



**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 2019



**University of New England
Occupational Therapy Department
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Approved by OT faculty: May 2017

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

TABLE OF CONTENTS

Occupational Therapy Faculty and Staff	1
Introduction	2
Mission and Vision	2
Philosophy Statement	2-4
Curriculum Design	4-5
Curriculum Model	6
Curriculum Sequence	7
Department Curricular Goals	8
Interprofessional Education Collaborative (IPEC) Competencies	9
Accreditation	10
National Board for Certification in Occupational Therapy	10
OT Associations and Scholarships	10-11
Technical Standards	11
Disability Services	11
Academic Advising	12
WCHP Graduate Program Policies	12
Occupational Therapy Code of Ethics (2015)	12
OT Specific Policies	12
Attendance and Participation	12
Professional Communication and Behavior	12
Testing Policy and Procedure	12-13
Lab Policy	13
Dress Code	14
Professional Writing	14
Authorship Guidelines	14-15
Clinical Education	15
Philosophy	15
Level I	16
Level II Fieldwork Experiences	16
Application for NBCOT Nat'l Certification Exam	16
Application for State Licensure	17

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Introduction

This handbook supplements the University Student Handbook and contains all the policies and procedures for occupational therapy (OT) graduate students. This is a dynamic document. Changes in OT Department policies and/or procedures may be proposed at any time by faculty and/or 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 (2017-2018) and the [WCHP Graduate Student Policies and Procedures](#) (2017-2018).

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 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).

Vision 2025

Occupational therapy maximizes health, well-being, and quality of life for all people, populations and communities by providing effective solutions to facilitate participation in every day 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. 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

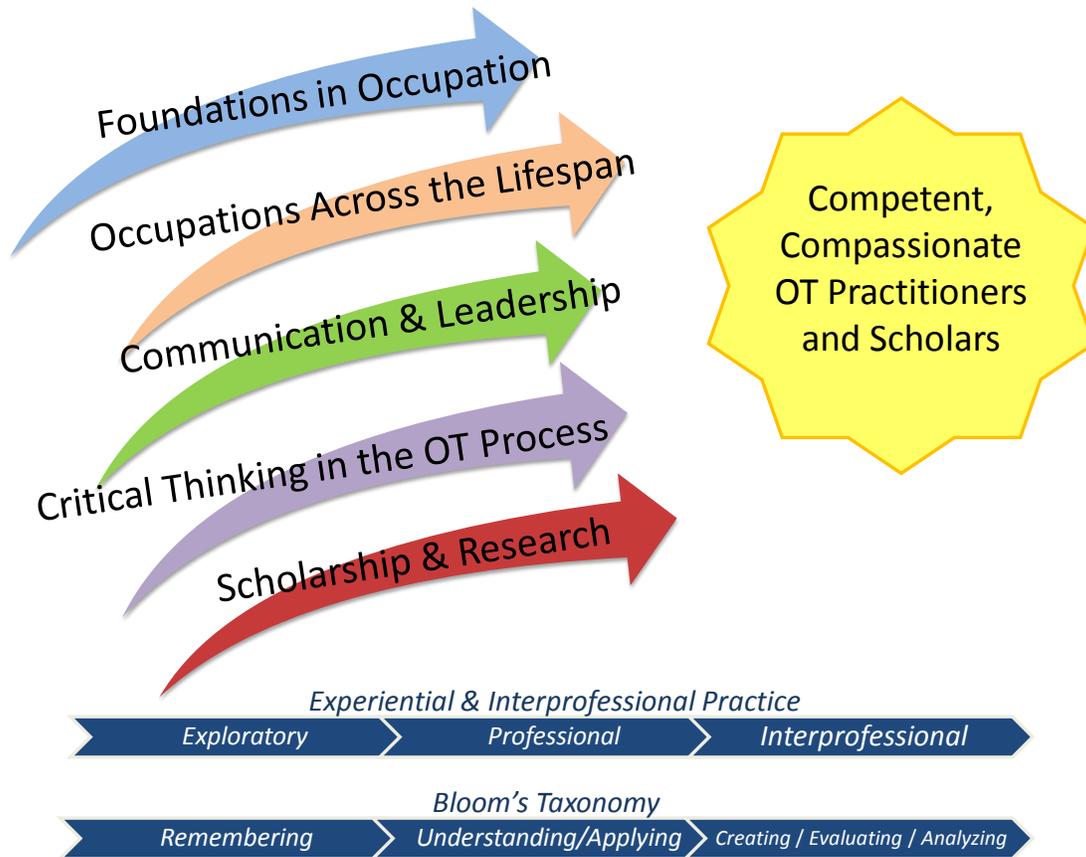
The courses within each theme address the Accreditation Council for Occupational Therapy Education (ACOTE, 2008) standards. (See Figure 3). Faculty build learning activities based

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	OTR 505 – Foundation in OT (3) OTR 520/520L – Clinical Kinesiology & Anatomy (4)	OTR 502 – Occupational Analysis (3) OTR 525 – Applied Upper Extremity Intervention (1)	OTR 621 – Healthcare Management & Delivery (3)	Level II Fieldwork OTR 601 Fieldwork IIA (6) OTR 602 Fieldwork IIB (6)		
Occupation across the Lifespan	OTR 503 – Biopsychosocial Dimensions of Older Adults (3)	OTR 515 – Biopsychosocial Dimensions of adults: Neurological & Orthopedic Rehab (3) OTR 521 – Biopsychosocial Dimensions of Mental Health & Wellness (3)	OTR 611 – Biopsychosocial Dimensions of Children & Youth (3)			OTR 630 – Essentials for Practice in OT (3) OTR 640 – Neuro-occupation (3)
Communication and Leadership	OTR 522 – Communication, Culture & Group Process (2)		OTR 614 – Therapeutic Use of Self & Group Intervention (includes level 1 fieldwork) (2)			OTR 650 – Leadership/Advocacy within Delivery Systems (3) Elective as offered (3)
Critical Thinking in the OT Process	OTR 503L – OT Interventions w/Older Adults (includes level 1 fieldwork) (2)	OTR 515L – OT Interventions w/Adults (includes level 1 fieldwork) (2) OTR 521L – OT Interventions in Mental Health & Wellness (2) OTR 529 – Integrative Practice w/Adults (2)	OTR 611L – OT Interventions w/Children & Youth (includes level 1 fieldwork) (2) OTR 610 – Integrative Practice w/Children & Youth (3)			
Scholarship and Research			OTR 628 – Research Methods & Design (3)			OTR 619 – Evidence-based Research Seminar (3)
Total Credits	14	16	16	12		15

Department Curricular Goals

The OT Department's goal is to develop proficient, compassionate practitioners and scholars. The graduates of the UNE OT department will demonstrate mastery of defined core competencies based upon the learning objectives from ACOTE (2013) and fitting with the five themes of the curriculum. Upon completion of the Occupational Therapy curriculum, the student will:

1. *Foundations in Occupation*

- Recognize and value the essential contribution/composition of everyday occupations for health promotion and well-being.
- Integrate knowledge from the liberal arts and sciences into occupational therapy practice.
- Demonstrate understanding, awareness, and appreciation of social, global, and cultural issues to meet the occupational needs of individuals, communities, and populations.

2. *Occupation across the Lifespan*

- Articulate and apply evidence that supports entry level competence in person-centered and occupation-based practice for people of all ages.
- Utilize assessments and intervention strategies that prioritize client-centered participation in occupations.

3. *Communication, Advocacy and Leadership*

- Perform as a competent and compassionate inter-professional practitioner and as an advocate and leader in OT for individuals, communities, and populations.
- Advocate for occupational therapy services for/with the recipients of those services.
- Demonstrate leadership that advances the Occupational Therapy Code of Ethics and standards of practice.

4. *Critical Thinking in the OT process*

- Select interventions for managing a client-centered plan throughout the OT process, for children, adolescents, adults, older adults and their supports with physical and/or cognitive impairments.
- Utilize multi-modal types of clinical reasoning to implement interventions for client-centered service provision.
- Integrate innovative, technological, and creative resources and strategies into assessment, intervention, and outcomes across populations and contexts.

5. *Scholarship and Research*

- Formulate and implement a lifelong learning plan through the development of professional goals and aspirations.
- Prioritize the utilization and promotion of evidence-based practice to promote professional and/or inter-professional growth.
- Demonstrate an investment in and ability to utilize research to guide assessment, intervention, and outcomes across populations and contexts.
- Synthesize and disseminate information from all levels of evidence to support practice.

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.

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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. 12 South Summit Avenue, Suite 100 Gaithersburg, MD 20877 (301) 990 – 7979 Email: Info@nbcot.org Website: www.nbcot.org

American Occupational Therapy Association

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

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

State of Maine Occupational Therapy Association

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.

Scholarships

The OT Department offers a number of unique scholarships to its students. 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

Disability Services exists 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 reasonable effort to provide an accommodation to a student with a documented disability.

Academic Advising

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

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. Please refer to the [Occupational Therapy Code of Ethics \(2015\)](#) for further information about professional conduct.

Attendance and Participation

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

- Students are responsible for notifying faculty in writing in advance of missed coursework and are responsible for making arrangements to make up missed material.
- Students are responsible for all material missed when absent. Students are also responsible for submitting assignments on time unless prior arrangements are made with course faculty.
- Faculty may require students to complete additional work to assure the student has acquired the necessary course content if any part of a class is missed.
- Faculty may deduct points for absences as per course syllabi.
- The OT Department requires that a student petition faculty for frequent or consecutive absences.
- Students who are absent for class, including lab practicals or examinations, may be referred to their advisor and/or the Student Development Committee (SDC).

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 Policy

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.

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.

Lab Policy

In order to ensure safe and effective practice, a competency level expectation has been set at 80% for each practical and skill-based exam. In the event that competency is not achieved, a remediation plan will be developed at the discretion of the course instructor. To optimize learning opportunity and quality of feedback and reflection, a retake will be proctored and/or reviewed by 2 faculty members. Every effort will be made to complete the makeup within one week at a time and date agreed upon by the student and appropriate faculty member(s). In order for the student to attend the fall or spring level 1 fieldwork rotation, a student must meet the minimum 80% competency on the retake. Should the student not meet the competency, the student will be supported by the Student Development Committee, faculty advisor, and fieldwork coordinator to determine a plan moving forward. The retake will be scored out of 100 points. The highest recorded grade one can achieve on a retake is 75%, which is determined using the following scale:

<u>Raw score on retake</u>	<u>Posted grade for retake exam</u>
100-97	75
96-94	74
93-90	73
89-85	72
84-82	71
81-80	70

**This is effective for the follow lab based courses:
503L, 513L, 515L, 520L, 611L**

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
- 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 their advisor and/or the Student Development Committee.

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. Additional Level I experiences are integrated in numerous community service learning projects, allowing students to further integrate knowledge. **Level II** fieldwork experiences are full time experiences that allow students to apply academic knowledge in practice based settings and work with clients across the lifespan. These experiences provide students with close mentoring and supervision by a registered and licensed occupational therapist with at least one year experience.

Level I Fieldwork

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

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

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

Level II Fieldwork

Level II fieldwork experiences occur at the completion of the first year of didactic coursework and are designed to develop competent, entry-level practitioners. Students engage in two full time 12 week clinical rotations (Summer 2017; Fall 2017). One fieldwork experience must be in a rehabilitation, disability and participation (RDP) area; the other experience may be children and youth, mental health, hand therapy, or an additional RDP setting.

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

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

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

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. 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.