

**University of New England
Westbrook College of Health Professions
Department of Occupational Therapy
Graduate Student Handbook**

MSOT Class of 2016



**University of New England
Occupational Therapy Department
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**DEPARTMENT OF OCCUPATIONAL THERAPY
WESTBROOK COLLEGE OF HEALTH PROFESSIONS
UNIVERSITY OF NEW ENGLAND**

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INTRODUCTION

This handbook supplements the University Student Handbook and contains all the policies and procedures for occupational therapy (OT) graduate students. This is a dynamic document. Changes in OT Department policies and/or procedures may be proposed at any time by faculty and/or students. They must be reviewed by the ad hoc Occupational Therapy Department Policies Committee and submitted to the entire faculty for a majority vote before being adopted.

The OT Program requires that all matriculating students abide by the UNE Policies as defined in the UNE Student Handbook (<http://www.une.edu/studentlife/handbook/>) and the WCHP Graduate Student Policies and Procedures (as outlined in this handbook).

MISSION AND VISION

Mission of the University: The University of New England provides students with a highly integrated learning experience that promotes excellence through interdisciplinary collaboration and innovation in education, research, and service.

Mission of the Westbrook College of Health Professions The Westbrook College of Health Professions improves the health of communities by graduating students who are passionate and well equipped to lead, excel, and act as agents of change in a complex health care system, by developing and disseminating new knowledge, and through the delivery of the highest quality relationship-centered clinical and community care.

Mission of the Occupational Therapy Department

Our mission is to develop competent, compassionate occupational therapy practitioners and scholars through a dynamic, student-centered, occupation-based educational program.

Vision of the Occupational Therapy Department

Our vision is to lead the profession in meeting society's occupational needs by fostering excellence in occupational therapy teaching, scholarship, and service.

PHILOSOPHY STATEMENT

Philosophy of the Profession

Occupational therapy is a client-centered health profession that has at its core occupational engagement. As people participate in everyday occupations, they develop their identity, roles, and meaning; they become part of a community. Occupations are activities that bring function, meaning, identity, health, and well-being to individuals, families, and communities (AOTA, 2011).

The Occupational Therapy Department embraces the Centennial Vision of the American Occupational Therapy Association:

“We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs.” (AOTA, 2013)

Humanistic Philosophy

The University of New England Occupational Therapy Department vision and mission are clearly founded on a **humanistic** approach. The curriculum is designed to guide students to become competent and compassionate occupational therapy practitioners. Our vision specifically states that we strive to “lead the profession in meeting society’s occupational needs.” Humanistic beliefs are core values of the occupational therapy profession and these are mirrored through courses which emphasize that people are inherently good and capable of making positive changes. Occupational therapy was founded on humanism and thus the principles are illustrated throughout the curriculum. These concepts include: autonomy; human beings can control their own destiny; altruism; people are inherently good and will strive for a better world; people are free to act but must be responsible; behavior is the consequence of human choice; and people possess unlimited potential for growth and development (AOTA, 2010; AOTA, 2011).

Philosophy of Teaching

OT faculty strive to guide students to maximize their potential. This is reflected in our mission “student-centered educational program”. Using adult learning principles, faculty provide supportive and challenging environments to help students achieve and develop as professionals. Terms such as ‘fostering, developing’ in the vision and mission statements illustrate this concept. While the curriculum emphasizes cognitive dimensions of learning, the affective component is fostered through content emphasizing therapeutic use of self, intentional relationships, and group work; psychomotor learning is developed during performance-based activities and fieldwork experiences. Faculty scaffold the level of learning based upon Bloom’s taxonomy (Anderson & Krathwohl, 2001, Bloom & Krathwohl, 1956). See Figure 1.

Figure 1: Bloom’s Revised Taxonomy of Learning (Anderson & Krathwohl, 2001)



The OT departmental philosophy of teaching can be categorized into values related to education, professional service, and service to clients and the community.

Educational values follow adult learning principles:

- Students learn best through professional engagement.
- Respect for students' existing knowledge and skills enhance learning.
- Learning is a partnership between faculty, peers, and student.
- Learning must emphasize analysis, evaluation, synthesis and reflection.
- Education requires intellectual freedom, dialogue, and dissemination of knowledge.

Professional values underscore occupational therapy's philosophical base:

- Humans are capable of change.
- Occupation-based practice is central to the profession.
- Professional leadership must be fostered.
- Life-long learning is required for best practice.
- Giving back to the community and addressing society's needs are professional responsibilities.
- Occupational therapy is an art and a science; we value both.

Service to clients and community guides the educational content of the curriculum:

- Critical thinking/clinical reasoning are essential for practice.
- Case-based integration and practical experiences provide authentic learning.
- Cultural diversity; understanding clients and others on a personal level allow students to serve all clients.
- Client-centered/ family-centered care are key concepts for practice.
- Therapeutic relationships/intentional relationships are essential for facilitating change.
- Inter-professional education and practice, focusing on effective teamwork are essential practice and leadership skills.
- Evidence-based practice is needed for best practice.

The OT department provides opportunities for students to grow professionally and personally. Faculty design courses based on authentic scenarios and integrate medical and community practice (e.g., service learning, practicum, and fieldwork experiences) with didactic learning. The emphasis of the curriculum is on developing professionals who will be leaders and life-long learners.

CURRICULUM DESIGN

Description

The curriculum (See Figure 2) is based upon five themes that provide a framework in which courses are grouped:

- ✓ Foundations in Occupation
- ✓ Occupations Across the Lifespan
- ✓ Communication and Leadership
- ✓ Critical Thinking in the OT Process
- ✓ Scholarship and Research

The courses within each theme address the Accreditation Council for Occupational Therapy Education (ACOTE, 2008) standards. (See Figure 3). Faculty build learning activities based upon Bloom's taxonomy of learning (Anderson & Krathwhol, 2001; Bloom & Krathwhol, 1956; Forehand, 2005).

Foundations in Occupation courses examine key concepts regarding occupational therapy principles and theory, including science and health care management. Courses within the *Occupations Across the Lifespan* theme focus upon theories of intervention and occupational therapy practice with older adults, adults, and children and youth. *Communication and Leadership* courses emphasize professional communication, including therapeutic use of self, intentional relationships, group process, leadership, and advocacy. These courses focus on interactions with families, clients, and other professionals. Courses within the *Critical Thinking in the OT Process* theme help students develop clinical reasoning and critical thinking skills necessary for occupational therapy practice. Students engage in case-based learning and intervention courses which require they demonstrate skills and abilities. The *Scholarship and Research* courses provide students with education on locating international and national resources for practice, consuming research, and analyzing the evidence-base of the occupational therapy profession.

The curriculum follows a reverse developmental sequence beginning with an emphasis on older adults, then adults with physical and psychosocial deficits, and ending with children and youth. Course content surrounding each age group allows students to apply knowledge on biopsychosocial dimensions and practice working with individuals, families, caregivers and groups. Level I fieldwork experiences are integrated in the courses and allow students to engage with clients, demonstrate performance, and apply course content for practice. Students engage in critical thinking, case-based integration, and laboratory performance courses in each of the first three semesters. Research and scholarship courses allow students to explore concepts in depth and understand evidence-based practice. The curriculum includes numerous inter-professional experiences to prepare students for practice in a changing practice environment. At the end of the first year, students complete two full time level II fieldwork experiences and they return in the spring to integrate and synthesize their knowledge by applying and expanding concepts as related to cases from fieldwork, developing leadership and advocacy skills, and examining research evidence to prepare for entry-level practice. Students participate in an advanced practice course to refine occupational therapy skills and competence.

FIGURE 2: CURRICULUM MODEL



The curriculum provides coursework to develop competent, compassionate OT practitioners and scholars. Students engage in experiential and inter-professional practice throughout the curriculum. Practical experiences and fieldwork facilitate the integration of course content.

Figure 3: Curriculum Sequence

	Summer	Fall	Spring	Summer 2	Fall 2	Spring 2
Foundations in Occupation	OT505 Foundations in OT (3) OT 520/520L Clinical Kinesiology & Anatomy (4)	OT 502 Occupational Analysis (3) OT 524 Applied UE Interventions (2)	OT 621 Health care Management & Administration (3)	Level II Fieldwork Experiences OT 601 (6) OT 602 (6)		
Occupation across the Lifespan	OT 503 Biopsychosocial Dimensions of Older Adults (3)	OT 515 Biopsychosocial Dimensions of Adults (3) OT 513 Biopsychosocial dim of Mental Health & Wellness (3)	OT 611 Biopsychosocial Dimensions of Children (3)			OT 630 Essentials for Practice in OT (3) OT 640 Neuro-occupation (3)
Communication and Leadership	OT 522 Communication, Culture & Group Process (2)		OT 614 Therapeutic Use of Self & Group Intervention (includes level I fieldwork) (2)			OT 650 Leadership/Advocacy within Delivery Systems (3) Special Interest Practice Seminars (3) 606, 607, 608, 609, 605, 641, 642, 665
Critical Thinking in the OT Process	OT 503L OT Interventions with Older Adults (includes level I fieldwork) (2)	OT 515 L OT Interventions with Adults (includes level I fieldwork) (2) OT 526 Integrative Practice Adults (3) OT513L OT Interventions MH & Wellness (includes level I fieldwork)	OT 611L OT Interventions with Children (includes level I fieldwork) (2) OT 610 Integrative Practice Children (3)			
Scholarship and Research			OT 628 Research Methods & Design (3)			OT 619 Evidence-based Practice (3)
Total Credits	14	16	16	12		15

DEPARTMENT CURRICULAR GOALS

The OT Department's goal is to develop competent, compassionate practitioners and scholars. The UNE OT department defined competencies for students based upon the learning objectives from ACOTE (2008) core competencies and fitting with the five themes of the curriculum.

Upon completion of the Occupational Therapy curriculum, the student will:

1. Foundations in Occupation

- Have acquired, as a prerequisite, a breadth and depth of knowledge in the liberal arts and sciences.
- Have an understanding, awareness, and appreciation of social, global and cultural issues.
- Be prepared as a generalist with a broad exposure to models and systems of current and emerging occupational therapy practice.

2. Occupation across the Lifespan

- Articulate and apply evidence-based occupational therapy for people of all ages.
- Demonstrate entry-level competence in person-centered and occupation-based practice across the lifespan.

3. Communication and Leadership

- Commit to uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Differentiate roles and responsibilities within occupational therapy.
- Perform as a competent and compassionate inter-professional practitioner.
- Demonstrate effective professional communication and leadership skills.

4. Critical Thinking in the OT process

- Demonstrate effective critical thinking/clinical reasoning/interpersonal reasoning in occupational therapy practice.
- Advocate for occupational therapy services and for/with the recipients of those services.

5. Scholarship and Research

- Commit to engage in lifelong learning.
- Commit to the utilization and promotion of evidence-based practice.
- Synthesize information from research and knowledge bases to support practice.
- Participate in professional and/or inter-professional growth and dissemination of research and knowledge.

Inter-professional Education Collaborative (IPEC) Competencies

These competencies are addressed throughout the OT curriculum. (Inter-professional Educational Collaborative Expert Panel, 2011).

- Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.

- Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

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Accreditation

The Occupational Therapy Department is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-3449 [phone number: (301) 652-2682 (AOTA)]. The program was first accredited in 1985 and most recently in 2005 and is scheduled for reaccreditation in 2014-2015. www.acoteonline.org

National Board for Certification in Occupational Therapy

Occupational therapy students must pass the NBCOT examination to practice as an occupational therapists. A felony conviction may affect a student's eligibility for certification and credentialing. Please refer to the NBCOT website to determine eligibility. NBCOT, Inc. 12 South Summit Avenue, Suite 100 Gaithersburg, MD 20877 (301) 990 – 7979 Email: Info@nbcot.org Website: www.nbcot.org

OT ASSOCIATIONS AND SCHOLARSHIPS

Student Membership to Occupational Therapy Associations: The Department of Occupational Therapy requires student membership in American Occupational Therapy Association (AOTA). We strongly recommend membership in the UNE Student Occupational Therapy Association (UNESOTA) and Maine OT Association (MEOTA) or one's own state association.

Pi Theta Epsilon, Alpha Psi Chapter: The University of New England OT Alpha Psi chapter is part of the National OT Honor Society. Students in the top 15% of their class receive letters inviting them to join Spring semester. The chapter engages in projects to promote scholarship and advocacy. 212 students have been inducted into the Alpha Psi Chapter which was founded in 1993 by Nancy MacRae, MS, OTR/L, FAOTA. National scholarships are available to members.

Gary Kielhofner Scholarship: Students working on scholarship related to the Model of Human Occupation are eligible for scholarship support from the OT Department. This typically funds student travel to present the scholarship which advances work on the Model of Human Occupation (Kielhofner, 2008). Students submit a letter to the OT faculty requesting the scholarship. Faculty determine scholarship recipients.

American Occupational Therapy Association (AOTA): AOTA holds a national conference in April/May each year. Students are encouraged to attend and/or present with faculty. AOTA holds a annual student summit in the Fall. These events are excellent ways to network with other professionals.

STUDENT ADMISSIONS POLICIES (From WCHP Graduate Policies)

- A. PREAMBLE: The Westbrook College of Health Professions (WCHP) promotes diversity in its student body and non-discrimination in its policies. This effort is supported by the Office of Multicultural Affairs and Diversity, whose goal is "to promote a welcoming and inclusive campus environment that embraces individual differences regardless of race and ethnicity, nationality, sexual orientation, religious conviction, socio-economic status, gender or gender identity."
(<http://www.une.edu/studentlife/multicultural/index.cfm>)
- B. AN APPLICANT TO ANY GRADUATE PROGRAM IN WCHP MUST:
1. Hold at minimum a baccalaureate degree from a regionally accredited U.S. College or University or the equivalent from any non-U.S. institution. (*Exceptions include Early Assurance enrollees, accelerated MSOT and 3-2 Pre-PA students*)
 2. Have a cumulative undergraduate grade point average (GPA) of 3.0 or higher (on a 4.0 scale) for all credits earned or for the last 60 credit hours. This standard may be waived if the applicant demonstrates exceptional quality in other elements of the individual graduate program's admission standards.
 3. Meet any other standards established by the graduate program the student is applying to enter, if applicable. (Technical standards, criminal background check)

4. Meet the minimum required TOEFL score (if non-English speaking)
5. Provide a transcript and letter of good academic and professional standing if enrolled in a professional program in a similar discipline from that Program's Director or Department Chair.
6. Comply with the University's Immunization Policy prior to matriculation.

C. IT IS RECOMMENDED THAT AN APPLICANT:

Provide documentation of volunteer and/or job-shadowing experience in settings represented by that profession. (Preparation for any professional degree is enhanced by an increased familiarity with the unique roles and responsibilities of the profession.)

Technical Standards for Occupational Therapy Program

The following abilities and skills are necessary to engage in the Occupational Therapy Department at the University of New England:

- Cognitive Abilities to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments for planning and implementing effective occupation-based interventions.
- Critical Thinking and Judgment that promotes safety, optimal occupational performance, remediation and adaptation.
- Time Management and Organizational Skills to meet demands of classroom and practice environment.
- Interpersonal Skills that include participating in classroom discussion, conducting interviews, observing body language, listening, responding, collaborative goal setting, and developing intentional relationships.
- Evaluation of performance of self and others and making adjustments in behavior or promoting behavioral change in others to enhance occupational performance.
- Communication skills to develop positive client relationships, complete written documentation consistent with OT practice, and participate as a health care team member.
- Physical abilities to perform physical examinations, such as balance, range of motion, and strength, and to accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.
- Emotional stability to handle the demands of a practice environment. This includes acting in a professional manner, being dependable, meeting commitments, and being forthcoming about one's own needs.
- Ability to maintain personal appearance and hygiene conducive to working in clinical and community settings.

Disability Services

Student Support Services, Division of Student Affairs (See UNE Student Handbook)
Disability Services exist to provide the qualified student with a documented disability, equivalent access to, and equal opportunity in, the educational environment. A major goal of

Disability Services is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a disability. Any student eligible for and needing accommodations is requested to speak with their advisor.

ACADEMIC ADVISING

The academic advisor provides assistance with academic policies and procedures. Students are assigned an academic advisor upon entrance to the graduate program. Students are advised to meet with their advisor at midterm and at the end of each semester.

ACADEMIC POLICIES AND PROCEDURES (as per WCHP Graduate Policies)

Academic Standards

A. ATTENDANCE AND PARTICIPATION:

Graduate education is demanding and exacting. In campus-based and on-line programs, students are expected to be present, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation. Absences can and do occur, but students should inform their instructors in advance if they know they will be absent. Each program is responsible for clarifying expectations and requirements when absences occur.

The OT Department requires a student petition faculty for frequent or consecutive absences. Students are responsible for all material missed when absent. Faculty may require students complete additional work to assure the student has acquired the necessary course content. Students who are absent for class, including lab practicals or examinations may be referred to the Student Development Committee (SDC).

B. GRADING:

All programs in the Westbrook College of Health Professions (WCHP) use the following scale to determine grades:

A	94-100	B-	80-83	D	64-69
A-	90-93	C+	77-79	F	<64
B+	87-89	C	74-76		
B	84-86	C-	70-73		

NOTE: Fractional numeric grades are rounded at the discretion of the instructor

NOTE: Standards for Pass in Pass/Fail courses are determined by each program.

C. GRADE POINT AVERAGE (GPA):

Equivalent quality points assigned to grades are as follows:

A	4.0	B-	2.75	D	1.00
A-	3.75	C+	2.5	F	0.00
B+	3.5	C	2.0		

B 3.0 C- 1.75

D. GRADE STANDARDS:

1. A minimum GPA of 3.0 (both cumulative and per semester), or “Pass” in each Pass/Fail course, is required for good standing in any graduate program in WCHP. Falling below that standard at any time will result in a referral to the Student Development Committee (SDC) for a review and placement on Academic Probation at a minimum (see III.C.2.b.i). Failure to return to good standing in the time specified by the program may result in dismissal from the program.
2. OT Students will be referred to SDC for grades lower than B- (80) or for failing a Pass/fail course or fieldwork experience. This may result in a delay in the student’s progress, placement on probation, and/or additional consequences (including dismissal) and specific requirements as recommended by the SDC and documented per the process outlined in Section III.B.
3. A grade of “B” or better, or “Pass” in a Pass/Fail course must be achieved in any course taken for a second time, (A course may be retaken only one time.)
4. In order to ensure safe practice, students must achieve a minimum 80% competency to pass each practical or skill based exam. Students may NOT attend their Fall Physical Disabilities or Spring Pediatric Level I FW rotations without meeting this standard. A student is allowed to retake a failed lab practical examination once. The retake must take place within one (1) week. ***The second attempt will be proctored by two (2) faculty members.*** If the student does not meet the minimum 80% competency on the retake, the student fails the course and will be referred to the Student Development Committee. The highest grade one can achieve on a retake is 75%.

(See section “III. Student Progression” for procedural details)

E. CONDUCT EXPECTATIONS:

Students enrolled in WCHP are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations. It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the *UNE Student Handbook* ; [UNE Student Handbook](#)
 - a. Content: Policies and procedures, including the University Conduct Code, which governs the conduct of all UNE students.
 - b. Context: Applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical practica, and community service.
2. Become familiar with the Code of Ethics for their chosen profession, and to uphold these standards in all relevant settings (E.1.b. above):

Occupational Therapy:

<http://www.aota.org/Practitioners/Ethics/Docs/Standards/38527.aspx>

3. Adopt the following standards of professional behavior, applicable to students across all health professions. Students are expected to progressively develop these skills and abilities during their course of study and to endeavor to maintain these standards in all on-campus and UNE-sponsored off-campus activities, including clinical and fieldwork experiences and relevant community service. These specific professional behaviors include the demonstration of:
 - a. Communication Skills- communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
 - b. Interpersonal Skills – interact effectively with patients and clients, families, colleagues, other health care professionals, and community members.
 - c. Cultural Sensitivity – be aware of, respect, and acknowledge cultural differences.
 - d. Problem Solving – recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
 - e. Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
 - f. Responsibility – be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
 - g. Critical Thinking - question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences and assumptions; and distinguish relevant from irrelevant information. Utilize, analyze, and critically interpret scientific evidence to develop a logical argument, and to understand how bias affects the decision making process.
 - h. Use of Constructive Feedback – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
 - i. Commitment to Learning – self direct learning and continually seek and apply new knowledge, behaviors, and skills.
 - j. Health and Wellness – identify sources of stress and implement effective coping behaviors in relation to self, patient/clients and their families, members of the health care team and in life balance; demonstrates emotional stability; personal appearance/hygiene is professional
4. Facility-specific policies and procedures: Students are expected to be familiarize themselves with the policies and procedures of host institutions for their clinical or field work placements and to act in accordance with those guidelines. (Students should refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors.)

5. Dress appropriately for the professional context and institutional setting, whether in a campus, community, or clinical setting. Usually this means “business casual” attire unless the clinical facility or fieldwork setting, or specific event requires alternative attire. Nametags may be required or recommended in many settings. When in doubt, students should consult with their clinical instructor, site supervisor, or faculty member about specific dress code expectations or requirements at a particular facility or for a specific event.

OT Program Dress Code

Graduate students are representing the OT profession and program and are therefore expected to dress professionally for all classroom, laboratory experiences, and clinical experiences. This includes:

- neat and clean clothing, sneakers, shoes
- close-toed shoes
- short or long sleeved tops (no tank tops or sleeveless shirts)
- t-shirts should not have offensive language or logos and should be modest
- slacks (no jeans) in good shape (no holes or faded)
- no shorts
- modest skirts
- limited jewelry
- modest piercings
- no observable tattoos

Students may dress comfortably for laboratory experiences (no shorts or short skirts) so that they may move around. Students will not be allowed to class in sweats, yoga pants, or pants with holes, midriff shirts, etc. Please dress as a professional at all times. Students who do not meet standards may receive a warning or be asked to leave the classroom. Students may be referred to SDC.

6. Delivery of safe, competent care and related services, all of which underscore all aspects of professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students are expected to demonstrate behaviors that uphold those standards. Failure may result in a referral for academic advising and/or a referral to the Student Development Committee. (See III.C.)

F: CONDUCT VIOLATIONS:

Improper, unethical, or unprofessional conduct may result in an immediate referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, which states that “Any University employee or student may file a misconduct complaint against a University student if there is a

reasonable, good faith belief that a violation has occurred.”) Depending on circumstances, a confirmed conduct violation may result in (a) remediation prior to progressing further in the program, (b) receiving a failing grade in a course, or (c) dismissal from UNE. In all cases, students will receive written notice regarding the nature of the conduct violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to conduct violations will become part of the student’s permanent record.

III. Student Progression:

In addition to course grades and clinical or field evaluations, student progression is monitored through three processes (1) regular instructor evaluation of assignments and performance; (2) programmatic level review through regularly scheduled Comprehensive Student Reviews; and (3) Student Development Committee (SDC) Reviews as needed. Comprehensive reviews are the responsibility of the full faculty of each program. Each program also has a Student Development Committee (SDC), comprised of a minimum of three faculty members. Program Directors cannot serve on the SDC, but membership can include faculty from other college programs. The primary function of the SDC is to conduct reviews of student performance in order to assess whether a student can progress in a program, make a determination of student status, and to make recommendations for action when a student has failed to maintain academic and professional standards, whether in class, clinical setting, or community.

A. EVALUATION OF ASSIGNMENTS AND PERFORMANCE

The most sensitive and detailed assessment of student progress is that conducted on an everyday basis through the evaluation of assignments in the classroom and clinical performance. To enhance success, performance concerns should be addressed with the student by the instructor as soon as they arise and not held for mid-term reviews, or end-of term grades. This may also lead to involvement of the student’s advisor and/or the SDC as determined by the faculty member. (See II. D. for grade standards, and III. B.3.a.& b. for process)

B. COMPREHENSIVE STUDENT REVIEW:

At a pre-determined time or times in each semester, (but no later than mid-semester,) the faculty of each program will conduct a comprehensive review of student performance. The review may require a referral for advising or referral to the Student Development Committee (SDC).

- a. Referral for Advising: When initial or minor concerns are first noted by a faculty member *at or prior* to the Comprehensive Student Review, the respective faculty member will notify the student and the student's academic and/or field/clinical advisor(s) as appropriate to review the circumstances in person, and with the student. The content and action steps determined at any such meeting will be documented and shared with the student in writing within two business days.

- b. Referral to Student Development Committee: If a resolution cannot be reached at the level of the advisor, or the concerns are substantial in nature, then the matter is referred to the SDC for a formal review. Significant concerns may include academic performance (e.g. falling below a 3.0 GPA for semester or cumulative, C- or below in course, or "Fail" in a Pass/Fail course) or professional conduct. (See below.)

Students' standing will be noted as follows:

1. Good Academic Standing: Students who meet the minimum standards and requirements set by the program and UNE. Students in good standing may continue to progress without restriction toward graduation.
2. Probationary Standing: Students who remain on probation as a result of a prior SDC Review. Progress or concerns should be noted and discussed as needed at this time.
3. Marginal Standing: Concerns have been previously noted but were not of sufficient consequence to merit probation.

C. STUDENT DEVELOPMENT COMMITTEE REVIEW

SDC reviews are intended to support students' academic progression, and are required in cases where a student is failing to maintain academic standards in the classroom or field, is accused of engaging in professionally inappropriate behavior, or is accused of violating academic integrity. An SDC review can be recommended by any faculty including the Program Director, or the faculty as a whole as an outcome of the Comprehensive Student Review. In the event of an alleged breach of ethical conduct, any aggrieved or responsible party may request that an SDC Review be conducted. Through the review process, the Student Development Committee is responsible for examining the concerns cited, evaluating their merits, determining student status, and recommending a course of action.

1. Responsibilities of the Committee Chair:

The SDC Chair is responsible for notifying all involved parties including the student when a formal SDC Review is required and the rationale for it. When the rationale includes clinical or fieldwork concerns, every effort will be made to include the relevant parties from the clinical or fieldwork site in the meeting either in person, conference call or videoconference.

2. Responsibilities of the Committee:

The SDC is responsible for:

- a) gathering all pertinent information relevant to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors.
- b) Determination of Student Status:
 - i) Probation: Probationary status allows a student to continue under certain specific criteria as determined by the SDC at a formal review. Students placed on probation will receive a letter from the PD outlining the conditions of probation and the steps required to return

to good standing. Barring any exceptional circumstances, students who do not return to good standing within the specified time frame will be dismissed from the program.

- ii) Return to good standing: Once a student has successfully completed the criteria specified in the SDC Review to the satisfaction of the SDC, the Committee will inform the PD who will send a letter to the student indicating return to good standing.
- iii) Dismissal: Students may be dismissed for a variety of reasons, including but not limited to (1) unacceptable academic performance; (2) failure to remove probation status; or (3) a conduct violation.

c) **Recommending Actions steps:**

The SDC will develop and recommend a plan of action to be taken to achieve stated outcomes, including the identification of responsible parties and expected dates of actions. This may include helping a student achieve educational objectives (e.g., remediation, use of the learning assistance center); employing alternate pathways to achieve educational objectives (e.g. extending field work hours beyond normal expectations, retaking a course); or specifying other terms for a student to remain in the program. The plan of action also describes the consequences for success (e.g. removal of probationary status) or failure to comply with or achieve the stated goals (e.g., probation, dismissal, or other.)

d) **Timetable:** The SDC decision re student status and recommended action steps are made within two (2) business days following the meeting(s) and communicated to the program director in writing. The PD reviews the report and seeks clarification if needed. The PD then communicates the action steps to the student in writing within five (5) business days.

e) **Scheduling:** To insure the greatest chance for a successful outcome, educational and conduct concerns should be identified as early as possible, and the SDC Review process initiated promptly. Except in rare exceptions, this means a minimum of 2 weeks prior to the end of the current semester or term.

3. **Responsibilities of the Student:**

The student is responsible for participating in the SDC Review process. This includes providing information as requested and playing an active role in the development of the action steps.

4. **Responsibilities of the Program Director:**

The PD has a unique role as a member of the faculty while also providing administrative oversight for all program functions. In the case of SDC Reviews, the PD will review the determination of status by the SDC to ensure that policies have been followed and procedures implemented. In the case that the PD believes that there are any potential concerns about the process, such as

procedural irregularities or additional information that should be considered, the PD will communicate these concerns to the SDC for reconsideration. The SDCs recommended action steps will be reviewed by the PD for logistical viability (faculty workload, support services, etc.). The PD will then either approve the plan as is or recommend modifications to the SDC. Following this step, the SDCs determination of status and recommended action steps will again be forwarded to the PD, who then communicates the outcome to the student.

5. Responsibilities of the Associate Dean(s):

The Associate Dean(s) serves as a consultant to the SDC and PD re policies and procedures on an as needed basis.

6. Student Appeals:

A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the [UNE Student Handbook](#).

C. ADDITIONAL PROCEDURES:

1. Leave of Absence (LOA). An LOA can be recommended by the Student Development Committee or be initiated as a student request. Students who desire to request a leave of absence are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, a petition is completed by the student, signed by the Advisor, and submitted to the PD, who has final approval. Leaves of absence can be requested for academic, medical or other personal reasons, and are ordinarily granted for a period not to exceed one year. The petition form is available at:

<http://www.une.edu/sites/default/files/Request-for-Leave-of-Absence-Form.pdf>

2. Withdrawal: Students wishing to withdraw for any circumstance must complete the required [University Withdrawal Form](#). Official withdrawal also requires approval by the PD.

IV. Appeals, Grievances, and Complaints Other Than Academic Progression

Occasionally, a student may have a grievance regarding another issue. A student grievance with a faculty member should be addressed first directly with the faculty member. If a student is not satisfied following this step, the student may request a review by contacting the PD. The director has the discretion to address the concern directly, or to form a grievance committee. Questions about procedural options should be directed to the PD.

Grievances or complaints about other aspects of the program may be brought to a faculty member or the PD by an individual student or through student class representatives. If this does not successfully resolve the concern, a single student or a group of students may bring their complaint or grievance to the College Dean or other relevant administrative unit as per the guidelines in the UNE Student Handbook.

V. Support/remediation/learning assistance

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or conduct issues. The intent is to increase the likelihood of a student's educational and professional success. It is a formal process, developed by faculty in conjunction with the student, and formally documented with specific measurable and attainable outcomes. It may be initiated on the recommendation of a faculty member or required by the Student Development Committee, based on the judgment that the concern has the potential to be successfully addressed through reasonable strategies using available resources.

Any student who is offered the opportunity to develop a remediation plan, whether recommended or mandatory, is strongly encouraged to seek input from the academic advisor, the PD, and other relevant stakeholders. Mandatory remediation plans are developed and presented by a student in writing to the Student Development Committee for approval. The terms specified in an approved plan must be successfully completed within the specified time lines of the plan. Failure to successfully complete the terms of a mandatory remediation plan will result in dismissal from the program.

Students are strongly encouraged to make full use of the services of the Student Academic Success Center: <http://www.une.edu/studentlife/portland/sasc> The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated into an educational review in order to enhance achievement of the stated goals.

VI. Academic Integrity Policy of the University of New England:

(adopted by the UNE University Council, September 10, 2010)

"The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Actions that destroy or alter the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own."

PROFESSIONAL WRITING AUTHORSHIP

The UNE OT department provides students opportunities to work with faculty on research and scholarship. Before initiating joint scholarship and research activities, the faculty member and student should have a clear understanding of how authorship credit on any papers or presentations that arise from their work will be determined. The procedures for credit, the order of authors' names, and the acknowledgement footnotes may vary.

Decisions regarding authorship must be mutually agreeable and outlined in a letter of agreement. If the expectations are not agreeable, student or faculty should decline collaboration. When roles and expectations change over the course of collaboration, the understanding concerning authorship should be discussed again and changed if necessary. If disputes arise, the process for resolution is outlined in the University Student Handbook. The following guidelines are recommended for determining order of authorship:

- **First author:** The first author assumes the primary responsibility for all aspects of the paper and its submission to IRB (if applicable). The first author plays a leadership role in developing the study's design, organizing and conducting the statistical analysis, interpreting the results, and writing large parts of the work.
- **Second author:** Unless indicated otherwise, the second author contributes substantially to all aspects of the paper, contributes to data collection and analysis, interpretation of the results, and writes a large part of the work. In group projects, the primary author may be followed by the alphabetical listing of "second" authors.
- **Other authors:** Other contributions such as designing or building instruments, collecting or entering data, or writing computer programs, assisting with writing parts of the paper, may in combination also justify authorship.

Research that has not been submitted for publication and/or presentation by the end of the academic year following graduation will become the property of the faculty research advisor. With the student's permission, the student's name will remain as authors despite the change in circumstance. Papers developed as class work, but not part of a group research project, are the academic property of that student. As a UNE employee, the faculty member assumes the primary responsibility for assuring that IRB procedures are being followed. All correspondence to and from IRB or other agencies must go through the faculty member.

Professional writing Across the OT Curriculum: Students are expected to use proper grammar, spelling and coherent thinking within all domains of writing throughout the curriculum. All OT professional writing will be done in the most recent edition of APA format and clinical writing according to AOTA professional standards. It is the student's responsibility to learn and use APA style writing.

CLINICAL EDUCATION (FIELDWORK EXPERIENCE)

POLICIES AND PROCEDURES

The process, policies and procedures regarding level I and level II fieldwork are outlined in the Fieldwork Manual. Students are expected to be familiar with the procedures.

PHILOSOPHY: Through fieldwork experiences students integrate knowledge from the classroom into clinical practice and develop a professional identity. Students participate in a variety of fieldwork experiences emphasizing practice with clients who have physical and/or psychological deficits. **Level I** fieldwork experiences are integrated into the coursework each semester and strengthen the student's abilities for practice.. Students gain experience in working with clients who have psychosocial and/or physical challenges. They work with older adults, adults, and children. Additional Level I experiences are integrated in numerous community service learning projects, allowing students to further integrate knowledge. **Level II** fieldwork experiences are full time experiences that allow students to apply academic knowledge in practice based settings and work with clients across the lifespan. These experiences provide students with close mentoring and supervision by a registered and licensed occupational therapist with at least one year experience.

LEVEL I FIELDWORK Level I fieldwork experiences occur concurrently with academic coursework and are designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Students may be supervised by other professionals during level I experiences, but will complete assignments related to occupational therapy practice. Students will be assigned to Level I fieldwork by the Academic Fieldwork Coordinator as part of their regular schedule.

During the Level I experience, occupational therapy students are covered under the University of New England's liability insurance. Students are expected to arrive at the site on time and complete the required hours. Students may have to travel for these experiences.

Level I fieldwork must be completed satisfactorily before a student may progress to Level II fieldwork. Level I fieldwork cannot substitute for any part of Level II fieldwork.

LEVEL II FIELDWORK Level II fieldwork experiences occur at the completion of the first year of didactic coursework and are designed to develop competent, entry-level practitioners. Students engage in two full time 12 week clinical rotations (Summer 2015; Fall 2015). One fieldwork experience must be in the physical dysfunction area; the other experience may be pediatrics, mental health, or hand therapy areas.

During Level II fieldwork, students are supervised by an occupational therapist (registered and practicing for at least 1 year). Students are exposed to a variety of diagnoses and practice areas.

Students must satisfactorily complete all required academic courses to enroll in Level II Fieldwork (OT 601, OT 602). Level II fieldwork must be completed within 18 months of completion of the didactic portion of the curriculum.

Students may need to travel for the level II fieldwork experience. The student is responsible for transportation, housing, personal liability insurance, health insurance, completion of all documentation required at the University, and ethical/personal conduct.

APPLICATION FOR NBCOT NATIONAL CERTIFICATION EXAMINATION

The National Board Certification in Occupational Therapy (NBCOT) certification examination is offered to graduates via computer and is scheduled “on-demand” at various testing centers across the USA. It is the student's responsibility to apply for the exam in a timely manner and to notify the testing service if he/she does not receive information. The student is responsible for all fees and required documentation. Students are required to submit official college transcripts for application to the exam. Felony convictions, professional licensure revocation and/or other convictions of negligence, malpractice, recklessness or willful or intentional misconduct may affect a candidate's ability to sit for the NBCOT national certification exam. www.nbcot.org Some states allow practitioners to be employed prior to taking the examination. In this case all official documentation is co-signed by a registered occupational therapist for legal and reimbursement purposes.

APPLICATION FOR STATE LICENSURE

Occupational therapy practitioners must apply for licensure to practice in a given state. State Licensure Board's vary in their requirements but most require certification examination results and professional references. It is the student's responsibility to investigate the specific requirements of the state. If reference letters must accompany licensure application, the student should discuss this with individual faculty members. Felony convictions, professional licensure revocation and/or other convictions of negligence, malpractice, recklessness or willful or intentional misconduct may affect a candidate's ability to obtain state licensure. In some states a temporary license can be granted if the student is working pending the results of the certification examination.