



University of New England  
Westbrook College of Health Professions  
Occupational Therapy Department

# **MSOT Class of 2022**

## **Graduate Student Handbook**



University of New England  
Occupational Therapy Department  
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Approved by OT faculty: Spring 2020

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## **DISCLAIMER**

The provisions of this Occupational Therapy Department Student Handbook do not constitute a contract, express or implied, between The University of New England and any applicant, student's family, or faculty or staff member. The University Of New England Department Of Occupational Therapy Department reserves the right to change the policies, procedures, rules, regulations, and information in this handbook at any time. Changes will become effective at the time the proper authorities so determine and the changes will apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to nor does it contain all regulations that relate to students.

## **INTRODUCTION**

This handbook supplements the [University of New England 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 student to meet ongoing needs. Policies and procedures must be reviewed by the Director and 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 (2020-21) and the [WCHP Graduate Program Progression Policies](#)

## **ACCREDITATION**

The Master of Science in Occupational Therapy at UNE was initially accredited in 1985 and has been continuously accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) since that time. Our next accreditation visit will occur in the 2024/2025 academic year. ACOTE is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, 301-652-6611 x2042, email is [accred@aota.org](mailto:accred@aota.org) and the web address is [www.acoteonline.org](http://www.acoteonline.org).

## MISSION & VISION

### MISSION OF THE UNIVERSITY

The University of New England prepares students to thrive in a rapidly-changing world and, in so doing, to improve the health of people, communities, and our planet.

### MISSION OF THE WESTBROOK COLLEGE OF HEALTH PROFESSIONS

The Westbrook College of Health Professions educates a dynamic, collaborative workforce responsive to the evolving needs of society, thus advancing the health and well-being of all people.

### MISSION OF THE OCCUPATIONAL THERAPY DEPARTMENT

UNE OT mission is to develop innovative and collaborative OT practitioners and leaders who respond to the dynamic needs of people and communities to support health and wellness through occupational engagement.

### 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.

### AOTA VISION 2025

*As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.*

#### Pillars:

- **Effective:** Occupational therapy is evidence based, client centered, and cost-effective.
- **Leaders:** Occupational therapy is influential in changing policies, environments, and complex systems.
- **Collaborative:** Occupational therapy excels in working with clients and within systems to produce effective outcomes.
- **Accessible:** Occupational therapy provides culturally responsive and customized services.
- **Equity, Inclusion, and Diversity:** We are intentionally inclusive and equitable and embrace diversity in all its forms.

(<https://www.aota.org/AboutAOTA/vision-2025.aspx>)

# **PHILOSOPHY**

## **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).

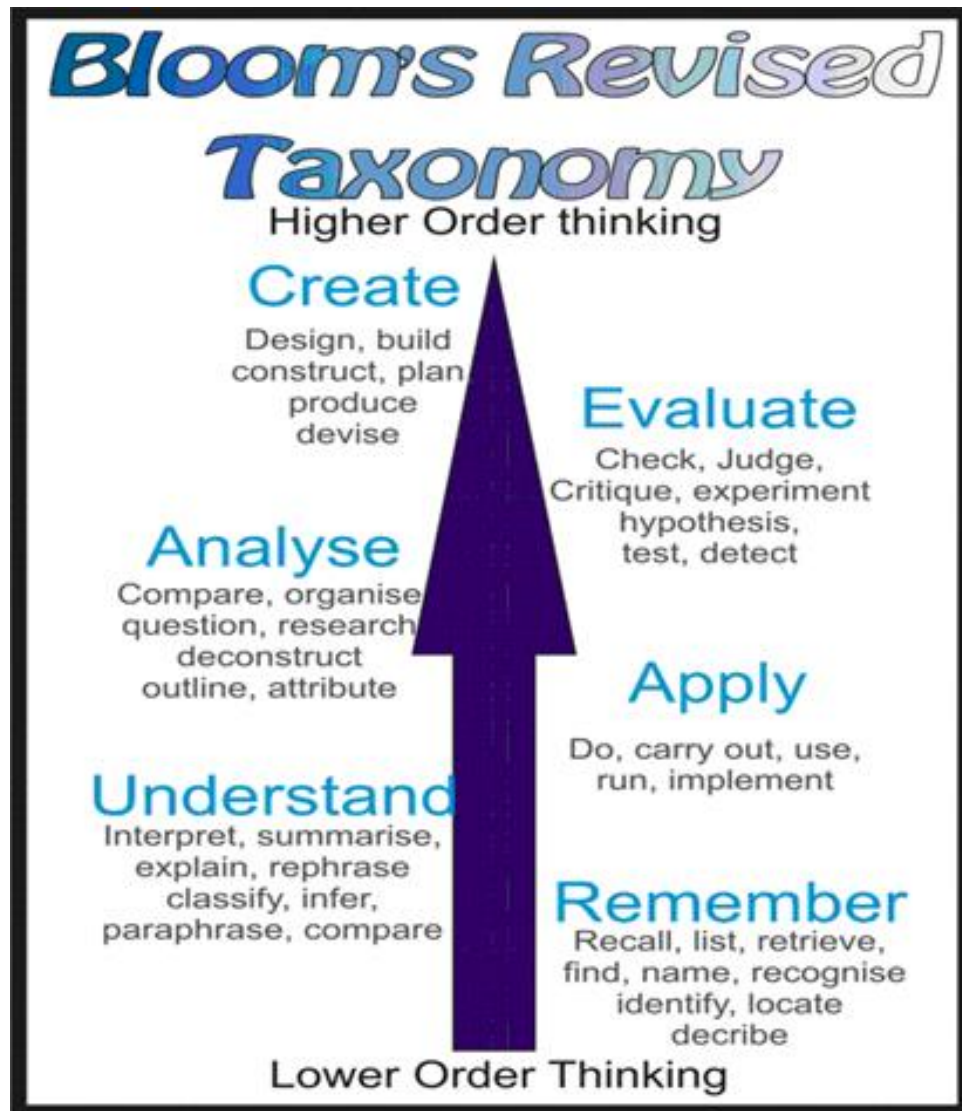
## **PHILOSOPHY OF TEACHING**

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 contexts 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.

## **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).

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/professional reasoning are essential for practice.
- Case-based integration and practical experiences provide authentic learning.
- Cultural diversity; understanding clients and others on a personal level allows 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:

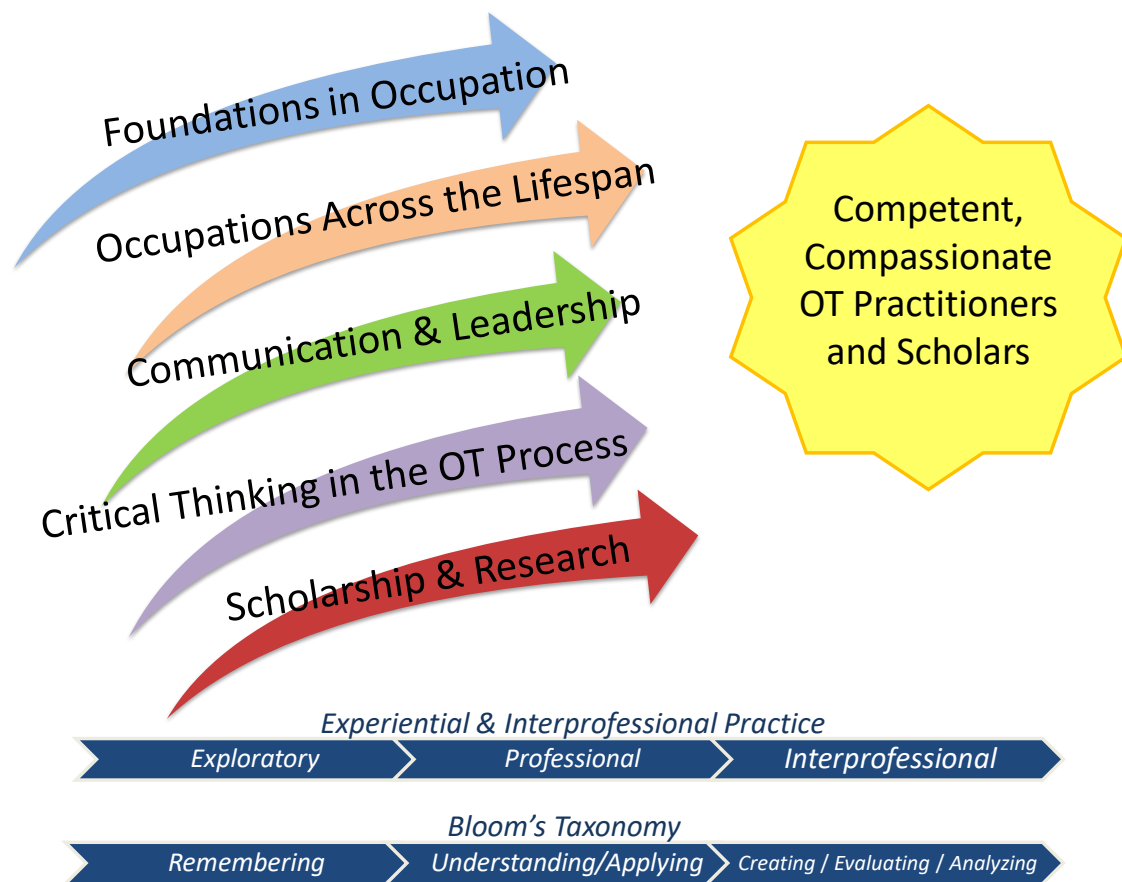
- ☐ Foundations in Occupation
- ☐ Occupations Across the Lifespan
- ☐ Communication and Leadership
- ☐ Critical Thinking in the OT Process
- ☐ Scholarship and Research

The courses within each theme address the Accreditation Council for Occupational Therapy Education (ACOTE, 2011) 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, conducting and disseminating research, and analyzing the evidence-base of the occupational therapy profession.

The curriculum follows a sequence beginning with mental health followed by a focus on children and youth, and finally adults and older adults. 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 and apply science base to practice. The curriculum includes numerous inter-professional experiences to prepare students for practice in a changing practice environment. At the completion of four didactic semesters, students complete two full time level II fieldwork experiences. Students return for a one week time period prior to graduation for knowledge synthesis and exam preparation.

**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.

## **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 will meet with their advisors prior to midterm and at the end of each semester at a minimum.

**Figure 3: Curriculum Sequence**

**Coursework Sequence**

Theme	Summer 2020	Fall 2020	Spring 2021	Summer 2021
<b>Foundations in Occupation</b>	OTR 502 – Occupational Analysis (3)  OTR 505 – Foundations in OT (3)	OTR 520/520L – Clinical Kinesiology & Anatomy (4)— (Curriculum shift secondary to COVID 19)	OTR 621 – Healthcare Management & Delivery (3)	
<b>Occupation across the Lifespan</b>		OTR 521 – Biopsychosocial Dimensions of Mental Health & Wellness (3)  OTR 640 – Neuro-occupation (3)	OTR 611 – Biopsychosocial Dimensions of Children & Youth (3)  Communities and Context (3)	OTR 527 – Rehabilitation, Disability, and Participation in Adulthood (4)  OTR 630 – Essentials for Practice in OT (3)  Communities and Context (3)
<b>Communication and Leadership</b>	OTR 532 – Therapeutic use of Self and Group Process (3)	OTR 650 – Leadership/Advocacy within Delivery Systems (3)  MH FW Seminar (1)	Pediatric FW Seminar (1)	RDP FW Seminar (1)
<b>Critical Thinking in the OT Process</b>	OTR 531 Health Conditions and Occupational Therapy (3)	OTR 521L – OT Interventions in Mental Health & Wellness (2)	OTR 611L – OT Interventions w/Children & Youth (includes level 1 fieldwork) (2)  OTR 610 – Integrative Practice	OTR 527L – OT Interventions w/Adults (includes level 1 fieldwork) (2)  OTR 529 – Integrative

			w/Children & Youth (3)	Practice w/Adults (2)
<b>Scholarship and Research</b>	OTR 628 – Research Methods & Design (3)—Curriculum shift secondary to COVID 19		OTR 619 – Evidence-based Research Seminar(3)	

### **Fall 2021 Level II Fieldwork**

### **Spring 2022 Level II Fieldwork**

## **CLINICAL EDUCATION (FIELDWORK EXPERIENCE)**

Please refer to the Fieldwork Manual (located on Blackboard) for complete information regarding clinical education.

### **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 client factors. **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 OT practitioners or other qualified individuals 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, behave professionally, and complete the required hours. Students may have to travel for these experiences and are responsible for any associated expenses.

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 2021; Fall 2022). One fieldwork experience must be in a rehabilitation, disability and participation (RDP) area; the other experience may be children and youth, mental health, hand therapy, or an additional RDP setting.

During Level II fieldwork, students are supervised by an occupational therapist (licensed and practicing for at least 1 year). Students are exposed to clients with 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 (college plan), health insurance, completion of all documentation required at the University, and ethical/personal conduct. Students traveling for fieldwork may wish to discuss costs with financial aid as a part of loan planning.

## DEPARTMENT CURRICULAR GOALS

Through the transformative power of occupation, UNE OT graduates collaborate with people and communities to navigate a journey toward health and wellness.

Upon completion of the Occupational Therapy Curriculum, the student will demonstrate the following outcomes:

### **Leadership & Advocacy**

- Advocate for access to occupations that support health and wellness.
- Demonstrate everyday leadership that equips others to navigate the journey to health & wellness through the transformative power of occupation
- Develop as leaders who model the way to health and wellness through the transformative power of occupation

### **Collaboration**

- Effectively demonstrate professionalism to communicate and collaborate in team based care for client centered practice
- Cultivate relationships to facilitate health and wellness
- Demonstrate communication that is flexible and responsive to contextual demands

### **Community & Context**

*(Facilitates UNE OT students' recognition that occupations are inextricably connected to and influenced by the communities and context in which they are performed)*

- Demonstrate the ability to recognize and assess characteristics of community (comprised of individuals, groups, populations that are complex, multifaceted and layered with meaning) and context (factors such as, culture, physical environment, personal interests, rituals, routines, spirituality, roles) to collaboratively find solutions to occupational challenges and to support occupational engagement and participation
- Value the characteristics of community and context as they influence occupation due to the symbiotic, dynamic, and complex relationship with nature of occupation.
- Support occupational engagement and participation by recognizing and assessing characteristics of communities and contexts.

### **Creativity**

- Collaborate with individuals, groups, populations and communities to implement creative solutions to occupational challenges.
- Integrate creative resources and strategies to shape thinking that will move people and communities towards health and wellness through occupational engagement
- Demonstrate the resourcefulness to keep occupation at the center of academic and practice related learning.

### **Evidence-based Practice and Scholarly Inquiry**

- Integrate all levels of evidence to create, inform, and support occupation-centered practice encompassing (or throughout) the entire OT process.
- Embrace a culture of scholarly inquiry that addresses gaps in knowledge and promotes best practice and lifelong learning.
- Demonstrate excellence in written and verbal communication to disseminate new ideas, knowledge, and skills that inform and guide practice

### **Meaning**

*(Meaning provides a framework for people to participate and live a fully engaged life)*

- Demonstrate knowledge and understanding of how participation and engagement in occupation creates a sense of meaning and in turn influences health and wellness
- Demonstrate awareness that meaning is a dynamic changing process that occurs throughout day to day occupations throughout the lifespan
- Discern meaning as it relates to each individual, population, group, and community

## TECHNICAL STANDARDS

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



## **POLICIES, PROCEDURES, AND CODE OF ETHICS**

The Department of Occupational Therapy, the Westbrook College of Health Professions (WCHP), and the University of New England are committed to offering a quality occupational therapy education program that complies with the evaluative criteria of the Accreditation Council of Occupational Therapy Educational (ACOTE). The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of occupational therapy.

Please refer to the [WCHP Graduate Program Progression Policies](#) for detailed description of academic standards and to the [Occupational Therapy Code of Ethics \(2015\)](#) for further information about professional conduct.

### **ATTENDANCE AND PARTICIPATION**

The OT Department expects students to attend and actively participate in all scheduled classes.

- Students are responsible for notifying faculty in writing in advance of missed coursework and are responsible for making arrangements to make up missed material.
- Students are responsible for all material missed when absent. Students are also responsible for submitting assignments on time unless prior arrangements are made with course faculty.
- Faculty may require students to complete additional work to assure the student has acquired the necessary course content if any part of a class is missed.
- Faculty may deduct points for absences as per course syllabi.
- The OT Department requires that a student petition faculty for frequent or consecutive absences.
- Students who are absent for class, including lab practicals or examinations, may be referred to their advisor and/or the Student Development Committee (SDC).
- Absences as members of a graduate professional education program, all students are expected to model professional behaviors. This includes attendance in all scheduled class meetings, including lectures and laboratory sessions. Individual faculty will establish course policies related to class attendance.
- Excused absences are acknowledged for major unplanned events (e.g. death in the family, emergency health conditions, mandatory military service commitment), and do not include planned events (e.g. scheduled appointments, weddings, vacations, birthdays). An excused absence is required to make up graded activities.
- Attendance at Professional Meetings: There are some circumstances in which a missed class due to attendance at a professional conference or event (such as Hill Day) will be considered an excused absence, based on the following criteria – • The conference/meeting must be an AOTA sponsored event (e.g. National Conference, Student Conclave, Hill Day as examples); or the student is presenting a scholarly product (e.g. poster or paper etc.) at a related professional conference. • The excused days will be the published dates of the conference, with one day of travel before and after. The

student must be in Good Standing within the department. If the absence is considered to be excused, the student is responsible for all missed class materials; and will make up all graded course activities according to a time table set by the course instructor. If a student plans to miss class(es) within this policy, he or she must notify the academic advisor, the Department Program Director, and the course faculty as early as possible

## **PROFESSIONAL COMMUNICATION AND BEHAVIOR**

As a program, the MSOT department seeks to utilize gender neutral language in all communication to create a more inclusive community. Students are responsible for conducting themselves professionally, including in written and verbal communication to all University employees, students, and community members while on campus and during fieldwork. Professional communication extends to prompt attention to any UNE-related email requiring a response. Students are expected to use their **@une.edu email addresses** for all of their University related correspondences and communications and to closely monitor this account for incoming messages and notifications. It is recommended that students check email daily. It is the expectation that a response will be generated to such an email within 48-hours, including while on fieldwork. Unprofessional communication or behavior will result in referral by the relevant party to the advisor and/or the Student Development Committee for a review of professional behavior and recommendations for appropriate action.

## **STUDENT ACCESS CENTER**

The [Student Access Center](#) works to ensure that the University promotes respect for individual differences and that no person who meets the academic and technical standards needed for admission and continued enrollment at UNE is denied benefits or subjected to discrimination due to a disability. Toward this end, and in conjunction with federal and state laws, the University provides reasonable accommodations for qualified students.

## **STUDENT ACADEMIC SUCCESS CENTER (SASC)**

Students are strongly encouraged to make full use of the services of the Student Academic Success Center (SASC): <https://www.une.edu/SASC> to support learning and academic success.

## **OT DEPARTMENT TESTING POLICY AND PROCEDURE**

### **Exam Rules and Guidelines for MSOT Students to insure test integrity:**

- Please plan to use the restroom prior to testing beginning. If an emergency arises the faculty or proctor in the testing room will determine how to proceed.
- When choosing a seat, please spread out in the room as much as possible.
- Faculty will determine where to put your backpacks, coats, and other materials as they will not be allowed at your desk or table space.
- No phones, watches, or large jewelry will be allowed for quizzes and exams.
- Dress warmly, no coats can be worn during quizzes and exams
- Only a clear water bottle and pencil allowed on the desk
- If you have questions during a written or electronic test, raise your hand and the faculty or proctor will come to you. Faculty will confirm the procedure for questions in each individual course

- Refrain from talking until outside of the test space, even in the hall outside of the classroom, your voices can easily disturb those who are still taking a test.
- Following the test do not share test questions, answers, or topics with those who have not yet taken the test
- Please wait 24 hours after receiving a test grade to contact the relevant faculty member. Initial contact needs to be in writing (e-mail), outlining your concerns and offering recommendations for resolution.
- Students are expected to adhere to the OT Code of Ethics and UNE/WCHP policies regarding academic integrity for all course assessments and activities.
- Additional procedures will be added for online examinations as a result of COVID 19 changes.

### **LEAVE OF ABSENCE (LOA)**

A 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: [Leave of Absence Form \(pdf\)](#)

### **WITHDRAWAL**

Students wishing to withdraw for any circumstance must complete the required University Withdrawal Form. Official withdrawal also requires approval by the Program Director. Prior to moving forward with a withdrawal please make an appointment to meet with the MSOT program director.

### **APPEALS, GRIEVANCES, AND COMPLAINTS OTHER THAN ACADEMIC PROGRESSION**

Occasionally, a student may have a grievance or complaint. 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 Program Director. 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 Program Director.

Grievances or complaints about other aspects of the program may be brought to a faculty member or the Program Director 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.

**Remediation/Skills Support** is a process through which a student experiencing difficulty works to improve unsatisfactory academic performance, performance regarding technical standards, and/or professional behavior. 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 remediate, whether recommended or mandatory, is strongly encouraged to seek input from the academic advisor, the PD, and other relevant stakeholders. 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 may result in dismissal from the program.

## **ADDITIONAL OCCUPATIONAL THERAPY DEPARTMENTAL INFORMATION**

### **PROFESSIONAL SALUTATIONS**

Students should address faculty, guests, and colleagues in a professional manner, given the specific setting and situation. Each core faculty member of the department will make it clear in their class how they expect to be addressed (e.g. by degree, first name, etc.). All adjunct faculty and guest lecturers shall be addressed in a professional manner (e.g. Dr., Professor) at all times, unless otherwise set by the course coordinator.

Again, please refer to both the UNE student handbook and WCHP's Graduate Program Progression Policies for matters related to communication and professional behavior:

[University of New England Student Handbook 2019-2020](#)

[WCHP Graduate Program Progression Policies](#)

### **STUDENT FILES AND PERSONAL IDENTIFIABLE INFORMATION**

It is the policy of the Department faculty and staff to insure the confidentiality of student records and personal identifiable information. A file for each enrolled student is kept on a secure password protected server on the UNE web server. Faculty are responsible for ensuring that a copy of any correspondence, letters, written communication, etc. to the student or about the student be placed in the electronic student file. All faculty and staff are responsible for insuring that all files on student advisees and other confidential materials are stored in secure electronic and/or hard copy files congruent with University and federal/state policies, e.g. the Family Educational Rights and Privacy Act (FERPA). To further protect the confidentiality of files housed in the Department, the main office will be locked when no one is present. Other personal identifiable information, including but not limited to, University email addresses, contact information, username and password accounts used in University online programs such as Blackboard and U-Online, is also protected congruent with University and federal/state policies (e.g. FERPA).

### **PROFESSIONAL WRITING**

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.**

### **Authorship Guidelines**

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 authorship should be discussed

again and changed if necessary. 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 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. The UNE faculty member assumes the primary responsibility for all correspondence to and from IRB or other agencies.

## **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
- closed-toed shoes for laboratory or practice activities
- sandals (no flip flops) allowed, except in lab, fieldwork, and in community experiences
- short or long sleeved tops (no tank tops or sleeveless shirts)
- t-shirts should have positive language or logos and should be modest
- slacks (no jeans) in good shape (no holes or faded), capri-length pants are fine
- no shorts
- modest skirts
- limited jewelry
- modest piercings

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 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 and may be referred to their advisor and/or the Student Development Committee. For clinical and community experiences, please be prepared to follow facility-specific requirements as they pertain to dress and modesty. Please be advised that many clinical facilities have policies regarding piercings, tattoos, fake nails, and strong fragrances.

## **OFFICE ASSISTANCE AND EQUIPMENT USE**

The Occupational Therapy department has administrative support personnel to support the daily operations of the MSOT program, located in the Occupational Therapy Department Office in Proctor Hall, Room 320. Student requests for office supplies or assistance, including duplication of materials for class presentations or in-services, must be submitted to the course instructor for approval before submitting to an administrative support personnel. Photocopiers are located in the library for students' personal use.

## **EQUIPMENT AND USE OF THE OT LAB**

The OT Lab will be available at times when regularly scheduled classes are not in session for study and practice as arranged with course faculty and department staff. Students are expected to clean up the lab space after use to include: 1.) Placing used linens in the laundry basket or other receptacle as provided; 2.) Returning equipment to the appropriate storage location; 3.) Insuring that the room has been straightened up, windows closed and that the laboratory door is locked when exiting the room.

In order to promote a safe and positive learning environment, it is expected that OT students will engage in safe and professional behavior during all use of the OT Lab and other classroom space. Students may only use department equipment for practice after the equipment has been presented in class. Students are not to use any equipment or practice any techniques that has not yet been

presented in class. Practice is only allowed with faculty and other occupational therapy students who have also been trained in the use of the respective equipment.

If equipment is broken or damaged, please notify course faculty and/or the Occupational Therapy Staff Assistant.



## **ASSOCIATIONS & SCHOLARSHIPS**

### **AMERICAN OCCUPATIONAL THERAPY ASSOCIATION**

The Department of Occupational Therapy requires student membership in American Occupational Therapy Association (AOTA ).

The department views AOTA membership as a professional responsibility. Students who are members of AOTA are eligible for departmental honors, travel stipends, graduate assistantships, and scholarships (i.e., Kielhofner scholarship). Students receive discounts on AOTA books and conferences. Students who are members have direct access to the American Journal of Occupational Therapy, the British Journal of Occupational Therapy, and the Canadian Journal of Occupational Therapy as well as OT Practice magazine.

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

### **STATE OF MAINE OCCUPATIONAL THERAPY ASSOCIATION OR YOUR HOME STATE ASSOCIATION**

We strongly recommend students become members of Maine OT Association (MEOTA) or one's own state association.

### **UNE STUDENT OT ASSOCIATION (UNESOTA)**

Membership in the UNE Student Occupational Therapy Association (UNESOTA) is recommended. Students in UNESOTA plan community activities, support occupational therapy at the university and support travel to conferences. This student run organization provides leadership opportunities for students.

### **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 30% 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.

### **SCHOLARSHIPS**

The OT Department offers a few small unique scholarships to our students. Opportunities for application for scholarships will be shared with students as the scholarships become available. For many opportunities students must be members of AOTA.

Scholarships are also offered through the American Occupational Therapy Foundation, State Occupational Therapy Associations and other organizations related to health care.

## **WCHP DEAN AND OT DEPARTMENTAL CONFERENCE FUNDS**

Students who are presenting at a conference may apply for funds from the WCHP dean's office and OT department to help cover some of the costs of travel and registration. To be considered, students must be a member of AOTA.

### **CRITERIA FOR STUDENT FUNDING:**

- Students in good academic standing (undergraduate or graduate) at the time of submission of the funding application AND at the time of the conference or presentation are eligible to apply for departmental and college funding.
- Student must have had an abstract accepted for either an oral or poster presentation or have been selected for a student appointment to a position within a professional organization. Students are encouraged to apply for funding as early as possible.
- Must be a local, regional, national, or international conference.
- Indicate other sources of funding that have been applied for:
  - Student Government Association
  - Office of Sponsored Research
  - Department
  - IPEC mini-grant

### **DEPARTMENTAL AND COLLEGE FUNDING SUPPORT:**

- Conference fees
- Travel
- Food

### **Process:**

- The student is responsible for completing and submitting an Approval to Travel form and the Funding Application form to their department along with documentation supporting their acceptance to present or statement of appointment to a professional organization position. This submission must be made at least two weeks in advance of their travel.
- If approved at the department level it can be forwarded to the WCHP Dean's office for additional consideration for financial support.

### **Funding Reimbursement:**

After attending the conference, the student must:

- Have attended the conference or presentation and provide proof of attendance
- Adhered to program's professional standards
- Submit a Travel Expense Voucher form with a copy of all receipts to the department for reimbursement.

Please note that funding availability can vary from year to year based on departmental and college budgets. The act of submitting an application does not guarantee funding.

- If funding is approved, the department may provide up to but not more than 25% of the cost of travel.
- If funding is approved, the WCHP Dean's Office may provide up to but not more than 25% of the cost of travel.

## **CERTIFICATIONS AND LICENSURE**

### **NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY**

Occupational therapy students must pass the NBCOT examination to practice as an occupational therapist. A felony conviction or criminal background history may affect a student's eligibility for certification and credentialing. Please refer to the NBCOT website to determine eligibility. NBCOT, Inc. One Bank Street, Suite 300, Gaithersburg, MD 20878. The phone number is (301) 990 – 7979. Email: [Info@nbcot.org](mailto:Info@nbcot.org) Website: [NBCOT](http://NBCOT)

### **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.

Eligibility to take the National Board of Certification Exam: If you have a felony conviction or record containing illegal, unethical or incompetent behaviors, the ability to obtain certification or licensure to practice OT may be jeopardized.

### **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. In this case all official documentation is co-signed by a registered occupational therapist for legal and reimbursement purposes.

## **INFORMED CONSENT FOR TEACHING AND LEARNING ACTIVITIES, IMAGES, AND MATERIALS**

Any patient or guest participating in teaching and learning activities sponsored by the Department must give their written consent to do so (Appendix 2). These activities, which include but are not limited to: being interviewed, photographed, video or audio recorded, allow faculty to demonstrate, and students to practice, examination and treatment procedures. The activities may occur at the University or in the community.

Many courses in the curriculum involve a laboratory component. In these labs, it is expected that each student participate by practicing the techniques taught. Students will frequently work in pairs or small groups during this practice time and, on occasion, an individual student may be asked, but not required, to act as the 'model' for demonstration purposes. It is vitally important that each student feels safe and respected while in class and lab. If a student does not feel comfortable with having a classmate practice skills and techniques taught in lab on them, or acting as a model for demonstration, the student should discuss the matter with the course coordinator.

Students are not allowed to video or audio record occupational therapy classes, including labs, unless approved by the course coordinator. If allowed, no video may be shared with classmates, nor posted in any format, either in a public or private location. When the use of images or other materials occurs during Fieldwork, the student is expected to follow the facility's policies and procedures for obtaining informed consent. In the absence of facility policies and procedures regarding informed consent, students should use the Department's form pending approval from the clinical facility manager. Further detail regarding the use of images or other materials during clinical practice is found in the Department's Fieldwork Education Handbook.

## **TECHNOLOGY REQUIREMENTS**

All students are required to have their own laptop computers or a similar device (e.g. tablet) with the capability of accessing Blackboard, or similar on-line classroom programming, and high-speed Internet service.

### **Minimum Requirements:**

Operating system:	Windows 10, Mac OSX 10.11, or newer
Processor:	Core i5 or better
Memory:	at least 4GB of RAM

### **Recommended:**

Drive:	A solid state drive (minimum of 128GB)
Memory:	8GB of RAM
Vendor provided warranty (i.e. AppleCare, Dell Recommend)	
Extra laptop battery charger (some rooms have limited outlets)	

## References

- Accreditation Council for Occupational Therapy Education (ACOTE) (2013). *2013 Standards and Interpretive Guide*. Rockville, MD: American Occupational Therapy Association.
- American Occupational Therapy Association. (2015). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 64 (6), 151 – 160.
- American Occupational Therapy Association. (2011). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 65(Suppl.), S65. Doi: 10.5014/ajot.2011.65S65
- American Occupational Therapy Association (2013). *The road to the centennial vision*. Retrieved May 16, 2014 from <http://www.aota.org/AboutAOTA/Centennial-Vision.aspx>
- Anderson, L. W., & Krathwohl, D. R. (Eds.) (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman.
- Bloom, B. S. & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain*. New York: Longman.
- Forehand, M. (2005). *Bloom's taxonomy: Original and revised*. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved October 14, 2008 from <http://projects.coe.uga.edu/epltt>
- Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

**Appendix \*\*****Advising Form: Technical Standards**

Student Name: \_\_\_\_\_

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

Standards	Observation	Meets	Partial Meet	Does not meet	Comments
Critical thinking and judgment	<ul style="list-style-type: none"><li>• promotes safety</li><li>• designs or implements optimal occupational performance,</li><li>• demonstrates/describes sound remediation and adaptation approaches</li></ul>				
Time management and organizational skills	<ul style="list-style-type: none"><li>• meets classroom expectations (on time and of good quality)</li><li>• meets practice (fieldwork, simulation) expectations</li></ul>				
Interpersonal skills	<ul style="list-style-type: none"><li>• participates in classroom discussion, experiences (works well with team and faculty)</li><li>• conducts interviews</li><li>• observes body language</li><li>• listens, responds</li><li>• collaborates goal setting,</li><li>• develops intentional relationships</li></ul>				
Evaluation of performance of self and others	<ul style="list-style-type: none"><li>• adjusts behavior in response to feedback</li><li>• (Provides feedback in constructive ways)</li><li>• Promotes behavioral change in others to enhance occupational performance</li></ul>				
Communication skills	<ul style="list-style-type: none"><li>• complete written documentation consistent with OT practice</li><li>• participate as a health care team member</li></ul>				
Cognitive abilities	<ul style="list-style-type: none"><li>• analyze, synthesize, and integrate information</li><li>• clinical judgment for planning and implementing effective occupation-based interventions, test taking skills and abilities</li></ul>				

Physical abilities	<ul style="list-style-type: none"> <li>• perform physical examinations, such as balance, range of motion, and strength</li> <li>• Accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.</li> </ul>				
Emotional stability	<ul style="list-style-type: none"> <li>• handle the demands of a practice and classroom environment</li> <li>• Act in a professional manner</li> <li>• Be dependable</li> <li>• Meet commitments</li> <li>• Be forthcoming about one's own needs.</li> </ul>				
Personal appearance and hygiene	<ul style="list-style-type: none"> <li>• Conducive to classroom and working in clinical and community settings.</li> </ul>				

Student Goals:

Signature:

Faculty suggestions:

Signature:

### Student Author Conference Agreement Occupational Therapy Program

The undersigned acknowledges the following expectations for any submission for a scholarship opportunity (e.g. poster, platform, educational session or attendance) at a local, regional, national or international conference in which the University of New England is associated in a supportive or co-authorship capacity. Full compliance with submission criteria and deadlines as published for each venue and in accordance with course and co-author deadlines. Prompt communication with all co-authors regarding acceptance/rejection notification. Clear communication with co-authors to organize confirmed conference attendance with designated presenter expected to be in attendance. With the exception of an unexpected emergency or illness, attendance is required. It is the designated presenter's responsibility to contact the conference directly (as well as any co-authors) in the event of an emergency resulting in an inability to attend. In the event of an unexpected inability to attend, it is the responsibility of the primary submitter/designated presenter to ensure any materials are available to the conference (e.g. posters) at the presenter's expense. For poster presentation sessions, the presenter is expected to be present at the poster for the entire duration of the scheduled poster session. Student Signature:

\_\_\_\_\_ Date: \_\_\_\_\_ Co-author(s)/Faculty

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