research in occupational therapy. During the following semesters, students move into courses that engage them in understanding a variety of conditions, evaluations, and intervention planning and implementation processes within the scope of occupational therapy. Additionally, they participate in dissemination of research evidence. Organizational and systems level impact of occupational therapy is addressed through management and advocacy coursework. In all didactic courses, two signature pedagogies of occupational therapy education are employed, namely relational learning and affective learning (Taff et al., 2020). Relational learning emphasizes human connections, specifically those between students and faculty, other professionals, and fieldwork educators. Affective learning focuses on the transformation and socialization of students to the profession of occupational therapy, with an emphasis on values, culture and ethics of the profession. In our didactic courses, faculty become facilitators in developing students capable of reflection, discourse, clinical reasoning, therapeutic use of self, and habits of mind of the occupational therapist. Students will engage in experiential learning activities with peers, simulated patients, and individuals in the community to learn through case studies, human connections, and formative feedback. Within the curriculum, both didactic and experiential transformation are encouraged.

The final semesters of the program engage all students in fieldwork experiences, and doctoral students will begin a higher level of engagement with additional research opportunities, leadership coursework, and a capstone experience. Consistent with the mission and vision of the department, as well as the mission of the university, doctoral students who are in the capstone phase of the program will learn in a community-based context regarding one of the following areas: clinical practice, research, education, and/or program development.

The third signature pedagogy of occupational therapy, highly contextualized active engagement (Taff et al., 2020), is utilized through fieldwork and capstone experiences. In both contexts, faculty and clinical instructors facilitate authentic, engaged learning. In addition, our capstone process for the doctoral students is driven by Boyer's (1990) model of scholarship. This model which will guide the capstone development process, experience and project thus culminating in an in-depth exposure to clinical practice, research, program development and/or education. Aligning with the overarching application of transformative learning theory, three different areas of scholarship could be the focus of the capstone: (1) Scholarship of Discovery (participating in ongoing research or creating a new study), (2) Scholarship of Teaching (client/family education program, staff development program, or academic course development), and (3) Scholarship of Application (clinical practice or program development). These three areas are based on the university, college, and program mission and needs of our rural community through (1) expansion of innovative practice serving communities with high minority and economically challenged populations, and (2) the need both locally and nationally to build a strong cadre of occupational therapy educators, for professional occupational therapy programs and potentially public or community health education.

These signature pedagogies, namely relational learning, affective learning, and highly contextualized active engagement, facilitate student transformation into skilled practitioners, focused on the mission of the department and the core values of the profession of occupational therapy. Ultimately, we seek to transform students through the professional acculturation process to integrate the knowledge, skills, attitudes, values, and norms of the occupational therapy community (Shahr et al., 2019).

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Last reviewed: July 2023

MSOT and OTD Course of Study

MSOT	OTD	Course Title	MSOT credits	OTD credits
Semester 1 – Fall (14 credits)				
OCCT 6014	OCCT 6014	Foundations of Occupational Therapy	4	4
OCCT 6011	OCCT 6011	Occupation and Movement	3	3
OCCT 6012	OCCT 6012	Occupation and Movement Laboratory	1	1
OCCT 6013	OCCT 6013	Neurological Foundations of Occupational Therapy	3	3
OCCT 6711	OCCT 6711	Evidence-based Occupational Therapy I	3	3
		Subtotal by Semester	*14*	*14*
Semester 2 – Spring (14 credits)				
OCCT 6101	OCCT 6101	Occupational Therapy Practice I (musculoskeletal / adult)	4	4
OCCT 6151	OCCT 6151	Occupational Therapy Practice I Laboratory (musculoskeletal / adult)	1	1
OCCT 6201	OCCT 6201	Occupational Therapy Practice II (pediatric 0-5)	4	4
OCCT 6251	OCCT 6251	Occupational Therapy Practice II Laboratory (pediatric 0-5)	1	1
OCCT 6713	OCCT 6713	Conducting Research in Occupational Therapy	3	3
OCCT 6801	OCCT 6801	Fieldwork IA	1	1
		Subtotal by Semester	*14*	*14*
Semester 3 – Summer (8 credits)				
OCCT 7301	OCCT 7301	Occupational Therapy Practice III (mental health)	3	3
OCCT 7351	OCCT 7351	Occupational Therapy Practice III Laboratory (mental health)	1	1
OCCT 7714	OCCT 7714	Research Dissemination in Occupational Therapy	3	3
OCCT 6802	OCCT 6802	Fieldwork IB (psychosocial)	1	1
		Subtotal by Semester	*8*	*8*
Semester 4 – Fall (MSOT 12 credits, OTD 14 credits)				
OCCT 7401	OCCT 7401	Occupational Therapy Practice IV (neuro+cognition)	3	3
OCCT 7451	OCCT 7451	Occupational Therapy Practice IV Laboratory (neuro+cognition)	1	1
OCCT 7501	OCCT 7501	Occupational Therapy Practice V (school age)	3	3
OCCT 7551	OCCT 7551	Occupational Therapy Practice V Laboratory (school age)	1	1
OCCT 6015	OCCT 6015	Leading and Managing Occupational Therapy Services	3	3
OCCT 6016	OCCT 6016	Leading and Managing Occupational Therapy Services Laboratory	1	1
	OCCT 8901	Capstone Seminar I		2
		Subtotal by Semester	*12*	*14*
Semester 5 – Spring (MSOT 9 credits, OTD 9 credits)				
OCCT 6804		Fieldwork IIA	9	
	OCCT 8017	Leadership and Advocacy		3
	OCCT 8712	Evidence-Based Occupational Therapy II		3
	OCCT 8902	Capstone Seminar II		3
		Subtotal by Semester	*9*	*9*
Semester 6 – Summer (MSOT 9 credits, OTD 9 credits)				
OCCT 6805		Fieldwork IIB	9	
	OCCT 8804	Fieldwork IIA		9
		Subtotal by Semester	*9*	*9*
		Total credits for graduation (MSOT graduates in July)	*66*	
Semester 7 – Fall (OTD 10 credits)				
	OCCT 8805	Fieldwork IIB – Aug/Sept – Nov/Dec		9
	OCCT 8903	Capstone Seminar III		1
		Subtotal by Semester		10
Semester 8 – Spring (OTD 14 credits)				
	OCCT 8904	Capstone Experience		12
	OCCT 8905	Capstone Project (Dissemination)		2
		Subtotal by Semester		*14*
		Total credits for graduation (OTD graduates in May)		*92*

Course Numbers

Foundation Core	Research Core	Practice Core	Fieldwork	Capstone
6011	6711	6101	6801	8901
6012	8712	6151	6802	8902
6013	6713	6201	8804 / 6804	8903
6014	7714	6251	8805 / 6805	8904
6015		7301		8905
6016		7351		
8017		7401		
		7451		
		7501		
		7551		

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Curriculum

Master of Science in Occupational Therapy Degree

  The Master of Science in Occupational Therapy consists of a foundation core (15 semester hours [s.h.]), practice core (22 s.h.), fieldwork core (20 s.h.) and research core (9 s.h.). Students begin the program in the fall semester and participate 6 continuous semesters to complete the program within 2 calendar years. The minimum degree requirements are 66 s.h.

1. Foundation core – 15 s.h.
   a. OCCT 6011 - Occupation and Movement (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of analysis and assessment of human anatomy, musculoskeletal system and movement related to occupation. Focuses on structures and functions of human musculoskeletal system and relationships between human musculoskeletal system and occupation.
   b. OCCT 6012 - Occupation and Movement Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 6011. The synthesis, application, and problem-solving of the knowledge of human anatomy and the musculoskeletal system in relation to movement and function. Focuses on the hands-on experience and clinical application of the knowledge of structures and functions of human musculoskeletal system and relationships between human musculoskeletal system and occupation.
   c. OCCT 6013 - Neurological Foundations of Occupational Therapy (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study and analysis of the human nervous system. Focuses on structures and functions of the brain and human nervous system and relationship to occupation.
   d. OCCT 6014 - Foundations of Occupational Therapy (4 s.h.; 4 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of foundations of occupational therapy practice. Focuses on the domain and process of occupational therapy, dimensions and characteristics of human occupation, analysis of activity and occupation, theories, philosophy, and domains related to occupational therapy practice. Focuses on the theories and philosophy in relation to the major elements of occupational therapy practice, such as occupation, client, and therapist in the contexts of past, present, and future practice.
   e. OCCT 6015 - Leading and Managing Occupational Therapy Services (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of management and leadership

development and application in occupational therapy. Focuses on management roles and responsibilities and how those constructs impact the delivery, development, and advocacy of occupational therapy services in a variety of settings. Leadership theories are introduced and discussed in relation to effective management practices.

    f. OCCT 6016 - Leading and Managing Occupational Therapy Services Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The examination and application of management concepts necessary for program development, service delivery, and new business implementation across a variety of settings for various populations.

2. Practice core – 22 s.h.

    a. OCCT 6101 - Occupational Therapy Practice I (4 s.h.; 4 class hours per week): The first course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6011, OCCT 6012, OCCT 6013, OCCT 6014; C: OCCT 6151. The study of common and/or increasing musculoskeletal conditions, assessments, and interventions in relation to human occupation. Instruction on the interactions among three major elements (occupation, client, and therapist) while considering the impact of the context and environment through case studies and community engagement.

    b. OCCT 6151 - Occupational Therapy Practice I Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 6101. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge on the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on musculoskeletal conditions and interventions.

    c. OCCT 6201 - Occupational Therapy Practice II (4 s.h.; 4 class hours per week): The second course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6011, OCCT 6012, OCCT 6013, OCCT 6014; C: OCCT 6251. The study of clinical conditions, assessments, and interventions in relation to human occupation. Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on pediatric conditions, assessments, and interventions specific to birth to five years of age.

    d. OCCT 6251 - Occupational Therapy Practice II Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 6201. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and

interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge on the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on pediatric conditions, assessments, and interventions specific to birth to five years of age.

e. OCCT 7301 - Occupational Therapy Practice III (3 s.h.; 3 class hours per week): The third course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6011, OCCT 6012, OCCT 6013, OCCT 6014; C: OCCT 7351; RC: OCCT 6802. The study of clinical conditions, assessments, and interventions in relation to human occupation. Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on mental and behavioral health conditions and interventions.

f. OCCT 7351 - Occupational Therapy Practice III Laboratory (1 s.h.; 3 lab hours per week): The third course in the five-course series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 7301. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge of the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on mental and behavioral health conditions and interventions.

g. OCCT 7401 - Occupational Therapy Practice IV (3 s.h.; 3 class hours per week): The fourth course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator or director; OCCT 6101, OCCT 6151; C: OCCT 7451. The study of clinical conditions, assessments, and interventions in relation to human occupation. Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on neurological and cognitive conditions and interventions.

h. OCCT 7451 - Occupational Therapy Practice IV Laboratory (1 s.h.; 3 labs hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 7401. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge of the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on neurological and cognitive conditions and interventions.

    i. OCCT 7501 - Occupational Therapy Practice V (3 s.h.; 3 class hours per week): The fifth course in the five-course practice series. P: Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6201, OCCT 6251; C: OCCT 7551. The study of clinical conditions, assessments, and interventions in relation to human occupation. Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on school-age conditions, assessments, and interventions.

    j. OCCT 7551 - Occupational Therapy Practice V Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 7501. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge of the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on school-age conditions, assessments, and interventions.

3. Fieldwork core – 20 s.h.

    a. OCCT 6801 - Fieldwork IA (1 s.h.; 32-40 hours in the field): First of the two Fieldwork I clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. Examination of the roles of occupational therapists in a variety of settings with a focus on evaluation, treatment planning skills, exploration and development of creative applications of therapeutic occupation. The study of foundational principles and characteristics of professionalism and ethical practice as they relate to clinical practice environments.

    b. OCCT 6802 - Fieldwork IB (1 s.h.; 32-40 hours in the field): Second in the two Fieldwork I clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; P/C: OCCT 7301. Examination of the roles of occupational therapists in settings which focus on behavioral health, psychological, or social factors in relation to human occupation. Evaluation, treatment planning skills, exploration and development of creative applications of therapeutic occupation. The study of foundational principles and characteristics of professionalism and ongoing professional development through competency-based goal setting.

    c. OCCT 6804 - Fieldwork IIA (9 s.h.; 480 hours in the field): First of two Fieldwork II clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6801, OCCT 6802. Demonstration of the knowledge and clinical skills required for occupational therapists. Focuses on practicing and mastering skills required to function as a competent, entry-level occupational therapist.

     d. OCCT 6805 - Fieldwork IIB (9 s.h.; 480 hours in the field): The second of two Fieldwork II clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6801, OCCT 6802. Demonstration of the knowledge and clinical skills required for occupational therapists. Focuses on practicing and mastering skills required to function as a competent, entry-level occupational therapist.

4. Research core – 9 s.h.
    a. OCCT 6711 - Evidence-Based Occupational Therapy I (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of evidence-based occupational therapy. Focuses on the foundational knowledge required for critically reviewing scientific evidence, occupational therapy assessments, and application of evidence to occupational therapy practice.
    b. OCCT 6713 - Conducting Research in Occupational Therapy (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6711. Examination of evidence-based occupational therapy with a focus on the scholarly activities including, data collection, data analysis, and outcome analysis in relation to human occupation.
    c. OCCT 7714 - Research Dissemination in Occupational Therapy (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6711. Examination of evidence-based occupational therapy with a focus on the analysis of scholarly activity outcomes and dissemination of outcomes related to human occupation.

Doctor of Occupational Therapy Degree

     The Doctor of Occupational Therapy degree consists of a foundation core (18 s.h.), practice core (22 s.h.), fieldwork core (20 s.h.) research core (12 s.h.), and capstone core (20 s.h.). Students earn the OTD degree after a total of 8 continuous semesters within 2.5 calendar years. The minimum degree requirements are 92 s.h.

1. Foundation core – 18 s.h.
    a. OCCT 6011 - Occupation and Movement (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of analysis and assessment of human anatomy, musculoskeletal system and movement related to occupation. Focuses on structures and functions of human musculoskeletal system and relationships between human musculoskeletal system and occupation.
    b. OCCT 6012 - Occupation and Movement Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 6011. The synthesis, application, and

problem-solving of the knowledge of human anatomy and the musculoskeletal system in relation to movement and function. Focuses on the hands-on experience and clinical application of the knowledge of structures and functions of human musculoskeletal system and relationships between human musculoskeletal system and occupation.

c. OCCT 6013 - Neurological Foundations of Occupational Therapy (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study and analysis of the human nervous system. Focuses on structures and functions of the brain and human nervous system and relationship to occupation.

d. OCCT 6014 - Foundations of Occupational Therapy (4 s.h.; 4 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of foundations of occupational therapy practice. Focuses on the domain and process of occupational therapy, dimensions and characteristics of human occupation, analysis of activity and occupation, theories, philosophy, and domains related to occupational therapy practice. Focuses on the theories and philosophy in relation to the major elements of occupational therapy practice, such as occupation, client, and therapist in the contexts of past, present, and future practice.

e. OCCT 6015 - Leading and Managing Occupational Therapy Services (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of management and leadership development and application in occupational therapy. Focuses on management roles and responsibilities and how those constructs impact the delivery, development, and advocacy of occupational therapy services in a variety of settings. Leadership theories are introduced and discussed in relation to effective management practices.

f. OCCT 6016 - Leading and Managing Occupational Therapy Services Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The examination and application of management concepts necessary for program development, service delivery, and new business implementation across a variety of settings for various populations.

g. OCCT 8017 - Leadership and Advocacy (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. Examination of critical contexts, policies, and skills utilized in leading and advocating for the promotion and sustainment of occupational therapy services. Focuses on the evaluation and application of leadership theory and capacity building principles for developing sustainable outcomes through advocacy, grant writing, and evidence-based management approaches.

2. Practice core – 22 s.h.

a. OCCT 6101 - Occupational Therapy Practice I (4 s.h.; 4 class hours per week): The first course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6011, OCCT 6012, OCCT 6013, OCCT 6014; C: OCCT 6151. The study of common and/or increasing musculoskeletal conditions, assessments, and interventions in relation to human occupation. Instruction on the interactions among three major elements (occupation, client, and therapist) while considering the impact of the context and environment through case studies and community engagement.

b. OCCT 6151 - Occupational Therapy Practice I Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 6101. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge on the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on musculoskeletal conditions and interventions.

c. OCCT 6201 - Occupational Therapy Practice II (4 s.h.; 4 class hours per week): The second course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6011, OCCT 6012, OCCT 6013, OCCT 6014; C: OCCT 6251. The study of clinical conditions, assessments, and interventions in relation to human occupation. Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on pediatric conditions, assessments, and interventions specific to birth to five years of age.

d. OCCT 6251 - Occupational Therapy Practice II Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 6201. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge on the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on pediatric conditions, assessments, and interventions specific to birth to five years of age.

e. OCCT 7301 - Occupational Therapy Practice III (3 s.h.; 3 class hours per week): The third course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6011, OCCT 6012, OCCT 6013, OCCT 6014; C: OCCT 7351; RC: OCCT 6802. The study of clinical conditions, assessments, and interventions in relation to human occupation.

Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on mental and behavioral health conditions and interventions.

f. OCCT 7351 - Occupational Therapy Practice III Laboratory (1 s.h.; 3 lab hours per week): The third course in the five-course series. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 7301. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge of the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on mental and behavioral health conditions and interventions.

g. OCCT 7401 - Occupational Therapy Practice IV (3 s.h.; 3 class hours per week): The fourth course in the five-course practice series. Admission to an occupational therapy graduate program or consent of graduate program coordinator or director; OCCT 6101, OCCT 6151; C: OCCT 7451. The study of clinical conditions, assessments, and interventions in relation to human occupation. Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on neurological and cognitive conditions and interventions.

h. OCCT 7451 - Occupational Therapy Practice IV Laboratory (1 s.h.; 3 labs hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 7401. The synthesis, application, and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge of the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on neurological and cognitive conditions and interventions.

i. OCCT 7501 - Occupational Therapy Practice V (3 s.h.; 3 class hours per week): The fifth course in the five-course practice series. P: Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6201, OCCT 6251; C: OCCT 7551. The study of clinical conditions, assessments, and interventions in relation to human occupation. Examines the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on school-age conditions, assessments, and interventions.

j. OCCT 7551 - Occupational Therapy Practice V Laboratory (1 s.h.; 3 lab hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 7501. The synthesis, application,

and problem-solving of the knowledge of clinical conditions, assessments, and interventions in relation to human occupation. The hands-on experience and clinical translation of the knowledge of the interactions among occupation, client, and therapist while considering the impact of the context and environment through case studies and community engagement. Focuses on school-age conditions, assessments, and interventions.

3. Fieldwork core – 20 s.h.
    a. OCCT 6801 - Fieldwork IA (1 s.h.; 32-40 hours in the field): First of the two Fieldwork I clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. Examination of the roles of occupational therapists in a variety of settings with a focus on evaluation, treatment planning skills, exploration and development of creative applications of therapeutic occupation. The study of foundational principles and characteristics of professionalism and ethical practice as they relate to clinical practice environments.
    b. OCCT 6802 - Fieldwork IB (1 s.h.; 32-40 hours in the field): Second in the two Fieldwork I clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; P/C: OCCT 7301. Examination of the roles of occupational therapists in settings which focus on behavioral health, psychological, or social factors in relation to human occupation. Evaluation, treatment planning skills, exploration and development of creative applications of therapeutic occupation. The study of foundational principles and characteristics of professionalism and ongoing professional development through competency-based goal setting.
    c. OCCT 8804 - Fieldwork IIA (9 s.h.; 480 hours in the field): First of two Fieldwork II clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6801, OCCT 6802. Demonstration of the knowledge and clinical skills required for occupational therapists. Focuses on practice and mastery of skills required to function as competent, entry-level occupational therapist.
    d. OCCT 8805 - Fieldwork IIB (9 s.h.; 480 hours in the field): Second of two Fieldwork II clinical experiences. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6801, OCCT 6802. Demonstration of knowledge and clinical skills required for occupational therapists. Focuses on practice and mastery of skills required to function as a competent, entry-level occupational therapist.

4. Research core – 12 s.h.
    a. OCCT 6711 - Evidence-Based Occupational Therapy I (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. The study of evidence-based occupational therapy. Focuses on the foundational knowledge required for critically reviewing

scientific evidence, occupational therapy assessments, and application of evidence to occupational therapy practice.

b. OCCT 6713 - Conducting Research in Occupational Therapy (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6711. Examination of evidence-based occupational therapy with a focus on the scholarly activities including, data collection, data analysis, and outcome analysis in relation to human occupation.

c. OCCT 7714 - Research Dissemination in Occupational Therapy (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6711. Examination of evidence-based occupational therapy with a focus on the analysis of scholarly activity outcomes and dissemination of outcomes related to human occupation.

d. OCCT 8712 - Evidence-Based Occupational Therapy II (3 s.h.; 3 class hours per week): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 6711. Implementation of evidence-based occupational therapy. Application of knowledge and skills to critically review scientific evidence, select and apply quantitative statistics and qualitative analysis, and apply evidence to occupational therapy practice.

5. Capstone core – 20 s.h.

a. OCCT 8901 - Capstone Seminar I (2 s.h.; 2 class hours per week): The first course in the three-course capstone seminar sequence. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director. Exploration of the capstone project and experience in collaboration with a faculty member. Focuses on literature review and needs assessment in preparation for capstone project.
b. OCCT 8902 - Capstone Seminar II (3 s.h.; 3 class hours per week): The second course in the capstone seminar three-course sequence. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 8901. Preparation and development of capstone project in collaboration with faculty and/or capstone site. Focuses on needs assessment, development of goals, development of an implementation plan, and creating evaluation plan.

c. OCCT 8903 - Capstone Seminar III (1 s.h.; 1 class hour per week): The third course in the capstone seminar three-course sequence. Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 8902. Final preparation of capstone project in collaboration with faculty and/or capstone site personnel. Focuses on planning for implementation, modifications to the plan in progress, and on creating and confirming the evaluation plan for capstone experience.

d. OCCT 8904 - Capstone Experience (12 s.h.): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; OCCT 8901, OCCT 8902, OCCT 8903; C: OCCT 8905. In-depth exposure to and experience in occupational therapy within traditional and/or non-traditional settings. Focuses on the

synthesis and application of the knowledge of occupation, client, therapist, and context/environment.

   e. OCCT 8905 - Capstone Project (2 s.h.): Admission to an occupational therapy graduate program or consent of graduate program coordinator/director; C: OCCT 8904. Dissemination of the outcomes of in-depth exposure to and experience in occupational therapy within traditional and/or non-traditional settings through the capstone experience. Focuses on the synthesis and application of the knowledge of occupation, client, therapist, and context/environment.

Last reviewed: July 2023

Program of Study
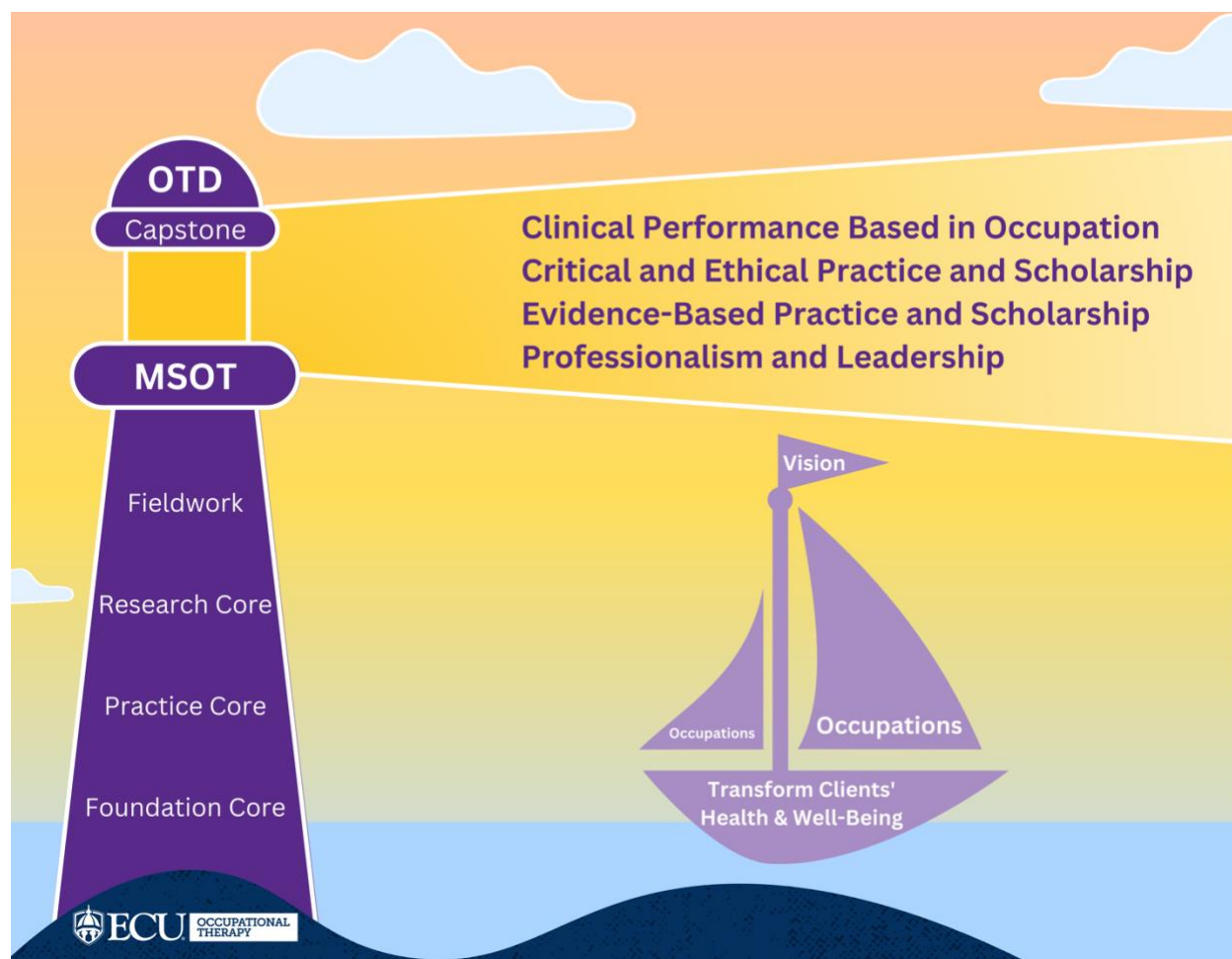
     All students will be initially accepted into the Master of Science in Occupational Therapy program at ECU, with the program goal of developing exceptional occupational therapists, primarily in the clinical role. Didactic and experiential coursework in the 2-year Master of Science in Occupational Therapy program is focused on gaining knowledge and demonstrating proficiency in clinical skills across the lifespan and across types of conditions. All students are engaged in evidence-based scholarship, and skills in clinical reasoning and professionalism will be facilitated and demonstrated through a variety of instructional methods, consistent with occupational therapy signature pedagogies and transformative learning theory.

     Those students who pursue the Doctor of Occupational Therapy degree will build on the skills demonstrated during the primary phase of the program, as they engage in an additional year of education. In addition to excellence in clinical skills, Doctor of Occupational Therapy students will advance their scholarly outcomes through additional learning opportunities in research, leadership, and advocacy skills through coursework and the capstone experience. The four primary areas of the community-focused capstone experience are clinical practice, research, education, and/or program development, and will be operationalized consistent with the overall

vision, mission, and philosophy of our program. The Doctor of Occupational Therapy experiences will include consideration of appropriate community-based involvement, espoused by the signature pedagogy of highly contextualized active engagement using Boyer's Model of Scholarship.

By providing entry-level programs at both the Master's and Doctoral level, the Department of Occupational Therapy at ECU will prepare graduates to be exceptional occupational therapists, with advanced scholarship and leadership opportunities for those entering our profession.

Curricular Threads or Themes	Goals and Objectives (Student Learning Outcomes)	Courses that Address the Goals and Objectives	Instructional Design[1] to Address the Goals and Objectives/Curricular Threads

Theme 1: Clinical Performance based in Occupation	Students will administer clinically relevant assessments and implement client-centered, occupation-based interventions.
	
	Students will demonstrate the requisite sensorimotor and physical abilities to perform exemplary client care and ensure client safety.
		Foundation Core
		• OCCT 6014
		  Foundations of OT
		• OCCT 6011/6012
		  Occupation and Movement
		• OCCT 6013
		  Neurological Foundations of OT
		
		Practice Core (Lecture/Lab)
		• OCCT 6101 / 6151
		  OT Practice I (Musculo/adult)
		• OCCT 6201 / 6251
		  OT Practice II (Pediatric 0-5)
		• OCCT 7301 / 7351
		  OT Practice III (Mental Health)
		• OCCT 7401 / 7451
		  OT Practice IV (Neuro / Cog)
		• OCCT 7501 / 7551
		  OT Practice V (School Age)
		
		Fieldwork
		• OCCT 6801
		  Fieldwork IA
		• OCCT 6802
		  Fieldwork IB
		• OCCT 6804 or 8804
		  Fieldwork IIA
		• OCCT 6805 or 8805
			Requisite knowledge used by the occupational therapist is introduced in the first semester, through parts of the foundation core courses.
			
			The lecture and lab courses in the practice core build on those skills to ensure competence and skills in understanding clinical conditions and their implications, appropriate use of assessments, and intervention planning and implementation. In addition, transformation of these skills into clinical practice requires application of appropriate models/theories/frames of reference.
			
			In the practice core, synthesis and application of student knowledge is assessed through case-based learning activities, written and verbal assignments, and exams. When appropriate, community-based activities and/or simulated patient experiences are utilized. Finally, demonstrated competencies of clinical skills are required in all practice core labs.
			
			In the level I Fieldwork courses, students further develop clinical skills and abilities concurrent with the practice core. This contextualized and active experience facilitates transformation of classroom knowledge into a greater understanding of their clinical and professional role.

		Fieldwork IIB	In the level II Fieldwork courses, students fully embrace the transformation into entry-level practitioners, with a strong foundation in the skills, processes, and implementation of excellent clinical skills.

		OTD Capstone in *Clinical Practice*
		• OCCT 8901
		  Capstone Seminar I
		• OCCT 8902
		  Capstone Seminar II
		• OCCT 8903
		  Capstone Seminar III
		• OCCT 8904
		  Capstone Experience
		• OCCT 8905
		  Capstone Project
			OTD
			
			During the capstone seminars, the student will develop a needs assessment and literature review, develop goals and objectives for the capstone experience, establish working relationships between appropriate community sites, and finalize all appropriate planning steps. During the capstone experience, the student will engage in specialized or emerging practice opportunities, culminating in dissemination of outcomes.

Theme 2: Critical and Ethical Reasoning	Students will exhibit the appropriate intellectual, ethical, emotional, and affective capabilities to perform clinical problem-solving and synthesize information to formulate sound clinical judgments.
	
	Students will demonstrate cognitive flexibility to adjust to changing situations and
		Foundation Core
		• OCCT 6014
		  Foundations of OT
		• OCCT 6011/6012
		  Occupation and Movement
		• OCCT 6013
		  Neurological Foundations of OT
		• OCCT 6015 / 6016
		  Leading and Managing OT Services
		
		Practice Core (Lecture/Lab)
		• OCCT 6101 / 6151
			Essential habits of mind and types of clinical reasoning used by the occupational therapist to develop client-centered practice are introduced in the first semester foundation core.
			
			The practice core courses and labs build on those reasoning skills to ensure competence in choice of appropriate assessments, and in synthesis of assessment data to plan and implement interventions that are goal-directed, meaningful, and safe for the client.

| | uncertainty in the clinical environment.

Students will employ ethical reasoning to ensure fair, equitable, and non-discriminatory occupational therapy practice. | OT Practice I (Musculo/adult)
• OCCT 6201 / 6251
  OT Practice II (Pediatric 0-5)
• OCCT 7301 / 7351
  OT Practice III (Mental Health)
• OCCT 7401 / 7451
  OT Practice IV (Neuro / Cog)
• OCCT 7501 / 7551
  OT Practice V (School Age)

Fieldwork
• OCCT 6801
  Fieldwork IA
• OCCT 6802
  Fieldwork IB
• OCCT 6804 or 8804
  Fieldwork IIA
• OCCT 6805 or 8805
  Fieldwork IIB | Consideration is given in the practice core to development of more advanced reasoning based in transformative learning theory, including critical reflection and meaningful discourse with peers and instructors. In addition, transformation of reasoning from novice to entry-level is demonstrated through therapeutic use of self, adapting and grading of interventions, and recognizing the impact of the context and environment.

In the practice core, student reasoning and reflection is assessed through case-based and experiential learning activities, written and verbal assignments, and exams. Students must also recognize and solve ethical problems situated in realistic scenarios.

In the level I Fieldwork courses, students are asked to discern reasoning skills utilized by therapists and begin to develop their own ethical and professional lens in reflective habits. This situated learning opportunity assists them in transforming theoretical reasoning into the application of critical thinking.

By exploring the contexts and environments that impact the day-to-day lives of individuals during the Leading and Managing OT Services course, students are equipped to recognize factors that promulgate health disparities and address them at the client, population and system levels through intervention, program development and advocacy. |

			In the level II Fieldwork courses, students fully embrace the transformation into entry-level practitioners, with a strong foundation in the skills, processes, and implementation of excellent clinical reasoning skills.

		OTD Capstone in *Clinical Practice*
		 • OCCT 8901
		   Capstone Seminar I
		 • OCCT 8902
		   Capstone Seminar II
		 • OCCT 8903
		   Capstone Seminar III
		 • OCCT 8904
		   Capstone Experience
		 • OCCT 8905
		   Capstone Project
			OTD
			
			 During the capstone seminars, the student will develop a needs assessment and literature review, develop goals and objectives for the capstone experience, establish working relationships between appropriate community sites, and finalize all appropriate planning steps. During the capstone experience, the student will engage in specialized or emerging practice opportunities, culminating in dissemination of outcomes.

Theme 3: Evidence-Based Practice and Scholarship	Students will select and utilize scholarly evidence to enhance professional practice.
	
	 Students will engage in scholarly activities that support and promote clinical excellence and leadership.
		Research Core
		 • OCCT 6711
		   Evidence-Based OT
		 • OCCT 6713
		   Conducting Research in OT
		 • OCCT 7714
		   Research Dissemination in OT
			The foundations of evidence-based practice, including how to read and critique quantitative and qualitative research, are explored early in the program. Additionally, students will gain an understanding of the research process and common methodologies. As faculty members have ongoing research lines, students will then engage in research activities with faculty as mentors, consistent with transformative learning and relational learning. This also provides authentic learning experiences. Concluding this process

			through dissemination of research findings allows for professional growth and development.
		OTD **Research Core** • OCCT 8712 Evidence-Based OT II	**OTD** Building on the initial evidence-based and research course series, the focus of this course will be scholarly development. Students will advance their abilities in critiquing quantitative and qualitative research to become skilled consumers of evidence to utilize in practice. Students will expand their research knowledge and experience in the application of advanced research designs and common statistical analyses that contribute to the field of occupational therapy. In the final step of research engagement, students will independently complete scholarly activities, which may include comprehensive literature reviews, systematic reviews, and/or designing and implementing a scholarly study relevant to occupational therapy.
		Fieldwork • OCCT 8804 Fieldwork IIA • OCCT 8805 Fieldwork IIB	Although all of the B.1.0-B.7.5. standards are met in the curriculum prior to Fieldwork II, we extend the use of evidence into the Fieldwork II experiences for the doctoral students thus requiring them to incorporate current research and professional literature into the delivery of occupational therapy services at their respective sites.

		OTD Capstone in *Research*
		 • OCCT 8901
		   Capstone Seminar I
		 • OCCT 8902
		   Capstone Seminar II
		 • OCCT 8903
		   Capstone Seminar III
		 • OCCT 8904
		   Capstone Experience
		 • OCCT 8905
		   Capstone Project
			During the capstone seminars, the student will develop a needs assessment and literature review, develop goals and objectives for the capstone experience, establish working relationships between appropriate community sites, and finalize all appropriate planning steps, such as IRB approval. During the capstone experience, the student will engage in research opportunities, culminating in dissemination of outcomes.

Theme 4: Professionalism and Leadership	Students will utilize effective spoken, written and nonverbal communication with clients, caregivers and other professionals consistent with cultural humility.
	
	 Students will critically self-appraise professional, technical, and personal skills that contribute to positive client outcomes and ongoing professional development.
	
	 Students will identify and engage in advocacy opportunities that align with the needs of clients and
		Foundation Core
		 • OCCT 6014
		   Foundations of OT
		 • OCCT 6015 / 6016
		   Leading and Managing OT Services
		
		 Fieldwork
		 • OCCT 6801
		   Fieldwork IA
		 • OCCT 6802
		   Fieldwork IB
		 • OCCT 6804 or 8804
		   Fieldwork IIA
		 • OCCT 6805 or 8805
		   Fieldwork IIB
		
		 Research Core
			Students are initiated to the roles and responsibilities of the occupational therapist as a professional in the first semester foundations course. During the Level I fieldwork preparation and participation, students gain an understanding of professionalism and ethics through affective and relational learning strategies. Students learn to manage uncertainty, self-reflect, and integrate feedback during these fieldwork experiences. Students also begin the process of charting a course in professional development.
			
			 During the didactic coursework in leadership and management, students develop a broader understanding of professional issues, such as funding and reimbursement, relevant policy and legislative processes, continuous operations improvement, and program development. These

	advance the profession's goals and standards.	• OCCT 7714 Research Dissemination in OT	are considered within the ever-changing health care environment, including the influence of social determinants of health. Students will explore the role of the evidence-based practitioner through the dissemination of research. During Level II fieldwork, students will advance their professional development and set short and long-term goals for their career in occupational therapy.
		_ OTD **Foundation Core** • OCCT 8017 Leadership and Advocacy **OTD Capstone in _Policy or Education_** • OCCT 8901 Capstone Seminar I • OCCT 8902 Capstone Seminar II • OCCT 8903 Capstone Seminar III • OCCT 8904 Capstone Experience	_ OTD In this advanced leadership course, students will examine critical contexts, policies and skills needed to promote and lead occupational therapy services. Skills in grant writing, evidence-based management and capacity building will be explored through leadership theory. During the capstone seminars, the student will develop a needs assessment and literature review, develop goals and objectives for the capstone experience, establish working relationships between appropriate faculty or community sites, and finalize all appropriate planning steps. During the capstone experience, the student will engage in program development or educational opportunities, culminating in dissemination of outcomes.

		• OCCT 8905 Capstone Project	

Note. OTD=Doctor of Occupational Therapy

Last reviewed: July 2023

Faculty Information

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Caroline Adams, OTD, OTR/L, CSRS
Assistant Professor
BS in Rehabilitation Studies, East Carolina University
MOT in Occupational Therapy, Radford University
OTD in Occupational Therapy, Mary Baldwin University
Professional expertise: Adult neurological conditions; low vision; limb-kinetic, ideational, and ideomotor apraxia

Anne E. Dickerson, PhD, OTR/L, SCDCM, FAOTA, FGSA
Professor, Director of the Research for the Older Driver Initiative (ROADI)
Editor of *Occupational Therapy in Health Care*
BS in Occupational Therapy, Temple University
MS in Allied Health Education/Health Admin., Southwest Texas State University
MS in Psychology, Florida International University
PhD in Life Span Development, Psychology, Florida International University
AOTA – Specialty Certification in Driving and Community Mobility
Professional expertise: Research in the evaluation and implementation of the IADL of Driving and Community mobility; interactive driving simulation; driving with individuals on the autism spectrum; Transportation; Automotive technology and aging; Comprehensive driving evaluations.

Denise Donica, DHSc, OTR/L, BCP, FAOTA
Professor, Graduate Program Director of OTD Program, Department Chair
Associate Editor of *Occupational Therapy in Health Care*
BS in Occupational Therapy, Indiana University
BA in Psychology/Criminal Justice, Indiana University
MHS in Occupational Therapy, University of Indianapolis
DHSc in Occupational Therapy, University of Indianapolis
Level-1 Certified with Handwriting Without Tears®
AOTA – Board Certified Pediatrics
Professional expertise: Handwriting and keyboarding instruction for school-aged children; sensory integration and handwriting skills; after-school handwriting programs; use of telehealth in pediatric occupational therapy practice, handwriting assessment tools

Shanna Garcia, OTD, MBA, OTR/L
Clinical Assistant Professor, Academic Fieldwork Coordinator
BS in Occupational Therapy, Keuka College
MOT in Occupational Therapy, Loma Lina University
MBA in Health Care Administration, Loma Linda University
OTD in Occupational Therapy, George Washington University

Professional expertise: occupational therapy management and administration, upper extremity rehabilitation, post-concussion therapy for military service members, adult and older adult physical rehabilitation across the continuum of care.

Young Joo Kim, PhD, OTR/L
Associate Professor, Graduate Program Director of MSOT Program
BS in Occupational Therapy, Yonsei University, South Korea
MS in Rehabilitation Science, University of Pittsburgh
PhD in Rehabilitation Science, University of Pittsburgh
Professional expertise: Activity levels in older adults and people with chronic cardiac conditions; fatigue in cardiac arrest survivors and other chronic adult conditions; functional outcomes in older adults.

Lynne Murphy, EdD, OTR/L
Associate Professor, Director of Admissions
BS in Occupational Therapy, Towson University
MS in Health Science Administration, Towson University
EdD In Instructional Technology, Towson University
Professional expertise: Clinical practice in adult and older adult physical rehabilitation across the continuum of care; Research in clinical reasoning and occupational therapy education, transportation planning and cancer survivorship, and equine-assisted occupational therapy.

Heather Panczykowski, DHSc, OTR/L, FAOTA
Assistant Professor
BS in Occupational Therapy, Keuka College
MS in Early Intervention/School Based Practice, University of New York at Buffalo
DHSc in Health Science, Nova Southeastern University
Professional expertise: Examine what barriers or perceived barriers children with disabilities and their families face to participate in recreational activities in their communities. Explore the impact of a social skills program that uses the equine as a tool has on executive function and social participation in children with disabilities.

Lauren S. Turbeville, OTD, OTR/L
Assistant Professor
BS in Special Education, College of Charleston
MS in Occupational Therapy, Medical University of South Carolina
OTD in Occupational Therapy, University of St. Augustine
Professional expertise: Clinical practice in pediatrics, interprofessional education, research in autism spectrum disorder and Parkinson's disease

Last reviewed: July 2023

Introduction of Professional Organizations

1. American Occupational Therapy Association

    The American Occupational Therapy Association (www.aota.org) is a national professional society established in 1917 to represent the interests and concerns of occupational therapy practitioners, and to improve the quality of occupational therapy services. Benefits of membership include advocacy for the profession, use of the American Occupational Therapy Foundation library, continuing education opportunities, toll-free information and consultation, on-line services through American Occupational Therapy Association's web page, annual subscription to the American Journal of Occupational Therapy, access to advertised jobs in Occupational Therapy Practice, discounts on professional publications, conference pre-registration, continuing education courses, professional liability insurance, and access to grants, loans, and scholarships.

2. North Carolina Occupational Therapy Association

    The North Carolina Occupational Therapy Association (www.ncota.org) is the state occupational therapy organization in North Carolina. Membership benefits include state led advocacy for the profession, discounts to local conferences and continuing education, and a discounted membership for the first year of their professional careers. The North Carolina Occupational Therapy Association funds student scholarships administered through the American Occupational Therapy Foundation.

3. American Occupational Therapy Foundation

    The American Occupational Therapy Foundation (www.aotf.org) was established in 1965 by the American Occupational Therapy Association as a 501 (c)(3) nonprofit organization dedicated exclusively to charitable, scientific, literary, and educational purposes. The mission of the American Occupational Therapy Foundation is to expand and refine the body of knowledge of occupational therapy and to promote understanding of the value of occupation in the interest of the public good.

    Scholarships: The American Occupational Therapy Foundation offers over 50 scholarships. To be eligible, students must be currently enrolled in an occupational therapy program and have completed at least one year of occupational therapy specific course work. For more information and/or to receive a scholarship application, visit https://www.aotf.org/Scholarships.

    The Wilma L. West Library/OT SEARCH now managed by the American Occupational Therapy Association provides literature searches on occupational therapy and photocopying of articles specific to occupational therap.

4. East Carolina University Student Occupational Therapy Association

Students are encouraged to participate in the East Carolina University Student Occupational Therapy Association (https://ot.ecu.edu/sota/). This organization exists to engage occupational therapy students in professionally oriented outreach, marketing, and educational and social activities that advance the objectives of state and national occupational therapy organizations and the ECU occupational therapy program. Its aims and purposes include:

- Promote knowledge and interest in the field of occupational therapy.
- Stimulate the professional growth of students.
- Provide information to the public concerning occupational therapy.
- Promote the objectives of the American Occupational Therapy Association and of the North Carolina Occupational Therapy Association.

Last reviewed: July 2023

Student Resources

- Library Resources: The Department of Occupational Therapy owns testing, evaluation, and other materials and supplies for teaching purposes. Additionally, faculty members own professional libraries for their professional and personal use. These materials may be available to students but must be checked out with the individual faculty member responsible. Copies of required and recommended textbooks, professional journals, and audiovisual materials are available at the Laupus Health Sciences Library and/or Joyner Library.

- East Carolina University Counseling Center: The Counseling Center, (137 Umstead Hall, 252-328-6661) provides academic, personal, and vocational counseling services free of charge to all ECU students. Occupational therapy students have found the classes offered in stress and time management, assertiveness training, and anxiety reduction particularly helpful. The Center will also evaluate a student's study habits and offer suggestions to improve study skills. Their web site is https://counselingcenter.ecu.edu/. In addition, in our own College of Allied Health Sciences is the Navigate Counseling Clinic that provides free services (https://dars.ecu.edu/navigate/). Appointments can be made by calling 252-744-0328.

- Writing Center: The University Writing Center (https://writing.ecu.edu/uwc/) has as its goal instruction in basic writing skills by means of tutorial interactions. The University Writing Center services are best used if students or their professors identify what exactly they would like to accomplish during their time working with a writing consultant. This means that students should come prepared to discuss their assignments and where in the writing process they think they are in completing the assignment. This might also mean that instructors who send their students to the University Writing Center send along the assignment and some indication of writing problems that the writing consultants can help the student remedy. To be more convenient and available, the University Writing Center has sites in several buildings across campus during the regular semesters. Students are welcome to visit any site of the University Writing Center or make an appointment through their website.

- Computer Resources: The Laupus Library has a computer lab for student use in Room 2502. Library hours can be found on their web page: https://hsl.ecu.edu/. Windows and Mac computers are available in the lab and many of these computers are state-of-the machines. There are multiple software programs loaded onto the computers including word processing, spreadsheet, statistical software, and graphic programs. Since the entire occupational therapy faculty expects students to use word processing programs to complete written projects, students are encouraged to utilize this computer lab if they do not have computer systems of their own. Students may also reserve meeting rooms in the library that have a computer and large screen for group work. These rooms can be reserved online through their website.
  - Student Computer Usage Recommendation: Occupational therapy students are expected to have access to a computer with Internet capabilities and are encouraged

to purchase a laptop computer with wireless capability. In addition, they are expected to have reliable internet service at their residence to support times of remote learning. Students, as part of their fees, are provided Microsoft Office 365. Student usage of computers during class time is based on individual faculty allowance; check the course syllabus for guidance as well as with the instructor at the time.

- o Computer and Technology Equipment: It is strongly recommended that, if a student needs media or technology equipment, they seek the resources provided by the Laupus Library. See the following link for more information https://hsl.ecu.edu/using-the-library/borrow-equipment/. The Laupus Library Computer Lab loans out laptops, iPads, cameras, a video projector, etc. as part of their equipment loan program. The loan program is available to ECU faculty, staff, and students.

- Student Career Services: The Career Services' primary purpose is to assist and guide students and alumni in their career quest. They cultivate employers as partners by initiating and facilitating opportunities in the public, private, governmental, and corporate sectors. Students can use community resources which include the university, employers, agencies, and other external populations. The Career Services provide workshops, programs, and opportunities for students that facilitate career exploration, practical work experience, and professional development. Comprehensive technology and available resources enable the center to increase quality service delivery to students and alumni who will become the employees of choice by employers nationwide. Career Center is offered on main campus and in the Health Sciences Student Center (Room 221), 252-328-6050. https://career.ecu.edu/

- Financial Assistance: Information financial aid is available from the Office of Student Financial Aid (https://financialaid.ecu.edu/) at 2103 Old Cafeteria Complex, or call at 252-328-6610. Each student is assigned a financial aid contact to direct specific questions based on the first letter of their last name (https://financialaid.ecu.edu/contact-us/).

- Off-Campus Resources: The Off-Campus Resources, part of the Division of Student Affairs, assists students and parents in their search to find safe and affordable off-campus housing. Their website is https://offcampus.ecu.edu/ 252-328-2847.

- Human Subjects and Research: The University and Medical Center Institutional Review Board review proposals for research using human subjects to assure adherence to federal, state, and hospital regulations and to ethical guidelines. Prior to beginning your research, you will need to complete an application and work under the supervision of a faculty member who has successfully completed the Institutional Review Board training. Committee staff can be reached at 252-744-2914 for questions. Proposals must be submitted through ePirate, located on-line at https://rede.ecu.edu/umcirb/.

- Parking: Parking on campus is by permit only. The Department of Parking & Transportation Services is responsible for the registration of all vehicles that use university parking spaces. Their office is located at 305 East Tenth Street (252-328-6294); the Health Sciences office is located in the Health Science Student Center, Room 220 (252-744-1054). The parking lot

outside the Health Sciences Building requires a B4 permit. Please see https://parking.ecu.edu/ for a description of parking features.

- Graduate School: Each student is expected to secure and read carefully the current East Carolina University Bulletin—Graduate Catalog. https://registrar.ecu.edu/about-catalog/. While academic advisors will try to be as helpful as possible, the student is responsible for knowing the academic regulations of the Graduate School and for meeting the standards and requirements of those regulations.

Last reviewed: July 2023

Certification and Licensure Information

Certification Examination

Students who successfully obtain the Master of Science in Occupational Therapy degree or Doctor of Occupational Therapy degree need to apply to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy. It is the student's responsibility, not the Department of Occupational Therapy's, to meet all national certification and state licensure requirements. Graduating students who sit for the national certification exam are encouraged to email and share their pass/fail rate with the Department Chair or faculty members. It is encouraging for us to hear from our students and celebrate their successes.

The National Board for Certification in Occupational Therapy is the independent national credentialing agency that certifies eligible persons as Occupational Therapists Registered (OTRs) and Certified Occupational Therapy Assistants (COTAs). The National Board for Certification in Occupational Therapy certification examinations can be scheduled at any time. All National Board for Certification in Occupational Therapy certification examinations are computer-delivered tests. Please download the NBCOT Certification Exam Handbook for all details about eligibility and applying for the exam at http://www.nbcot.org. This handbook has all of the most current information regarding the certification exam and all required attestations and documents necessary.

The National Board for Certification in Occupational Therapy can be contacted at the address and telephone number below.

National Board for Certification in Occupational Therapy
1 Bank Street, Suite 300, Gaithersburg, MD 20878
Phone: (301) 990-7979
Website: http://www.nbcot.org

As a part of the examination application process, candidates will be required to order a transcript showing completion of the degree on or after the date of graduation. Detailed directions indicating this process will be provided by the Department Chair during the last semester of the program.

License to Practice

All states require that occupational therapists attain a license to practice prior to accepting any job or performing any duties as an occupational therapist. Graduates should contact the occupational therapy licensing board in the state in which they plan to work. The state licensing board will provide information on the specific requirements and application process for their state. Graduates planning to practice in North Carolina should contact:

North Carolina Board of Occupational Therapy
4140 ParkLake Ave, Suite 100, Raleigh, NC 27612
Phone: 919-832-1380
Website: www.ncbot.org
e-mail: administrator@NCBOT.org

Last reviewed: July 2023

Occupational Therapy Graduate Student Responsibilities

1. Students in the Master of Science in Occupational Therapy program and Doctor of Occupational Therapy program must follow the department guidelines and expectations of students provided in this /handbook.

2. Candidates for the entry-level Occupational Therapy graduate program who have been accepted for admission are required to review the Essential Functions and Technical Standards and sign the student attestation form upon their acceptance to the program. Prior to the first Fieldwork I and first Fieldwork II, students are required to review the Essential Functions and Technical Standards and submit the signed attestation form through *Exxat system* as a part of required documents for fieldwork. Lastly, during any semester of the program, students can be required to review the Essential Functions and Technical Standards and discuss with their faculty advisor and/or other faculty on whether they are meeting the functions and standards with or without reasonable accommodation. At any time during the program, if a student's ability to meet the Essential Functions and Technical Standards with or without reasonable accommodation changes, this change needs to be reported to the appropriate individual (e.g., faculty member, faculty advisor, Department Chair, and Department for Disability Support Services)

3. Couse registrations: For the first semester only, the Department of Occupational Therapy completes course registrations for students. Students are responsible for registering for all remaining semesters; however, the lab assignments are controlled by the department for various reasons and the department completes lab course registrations for students in all semesters.

4. Faculty members frequently communicate with students using email. It is important that students check their university email account on a regular basis. Personal email accounts should not be used for department communication. However, maintaining a list of students' personal email accounts is important for the department to communicate with students in the event of a disaster that prevents normal communication through the university email system.

5. Professional organizations
   a. Students are required to join the American Occupational Therapy Association. This membership provides students with discounts on textbooks, direct access to journals, access to scholarship opportunities, and documents not otherwise available to non-members. Student should go to the following link to join (https://www.aota.org/membership). Joining American Occupational Therapy Association is part of some course requirements, and students must be prepared to provide proof of membership.
   b. The North Carolina Occupational Therapy Association, the East Carolina University Student Occupational Therapy Association, and the Coalition of Occupational Therapy Advocates for Diversity are three other important professional associations. Although not required, joining these associations is strongly encouraged. See

https://www.ncota.org/, https://ot.ecu.edu/sota/, and https://ot.ecu.edu/cotad/ for more information.

Last reviewed: July 2023

Professional Behavior Development Guidelines and Implications

The development of professional behaviors is a cornerstone of the educational experience within occupational therapy programs. Although ethics and academic integrity are related to professional behaviors, professional behaviors are conceptualized by the faculty as an expanded, holistic trait needed to develop skills and competencies essential to professionalism in occupational therapy. Occupational therapy graduate students are expected to develop behaviors and habits expected of a professional occupational therapist.

1. Professional Behaviors Assessment: The five general areas of professional behaviors include a (1) positive self-regard, (2) increased self-awareness, (3) interpersonal competence, (4) contribution to the learning of others, and (5) commitment to learning. The details of these areas are provided in the Professional Behaviors Assessment in the Occupational Therapy Graduate Student Handbook. Faculty will provide guidance to further facilitate each student's professional behavior development during the advising process. The details of graduate student advising are provided in the Guidelines for Advising Occupational Therapy Graduate Students.
2. Professional Behaviors during Competencies: Students are evaluated in clinical competency in professional behaviors and receive feedback during the 6 competencies in the program(s). The details of competency requirements are provided in the Grading Guidelines.
3. Code of Ethics: The American Occupational Therapy Association's *Code of Ethics* is a public statement of the Core Values and Principles used to promote and maintain the high standards of behavior in occupational therapy. The *Code of Ethics* is available from the American Occupational Therapy Association and in required occupational therapy textbooks. Students should read and be familiar with these Core Values and Principles.
4. National Board for Certification in Occupational Therapy: Students should be aware that the National Board for the Certification of Occupational Therapy may take disciplinary action against any OTR, COTA, or certification examination candidate who has been convicted of a felony. The details are provided under "Professional Conduct" on the National Board for the Certification of Occupational Therapy website (https://www.nbcot.org/professional-conduct).

Last reviewed: July 2023

East Carolina University
Department of Occupational Therapy
Professional Behaviors Assessment

	1st semester Date:	2nd semester Date:	3rd semester Date:	4th semester Date:	5th semester Date:
I. A positive self-regard as demonstrated by:					
A. a direct forthright manner of verbal and nonverbal communication					
B. Speaking out to identify one's position					
C. Constructive response to criticism					
D. Tolerance of error					
E. Self-starting, self-reliant behaviors					
F. Self-advocacy					
G. Being dependable, reliable					
H. Acknowledge one's contributions					
II. An increasing self-awareness as demonstrated by:					
A. Seeking and obtaining feedback					
B. Reflectiveness					
C. Becoming more aware of what is happening around one self					
D. Appraising self realistically					
E. Clarifying values continually					
F. Expanding the boundaries of one's behavioral repertoire					
G. Clarifying relationships with others					
III. An interpersonal competence as demonstrated by:					
A. Sensitivity to feelings, values, and agenda of others					
B. Listening to and hearing others					
C. Skills of dialogue					
D. Skills of collaborating					
E. Empowering others					
F. Contributing to the learning of others					
IV. A commitment to learning as demonstrated by:					
A. Enthusiasm for inquiry and discovery					
B. Being content-prepared					
C. Contributing beyond requirements					

Evaluate each area as one of the following:	
5	Strong Asset
4	Usually Demonstrated
3	Beginning to Develop
2	Needs Improvement
1	Needs Immediate Attention

East Carolina University
Department of Occupational Therapy
Professional Behaviors Assessment

Purpose

The development of professional behaviors is a cornerstone of the educational experience within the occupational therapy program. Although ethics and academic integrity are related to professional behaviors, these behaviors are conceptualized by the faculty as an expanded, holistic approach to develop skills and competencies essential to professionalism in occupational therapy. Five general areas of professional behaviors exist. They include: a positive self-regard, increased self-awareness, interpersonal competence, contribution to the learning of others, and a commitment to learning. Each course in the curriculum will provide guidance and experiences to further facilitate development of these behaviors. It is the student's responsibility to be an active agent in the development of professional behaviors.

Through mutual teaching-learning experiences between the faculty and students, we expect to enable the student to continually work toward achieving:

I. **Positive Self Regard As Demonstrated By:**
    A. A direct forthright manner of verbal and nonverbal communication such as:
    - making eye contact
    - clearly stating an opinion
    - asking a question
    - asking for clarification
    - addressing questions/concerns in a timely manner
    - exhibiting a confident body posture

    B. Speaking out to identify one's position such as:
    - expressing one's opinion
    - acknowledging one's stand on an issue
    - clarifying one's position

    C. Constructive response to criticism such as:
    - acknowledging an error and/or asset
    - acknowledging responsibility for self
    - altering behavior based on feedback
    - depersonalizing feedback, recognizing that criticism is directed at behavior, not at a person

    D. Tolerance of error such as:
    - trying out the new behaviors
    - acknowledging that errors are a reality of learning
    - speculating
    - asking for a critique

    E. Self-starting, self-reliant behaviors such as:
    - taking initiating for one's learning
    - identifying and utilizing resources
    - initiating an endeavor
    - taking responsibility

F. Self-advocacy such as:

- stating one's wants and needs
- speaking and acting affirmatively in regard to oneself
- articulating one's strengths and assets
- asking for commendation

G. Being dependable, reliable such as:

- following through on a task
- meeting deadlines
- being consistent
- using sound, rational judgment
- being accountable, responsible

H. Acknowledge one's contribution such as:

- identifying and describing one's contributions, one's skills
- volunteering to use assets and skills
- describing and assessing one's limitations
- seeking personally referenced feedback

II. Increasing Self Awareness As Demonstrated By:

A. Seeking and obtaining feedback such as:

- asking others for their perception of one's behaviors
- seeking feedback from multiple sources including but not limited to peers, superiors, other colleagues and clients

B. Reflectiveness such as:

- giving events a second thought
- engaging in thoughtful review
- retrospectively considering one's response

C. Becoming more aware of what is happening around oneself such as:

- noting observations of the dimensions and dynamics of the immediate
- noting verbal and nonverbal cues
- identifying the interrelationships among people, politics, economy, and culture
- questioning the interrelatedness of events and one's personal action

D. Appraising self realistically such as:

- weighing self-assessment with assessment of others
- acknowledging similarities and discrepancies of these assessments
- acknowledging and explaining one's beliefs, values and biases
- recognizing a self-appraisal as a continuing process

E. Clarifying values continually such as:

- questioning one's beliefs and attitudes
- evaluating how one's behaviors relate to one's own beliefs and attitudes
- assessing how and why one's behaviors relate values differ or are the same as other's

F. Expanding the boundaries of one's behavioral repertoire such as:

- trying out new behaviors

- practicing different ways of responding
- engaging in unfamiliar situations critiquing one's nonverbal behavior
- seeking opportunity to work on self-identified limitations

G. Clarifying relationship with others such as:
- asking for feedback about the impact of one's behavior
- confronting another with regard to where things stand between self and other
- asking others for the rationale of their opinions
- explaining one's own opinion and its rationale
- defining and explaining the nature of the contract between oneself and other within the context of the respective roles of each
- identifying and considering nonverbal cues

III. Interpersonal Competence As Demonstrated By:

A. Sensitivity to feelings, values and agenda of others such as:
- acknowledging one's own feelings and expressing how they are like/different from another
- responding by word, voice tone, facial expression, touch and/or gestures to the feeling tone of another
- encouraging another to clarify or share their values and opinions
- expressing respect for the right of another to hold different values and beliefs

B. Listening to and hearing others such as:
- paraphrasing the statements of another
- asking for clarification
- responding to what is being said
- responding to nonverbal cues

C. Skills of dialogue such as:
- asking another to share/explain their point of view
- withholding judgment during another's explanation
- explaining one's own point of view and rationale
- encouraging others to critically explore one's perspective

D. Skills of collaborating such as:
- asking others for their ideas/perspectives
- acknowledge the importance of the knowledge, expertise/skills, of another
- contributing ideas, critique, to the task at hand
- acknowledging the value of various interactive styles
- compromising to reach a consensus without abdicating one's basic values

E. Empowering others such as:
- acknowledging the contribution of another
- supporting another toward a self-agency
- acknowledging the strengths and skills of another and encouraging their use
- asking another to participate

F. Contributing to the learning of others such as:
- sharing knowledge, ideas and questions

- eliciting input, opinions and participation from others
- stimulating and originating discussion
- completing assignments on time
- offering thoughtful contribution to discussion

IV. Commitment To Learning As Demonstrated By:

A. Enthusiasm for inquiry and discovery such as:
- expressing excitement about new learning
- seeking new ideas, new perspectives through questioning, reading, discussion
- trying out new perspectives, new ideas

B. Being content – prepared such as:
- completing assignments on time
- formulating clarifying questions
- contributing thoughts and ideas

C. Contributing beyond requirements such as:
- volunteering a special assignment
- contributing materials, information beyond assignments
- stimulating others to contribute

Adapted from: Fidler, G. S. (1996). Developing a repertoire of professional behaviors. *The American Journal of Occupational Therapy, 50*(7), 583-587. https://doi.org/10.5014/ajot.50.7.583

Last reviewed: July 2023

Guidelines for Professional Dress Code

Graduate school is a time for a graduate student to demonstrate professionalism not only through actions but also through professional appearance. Occupational therapy graduate students' appearance should portray the college as a professional medical center for the community. At any time, the university leadership, future employers, fieldwork coordinators or educators, other professional special guests, or research participants could visit and/or be involved in the classroom or campus setting.

Occupational therapy graduate students follow this guideline of professional dress code. However, at times, instructors may require different dress codes based on the specific class activity and will communicate with students in advance. For example, community sites or fieldwork sites may have dress code requirements and students must follow the dress code for those sites.

Dress may require specific Personal Protective Equipment. Those students who do not feel a certain dress code is appropriate due to religious or cultural issues may address this with the faculty/instructor of the course. Faculty members may discuss professional appearance with students as a learning opportunity, and the outcome of the discussion may be included in professional behavior requirements as necessary. Failure to wear proper dress can result in being excused from the class, lab, experiential learning, or activities and loss of learning opportunity. Students may be allowed to return once properly dressed at the discretion of the faculty member. It is not the responsibility of the faculty to make up any lost learning opportunities as a result of a student's poor choice or actions. The following is a non-exhaustive list of expectations.

General considerations
1. All clothing should be clean, neat, and not stained or torn. Clothing should not contain any suggestive or offensive pictures or messages.
2. Perfume/aftershave should not be worn. Any obvious scent (e.g., tobacco, perfume, or body odor) can be offensive or cause an allergic reaction in others.
3. Fingernails should be kept clean and neatly trimmed at short length.
4. Hair should be neatly groomed. Long hair must be tied back when providing services, performing role-play or simulations, or whenever determined appropriate by instructor.
5. During community or off-campus activities, appropriate, professional leg and foot covering should be worn, such as closed toe shoes with non-skid soles. No sandals, crocs-styled shoes, or flip flops are allowed during community or off-campus activities.
6. Tops should be of opaque fabric (not see-through), fit appropriately, not too low cut, tight or loose, and long enough to remain tucked in with movement (i.e., no bare midriffs). Tops should allow for raising of hands above head without exposing skin. T-shirts that convey a casual appearance are not to be worn. For men, collared shirts may be appropriate in many settings. Most polo shirts meet these expectations.

7. Pants should fit appropriately, loose enough to allow for mobility but not to present a safety hazard by getting caught in equipment. Pant hems should not touch the floor or be more than 2" above the ankle. Students should not wear low waist pants, tight pants, or other types of pants that expose one's skin when bending or stooping and body parts that should not be visible to others.
8. Skirts or shorts may be worn but should be no shorter than 2" above the knee and have no slits above the knee.
9. Jewelry should be simple and minimal to avoid snagging on client's/class partner's clothing, scratching client's/class partner's skin or getting entangled in equipment. Piercing, other than ears, should not be visible while working with clients/class partners. All tongue jewelry must be removed.
10. During community or off-campus activities, the Department of Occupational Therapy name badge must be worn.

Labs (in addition to general considerations)
1. Hospital scrub set, both tops AND bottoms; ECU t-shirts and hospital scrub bottoms; Khaki or Docker-style casual business dress pants (no jeans) and collar shirt, button down or polo shirt may be worn.
2. Appropriate leg and foot covering should be worn. Closed toe shoes with non-skid soles, most often tennis shoes with closed toe, are required. No sandals, crocs-styled shoes, or flip flops are allowed.
3. Faculty can identify the proper dress of the day in the syllabus. For example, in lab sessions where students learn and practice muscle testing, goniometry measurement, and other clinical skills, students may be required to wear a tank top/sports bra under a t-shirt to allow visual and palpatory access to the individual.

Last reviewed: July 2023

Social Networking Guidelines

As healthcare professionals, students need to consider the following social network guidelines to ensure compliance with HIPAA regulations. These guidelines are also in place to help facilitate the integration of professional skills and practices into students' everyday routines as healthcare providers.

1. Students should consider what they post on any social networking site at any time. As a rule of thumb, students have to assume that any information they post on any social network is public. This means that family, friends, classmates, any university officials, faculty and staff, clinicians, employers, clients, clients' families, and all others may see students' postings. For example, many potential employers go to these sites to see what the employees and applicants have posted and often determine if they are interested in having the applicant as an employee. If students do not want any of these parties to read the information they post, then students should not post it. Students can consider Googling their name to discover what is in cyberspace that others can see about them.
2. Names of instructors and supervisors and comments and criticism about classes/sites or information about what is happening at classes/sites are not appropriate on public social network sites.
3. Students should not ask faculty to "friend" them while students are currently enrolled in the program. Likewise, students should not ask the fieldwork educator or clients to "friend" them while on fieldwork. This puts all individuals in an awkward situation with personal information about each other. If students and others mutually decide to do this after the fieldwork experience, this is students' personal choice.
4. It is advised students leave their cell phone in the car, in a closed personal bag, or in the office (when at a fieldwork site) when participating in learning experiences for the program so that students are not tempted to pull it out while attending to class, with a patient, caregivers, fieldwork educators, etc. Appropriate cell phone use should be deterr
5. Using a cell phone when participating in learning experience can be a significant issue in student's ability to perform in a professional manner and could have negative consequences if the site feels that it is a hindrance to student's ability to meet performance standards.
6. When speaking with peers while visiting various sites for specific classes and while on Level I Fieldwork and Level II Fieldwork, students must also recognize they cannot share any patient information, or anything considered Protected Health Information on Facebook, Twitter, or other social network.
7. It is a HIPAA violation if students mention a client/patient with enough information that the client/patient might be identified, even if students avoid Protected Health Information. The consequences for violations are severe. Students should be safe and not mention clients/patients on social network.
8. Students should not put posts or photos on social networks about any fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators, and staff, etc.).
   a. This holds true even if the site posts a picture of students and the clients on their organization's webpage. Students are welcome to provide the link to that page, but do not repost those pictures on students' personal social media pages.

9. Stating where students are on fieldwork is up to students but may lead to students being identified by others. Students should consider if they want privacy from clients, patients, and staff.
10. If there are any questions or students are unsure of something regarding social networking while on fieldwork, discuss the issues directly with the fieldwork educator or Academic Fieldwork Coordinator before acting. Otherwise, students can discuss questions with the Department Chair.

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

Last reviewed: July 2023

Infection Control and Safety Guidelines

Infection Control

The Department of Occupational Therapy abides by university approved Infection Control Plan, and Policies and Procedures and pandemic recommendations for classroom and experiential learning activities. The Department may require students, staff, and faculty to complete Infection Control Training in accordance with university recommendations. Students must remain compliant with the Infection Control Plan to participate in the course, research, and/or program-related activities.

Infection Control Plan	
Infection Control Plan, and Policies and Procedures	https://prospective-health.ecu.edu/infection-control-plans/
Infection Control for SARS, Coronavirus/COVID-19 and other airborne viruses	https://prospective-health.ecu.edu/sars-and-other-airborne-viruses/

Safety and Emergency Preparedness

Information about fire safety, evacuation, and shelter-in-place/lockdown/run-hide-fight as well as other emergency preparedness and alerts can be found on these websites.

Safety and Emergency Preparedness	
Department of Occupational Therapy Emergency Action Plan	Emergency Action Plan document in the following webpage: https://ot.ecu.edu/resources/
ECU Alert and StormReady	https://alertinfo.ecu.edu/
ECU Emergency Contacts	https://alertinfo.ecu.edu/emergency-contacts/
Registration for ECU Alerts	https://alertinfo.ecu.edu/receive-ecu-alerts-for-ecu-students-staff-and-faculty/

Last reviewed: July 2023

Guidelines for Advising Occupational Therapy Graduate Students

Each student admitted into the occupational therapy program will be assigned an occupational therapy Faculty Advisor prior to the start of the program for academic and professional support. However, academic and professional support can be also provided by other occupational therapy faculty member(s) of student's choice. All meetings will be documented and kept in the student's file. It is the student's responsibility to reach out to the Faculty Advisor to schedule meetings, except for the first advising meeting.

Formal advising process

Timeline	Instruction	Meeting topics
Fall Semester 1: First few weeks of the program	Students must meet with their advisor during the first few weeks of the program and discuss the following topics.	• Advising process within the programs • Faculty expectations for the advising process • Introduction of Degree Works as a tool to check the progress in the programs • Two program options, Master of Science in Occupational Therapy and Doctor of Occupational Therapy • Approved reasonable accommodations from the Department for Disability Support Services • Responsibility of students to schedule future advising meetings
Fall Semester 1: Post mid-term	Students are responsible for meeting with their Faculty Advisor again post mid-term of the Fall Semester 1 to check in with the Faculty Advisor and discuss the following topics.	• Degree Works • Progress in the Professional Behaviors Assessment in relation to goals developed through self-reflection (Goal Attainment Scale) • Academic performance • Approved reasonable accommodations from the Department for Disability Support Services • Interest in the Doctor of Occupational Therapy program • Any concerns brought forth by the student or faculty (Professional Behaviors Assessment and Essential Functions and Technical Standards may guide discussions)

Spring Semester 2 – Fall Semester 4	Students are responsible for meeting with their Faculty Advisor at least once per semester during Spring Semester 2 – Fall Semester 4 to check in with the Faculty Advisor.	• Degree Works • Progress in the Professional Behaviors Assessment in relation to goals developed through self-reflection (Goal Attainment Scale) • Academic performance • Approved reasonable accommodations from the Department for Disability Support Services • Interest in the Doctor of Occupational Therapy program (through the Spring Semester 2) • Any concerns brought forth by the student or faculty (Professional Behaviors Assessment and Essential Functions and Technical Standards may guide discussions)

Other advising processes on an as-needed basis

1. Each faculty member will directly address student issues related to academic performance, Essential Functions and Technical Standards, and/or professional behavior observed during their own course. At the faculty member's discretion, any student issues will be reported to the Department Chair (or Graduate Program Director at the Department Chair's discretion).

2. If identified student issues do not show satisfactory progress as discussed with the faculty member of the course, the faculty member, student, and student's advisor will meet. If needed, the Department Chair (or Graduate Program Director at the Department Chair's discretion) could also be requested to be present. If the Department Chair is not present during the meeting, the issues must be reported to the Department Chair. If similar student issues are reported by faculty members of more than one course, at the Department Chair's discretion, the meeting can include the student, student's advisor, the faculty members of the courses in which the student is showing similar issues, and any other faculty members. Based on the discussion, a *Student Improvement Plan* which establishes goals for remediation and a timeline for achievement a remediation plan will be developed with a timeline to meet the goals.

3. If identified student issues still do not show satisfactory progress following this process, this failure in achieving satisfactory progress may result in up to dismissal from the program.

Last reviewed: July 2023

ECU Department of Occupational Therapy
Student Improvement Plan

Student:
Date:

Refer to the Statement for Deficiency in Essential Functions and Technical Standards that accompanies this form.

Essential Functions and/or Technical Standards being addressed:
1.
2.
3.

Discussion points covered in meeting:

Expectations to be met:

Goal	Outcome	Due Date

Impact on continuation in program:
☐ Failure to complete remediation plan will result in dismissal from program.

☐ Any subsequent deficiency in Essential Functions and Technical Standards will result in dismissal from program.

☐ Any subsequent deficiency in Essential Functions and Technical Standards will result in departmental faculty review.

☐ Other:_____

Student Signature   Date:

Advisor/Faculty Signature   Date:

Department Chair Signature   Date:

Expectations of the Students for Courses

1. The Department of Occupational Therapy follows the guideline for Attendance and Punctuality provided in the Occupational Therapy Graduate Student Handbook.
   a. The course instructor can add any specific guideline for their course, if applicable.
2. The Department of Occupational Therapy follows the guideline for the Professional Dress Code provided in the Occupational Therapy Graduate Student Handbook.
   a. The course instructor can add any specific guideline for their course, if applicable.
3. The Department of Occupational Therapy follows the University Policy on Disruptive Academic Behavior (Faculty Manual Part VI, Section IV, II, A) provided in the Faculty Manual (https://www2.ecu.edu/facultysenate/currentfacultymanual/manual.pdf).
4. Use of instructional course materials (slide presentations, pictures, illustrations, diagrams, etc.) prepared for use in a class or lab remain the intellectual property of the course instructor and are never to be used by students in other professional settings. Course materials are never to be posted to any internet site by students, nor used by students for in-services, class presentations, etc. The consequence of this action may result in dismissal from the program.
5. Canvas Learning Management System is used extensively in courses. Students are expected to utilize this resource for receiving announcements, gaining course materials, completing online testing, and monitoring their grades.
6. Faculty frequently communicates with students using email. It is important that students check their university email account on a regular basis. Personal email accounts should not be used for department communication.
7. Students may be required to participate in events and/or class activities outside and/or extension of the class times to enhance learning. If a student is unable to participate in those events or class activities, they must communicate with the instructor in advance. Students must understand that failure to participate in those events or class activities or make up the missing participation may result in not meeting the program requirements or standards, which can lead to delay in graduation or dismissal from the program.
8. Students will read assigned readings prior to the class session and actively participate in class discussions and class learning activities.
9. All work submitted must be free of all spelling and grammar errors. Students should take time to proofread their work before submitting the final copy. Many assignments will be uploaded to Canvas Learning Management System. At graduate level, correct grammar and writing mechanics are expected.
10. Students will complete all assignments on time. Ten percent of the assignment points may be deducted for each day the assignment is turned in late. In extreme situations, the instructor may provide permission for late submissions that do not receive a deduction.
11. Students must complete tests/exams/practicums during the scheduled timeframe. In extreme situations, the instructor may provide permission for un alternate test, exam, or practicum time. If a student must miss a test, exam, or practicum, the student is responsible for planning

with the instructor to take the test, exam, or practicum at earliest convenience of both parties. The instructor has the right to change the format of the make-up test, exam, or practicum.

12. The Department of Occupational Therapy adopts the Publication Manual of the American Psychological Association style as the guideline for scholarly communication. Please see the guideline for the "Use of Publication Manual of the American Psychological Association" in the Occupational Therapy Graduate Student Handbook for details. Faculty may have specific expectations in addition to this guideline.
    a. The course instructor can add any specific guideline for their course, if applicable.

13. The Department of Occupational Therapy follows the guideline for Technology Use in the Classroom provided in the Occupational Therapy Graduate Student Handbook.
    a. The course instructor can add any list of acceptable technology use for their course. (e.g., Students are allowed to use their laptop, tablet, or mobile phone for educational purposes only, such as notetaking and class activities. Any repeated unprofessional behaviors related to the use of technology, such sending iMessages, answering emails, or using applications for non-class related business, may result in dismissal from the program).

Last reviewed: July 2023

Academic Integrity Guidelines

One of the faculty member's roles is to teach and demonstrate the value, meaning, and importance of professionalism, including ethical behavior for occupational therapy students. One guiding document for standards of ethical behavior, both as an occupational therapy student and practitioner, is the Occupational Therapy Code of Ethics (American Occupational Therapy Association, 2020). The Department of Occupational Therapy also follows all university policies regarding academic integrity and student code of conduct, as described by the Office of Student Rights and Responsibilities and the Faculty Manual. Every student has a role in maintaining the reputation of the department, university, and the profession of occupational therapy. Therefore, students are expected to refrain from engaging in unethical academic practices which may include, but are not limited to, cheating, plagiarism, falsifying/fabricating work, multiple submission, violation assistance, and violation attempts. For more information about the definitions of academic integrity violations in the Faculty Manual, see Faculty Manual Part VI, Section II, III (https://www2.ecu.edu/facultysenate/currentfacultymanual/manual.pdf).

In the Department of Occupational Therapy, students are to complete any assignment, homework, quiz/exam, or other learning activity independently using only the resources and/or level of collaborative learning (e.g., pair or group work) that the instructor has explicitly identified/approved as being appropriate for that assignment. If a student is unsure of what types of collaboration or group learning are acceptable, it is their responsibility to speak with the course instructor to ensure personal adherence to principles of academic integrity.

The use of course materials from previous iterations of the course (projects, quizzes, and/or tests) or any other student's work is not allowed. These aids are not available to all students within the course and undermines the fundamental principles of fairness and disrupts the instructor's ability to accurately evaluate students' work. Additionally, if a student becomes aware of a breach of academic integrity, it is their ethical responsibility to report this to the course instructor or the Department Chair, consistent with the university policy and the Occupational Therapy Code of Ethics.

Any academic integrity violation may result in failure of the course in which the violation occurs.

As a graduate of an occupational therapy program, graduates are joining a relatively small group of professionals who will be using their acquired education, experience from fieldwork experiences, and developed clinical reasoning to make decisions that will directly impact people's lives. While the Department of Occupational Therapy offers valuable feedback through grades, lab experiences, examinations, and mentoring, the graduate student is ultimately responsible for their own knowledge, skills, and ethical behaviors. These knowledge, skills, and ethical behaviors are expected and will be tested on fieldwork, on the National Board for Certification in Occupational Therapy examination, and most importantly with clients in their future practice. Only through adherence to the professional code of ethics and

university/department academic integrity policies will students and graduates ultimately succeed as a true occupational therapy professional.

American Occupational Therapy Association. (2020). AOTA 2020 occupational therapy code of ethics. *American Journal of Occupational Therapy, 74*(Suppl. 3), 7413410005. https://doi.org/10.5014/ajot.2020.74S3006

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Attendance and Punctuality Guidelines

Class and lab attendance is regulated by the university policies. Due to the sequential and experiential nature of the curriculums, knowledge gained in every class is vital for subsequent learning not only in each individual course, but also across courses and throughout the curriculum. In-class attendance and punctuality are expected for all classes, and faculty may have specific expectations posted in their syllabus in addition to this guideline.

Given this is a professional program, in-class attendance is one of the multitudes of professional behaviors expected. Notification of impending absence prior to the start of class is mandatory via e-mail or telephone. Prior notification does not excuse students from their responsibility to attend the class or of learning class content but is a professional courtesy that notifies the faculty member of students' absence. Students must talk with the instructor to identify students' responsibility for any missed classes. Students are responsible for gaining any course content from either classmates or instructor. Guidelines governing attendance for Fieldwork I and II classes are clarified in their respective guidelines.

The following are the excerpts from the East Carolina University Faculty Manual Part VI, Section I, X. The full university regulations can be found in the Faculty Manual (https://www2.ecu.edu/facultysenate/currentfacultymanual/manual.pdf).

- A student's participation in the work of a course is a precondition for receiving credit for the course.
- Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.
- The instructor's attendance policy, along with other course requirements, will be provided to the class on a syllabus distributed at the first class meeting.
- Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus.
- Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in university-excused absences (UEA) situations where the correct timeline policy has been followed (see below), it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.
- Short-term illnesses and other medical conditions are not eligible for a university excused absence. Based on syllabus language and departmental policy, instructors should use their discretion to honor written medical excuses from a licensed health practitioner that states that

student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical problem.

- The Dean of Students may authorize university-excused absences in the following situations:

  Type 1 – Pre-planned Activities:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events including both varsity and ECU sanctioned club activities, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as non-emergency situation required military training.
3. Student participation in religious holidays.
4. A subpoena or summons requiring them to appear in court.
   Type 2 – Emergency or Unexpected Circumstances:
5. Emergency military-related duties.
6. An extreme personal emergency or serious medical condition.
7. The death of an immediate family member (such as, but not limited to, parent, sibling, spouse, or child).
8. Any other circumstance that impacts student performance and is characterized as emergency or unexpected as deemed by the Dean of Students Office.

- For Type 1 absences, the student must notify the affected instructor(s) of the upcoming UEA as soon as they are made aware that a course session will be missed, but no later than two (2) weeks before the date(s) of the UEA. In cases where a 2-week notice cannot possibly be given (e.g., the first day of class for a UEA within a 2-week time window), the student shall inform the instructor of the UEA as soon as they enroll in the class or during the first class session meeting.
- Notification at this stage may be informal, but may include verbal or written (i.e., email) communication between student and instructor informing the latter of the UEA and course dates to be missed. If applicable, the instructor may request informal written confirmation of the upcoming UEA from the faculty leader/officer in charge/coach who will be responsible for the group during the course session absence. This notification lead time is important so that any appropriate adjustments for missed coursework can be made by the instructor if necessary. Instructors may choose to not offer alternative arrangements for any missed work if they student did not provide proper lead time notification for a Group 1 UEA. In non-emergency (Type 1) UEA situations where the UEA was not appropriately communicated by the faculty in charge to students that results in students not being able to inform affected instructors with proper lead time, affected instructors may choose to not honor the UEA. For
- Type 2 absences, the student shall inform the instructor(s) of the affected course(s) that they will miss a session(s) as soon as they are made aware that they will be missed. Because of the

unexpected nature of the absence, no lead time notification is necessary, and instructors are expected to make any necessary arrangements for the coursework that the student may have missed.

- For all UEAs, it is the student's responsibility to obtain official verification of a UEA by contacting the Dean of Students as soon as they are made aware that they will be absent from a class meeting. Official notification from the Dean of Students documenting the UEA will often be delivered to instructors after the absence occurs.

- The responsible faculty member or designee (i.e., faculty mentor or coach) leading university related efforts resulting in Type 1 absences must initiate the UEA request for the group (i.e., those involving a team or a class) by following the procedure outlined by the Dean of Students office. Faculty must inform their students of these procedures to initiate the UEA process with enough lead time so that affected instructors can be made aware of the UEA. These UEA requests should be submitted according to the procedures and timeline established by the Dean of Students. Requests submitted after the fact will be disapproved unless circumstances make prior approval impossible.

- Provided that the proper lead time notification was given by the students for Type 1 UEAs, instructors are expected to honor all (both Type 1 and Type 2) valid university-excused absences, and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of UEAs are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

- No instructor should urge a student to take part in an extracurricular activity at the expense of the student's class work or expect the student to appear at any practice or rehearsal if he or she has a scheduled class at that time. No class absences will be excused for practices or rehearsals. Only absences for performances and necessary travel to and from performances are excused.

- A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chairperson or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean. (FS Resolution #12-62, April 2012; FS Resolution #17-79, December 2017)

Last reviewed: July 2023

Grading Guidelines

The Graduate School does not follow a +/- grading system assigning letter grades only. The Department of Occupational Therapy has adopted a 10-point grading scale (90.00-100.00=A, 80.00-89.99=B, 70.00-79.99=C, below 70.00=F). Faculty have the academic freedom to change the grading scale so long as it is posted in the syllabus for the students at the start of the course.

1. A cumulative graduate GPA of 3.0 or above is required and must be maintained to continue in the program. A student with a GPA lower than 3.0 may be placed on academic probation (maximum length of probation is one semester during the length of the program). Prior to the start of the next academic term, a student with a GPA lower than 3.0 must petition in writing to the faculty to continue in the program, with the expectation of raising their GPA to 3.0 or above during the next academic term. The coursework that can be applied towards this requirement is only approved occupational therapy curriculum coursework. Graduate courses from other programs are not applicable.

   If the student fails to raise their GPA after the probationary period, they would be dismissed from the program. Students cannot progress to Fieldwork II with a GPA lower than 3.0. If a student's GPA falls below 3.0 on the last academic semester prior to attending Fieldwork II, the student must repeat the coursework that lowered the GPA average before beginning Fieldwork II. A student may have to wait until the next iteration of the course to make up the grade. A special topics course can be used with written permission and approval from the Department Chair.

2. Competency requirements: Clinical competency in knowledge, skills, and professional behaviors are required to be successful during fieldwork experiences and as an entry-level occupational therapist. To ensure students' demonstration of clinical competency in knowledge, skills, and professional behaviors during the academic coursework of the program, students are tested in clinical competencies in one foundation core laboratory course and all five practice core laboratory courses throughout the program: (1) OCCT 6012 Occupation and Movement Laboratory, (2) OCCT6151 Occupational Therapy Practice I Laboratory, (3) OCCT6251 Occupational Therapy Practice II Laboratory, (4) OCCT7351 Occupational Therapy Practice III Laboratory, (5) OCCT7451 Occupational Therapy Practice IV Laboratory, and (6) OCCT7551 Occupational Therapy Practice V Laboratory.

   a. For each of these courses, students are expected to score 80% or higher on the competency requirement to demonstrate their clinical competency of knowledge, skills, and professional behaviors developed throughout the programs to that point. Passage of these competencies ensures that students are developing the requisite skills and behaviors needed for the coursework upcoming in the program, fieldwork experiences, and research process.

b. If a student scores below 80% in the competency requirement, the highest grade a student can receive in that particular course is a "C", as long as the student's total score in the course equates to a "C" or higher. To demonstrate competency, the student will be required to repeat the competency requirement in which they scored below 80% to demonstrate the appropriate clinical competency in knowledge, skills, and professional behaviors relevant to the competency requirement. However, it should be noted that repeating a competency does not change the competency grade that is below 80%, unless approved by the course instructor, the Graduate Program Director, and the Department Chair in extenuating circumstances.

c. The schedule for this retake will be determined by the course instructor, although the student is responsible to communicate with the course instructor regarding the re-take.

d. If a student fails to demonstrate the competency during the repeat assessment, the student will be required to develop a Student Improvement Plan related to the area of difficulty. The student's progress on the goal(s) included in the Student Improvement Plan will be monitored throughout the program to facilitate the development of the knowledge, skills, and/or professional behaviors needed for success in the program and as the student transitions to practice. A Student Improvement Plan form is provided in the "Guidelines for Advising Occupational Therapy Graduate Students."

3. A student who has acquired one "C" letter grade is identified at risk for dismissal from a program. Once a student has acquired two "C" letter grades, regardless of credit hours for those courses, the student will be dismissed from the program. If the overall cumulative GPA of the student who has acquired two "C" letter grades is 3.0 or above, the student may petition in writing to remain in the program. The petition will be reviewed and voted upon by the faculty.

4. A cumulative graduate GPA of 3.0 or above is required for graduation.

5. A student who receives one "F" as a final grade, regardless of the credit hours for the course, will be automatically dismissed from the program. If a student is dismissed from Fieldwork I (OCCT 6801 and OCCT 6802) or II (OCCT 6804/8804 and OCCT 6805/8805), or Capstone Experience (OCCT 8904), the student will receive "F" as a final grade in the course and will be automatically dismissed from the program.

6. The details about Grades and Scholarship are provided in the current Graduate Catalog (https://registrar.ecu.edu/about-catalog/).

Incomplete Grades

Students must have written documentation with the instructor detailing the terms and requirements of the course to receive an incomplete in any occupational therapy graduate courses. The requirements must be completed before the close of the subsequent semester (including 11-week Summer session as one semester) according to the written documentation. To complete the requirements later than the close of the subsequent semester, students must have

approval from the Department Chair and Graduate Program Director, although this is not the norm. A copy of the documentation goes to the course instructor, student, Department Chair, and the student's file. The grade change form will be sent to the registrar at the end of the semester with copies sent to the course instructor, student, Department Chair, and the student's file. Incomplete grades are not the accepted norm, but only in extraordinary circumstances. In cases where the Department of Occupational Therapy decides to assign incomplete grades due to the extraordinary circumstances, such as natural disasters or university guideline changes, the Department of Occupational Therapy reserves the right to change the requirement of the contract, due for completion in subsequent semester(s), and/or the establishment of the completion plan.

Graduate Student Grade Appeals

The details about the appeal process are provided in the current Graduate School Catalog (https://registrar.ecu.edu/about-catalog/).

Last reviewed: July 2023

Course and Program Withdrawal Guidelines

A student cannot drop a course to circumvent a poor grade and expect to progress in the occupational therapy program. If a student elects to withdraw from a course in the occupational therapy program, they are withdrawing from the program because all courses are required, and content is sequential and cumulative throughout the program. If a student fails to register for any of the required course(s), they are withdrawing from the program because all courses are required, and content is sequential and cumulative throughout the program. Students must follow the proper process for withdrawal as outlined in the current Graduate Catalog (https://registrar.ecu.edu/about-catalog/) and the Office of the Dean of Students (https://deanofstudents.ecu.edu/home/withdrawals/).

If the student wishes to reapply, the student must petition the faculty in writing via the Department Chair. An appeal hearing with the faculty may be considered depending on the mitigating circumstances.

Exceptions may be withdrawing for extenuating circumstances (Note: a medical withdrawal is not automatic and must be applied for through the Office of the Dean of Students).

Last reviewed: July 2023

Guidelines for Student Accommodations

ECU seeks to comply fully with the Americans with Disabilities Act. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138, 252-737-1016, Fax: 252-737-1025, E-mail dssdept@ecu.edu.

Last reviewed: July 2023

Student Grievance Guidelines

The Department of Occupational Therapy follows the University Policy on Student Grievance (REG11.35.01). The following is the excerpt from this policy.

"A grievance arises under this Regulation when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner or been subjected to inappropriate behavior by a University office, department or other unit or division (herein referred to collectively as "unit") or a representative of the University (faculty or staff)."

For more details about the covered by this policy and resolution process, visit the University Policy Manual (policy.ecu.edu) and check the Student Affairs section. In addition, the Office of the Dean of Students website provides information about Complaints & Grievances (https://deanofstudents.ecu.edu/home/complaints-grievances/).

Last reviewed: July 2023

Guidelines for the Use of Publication Manual of the American Psychological Association (APA)

       The Department of Occupational Therapy adopts the APA style as the guideline for scholarly communication. These guidelines are developed based on the beliefs that (1) students should be aware of the existence of different scholarly writing styles, (2) students should be able to follow the commonly agreed rules of writing a scholarly paper consistently and accurately, and (3) faculty should encourage students to use the APA style consistently and accurately by modeling appropriate use of the APA style.

1. The APA style is required throughout the programs, in all appropriate course assignments.
2. Students are required to obtain or purchase the most recent edition of the APA manual during the first semester.
3. The APA manual provides the most accurate information to follow. Although students can check online resources, students are responsible to verify the accuracy of the online information using the APA manual.
4. Faculty instructors should review the course syllabi to assure that current APA style is used.
5. The following APA style guidelines have been selected by faculty as the foundational APA style rules to follow throughout the programs; however, each instructor can add more APA style rules required for students to follow for their courses and/or assignments. For additional requirements by the instructor, each syllabus or assignment instruction should clearly specify which additional APA style rules are to be used.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.	
2.2 Student Paper Required Elements (p. 30)	Italics (pp. 170-171)
Paper Elements (pp. 30-40)	Abbreviations (pp. 172-176)
Format (pp. 43-46)	Numbers (pp. 178-181)
Organization (pp. 47-49)	Works credited in the text (pp. 253-278)
Examples of the rules indicated in sample papers (pp. 50-67)	Reference list (pp.281-309)
Capitalization (pp. 165-169)	Reference examples (pp. 313-352)

Last reviewed: July 2023

Guidelines for Technology Use in the Classroom

As technology continues to advance, it is necessary to understand how various technologies may support learning in the classroom, without becoming a substitute for knowledge acquisition and clinical reasoning (critical thinking). In addition, the use of technology that is not directly related to classroom and laboratory activities may be distracting at best and lead to academic integrity violations at worst.

Roles and Responsibilities of Faculty
1. Faculty will use university-supported technologies to deliver course content and/or research support for students (e.g., Canvas Learning Management System, OneDrive, Respondus Lock Down Browser, REDCap).
2. Faculty can list acceptable use of technology on each course syllabus (including artificial intelligence). The faculty member is not required to add what should not be used (if it's not listed, it should not be used without instructor approval).
3. Before class meetings or during a class, faculty may inform students that devices cannot be used that day (or for specific activities) in class/lab.
4. Faculty will follow any directives from the Department for Disability Support Services for students who have received reasonable accommodations from that office. Faculty will not allow accommodations to individual students without directives from the Department for Disability Support Services.

Roles and Responsibilities of Students
1. Phones, laptops, or tablets may be used only for class activities. Additionally, students must not send text/instant messages, etc. nor have other non-relevant electronic applications open during class unless they contribute directly to class activities.
2. Students are expected to silence all electronic devices during class.
3. E-mail should not be read nor answered during classes/labs.
4. Students are expected to follow university academic integrity policies and department academic integrity guidelines.

Last reviewed: July 2023

Guidelines for Occupational Therapy Lab Use

Occupational therapy labs are available to students for classes and professionally related meetings and activities only. Occupational therapy labs are not available for activities outside of class and research-related responsibilities during times when the Department Chair determines appropriate, such as infectious disease outbreak or natural disaster. Students' use of these rooms for group meetings or activities should be scheduled with the department's administrative assistants or faculty to avoid conflicts. To allow occupational therapy students to use the occupational therapy labs for classes, for studying, or to complete class projects, laboratory assignments, or lab preparation, the following provisions have been made.

1. Students have access to Room 3325 and Room 3345 via use of the keyless entry.
2. Students must follow adequate and proper safety procedures with lab equipment and access to the labs, such as the buddy system.
3. Students must clean up after themselves in the labs during their regular class sessions. Students are required to return labs to the setup requested by faculty in that class session. Faculty should not have to clean up behind the students.
4. During and after activities outside of class, clinic, and research, students are responsible for cleanliness of the labs (i.e., tables and chairs put back where they were, tables wiped down, supplies put away). Privileges may be revoked, at any time, if students are not diligent about the labs being clean and tidy.
5. Labs should not be left with doors open and unoccupied. Students must turn off the lights and lock the door behind them, even if they are not the one who opened the door.

Special guidelines

The Department of Occupational Therapy reserves the right to require students to follow special guidelines during coursework, including on-campus as well as off-campus work, to protect students, faculty, staff, and community members. These special guidelines may include, but are not limited to, requiring students to appropriately wear Personal Protective Equipment, keeping distance from each other, appropriately and frequently cleaning up after themselves, getting appropriate vaccines, and demonstrating appropriate professional behavior. If any student does not follow the special guidelines required by the Department of Occupational Therapy, the Department reserves the rights to remove the students from the learning environment for the safety of other students, faculty, staff, and/or community members. The removed student is responsible to make up the missed class/lab as approved by the instructor, although the student should understand some classes/labs may not be able to be made up. The student may not be allowed to return to the learning environment until the issue has been resolved.

Lab Appliance Use

This guideline describes safe and proper use of the appliances in the Department of Occupational Therapy labs.

1. Appliances are not for personal use.
2. Appliances are used for classroom learning activities which may include, but are not limited to, demonstrations; class-based activities; practicums and competencies; student-run clinic preparation, evaluation, intervention, and caregiver training; and case studies.
3. Appliances are used for research-related activities which may include, but are not limited to, client assessment, client evaluation observations, and client intervention.
4. Areas are cleaned and appliances are returned to their original location after use if they were moved from the original location for use.

Last reviewed: July 2023

Guidelines for Equipment and Assessment Tools Check-Out

All equipment, evaluations, supplies, and audio-visual equipment are kept in locked cabinets, lab spaces, or the storage closet. Permission must be obtained from the faculty member who is most closely associated with the item being checked out to ensure the item is not needed for other class or research uses. Students who have assignments, class activities, or research activities requiring this item are responsible for checking out and checking in each item using the Occupational Therapy Equipment Sign-Out Form that is located inside HSB 3325, 3345, 3348, 3375. Items checked out by students should only be related to assignments, class activities, and/or research activities.

1. Each faculty member or designee will be responsible for training the students in the proper use of any item prior to check-out.
2. Faculty will announce time(s) the item may be checked out to students. Students will sign out the item on the Occupational Therapy Equipment Sign-Out Form listing student's name and each item taken, sign-out date, and expected return date.
3. Returned items that are cleaned and sanitized must be taken back to the appropriate location and the date it is returned must be logged in the sign-in column on the Occupational Therapy Equipment Sign-Out Form.
4. Student(s) will be held financially responsible for any expenses of items that are lost or damaged due to misuse.
5. Student checkout of electronic equipment (i.e., laptop computer, iPad) outside Health Sciences building is permitted only under the direct supervision of their faculty member and when the activity relates to a course assignment and/or student's work for the department.

Faculty and students from other departments are responsible for checking out and checking in each item using the Occupational Therapy Equipment Sign-Out Form located at the front desk in 3305. Occupational therapy faculty members or designee must ensure that items loaned to faculty and students from other departments are orderly and accounted for before the items are loaned and rechecked upon return. Borrowers of equipment are responsible for proper cleaning and sanitizing equipment during use outside of the department and upon return to the department.

Last reviewed: July 2023

OCCUPATIONAL THERAPY EQUIPMENT/ASSESSMENT TOOL
SIGN-OUT/SIGN-IN FORM

NAME	ITEM	SIGN-OUT DATE	SIGN-IN DATE	NOTE

Research Process Guidelines

One of the emphases in the Department of Occupational Therapy's curriculum is the evidence-based practice as the basis for occupational therapy evaluation and intervention. As such, research is a critical element within occupational therapy programs and is fundamental to the competent practice of occupational therapy. Therefore, research is consistently integrated throughout the Department of Occupational Therapy's curriculum, and a research project completed by each student is a uniform expectation of the programs.

The process of conducting research in graduate programs serves to facilitate both student learning and faculty research productivity. Therefore, the partnership of graduate students and faculty in research must be based on respect, collaboration, and ethical behaviors. Students are expected to be conscientious of the time invested by their Faculty Advisor in making student research collaboration possible. The Faculty Advisor must be conscientious of the primary purpose of students' involvement in research process which is the academic needs of students.

The specific requirements for completion of the research projects will vary among the faculty members and projects. Although consideration for the choices of students is offered and important, specific research lines of the Faculty Advisor and completion of funded grants may take priority when assigning students to specific projects. Regardless of projects, all students are expected to fully engage in research process as directed by Faculty Advisor.

The research process for the Master of Science in Occupational Therapy program and Doctor of Occupational Therapy program is described below.

1. Prior to the start of the program
   a. All incoming first-year students may learn the general research agendas of occupational therapy faculty who conduct research. This can be done by reviewing the department website, faculty members' publications, and previous research projects/theses in the department.
   b. Incoming students will be required to complete a Student Research Interest Form. Upon receiving the forms from all incoming students, faculty reviews, assigns, and notifies incoming students about their assigned Faculty Advisor. In most cases, students will be assigned in pairs or groups.
   c. Faculty Advisor assignments are based on student-declared interest, priority of faculty projects, and number of students each Faculty Advisor can supervise at that given time.
   d. The assigned Faculty Advisor will fulfill the roles of both research and academic advisor within the occupational therapy programs until graduation.
2. Fall Semester 1 – First Year
   a. All occupational therapy students enroll in the OCCT 6711 Evidence-based Occupational Therapy (3 credits) during the Fall Semester 1.

b. Completing the Collaborative Institutional Training Initiative program for human subjects and registering on the University and Medical Center Institutional Review Board website are required prior to initiating research activities.

c. Students may be asked to assist with the proposal completion tasks for the University and Medical Center Institutional Review Board. Regardless of their involvement in these proposal completion tasks, students are responsible for understanding the research project proposal for the University and Medical Center Institutional Review Board.

d. Students may be asked to meet regularly or as needed with the Faculty Advisor to determine the research plan and necessary requirements for the research project. By the conclusion of the Fall Semester 1, students should have an identified research project plan for the Spring Semester 2 and Summer Semester 3.

e. On rare occasions, a student or faculty member may not feel the project is meeting the educational goals of the student. In those rare occasions, the following process should be followed.

    i. If the Faculty Advisor is planning more than one research project and the student wishes to change projects with the same Faculty Advisor, the student should discuss this with the Faculty Advisor as soon as possible. It is the purview of the Faculty Advisor to decide.

    ii. If the student wishes to change both project and Faculty Advisor, the student should meet with the Faculty Advisor about a possible change or meet with the Graduate Program Director about a possible change. If the student wants to finalize the change, the student notifies the Graduate Program Director in writing. The Graduate Program Director notifies the involved faculty members to schedule a meeting, if needed. The change must be verbally approved by the Graduate Program Director with notification to the Department Chair.

3. Spring Semester 2 – First Year

a. All occupational therapy students enroll in the OCCT 6713 Conducting Research in Occupational Therapy (3 credits) during the Spring Semester 2. Specifics of the course expectations are outlined in the syllabus, issued by the assigned Faculty Advisor. If different, specific expectations relevant to a particular student will be identified in a meeting between the Faculty Advisor and student, preferably early in the semester. The specific expectations identified during this meeting will be documented.

b. Generally, implementation of the research project occurs during the Spring Semester 2 and/or Summer Semester 3.

c. During the Spring Semester 2, students are expected to meet regularly with the Faculty Advisor and the other research students to conduct the project or work on

elements of the project. A specific timeline should be identified by the Faculty Advisor.

    d. At the end of the Spring Semester 2, all students are required to attend the College of Allied Health Sciences Research Day as fellow healthcare professional students and some occupational therapy students present their research projects. Students will be informed of the date, times, and location of this event. This will give them insights into different methods of dissemination, one of which will be required for OCCT 7714.

4. Summer Semester 3 – First Year

    a. All occupational therapy students enroll in the OCCT 7714 Research Dissemination in Occupational Therapy (3 credits) during the Summer Semester 3. Specifics of the course expectations are outlined in the syllabus, issued by the assigned Faculty Advisor. If different, specific expectations relevant to a particular student will be identified in a meeting between the Faculty Advisor and student, preferably early in the semester. The specific expectations identified during this meeting will be documented.

    b. During the Summer Semester 3, students should be finishing the requirements of the research project. These typically include data collection, data analysis, and preparation of the research project presentation.

    c. By the end of the Summer Semester 3, students must create a plan for their professional presentation at the local, state, and/or national research forum or the College of Allied Health Sciences Research Day typically held on "reading day" of the spring semester during the following year. Once the plan is created, students must develop a professional poster presentation or professional oral/podium presentation by collaborating with other students and the Faculty Advisor. Students who wish to complete the presentation at a different venue must receive approval from the Department Chair and Graduate Program Director.

        i. The professional presentation must be completed by the end of the Spring Semester 5. Upon the completion of the professional presentation, students and the Faculty Advisor must notify the Graduate Program Director by email so that the Graduate Program Director can update the status of the degree requirements in Degree Works. This presentation serves as the comprehensive assessment that is a Master of Science in Occupational Therapy degree requirement. This presentation also serves as the oral examination that is a Doctor of Occupational Therapy degree requirement.

        ii. Students are expected to be able to explain the research project and answer questions posed by attendees.

    d. "Contract Regarding Publication Intent" form should be reviewed by students and the Faculty Advisor. The contract needs to be completed and signed by students and

Faculty Advisor by the conclusion of the Summer Semester 3. The Faculty Advisor will keep the copy of this contract.

5. Spring Semester 5 – Second Year (only applies to students in the Doctor of Occupational Therapy program)
    a. All students in the Doctor of Occupational Therapy program enroll in the OCCT 8712 Evidence-based Occupational Therapy II (3 credits) during the Spring Semester 5.
    b. One of the primary outcomes of the OCCT 8712 is a research paper written by a student to demonstrate the ability to design and implement a research study, conduct data analyses, and interpret and discuss the results.
    c. All students must complete a professional oral/podium presentation at Research and Creative Achievement Week of the university as the OCCT 8712 course requirement. Students who wish to complete the presentation at a different venue during the Spring Semester 5 must receive approval from the Department Chair and Graduate Program Director. The presentation may be based on the research project done during Spring Semester 2 and Summer Semester 3.

Last reviewed: July 2023

Guidelines for Publication and Authorship Agreement

Occupational therapy faculty are committed to developing and pursuing their research and scholarship agendas as well as involving occupational therapy graduate students in this process. The objective of the process is to disseminate research/scholarship outcomes in presentations and professional publications. Faculty consider student participation essential to these outcomes and include students in the process as appropriate.

Students who complete research projects under the direction of an occupational therapy faculty member, whether as a part of coursework or as a Graduate Research Assistant, need to clarify with the advisor who owns the intellectual property. In some cases, the student may do a more independent project, complete an independent Institutional Review Board application, and use only the advice of the faculty member. In this case, the student and faculty member should collaboratively decide authorship order in the early stages of the process. However, more commonly, a student works under direct guidance of the faculty member on a given research project that was conceived and developed by the faculty member and is under the faculty member's Institutional Review Board approval. In this latter case, the study is the faculty member's intellectual property, and the faculty member will be the first author. It is important to discuss the order of authorship with the faculty members and student(s) involved, using these guidelines. It is also the student's responsibility to make sure the data and data analysis are returned to the faculty member and the university, and all Institutional Review Board documentation is completed prior to graduation.

Contract Regarding Publication Intent
We here by enter into an agreement, as outlined below, regarding the publication of the project tentatively titled:_____

FIRST AUTHOR
Name (print):_____ Signature:_____

Brief description of basic responsibilities/role on project:_____

For a student who chooses first authorship:
☐ It is agreed that the manuscript and/or presentation proposals must be submitted for possible publication no later than 12 months from the date of graduation from the occupational therapy program. Should the manuscript and/or proposals not be submitted within 12 months' time, it is agreed that the faculty advisor will take primary responsibility for submission of the manuscript and/or proposals and will become first author.
Signature and Date: _____

SECOND AUTHOR

Name (print):_____ Signature:_____
Brief description of basic responsibilities/role on project:_____

THIRD AUTHOR
Name (print):_____ Signature:_____
Brief description of basic responsibilities/role on project:_____

FOURTH AUTHOR
Name (print):_____ Signature:_____
Brief description of basic responsibilities/role on project:_____

It is agreed that authorship order may be renegotiated should an individual's responsibilities substantially change or should an individual fail to perform their role as stated above.

Date contract signed:
Date of graduation:
Expected date of manuscript/proposal submission:
Date manuscript/proposal submitted:

Last reviewed: July 2023

Guidelines for American Occupational Therapy Association Annual Conference and Student Travel Process

Faculty members may choose to submit proposals to American Occupational Therapy Association national conference that involve student research. Acceptance of these proposals is determined by American Occupational Therapy Association and its reviewers. Students can also submit proposals in collaboration with their research mentors. Submitting proposals to or presenting at American Occupational Therapy Association national conference is not required for any course within the programs or for graduation.

Process Timeline
- May/June preceding conference: The Student Occupational Therapy Association Advisor and the Department Chair will meet with the Student Occupational Therapy Association group to discuss American Occupational Therapy Association national conference proposal submissions, general expected cost, possible funding opportunities, etc.
- May-June preceding conference: Research advisors will speak to students to determine if they plan to submit a proposal for American Occupational Therapy Association national conference.
- June preceding conference: Proposals for American Occupational Therapy Association national conference are due. Students whose advisors are submitting proposals will need to indicate tentative plans to attend American Occupational Therapy Association national conference assuming no expenses will be covered by the university.
- Fall (October): Acceptances of proposals are sent from American Occupational Therapy Association.
- January-February year of conference: Students who are traveling will need to follow current travel process required by the university which includes submitting a "Student Pre-Travel Estimate" Form to the Department Chair.
- Student funding: Students who are presenting *MAY* be eligible for funding from internal sources (College of Allied Health Science Travel Award), Student Government Association, and/or respective student organizations such as Student Occupational Therapy Association and Pi Theta Epsilon. Students who are seeking funding must follow the guidelines pr

Students who Attend the American Occupational Therapy Association National Conference are expected to
- Follow the directions provided by the Department Chair and the Student Occupational Therapy Association Advisor.
- Follow all travel rules in accordance with current university and department policies and procedures (i.e., submitting estimates, approving travel, and submitting required documents to support projected and actual costs).

- Submit an itinerary of sessions planned to attend *at least 2 weeks* before the conference to the Department Chair.
- Students who received funding through the Research Fund must write a Thank You card to the donor(s) at least 2 weeks before the conference.
- Register for and attend all days of the conference.
- Utilize approved hotel lodging if they will be reimbursed (Airbnb is NOT reimbursable according to the university policies and will not be eligible for funding).
- Dress and behave professionally for the duration of the trip. Students are representatives of both East Carolina University and the profession of occupational therapy.
- Printed hotel receipts must be in the funded student's name with a $0 balance, if the student is being reimbursed for hotel stay.
- Must submit final transcript of attended sessions from the event within 2 weeks AFTER the conference.

Developed: March 2023
Last reviewed: July 2023

Student Feedback for Programs

Student feedback for the programs is seen as a valuable part of curriculum/program evaluation and as an addition to individual teaching and course evaluations. Therefore, student feedback will be collected twice from each class cohort in the form of townhall meeting: the first townhall meeting during the Spring Semester 2 and the second townhall meeting during the Fall Semester 4. Both townhall meetings will include all students in the Master of Science in Occupational Therapy and Doctor of Occupational Therapy programs; however, additional feedback will be collected from students in the Doctor of Occupational Therapy program following the townhall meeting during the Fall Semester 4. The townhall meetings will be facilitated by the Department Chair and the Graduate Program Directors of both programs.

Last reviewed: July 2023

Graduation Guidelines

Students in the Master of Science in Occupational Therapy program are expected to complete all degree requirements and graduate after successfully completing 6 consecutive semesters (including summer semesters). Students in the Doctor of Occupational Therapy program are expected to complete all degree requirements and graduate after completing 8 consecutive semesters (including summer semesters). However, in rare cases where a student is unable to follow these timelines, a student in the Master of Science in Occupational Therapy program has 5 years to complete all degree requirements and a student in the Doctor of Occupational Therapy program has 6 years to complete all degree requirements. This timeline begins with the registration for the first semester in the program. However, Master of Science in Occupational Therapy and Doctor of Occupational Therapy students are not allowed to have any period of non-enrollment for their preparatory/academic coursework for more than 1 academic year (which requires approval by the Graduate Program Director and Department Chair) and must complete both OCCT6804/8804 Fieldwork IIA and OCCT6805/8805 Fieldwork IIB within 24 months of the start of OCCT6804/8804 Fieldwork IIA to graduate from the program. After Level II Fieldworks are complete, Doctor of Occupational Therapy students must complete OCCT8904 Capstone Experience and OCCT8905 Capstone Project within 12 months of the start of OCCT8904 Capstone Experience to graduate from the program (as long as this is still within the 6-year timeframe). Upon the successful completion of all academic, fieldwork, and degree requirements of the university and of the Master of Science in Occupational Therapy program, Master of Science in Occupational Therapy students will graduate with a Master of Science in Occupational Therapy degree. Upon graduation from the Master of Science in Occupational Therapy program, the graduates will be deemed eligible to take the certification exam. However, graduation does not imply credentialing and/or licensure to practice occupational therapy. Each state, including North Carolina, may have additional components to its licensure process to be completed before a graduate can practice. Note that a felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy certification examination or attain state licensure.

The Doctor of Occupational Therapy program must have a preaccreditation review (scheduled for November, 2024 – October/November 2025, as of July 2023), complete an on-site evaluation (scheduled for October/November 2025, as of July 2023), and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. Upon the successful completion of all academic, fieldwork, degree, and capstone requirements of the university and of the Doctor of Occupational Therapy program, Doctor of Occupational Therapy students will graduate with a Doctor of Occupational Therapy degree. After the Doctor of Occupational Therapy program is granted Accreditation Status and students graduate from the Doctor of Occupational Therapy program, the graduates will be deemed eligible to take the certification exam. However, graduation does not imply credentialing

and/or licensure to practice occupational therapy. Each state, including North Carolina, may have additional components to its application process to be completed before a graduate can practice. Note that a felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy certification examination or attain state licensure.

The following must be completed prior to the graduation:

1. Periodically check the progress in the program on Degree Works and the fulfillment of degree requirements including successful completion of all required courses.
2. All Master of Science in Occupational Therapy students must complete a professional presentation which is considered as a comprehensive assessment that is one of the master's degree requirements by the university.
3. All Doctor of Occupational Therapy students must demonstrate competency in written and oral candidacy examinations and successfully complete capstone experience. Written and oral candidacy examinations and capstone experience are considered as qualifying experiences that are some of professional degree requirements by the university.
4. Students must apply for graduation with the Registrar's office one semester prior to the completion of requirements for the degree.
5. It is essential that students leave their updated permanent address and contact information with the Department of Occupational Therapy prior to leaving campus for Level II Fieldwork so that the department can send students important information and contact students as appropriate.

Last reviewed: July 2023