



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

MSOT Class of 2017



**University of New England
Occupational Therapy Department
716 Stevens Avenue
Portland, ME 04103
(207) 221-4100**

**DEPARTMENT OF OCCUPATIONAL THERAPY
WESTBROOK COLLEGE OF HEALTH PROFESSIONS
UNIVERSITY OF NEW ENGLAND**

TABLE OF CONTENTS

Occupational Therapy Faculty and Staff	3
Introduction	4
Mission and Vision	4
Philosophy Statement	4
Curriculum Design	7
Curriculum Model	8
Curriculum Sequence	9
Department Curricular Goals	10
Interprofessional Education Collaborative (IPEC) Competencies	11
Accreditation	11
National Board for Certification in Occupational Therapy	12
OT Associations and Scholarships	12
Technical Standards	13
Disability Services	13
Academic Advising	13
WCHP Graduate Program Policies	14
OT Specific Policies	14
Attendance and Participation	14
Lab Policy	14
Dress Code	14
Professional Writing	15
Authorship Guidelines	15
Clinical Education	16
Philosophy	16
Level I	16
Level II Fieldwork Experiences	16
Application for NBCOT Nat'l Certification Exam	17
Application for State Licensure	17

OCCUPATIONAL THERAPY FACULTY AND STAFF

<u>Names</u>	<u>Telephone Extension</u>	<u>E-mail</u>
Kathryn Loukas, OTD, MS, OTR/L, FAOTA Clinical Professor Interim Program Director	221-4103	kloukas@une.edu
Regi Robnett, PhD, OTR/L, FAOTA Professor Assistant Interim Program Director	221-4102	rrobnett@une.edu
Elizabeth Crampsey, MS, OTR/L, BCPR Assistant Clinical Professor Community Therapy Center, Coordinator	221- 4130	ecrampsey@une.edu
Jeanette Froehlich, MS, OTR/L Associate Professor	221-4105	jfroehlich@une.edu
Judith G. Kimball, PHD, OTR/L, FAOTA Professor	221-4108	jkimball@une.edu
Nancy MacRae, MS, OTR/L, FAOTA Associate Professor	221-4106	nmacrae@une.edu
Scott McNeil, OTD, MS, OTR/L Assistant Clinical Professor Academic Fieldwork Coordinator	221- 4109	smcneil@une.edu
Jane Clifford O'Brien, MS, EdL, PhD, OTR/L, FAOTA Professor	221-4107	jobrien@une.edu
Mary Beth Patnaude, MS, OTR/L Assistant Clinical Professor	221-4104	mpatnaude1@une.edu
Barbara Price Clinical Placement Coordinator	221-4101	bprice@une.edu

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 student to meet ongoing needs. 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 (2015-2016) (<http://www.une.edu/studentlife/handbook/>) and the WCHP Graduate Student Policies and Procedures. (2015-16). Policies for 2015-16 will be posted on June 1, 2015.

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).

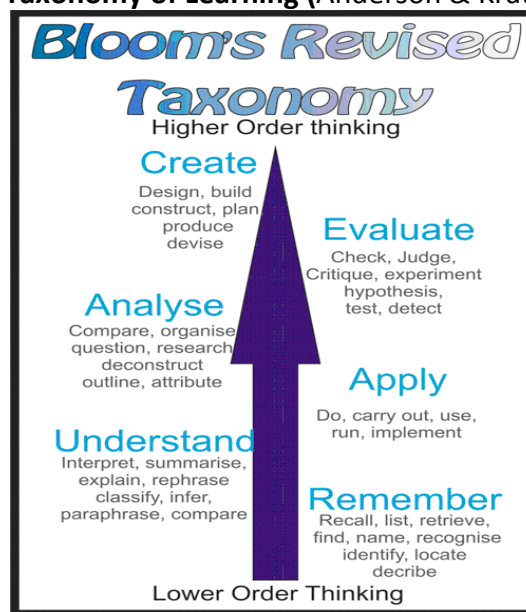
Humanistic Philosophy

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 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.

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:

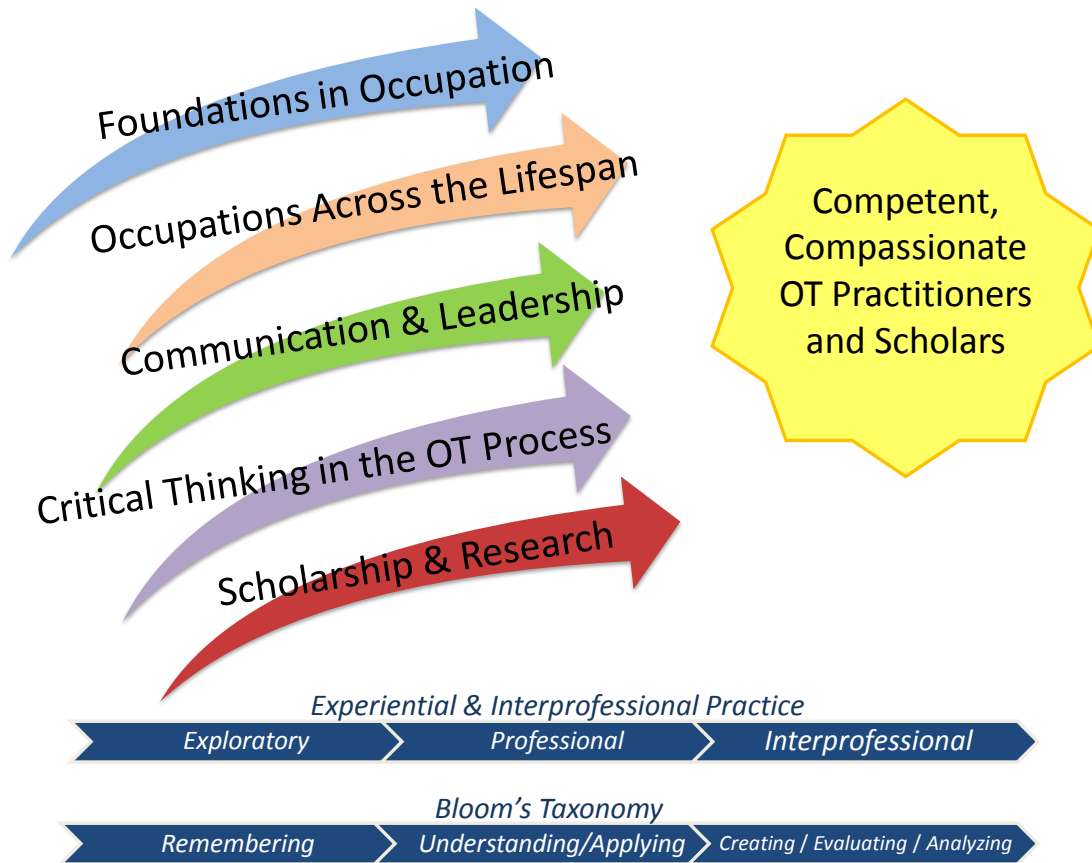
- ✓ Foundations in Occupation
- ✓ Occupations Across the Lifespan
- ✓ Communication and Leadership
- ✓ Critical Thinking in the OT Process
- ✓ Scholarship and Research

The courses within each theme address the Accreditation Council for Occupational Therapy Education (ACOTE, 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, conducting and disseminating 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 client factors, 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 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 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, applying the concepts of neuro-occupation, developing leadership and advocacy skills, and examining research evidence to prepare for entry-level practice. Students also 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 (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 for MH & Wellness	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 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.

References

- Accreditation Council for Occupational Therapy Education (ACOTE) (2013). *2013 Standards and Interpretive Guide*. Rockville, MD: American Occupational Therapy Association.
- American Occupational Therapy Association. (2010). 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.

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 2014. www.acoteonline.org

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. 12 South Summit Avenue, Suite 100 Gaithersburg, MD 20877 (301) 990 – 7979

Email: Info@nbcot.org Website: www.nbcot.org

OT ASSOCIATIONS AND 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.

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.

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

UNE Student OT Association: Member 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.

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. Students must be members of AOTA.

WCHP Dean and OT Departmental Conference Funds: Students who are members of AOTA 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.

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 asked to meet with their advisor at midterm and at the end of each semester.

WCHP ACADEMIC POLICIES

The Department of Occupational Therapy, the Westbrook College of Health Professions, 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 and Procedures](#) for detailed description of academic standards.

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 and making arrangements to make up missed material.
- Students are responsible for all material missed when absent and handing in assignments on time.
- Faculty may require students 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.
- The OT Department requires a student petition faculty for frequent or consecutive absences.
- Students who are absent for class, including lab practicals or examinations may be referred to the Student Development Committee (SDC).

LAB POLICY

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 or Spring level I fieldwork 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% (lower grades may be assigned at the discretion of the faculty member).

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
- 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.

PROFESSIONAL WRITING

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.**

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.

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 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, 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 2016; Fall 2016). One fieldwork experience must be in a rehabilitation, disability and participation area; the other experience may be children and youth, mental health, hand therapy, or an additional rehabilitation setting.

During Level II fieldwork, students are supervised by an occupational therapist (registered 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.

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.