



**UNIVERSITY OF
NEW ENGLAND**

INNOVATION FOR A HEALTHIER PLANET

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

MSOT Class of 2021



**University of New England
Occupational Therapy Department
716 Stevens Avenue
Portland, ME 04103
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Approved by OT faculty: 5-16-19

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

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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 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 (2018/2019). [WCHP Graduate Student Handbook](#)

*As soon as the 2019/2020 handbook is published we will follow those updated policies.

Mission and Vision of the University

Mission

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.

Vision

We will realize this mission by committing to a distinctive approach to education that will make UNE among the most experientially driven institutions of higher education in the nation. We will provide teaching and learning that conjoins problem-based and hands-on learning, liberal education, and professional training to immerse students in an educational experience that prepares them with:

- ***Habits of mind***, such as cultural, quantitative, and information literacy, critical thinking, tolerance for ambiguity, and problem solving;
- ***Discipline-based knowledge*** in their chosen programs of study; and
- ***Professional competencies***, including the ability to collaborate in diverse teams, communicate persuasively, and be a thoughtful leader.

We will be an institution that challenges students to learn broadly, master their professional skills, and ask probing questions. In this way, they will prepare themselves for further study and successful careers, deeply rewarding lives, and meaningful contributions to their communities and the world.

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

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.

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 Vision 2025 developed by the American Occupational Therapy Association:

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.

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

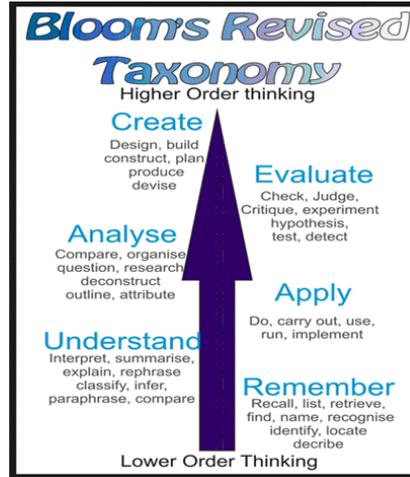
OT faculty strive to guide students to maximize their potential. This is reflected in our mission “student-centered educational program”. Using adult learning principles, faculty provide supportive and challenging contexts to help students achieve and develop as professionals. Terms such as ‘fostering, 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. As faculty in the Department of Occupational Therapy, we highly value an adult learning approach. While adult learning encompasses many principles, one key principle is “*self-directed learning*”. This does not mean that you will need to teach yourself but it does mean that we expect you to take responsibility for your learning.

Throughout the entirety of your UNE MSOT experience, the faculty will expect that you:

- Complete all readings prior to class or as assigned by course faculty.
- Take initiative to clarify concepts or seek additional information to augment your learning.
- Immerse yourself in the **process** and deemphasize product or grades in lieu of learning.

The faculty have thoughtfully selected books and supplemental readings to support your learning and growth, and we do make an effort to limit this number. We also make an effort to select textbooks that align with the major texts in the field that the National Board for Certification in Occupational Therapy (NBCOT) draws questions from. You should keep your texts during and after the program as they will serve you well on your path of adult learning. Please purchase the latest editions of all required texts as there are always information updates and some texts may have worksheets or other activities not contained in previous editions. 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 many varied 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. We want each of you to be successful in reaching your ultimate goal of becoming an occupational therapist. This is a tremendously worthy goal and one that will require you to *study hard, explore greatly, and create without borders*.

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

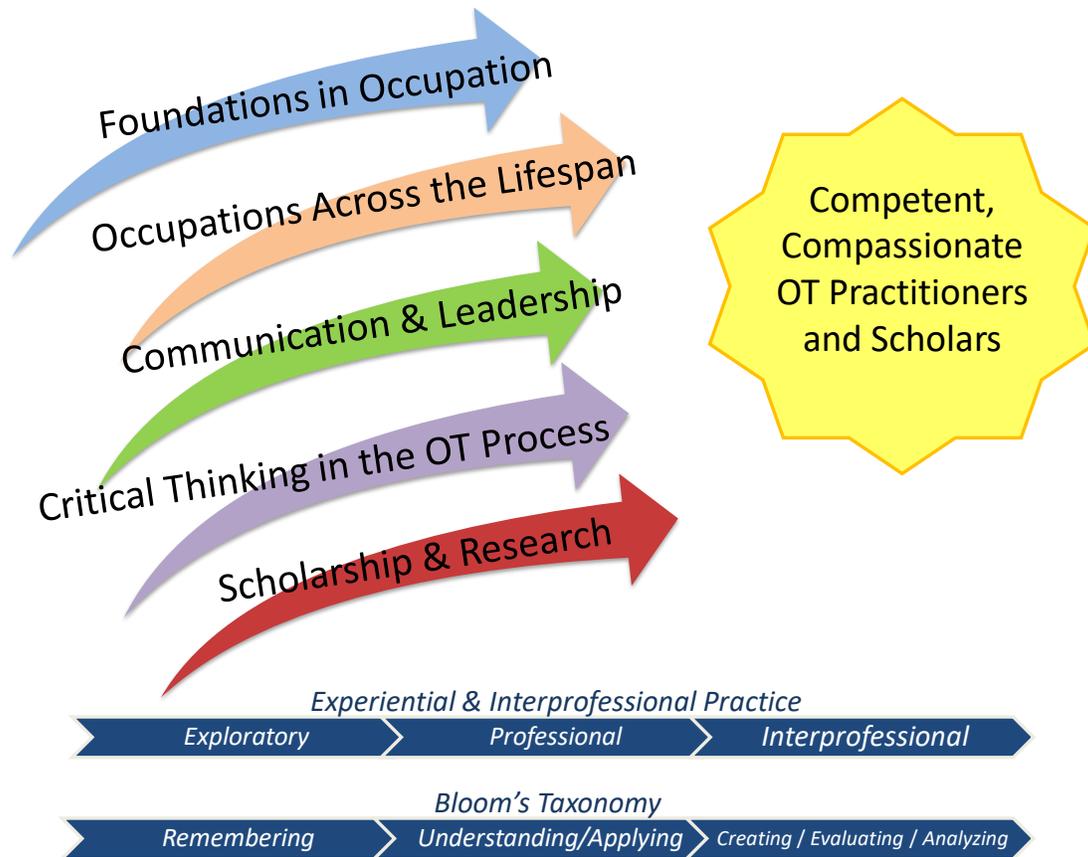
The courses within each theme address the Accreditation Council for Occupational Therapy Education (ACOTE, 2011) standards. (See Figure 3). Faculty build learning activities based upon Bloom's taxonomy of learning (Anderson & Krathwhol, 2001; Bloom & Krathwhol, 1956; Forehand, 2005).

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 their 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 an ever 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. See Figure 3 for curriculum sequence.

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.

Figure 3: Curriculum Sequence

Curriculum Sequence

Theme	Summer 2019	Fall 2019	Spring 2020	Summer 2020
Foundations in Occupation	<p>OTR 502 – Occupational Analysis (3)</p> <p>OTR 505 – Foundations in OT (3)</p> <p>OTR 520/520L – Clinical Kinesiology & Anatomy (4)</p>		OTR 621 – Healthcare Management & Delivery (3)	
Occupation across the Lifespan		<p>OTR 521 – Biopsychosocial Dimensions of Mental Health & Wellness (3)</p> <p>OTR 640 – Neuro-occupation (3)</p>	<p>OTR 611 – Biopsychosocial Dimensions of Children & Youth (3)</p> <p>OTR 606 Communities and Context (3)</p>	<p>OTR 527 – Rehabilitation, Disability, and Participation in Adulthood (4)</p> <p>OTR 630 – Essentials for Practice in OT (3)</p> <p>OTR 606 Communities and Context (3)</p>
Communication and Leadership	OTR 532 – Therapeutic use of Self and Group Process (3)	<p>OTR 650 – Leadership/Advocacy within Delivery Systems (3)</p> <p>OTR 528 MH FW Seminar (1)</p>	OTR 605 Pediatric FW Seminar (1)	OTR 604 RDP FW Seminar (1)

Critical Thinking in the OT Process	OTR 531 Clinical Conditions (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 w/Children & Youth (3)	OTR 527L – OT Interventions w/Adults (includes level 1 fieldwork) (2) OTR 529 – Integrative Practice w/Adults (2)
Scholarship and Research		OTR 628 – Research Methods & Design (3)	OTR 619 – Evidence-based Research Seminar(3)	

Fall 2020 Level II Fieldwork

Spring 2021 Level II Fieldwork

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.

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) (possible tagline)

- 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

Inter-professional Education Collaborative (IPEC) Competencies

Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. (WHO, 2010)

Interprofessional competency domains include:

- Values & Ethics: Maintain a climate of mutual respect and shared values
- Roles & Responsibilities: Use knowledge of own role in collaboration with knowledge of the roles of other health professions
- Communication: Employ responsive, responsible, & respectful communication with patients, families, & other health & health-related professionals towards seamless and safe care
- Teamwork: Build & apply interactive & productive relationships with team members for patient/population-centered care delivery
- Collaborative leadership: Facilitate an interactive environment inclusive of all team members that improves the quality of learning and care.
- These competencies are addressed throughout the OT curriculum.

To learn more about IPEC Mission and Values visit: <https://www.une.edu/wchp/ipec/plan>

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.

Professional Salutations

Students are to address faculty, guests, and colleagues in a professional manner (e.g. Dr. or professor), adjunct faculty and guest lecturers shall be addressed in a professional manner. Faculty will be responsible to introduce guest speakers in the manner that they would like to be addressed.

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. 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 Administrative Assistant.

Technology Requirements

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

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 special projects, 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 and general classroom use.

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- Accreditation Council for Occupational Therapy Education (ACOTE) (2013). *2013 Standards and Interpretive Guide*. Rockville, MD: American Occupational Therapy Association.
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- 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. One Bank Street, Suite 300, Gaithersburg, MD 20878. (301)-990-7979
Email: Info@nbcot.org Website: www.nbcot.org

Students are encouraged to create a MyNBCOT Account by visiting the NBCOT website at www.nbcot.org. This account can be used to stay informed about NBCOT news and keep your information updated, as well as apply to take your examination at the completion of the program and access study tools for the exam.

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. Prior to degree conferral students may apply to be considered for an Academic Completion Verification Form that attests to completion of academic requirements prior to conferral of the degree. This form may be completed after final grades have posted and all curricular requirements are completed. Information regarding this process can be found on the NBCOT website.

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.

Early Determination Review for Eligibility to take the Certification Exam:

Any applicant who has a felony conviction or record containing illegal, unethical, or incompetent behaviors may jeopardize the ability to obtain certification or licensure to practice occupational therapy.

If you would answer YES to any of the questions below, you must complete the NBCOT Early Determination Review Process.

1. Have you ever been charged and/or convicted of a felony? (Note: applicants must answer affirmatively even if convictions have been pardoned, expunged, released, or sealed)

2. Have you ever had any professional license, registration, or certification denied, revoked, suspended, or subject to probationary conditions by a regulatory authority or certification board?
3. Have you have been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
4. Have you have been suspended and/or expelled from a college or university for non-academic reasons?

If you plan on entering or have already entered an occupational therapy degree program, you can choose to undergo the character review prior to applying for the exam by requesting an Early Determination Review. After NBCOT has completed its Early Determination Review, you will be notified in writing about whether you will be eligible to take the certification exam, provided that all eligibility requirements are met at the time you apply. In order to find out if an issue resulting in a "Yes" answer to a character question would result in ineligibility for the exam, you will need to undergo the character review process either through Early Determination Review or when you apply for the exam after graduation. To request an Early Determination Review, complete and submit the [Early Determination Review Payment Form](#).

For more information regarding early determination, please contact NBCOT directly at 301-990-7979, info@nbcot.org. The mailing address is:
One Bank Street Suite 300, Gaithersburg, MD 20878.

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.

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. In addition, 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

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. Over 200 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
- 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.

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.

Academic Advising

The academic advisor provides assistance with academic policies and procedures. Students are assigned an academic advisor upon entrance to the graduate program. Advisors meet with each advisee a minimum of once per semester, around midterm, for an individual session. In addition, advisors offer a group advising meeting for students to have an opportunity to get together and share experiences in the program and provide peer support. The individual meetings are required, however student attendance in the group meeting is optional. Advisors and advisees work together to complete an assessment form that addresses technical standards and professional development to help guide the advising process during the program.

See Appendix A

WCHP Academic Policies

Excerpts from the Westbrook College of Health Professions Graduate Policies Handbook

https://www.une.edu/sites/default/files/grad_prog_policies_2018-19.final_.pdf

II. Academic Standards

A. Attendance and Participation:

Graduate education is demanding and exacting. 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.

B. GRADING:

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

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

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	A- 3.75	
B+ 3.5	B 3.0	B- 2.75
C+ 2.5	C 2.0	C- 1.75
D 1.00	F 0.00	

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 Occupational Therapy (OT). Falling below that standard at any time may result in a referral to the Student Development Committee (SDC) for review, and could result in probation or dismissal. Students on probation who are unable to return to good standing in the time specified by the program may be subject to dismissal from the program.
2. A course grade of “C+“ or below or “Fail” in a Pass/Fail course, may result in immediate referral to the SDC for review, and ordinarily results in one or more of the following: a delay in the student’s progress, placement on probation, and/or additional consequences and specific requirements including dismissal from the program as recommended by the SDC and documented per the process outlined in Section III.B. 3 in the WCHP Graduate Policies. If it is determined to be appropriate for a student to retake a course, a grade of “B” or better (OT), or “Pass” in a Pass/Fail course, is expected. Failure to achieve this standard will ordinarily result in dismissal from the program

E. Expectations For Professional Behavior:

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 (link provided here): <http://www.une.edu/studentlife/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/ field experiences, and community service.

2. Become familiar with the Code of Ethics for their chosen profession, and to uphold these standards in all relevant settings:

Occupational Therapy: <https://www.aota.org/Practice/Ethics/code-of-ethics.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, nonverbal, electronic, 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.

4. 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 a specific event requires alternate 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.

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

F: Violations Of Professional Behavior Standards:

Improper, unethical, or unprofessional conduct may result in a referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, including the determination of other conduct issues, as described in the UNE Student Handbook.) Depending on circumstances, a confirmed violation of professional behavior standards may result in (a) remediation prior to progressing further in the program, (b) receiving a failing grade in a course, or (c) dismissal from the program. In all cases, students will receive written notice regarding the nature of the professional behavior violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to professional behavior and/or 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) Program level review through regularly scheduled Comprehensive and/or other Student Reviews
- (3) Student Development Committee (SDC) reviews as needed

Comprehensive reviews are the responsibility of the faculty of each program. Each program also has an SDC, comprised of a minimum of three faculty members. Program Directors ordinarily do not serve on the SDC, and membership may 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 make recommendations for action when a student has failed to maintain academic and professional behavior 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 which is 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

B. Comprehensive Student Review:

At a pre-determined time or times in each semester, the faculty of each program will conduct a comprehensive review of student performance. Students' standing is defined 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 do not meet minimum grade standards or who violate professional behavior expectations. Any concerns newly identified by the Comprehensive Student Review may be referred for advising or to the SDC for resolution:

1. 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 may notify the student's academic and/or clinical/field advisor to review the circumstances in person or via conference call, and with the student. The content and action steps determined at any such meeting will be documented and available to the student in writing.

2. 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 commonly referred to the SDC for a formal review.

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 placement, is suspected of engaging in professionally inappropriate behavior, or is suspected of violating academic integrity. An SDC review can be recommended by any faculty, including the student's advisor or Program Director (PD), or the faculty as a whole as an outcome of the Comprehensive Student Review. In the event of an alleged student role in a professional behavior violation, any aggrieved or responsible party may request in writing that an SDC Review be conducted.

Through the review process, the SDC is responsible for examining the concerns cited, evaluating 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. Notification should include the circumstances and rationale for the meeting. When the rationale includes clinical or fieldwork concerns, every effort will be made to include 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 information pertinent to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors.
- b) Making recommendations as to the status of the student:
 - 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 recommend to the faculty body/PD and the PD 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) failure to meet minimum grade standards; 2) clinical/ field work failure; 3) failure to remove probationary status; and/or 4) violation of professional conduct expectations.
- c) Formulating and recommending action 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, creating a targeted remediation course); or specifying other terms for a student to remain in the program. The plan of action also defines the criteria for success (e.g. performance needed to remove probationary status) or consequences of failure to achieve identified goals (e.g. progression delay, extension of probation, program dismissal).

3. Responsibilities of PD/Faculty

The SDC recommendation regarding student status and plan of action are made following the meeting(s) and communicated to the program director/ faculty in writing. The PD reviews the report and seeks clarification if needed. The PD then communicates the action steps to the student in writing. To insure the greatest chance for a successful outcome, educational and professional behavior concerns should be identified as early as possible, and the SDC Review process initiated promptly.

4. Responsibilities of the Student:

The student is required to participate in the SDC Review process either in person or via conference call. This includes providing information as requested and playing an active role in the development of the action steps.

5. 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. The PD will review the determination of status 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 recommendation of status and action steps will again be forwarded to the PD/ faculty. The PD communicates in writing the final outcome to the student.

6. Responsibilities of the Associate Dean(s):

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

Student Appeals:

A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the UNE Student Handbook 2018/2019 page 54.

https://www.une.edu/sites/default/files/2018-2019_university_of_new_england_student_handbook.pdf

D. ADDITIONAL PROCEDURES:

1. Leave of Absence (LOA).

A LOA can be requested by a student, or recommended by the advisor, PD or SDC. Students requesting a leave of absence are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, the appropriate LOA form is completed by the student and submitted to the PD, who has final approval. Leaves of absence can be requested for academic, medical or other personal reasons, and are granted for a period not to exceed one year. The petition form is available at: http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.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. This petition form is available at: http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.pdf

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

Occasionally, a student may have a grievance or issue other than academic performance or professional conduct. 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 (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. Remediation/Support/Learning Assistant

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance 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 will result in dismissal from the program. Students are strongly encouraged to make full use of the services of the Student Academic Success Center (SASC): <http://www.une.edu/studentlife/portland/portlandstudent-academic-success-center> . The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated in order to enhance achievement of the stated goals.

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

“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.”

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 and a member of AOTA.
 - 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

Immunizations

[UNE Immunization Policies pg 17](#)

Students who are not in compliance with Maine State Immunization Requirements (for students on UNE's Maine campuses) and UNE policy will not be allowed to attend classes, attend clinical experiences, be issued UNE ID cards, or check in to their campus housing until they are in compliance.

Professional Communication and Behavior

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. It is the expectation that a response will be generated to such an email within 72-hours, including while on fieldwork. Unprofessional communication or behavior will result in the student being referred by the relevant party to the advisor and/or the Student Development Committee for a review of professional behavior and recommendations for appropriate action.

OT Department Testing Policy and Procedure

In order to ensure academic integrity:

1. All backpacks and other personal items need to be placed against the wall away from sight and access (against the wall or other designated space)
2. No phones are allowed in the vicinity of the testing area
3. Only paper from the test proctor is allowed
4. Students need to place themselves as far away from other test-takers as possible
5. No talking until outside of the test space and no sharing of test questions, answers, or topics with those who have not yet taken the test
6. If you have questions during a written or electronic test, raise your hand and the proctor will come to you
7. Empty your bladder prior to the test, as only in an emergency will the student be permitted to utilize the facilities
8. 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.

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. Under some circumstances faculty may stipulate appropriate dress for events or environments in which activities take place.

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, artificial nails, and strong fragrances.

Procedure

Any infraction of the above will result in the student being referred by the relevant faculty member to the advisor and/or the Student Development Committee for a review of academic integrity and recommendations for appropriate action.

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.

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 and youth. 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. All students 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 (Fall 2020 and Spring 2021) for a minimum of 24 full time weeks of fieldwork. Level II fieldwork rotations may be completed on a part time basis, based on facility/fieldwork educator availability, as long as the schedule is equivalent to 50% of an FTE at that site. These may be at the same clinical facility provided the rotation is in different practice

settings. 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 that is unique from the first 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.

With increasing demands for Level II FW sites, 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.

Appendix A

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"> • promotes safety • designs or implements optimal occupational performance, • demonstrates/describes sound remediation and adaptation approaches 				
Time management and organizational skills	<ul style="list-style-type: none"> • meets classroom expectations (on time and of good quality) • meets practice (fieldwork, simulation) expectations 				
Interpersonal skills	<ul style="list-style-type: none"> • participates in classroom discussion, experiences (works well with team and faculty) • conducts interviews • observes body language • listens, responds • collaborates goal setting, • develops intentional relationships 				
Evaluation of performance of self and others	<ul style="list-style-type: none"> • adjusts behavior in response to feedback • (Provides feedback in constructive ways) • Promotes behavioral change in others to enhance occupational performance 				
Communication skills	<ul style="list-style-type: none"> • complete written documentation consistent with OT practice • participate as a health care team member 				

Cognitive abilities	<ul style="list-style-type: none"> analyze, synthesize, and integrate information clinical judgment for planning and implementing effective occupation-based interventions, test taking skills and abilities 				
Physical abilities	<ul style="list-style-type: none"> perform physical examinations, such as balance, range of motion, and strength Accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention. 				
Emotional stability	<ul style="list-style-type: none"> handle the demands of a practice and classroom environment Act in a professional manner Be dependable Meet commitments Be forthcoming about one's own needs. 				
Personal appearance and hygiene	<ul style="list-style-type: none"> Conducive to classroom and working in clinical and community settings. 				

Student Goals:

Signature:

Faculty suggestions:

Signature:

Appendix B:

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: _____