East Carolina University Occupational Therapy 2023-2024

Class of 2024, Entry-level MS in Occupational Therapy

GRADUATE STUDENT HANDBOOK

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APPENDICES

This is to be signed 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's 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 Department of Occupational Therapy may change a Standard Operating Procedure or guideline and I will be notified in writing and asked to replace the current Standard Operating Procedure or guideline of this *Handbook* with the new or revised Standard Operating Procedure or guideline.

I also acknowledge that this *Handbook* not only contains information that is helpful to me as a new student in the Occupational Therapy Program but also contains important information, such as graduation, licensure, and certification. 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

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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.

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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 Handbook

The purpose of this handbook is to orient you to current procedures and guidelines, as well as resources relevant to your successful participation in the entry-level graduate Occupational Therapy program at ECU. Please read it carefully as its contents govern your enrollment in the entry-level graduate Occupational Therapy program. It contains information about fieldwork, graduation, licensure, and certification. Additional guidelines and procedures may be established, or changes may be made in the program. Changes or additions will be shared with you when they become effective, and students will be expected to adhere to all established guidelines and procedures.

The Master of Science Degree Program in Occupational Therapy (MSOT)

The professional master's degree (entry-level) offers preparation for individuals with baccalaureate degrees who enter from fields other than occupational therapy. The expectation is that upon completion of the program, students are able to successfully pass the National Certification Exam through National Board for Certification in Occupational Therapy (NBCOT) and apply for state licensure in any of the 50 states across the nation.

Background

The ECU's College of Allied Health Sciences was established in 1968, then the School of Allied Health, and now offers undergraduate and/or graduate degrees in Clinical Laboratory Science, Health Services and Information Management, Addictions and Rehabilitation Studies, Occupational Therapy, Communication Sciences and Disorders, Physician Assistant Studies, Nutrition Sciences, and Physical Therapy.

The Department of Occupational Therapy graduated its first class in 1973. The Department's educational curriculum follows guidelines established by the Accreditation Council for Occupational Therapy Education (ACOTE®) and has been designed around the belief that professional level coursework must be based on a sold liberal arts general college background. The curriculum is also designed to provide students with the opportunity to integrate classroom learning with clinical experience and therefore includes several supervised, practice-oriented, fieldwork courses.

The Department of Occupational Therapy was approved by the General Administration of the University of North Carolina to begin a professional master's degree (entry-level) program in Fall 2002.

ECU's Department of Occupational Therapy is fully accredited by the:
Accreditation Council for Occupational Therapy Education® of the
American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929,
Phone: (301) 652-6611
Website: www.acoteonline.org
Most recently the program was granted reaccreditation during the 2014-2015 academic year and is valid for the full accreditation award of 10 years until the 2024-2025 academic year.

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:
- 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.
- 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.
- 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 program.

DEPARTMENT STATEMENTS

Department Statements

Vision Statement
The ECU Department of Occupational Therapy envisions a future for our graduates where they will support and enhance the occupational participation of individuals within our society. Graduates will provide ethical and evidence-based services in a variety of settings, to assist people of all ages and backgrounds in the achievement and preservation of health and well-being through meaningful occupational engagements.

Mission Statement
The mission of the Department of Occupational Therapy is to provide a high-quality educational experience for those individuals who are committed to enriching the lives of people through the profession of occupational therapy. The program will provide a variety of education experiences that will: 1) develop an understanding of the power of meaningful and relevant occupational engagement as a means of enhancing participation in life, 2) foster an understanding of the need to balance the use of technical skills and theoretically-based knowledge with clients while being respectful of unique sociocultural contexts, 3) enhance the development of clinical reasoning skills supporting the use of evidence-based practice, and 4) foster the development of life-long learners who have the ability to successfully occupy roles in traditional and emerging practice arenas and to be leaders within the field of occupational therapy. This mission is aligned with the mission of ECU through a shared focus on the training of future professional leaders and on the importance of cultural enrichment, understanding of diversity and acceptance of all people that we serve.

Approved: July 17, 2002
Most Recently Revised: July, 2019

Statement of Philosophy
Occupational therapy is a profession of many dimensions. The ECU entry-level graduate Occupational Therapy program is based upon a unifying paradigm that ties the wide diversity of occupational therapy practice together. This paradigm consists of **three basic themes**: 1) the use of occupation as a health promoting tool supported by psychometrically sound evidence, 2) the interactive nature of man and his environment, and 3) the importance of common values in the profession including the provision of service and advocacy for those who are at risk for occupational disruption or deprivation.

Theme 1: The use of occupation as a health-promoting tool supported by psychometrically sound evidence. Defined as work, leisure, play, education, rest and sleep, social participation, activities of daily living, and instrumental activities of daily living (AOTA, 2014), occupation is the dominant activity of human beings. Occupation influences the biological, psychological, cognitive and social nature of individuals throughout the life span and not only serves to develop unique qualities of individuals but influence human cultural evolution as well. The concept of occupation is based upon the assumptions that: 1) human beings have an occupational nature. Engagement in purposeful occupation is innate and essential to the human species and directly correlated to health and survival (Wilcox, 1993). A disruption in the ability of the individual to participate in the occupations of living may result in a loss of occupational identity leading to, physical and psychological stress, anxiety, depression and decreased quality of life and 2) occupational therapy, as a therapeutic profession is grounded in the understanding of occupation and seeks to enhance participation of those served. Participation as an end goal of

interventions is achieved through the use of occupational engagements that are both meaningful and relevant to the individual. Occupation can both restore and preserve the health and well-being of individuals, ensuring that participation in life roles and routines is possible. Occupational therapy practitioners utilize the interaction of underlying client factors and skills with occupation, in context, to facilitate engagement, improvement in skills and the underlying factors themselves. Occupational engagements serve the purpose of preservation, habilitation or rehabilitation of participation in the natural context or environment.

Theme 2: The interactive nature of man and his environment. People are believed to have motivation to engage in occupation and strive toward competence. Concurrently, the social, physical, and cultural environments "press" the individual to engage in occupation. This perspective attempts to focus on the interdependent aspects of the person and the environment, realizing that both have adaptive capabilities and limitations. Further, rather than focusing on the end products of these interactions, the focus is on enabling the individual to experience competence within his or her environment.

Theme 3: The importance of core values and attitudes of occupational therapy practice. Values are an important part of the base or foundation of a profession. Ideally, these values are embraced by all members of the profession and are reflected in the members' interactions with those persons receiving services, colleagues, and the society at large. Professional values have a central role in occupational therapy and are developed and reinforced through an individual's roles as a student and professional. Based on these facts, the importance of core values and attitudes and the application of them in practice must be made explicit and emphasized throughout the program of study. Altruism, equality, freedom, justice, dignity, truth, and prudence form the basis of the ECU entry-level Master of Science in Occupational Therapy program's belief that individuals must be treated with dignity, respect, and seen as unique sociocultural human beings. Occupational therapy services should therefore 1) be person-centered, 2) consist of meaningful occupations, 3) maximize function with individualized intervention, 4) prevent impairment and enhance wellness, 5) consider the whole person within his/her environment, and 6) help a person gain a sense of self, self-efficacy, and life satisfaction.

In additional to the three basic themes, the ECU entry-level graduate Occupational Therapy program also believes the following with regard to the learner, the curriculum, and the profession:

An effective curriculum must have balance between the teaching of technical skills, theory, scientific inquiry, and assigned community involvement. Effective occupational therapy practitioners must possess knowledge of technical skills, and the guiding theoretical principles of practice. They must also have the knowledge of evidence and research in order to make informed choices in the clinic. In addition, students must have a sense of commitment to the community and those at risk for occupational deprivation. To this end, the curriculum ensures a balance of courses including technical, theoretic, and research-based topics and offers options for community service that are completed within and outside of formal course work.

Students must learn to be competent in the art of using caring relationships in a helping and ethical manner. We believe that students benefit from experiences where they interact with individuals and groups within the community. Therefore, class-based community interaction and service to various groups and organizations are interwoven throughout the curriculum and strongly encouraged through extracurricular activities such as those sponsored by the Student Occupational Therapy Association. Interactions in the community with various individuals at difference phases of life assist the student to

integrate course-based knowledge of how to achieve a caring relationship using the therapeutic use of self in real life situations.

Problem-solving and clinical reasoning abilities must be instilled in occupational therapy students. The use of a developmental model of clinical reasoning will be the program's basis of providing the grounding for the development of clinical reasoning with facilitation of the more complex levels of clinical reasoning applied as the student progresses in their readiness for learning more complex levels. The facilitation of clinical reasoning must be individualized based on the fact that students have a diversity of learning styles and come to the program with a variety of life experiences. The occupational therapy faculty strive to promote the student's individual learning in the necessary skills and abilities for an entry-level professional and to facilitate personal growth through the structure of the curriculum, course objectives, and fieldwork experiences including those unique to eastern North Carolina.

In summary, the occupational therapist is a competent and caring expert in the use of occupation. With knowledge based in physiological, cognitive, social, and psychological dimensions, the occupational therapist fosters self-determination in the client. The therapist acts as an agent of change by engaging people in occupations that are meaningful and promote satisfaction in their lives. The goal of this program is to facilitate development of professional mastery in the use of occupation, balanced with technical, theoretical, service, and research abilities, with the perspective "that man, through the use of his hands as energized by mind and will, can influence his state of health" (Reilly, 1962).

References:

American Occupational Therapy Association. (2014). The occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy. 68*(Suppl. 1)*,* S1-S48. http://dx.doi.org/10.5014/ajot.2014.682006.

Reilly, M. (1962). Occupational therapy can be one of the great ideas of the 20th century medicine. *American Journal of Occupational Therapy, 16*, 1-9.

Wilcock, A. (1993). A theory of the human need for occupation. *Occupational Science: Australia, 1,* 17-24.

Approved: July 17, 2002
Most Recently Revised: July, 2019

Program Objectives

The objectives of the occupational therapy curriculum are the following:

1. Prepare students to begin practice as caring, competent, ethical, and creative occupational therapists with professional mastery in the use of occupation appropriate to a wide range of populations and practice areas.
2. Provide students with the foundation of theoretical knowledge, technical skills, and values needed for quality occupational therapy practice.
3. Prepare students with the knowledge and skills to do clinical reasoning in order to assume the role of a health care professional who functions as a change agent by engaging clients in meaningful occupation.
4. Provide students with the knowledge and skills, appreciation, and ability to use research that advances the effectiveness of occupational therapy practice.
5. Develop in students the appreciation and skills for life-long learning within a changing environment.

6. Provide the communities of our region, state, and nation with quality occupational therapists who are responsive to an individual's unique sociocultural nature and their environment.
7. Provide occupational therapy leaders and advocates to serve our region, state, nation, and international settings.

Approved: July 17, 2002
Most Recently Revised: July, 2019

Educational Objectives

1. Students will develop and refine their clinical reasoning skills.
2. Students will demonstrate independent thinking and apply critical thinking and clinical reasoning through case studies and/or "real life situations".
3. Students' critical thinking and clinical reasoning will be refined by allowing time and opportunities for reflection, thinking out loud about their reflections, and explaining how new information being presented relates to past information and occupational therapy practice.
4. Students' will demonstrate motivation for independent learning which will be increased through the use of course material and/or learning opportunities (i.e., "real life" situations in the classroom and/or community).
5. Students will gain professional knowledge and skills through faculty feedback, fieldwork experiences and peer feedback. This may include faculty and students making connections between concepts and application of the concepts to actual case scenarios, having an opportunity to make and learn from their mistakes.
6. Student learning will be enhanced by using multiple teaching modes in response to various learning styles.
7. Students will engage in learning through social processes such as dyadic and group learning experiences and learning communities.
8. Students will be provided "just right" challenges by providing experiences that are appropriately structured to meet the learning goals.
9. Students' needs will be addressed by attending to the physical, social, and temporal environments.
   a. Students' learning will be enhanced by providing an environment that is physically comfortable and meets students' needs.
   b. Student learning will be enhanced by providing a socially and emotionally safe and respectful environment. Thus, faculty will model appropriate behaviors, cooperatively set rules, and recognize student diversity.
10. Students will appreciate and be sensitive to those whom they will serve by using faculty and other occupational therapy practitioners as role models, having "real life" situations, and recognizing the unique needs and learning styles of their peers.

Approved: June 28, 2000
Most Recently Revised: July, 2019

CURRICULUM

Curriculum

Student Load
No more than 15 semester hours (s.h.) may be taken in any one semester without approval. A student is considered full-time when registered for a minimum of 9 s.h. in a regular semester and 6 s.h. during summer semester.

Degree Requirements
Minimum degree requirement is 69 s.h. for project-based students and 75 s.h. for thesis-based students.

Professional (entry level) Courses:
OCCT 6000, 6001, 6002, 6003, 6004, 6005, 6006, 6007, 6008, 6009, 6080, 6100, 6150, 6200, 6250, 6300, 6350, 6400, 6410, 6450, 6500, 6550, 6600, 6650.
OCCT 6450 must be repeated once for a minimum of 12 s.h.

Research options (Choose one) – 3-9 s.h.
Master's project: 3 s.h. – OCCT 6660
Master's thesis: 9-12 s.h. – BIOS 7021 or OCCT 7100 – 3 s.h.
                           OCCT 7000 – 6-9 s.h.

Successful completion of a professional presentation in a public venue of the student's master's project or master's thesis serves as the required comprehensive examination.

Official Transcript requests from the Registrar's Office and verification of completion of the professional master's degree requirements by the graduate school is necessary to meet occupational therapy practice licensure statutes of the North Carolina Board of Occupational Therapy (www.ncbot.org).

Graduate students are responsible to track their progress in the program through Degree Works (https://registrar.ecu.edu/degree-works/) and review this with their faculty advisor prior to the end of EACH semester.

OCCT: Occupational Therapy Course Descriptions

OCCT 6000 – Foundations of Occupational Therapy
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Foundations and models of practice of OT. Dimensions and characteristics of human occupation and their relationship to models of practice. Analysis of occupation, including real and symbolic aspects meaningful for individuals and populations.

OCCT 6001 – Occupation and Movement
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Musculoskeletal system as related to human occupation. Mobility, stability, posture, biomechanics, development of movement, relationship between kinesiological components, and gradation of activities.

OCCT 6002 – Occupation and Movement Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Musculoskeletal system as related to human occupation. Mobility, stability, posture, biomechanics, development of movement, relationship between kinesiological components, and gradation of activities.

OCCT 6003 – Dyadic and Group Skills in Occupational Therapy
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Applies systems theory, communication, and techniques to dyadic and group processes relevant to OT. Relationships and roles of OT practice with individuals across life span.

OCCT 6004 – Dyadic and Group Skills in Occupational Therapy Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Applies systems theory, communication, and techniques to dyadic and group processes relevant to OT. Relationships and roles of OT practice with individuals across life span.

OCCT 6005 – Health Impairments and Occupational Therapy I
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Etiology of impairments and models of ablement/disablement. Identification of consequences of diseases, injuries or disorders and impact of these on human occupation. Applies appropriate OT frames of reference and remedial techniques.

OCCT 6006- Health Impairments and Occupational Therapy I Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director.
Etiology of impairments and models of ablement/disablement. Identification of consequences of diseases,
injuries or disorders and impact of these on human occupation. Applies appropriate OT frames of
reference and remedial techniques.

OCCT 6007 – Health Impairments and Occupational Therapy II
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director.
Continuation of OCCT 6005, OCCT 6006.

OCCT 6008 – Health Impairments and Occupational Therapy II Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director.
Continuation of OCCT 6005, OCCT 6006.

OCCT 6009 – Neurological Foundations of Occupational Therapy
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director.
Occupational performance as affected by human nervous system. Structures and functions of human
nervous system and relationship of occupation to brain function.

OCCT 6080 – Environmental Contexts and Systems of Occupational Therapy
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director.
Systems analysis of societal, cultural, physical, and temporal environments. Evaluates use of environment
and technology to enhance occupational function.

OCCT 6100 – Therapeutic Use of Human Occupation I
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director.
First in three course sequence. Reflects a variety of system-practice contexts such as medical, educational,
and natural environments. Occupational therapy roles, responsibilities, and interventions in the different
settings will be examined.

OCCT 6150 – Therapeutic Use of Human Occupation I Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. First in
three course sequence. Reflects a variety of system-practice contexts such as medical, educational, and
natural environments. Occupational therapy roles, responsibilities, and interventions in the different
settings will be examined.

OCCT 6200 – Therapeutic Use of Human Occupation II
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director.
Extension of OCCT 6100, OCCT 6150. Case studies reflect complex health care systems, reimbursement
issues, and professional support environments.

OCCT 6250 – Therapeutic Use of Human Occupation II Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director.
Extension of OCCT 6100, OCCT 6150. Case studies reflect complex health care systems, reimbursement
issues, and professional support environments.

OCCT 6300 – Therapeutic Use of Human Occupation III
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director.
Extension of OCCT 6200, OCCT 6250. Case studies reflect community based practice, require
coordination of systems, and development of innovative OT services.

OCCT 6350 – Therapeutic Use of Human Occupation III Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director.
Extension of OCCT 6200, OCCT 6250. Case studies reflect community based practice, require
coordination of systems, and development of innovative OT services.

OCCT 6400 – Fieldwork I
1
P: Admission to MS OT program or consent of graduate program director. Role of occupational therapist
in a variety of nontraditional or emerging practice settings and service delivery system. Continued
development of OT theory, evaluation, and treatment planning skills. Exploration and development of
creative applications of therapeutic occupation.

OCCT 6410 – Psychosocial Fieldwork I
1
P: Admission to MS OT program or consent of graduate program director. Role of occupational therapist
in a variety of nontraditional or emerging practice settings and service delivery system with a focus on
psychological and social factors that influence occupation engagement. Continued development of OT
theory, evaluation, and treatment planning skills. Exploration and development of creative applications of
therapeutic occupation.

OCCT 6450 – Fieldwork II

6

Must be repeated once. May count for a maximum of 18 s.h. 12-week, full-time clinical practice. P: Admission to MS OT program; or consent of graduate program director. Practice and master skills necessary to function as competent, entry-level occupational therapist.

OCCT 6500 – Managing Occupational Therapy Services

3

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Leadership theory and roles in OT. Focus on supervision issues, planning, and management of service delivery programs. Emphasis on theories of change and student development as change agents. Systems theory used as basis for understanding organizational structures and development.

OCCT 6550 – Managing Occupational Therapy Services Laboratory

1

3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Leadership theory and roles in OT. Focus on supervision issues, planning, and management of service delivery programs. Emphasis on theories of change and student development as change agents. Systems theory used as basis for understanding organizational structures and development.

OCCT 6600 – Concepts and Practice of Research in Occupational Therapy

3

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Qualitative and quantitative approaches. Application of knowledge culminates in development of research proposal.

OCCT 6650 – Conducting Research in Occupational Therapy

3

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Design and implementation of research proposal that contributes to knowledge base of OT.

OCCT 6060 - Directed Independent Study
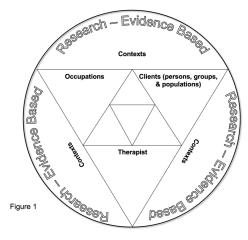
3

Requires approval by occupational therapy advisor and/or graduate committee. May be repeated more than once with change of topic. Individualized, advanced, or in-depth study of topic not offered in OT curriculum.
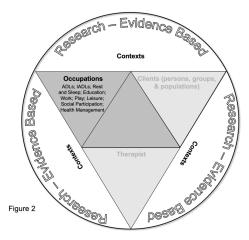
Curriculum Design

The faculty members of ECU's Department of Occupational Therapy believe that occupational therapy education occurs through a multi-dimensional process. The program's curriculum is designed in a manner that enables students to complete the program exhibiting excellence in entry-level occupational therapy practice.
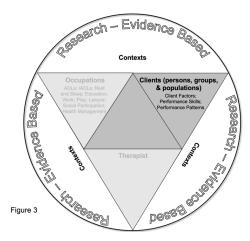
The curriculum design highlights five (5) interrelated themes that are woven into each course and reflected in the sequence of courses. These themes are: *occupations, clients, therapists, contexts,* and *research* (Figure 1). In the first semester, three of these major elements are emphasized in course work: *occupations, clients* and *therapists*. The introduction of *contexts*, as a foundational component, is introduced in the first four semesters but not emphasized until the fifth semester. Figures 2, 3 and 4 illustrate each of the elements separately, with Figure 5 showing the emphasis and overlay of occupations, clients, and therapists. By the end of the second semester, occupations, clients, and therapists are linked with an underlying foundational need for research and evidence-based decisions on which to build the ability to provide *Excellent Occupational Therapy Practice*. Basic research is introduced in order for students to learn how to understand and begin to establish evidence about an experience as well as begin testing various theories with case studies. Evidence is reviewed as it applies to course content and allows for constructive scaffolding.

Figure 1
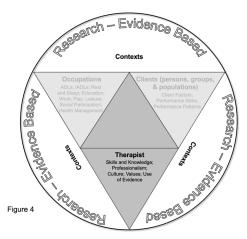
When considering *occupations* in the curriculum, the meaning and purpose of occupations are explored, described, and applied as evidence supporting its inclusion within course content (Figure 2).

Figure 2
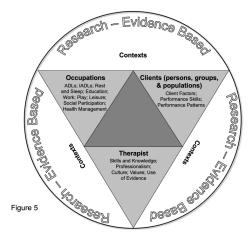
The second element of emphasis is that of *clients*. The *client* is the person, group, and population (AOTA, 2020) who receive occupational therapy services (Figure 3). In the first year, students explore the meaning and impact of values and culture for clients, and the developmental milestones and tasks during one's lifespan. Students examine client factors, performance skills, and performance patterns (AOTA, 2020) that influence areas of occupations.

Figure 3

The *therapist* is the third major curriculum element that is emphasized. Areas addressed in this content area include the skills, knowledge, professional behavior, the culture and values of the therapist, and the use of evidence that influence the therapeutic process (Figure 4).

Figure 4
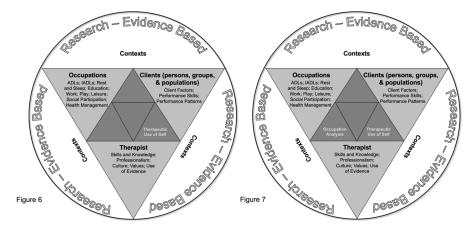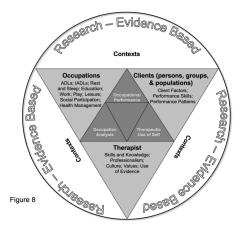
These three elements of *occupations, clients,* and *therapist* seen as three diamond shapes can be considered independently as in Figures 2, 3, and 4, yet through the occupational therapy process, dynamically *interact* with each other (Figure 5).

Figure 5
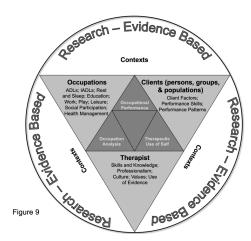
Concepts associated with these elements are introduced in the first year and continue to build as students' progress through the curriculum. The interaction between clients and therapist or *therapeutic use of self*

is illustrated with the creation of a smaller but proportioned triangle (Figure 6). Therapeutic use of self is defined as "planned use of his or her personality, insights, perceptions, and judgments as part of the therapeutic process" (Punwar & Peloquin, 2000, p. 285). The interaction that occurs between occupations and therapist is considered the process of *activity analysis* represented by a smaller but proportioned triangle (Figure 7). Activity analysis is the in-depth examination of an activity/occupation. The interaction of occupations and clients is called *occupational performance* and is represented by an equally sized triangle (Figure 8). Occupational performance is the "accomplishment of the selected occupation resulting from the dynamic transaction among the client, their contexts, and the occupation" (AOTA, in press, p. 8). Thus, the overlapping diamonds create equally sized triangles and form a fourth but central triangle which is truly contiguous to *occupations, clients,* and *therapist,* and support the development of *occupational performance,* the use of *activity analysis,* and the integration of *therapeutic use of self* (Figure 8). During the second semester, health impairments of the *clients* and the impact on *occupations* are explored. The occupational therapy process is established as the therapeutic process and reinforced throughout the remainder of the curriculum with the *therapist* as the therapeutic agent. Study of *therapeutic use of self, activity analysis,* and *occupational performance* are the elements linked in the process and will continue on into the third semester.
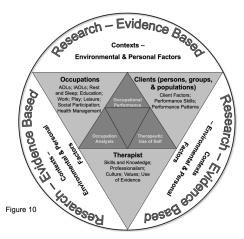

Figure 6

Figure 7

Figure 8

By the second semester, *research*, the fifth major curriculum element, receives specific emphasis (Figure 9). The faculty members consider *research* as a critical element in a master's degree program and fundamental to the excellent practice of occupational therapy as they affect *occupations, clients, therapist, and contexts*.

Figure 9

Beginning in the second semester and extending throughout the remainder of the curriculum, the element of *contexts* is discussed. Context is defined as "environmental and personal factors specific to each client (person, group, population) that influence engagement and participation in occupations". (AOTA, in press, p. 10). Contexts are explored more thoroughly during the fifth semester in a specific course that examines the impact of different settings and how they influence occupational performance across the life span. All the elements of occupations, clients, and therapist are described as being embedded in the *environmental and personal factors* with occupations inseparable from contextual influence. Contextual setting and life span stages are incorporated as focused points of curriculum (Figure 10). Beginning in the
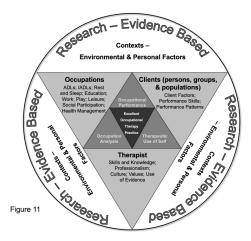
fourth semester and continuing through the fifth semester, Level I fieldwork introduces the student to the integration of all of the critical elements of the curriculum in practice with specific focus on the psychosocial impacts across practice settings.

Figure 10

By the end of the fourth semester, all of the curriculum elements are present, with the overlapping areas becoming the centers of emphasis. In the fifth semester, the curriculum focuses on integrating knowledge and role modeling of skills to facilitate the students assuming an occupational therapy practitioner role. Students are expected to integrate *therapeutic use of self* and *activity analysis* to provide intervention that is focused on engaging clients in occupation that support participation in contexts.

In the fifth semester, the final intervention course considers various types of clients in diverse institutional or community settings. At this point, the curriculum's emphasis is on the melding of research and practice that will culminate in the ultimate outcome of the occupational therapy program, *Excellence in entry level Occupational Therapy Practice*. Implementation of the students' research projects begun during the third semester continue into the final semester, based on the proposals completed during the previous semesters. These research endeavors are done under the collaborative supervision of the student's assigned research faculty member completing the master's projects or thesis options.

Semesters six and seven are designed to further facilitate the development of excellence in practice through Level II fieldwork and the completion of research as appropriate. The purpose of Level II Fieldwork, in conjunction with completing the research requirement, is to demonstrate an understanding of the application of the occupational therapy process and theory, and integration of using research to make evidence-based decisions as it relates to current innovative practice. Upon completion of the program, students have mastered the use of critical elements of the curriculum (*occupations, clients, therapist, context,* and *research*) and their interactions with each other (*therapeutic use of self, activity analysis,* and *occupational performance*) demonstrating successful completion of the curriculum, which results in attainment of the program outcome of *Excellent Occupational Therapy Practice* (Figure 11).

Figure 11

References:

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy, 74*(Supplement 2). 7412410010. https://dx.doi.org/10.5014/ajot.2020.74S2001

Punwar, J., & Peloquin, M. (2000). *Occupational therapy: Principles and practice* (3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Course of Study

Semester 1 – Fall (11 credits)		Credits	Thesis	Project
OCCT 6000	Foundations of Occupational Therapy	4	4	4
OCCT 6001	Occupation and Movement	4	4	4
OCCT 6002	Occupation and Movement Lab	1	1	1
OCCT 6009	Neurological Foundations of Occupational Therapy	3	3	3
*OCCT 6600	*Concepts and Practice of Research in Occupational Therapy*	*3*	*3*	-
	Subtotal by Semester		15	12
Semester 2 – Spring (12 credits)		Credits	Thesis	Project
OCCT 6005	Health Impairments and Occupational Therapy I	3	3	3
OCCT 6006	Health Impairments and Occupational Therapy I Lab	1	1	1
OCCT 6007	Health Impairments and Occupational Therapy II	3	3	3
OCCT 6008	Health Impairments and Occupational Therapy II Lab	1	1	1
OCCT 6600	Concepts and Practice of Research in Occupational Therapy	3	-	3
*OCCT 6650	*Conducting Research in Occupational Therapy*	*3*	*3*	-
*BIOS 7021	*Biostatistics for Health Professionals I*	*3*	*3*	-
*OCCT 7100	*Qualitative Research: Analysis and Interpretation*	*3*	*3*	-
	Subtotal by Semester		14	11
Semester 3 – Summer (4-7 credits)		Credits	Thesis	Project
OCCT 6003	Dyadic & Group Skills in Occupational Therapy	3	3	3
OCCT 6004	Dyadic & Group Skills in Occupational Therapy Lab	1	1	1
OCCT 6080	Environmental Contexts and Systems of Occupational Therapy	3	3	3
***OCCT 6650	Conducting Research in Occupational Therapy (as determined by advisor)	3	-	3
**OCCT 7000	Master's Thesis	1	1	-
	Subtotal by Semester		5	4-7
Semester 4 – Fall (12 credits)		Credits	Thesis	Project
OCCT 6100	Therapeutic Use of Human Occupation I	4	4	4
OCCT 6150	Therapeutic Use of Human Occupation I Lab	1	1	1
OCCT 6200	Therapeutic Use of Human Occupation II	4	4	4
OCCT 6250	Therapeutic Use of Human Occupation II Lab	1	1	1
OCCT 6400	Fieldwork I	1	1	1
***OCCT 6650	Conducting Research in Occupational Therapy (as determined by advisor)	3	-	3
**OCCT 6660	Master's Project (as determined by Research Advisor)	3	-	3
**OCCT 7000	Master's Thesis	3	3	-
	Subtotal by Semester		14	14
Semester 5 – Spring (13 credits)		Credits	Thesis	Project
OCCT 6300	Therapeutic Use of Human Occupation III	4	4	4
OCCT 6350	Therapeutic Use of Human Occupation III Lab	1	1	1
OCCT 6410	Fieldwork I - Psychosocial	1	1	1
OCCT 6500	Managing Occupational Therapy Services	3	3	3
OCCT 6550	Managing Occupational Therapy Services Lab	1	1	1
**OCCT 6660	Master's Project (as determined by Research Advisor)	3	-	3
**OCCT 7000	Master's Thesis	3	3	-
	Subtotal by Semester		16	13-16
Semester 6 – Summer (6 credits)		Credits	Thesis	Project
OCCT 6450	Fieldwork II	6	6	6
**OCCT 6660	Master's Project (as determined by Research Advisor)	3	-	3
**OCCT 7000	Master's Thesis (as determined by Research Advisor)	1	1	-
	Subtotal by Semester		6-7	6-9
Semester 7 – Fall (9 credits)		Credits	Thesis	Project
OCCT 6450	Fieldwork II	6	6	6
OCCT 6060	Directed Independent Study (elective)	3	-	3
**OCCT 7000	Master's Thesis (as determined by Research Advisor)	1	1	-
	Subtotal by Semester		6-7	6-9
	Total Credits Required for Graduation		75 min	69 min

* *Thesis students take OCCT 6600 Fall Semester 1, OCCT 6650 Spring Semester 1, and BIOS 7021 Spring Semester 1.*
**Can be repeated
*** *Project students take OCCT 6650 in Summer 3 or Fall 4 with OCCT 6660 the following semester. OCCT 6650 and 6660 will not be taken in the same semester.*   6.30.2021

Expectations of Students

As health care professionals, occupational therapists need to present themselves positively and professionally in verbal, written, and digital communication formats. The faculty has adopted specific guidelines to facilitate this professional growth.

1. Candidates for the entry-level graduate Occupational Therapy program who have been accepted for admission are required to review the Essential Functions and Technical Standards and sign on the statement form upon their acceptance to the program. In addition, after their completion of second semester in the program, students in the entry-level graduate Occupational Therapy program are 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 standards with or without accommodations. 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 statement through *Exxat* as a part of required documents for fieldworks. Lastly, during later semesters in the program, students in the entry-level graduate Occupational Therapy program 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 standards with or without accommodations.
2. *Written communication.* For most written assignments, the faculty requires American Psychological Association (APA) style of documentation for manuscripts. Please clarify the expectations of the course instructor for each assignment. Students are encouraged to purchase the *Publication Manual of the APA, 7th edition* to use a reference for all submitted work in the program.
3. *Oral presentations.* Students are required to follow each course's oral presentation requirements.
4. *Documentation* in the profession of occupational therapy is critical. In many of the professional level courses, students are asked to summarize evaluations or assessments, develop intervention plans, and document progress of intervention through progress notes.
5. *The Occupational Therapy Practice Framework (4th ed.),* adopted by the American Occupational Therapy Association in 2020, is an official document that provides guidelines for implementing occupational therapy evaluation and intervention. The Department of Occupational Therapy expects students to familiarize themselves with this framework and use it throughout their career. This is identified as one of your required textbooks for first semester.
6. The Department of Occupational Therapy expects students to behave in a professional manner and have adopted a framework explaining professional behaviors described in the Professional Behaviors Assessment. The Professional Behaviors Assessment is listed in Appendix B, as well as a chart to measure each behavior.
7. Many of the occupational therapy courses use Canvas learning management system to support the class work. In addition, the faculty frequently communicate with students using email. It is important that you check your *ECU email* account on a regular basis. Your personal email accounts **will not** be used for department communication. A listing of these personal email accounts will be important to maintain in the event of a disaster that prevents normal communication through the ECU pirate email system.
8. Faculty members may use Microsoft Teams and Cisco WebEx as a means to communicate, hold office hours, and have small group discussions and large class sessions virtually.
9. The Department of Occupational Therapy completes your registration for first semester only and you are responsible for meeting with your advisor and registering for all remaining semesters. Lab sections are controlled by the department for various reasons including research requirements.

10. The Department of Occupational Therapy maintains an advising system, and you are assigned an advisor for your first semester. During the second semester, once research advisors are assigned, your assigned research advisor becomes your academic advisor for the remainder of the program. You are expected to meet with your advisor during the semester. It is your responsibility to review your Degree Works (https://registrar.ecu.edu/degree-works/) with your advisor prior to the completion of each semester of the program. Degree Works is designed to track your progress toward degree completion. The advising Standard Operating Procedure outlines the advising system and the process for changing advisors. This information is provided in this handbook.

11. Students are required to join the American Occupational Therapy Association. This membership provides you discounts on textbooks, direct access to journals, access to grant opportunities, and documents not otherwise available to non-members. Go to the following link to join (https://www.aota.org/membership). Joining AOTA is part of two course requirements, and you must be prepared to provide proof of membership.

12. The North Carolina Occupational Therapy Association (NCOTA) and the East Carolina University Student Occupational Therapy Association (SOTA) are two other important associations. Although not required, joining these associations is recommended and often are reviewed as part of hiring expectations by employers as delineating factors of those demonstrating professional interest. Fees are reduced for student memberships and many of the occupational therapy courses use materials from these organizations. See https://www.ncota.org/ and https://ot.ecu.edu/sota/ for more information.

13. Faculty often develop manuscripts and presentations in collaboration with students based on the collaborative research endeavors in the program. There are guidelines for determining authorship of such professional endeavors when appropriate. Students are expected to be honest in their completion of the required form(s) (Appendix B).

14. Students are expected to know appropriate emergency procedures as outlined by the College of Allied Health Sciences (Appendix C).

15. 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/

FACULTY DIRECTORY

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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
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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

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MS in Rehabilitation Science, University of Pittsburgh

PhD in Rehabilitation Science, University of Pittsburgh
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BS in Occupational Therapy, Towson University
MS in Health Science Administration, Towson University
EdD In Instructional Technology, Towson University
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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.

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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

PROFESSIONAL ORGANIZATIONS

Professional Organizations

Students are **required** to become student members of the American Occupational Therapy Association. It is strongly recommended that they also join the North Carolina Occupational Therapy Association and the Student Occupational Therapy Association. Both American Occupational Therapy Association and North Carolina Occupational Therapy Association offer low student rates for membership. Information regarding membership to these professional societies is available online (https://www.aota.org/membership and https://www.ncota.org/membership).

American Occupational Therapy Association (AOTA)

AOTA (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 AOTF library, continuing education opportunities, toll-free information and consultation, on-line services through AOTA'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.

North Carolina Occupational Therapy Association (NCOTA)

NCOTA (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. NCOTA funds student scholarships administered through AOTF.

The American Occupational Therapy Foundation (AOTF)

AOTF (www.aotf.org) was established in 1965 by AOTA as a 501 (c)(3) nonprofit organization dedicated exclusively to charitable, scientific, literary, and educational purposes. The mission of AOTF 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: AOTF 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.

East Carolina University Student Occupational Therapy Association (SOTA)

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.

AVAILABLE STUDENT RESOURCES

Resources Available to Students

New Graduate Student Orientation Canvas Course

As a new occupational therapy graduate student, you have access to an online orientation course offered in the Canvas course management system. This course is designed to help you successfully transition to graduate studies at ECU and become acquainted with important university policies, procedures, and deadlines. You will also find training related codes of professional conduct and ethics to help you succeed as a student in the classroom, lab, and in your roles as a professional intern, graduate teaching assistant, and/or a researcher. You will find this is your source for helpful information such as purchasing books, the ECU library system, and financial aid, etc. Many of the assignments in this module are required by the Occupational Therapy program and may be required components of courses as well.

To access the course, please visit http://canvas.ecu.edu and login using your ECU Pirate ID and password that you received with your letter of admission. In the **Courses** area (once you are logged in to Canvas), click on: **Graduate school Orientation for New Students FALL**. Once you have entered the course, you will see a list of links down the left-hand side of the screen. This is known as the Course Menu or navigation panel. Use these links to access and peruse the various content areas of the course. You will want to review the *I am in! So now what?* and then go to the Required Assignments section where you will locate the Occupational Therapy listing. These required assignments are delivered via Canvas; however, it is not a course in the usual sense in that it is NOT considered part of your "course load" and is not for credit. You will NOT receive a grade from this online course that will count as part of your GPA; however, elements in this course may be required for your for-credit courses. It may be in your best interest to complete currently required components and some of the other components this summer; however, make sure you do not do the ones earlier than indicated or you may have to complete them again during the program. If you do not have prior experience with the Canvas course management system, please take time to study the online tutorials.

If you encounter technical difficulties with the Canvas course or have questions about the content, please contact Dr. Young Kim at kimyo15@ecu.edu for assistance.

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, and some computer software are available at the Laupus Health Sciences Library and/or Joyner Library. Both libraries have computers available for student use.

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. In order 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. If you are purchasing a new device, please contact the department for recommendations. 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.

Computer and Technology Equipment Guidelines and Procedure

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 reach 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.

GUIDELINES AND UNIVERSITY PROCEDURES

Policies, Guidelines and Procedures

Academic Policies and Guidelines and Procedures

In addition to the general academic regulations as stated in the ECU catalog, the following regulations pertain to all required courses taken by students enrolled in the occupational therapy program.

Attendance and Punctuality

Class and lab attendance is regulated by the policies of ECU. Due to the sequential and experiential nature of the professional phase curriculum, 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 is expected, and faculty may have specific expectations posted in their syllabus. Given this is a professional program, in-class attendance is one of the multitudes of professional behaviors expected. Please note that prior notification does not excuse you from your responsibility to attend the class but is a professional courtesy that notifies the faculty member of your absence. You must talk with individual faculty members as to what your responsibility is for any missed classes. Guidelines governing attendance for Fieldwork I and II classes are clarified in their respective Standard Operating Procedure statements.

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)

Grading

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). As a graduate program, we do not follow a grading system of + or –, but only assign letter grades. 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 in order to continue in the program. A student with less than a GPA of 3.0 is placed on academic probation (maximum length of probation is one semester). The student must petition in writing to the faculty to continue in the program, with the expectation of raising their GPA to 3.0 or above. The coursework that can be applied towards this requirement are only approved OT curriculum course work. Graduate courses from other programs are not applicable. If the student fails to raise his/her GPA after the probationary period, s/he 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 course work that lowered the GPA average before being assigned Fieldwork II status. 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 Chair of the Department.

2. Practicum Requirements: To ensure students' demonstration of the clinical competency in knowledge and skills during the academic coursework of the program, students are tested in clinical competency in six clinical lab courses throughout the program: (1) OCCT6002 Occupation and Movement Lab, (2) OCCT6006 Health Impairments and Occupational Therapy I Lab, (3) OCCT6008 Health Impairments and Occupational Therapy II Lab, (4) OCCT6150 Therapeutic Use of Human Occupation I Lab, (5) OCCT6250 Therapeutic Use of Human Occupation II Lab, and (6) OCCT6350 Therapeutic Use of Human Occupation III Lab. For each of these courses, students are expected to score 80% or higher on the practicum requirement to demonstrate their clinical competency of knowledge and skills developed throughout the program. This means that students are expected to show competency not only in clinical knowledge and skills learned during the semester of the course but also in clinical knowledge and skills learned throughout the program up to that point. If a student scores below an 80% in the

practicum requirement, the highest grade a student can receive in that particular course is a "C". Re-take of the practicum for the purpose of receiving a new grade is not allowed, unless approved by the course instructor, the Graduate Program Director, and the Department Chair.

3. A student who has acquired one (1) "C" letter grade is identified at risk for dismissal from a program. Once a student has acquired two (2) "C" letter grades, regardless of credit hours for those courses, the student will be dismissed from the program. Likewise, a student who receives two (2) unsatisfactory "U" for thesis courses will be dismissed from the program.
If the overall cumulative GPA of the student who has acquired two (2) "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 as a whole.

4. A cumulative graduate GPA of 3.0 or above is required for graduation based on semester hours of graded credit hours. Fieldwork II does not apply in this case.

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.** This is inclusive of unsatisfactory for Fieldwork I and Fieldwork II. If a student is dismissed from Fieldwork I, the student is automatically dismissed from the program.

6. Please see the official Graduate Catalog for specific details about Grades and Scholarship (https://catalog.ecu.edu/content.php?catoid=29&navoid=2593#Grades_and_Scholarship).

Incomplete Grades
Students must have a written contract with the instructor detailing the terms and requirements of the course to receive an incomplete in any OCCT courses. The requirements must be completed before the close of the subsequent semesters (including 11-week Summer session as one semester) as contracted with the instructor of the course. A copy of the contract 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 to course instructor, student, Department Chair, ant the student's file. Incompletes 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 Appeal
Please see the current Graduate School Catalog for the current appeal process. It can be located at: https://catalog.ecu.edu/content.php?catoid=29&navoid=2593#graduate-student-grade-appeals.

ECU Department of Occupational Therapy
Academic Integrity Student Handbook Statement

As faculty members of the Department of Occupational Therapy at East Carolina University, it is our role to inform, 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 (AOTA, 2020).

The Department of Occupational Therapy follows all ECU policies regarding academic integrity and student code of conduct, as described by the Office of Student Rights and Responsibilities and the Faculty

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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, plagiarism, cheating, falsifying work, and/or assisting other students in any way that would give them an unfair advantage over their peers or limit their learning opportunities.

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 his/her responsibility to speak with the course instructor to ensure personal adherence to principles of academic integrity. Additionally, if a student becomes aware of a breach of academic integrity, it is his/her ethical responsibility to report this to the course instructor or the Department Chair, consistent with 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 offers valuable feedback through grades, lab experiences, examinations, and mentoring, the graduate student is ultimately responsible for his/her own learning, knowledge and skills. These skills, knowledge, and ethical behaviors are expected and will be tested on fieldwork, on the NBCOT 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

Developed: August 2018
Most Recently Revised: July, 2021

Advising Graduate Occupational Therapy Students Standard Operating Procedure
To maintain the quality of faculty-student interaction, each student will be assigned an advisor for primarily academic and professional support and issues. Personal and/or professional support may be done with the assigned advisor and/or other occupational therapy faculty member of their choice. All meetings will be documented and kept in the student's file and/or in Degree Works. **It is the student's responsibility to reach out to the faculty advisor to schedule meetings as they need.**

Procedures:
1. Each student admitted into the occupational therapy program will be assigned an occupational therapy faculty advisor. Student must meet with his/her advisor at least once during the first few weeks of the program.
2. Students are responsible for meeting with their advisor post mid-term of the first semester and at least once per semester for each subsequent campus-based semester to check in with the faculty

member, to review Degree Works (https://registrar.ecu.edu/degree-works/), and/or, if applicable, address any concerns brought forth by the student or faculty.

3. Each faculty member will directly address students' academic problem and/or professional behavior observed during his/her own course. If the behavior or issue does not change as discussed, the faculty member, student, and student's advisor will meet. If needed, the Department Chair (or Graduate Program Director if necessary) could also be requested to be present. If situation persists, the faculty member will share the observed problem(s) with other faculty members.

4. During the first meeting, each student is expected to discuss the research expectations of the program and to determine if s/he wishes to complete the research project or thesis sequence.

5. The director of the student's research project or thesis, once determined, will become the student's advisor.

6. Refer to the Withdrawal Standard Operating Procedure for the advisor's role when a student is considering to withdraw from an occupational therapy course.

Guidelines and Procedures on the Student Participation in the Occupational Therapy Laboratory Section

Participation in labs is critical for developing clinical skills necessary for the occupational therapist. All students are expected to participate in labs in-person, unless the labs are delivered in a different format. Regardless of excused or non-excused absence, if in-person participation in the assigned lab is not possible, students are expected to view the recording of the lab (if available) and seek assistance from an assigned lab partner to obtain additional information and practice skills missed by the absence.

Guidelines for Professional Dress Code

Graduate occupational therapy students' appearance should portray the college as a professional medical center for the community. At any time, the dean, future employers, possible fieldwork coordinators or educators, other professional special guests, or research participants could visit and/or be involved in the classroom or campus setting. Sometimes what is appropriate for a specific session may change based on the specific class activity, and these differences will be communicated by the instructor. Graduate school is a time for a graduate student to begin demonstrating professionalism not only through actions but also through professional appearance. Faculty members may discuss professional appearance with students as a learning opportunity and may be included in professional behavior requirements as necessary.

Students are expected to wear appropriate lab dress to the lab sessions of the course as required by the faculty member of the lab section. Those students who do not feel lab dress is appropriate due to religious or cultural issues must address this with the faculty member/instructor of the course. (See Appendix D for Professional Lab Dress Code).

Students are expected to visit, observe, and participate in clinical or community settings. Dress should be professional and appropriate as outlined by the faculty member who makes the arrangements. Dress may require specific Personal Protective Equipment.

Course Withdrawal Standard Operating Procedure for Entry Level Path Guideline and Procedures

Please see the Graduate Student Catalog for the withdrawal process:
https://catalog.ecu.edu/content.php?catoid=29&navoid=2593#Withdrawal_and_Readmission

Guideline: One 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 Professional Entry Level Graduate Degree Program, **they are in essence withdrawing from the program** because all courses are required and build upon one another in succession. Students must follow the proper procedure for withdrawal. 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 withdraw is not automatic and must be applied for through the Dean of Students Office).

Procedure: Follow the process as outlined in the Graduate Student Catalog and the Extenuating Circumstances Withdrawals from the Dean of Students Office.
https://deanofstudents.ecu.edu/home/withdrawals/

Equipment and Evaluation Check-Out Guidelines and Procedures

All equipment, evaluations, splinting supplies, pediatric supplies, and audio-visual equipment will be kept in locked cabinets, lab spaces, or the storage closet. Students will not have access to the storage area keys.

Students who have assignments and/or class activities requiring this equipment will be responsible for checking out and checking in each item using the OT Equipment Sign-Out Form that will be located inside HSB 3325, 3345, 3348, 3375. Faculty must be sure that items are checked out as well as checked in to ensure that our supplies and equipment are not lost. Students are responsible for proper cleaning and sanitizing equipment during use outside of the department AND upon return to the department.

Items checked out by students should only be related to class assignments and activities. Permission must be obtained from the faculty member who is most closely associated with the item being checked out to ensure it is not needed for class or research use.

Procedure:

1. Each faculty member or faculty designee will be responsible for training their students in the proper usage of any equipment and/or evaluations prior to check-out.
2. Faculty will need to announce time(s) the equipment may be checked out and checked in to students. Students will sign out the equipment or evaluation on the OT 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 OT Equipment Sign-Out Form.
4. Student(s) will be held financially responsible for any expenses of equipment and/or evaluation kits 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.

Graduation Guidelines and Procedures

A student in the Master of Science in Occupational Therapy program has 5 years to complete all degree requirements. This timeline begins with the registration for the first semester in the program. However, the student is not allowed to delay their preparatory/academic coursework longer than 1 academic year (which requires approval by the Graduate Program Director and Department Chair) and must complete all Level II Fieldwork within 24 months in order to graduate from the program. Upon the successful

completion of all academic and fieldwork requirements of ECU and of the Department of Occupational Therapy, the student will graduate with a Master of Science degree in Occupational Therapy. Upon graduation, the student will be deemed as 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.

The following must be done prior to beginning Fieldwork II to prepare for graduation:
1. *Pre-Registration* – Students are required to pre-register for 2 fieldwork II courses. **If you do not pay the fees on schedule, your fieldwork courses will be cancelled.** If you are not officially registered, you have no liability insurance and *cannot* continue with fieldwork.
2. *Application for Graduation* – You must file an application for graduation with the Registrar's office one semester prior to the completion of requirements for your degree. If you have chosen to do a thesis, you must submit your thesis to the Graduate School as determined by the calendar found in the Graduate Catalog.
3. It is **essential** that you leave your **updated permanent** address and contact information with the Department of Occupational Therapy prior to leaving campus so that we can send you important information and contact you if there are any problems.

Lab/Classroom Use Guidelines and Procedures
During times when infectious disease is being spread, the classrooms are not available for activities outside of class and research-related responsibilities. At other times, occupational therapy classrooms/labs are available to students for professionally related purposes and activities only. Students' use of these rooms for group meetings or activities should be scheduled with the Department's Administrative Assistants to avoid conflicts. To allow occupational therapy students to use the occupational therapy classrooms/labs to study, 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. It is the students' responsibility to turn off lights, close door (and ensure it is locked), and leave room as it was upon entry (i.e., tables and chairs put back where they were, tables wiped down, supplies put away).
2. Follow adequate and proper safety procedures with lab equipment and access to the classrooms. For safety reasons, use the buddy system when using the classrooms.
3. Students are responsible for cleanliness of the classrooms and labs. Privileges may be revoked, at any time, if students are not diligent about the classrooms/labs being clean and tidy.
4. Students must leave all classrooms/labs locked with doors closed once they are finished. There should not be classrooms/labs left with doors open and unoccupied. Please turn off the lights and make sure the door is locked behind you, even if you are not the one who opened the door.
5. Students are to clean up after themselves in the labs and classrooms during their regular class sessions as well. 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.

Special guidelines and procedures: The Department of Occupational Therapy reserves the rights to require students to follow special guidelines during coursework, including on-campus as well as off-campus works, 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, and getting appropriate vaccines. If any student does not follow the special guidelines required by the Department of

Occupational Therapy, the Department of Occupational Therapy 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 by discussing with the instructor and may not be allowed to return to the learning environment until the issue has been resolved.

Professional Development Assessment Guidelines and Procedure

Introduction: The development of professional behaviors is a cornerstone of the educational experience within the occupational therapy program. Faculty will provide guidance and experience to further facilitate each student's professional behavior development. 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. The five general areas of professional behaviors include: a positive self-regard, increased self-awareness, interpersonal competence, contribution to the learning of others, and a commitment to learning. Please refer to Appendix A in the student manual.

Professionalism: As students enter the professional phase of the occupational therapy program, they are expected to develop behaviors and habits expected of a professional occupational therapist. The American Occupational Therapy Association's *Code of Ethics* is a public statement of the value and principles used to promote and maintain the high standards of behavior in occupational therapy. The *Code of Ethics* is available from AOTA or in required occupational therapy textbooks. Students should read and be familiar with these principles and values.

National Board for Certification in Occupational Therapy: Students should be aware that the National Board for the Certification of Occupational Therapy, Inc. (NBCOT) may take disciplinary action against any OTR, COTA, or certification examination candidate who has been convicted of a felony. The grounds for discipline which specifically relate to felony convictions are unethical behavior which include: 1) violating any federal or state statue or law which relates to the practice for which the individual has a certificate; and 2) being convicted of a crime, the circumstances of which substantially relate to the practice of occupational therapy or indicate an inability to engage in the practice of occupational therapy safely, proficiently, and/or competently. If the individual is not yet certified by the NBCOT, the NBCOT Disciplinary Action Committee may decide to deny the individual the opportunity to take the certification examination or may deny the individual certification. The NBCOT Disciplinary Action Committee will consider each case on an individual basis and decide if the circumstances of an individuals' crime may be such to indicate an inability to safely, ethically, and proficiently engage in the practice of occupational therapy.

Special Needs Standard Operating Procedure

The Americans with Disabilities Act has defined special needs as follows:
"Physical or mental impairment that substantially limits one or more of the major life's activities of such individual; a record of such an impairment; or, being regarded as having such an impairment" (ADA, 104, Statute.338).

ECU seeks to fully comply with the Americans with Disabilities Act. Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services, located in Slay 138, to verify the disability before any accommodations can occur. The telephone number is 252-737-1016, Fax: 252-737-1025, E-mail dssdept@ecu.edu.

Student Feedback for Program

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 in the form of townhall meeting during the Spring Semester 5. The townhall meeting will be facilitated by the Department Chair and the Graduate Program Director.

FIELDWORK GUIDELINES AND PROCEDURES

Fieldwork Guidelines and Procedures

Purpose

The occupational therapy curriculum at ECU includes a variety of integrated experiential learning opportunities in the form of both course-related practicums and fieldwork specific experiences. These experiences are designed to provide the student with opportunities to apply the skills and knowledge learned through assigned readings, research, and classroom activities while in a clinical setting.

Students will be exposed to a number of course-integrated experiences throughout the curriculum. These experiences afford students the opportunity to learn directly from clinical providers and recipients of service through observation, practical application, and assignment completion. For instance, when the student is studying conditions of aging and implementation of interviewing techniques, the student might have an assignment to interview an older adult about the changes they experienced as they grew older.

Students will also complete four fieldwork-specific courses that provide more extensive immersion into the clinical setting under the supervision of an assigned fieldwork educator at a clinical affiliate site. The Academic Fieldwork Coordinator (AFWC) will work to assure that fieldwork site selection and student assignment to field experiences differ in population, setting type, and /or practice area to facilitate student development towards entry-level practice competency.

Fieldwork is overseen by the Academic Fieldwork Coordinator and Fieldwork Administrative Assistant, known collectively as the Fieldwork Coordination Team (FWCT). They work directly with the students on establishing and fulfilling all necessary requirements for participation and successful completion of designated experiential learning experiences.

It is important that students understand that they will be required to purchase several **data repository systems** for use in preparing for and completing experiential learning requirements while in the MSOT Program at ECU. The approximate cost of the combined systems can be found on the ECU OT Program Website. The majority of these costs are incurred during the first semester of the program.

Criteria for Participation in Experiential Learning Opportunities

The following conditions are required for participation in experiential learning opportunities completed at clinical affiliate sites:

1. Enrollment in all required platforms, including those used by ECU and its clinical affiliates, for the completion and verification of experiential learning requirements (*known as "onboarding"*).
   a. Students are fully responsible for any/all costs associated with required platforms.
   b. Students are fully responsible for *continually* monitoring and updating requirements in all platforms.
   c. Submission of accurate information to these systems is a mandatory requirement.
      - While the FWCT will provide guidance and oversight during these processes, it is the student's responsibility to thoroughly read and execute all site-related requirements for onboarding.
      - If a site requires specific documentation be completed by the educational program, the student is responsible for providing the FWCT with those materials and coordinating their completion.

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2. The following must be kept up-to-date in accordance with all established timelines and dues dates.
   a. Immunization records (*TB, Hep B, Varicella, MMR, Tetanus, annual Flu shot, COVID, etc.)*
   b. Proof of health insurance coverage
   c. Proof of current CPR certification
   d. Proof of completion of training required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA)
   e. Proof of Infectious Disease training record (*Blood Borne Pathogen, etc...)*
   f. Proof of completion of all Area Health Education Centers (AHEC) Core Orientation modules
   g. Proof of completion of any/all site-specific requirements (*additional training modules, confidentiality agreements, fingerprinting requests, etc...)*
   h. Signed acknowledgement of having read and understood the ECU student handbook (*annually*)
   i. Signed acknowledgement of having read and understood the Essential Functions and Technical Standards (*annually*)
   j. Criminal Background Check (CBC) clearance (*See Appendix E*)
   k. Drug Screening (DS) clearance (*See Appendix E*)
   l. Results of a medical examination, *as needed*
   m. Completion of OCCT pre-requisite courses (*see below*)
3. OCCT pre-requisite courses: Level II Fieldwork is intended to provide students with the opportunity to practice and master skills necessary to function as competent *generalist* entry-level occupational therapists. To accomplish this goal, the occupational therapy faculty agree that it is critical for the student to have completed all preparatory coursework *prior to* beginning the Level II Fieldwork experiences.
   a. Therefore, all academic coursework in the occupational therapy curriculum, with the *exception of OCCT 6650 - Conducting Research in Occupational Therapy, OCCT 6660 - Master's Project, and OCCT 7000 – Thesis,* must be completed prior to beginning Level II Fieldwork (*OCCT 6450*).
   b. Students must be in strong academic standing as evidenced by (1) a minimum of 3.00 GPA and (2) no more than *two* courses with a grade of "C" earned by the student,
      - The only exception is faculty and Department Chair approval for program continuation following student petition.
   c. Any students who have completed coursework on a part-time basis or who, for any reason, have not completed courses in the typical sequence of the Master of Science in Occupational Therapy (MSOT) program will submit verification of courses completed and a schedule for completion of remaining fieldwork prerequisites to the AFWC prior to the scheduling of Level II Fieldwork.
4. Students must complete all Level II Fieldwork requirements within 24 months (*beginning from registration for the first Level II Fieldwork course and including any time gaps between the two Level II Fieldworks*) to graduate from the program.
5. Student behavior must meet educational, professional, and ethical standards of the occupational therapy profession throughout the duration of the program. As occupational therapy professionals, students are required to abide by and uphold the American Occupational Therapy Association Code of Ethics.
   a. During clinical fieldwork rotations, students work under the professional license of the practicing therapist. Therefore, they must understand and abide by state licensure regulations and guidelines as well.
6. Students must ensure they are able to continually meet the Essential Functions and Technical Standards set by the occupational therapy program. Any changes in status that (1) would endanger the health, safety, or well-being of clients, staff, fellow students, faculty, or the student themselves, or (2)

require consideration for establishment of reasonable accommodations for fieldwork engagement must be reported to the AFWC and Department Chair immediately.
7. Students must ensure satisfactory compliance with the Department of Occupational Therapy's Academic Guidelines and Procedures.

General Selection and Placement Process for Fieldwork

The following process will be used for the placement of students. This process will be discussed further with students throughout the curriculum.

1. The FWCT will work closely with established clinical affiliate sites to determine the timing and number of students that each facility is willing to host for each fieldwork experience type. The FWCT closely manages this reservation process to facilitate variety regarding populations, setting types, and practice areas for each cohort of students.
2. The FWCT will gather (1) information from students regarding fieldwork interests and (2) input from faculty regarding student performance. This information, used in conjunction with fieldwork reservation availability, aids in the determination of fieldwork placement assignments for each student that are in keeping with ACOTE guidelines.
3. During the second and third semesters, the AFWC will determine fieldwork site placements. Placement assignment will be released to students at the following timeframes:
    a. Level I Fieldwork - in the summer prior to the fourth semester.
    b. Level II Fieldwork – in the fall at the very end of the fourth semester.
4. Approximately 8 weeks prior to any scheduled experiential learning experience (*classroom-based or fieldwork),* onboarding requirements are completed by the student.
    a. Requirements are uploaded into the appropriate **data repository systems** in preparation for the learning experience.
    b. These include:
        i. **ECU Required platforms**
            1. **Exxat:** Houses student demographic information, immunizations, annual training certificates, and site-specific clinical requirements.
            2. **CastleBranch (CB)**: Used for Drug Screening (DS) and Criminal Background Checks (CBC).
        ii. **Site-Specific platforms**
            1. **Rotation Manager (RM)** - Everyone will use for classroom-based learning at ECU Health and intermittently for other fieldwork site assignments.
            2. **My Clinical Exchange (MCE) –** Some students may use based on fieldwork site assignments.
            3. ANY additional system(s) being used by a clinical affiliate site.
    c. **As mentioned above, onboarding requirements are often completed outside of the semester in which the fieldwork rotation is scheduled.**
        i. Students will need to be actively engaged in all onboarding processes occurring in all required data repository systems, based on assigned due dates.
        ii. Failure to complete requirements or communicate about their status to the FWCT in a timely manner can result in the loss of the experiential learning opportunity (*classroom-based or fieldwork*), resulting in failure of the course for which that experience is assigned to.

Fieldwork Databases and Processes

As part of student orientation and throughout the first semester, students should become familiar with the resources available in the Exxat Fieldwork Database and Canvas OCCT 7777 – Developmental Fieldwork Module. These platforms contain a vast amount of information regarding the fieldwork process in general and fieldwork sites in particular. Canvas OCCT 7777 is "non-curricular" course which means that students have access to this platform throughout the entire program. Many routine questions can be answered using the resources provided in this course module.

Exxat contains

1. **Fieldwork Clinical Sites** – contains an informational overview of ECU's most frequently used fieldwork sites. Materials include any site-provided (*AOTA data forms*) and/or student-provided (*Student Evaluation of Fieldwork Experience - SEFWE*) information we have on file. There is an interactive Affiliation map that can be searched by site name, location, setting type, or practice area. Site-specific onboarding requirements are built into the clinical site's page to be completed by the students upon assignment for experiential learning.
2. **Student preferences** – students will be able to view, rank and submit a wish list for Level I and Level II FW placements during their second semester in the program.
3. **Student Demographic Information** – students will enter demographic information for use in assigning FW placements and sharing with FW sites.
4. **Compliance Section** – students will upload all program and onboarding requirements for review by the FWCT. Secure sharing of specified requirements can be completed by the FWCT or student from this section.
5. **Learning Activities** – students will be assigned required activities during both Level I and Level II Fieldwork courses for completion in Exxat. These may include, but are not limited to, professionalism inventories/goals, fieldwork supervisory forms and timesheets, and student performance/site experience evaluations.

Canvas 7777 module contains

1. **Platform Overviews** – contains general information about all programmatic and clinical platforms being used for experiential learning.
2. **FW Site Video Tour module** – contains student-developed videos of placement sites that have been used in the last few years.
3. **FW Overview Instruction** - the FWCT will schedule instructional classes throughout the first and second semester to help orient students to all FW related process, requirements, and data repositories. Class recordings of these session will be available in this module.
4. **FW Selection Process** – contains an overview of the FW selection process, practice setting descriptions, and student-led FW panel presentations.
5. **General Forms and Annual Training access** – frequently used forms and training process are accessible and instructions for how to access/use each data repository system are detailed in this module.
6. **Onboarding assignments** – students complete all onboarding requirement assignments in this module in order to streamline accessibility, review, and retrieval of information across the fieldwork continuum.

Important Factors in the Fieldwork Placement Process

Students are responsible for all financial and logistical implications of fieldwork experiences.

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1. Based on the complexity of this process, the student must understand that special consideration in the assignment of fieldwork experiences cannot be based on individual financial need, lack of transportation, lack of housing, marital/relationship status, special event plans (*weddings, reunions, etc.*), future career desires, etc.
2. Arrangements for appropriate housing during all fieldwork placements are the sole responsibility of the student. The NC Area Health Education Center (AHEC) is a resource available to all students for who need to locate temporary housing throughout NC during fieldwork experiences. Students should access the AHEC FAQ's document housed in Canvas OCCT 7777 to ensure proper completion of their application. Payment for this service is managed through their student accounts and must be managed by the Student Services Coordinator/AHEC Coordinator in the College of Allied Health Services.

It is also important to understand that provision of fieldwork opportunities by clinical affiliate sites are a **completely voluntary endeavor**. While it is **mandatory** that students complete these clinical learning experiences for graduation, supervisors and sites **are not obligated** to provide these opportunities, nor are they paid to do so. This means that replacement of fieldwork opportunities, especially on short notice, is not something that the AFWC can guarantee.

1. Therefore, students need to manage personal obligations appropriately in relation to designated fieldwork timeframes.
    a. The FWCT does not plan clinical experiences around individual student requests for personal situations (*see examples listed in section above*) that would require an adjustment of the fieldwork dates, fieldwork working hours, etc. This is due to the demand it would create for the clinical affiliate site and fieldwork educator(s).
    b. Clinical affiliate sites may need to adjust the start date, end date, or daily work schedule configuration on short notice.
        i. This means that while there are "*scheduled*" gaps of time before and after most fieldworks, if a site needs to adjust the fieldwork schedule, the student must be able to accommodate on short notice, or risk losing the fieldwork placement.
        ii. *It is important that students avoid planning significant life events, structured vacations, trips where internet access is limited, etc. during these break periods.*
2. In turn, when a site cancels a student placement, the AFWC will work hard to replace the student in an alternative site during the same timeframe as the cancelled fieldwork placement. However, in some situations, this may not be possible due to limited site availability, which may result in a delayed fieldwork placement which, in turn, can impact program completion/graduation.

Fieldwork Placements
The FWCT works directly with the fieldwork sites to determine their availability and willingness to take students each year. Keep in mind that fieldwork sites do not offer fieldwork placements at all times or for all fieldwork types (Level I/Level II). Unless otherwise approved by the AFWC, students **are NOT authorized** to contact sites directly to request fieldwork placement opportunities on behalf of the ECU MSOT program. *The exception to this policy is outlined in the "**New Site Fieldwork Placement Guidelines**" section below.*

The AFWC is the ultimate decision-maker for all fieldwork placements based on (1) student's individual educational and learning needs, (2) site requirements/expectations, and (3) clinical site utilization needs to ensure longevity of clinical partnerships. Again, it is important that students recognize that fieldwork is a complex process that requires the FWCT to balance and navigate the needs, expectations, and

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requirements of multiple stakeholders (*MSOT program, clinical affiliate site, individual students*). While student interests are obtained as part of this process, students must understand that the primary goal in assigning fieldwork placements is to ensure exposure to clinical opportunities that support the development of students in becoming well-rounded, entry level practitioners *(this is linked to the "Important Factors in the Fieldwork Placement Process" section above)*. ***There is never a guarantee that students will be placed at the sites or settings that they have identified in the student "wish list" process completed through Exxat.*

New Site Fieldwork Placement Guidelines
A student who is interested in establishing a new fieldwork site must meet with the AFWC to obtain permission and instructions for doing so. This is to be considered an *exception to the norm* and not a standard request. Much work has been done to establish each of current fieldwork placement sites and priority is given to clinical site availability that is offered at the time planning occurs.

Students are NOT to make contact with any facility on behalf of ECU or the Department of Occupational Therapy before receiving permission from the AFWC. Taking such actions can void any possibility of the student's placement at that location and can be viewed as a conflict of interest. Continued pursuit of this nature can be viewed as disruptive and inappropriate behavior and can result in removal from the program.

In the event that a student is given permission to contact a site, there are only two pieces of information we need the student to obtain: (1) if the site takes out-of-state students for fieldwork, and (2) who the point of contact is for setting up the fieldwork opportunity.

Change in Status and ADA Accommodation
Students must continually monitor their ability to meet the Essential Functions and Technical Standards designated for the MSOT program. Any time that there is a change in status that could preclude a student's ability to (1) meet standards set forth in those guidelines or (2) meet site-specific requirements related to experiential learning (class-based/fieldwork), the AFWC and Department Chair must be alerted.

Students should remember that they must follow ECU's University Policy regarding the Americans with Disabilities Act (ADA) if reasonable accommodations are needed during Level I or Level II Fieldwork experiences. Personal disclosure of personal, possible special needs is *not sufficient* for accommodations to be established at a fieldwork site. Filing the request with the University's Disability Support Services (https://dss.ecu.edu/) must be accomplished, and the request must be approved for the accommodation request to be valid.

Please recognize fieldwork accommodations may be different than academic accommodations and may require a different accommodation letter from the University's Disability Support Services. Once the student receives this fieldwork accommodation letter, it will be provided to the FWCT via the Exxat database. Students do need to provide an updated copy of their accommodation letter during each subsequent semester that clinical accommodations are requested for fieldwork.

For the AFWC to initiate discussion of student needs with assigned fieldwork placement sites, written approval, via a departmental FERPA release form, would need to be on file. This is a completely voluntary process. If signed, the release allows the AFWC to initiate contact with a fieldwork site to

determine if reasonable accommodations to support completion of the fieldwork experience can be arranged. Students also have the option to send their accommodation information directly to the site as part of the student profile in Exxat.

It is important to know that disclosure of accommodation needs cannot occur prior to placement assignment/acceptance by the clinical entity. This is based on ADA regulations. It is also at the clinical entity's discretion as to whether they can support the requested accommodation(s). If a clinical site indicates that they are not able to support a requested accommodation, the student will need to let the AFWC know how they want to proceed with accepting that placement.

Timely notification of accommodation need is important. There are times that new needs arise during Level II Fieldwork. It is the student's responsibility to work with the AFWC and DSS to properly identify and manage those needs according to appropriate guidelines when the need first arises. The process for establishing accommodations can be lengthy. Documentation to support the accommodation request often needs to be obtained from a healthcare provider which can take time. Students should not expect to be granted accommodations during the middle of the fieldwork that are retroactive in nature. This means that the accommodation process is not intended to remedy a student's difficulty with successfully meeting the expectations of his/her FW experience, after the fact.

University Policy states
"East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services, located in 138 Slay Building, to verify the disability before any accommodations can occur." The telephone number is 252-737-1016; https://accessibility.ecu.edu/students/

**Any change in status that would affect the information disclosed on a Criminal Background Check must follow the "*Criminal Charges and/or Convictions Before and During the Program"* statements provided earlier in this handbook.

Student Responsibilities across All Fieldwork Placements
Exxat and fieldwork preparation requirements
Students are responsible for completing and maintaining all identified requirements associated with the fieldwork process on all existing platforms outlined above in the **Fieldwork Databases and Processes.** This is to assure readiness for all experiential learning opportunities (*class-based and fieldwork*). If these requirements are not met in a timely and thorough manner, it could result in the loss of an academic opportunity that could impact a course grade or the loss of a scheduled fieldwork placement.
If access to experiential learning is lost due to a student's failure to maintain these requirements, there is the potential that another learning opportunity or site may not be found in replacement, which could result in a failing grade for the course, or a delay in program completion/graduation.

Student Schedule During Fieldwork
The student is responsible for (1) attending all scheduled meetings, classes and individual sessions with the AFWC, (2) completing all assigned FW requirements (*even when scheduled outside of typical FW courses dates*), and (3) maintaining the same working hours as the assigned fieldwork educator while on

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fieldwork. *Only illness, emergency, site observed holiday, or significant adverse weather situations are justifiable reasons for missing a fieldwork day.*

1. If sites have a specific policy regarding how sick/emergency days are managed for fieldwork students, the program will honor that policy. NOTE: the reason for the missed time/day must comply with the categories above.
2. Scheduled personal/vacation time off are NOT allowed during fieldwork. If the student has a rare occurrence where personal time off might be justifiable (*such as a scheduled doctor's appointment that would take months to reschedule*), explicit permission must be sought in writing, as far in advance of the situation as possible. *IF* permission for time off is granted by the AFWC or MSOT Program Chair, a formal plan for making up that time must be negotiated and approved by the program and site in advance.

It is the student's responsibility to understand these constraints and abide by them during fieldwork as these are aspects of academic integrity and professional behavior. While we understand that it is unfortunate to miss personal life events, attendance is a strict requirement of fieldwork as outlined in the ACOTE standards. ***Students are therefore again reminded not to schedule personal events before, during, between, or right after fieldwork.***

If a fieldwork date is missed for one of the few reasons listed above, both the FWCT and fieldwork educator(s) are to be informed immediately by the student and the student must reschedule missed time with the fieldwork educator (*and site coordinator when appropriate*). Students must provide an update regarding this change in schedule in the course assignment area of Canvas. Again, please keep in mind the burden that missing fieldwork time places on the clinical site in trying to plan additional clinical hours outside of the normal schedule. Per ACOTE standards, students must complete 24 weeks of "full-time" Level II Fieldwork which divided between 2 clinical placement rotations.

In following the fieldwork site schedule, student may have to work holiday or weekend days/hours, even if ECU is closed for holidays or has an altered schedule due to emergency situations.

Fieldwork Dress Code
Refer to Appendix F.

Fieldwork Assignments
Students are responsible for completing assignments as outlined in Exxat, various Canvas course modules (Developmental Fieldwork OCCT 7777 and FW specific course modules), course syllabi, and by the fieldwork educator at their assigned fieldwork site.

Students should expect that they will need to dedicate time outside of their scheduled fieldwork hours to complete assignments, look up evidence-based practice information, prepare interventions, etc. Depending on the fieldwork site, these may be very time-consuming demands.

As such, we *strongly recommend* that students NOT engage in work outside of this fieldwork experience as it can significantly impede a student's ability to meet the expectations and standards of the site and could even result in a failing score on the AOTA Fieldwork Performance Evaluation (FWPE).
***Students should be aware that failing a fieldwork course means dismissal from the MSOT Program.*

Guidelines of HIPAA and confidentiality must be followed if any consumer paperwork is taken outside of the fieldwork facility by the student to complete fieldwork objectives (e.g., use the individual's initials

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rather than name and delete all other identifying information such as social security number, patient ID #, etc.) or when sharing clinically related experiences in answering questions in Canvas for the course.

Social Networking Guidelines

Being healthcare professionals, you now need to consider the following social network guidelines to ensure you are not unintentionally noncompliant with HIPAA regulations. These guidelines are also in place to help facilitate the integration of professional skills and practices into your everyday routines as health care providers.

1. When speaking with your peers while visiting various sites for specific classes and while on Level I Fieldwork and Level II Fieldwork, you must also recognize you cannot share any patient information, or anything considered protected health information on Facebook, Instagram, Twitter, or any other social network or means of communication.
2. It is a HIPAA violation if you mention a client/patient with enough information that the client/patient might be identified, even if you avoid directly disclosing Protected Health Information. The consequences for violations are severe.
3. Names of supervisors, comments, and/or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. 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 your site posts a picture of you and the clients on their organization's webpage. You are welcome to provide the link to that page, but do not repost those pictures on your personal social media pages.*
5. Stating where you are on fieldwork is up to you but may lead to you being identified by others. Consider if you want privacy from clients, patients, and staff.
6. Use your official ECU e-mail address for all professional correspondence needed via e-mail for all fieldwork related issues. Send all emails to the ECUOT.FW@ecu.edu address.
7. Do not ask your supervisor or clients to "friend" you while on fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the fieldwork experience, this is your personal choice.
8. If there is any question or you are unsure of something regarding social networking, discuss the issues directly with your fieldwork educator or AFWC before acting.
9. If you are attached to your cell phone and look at it constantly, it is advised you leave your cell phone in your car or in the office so that you are not tempted to pull it out while you are with a patient, caregivers, fieldwork educators, etc.
   a. This can be a significant issue in your ability to perform in a professional manner and could have negative consequences if your site feels that it is a hindrance to your ability to meet performance standards.
10. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider googling your name to discover what is in cyberspace that others can see about you.

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

Fieldwork Specific Coursework

Level I Fieldwork: OCCT 6400 and OCCT 6410

Level I Fieldwork experiences are designed to aid the student in developing a basic comfort level with, and understanding of, the needs of occupational therapy service recipients. They allow for observation of and participation in selected aspects of the occupational therapy process. This fieldwork course provides a major component of the role modeling, significant role taking, and integration of knowledge that are a vital to the OT Department's philosophy and curriculum design. Level I fieldwork also provides students with opportunities to integrate theory and practice, display professional behaviors, and begin developing technical skills. They will further explore the balance between technical skills, interprofessional capacities, theoretical knowledge, and commitment to service and scientific inquiry.

1. Each student will participate in two Level I Fieldwork experiences that will be approximately 32-40 hours in duration. This experience is *typically* implemented as a week-long clinical practicum. It is important to note that there are a variety of instructional methods that can be employed by the educational program in fulfillment of this requirement (ACOTE standard C.1.9., 2018) if the typical block week configuration is not an option.
2. Students will also participate in scheduled classes focused on onboarding, professional development, and integration of knowledge gleaned from the fieldwork experience.

The one-week blocked experiences will take place in settings *primarily* throughout North Carolina.

Level I Fieldwork Grading Procedures

Prior to final grade determination:
1. The fieldwork educator completes the AOTA Evaluation of Student Competency Form for the student and the student completes the FWI Site Evaluation Form for the clinical site. Both evaluations are reviewed and discussed on the student's final day of the fieldwork experience. An electronic copy will be accessible to the FWCT via Exxat. A copy of the forms should be made for the site and student to maintain in their respective files. The AFWC will review the evaluation forms to assure acceptable student performance and conduct individual conferences with students and/or fieldwork educators as needed for clarification or additional information.
2. Grading also includes quality/completion of onboarding requirements, Fieldwork I case study, Fieldwork I site discussion/presentation, professional development assignments, classroom participation/professional behavior, and class attendance.

Students must receive a grade of "C" or better to pass this course. The final Fieldwork I grade will be based on student performance in meeting all course requirements and site expectations (*details are outlined in each course syllabus*). A report of inappropriate behavior(s) including ethical concerns or failure to complete the assigned fieldwork experience can result in failure of the course and dismissal from the program.

Level II Fieldwork: OCCT 6450

Students complete this course in the sixth semester and again during the seventh semester to achieve the combined 24 weeks of full-time fieldwork experience as required by ACOTE (C.1.10). Each fieldwork is scheduled to occur as a separate course, each lasting a minimum of 12 weeks, during which the student follows their fieldwork educator's *full-time* schedule.

The Level II Fieldwork courses provide the final, and most extensive, component of the "significant role taking experiences" that are a vital part of the department's philosophy and curriculum design. It is

Deleted: . Students will have the opportunity to apply classroom learning, such as theory, models of practice, frames of reference, evaluation, goal setting, intervention planning and implementation, and discharge planning and recommendations for assisting people to enhance their occupational performance.

Deleted: This integration of knowledge into practice fosters the application of technical skills, the exploration of the balance between these technical skills and their theoretical knowledge base, and the student's commitment to service and scientific inquiry.

designed to provide students with extended practice opportunities for skill exploration, technique refinement, advanced knowledge acquisition, professional skill development, and critical thinking experiences pertinent to the provision of occupational therapy services. These opportunities provide students with in-depth experiences in integrating theory and practice while developing the entry-level skills needed to safely and effectively deliver occupational therapy services. Fieldwork is also fundamental to the development and execution of the professional skills, clinical reasoning, and interprofessional collaboration capabilities needed for interaction with a variety of stakeholders across the healthcare continuum. In addition to applying the occupational therapy process with consumers, students have the opportunity to begin acting as change agents and exploring roles in research, administration, advocacy, and management of occupational therapy services while at each fieldwork site.

1. Each of these courses typically takes place at different sites but can occur in one setting as long as it is reflective of more than one practice area.
2. The AFWC's primary aim in assigning Level II Fieldwork placements is to facilitate student learning in a variety of practice settings and areas for a variety of service recipients to support their success in becoming competent entry-level *generalists*. While students are allowed to share their site, setting, and population interests during the assignment process, students are again reminded that there is no guarantee that students will receive sites identified on their wish list. The AFWC is the ultimate decision-maker for all fieldwork placements.
3. Level II Fieldwork experiences are arranged primarily within North Carolina; exceptions may be authorized by the AFWC but will be based on faculty input regarding overall student performance.
4. Any fees charged by a facility or state are the student's responsibility to pay; there have been situations in which out-of-state surcharges have occurred.

Successful completion of all fieldwork requirements is a prerequisite to both program completion and national certification exam eligibility. Therefore, it is *strongly recommended* that any student who is having personal and/or professional challenges that affect clinical performance and/or quality/safety of patient care contacts the AFWC immediately. We are here to provide support, strategies, and advocacy for every student while on fieldwork. We cannot help you with challenges we do not know about.

It bears repeating that students are responsible for ensuring that they can meet the Essential Functions and Technical Standards required for the MSOT program. Any time that there is a change in status, the AFWC and Department Chair must be notified. Students alone can interface with the University Student's Disability Services for assistance with accommodations. We are here to provide guidance and support but cannot initiate this process for you.

Level II Fieldwork Grading Guidelines and Procedures
The AFWC is responsible for assignment of course credit and grade for each Level II Fieldwork. Student grade determination (*pass/fail*) is based on overall performance during completion of fieldwork-related requirements. It is important that students understand ALL following responsibilities and expectations are critical and impact the grading of the OCCT 6450 course.
1. Complete all facility onboarding processes in accordance with *facility and program*-required due dates and standards.
2. Complete all course-related requirements as outlined in the course syllabus and Canvas course module. Assignments must be turned in using the platform indicated for each assignment which could include any of the platforms outlined earlier in this section. It is the responsibility of the student to properly communicate difficulties in meeting set expectations with the FWCT.

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3. Fieldwork educator and student versions of the midterm/final AOTA Fieldwork Performance Evaluation (FWPE) must be accessible in Formstack by the AFWC.
    a. Per the evaluation guidelines, any time a student exhibits unsatisfactory behavior in a substantial number of tasks or their potential to achieve entry-level competence by the end of fieldwork is in question, the site Fieldwork Coordinator/Educator must be in contact with the AFWC.
    b. If concerns require development of a formal plan for improvement, the plan will be in writing and signed by the student, AFWC, and clinical fieldwork site. Attainment of competency in all identified areas must be obtained (*in addition to meeting FWPE requirements*) for successful completion of fieldwork.
    c. A sum score of 111 or higher is required to receive a **"pass"** on the FWPE.
4. Meet the required 12-week *full-time* fieldwork minimum for each FW or a combined 24-week minimum if circumstances dictate a departure from standard fieldwork delivery configuration (*e.g. pandemic, natural disasters, etc*).
5. Provide all paperwork to the FWCT in accordance with set due dates and in compliance with the directions provided.
6. Demonstrate adherence to all professional and ethical behavior standards set-forth by the program, clinical site, AOTA, and ACOTE.

General Fieldwork Grading and Passing Guidelines
Students who (1) do not complete a fieldwork experience, (2) are asked to leave a fieldwork experience for any reason (*in particular poor performance or *disruptive behavior*), (3) earn a less than passing grade on any fieldwork experience, or (4) fail to complete course-related requirements in accordance with established guidelines *will not receive a passing grade for that fieldwork experience*. According to our program's requirements, this means the student will be dismissed from the program.

> **Disruptive behavior* includes any professional and/or ethical behavior that interferes with the safe evaluation/treatment of patients/clients, or that negatively impacts the daily routines and duties associated with the fieldwork experience. Examples of such behaviors include, *but are not limited to*, using cell phones or other electronic devices at inappropriate times; refusing or negatively reacting to clinical feedback; not following the fieldwork site's policies and procedures; unethical behaviors such as submitting falsified documentation; questioning authority; bullying patients/clients, significant others, staff, volunteers, or others; frequently being absent or late with or without notifying the fieldwork educator and AFWC; and making threats or personal insults. *This is not an exhaustive list*. Professional and ethical behaviors are evaluated based on the AOTA Code of Ethics, site-specific regulations, the MSOT guidelines set forth in this handbook, and all ECU standards.

Failure to Successfully Complete a Fieldwork Experience
If a student fails *any* Level I Fieldwork or Level II Fieldwork experience, the student must petition, in *writing*, to repeat the failed fieldwork course. The petition must include the reason for failure and a plan of action for how this situation will be avoided during a future fieldwork placement.

The AFWC will discuss the reason for failure with the clinical site and analyze the reason(s) provided in conjunction with the Essential Functions and Technical Standards of the MSOT program. Site-identified performance deficit(s) and areas for remediation identified in relation to the Essential Functions and Technical Standards will be included in the discussion with faculty during the petition process.

The student *may*, *at the discretion of the faculty and approval by the Department Chair*, be allowed to repeat the fieldwork course. Depending on the findings of the faculty during the petition process, contingencies may be outlined that the student will need to address prior to commencement of an additional fieldwork opportunity. In this instance, the student will be required to meet with faculty within a specified timeframe to discuss progress and lessons learned in the remediation period and how this will allow them to be successful in their next FW placement.

If faculty agree that all contingencies outlined as part of the petition process have been fully met and the student has demonstrated sufficient insight and initiative in developing strategies for success moving forward:

1. The department will secure a placement to ensure that previously identified performance deficits can be fully assessed for competence.
2. The location of the repeated fieldwork experience will be at the discretion of the AFWC with input from other faculty members.
3. A contract between the student, the Department Chair, and AFWC may be developed and implemented during the repeated fieldwork course to ensure continued growth and development towards areas of concern identified during the failed FW experience. Successful achievement of any established requirements must be met in addition to the typical requirements for passing the fieldwork experience.

A **maximum of one fieldwork course** (Level I Fieldwork or Level II Fieldwork) may be repeated beyond the course of study requirements. If a repeat is allowed and a second fieldwork course failure occurs, the student is dismissed from the program without further opportunity for petition.

Approved: August 2, 2004
Most Recently Revised: August 2023

RESEARCH OPTIONS - POLICIES AND PROCEDURES

Research Options

ECU Department of Occupational Therapy's curriculum emphasizes evidence-based outcomes as the basis for occupational therapy evaluation and intervention. As such, *research* is a critical element within the occupational therapy program and is fundamental to the competent practice of occupational therapy. Thus, as the fourth major curriculum element, the topic of *research* is a constant throughout the curriculum and receives specific emphasis. Components of research are presented throughout the curriculum as they influence elements of *occupation; client; therapist; and context and environment.*

Faculty Member Research

Graduate programs are complex entities with student involvement serving multiple purposes. First, and foremost, must be the academic needs of the student. Faculty members must be ever conscientious of their ethical obligations in that regard. However, it is also recognized that student involvement represents a potential benefit to faculty members in advancing research agendas. Likewise, students are expected to be conscientious of the time invested by a faculty member in making student thesis/project collaboration possible.

By its nature, directing graduate research is a demanding task that requires both faculty members and students to devote time to bringing the work to fruition. Master's thesis or project completed by each student is a uniform expectation of the program. Departmental faculty members are expected to participate in this part of student education as part of the faculty teaching load (unless the Department Chair grants a specific exemption).

Traditionally, senior faculty members have greater experience and skills to guide graduate research. However, these same senior faculty members may also be mentoring junior faculty members under equally demanding time constraints. Thus, given faculty commitments, it is critical to match graduate student assignment with faculty mentors carefully. It may be a disservice to a student or the department, for any single faculty member to bear responsibility for directing an excessive number of graduate student project/thesis simultaneously.

Student Research

While all students gain knowledge from the emphasis on research and evidence-based outcomes, each student has an opportunity of choice regarding their *research tract*. The two options are a completion of a Masters' Research Thesis, or a Mentored Research Project. The presentation of either form of research is considered the "capstone" task of the program. Students selected as Clinical Scholars are required to complete a Masters' Research Thesis.

The majority of students will complete a masters' research project and will be assigned to a faculty member for participation under his/her mentorship. 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 very important, completion of funded grants and specific lines of research may take priority when assigning students to specific projects.

While all occupational therapy graduate students may pursue the opportunity to complete a thesis, there is a limit on how many thesis students the Department can support at one time given graduate assistant resources and areas of expertise. The Department faculty members are not required to accept a thesis student outside their area of expert knowledge. There is also no guarantee of graduate assistant funds for

thesis students outside the Clinical Research Scholar awards, although individual faculty members or the Department may have grant monies that can be used to pay graduate assistantships for assistance to work under a faculty member's research agenda.

Clinical Research Scholars

Clinical Research Scholars are highly motivated and gifted students who seek the opportunity to complete a research thesis under the guidance of a faculty member with research experience. As part of the award and responsibility, the Clinical Scholar receives an award of graduate assistantship monies.

Clinical Scholars are selected through an application process that coincides with application to the occupational therapy program but is a separate process. Clinical Scholars are offered the awards simultaneously with admission, although an applicant can decline the Clinical Scholar Award if desired and still be admitted into the program.

Once the Clinical Scholar award process is completed, each scholar is assigned a graduate faculty mentor prior to start of the program in the fall. If cases where the Clinical Scholar and/or Faculty Advisor feel a change in assignment is needed, the student should follow the *Change in Thesis Advisor Policy.*

As stated, the Clinical Research Scholars are receiving a financial award to complete a thesis. In working towards that goal, the student is responsible to work approximately 10 hours per week as a graduate assistant for the faculty advisor while receiving the award. In addition, he or she will be asked to assist with Departmental functions (e.g., Departmental programs, open houses, conferences, graduate recognition ceremonies) as needed. If at any time, the scholar fails to complete these responsibilities adequately, he or she may be at risk for losing the scholarship. In addition, failure to make sufficient progress on the thesis may also result in immediate loss of the financial award and/or result in requirement of the student to refund reward money to the university.

The specific processes for the two research options will be described, with the Masters' Research Project first.

Masters' Research Project and Process by Semester
1) *Fall Semester – First Year*
    a. All incoming first-year students are encouraged to explore the general research agendas of all faculty members within the department during the first semester. This can be done by review of the departmental website, speaking with current students in the research process, or reading publications by current faculty members.
    b. After December 1st, students are asked to review the Department Faculty Research Agendas to consider specific project possibilities (https://ot.ecu.edu/clinical-scholar-info/). Students can review each faculty member's research profile.
    c. Students are encouraged to meet with faculty members whose research may be of particular interest.

2) *Spring Semester – First Year*
    a. All master's project students enroll in the Spring section of *OCCT 6600 Concepts and Practice of Research in Occupational Therapy (3 cr), unless it was taken in the fall semester*. The outcome of the course is a research proposal done by the student for the purpose of learning the research

process. It may or may not be related to potential projects; however, doing a proposal in a particular project does not guarantee the student will be able to complete that project.

b. Students are required to complete the *Student Master's Research Project Request Form* and submit it to the administrative assistant by a specified date in the spring semester.

c. Upon submission of all the Request Forms, faculty reviews, assigns, and notifies students about their assigned projects during the spring semester. In most cases, project students will be assigned in pairs or groups.
   i. Projects assigned by faculty are based on student-declared interest, priority of faculty projects, and number of students each faculty member can supervise at that given time.
   ii. The process: Draft assignments are reviewed and discussed by all faculty members.
   iii. Once finalized, faculty notifies each project student of the Research Advisor and project assignment. Because of the nature of projects, faculty members have the right to alter the project as needed.

d. The student's assigned Research Advisor becomes his or her advisor within the occupational therapy program until graduation.

f. Completing the Institutional Review Board modules for human subjects and registering on the ECU Institutional Review Board website is required for completing the research project.

g. At the end of this semester, all students are required to attend the College of Allied Health Sciences Research Day as second year students will be presenting their theses and projects. Students will be informed of the date, times, and location of this event.

Important Note: On rare occasions, the student or faculty member may decide that he or she does not feel the project is meeting the educational goals of the student. The following process should be followed:

a. If the project student wishes to change projects with the same Research Advisor, the student should discuss this with the Research Advisor as soon as possible. It will be the purview of the faculty member to decide.

b. If a project student wishes to change both project and Research Advisor, the student should:
   i. Meet with the research advisor about a possible change or meet with the Graduate Program Director about a possible change.
   iii. 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) Summer Semester after First Year

a. Students may be asked to assist with Institutional Review Board proposal completion tasks. This will require knowledge and use of ePirate. All research studies must have a completed and approved Institutional Review Board Study Form with students identified as a co-investigator with appropriate research roles clarified. The student is responsible for understanding this proposal.

b. Students may be asked to meet regularly or as needed during the summer with Research Advisor to determine the research plan and necessary requirements for the student to complete successfully through the required research courses to graduate. By the conclusion of the summer session, the project student should have an identified research plan for the fall, as appropriate.

c. In some instances, the project student may enroll in OCCT 6650 Conducting Research in Occupational Therapy (3cr) during the summer given research project needs. Specifics of the

course expectations are outlined in the syllabus, issued by the assigned faculty advisor. Specific expectations relevant to that particular student during this semester of the course will be identified in a meeting between faculty advisor and student early in the semester.

4) Fall Semester – Second Year
   a. Students who have not enrolled in OCCT 6650 yet will enroll in OCCT 6650 Conducting Research in Occupational Therapy (3cr). Specifics of the course expectations are outlined in the syllabus, issued by the assigned faculty advisor. Specific expectations relevant to that particular student during this semester of the course will be identified in a meeting between Research Advisor and student early in the fall semester.
   b. Generally, implementation of the project occurs during the fall and/or spring semesters of the second year. During this semester, students are expected to meet regularly with the other research students and the Research Advisor to conduct the project or work on elements related to the project. A specific timeline should be identified by the Research Advisor.
   c. Those who were in OCCT 6650 during the summer may be enrolled in OCCT 6660 Master's Project (3cr) during the fall and/or spring. Specifics of the course expectations are outlined in the syllabus, issued by the Research Advisor to the student.

5) Spring Semester – Second Year
   a. The project student may be enrolled in OCCT 6660 Master's Project (3cr). Specifics of the course expectations are outlined in the syllabus, issued by the Research Advisor to the student.
   b. In this semester, the student should be finishing the requirements of the research project. This usually includes data collection, data analysis, and writing of the research project.
   c. Research project students will collaborate with fellow students and the Research Advisor to develop a poster or presentation at the department-selected research forum, typically held on "reading day" of the spring semester.
      i. The students will be expected to display their research in poster format, be able to explain the research and answer questions posed by attendees. This presentation serves as the capstone project for the student.
      ii. In some cases, project students may be encouraged to apply to present an oral (i.e., PowerPoint) presentation on Research Day. This should be discussed with the Research Advisor as the project is being completed and/or early in the spring semester.
   d. The student(s) are expected to compose a manuscript of their research project following the guidelines in Gutman, S. A. (2010). Reporting standards for intervention effectiveness studies. *American Journal of Occupational Therapy, 64*(4), 523-527 (or other format provided by your Research Advisor) that could be submitted for possible publication.
   c. *Authorship and Data Agreement* should be reviewed by research project students assigned to the project and the Research Advisor during the spring semester. It will need to be completed and signed by the student, Research Advisor, and Graduate Program Director by the conclusion of the second-year spring semester. A copy of this agreement will be kept in the student's file.

6) Summer and Fall Semester – Third Year
   a. If the student is still completing tasks related to the master's research project, she or he will repeat *OCCT 6660 Master's Project (3 cr) or OCCT 6060 Direct Independent Study (3 cr).*
   b. The outcome of OCCT 6660 for this semester is that a student must complete a proposal for submission to an appropriate conference such as the North Carolina Occupational Therapy

Association conference, prepare a manuscript for publication and/or other requirements from his/her faculty advisor.

Student Master's Research Project Request Form

Students must:
1. Review faculty members research agendas posted on the Departmental website under *Faculty & Staff* (https://ot.ecu.edu/faculty/).
2. Attend sessions offered by faculty members about their research agendas and potential projects.
3. If needed, discuss research ideas with faculty members in which you have a specific question or keen interest.
4. Select at least TWO different faculty members across the four choices.
5. Include a brief (1-2 sentence) statement of interest supporting your research project choice.
6. Submit this form to the department Administrative Assistant by the required date.

Student Name:_____

	Choice #1	Choice #2	Choice #3	Choice #4
Faculty Member				
Research Interest Topic				

Interest Statements:

Choice #1:

Choice #2

Choice #3

Choice #4

Thesis Process

This summary discusses components and process for students who wish to complete a *Master's Thesis* in the Department of Occupational Therapy. While this outlines the important components and processes, the Graduate School offers seminars and guidelines that will supersede our guidelines. For example, the Graduate School states specific deadline dates for submission each semester. Accordingly, it is the student's responsibility to know and abide by the guidelines for successful admission.

Expectations: Thesis students are encouraged and expected to submit their work for presentation at state and/or national conferences and at the Graduate Research and Creative Achievement Week, and required to submit their work to the College of Allied Health Sciences Research Day which is typically on reading day in the spring semester of the second year. If a student submits his/her research work for presentation at the national AOTA conference as a student, he/she may be able to utilize funds from supporting ECU organizations as appropriate (i.e. SOTA, SGA, and/or Pi Theta Epsilon).

Courses: To ensure a student has adequate time to complete a thesis and can graduate on time, thesis students take the first research course in the first fall of the program. This course is *OCCT 6600 Concepts and Practice of Research in Occupational Therapy (3 cr)*. The intended outcome of this course is an initial draft of the thesis proposal. The student is encouraged to share the product of this course with their Thesis Director.

In the second semester (spring), thesis students take two research courses. The second occupational therapy research course *OCCT 6650 Conducting Research in Occupational Therapy (3 cr)* is designed for the student to focus on completing the thesis proposal and prepare for the collection of data which may involve learning new assessments and processes, and seeking additional information for the literature review. This course is under the direction of the specific Thesis Director with the ideal goal of defending the thesis at the end of the spring or during the summer semesters. The second course in this spring semester is the biostatistics course *BIOS 7021 Biostatistics for Health Professionals I (3 cr)* needed to prepare the student for data analysis. This course is the additional course a thesis student is required to enroll that is not part of the occupational therapy curriculum.

Starting in the fall of the second year, thesis students are to take thesis credits, specifically: *OCCT 7000 Thesis (3 cr)*. *OCCT 7000 Thesis* is repeated each semester while working on the thesis, as the student must be continually enrolled until the thesis is successfully defended and the thesis is approved by the Graduate School. During the second summer session, OCCT 7000 is taken for one credit unless the thesis has been approved as complete. Please note that only a maximum of 6 thesis credits is awarded towards the degree, although the course may be taken up to 4 separate times.

Thesis Director: In order to be eligible to serve as a Thesis Director, the faculty member must be an occupational therapy faculty member with a doctoral degree as well as have the designation as either Associate Graduate Faculty or Graduate Faculty through the Graduate School as required by ECU Faculty Manual. There are two processes of Thesis Director selection.

In the process of selecting *Clinical Scholars,* the *Clinical Scholar* is assigned to the Thesis Director prior to the start of the program or at the beginning of the first semester. During this application process, the Clinical Scholar has an opportunity to identify and justify their choice of Thesis Director based on the faculty members accepting thesis students. However, the ultimate decisions for this process is with the Department.

Incoming first-year students interested in completing a thesis need to contact the instructor of record of the Fall section of *OCCT 6600 Concepts and Practice of Research in Occupational Therapy* to determine if the student has the appropriate prerequisites, motivation, and/or training to complete a thesis.

If the instructor agrees this is a potential option, a meeting with the Department Chair will be needed for approval. If approved, the student must identify and meet with possible faculty members to discuss their lines of research and possible thesis topics. Once the student identified a thesis topic in conjunction with a faculty member who agrees to serve as his/her thesis director, the student must develop an agreement to commit to the Thesis Director and thesis student relationship. This faculty member will become both the Thesis Director and advisor for this student until the student graduates. Although the student has the responsibility of selecting the Thesis Director, the faculty member must agree and also has the right to decline being Thesis Director. It will be the responsibility of the faculty member to inform the student if he/she determines that he or she cannot be the student's thesis director.

Change of Thesis Director: A change in the thesis director is discouraged, although there may be times when it is necessary such as: 1) the original thesis idea is not possible, 2) the thesis director becomes unavailable due to unforeseen circumstances, or 3) there is a conflict between student and Thesis Director. The student should work with the Thesis Director to make any changes, if possible. If that is not possible, the student should follow the following process.
1. Discuss their intention with the Graduate Program Director to understand the process and possible ramifications.
2. If the student intends to move forward after this initial meeting, the student submits a written request to the Graduate Program Director, with a copy to the Department Chair, previous thesis director, and proposed thesis director.
3. The Departmental Chair, previous and proposed thesis directors have 15 days to respond to the Graduate Program Director in writing about the change. If all agree, the change will be confirmed without further action. If any disagree, the Graduate Program Director will organize a meeting to resolve any issues with faculty members. Only under extenuating circumstances if agreement is not made, assignment will be made by the Departmental Chair.
4. Upon agreement, a new *Master's Pre-Thesis Research Approval Form* is completed, if needed, submitted to the Graduate Program Director, and then submitted to the Graduate School. A copy will be made for the Department.

Thesis Committee: The Thesis Committee must consist of at least three members: Thesis Director and one faculty member from the Department of Occupational Therapy and one faculty member from the Department or outside of the Department. The Thesis Committee members serve as a team whose duties are to advise the student throughout the thesis-writing process. The Thesis Director guides the student in terms of choices for the Thesis Committee by discussing the committee appointment and roles of the committee with the selected faculty members. This should likely occur during the first spring semester as the student prepares their thesis proposal.

Process: There are multiple steps to the thesis process under three general categories: 1) Proposal development and defense, 2) implementation and analysis, and 3) defense of the thesis. All thesis students are recommended to attend an Electronic Thesis and Dissertation workshop sponsored by the Graduate School (https://libguides.ecu.edu/vireo/etd) to understand the specific demands of thesis process and particularly submission of the completed document.

Proposal development and defense:
1. The general process to develop the thesis proposal is covered in the course OCCT 6600. However, it is important to understand that after that course is complete, the Thesis Director may have additional

or different criteria for the thesis proposal. Thus, as the student progresses to the next course (OCCT 6650), close collaboration with the thesis director is essential.

2. Once the student and the thesis director determine a working title and research question, the student should complete the *Master's Pre-Thesis Research Approval Form* from the Graduate school. The form identifies the working title of the project, the director of the thesis, and the committee members. After the form is signed by the Thesis Director, it is submitted to the Graduate Program Director, then submitted to the Graduate School. A copy will go into the student's file.

3. The Thesis Proposal Defense is the student's presentation of the research idea, methods, and discussion of potential research outcomes before the Thesis Director, committee, and invited audience members. The outcome is an approval of moving forward with the research study.

4. This should occur in the first-year spring or summer semesters.

5. Thesis Proposal Defense.
   a. Students submits multiple written drafts of the thesis proposal to the Thesis Director for feedback in preparation for the defense.
   b. Only after the Thesis Director informs the student that the proposal is ready for defense, the student sends each member of the Thesis Committee a copy, giving the members at least 10 business days for review of the proposal.
   c. The student is responsible for arranging a two-hour block of time in which all members of the thesis committee can attend. This includes reserving a location for the thesis proposal defense through the departmental office assistants and informs the members of the time and location. Any conflicts of time should be discussed with the Thesis Director for guidance.
   d. Typically, the student prepares a brief (e.g., 20 minutes, 20 slides) PowerPoint presentation emphasizing the research question, methods and analysis.
   e. Thesis Committee members must be prepared to discuss all components and question the student about all aspects of the proposal.
   f. The Thesis Director or committee members may recommend changes in any component of the study proposal. All changes should be discussed and agreed upon by all members.
   g. After discussion, the student leaves the room and the final outcome is decided by the committee. The final outcome of the Thesis Proposal Defense is:
      1. Accepted with minor changes to be done and approved by the Thesis Director,
      2. Accepted with significant changes to be approved by select or all members of the committee, or
      3. Not approved.
   h. In accepting the proposal, the Thesis Committee is agreeing the thesis topic is relevant, the method to study the problem is appropriate, ethical considerations have been documented, all needed approvals are likely to be obtained, the study is manageable and can be completed, and the student has access to needed resources.

6. Upon approval of the defense, the student may finish the Institutional Review Board process.

Implementation and Analysis:
1. Implementation of the study can only be started once Institutional Review Board approval is obtained. While the student can begin the process prior to the defense, it cannot be submitted to the Institutional Review Board until after the defense. In some cases, the Institutional Review Board may already be completed as part of a larger or another study.
2. Implementation and analysis should follow the proposal closely with any changes discussed and agreed upon by the Thesis Director. It is not unusual to have to change components of the thesis

based on recruitment or other issues. However, it is important for the student to always consult with the Thesis Director or/and committee members as needed.

3. It is typically useful to plan a timeline for implementation of the study including the preparation for the defense. Creating a timeline with appropriate due dates with the Thesis Director and then meeting those due dates ensures the work moves forward without a delay in graduating. It is the student's responsibility to initiate the timeline, keeping to the due dates, and being aware of Graduate School deadlines.

Preparation and Defense of the Thesis

1. The preparation of the thesis document is a significant process that needs time and planning. If all possible, students should try to complete this process prior to Level II Fieldwork, although it will likely mean working on the thesis during semester breaks.
2. Revisions of the thesis chapters are significant. Typically, students are to revise individual sections or chapters at least three times with the thesis director before being ready for the formal thesis defense. This includes the literature review, as there are constantly new studies being published. If any component of the research has changed, the literature review needs to be aligned accordingly.
3. There are many formats to thesis; however, in the Department of Occupational Therapy, it typically includes: Chapter 1. Introduction, Chapter 2. Literature Review, Chapter 3. Methods, Chapter 4. Results, Chapter 5. Discussion, and Appendices. Again, consult with the Graduate School as some specific forms and letters are necessary for the Final Thesis document (e.g., signature page, Institutional Review Board approval letter, Table of contents).
4. *Formal Thesis Defense.*
    a.   Students submits multiple written drafts of the complete thesis to the Thesis Director for feedback in preparation for the defense.
    b.   Only after the Thesis Director informs the student that the thesis is ready for defense, the student sends each member of the Thesis Committee a copy, giving the members at least 10 business days for review of the final thesis.
    c.   The student is responsible for arranging a two-hour block of time in which all members of the thesis committee can attend. This includes reserving a location for the thesis defense through the departmental office assistants and informs the members of the time and location. Any conflicts of time should be discussed with the Thesis Director for guidance.
    d.   The defense must be advertised in the manner determined by the college/department. This is the student's responsibility.
    e.   Typically, the student prepares a thorough presentation of the Thesis emphasizing the research question, methods, results and discussion and be prepared to answer any aspect of the research.
    f.   Thesis Committee members must be prepared to discuss all components and question the student about all aspects of the thesis. Questions from the Thesis Committee may include, but not limited to: 1) the relationship of the study to literature, 2) justification of approaches and techniques chosen for the study, 3) discussion of issues of reliability, validity, and/or trustworthiness, 4) explanation of data analysis including statistics or qualitative measures, 5) applicability of study finding to occupational therapy practice, 6) discussion of limitations, 7) discussion of the results and implications, and 8) recommendations for further study. Members of the audience may ask questions, but their comments do not warrant being addressed unless confirmed by a committee member.
    g.   After questions and discussion, the Thesis Committee evaluates the thesis and thesis defense in a closed meeting of only thesis committee members. The outcomes include

      i. Approval of thesis and defense,
     ii. Approval with minor revisions to be monitored by the thesis director,
    iii. Approval with major revisions to be monitored by the thesis director and/or one or more of the committee members, or
    iv. Not approved.
     v. The committee decides who should review the revisions and if there needs to be a second formal thesis proposal following the same process.

  h. At the conclusion of the committee's deliberation, the student is informed of the decision privately. It is the Thesis Director's responsibility to ensure the student understands all aspects of the feedback, the recommendation ramifications, and what the student needs to do next.

   i. Once all corrections are made to the approval of the Thesis Director, the student must obtain signatures of all committee members on the signature page of the thesis and scan it to upload with the thesis submission to the Graduate School prior to the submission deadline.

5. Prior to or after the Thesis Defense, the *Authorship and Data Agreement* is completed and signed by thesis student, Thesis Director, and others as needed. Copies of this agreement will be kept in the student's file.

6. Submission of thesis to Graduate School
  a. This is the final step of the process.
  b. All corrections to the final thesis must be made and approved by the Thesis Director with consultation with the Thesis Committee prior to uploading it for submission for review to the Graduate School.
  c. The thesis should be submitted online by the date identified by the Graduate School during the student's final semester, typically **at least 10 days** prior to the last day of classes of the student's final semester.
  d. The student is required to complete and submit the *ECU Non-Exclusive Distribution Agreement* to the Graduate School with the Thesis student and Thesis Director's signature and online approval.

CERTIFICATION AND LICENSURE PROCESS

Certification and Licensure Process

Certification Examination
Students who successfully complete the program, including the two-Level II Fieldwork experiences need to apply to sit for the national certification examination. The National Board for Certification in Occupational Therapy (NBCOT) is the independent national credentialing agency that certifies eligible persons as Occupational Therapists Registered (OTRs) and Certified Occupational Therapy Assistants (COTAs). The NBCOT can be contacted at the address and telephone number below.

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

NBCOT provides supervision and oversight for sitting for the certification examination for the Occupational Therapist Registered (OTR). The NBCOT certification examinations are on-demand, yearlong testing. Detailed instructions for submitting the application and transcript are provided in the National Board of Certification in Occupational Therapy Candidate Handbook available on-line at http://www.nbcot.org.

All NBCOT certification examinations are computer-delivered tests.

As a part of the examination application process, candidates will be required to have the University's Registrar submit an official transcript and the NBCOT's Degree Verification Form directly to NBCOT in advance of being permitted to take the examination. These forms must be received and must confirm that the appropriate degree has been awarded.

The rules for being allowed to sit for the exam are governed and enforced by NBCOT. ECU's OT program will attempt to assist the student in this process, but the responsibility lies with the student to complete the form correctly and successfully apply to take the exam. Specific application process and details on submission to take the exam and the time limitations for the examination can be found on the NBCOT web site at www.nbcot.org.

Candidates are notified of results after the examination. The total score and scores on major areas of the examination are indicated. The Department of Occupational Therapy receives a summary of the scores, but confidentiality of individual scores is maintained by the examination service. Only the total number of students who have taken the exam and the number passed are provided. On an annual basis, the department is provided a report indicating an aggregate score in each of the defined areas of the examination in order to assist the department in its curriculum review process.

NBCOT's character review program serves the public interest by screening illegal, unethical, and incompetent behaviors of individuals who are yet to be certified by NBCOT. To ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession, all applicants for certification are required to provide information and documentation related to affirmative responses to character questions on the examination application.

Candidates applying for the NBCOT Certification Examination for Occupational Therapist Registered (OTR®) must answer questions related to the NBCOT character review during the application process. Following questions are some examples:

*   Have you ever been convicted of a felony?
*   Have you ever surrendered any professional license, registration, or certification or had one denied, revoked, suspended, or subject to probationary conditions by a regulatory authority or certification board, including NBCOT?
*   Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
*   Have you ever been suspended and/or expelled from a college or university?

If the answer to any of the questions is "yes", the candidate must submit the following information to NBCOT's Regulatory Affairs Department:

*   An explanation of events regarding the incident(s) (question) to which the candidate answered "yes", and how this information was discovered;
*   If you have been on probation or parole in the last (7) years, you must provide documentation affirming your compliance with all terms and conditions of the court.

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

Remember: It is the student's responsibility, not the Department of Occupational Therapy's, to meet all licensure requirements.
Graduating students who sit for the exam are encouraged to email and share their pass/fail rate with the department or faculty members. It is reassuring to us to hear from our students and celebrate in their success.

APPENDICES

Appendix A
Professional Behaviors Assessment

	Self-Evaluation Date:	Self-Evaluation Date:	Self-Evaluation Date:	Self-Evaluation Date:	Self-Evaluation 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
- 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

Appendix B

PUBLICATION AND AUTHORSHIP AGREEMENT

Occupational Therapy faculty members at East Carolina University are committed to developing and pursuing their research and scholarship agendas as well as involving all occupational therapy graduate students in this process. An objective of the process is to disseminate research/scholarship outcomes in presentations and professional publications. All faculty members consider student participation essential to these outcomes and include students in the process as appropriate.

Clinical Research Scholar Students or Graduate Research Assistants are supported through graduate funding by the University. Because of this support, outcomes of theses or research projects (i.e., intellectual property) completed by university supported students are technically owned by the University. However, the occupational therapy faculty members believe graduate students should have the opportunity to publish as "first" author and/or present their work as the primary presenter. With this option, it then becomes the responsibility of the student to complete this process in a timely manner. If not, the faculty member may complete the process, thus altering the order of authorship.

Students who complete research projects under the direction of an occupational therapy faculty member needs to clarify with the advisor who *owns the intellectual property*. In some cases, the student may do a more independent project, complete an independent IRB application, and uses only the advice of the faculty member. In this case, the student and faculty member should collaboratively authorship order in the early stages of the process. More commonly, a student works under direct guidance of the faculty member on a given project conceived and developed by the faculty member and is under the faculty member's IRB or works collaboratively to submit the IRB. In this latter case, the study is the faculty member's intellectual property and the faculty member will be first author. It is important to discuss the order of authorship with the faculty members and student(s) involved, using this publication and authorship agreement.

It is also the student's responsibility to make sure the data and data analysis used in the thesis or project is returned to the faculty member (university) as appropriate prior to graduation and all IRB documentation is completed.

Title of the Research:

To be submitted to:

☐ Thesis   or   ☐ Project

Faculty Member Advisor:

Members on the Project or   Thesis Committee Members:

I, _____ _____, will be first/second (select one) author on the above
        (Name)
thesis publication/presentation.

For students who choose first authorship:

☐ I understand that as first author, I need to submit my thesis or project within 12 months after
graduation, or my faculty advisor will be allowed to submit as first author and I will be moved to
second or third author, as appropriate for the preparation of the manuscript for submission.

Signature and Date:

I, _____ _____, will be first/second (select one) author on the above
        (Name)
thesis publication/presentation.

I, _____ _____, will be third (select one) author on the above
        (Name)
thesis publication/presentation.

I, _____ _____, will be fourth (select one) author on the above
        (Name)
thesis publication/presentation.

I, _____ _____, will be fifth (select one) author on the above
        (Name)
thesis publication/presentation.

I, _____ _____, will be sixth (select one) author on the above
        (Name)
thesis publication/presentation.

I, _____ _____, will be seventh (select one) author on the above
        (Name)
thesis publication/presentation.

I, _____ _____, will be eighth (select one) author on the above
        (Name)
thesis publication/presentation.

Appendix C
College of Allied Health Sciences Emergency Guidelines

Standard Operating Procedure: Each department and the Dean's Office will have a designated Safety Officer. It is the responsibility of the department chair to fill this position. The CAHS Safety Representative is appointed by the Dean of the CAHS. The CAHS Safety Officer organizes meetings of the Department Safety Representatives and is responsible for their training. Each Department Safety Representative files an Emergency Evacuation Plan (available from the CAHS Safety Representative). The CAHS Safety Representative reviews the department plans and then files all department plans with the Office of Environmental Health and Safety.

A. Building safety and security
1. Building Hours: The Health Sciences building, where most classrooms are located, is open from 7:00AM to 8:00PM Monday to Friday unless otherwise posted. Access to the Health Sciences building by faculty or staff at other times is currently by use of a 1 Card which is obtained from the 1 Card office with a memo from the Dean's office (Executive Assistant: Personnel or Assistant Dean for Special Projects). Undergraduate students will NOT be given 1 Card access to the building. After hour access by graduate students is available according to written departmental guidelines and permission of the Dean's office (Executive Assistant: Personnel or Assistant Dean for Special Projects).

If you enter on of the buildings after hours, please be certain that the door locks behind you. All individuals working in the offices after hours should practice common sense with regard to their own personal safety.

Any suspicious activity should be reported immediately to campus police at (Campus: 328-6787, Health Sciences Campus: 744-2246; calling from a cellular phone: 328-6150). While you are not required to display your 1 Card while in the building, you must have your 1 Card available to show to security or CAHS employees when requested.

2. Emergency phones: Blue Light emergency telephones are located around the outside of the School. Inside the building, telephones are located on the walls beside the north and south elevators. The locations of blue light telephones can be found here: https://www.ecu.edu/maps.

B. Emergency Procedures
1. This document describing CAHS and University policies and procedures for Emergency situations is posted in a prominent place in each departmental office.

2. Dialing 911 from any telephone in our school will contact the Campus Police. If additional assistance is needed (Fire or Emergency Personnel), Campus Police will contact the appropriate individuals. Use of a Personal Cellphone often call 911 to your original area code location. Strongly recommended that you use the Land Lines in each classroom, lab or near the elevators.

3. Evacuation routes are posted throughout the buildings (including classrooms, labs and offices) and identify both a primary and secondary route. They also identify the location of the fire alarms and fire extinguishers. Please review these diagrams so that you will be prepared in an emergency.

<div align="center">

Emergency Phone Numbers
9-1-1
_____

ECU Police
Campus: 328-6787
Brody: 744-2246
_____

</div>

Greenville Police
Non-Emergency: 830-3937
General Information: 329-4317
_____

Pitt County Sheriff
830-4142
_____

Pitt-Greenville Crime Stoppers
758-7777
_____

Student Patrol Officers
328-0062

4. Approved Steps to take In Case of Emergency

 Call 911 on a university phone when possible

Give your name, location, telephone number, nature of the patient's injury, number of people injured, age and gender of patient, and patient's level of consciousness and breathing.

Return to the patient. Administer first aid. Keep the victim as calm and comfortable as possible.

Remain with the victim until ECU policy officers or emergency rescue personnel arrive.

If you used a cell phone for the initial 911 call, direct someone to use an ECU phone to call 911 to alert ECU Police of the situation.

If calling on your cell phone, give the address as 2150 West 5th Street. The GPS will pick up this address for our building and will bring the emergency personnel directly to us.

DIRECTIONS
Traveling West on 5th Street
Drive through the light at the intersection of 5th Street and Moye Blvd.
Once you drive through this light, the Health Science Complex is located on your left.
Take your first left, into the parking lot of the Health Science Complex.

Traveling North on Arlington Blvd.
Go to the intersection of Arlington Blvd. and 5th Street.
Turn right onto 5th Street.
Drive pass McGregor Downs Road, located on your right.
Once you pass McGregor Downs Road, take your first right onto the Health Sciences Complex.

Traveling North on McGregor Downs Road
Go to the intersection of McGregor Downs Road and 5th Street.
Turn right onto 5th Street.
Take your first right onto the Health Sciences Complex.

Traveling North on Moye Blvd.

Drive past the Brody Building located on your left and ECU Physicians (Moye 1 & 2) on your right.
Stop at the intersection of Moye Blvd. and 5th Street.
Turn left onto 5th Street
Take your first left into the parking lot of the Health Sciences Complex.

NOTE: These are the directions we usually give emergency personnel, depending upon the direction they are coming from. We try to avoid many of the "Twist, turns & speed bumps" our campus provide to vehicular traffic.

ECU Alert and LiveSafe App

About ECU Alert
ECU Alert is a collection of communication tools the university uses to distribute emergency notification and information. It is only used for emergencies and occasional required testing. It allows the University to send emergency notifications by:

*   ECU Alert webpage (www.ecu.edu/alert)
*   Email
*   Computer pop-up screen
*   ECU Hotlines
*   Outdoor and indoor speakers

Important Notices

The ECU Alert webpage, www.ecu.edu/alert, is the primary location for emergency news and situational updates. Should you hear the outdoor speakers or other notification devises activate but do not hear them clearly, ECU Alert webpage is the best source of factual information.

Text messaging is not a dependable source for ECU emergency information. In an emergency, ECU will send out text messages in a timely manner. However, ECU does not have control of when your service provider will deliver the message to your device. Delivery from your provider may be delayed minutes to hours from the time ECU sends the text. Text messages are only used for serious emergencies and not for follow up information unless it is needed for public safety.

ECU is a National Weather Service StormReady University. StormReady Universities are better prepared to save lives from the onslaught of severe weather through advanced planning, education and awareness.

ECU LifeSafe App

The LiveSafe app provides students, faculty and staff with a direct connection to campus safety so that everyone can easily communicate all their safety needs. Its easy-to-use features help you stay safe every day and enable us to better protect you.

Benefits
o   Share information, tips and safety concerns with campus safety via text messaging, including picture, video, and audio attachments, or even through live chat.
o   Stay anonymous anytime, or send your user information and location to ECU Police as soon as you call or message, allowing faster response times.

- ○ View a helpful **Safety Map** that displays where recent incidents have occurred, as well as nearby safety locations.
- ○ Activate, SafeWalk, a GPS-tagged monitoring feature to let your friends and family keep you covered until you arrive safely to your destination.
- ○ Receive timely notifications with important safety information from campus safety.

To download and set-up LiveSafe:
1. Download the app on your iPhone or Android.
2. Select **"East Carolina University"** as your affiliation.
3. Fill in your user profile.
4. You're set! Start using the app to stay safe every day.

For more information, https://oehs.ecu.edu/emergency-management/livesafe/

Appendix D

Professional Lab Dress Code
Code Guidelines (Professional Studies Labs)

It is the student's responsibility to dress and follow the lab dress code coming to the labs dressed appropriately. Labs that are conducted by faculty for student learning opportunity are reflective of times that students are attending and acting as professional in clinical and community settings. Cleanliness, professionalism, good taste and safety are the primary considerations. Therapeutic use of self includes professional presentation of clients in manner, dress, and appearance. The following is a non-exhaustive list of expectations:

Students should essentially follow the guidelines as outlined in dress considerations.
Expected wear with the lab are the following:

Dress options:
1. *Khaki* or *Docker-style* casual business dress pants (no jeans) and collar shirt, button down or polo shirt; Hospital scrub set, both tops AND bottoms (not t-shirt) may be worn.

2. Closed toe shoes with non-skid soles, most often tennis shoes with closed toe are required. No sandals, croc styled or flip flops.

3. Faculty can and will identify the proper dress of the day in the syllabus, especially in lab sessions where students will be focusing on muscle testing, goniometry measurement, and other clinical skills where it is important to have visual and palpatory access to the individual. An example of this would be a tank top/sports bra under a t-shirt.

4. Students with long hair should be prepared to pull hair back.

5. Students may be asked to wear "business casual style dress" options for community work and direct contact with clients in research.

6. Failure to wear proper dress can result in being excused from the lab and loss of learning opportunity. Student may be allowed to return to the lab 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.

Appendix E

College of Allied Health Sciences Standard Operating Procedure on Criminal Background Checks and Drug Screening on Students for Clinical Fieldwork Site Placement

Due to Joint Commission (JC) regulations that now require students to provide criminal background checks and, in some cases, drug screenings to prospective clinical sites the following Standard Operating Procedure is being established for students in the College of Allied Health Sciences.

Students are responsible for abiding by program requirements in arranging and paying for a criminal background check and drug screen in the first semester of the MSOT program to facilitate clinical and community-based experiential learning associated with completion of degree requirements. Experiential learning can be associated with classroom or fieldwork requirements. Students are required to provide copies of their criminal background checks and/or drug screens to the appropriate official(s) at any prospective experiential learning site that requests such documents for review in determining eligibility for the opportunity. Students alone are also responsible for submitting the required documentation in the timeframe and manner required by the affiliate site.

If students have a flag on their criminal background check and/or drug screen, their reports must be sent to all affiliate sites where experiential learning will be conducted throughout the program to determine eligibility for site access. The Academic Fieldwork Coordinator will provide students with the contact information for the privacy officer in the College of Allied Health Sciences who is responsible for assisting students in sending flagged reports for review. These students will not be allowed to participate in experiential learning at the affiliate site until expressed permission is provided through the College of Allied Health Sciences privacy officer. If permission for site access is not granted, the student may not be able to complete requirements that are essential to degree completion.

Academic departments, the College of Allied Health Sciences, the Division of Health Sciences, or East Carolina University are not responsible for arranging, paying for, or submitting the required reports, or determining the student's eligibility for placement at the clinical site based on the contents of the required reports. These entities are also not responsible or liable for, nor will they intervene in any way, in the decision by an affiliate site to not accept a student based on the contents of required reports. Decisions by affiliate sites are final and have no reflection on or responsibility to the student's academic department.

Appendix F

Fieldwork Dress
Code Guidelines (Levels I and II)

It is the student's responsibility to find out the dress code requirements for each fieldwork site and to wear the appropriate attire. Students must be in compliance with the dress code for the facility. The Department of Occupational Therapy name badge must be worn. Cleanliness, professionalism, good taste and safety are the primary considerations. Therapeutic use of self includes professional presentation of clients in manner, dress, and appearance. The following is a non-exhaustive list of expectations:

a. All clothing should be clean, neat, and not stained. Clothing should not contain any suggestive or offensive pictures or messages.

b. 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 a sensitive patient/coworker.

c. Fingernails should be kept clean with filed, smooth edges. Long nails that could gouge a patient's skin or that could be broken in the course of work are not acceptable. Acrylic nails, brightly colored nails, flashy polish/designs or chipped nail polish are not permitted.

d. Unconventional hair styles or colors should be avoided. Long hair must be tied back when providing services for clients. Front and sides of long hair may be pulled back if that is sufficient to prevent hair from falling forward.

e. Appropriate leg and foot covering, as deemed by the facility will be worn. Closed toe shoes with non-skid soles, most often tennis shoes with closed toe are required. No sandals, croc styled or flip flops.

f. 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 and ties may be appropriate in many settings. Most polo shirts meet these expectations.

g. 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. Denim jeans or comparable jean styles, leggings, or skintight stretch pants are not acceptable. Nor should students wear hip hugger style pants that expose one's skin when bending or stooping.

h. Skirts or shorts may be worn but should be no shorter than 2" above the knee and have no slits above the knee.

i. Jewelry should be simple and minimal to avoid snagging on patient's clothing, scratching patient's skin or getting entangled in equipment. Piercing- other than ears- should not be visible while working with patients. All tongue jewelry must be removed.

Appendix G

Appliance Use Standard Operating Procedure

Lab Appliance Use

Department: Occupational Therapy
Effective Date: July 12, 2018
Approval: __Dr. Donica_____

Purpose:
To establish guidelines for safe and proper use of the appliances in the Department of
  Occupational Therapy labs.
Procedure:
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 case studies.
3. Appliances are used for research related activities with may include but are not limited
    to: client assessment, client evaluation observations, and client intervention.

Appendix H
Additional Resources

Academic Services	
Disability Support Services 138 Slay Building https://accessibility.ecu.edu/ Provides accommodations and services for individuals with disabilities.	(252)737-1016
Dowdy Student Store Main Campus Student Center https://ecu.bncollege.com/ Dowdy Student Stores is your one-stop shop for textbooks, supplies, technology products, and genuine ECU Pirate apparel.	(252) 328-6731
Health Sciences Bookstore Health Science Student Center Health Sciences Bookstore carries College of Allied Health Sciences and Occupational Therapy specific items and apparel.	(252) 744-3450
The Graduate School 131 Ragsdale Building https://gradschool.ecu.edu/ Manages admissions, readmission, changing of programs, adding a certificate, exceptions to academic policy, formatting/submission of theses and dissertations, information on satisfactory academic policy, formatting/submission of theses and dissertation, information on satisfactory academic progress, probation and dismissal policy, grievance and appeal procedures, Research and Creative Achievement Week, graduate assistantships, and tuition remissions	(252) 328-6012
ITCS (Information Technology and Computing Services) https://itcs.ecu.edu/ The ITCS help desk assists students, faculty, and staff with their technology needs. ITCS provides IT help as well as help with services such as Blackboard, OneStop, Banner, E-Mail, Pirate ID, password resets, the new mobile application and more!	(252) 328-9000
Office for Faculty Excellence 1001 Joyner Library https://ofe.ecu.edu/ Offers training workshops and seminars open to graduate students on teaching and learning, research and statistics, and technological skills.	(252) 328-1426
Office of the Registrar 207 East 5th Street https://registrar.ecu.edu/ Provides registration information and assistance, course drops, and withdrawal, grades, transcript services, graduates, enrollment verification, graduation.	(252) 328-6524
The University Writing Center Main Office: Joyner Library, First Floor Satellite Offices: Laupus Library Room 2514 https://writing.ecu.edu/uwc/lapus-library/ Provides assistance with basic writing skills and offers consultations for specific writing assignments.	(252) 328-2820
Joyner Library https://library.ecu.edu/	(252) 328-6518
Laupus Library https://hsl.ecu.edu/	(252) 744-2219

Financial Services	
Cashier's Office G120 Old Cafeteria Complex https://financialservices.ecu.edu/cashiers-office/ The primary purpose of this office is the billing, receiving, and the financial record keeping of student tuition, fees and related charges.	(252) 737-6886
Office of Student Financial Aid 2103 Old Cafeteria Complex https://financialaid.ecu.edu/ Administers federal, state, and institutional aid. Students are assigned Financial Aid Administrator https://financialaid.ecu.edu/contact-us/	(252) 328-6610 or (252) 737-6610
Residency for Tuition Purposes Graduate School – 131 Ragsdale Hall https://gradschool.ecu.edu/residency/ Information on state statutes governing residency classification for tuition purposes.	(252) 328-6012
Student Services	
Health Sciences Campus Student Center Campus Recreation & Wellness 1868 Health Science Dr https://studentcenters.ecu.edu/health-sciences-campus-student-center/ Campus Recreation & Wellness at Health Science Student Center offers 25,000 square footage of recreation and fitness space. The two-story open concept facility that can accommodate a variety of athletic activities, lectures, banquets, and other events. We will be offering small group training, group fitness classes, functional cross training, intramural sports, and special event reservations.	(252) 744-1053
Career Services HSC Student Center, Room 221 https://career.ecu.edu/about-us/health-sciences-campus/ ECU Career Services helps students understand how to manage their careers and how to effectively market themselves in whatever endeavor they may choose. Services available to students include career exploration through assessments, resume, cover letter, personal statement and CV assistance, interview preparation, job and internship search strategies, networking with professionals, and workshops to develop professional skills.	(252) 328-6050
Center for Counseling and Student Development Satellite Office https://counselingcenter.ecu.edu/about-us/ccsd-hsc-office/ Offers individual counseling services and programs in personal and academic areas: alcohol, anxiety, depression, time management, relationships, study issues, and anger management.	(252) 328-6661
Dean of Students https://deanofstudents.ecu.edu/ Assists students primarily with issues of a more personal or non-academic nature. Assists with resolution of any problems and complaints students, faculty/staff, and parents may have about student life at ECU	(252) 328-9297

Health Sciences 1 Card Office 224 Health Sciences Student Center https://1card.ecu.edu/ Provides East Carolina University with a high-quality, single card system that allows convenient and efficient access to all card-related services. Services include ID card production, building access, and payment capabilities.	(252) 744-2261
Off-Campus Services https://offcampus.ecu.edu/	(252) 328-2847
Student Involvement & Leadership https://sil.ecu.edu/ The ECU Student Involvement and Leadership (SIL) operates under the Division of Academic and Student Affairs and enhances the educational experience for all students by helping to build a sense of campus community through a wide variety of programs and services for individuals and student groups.	(252) 328-6131
Office of Student Rights and Responsibilities https://osrr.ecu.edu/ Promotes students' awareness and understanding of their rights and responsibilities as community members; addresses student conduct and creates developmental learning opportunities; advises graduate students on their rights under the Student Code of Conduct and the ECU conduct process; and clarifies University policies pertaining to student conduct; administers the East Carolina University Student Code of Conduct which governs students' on-and off-campus conduct.	(252) 328-6824
Parking and Transportation https://parking.ecu.edu/ Health Sciences Campus Student Center, Room 220 Provides guidance and assistance to the campus community, visitors, and guests on all parking-related issues. Promotes compliance with the University's parking regulations through education in a general understanding of its parking system.	(252) 744-1054
Student Employment Office https://humanresources.ecu.edu/student-employment/ The Student Employment Office (SEO) provides support to the entire campus and community throughout the hiring process of ECU student employees. SEO maintains an online job database to help current ECU students connect with part-time job opportunities both on and off campus.	(252) 328-9847
Student Health Services 237 Health Science Student Center https://studenthealth.ecu.edu/health-sciences-campus-student-health-center/ Provide high quality primary health care services which are accessible and cost-effective to eligible members of the University Community	(252) 328-6841
Physicians East Urgent Care 1711 E. Arlington Blvd. 252-355-4357 https://www.physicianseast.com/service/urgent-care/	(252) 355-4357
FastMed Urgent Care 315 Greenville Blvd SE, Suite 100 https://www.fastmed.com/urgent-care-centers/greenville-nc-walk-in-clinic/	(252) 917-5621
Safety and Security Resources https://safety-auxiliary-services.ecu.edu/	

Student Legal Services https://attorney.ecu.edu/	(252) 756-3800
Student Pirate Club Ward Sports Medicine Building, Suite 304 https://ecupirateclub.com/index.aspx The primary focus of the Student Pirate Club is to involve East Carolina University students in an excitement-oriented organization that is committed to supporting and promoting all ECU athletic programs	(252) 737-4540
Transit https://transit.ecu.edu/ The mission of the East Carolina University Student Transit Authority is to provide transportation services that are safe, dependable, and cost effective to the ECU community; also, to facilitate learning and involvement for student success, thereby enhancing the quality of life in our community.	(252) 328-4724

Appendix I

Standard Operating Procedure Regarding Student Insurance Coverage for Exposure to Blood and Other Potentially Infectious Materials

August 20, 2004

Due to the potential for student exposure to blood and other potentially infectious materials during educational and clinical experiences it is the student's sole responsibility to pay for the total costs of screening, diagnosis, short and long-term treatment, and disability compensation arising from any and all forms of exposure to infectious materials. As a result, students are responsible for obtaining their own medical and disability insurance policies that will cover screening, diagnosis, treatment, and short and long-term disability compensation resulting from such exposure. Any screening, treatment, or disability maintenance costs not covered will be the sole responsibility of the student. All covered, uncovered, or related costs are not the responsibility of the student's academic department, College of Allied Health Sciences, Division of Health Sciences, or East Carolina University.