



**SALEM STATE COLLEGE
SCHOOLS OF HUMAN SERVICES
OCCUPATIONAL THERAPY DEPARTMENT
GRADUATE MANUAL**

**Student Manual
Academic Year 2007-2008**

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INTRODUCTION TO GRADUATE STUDIES

Congratulations graduate students! Welcome to the Master of Science in Occupational Therapy Program. In the graduate coursework you will explore the theoretical foundations of our profession, examine some of the ethical, legal, and policy issues that may impact occupational therapy practice, and expand your knowledge of public relations and health promotions. You will also have the opportunity to select and experience opportunities for advanced clinical studies. You will participate in original research and will have the option to complete a graduate thesis.

As you begin your graduate studies, it is even more important that you assume responsibility for completing readings and assignments in advance in order to permit informed discussion and participation in class. Each person in this graduate program contributes to the knowledge of the learning community by expressing your critical review of assigned readings, your reflections, and your personal clinical experiences.

The faculty members in the program will facilitate active discussion, collaboration, problem solving and shared contributions. Faculty will communicate assignments in a timely manner and develop learning opportunities in real professional practice situations. Faculty will emphasize the importance of contributions and provide opportunities for reflective process.

This manual includes the policies and procedures that apply to the occupational therapy major and is designed as a reference manual for occupational therapy students. It serves as a supplement to the Salem State College (SSC) Graduate Student Handbook. It is expected that students will become familiar with the contents of both manuals. Students are encouraged to discuss questions they may have about the contents of this manual with their academic advisor. Revisions to this manual are made annually.

The Occupational Therapy Department

The Occupational Therapy Department is located in the Harrington Building on the South Campus of Salem State College. The Department is committed to excellence in occupational therapy education and is prepared to assist students in a transition from practicing as an occupational therapy assistant to practicing as a registered occupational therapist.

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Mission Statement

The Mission of the Salem State College Occupational Therapy Department is congruent with the Salem State College (SSC) mission that emphasizes cultural diversity with a commitment to continuing education, research, and life-long learning. The focus of the occupational therapy program is to prepare the OTA adult learner for transition to registered therapist through a flexible, part-time evening and weekend program that encompasses a philosophy of progressive education. The philosophy of the occupational therapy curriculum encourages both short and long-term development of professional skills and knowledge in the areas of clinical reasoning, communication and leadership, scientific inquiry, and the occupational therapy paradigm. The curriculum also supports and develops student expertise in the areas of research, education, and professional competence.

Program Philosophy

The Philosophy of the Occupational Therapy Program at Salem State College seeks to engage the student in a journey of transition from OTA to OT. The creation of a professionally enhanced, culturally competent, and critically thinking practitioner is a major objective of the academic program. The faculty acknowledges the student's previous knowledge and skills and believes that each student should be prepared with a "generalist" and "holistic" perspective in both academic and clinical preparation. An important outcome of the program will be to instill the value and importance of life-long learning for a profession that is continuously changing and growing in its complexity and scholastic advancements. This concept will be incorporated throughout the curriculum as emphasis is placed on continued professional development. Students will learn to embrace their commitment to the profession and work toward setting and attaining both personal and professional goals. The acquisition of leadership skills, appreciation of alternative treatment directions taking place in the profession, and the formation of solid foundation skills in the area of research will be critical in the development of entry-level clinicians graduating from Salem State College. The attainment of such goals will lead to an individual who appreciates, values, and is committed to the future prosperity of occupational therapy.

Occupational Therapy Program Objectives

The objectives for the Occupational Therapy Program at Salem State College constitutes the infrastructure of the program and represent the dynamic interrelationship that exists in conjunction with the program mission, model, and philosophy. The objectives stated are derived from the six major themes or strands that exist throughout the occupational therapy core curriculum. The six major strands incorporated into the program are:

- **Professional Development**
- **Clinical Reasoning**
- **Occupational Science**
- **Research**
- **Civic Advancement**
- **Educational Leadership**

The objectives specifically relate to the Accreditation Council for Occupational Therapy Education (ACOTE) standards developed and enacted in 1998. Listed below are overall program objective outcomes and specific student objective outcomes.

Combined BS to MS Program Outcome Objectives

1. Design, develop, and implement a Master of Science degree program for occupational therapy assistants that broaden and advance the multiple skills required by students to be competent entry-level practitioners.
2. Design, develop, and implement a Master of Science degree program for occupational therapy assistants that promote an impassioned commitment to cultural, educational and civic leadership responsibilities within and outside of the occupational therapy profession.
3. Design, develop, and implement an occupational therapy program that emphasizes learning from a generalized versus specialized perspective, offering students a broad exposure to multiple service delivery models, treatment contexts, and practice domains including emerging practice arenas.
4. Design, develop, and implement an occupational therapy program that endorses and educates students about the occupational therapy practice framework, articulating the core principles and constructs as the language of the occupational therapy profession.
5. Design, develop, and implement an occupational therapy program that encourages a student-centered learning model; one that promotes further construction of skills and knowledge attained from previous OTA educational and work experience while stimulating new learning and cognitive capabilities.

6. Design, develop, and implement an educational model that acknowledges and develops in its students a passion and commitment to the occupational therapy profession, while building on the commitment and goal of becoming or remaining a life-long learner.
7. Design, develop, and implement the Master of Science occupational therapy program that incorporates flexible alternatives to meet program objectives for the adult learner; developed through class assignments and fieldwork opportunities that will promote independent thinking and problem solving capabilities through broad and diverse academic and clinical realms.

Strand # 1 Professional Development

Encouraging development of professionalism is an essential component of the Occupational Therapy Program at Salem State College. To be a competent practitioner, students must display specific behaviors that are expected and required of them. Occupational therapists must be dependable, act professional, show empathy and concern for others, be cooperative in one to one and in group situations, appear organized, demonstrate the ability to take initiative, demonstrate excellent verbal and written communication skills, and employ clinical reasoning in therapeutic and non-therapeutic situations.

In addition, professionalism requires that the practitioner attain greater knowledge about state, national, and international Occupational Therapy Associations, policies, regulations, and legal and ethical positions. Professional development includes being committed to the profession through continuing education opportunities and acknowledgement of life-long professional responsibilities. This may include but not be limited to student supervision, OTA/OT partnerships, consumer advocacy, research, entrepreneurial pursuits, management, education, and the demonstration of outcome analysis in all OT practice arenas. Developing an awareness of professional behaviors is a key strand emphasized in the SSC OT curriculum.

Strand # 1 Professional Development

Upon completion of the Salem State College Occupational Therapy Program, students will be able to:

- Demonstrate proficient oral and written communication skills in a professional manner when interacting with clients, family members and significant others, colleagues, health providers, and members of the public.
- Show competency in basic computer use and acknowledge state, national and international resources via the Internet and in participation in computer enhanced coursework.
- Display an understanding of the importance of being dependable and working cohesively with others for benefit to the consumer and family, colleagues, and professional organizations.

- Exhibit a complete understanding of the referral process and additional resources available for the development of holistic and client-centered and occupationally based intervention plans.
- Display an understanding of the implications and effects that federal and state regulatory and legislative bodies have on practice and acknowledge national and state requirements for OT credentialing.
- Demonstrate knowledge of reimbursement mechanisms and value the importance of OT professional documents such as the AOTA Code of Ethics, Core Values, Uniform Terminology, and AOTA Standards of Practice.
- Reveal to educators, supervisors, colleagues, and classmates, effective use of time management skills, the ability to be organized and set priorities, and maintain timely record keeping while managing caseload assignment.
- Create an individualized occupational therapy development plan that includes professional goals related to OT/OTA/student supervision, continuing education opportunities, state and national OT service opportunities, scholarly and research pursuits, entrepreneurial endeavors, and professional advocacy and marketing.
- Demonstrate initiative through the organization and implementation of a student OT conference illustrating scholarly and professional work to others within and outside of the OT profession.
- Create an appreciation and acceptance of traditional as well as emerging OT practice models to enhance the future growth and prosperity of the occupational therapy profession.

Strand #2 Clinical Reasoning

Mattingly & Flemming (1994) refer to clinical reasoning as the process used by practitioners to plan, direct, perform, and reflect on client care. Whenever one is engaged in thinking about, doing or planning occupational therapy services, he or she is involved in the clinical reasoning process. Clinical reasoning refers to the relationship that exists between formal theory and actual practice. It involves a total body process that uses our senses to help make clinical decisions. Flemming refers to this as “knowing more than we can tell.” This is referred to as tacit knowledge. It is the practical knowledge, the common sense knowledge or the intuitive knowledge that binds the theoretical components to the “doing” aspect of treatment (Mattingly & Flemming, 1994).

The clinical reasoning process is complex and contains many components. The four major areas of clinical reasoning include:

- 1) **Scientific reasoning**-used to understand the condition affecting the individual and decide treatment interventions in the best interest of the client.
- 2) **Narrative reasoning**-Goes beyond scientific reasoning by allowing the clinician to understand the meaning of the illness or disability from the client's perspective as you enter their "life world."
- 3) **Pragmatic reasoning**-Addresses the whole world in which therapy occurs. It considers the personal as well as the practice context in every given clinical situation.
- 4) **Ethical reasoning**-It asks what should be done. What is the eventual outcome? It deals with the ethical issues that are involved in the client experience.

Synthesis of all four processes occurs through two components of reasoning that are intertwined throughout the process. These types of reasoning are referred to as:

Interactive process-This involves "doing with" not "doing to" the client. It is a crucial process that clinicians use to gain the trust of their clients. It helps the clinician to enter the clients "life world" to help reduce performance deficits and promote meaningful experiences with each client.

Conditional process-Refers to the flexibility needed by practitioners to modify treatments and interventions with changing conditions. Novice therapists tend to rely on a more systematic approach to treatment versus the expert clinician that quickly adapts to any given situation.

Strand #2 Clinical Reasoning

Students must develop an understanding of the clinical reasoning process to assist them in making competent and sound judgments when caring for clients. Understanding how the process applies to the entire scope of client treatment prepares them for their professional journey.

1) Scientific Reasoning

Upon completion of the Salem State College Occupational Therapy Program, students will be able to:

- Enhance the ability to address problems from a logical and holistic perspective when assessing client performance areas, performance components, and performance contexts during the assessment/intervention process.

- Demonstrate an ability to apply and interpret frames of reference and models of practice to the evaluation and intervention process with clients.
- Display an ability to utilize standardized and non-standardized screening tools and employ information received from consultants, health professionals, and family/client/significant others to determine need for occupational therapy services.
- Select and administer a variety of standardized and non-standardized assessment tools using appropriate procedures and protocols that assist the clinician in fostering a creative problem solving approach.
- Discuss ways to adapt life skills, occupations, and the environment of clients that are served and demonstrate the ability to instruct client/caregivers/family members/significant others on compensatory strategies for task completion.

2) Narrative Reasoning

Upon completion of the Salem State College Occupational Therapy Program, students will be able to:

- Display an appreciation for an individual's perception of illness or disease process and assist them to foster the promotion of health and wellness according to client need and respected culture and values.
- Create occupationally and goal priority-based intervention plans that meet the individual, "life world," needs of the client while acknowledging the client as an active participant in the intervention and discharge planning process.
- Understand the importance of client-centered occupations associated with the intervention process before, during, and upon the discontinuation of occupational therapy service.
- Produce evidence-based intervention plans that attend to performance areas, performance components, and performance contexts that are meaningful for the client.

3) Pragmatic Reasoning

Upon completion of the Salem State College Occupational Therapy Program, students will be able to:

- Demonstrate ability to use safety precautions in professional situations including during client screening, evaluation, and intervention process.
- Express the ability to collaborate with other professionals through documentation, oral communication, and client problem solving opportunities.

- Display an understanding of socioeconomic, cultural, education, and models of health care and the relationship to occupational therapy practice.
- Acknowledge the importance of the referral process to both internal as well as external specialists for assessment and intervention to best meet the needs of the client.
- Recognize treatment resources available in the environmental context; acknowledge reimbursement regulations, time constraints, and social and institutional constraints that may impact the client treatment process.

4) Ethical Reasoning

Upon completion of the Salem State College Occupational Therapy Program, students will be able to:

- Develop an appreciation of OT practice trends while demonstrating a personal commitment and positive attitude towards the profession.
- Promote home and community services as an adjunct plan to support client adjustment to home or work setting, or alternative work or home situation.
- Display the ability to effectively communicate, educate, and train clients, family members, caregivers, or significant others in facilitating skills that will enhance occupational success, ensure safety and promote goal attainment.
- Demonstrate ability to plan appropriately for discharge from occupational therapy services and terminate services in a timely and cost effective manner as goals and objectives are attained.

5) Interactive Process

Upon completion of the Salem State College Occupational Therapy Program, students will be able to:

- Display an understanding of the importance of “doing with” not “doing to” the client receiving occupational therapy services.
- Acknowledge the relevance of establishment of trust in the client-therapist relationship in order to reduce performance deficits and enhance meaningful life experiences.

6) Conditional Process

Upon completion of the Salem State College Occupational Therapy Program, students will be able to:

- Develop an awareness of the importance of allowing for flexibility in clinical, professional, and non-professional situations, and the importance of making sound decisions within or outside of the practice environment, or in relationships with client, family, caregivers, and other professionals and or co-workers.

Strand # 3 Occupational Science

Occupational Science defines the profession as an academic discipline. It is concerned with the study of the human as an occupational being. A complete understanding of the philosophy of occupational science is a core requirement of the Occupational Therapy Program at Salem State College and is accentuated in all professional courses. Providing students with a solid theoretical foundation in occupational science will enhance their perception of occupation and its association and vitality to client health, health prevention and wellness. The following occupational therapy student goals have emerged from this strand in the curriculum.

Upon completion of the Salem State College Occupational Therapy Program students will be able to:

- Apply the theoretical foundations of occupational therapy while integrating the knowledge gained through the study of biological, behavioral, and health sciences in meeting the needs of diverse clients within the performance context of their unique physical, social and cultural environments.
- Utilize understanding of and appreciation for human occupation and develop culturally relevant, occupation-based, intervention plans.
- Integrate the frames of references and models to deliver occupational therapy service in traditional and emerging practice areas for individuals, groups and agencies.
- Demonstrate preparation in assessing, designing, implementing, modifying and terminating client-centered, evidence-based occupational therapy intervention.
- Utilize their knowledge of the determinants of occupational performance on human behavior to assess and foster client recovery.
- Relate knowledge of theories, models of practice and frames of reference to the models of health care, education, community and society as they relate to practice of occupational therapy.
- Develop an understanding of the importance of current policy issues that impact the health care system and its influence on the practice of occupational therapy.

Strand # 4 Research

Research is an essential component of the Occupational Therapy Curriculum at Salem State College and is incorporated into each of the ten courses throughout the program. Students will present a research paper or project at a student conference that will be held as part of their occupational therapy capstone course. The research component of the program will provide students with a general understanding of: 1) how the research process works, 2) the components of research, 3) how to implement a basic research design, and 4) comprehend the relevance of research in occupational therapy practice. The following occupational therapy student goals emerged from this strand in the curriculum.

Upon completion of the Salem State College Occupational Therapy Program students and be able to:

- Demonstrate the ability to find and utilize appropriate national and international resources and professional literature for occupational therapy practice.
- Utilize and integrate their knowledge of quantitative and qualitative research designs to understand, create and critique beginning level research studies.
- Produce scholarly papers related to examples of scientific investigations or inquiry in occupational therapy practice settings.
- Understand the importance of research to the application of evidence-based intervention planning and practice.
- Students will actively participate in various professional settings that promote scholarly activities that contribute to the profession.
- Students will present a scholarly research project that meets the required components for publication.
- Critique and apply research findings to the practice of occupational therapy.

Strand # 5 Educational Leadership

Occupational therapists are teachers. To be an effective practitioner, an occupational therapist must educate all associated recipients of their care. This includes family members of clientele, affiliates of alternative disciplines, and the general public. Occupational therapy education surrounds every aspect of clinical practice. The clinician utilizes educational methods to project messages and instructions pertaining to client care. Education occurs daily in the clinical setting and through many additional venues. Occupational therapists are taught to educate the public about the importance of our service, to educate colleagues and others about the theoretical principles that guide and develop the profession in a variety of ways.

Upon completion of the Salem State College Occupational Therapy Program students and be able to:

- Understand multiple learning theories and teaching methods that will foster critical thinking and skillful presentation ability
- Develop positive intra and interpersonal skills that will benefit self and community
- Articulate the founding core principles and theoretical framework of occupation to others in oral and in written format
- Understand multiple methods and tools that may be used to project new learning and establish areas of clinical expertise
- Create a professional development plan that acknowledges the areas of research, professional responsibility and accountability, education, and continued self- exploration and learning.

Strand # 6 Civic Advancement

Upon completion of the Salem State College Occupational Therapy Program students and be able to:

- Develop an appreciation for servicing multiple global communities that may benefit from Occupational Therapy intervention.
- Describe traditional and non-traditional realms of practice that may utilize occupational therapy services.
- Understand the complexities of cultural differences and the relationship of occupation to ethnicity.
- Acknowledge the necessity for practitioners to develop cultural competence and its vital role in clinical preparation and education.
- Recognize the importance of promoting human rights, respect and equality to persons different from oneself.
- Identify methods that will promote understanding of diverse environments and cross-cultural relationships.
- Utilize local communities to service and promote occupational therapy as a unique and valuable discipline
- Explain to community members in oral and written communication forms the benefits of providing occupational therapy services in current areas where no OT service is offered

Strand # 6 Civic Advancement (Continued)

- Discover viable alternatives and methods to offer funding to prospective occupational therapy sites
- Articulate the scope of professional values and ethics that supports development in emerging areas of OT practice
- Develop partnerships with diverse communities outside of Salem State College that promotes collegiality and professional contacts
- Support technology as an additional tool in the education for others on health prevention and wellness options
- Examine research parameters and statistical measures for findings assessment and interpretation.

Program of Study

COMBINED BS/MS DEGREE IN OCCUPATIONAL THERAPY

Purpose: The focus of the occupational therapy program is to prepare the OTA adult learner for transition to a master's entry-level practitioner through a flexible, part-time evening program, which encompasses a philosophy of progressive education. This program will meet the standards, skills, values and ethics set forth by the Accreditation Council of Occupational Therapy Education (ACOTE). ACOTE is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number is (301) 652-2682.

Prerequisites: An Associates degree from an accredited college or university in Occupational Therapy with a minimum of 1 year of clinical experience, and a Bachelor of Science in Occupational Health Studies from Salem State College with a minimum of a 3.0 grade point average. In addition students must successfully complete the following master's prerequisite coursework: OCT 611, OCT 613 and OCT 622. Graduates from the Masters program meeting all requirements will be eligible to sit for the Occupational Therapy Certification Examination administered by the National Board for Certification in Occupational Therapy (NBCOT) www.nbcot.org.

It is important to note that any student that has been convicted of a prior felony may be considered ineligible by NBCOT to sit for the NBCOT examination and may be unable to attain an OT license from the State Licensure Board.

PROGRAM REQUIREMENTS		Credits
Foundation Year Core Courses and Support Courses		68
Advanced Placement Credit		21
First Year- Bachelor of Science Degree		
OCT 400N	Pathways for Occupational Therapy Practice	3
OCT 401	Effective Documentation in OT Practice	2
OCT 402	Critical Thinking & Professional Judgment	2
OCT 403	Activity, Methods & Media	3
OCT 404	Perceptual and Cognitive Disabilities	3
OCT 406	Conditions and Pathologies	3
OCT 408	Research, Writing & Learning I	3
OCT 411	Theoretical Principles of Occupation I	2
OCT 407N	OT Analysis & Interventions I	4
OCT 412	Theoretical Principles of Occupation II	2
OCT 413	OT Analysis & Interventions II	4
		(Total Credits 120)
Prerequisite Courses for Master of Science Degree		
OCT 611	Assistive Technologies	2
OCT 613	Policy & Practice	2
OCT 622	Civic Advancement and Administration I	2
Advance Placement Credits		6
Second Year- Master of Science Degree		
OCT 712	Theoretical Principles of Occupation III	2
OCT 715	OT Analysis & Intervention III	4
OCT 800	Research, Writing and Learning II	2
OCT 718	Theoretical Principles of Occupation IV	2
OCT 720	OT Analysis & Intervention IV	4
OCT 802	Research, Writing and Learning III	2
OCT 850	Level II Fieldwork & Seminar A	6
Third Year- Master of Science Degree		
OCT 900	Civic Advancement & Administration II	2
OCT 910	Trends & Innovative Practice Arenas	3
OCT 920	Capstone Seminar in Professional Practice	3
OCT 960	Level II Fieldwork & Seminar B	6
Electives (Up to 6 Credits)		
*OCT 912	Special Topics in Occupational Therapy	3
*OCT 915	Thesis Seminar	3
		(Total Credits 42-48)

*Note: Graduate students have the option of taking up to six additional credits of independent study with Department Chair approval.

Graduate Coursework

OCT 611 Assistive Technology

This course will provide occupational therapy students with a lecture and laboratory-based introduction on the use of adaptive and assistive technologies. It is designed to provide a basic understanding of various types of technologies, user populations, and environments. Additional related issues will be integrated into the course, such as universal design, funding, legislative policy, and resources. Limited to OCT major.

Pre-requisite: OCT 400, 401, 402, 403, 404, OCT 406 and OCT 408

Co-requisites: OCT 411, OCT 407N

OCT 613 Policy & Practice

This is a web-based module that provides the student with a firm foundation in the practice of Occupational Therapy and the issues and concerns of the health professions. Delivery systems, legislation, and regulation including measuring access to and outcome of different healthcare delivery models, public health policy, political systems, ethical issues, and advocacy to improve healthcare policy are examined. Corporate/legal and regulatory factors, including liability, risk management, and regulation (state practice acts, regulatory and accrediting commissions) are explored in this course. Student will be involved with current state and national lobbying efforts that affect occupational therapy practice. Limited to OCT major.

Pre-requisites: OCT 400- OCT 611

Co-requisites: OCT 412, 413

OCT 622 Civic Advancement and Administration I

This course is designed to develop and enhance the student's competence to function effectively within any system delivering occupational therapy services. Organization and administration theory will be applied to occupational therapy practice with an emphasis on external and internal influences affecting administrative functions, marketing, communications, supervision, quality assurance and professional advocacy. Limited to OCT major.

Prerequisites: OCT 400-408, OCT 611 and OCT 613

Co-requisites: OCT 412 & 413

OCT 712 Theoretical Principles of Occupation III (Pediatric Practice)

This course explores multiple medical conditions and theoretical principles used with the treatment of pediatric populations. Students will examine how specific disease processes impact clients from newborn to young adulthood, while further advancing problem identification skills specifically needed to treat pediatric clientele. Students will be expected to understand and demonstrate the impact of pediatric illness/disability on the typical development, function and occupational performance of a client. Limited to OCT major. Two lecture hours per week.

Prerequisites: none

Co-requisites: OCT 715, OCT 800

Graduate Coursework (Continued)

OCT 715 OT Analysis and Intervention III

This course is designed to teach students to critically evaluate and assess pediatric and adolescent clients. Evaluation and assessment tools utilized with these age groups will be explored. Occupational therapy clinical reasoning skills will be developed through experiential and problem-based learning activities enabling students to write creative, individualized and occupationally based treatment plans. Limited to OCT major.

Pre-requisites: none

Co-requisites: OCT 712, OCT 800

OCT 800 Research, Writing and Learning II

Research II expands the foundation established in prior courses. Research II prepares the Occupational Therapy student to be an active participant in Health Science Research. This course provides the student with a comprehensive understanding of statistics in both application and theory. Additional research designs will be examined in a number of areas that impact the present Health Care environment. At the completion of this course students will have obtained sufficient foundation to submit a proposal for their scholarly projects.

Pre-requisites: none

Co-requisites: OCT 712 and OCT 715

OCT 718 Theoretical Principles of Occupation IV (Older Adult Realm)

This course explores multiple medical conditions and theoretical principles used with the treatment of older adults. Students will examine how specific disease processes impact clients from an older adult realm, while further advancing problem identification skills specifically needed to treat geriatric population. Health management for older adults including issues related to policy, economics, organizational structure, and clinical care are explored. Students will examine outcomes and better understand the range of roles occupational therapist may play in health care management of the older adult. This course will provide the knowledge base and skill set necessary for interdisciplinary professional practice. Limited to OCT major.

Prerequisites: OCT 712, 715, 800

Co-requisites: OCT 720, OCT 802

OCT 720 OT Analysis & Intervention IV (Older Adult Realm)

This course will augment the students' ability to critically evaluate, assess and treat the older adult client using standardized and non-standardized evaluation and assessment tools. Attaining proficiency in problem identification, goal writing, documentation, and treatment planning will be developed through experiential and problem-based learning activities. These learning activities will enhance the students ability to write creative, individualized and occupationally-based treatment plans for older adults confronted with disease, disability, or impaired functional capacities. Limited to OCT major.

Pre-requisite: OCT 712, 715, 800

Co-requisites: OCT 718, OCT 802

Graduate Coursework (Continued)

OCT 802 Research, Writing and Learn III

Research III is the capstone course of the three research modules. Research III completes the foundation established in prior courses in order to prepare the Occupational Therapy student to be an active contributor to Health Science Research. This course presents advanced topics related to Health Science research design and statistics. As active participants in the research process, students will complete their own research projects and present their findings.

Pre-requisites: OCT 712, 715, 800

Co-requisites: OCT 718, OCT 720

OCT 850 Level II Fieldwork A

This fieldwork internship and seminar will provide students with practical skills and knowledge for participation in and successful completion of level II fieldwork. Students will complete a 480-hour internship within a chosen clinical setting in conjunction with a fieldwork seminar. Students will discuss and integrate clinical experiences with academic ideologies. Focus of study will include student assessment tools, facility requirements and expectations, and review of concepts pertaining to professionalism that foster competence for entry-level occupational therapy practice. Limited to OCT major

Pre-requisites: All OCT 700 series courses, OCT 800 and 802

Co-requisites: None

OCT 900 Civic Advancement and Administration I

This course will continue to build upon the fundamental management tools learned in OCT 622 while further developing business administration, marketing and entrepreneurial skills. Students will incorporate their professionally enhanced experiences, developed critical thinking skills, and research interests to create a business plan for an occupational therapy private practice or consulting business. Students will learn the key elements of a business plan. They will also further explore opportunities for occupational therapy consultants in emerging practice areas. Limited to OCT major.

Pre-requisite: All OCT 700 and 800 series of courses

Co-requisites: OCT 910, OCT 920

OCT 910 Trends and Innovative Technologies

This course will prepare students to comprehend models of service delivery in occupational therapy practice. The course content will include current trends in occupational therapy such as, hippotherapy, community gardening, adaptive aquatics, driving programs, ergonomics, and nontraditional community practice arenas. Field trips will be incorporated into the course framework. Students will learn the components of grant proposal research, writing and submission to help support funding of nontraditional community practice areas. Limited to OCT majors:

Prerequisites: OCT 700 and 800 series of courses

Co-requisites: OCT 900, OCT 920

Graduate Coursework (Continued)

OCT 920 Capstone Seminar in Professional Practice

The importance of research and evidence-based practice, professional presentation skills, and the promotion of professional advocacy will be components emphasized in this course. Integration of student's prior clinical experience and knowledge with the skills attained throughout the curriculum will be reflected upon and discussed. These include those skills required to create and develop new areas of occupational therapy practice and in professional development.

Pre-requisites: OCT 700 and 800 series of courses

Co-requisites: OCT 900, OCT 910

OCT 960 Level II Fieldwork and Seminar B

This final level II fieldwork internship and seminar is designed to provide students with practical skills and knowledge for fieldwork and for entry-level practice. Students will complete their second internship (480 clinical hours) within a chosen clinical setting in conjunction with this seminar. Students will examine and discuss concepts learned throughout the curriculum with focus spent on preparation and review for the NBCOT examination, interviewing skills, professionalism, civic and professional responsibilities, advocacy and their role as future leaders.

Pre-requisites: All OCT 700 and 800 series courses

Co-requisites: None

OCT 912 Special Topics in Occupational Therapy

This is an optional course that provides comprehensive instruction on special topics in Occupational Therapy. This course is intended to provide increased knowledge, skills and competencies for practice within a variety of clinical and community settings. The course content is to be designed by the instructor(s). Topics will vary according to students' interest and faculty expertise. Instruction may take the form of seminars, conferences, or institutes. This course may occur on the Salem State College campus or at an approved community location.

Pre-requisite: OCT 800

OCT 915 Thesis Seminar

This is an optional seminar for the implementation of the student's research project developed in OCT 602. It involves the completion of data gathering and analysis, and preparation and defense of the thesis manuscript. Students will meet regularly with their thesis committee and upon written completion of the research outcome; verbally defend their final proposal. Signed approval from the Institutional Review Board (IRB) must be submitted to the members of the graduate faculty and thesis committee. Approval must be obtained to conduct research from SSC or any facility external to Salem State College. This course requires a substantial time commitment from the student.

Pre-requisite: OCT 802

	OT	Masters	Curriculum
Semester	Course #	Credits	Course Name
First Year - Bachelor of Science Degree			
Summer I A			
	OCT 400N	3 Credits	Pathways for Occupational Therapy Practice
	OCT 401	2 Credits	Effective Documentation Seminar
Summer II A			
	OCT 402	2 Credits	Critical Thinking & Professional Judgment
	OCT 403	3 Credits	Professional Methods & Media
Fall A			
	OCT 404	3 Credits	Cognitive & Perceptual Deficits
	OCT 406	3 Credits	Conditions & Pathologies
	OCT 408	3 Credits	Research, Writing & Learning I
Spring A			
	OCT 411	2 Credits	Theoretical Principles of Occupation I (Psych)
	OCT 407N	4 Credits	OT Analysis & Intervention I (Psych)
	OCT 611	2 Credits	Assistive Technologies
Second Year - Master of Science Degree			
Summer I B			
	OCT 412	2 Credits	Theoretical Principles of Occupation II (Phys Dys)
	OCT 413	4 Credits	OT Analysis & Intervention II (Phys Dys)
	OCT 613	2 Credits	Policy & Practice
Summer II B			
	OCT 622	2 Credits	Civic Advancement & Administration I
	OCT 413	4 Credits	OT Analysis & Intervention II (Con't from Summer I)
Fall B			
	OCT 712	2 Credits	Theoretical Principles of Occupation III (Pedi)
	OCT 715	4 Credits	OT Analysis & Intervention III (Pedi)
	OCT 800	2 Credits	Research, Writing, & Learning II
Spring B			
	OCT 718	2 Credits	Theoretical Principles of Occupation IV (Geriatrics)
	OCT 720	4 Credits	OT Analysis & Intervention IV (Geriatrics)
	OCT 802	2 Credits	Research, Writing & Learning III
Third Year - Master of Science Degree			
Summer I & II C			
	OCT 850	6 Credits	Level II Fieldwork
Fall C			
	OCT 900	2 Credits	Civic Advancement & Administration II
	OCT 910	3 Credits	Trends & Innovative Practice Arenas
	OCT 920	4 Credits	Capstone Seminar in Professional Practice
Spring C			
	OCT 960	6 Credits	Level II Fieldwork

SUMMARY OF THE BS/MS OT PROGRAM ADMISSION'S PROCESS
Policies and Requirements

BS Program Admission Policy

1. Educational Requirements:

- Students must have an Associates Degree in Occupational Therapy from an accredited institution with certification as an Occupational Therapy Assistant (COTA).
- A GPA that reflects a high level of academic achievement. A student must have a minimum of a 2.5 grade point average based upon a 4.0 grading system to be eligible for admissions. Students with a 3.0 grade point average or better will receive the highest consideration
- All transfer credits or prerequisite courses to be transferred from other academic institutions will be determined by the admissions office prior to admission to the program.
- Current certification as an Occupational Therapy Assistant (COTA) is required for admission. Proof of current licensure is also required for the application process. Students applying from states without licensure need to submit proof of certification only.

2. Work Experience

- One or more years of clinical experience prior to taking the professional OT coursework is recommended.
- Candidates must maintain certification and/or licensure while enrolled in the program and will submit a copy of his/her credentials to the Admissions Office.
- One letter of recommendation from a current or past employer and a current resume must be submitted with admission package.

3. Completion of Salem State College's Requirements:

- All general education, distribution, support courses and any other competencies required for a Bachelor of Science Degree, prior to beginning the professional course work in the occupational therapy major.
- Meet all other SSC admission policies.

MS Program Admission Policy

1. Educational Requirements:

- A Bachelor of Science in Occupational Health Studies from Salem State College.
- A minimum of a 3.0 grade point average. (Students with a grade point average of less than 3.0 may petition the SSC Occupational Therapy Graduate Committee for consideration of admissions)

2. Work Related Experience:

- Candidates must maintain certification and/or licensure while enrolled in the program and will submit a copy of his/her credentials to the Admissions Office.

3. Meet All Other Salem State College Admission Policies:

- Applicants must submit two reference form for Graduate Admission including: educational references from an instructor, administrator, etc. and professional references from a current supervisor, coworker, etc. (forms attached to application packet and available online at www.salemstate.edu/graduate)
- A 500 to 1,000-word, double-spaced statement of purpose addressing the following questions:
 - What factors in your personal and professional history have influenced you in the past and now lead you to seek admission to this program at Salem State College?
 - What are your long-term professional goals, and how will this program help you to meet them?

4. Deadline for application: May 31st

Occupational Therapy Graduate Review Committee

The Occupational Therapy Graduate Review Committee (OTGRC) is a standing committee of the Occupational Therapy Department. The standing members of the OTGRC include the Department Chairperson (who serves as Chair of the Committee), one full-time faculty member who represents the BS in Occupational Health Studies Program, and one full-time faculty member who represents the MS in Occupational Therapy Program, and another full-time faculty member from a cognate department within the Schools of Human Services.

The Occupational Therapy Graduate Review Committee is used on behalf of students in both the BS and MS OT programs. Its function is to work collaboratively with students to enable them to finish their education while maintaining the standards of the Department. The OTGRC makes recommendations regarding appropriate planning for students who are in academic or other difficulty, and individualizes study plans for well prepared students. Reviews ensure that students meet standards of performance set by the OT Department and the occupational therapy profession in addition to providing a forum for discussion and resolution of difficulties. The goal of the Committee is to find a way to balance student needs and maintain the integrity of the Occupational Therapy programs. A review may be initiated by faculty or students, or may be triggered automatically as indicated below. The Committee meets as requests or demands indicate.

Concerns brought to the Occupational Therapy Graduate Review Committee are related to the student's successful progress through the BS or MS OT Programs. The focus of the Committee's work shall be on the student and his or her learning needs. The OTGRC cannot be a forum to resolve interpersonal student/faculty conflict, grading or evaluation disputes, or perceived discrimination or sexual harassment. Any difficulties with student/faculty relations must be resolved through the conflict resolution process or the formal complaint procedures developed by the College.

A review involves the members of the Occupational Therapy Graduate Review Committee, the student, and faculty or field education faculty who have had direct experience with the student in the classroom or field. Generally, an OTGRC meeting is called when problematic student patterns are identified, or when the educational issues warrant formal consultation among faculty members and the student. The OTGRC meeting is often conducted when concerns have not been resolved in prior reviews: when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the BS or MS OT Program.

Procedures for Occupational Therapy Graduate Review Committee

The Occupational Therapy Graduate Review Committee is required under the following circumstances:

- For BS OT students who have not maintained at least a C (2.0) grade point average;
- For BS OT students who have taken a required course in the major two times without achieving a grade of C or better;
- For BS OT students who do not have a 3.0 GPA upon application to the Master of Science in Occupational Therapy program;
- For MS OT students who have received a C in an academic course;
- For all students involved in any instance of alleged plagiarism or other alleged ethical or safety violations.

Subject to the Chairperson's discretion and discussion with relevant faculty, an Occupational Therapy Graduate Review Committee meeting may be convened for reasons other than those listed above. In addition, any student who is asked to leave the Program may request an Occupational Therapy Graduate Review Committee meeting to review his or her situation.

Any one of the following individuals may initiate an Occupational Therapy Graduate Review Committee meeting:

- A student
- The student's Academic Advisor
- One of the student's current instructors
- The student's Academic Fieldwork Coordinator

The individual initiating the OTGRC meeting must submit to the Chairperson a written statement regarding the current educational issues and prior attempts to resolve them. In advance of the Committee's meeting, the Chairperson will request additional written summaries pertinent to the student's educational progress from relevant faculty. Also in advance of the meeting, the Chairperson distributes all written material to standing members of the Committee, the student's Academic Advisor (who attends the meeting), and the student who is the subject of the meeting. While the student is free to share written materials with others, the materials are considered confidential to other individuals involved.

Students must solicit written materials (a letter of support from one full-time OT faculty member, a letter of support from a field work supervisor, and formal transcript). All members attending may participate in the discussion of the information contained in the reports to clarify the issues and best address the student's educational progress.

The Chairperson will meet with the student immediately following the Committee's deliberations and delineate the Committee's recommendations. A written copy of the Committee's deliberations and recommendations is prepared by the Chairperson, posted by "certified, return receipt" mail, and sent, if at all possible, within five working days of the Committee's meeting. The letter will be sent to the most recent address on record at the School.

By way of examples, the recommendations from the Occupational Therapy Graduate Review Committee may include one or more of the following actions:

- *Recommend student's continuation in the relevant program with no conditions.* In these situations, the concern has been addressed and no further action by the student or program is required.
- *Establish formal conditions for the student's continuance in the program.* In these situations, specific conditions must be met in order for the student to continue his or her progress through the occupational therapy program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; referring the student to advising or supportive services; allowing the student to follow a delayed entry to the field practicum; change their academic plan or, in the case of the MS OT program, recommend a change in study plan or withdrawal from a particular course.
- *Counsel the student to change majors/degree programs or withdrawal from the relevant program.* In some situations, the Committee may recommend that a student delay or no longer continue her or his occupational therapy education. For example, the Committee may counsel a BS OT student to voluntarily change majors or degree program. If a voluntary change does not occur, an undergraduate student may be prevented from entering the Master's program.

In any review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. In most instances, the Occupational Therapy Graduate Review Committee is sufficient to deal with student performance and is the last decision-making step in the review process in the Department of Occupational Therapy.

If a student wishes to appeal the Occupational Therapy Graduate Review Committee's recommendations, he or she must do so in writing within ten working days of receipt of above letter from the Chairperson. The student's letter should be addressed to the Dean of the Schools of Human Services; the Vice President of Academic Affairs; and ultimately the President of the College.

Accreditation

The Occupational Therapy Program at Salem State College received accreditation in December 2002 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 20824-1220. AOTA's telephone number is (301) 652-AOTA

Level I and Level II Fieldwork

Fieldwork experience is a vital component of both the educational process and professional preparation. Fieldwork is designed to provide the occupational therapy student with an opportunity to evaluate theories, develop critical thinking skills, refine documentation abilities, enhance interpersonal relationships with others, utilize problem solving strategies, and create additional insight into personal learning style to benefit self and the profession. The integration of these learning experiences combined with occupational therapy course work is a determinant to becoming a competent, entry-level practitioner. Listed below is a brief overview of fieldwork policies and procedures. In addition to the graduate OT student handbook, the graduate OT student fieldwork manual includes additional information for students beginning level II fieldwork.

Level I Fieldwork

BS Program

Level I fieldwork will provide Salem State College OT students with opportunities to gain clinical experience while completing their undergraduate course work. Level I fieldwork is a required component in the following courses: OCT 407, and OCT 410, OCT 515 & OCT 520. Level I fieldwork will be completed on a part-time basis consisting of four twenty hour placements in the areas of physical dysfunction, psychosocial dysfunction, geriatric, and pediatric practice. Emerging community practice arenas such as assisted living centers, group homes, YMCA's, or after school enrichment programs will be encouraged for students to take part in during level one experience. Upon completion of all Level I fieldwork requirements and OT undergraduate course work, students will be eligible to begin their Level II fieldwork placements. Students must achieve a grade of C or better in all OT professional courses to remain on track towards program completion.

Level II Fieldwork

Salem State College OT students are required to complete two, full-time or part-time fieldwork experiences totaling 480 hours. (Part-time consists of at least twenty hours per week). The fieldwork coordinator is responsible for obtaining fieldwork sites for students in all clinical specialty areas. The fieldwork coordinator will begin planning Level II placements with students upon completion of first year requirements. The fieldwork coordinator will work closely with students to determine the appropriate clinical sites and will follow the students' progress while attending the clinical internship. Students will attend OT seminar in conjunction with each internship to enhance integration of skills and knowledge and to reflect on current practice. No student will be allowed to begin a level II fieldwork placement until all prerequisite and professional coursework have been successfully completed. Please review the Student Fieldwork Manual for complete policies, procedures and resources regarding fieldwork.

Thesis Option

All students in the Master's program are required to complete a scholarly research project and present their project at the student run occupational therapy conference. Students have the option of completing a thesis instead of a research project. Students who choose the thesis option will work under the supervision of the graduate faculty, the graduate coordinator, and the thesis committee. Students will submit a written thesis proposal to the graduate faculty and thesis committee. Following approval of the thesis proposal, research will begin. The student will complete their research and orally defend the thesis before the thesis committee. Once the thesis is accepted the thesis document is prepared for binding. See the thesis proposal and timeline section for details regarding thesis preparation.

Institutional Review Board (IRB)

Institutional Review Boards (IRB) serves to safeguard the individual serving as a research subject or informant. All students and faculty must obtain approval from the Institutional Review Board before implementing any research. Copies of the IRB procedures and forms are available on the SSC IRB website. Facilities in which students are performing research may also have an IRB. It is the responsibility of the student to determine the manner in which permission is granted by the facility to implement research and to plan accordingly with the Chairperson of the Thesis Committee in order to allow time for this approval process. A copy of the approval from the IRB must be submitted to the Salem State College IRB and retained with the Research Data. Additional IRB information and application forms can be found at <http://www.salemstate.edu/irb/docs/IRB-instructions.doc>

Application to Institutional Review Board (IRB)

The student completing a thesis will prepare an application requesting approval from the IRB. This proposal is submitted at the beginning of the Fall (c) semester

Written Thesis Proposal/ Timeline

A complete draft of the thesis proposal is submitted to all committee members in the beginning of the Fall (c) semester. The draft will be formally reviewed by the Thesis Committee within seven days of receipt of the document. Once approved, the data collection and analysis occurs from November to February. In February the Thesis is formally written. In March the Thesis is submitted to the Thesis Committee and preparation for Defense occurs. In April the student will formally defend the thesis to the Thesis Committee. The student will then present their research at the Student Occupational Therapy Conference.

Advising

Upon admission to the occupational therapy major, students will be assigned an academic advisor from the Occupational Therapy Department. It is important that students develop a working relationship with his/her advisor and it is mandatory to meet with this advisor at least one time per semester. The meetings will be used to develop and update each student's professional development plan and document progress towards academic and professional goals.

After each meeting the student will obtain their advisor's signature that is required for registering the following semester. It is the student's responsibility to contact his/her advisor each semester. The advisor will act as a resource aid throughout the academic program and can assist students with any difficulties he/she may be having with academic or fieldwork performance. Advisors may also refer students to other SSC departments for assistance, such as the Learning Center, Student Support Services Program, Academic Advising, etc.

In addition to the advisor, the OT Department Chair and Graduate Coordinator are available to students for both academic and administrative concerns. The Academic Fieldwork Coordinator may also provide assistance related to fieldwork issues. Course instructors may be consulted regarding academic concerns related to a specific course. The Dean of the Graduate School is located on the first floor of the Sullivan Building on North Campus. The Dean is concerned with the academic needs and performance of students and is prepared to assist if necessary.

Communication

Current Address/Telephone Number – Each advisor has a copy of student local addresses, telephone numbers and email addresses. Students who move, have a telephone number, address or email change must contact their advisor and the department secretary to inform them of the change. Addresses, telephone numbers and email addresses are kept confidential. Students are also responsible for notifying the Registrar's Office of any address changes.

Faculty Office Hours/Schedule – Faculty members will post office hours on their office door. Faculty members may also schedule alternative appointment times to meet with students. Students may leave messages for faculty in their mailbox, located in the OT workroom or in their voice mailbox.

OT Department Newsletter – The OT Department Newsletter will be issued to students each semester. The newsletter will contain announcements about scheduled student meetings, special programs, courses, scholarships, updates, and general faculty advising information.

OT Department Bulletin Board – The OT Department Bulletin Board is located outside of the workroom. The bulletin board will post upcoming events, conferences, continuing education and employment opportunities, AOTA and MAOT subscription information and general departmental announcements. Students may post items on the bulletin board with permission from the faculty.

OT Workroom – The OT Department workroom is located in HB 325 across the hall from the OT Bulletin Board. The room is equipped with a computer, fieldwork files, AJOT journals, and additional reference materials. The room is open daily and two evenings per week each semester.

OT Department Web Page <http://www.salemstate.edu/oct/>– The OT Department web page includes admission requirements, the OT Mission Statement, OT Philosophy, OT Program Objectives, OT Curriculum, Accreditation Status, and current faculty members. Additional information will be added to the web page as more information becomes available.

American Student Committee of the Occupational Therapy Association (ASCOTA) – Each Fall, one student who is enrolled in OCT professional courses and a member of the American Occupational Therapy Association is elected to represent Salem State College at the ASCOTA Delegate Meetings. Student expenses for this endeavor are not paid for by Salem State College or by AOTA. However, some financial assistance may be available from the Dean’s Office.

Writing Across the OT Curriculum

The Occupational Therapy Department endorses the concept of writing throughout the OT curriculum. The expected outcomes for students are to integrate theoretical and clinical information through articulate written communication. It is expected that each student will utilize proper grammar, correct spelling of words, and appropriate sentence structure throughout his or her academic course work. Each student will develop a writing style within the context of professional and scholarly writing. Professional course papers will be done in APA (American Psychological Association) format and in accordance with AOTA standards. Students exhibiting difficulty in writing skills will be referred to appropriate resources available at Salem State College.

Fees/Insurance/Expenses

In addition to Salem State College tuition and fees, students will be responsible for the following expenses:

- Books
- Laboratory Fees – Course specific
- Liability Insurance – This is mandatory for participation in both Level I and Level II fieldwork. The insurance is purchased in the fall semester for each academic year (for students beginning Level I or Level II fieldwork). Student liability insurance may be purchased at Financial Services on North Campus.
- Level II Fieldwork Fee(s) – as required
- Level II Fieldwork Health Insurance – Required
- AOTA/MAOT Student Memberships – Optional, but strongly recommended

Graduation

Upon successful completion of all academic and fieldwork requirements, a student will be eligible to participate in the Salem State College graduation and receive the Bachelor of Science Degree in Occupational Health Science and a Master of Science Degree in Occupational Therapy. *

Certification to Practice Occupational Therapy

After successful completion of Level II fieldwork and all academic coursework, graduates of the program are eligible to sit for the Occupational Therapy Certification Examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). Faculty will distribute information regarding dates, locations, application information, and requirements for the certification examination during the capstone course.

It is the students' responsibility to contact NBCOT and request an application for the examination. Students must also apply for the certification examination in a timely manner. Students will be notified of scores by NBCOT within six weeks after taking the examination. Successful completion of the examination leads to certification by the American Occupational Therapy Association to practice occupational therapy as a registered therapist. Many facilities will hire occupational therapy students after successful completion of fieldwork pending certification. A temporary license is required in Massachusetts to begin practice.

License to Practice Occupational Therapy

Many states including Massachusetts require that occupational therapists be licensed to practice. It is against the law to practice without a license in a state with licensure laws. A temporary license may be obtained after registering to take the certification examination. This allows the students who have successfully completed fieldwork to begin working while waiting to take the examination. An updated list of licensed states may be obtained through AOTA (1383 Piccard Drive, PO Box 1725, Rockville, MD 20850-4375 – Telephone number 1-800- SAY AOTA or at www.aota.org in the members area). Additional information regarding licensure is located in the OT Student Fieldwork Manual.

Felony Statement

Graduates from the Masters program meeting all requirements will be eligible to sit for the Occupational Therapy Certification Examination administered by the National Board for Certification in Occupational Therapy (NBCOT).

***It is important to note that any student that has been convicted of a prior felony may be considered ineligible by NBCOT to sit for the NBCOT exam and may be unable to attain an OT license from the State Licensure Board.**

Grading Policy

1. Students must receive a grade of C- or better in Kinesiology, SFL 309, and in Neuroanatomy, BIO 400, to maintain good academic standing in the OT major.
2. At the end of each OCT course, the Professional Behaviors Assessment will be completed by the course instructor. If a failing score is obtained a Professional Behaviors Action Plan must be completed. Until the completion of that plan, the student will receive an Incomplete for the course and will not be able to register for the next group of courses.
3. Any student in the Occupational Therapy Program who receives a failing grade (F) in one course may be dismissed from the major. If a student does receive a failing grade, the following policy will apply.
4. If the course is not repeated and a second failure (F) is received in an additional course, the student shall be dismissed from the major. When a course is repeated due to a failing grade, the new grade will replace the old grade. This will improve overall grade point average (GPA), but the previous grade remains on the official transcript.
5. Students must achieve a grade of C or better in all OT major courses to maintain good academic standing in the OT Program.
6. Students must have an overall GPA of 2.0 to graduate from an undergraduate program from Salem State College.
7. Students must have a minimum of a 3.0 grade point average to advance into the Occupational Therapy Master's Program, unless otherwise petitioned.
8. Graduate students in SSC programs with 45 or fewer semester hours of credit may receive no more than two C's. Receipt of more than the allowed C's results in the student's automatic withdrawal from the program.
9. Incomplete Grades – A student may request an incomplete grade for a course with the primary course instructor based on individual needs. A student must complete all course work during the beginning six weeks of the following semester. Failure to complete course requirements in the allotted time frame will result in a failing grade (F) for the course.
10. Petition Policy – (Detailed information may be found in the undergraduate student handbook.)

Student Rights and Responsibilities

Students have the right, under the Family Educational Rights and Privacy Act to have access to their educational records and to prevent disclosure of their contents to third parties without formal authorization. Records may be requested in writing through the Registrar's Office.

The Occupational Therapy Department faculty may discuss a student's academic and fieldwork performance with potential employers and others, only if the student has given formal, written permission to do so. Such disclosure occurs only in the best interest of the student and is used to benefit his or her educational experience.

Students with special needs (physical, emotional and/or learning disabilities) who need accommodations related to completing academic or fieldwork requirements are responsible for discussing such needs with their academic advisor. Students needing assistance should initiate contact with the Office of Students with Disabilities at (978) 542-6217. Please refer to the undergraduate student handbook for additional information.

Miscellaneous

1. It is the students' responsibility to inform his/her academic advisor if he/she cannot continue in their professional course work. Any student not returning after two years will need to repeat all previously taken professional courses in order to remain in the occupational therapy major.
2. Any student wishing to withdraw from the Occupational Therapy Program should first discuss his/her reasons with their academic advisor. The student will then be referred to the Academic Advising Center for appropriate withdrawal forms.
3. Please refer to the undergraduate student handbook for specific policy and procedure clarifications. All students are expected to work closely with his/her academic advisor to ensure that all academic service needs are met and that issues are addressed.
4. Salem State College Institutional Review Board (IRB): All empirical research involving human beings or vertebrate animals conducted at Salem State College, or by Salem State College faculty, staff or students under the sponsorship of Salem State College, must be submitted to the Salem State College IRB for review. This must be done **before** the start of the research. Additional IRB information and application forms can be found at <http://www.salemstate.edu/irb/docs/IRB-instructions.doc>

**Salem State College
Schools of Human Services
Professional Behaviors Assessment**

Student name: _____ **Faculty name:** _____

Course number: _____ **Student ID code:** _____

Semester: Midterm End of Semester

Indicate the student’s level of performance using the scale below.

- 1= Well Below Standards:** Performance is weak in most required tasks and activities. Work is frequently unacceptable
- 2= Below Standards:** Opportunity for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable
- 3= Meets Standards:** Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
- 4= Exceeds Standards:** Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
- 5= Far Exceeds Standards:** Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

<p>1. Time management Skills Consider ability to arrive on time, complete assignments on time: Comments:</p>	<p>1 2 3 4 5</p>
<p>2. Organization Consider ability to set priorities, be organized, follow through with responsibilities Comments:</p>	<p>1 2 3 4 5</p>
<p>3. Engagement in the classroom experience Consider student’s apparent level of interest, level of active participation while in class, Investment in class activities or group work Comments:</p>	<p>1 2 3 4 5</p>
<p>4. Self-Directed Learning Consider ability to take responsibility for own learning, demonstrate motivation Comments:</p>	<p>1 2 3 4 5</p>
<p>5. Reasoning/Problem Solving Consider ability to use self-reflection, willingness to ask questions: ability to analyze, synthesize And interpret information; understand the OT process Comments:</p>	<p>1 2 3 4 5</p>

<p>6. Written Communication Consider grammar, spelling, legibility, successful completion of written assignments and correct Use of APA format Comments:</p>	<p>1 2 3 4 5</p>
<p>7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources. Comments:</p>	<p>1 2 3 4 5</p>
<p>8. Observation Skills Consider ability to discuss performance areas and performance components and to verbalize Perceptions regarding case studies or other in class activities Comments:</p>	<p>1 2 3 4 5</p>
<p>9. Participation in the teacher/student Process Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow Proper channels. Comments:</p>	<p>1 2 3 4 5</p>
<p>10. Verbal communication and Interpersonal skills with students/teacher Consider ability to interact appropriately with individuals such as eye contact, empathy, limit Setting, respectfulness, use of authority, degree/quality of verbal interactions; use of body Language and non-verbal communication Comments:</p>	<p>1 2 3 4 5</p>
<p>11. Professional and Personal Boundaries Consider ability to recognize/handle personal/professional frustrations, balance personal/professional obligations; handle responsibilities: work with others cooperatively considerately, effectively; responsive to social cues in the classroom Comments:</p>	<p>1 2 3 4 5</p>
<p>12. Use of professional terminology Consider ability to appropriately apply professional terminology (such as Occupational Therapy Framework, appropriate medical acronyms, abbreviations) in written and oral communications Comments:</p>	<p>1 2 3 4 5</p>
<p>Final score: _____ () Pass () Fail</p> <p style="text-align: center;">Student Signature _____</p> <p style="text-align: center;">Faculty Signature _____</p> <p>Requirements for passing</p> <ul style="list-style-type: none"> • No more than one item below a “2”, OR • No more than two items below a “3” • A Failing score requires completion of a Professional Behaviors Action Plan • Until Professional Behaviors Action Plan is completed student will receive an Incomplete Grade for course and will not be able to register for the next group of courses 	

**Salem State College
Schools of Human Services
Occupational Therapy Department**

Professional Behaviors Student Action Plan

Student Name: _____ Student ID: _____

Probationary Semester _____

PB Meeting Held With Faculty: _____

Summarized Discussion/Current Professional Behavior Issues Targeted:

- | | Comments |
|--|-----------------|
| 1) <input type="checkbox"/> Time Management | |
| 2) <input type="checkbox"/> Organization | |
| 3) <input type="checkbox"/> Engagement in Class | |
| 4) <input type="checkbox"/> Self-Directed Learning | |
| 5) <input type="checkbox"/> Reasoning/Problem Solving | |
| 6) <input type="checkbox"/> Written Communication | |
| 7) <input type="checkbox"/> Initiative | |
| 8) <input type="checkbox"/> Observation Skills | |
| 9) <input type="checkbox"/> Teacher/Student Process | |
| 10) <input type="checkbox"/> Verbal Communication | |
| 11) <input type="checkbox"/> Prof/Personal Boundaries | |
| 12) <input type="checkbox"/> Use Professional Language | |

Additional Comments:

Professional Behavior Action Plan:

Time Line:

Action Plan to take effect from date of signatures from both parties listed below:

Faculty Signature/Advisor: _____

Student Signature: _____

**Salem State College
Schools of Human Services
Occupational Therapy Department**

Professional Behaviors Student Action Plan Follow Up Meeting

Student Name: _____ Student ID: _____

Probationary Semester _____

PB Follow Up Meeting Held With Faculty: _____

Summarized Discussion/Current Professional Behavior Goal Attainment:

Recommendations:

- Removal from Probation/Goals Attained
- Extend Probationary Period
- Revise Action Plan
- Program Suspension

Additional Comments

Faculty Signature/Advisor: _____

Student Signature: _____

I have received and read the contents of this Salem State College Occupational Therapy Department Graduate Student Manual and will seek out a faculty member with any additional questions or concerns that I may have regarding Salem State College Occupational Therapy Department Graduate Policies and Procedures.

Signed _____

Date _____