



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

ADJUNCT FACULTY HANDBOOK

**Adjunct Faculty Handbook
Academic Year 2007- 2008**

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Appendix:

Professional Behaviors Assessment/Action Plan

Welcome to the Department of Occupational Therapy

This handbook is designed to provide adjunct faculty members with an overview of resources, support services, and general information about the Salem State College Occupational Therapy Program.

If you have any questions, please do not hesitate to ask.

Jeramie Silveira, MS, OTR/L
Chairperson
Department of Occupational Therapy

OCCUPATIONAL THERAPY PROGRAM HISTORY

The undergraduate program in Occupational Therapy at Salem State College was developed from the desire of certified occupational therapy assistants in the New England area to further pursue their education to become registered therapists. North Shore Community College faculty and alumni of the OTA program met with representatives of Salem State College to develop an entry-level program. A part-time evening program through the Schools of Human Services was designed and developed. In the spring of 1999, the Accreditation Council for Occupational Therapy Education (ACOTE) granted “Developing Status” to the SSC OT Program. Students were accepted into the program in the fall semester 1999. The SSC OT Program received full accreditation status in December of 2002 and then began to transition the program to a combined BS/MS to meet entry-level master standards required by the American Occupational Therapy Association (AOTA). In the summer of 2005, the combined BS/MS degree in Occupational Therapy received approval from the Massachusetts Board of Higher Education and the first master’s cohort commenced. The SSC OT Program is the only one of its kind in New England and one of eleven in the country providing part-time, evening, continuing education, specifically design for the OTA.

Currently, the Occupational Therapy Program enrolls just under 100 students and has three full-time faculty members on staff. The combined BS/MS degree offers a variety of course offerings including: online courses, hybrid courses, clinical laboratory coursework, and more traditional classroom coursework. The Occupational Therapy program with feedback from the students and faculty will continue to search for ways to make continuing education innovative, affordable and flexible for the adult learner.

MISSION STATEMENT: OCCUPATIONAL THERAPY DEPARTMENT

The Mission of the Occupational Therapy Department is congruent with the Salem State College 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 which encompasses a philosophy of progressive education. The philosophy of the occupational therapy curriculum encourages of a professionally enhanced, culturally competent and critically thinking practitioner is a major objective of the academic program.

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.

8. Design, develop, and implement a Master of Science degree program for occupational therapy assistants that broadens and advances the multiple skills required by students to be competent entry-level practitioners.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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 an 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.

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
- 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.

The Occupational Therapy Curriculum
Bachelor of Science in Occupational Health Studies
(located on following page - 15)

The occupational therapy program BS to MS consists of one to three years of pre-requisite, part-time coursework, (depending on credits transferred into the program). All pre-requisite coursework and successful completion of the OT competency examination must be attained prior to beginning the professional OT courses. Once all pre-requisites are completed, the program will consist of three years of part-time study (including summer sessions) of professional course work and level II fieldwork. 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.

Master of Science in Occupational Therapy
(Program of Study Located on Page 16)

The Master of Science aspect of the Occupational Therapy Program began in the summer of 2005. Students accepted into the SSC OT program in the fall of 2004 received the OT Master's track flow sheet. The OT mission prepares the OTA adult learner for transition to a master's entry-level practitioner through a flexible, part-time evening program that encompasses a philosophy of progressive education. The program was designed to meet the standards, skills, values and ethics set forth by the Accreditation Council for Occupational Therapy Education (ACOTE) and the American Occupational Therapy Association.

BACHELOR OF SCIENCE IN OCCUPATIONAL HEALTH STUDIES

The OT faculty developed the SSC OT curriculum to acknowledge the OTA student's prior education and clinical expertise. The undergraduate degree program provides a balanced mixture of liberal arts courses with a heavy concentration in the social and psychological sciences combined with the major courses in occupational therapy. This integration of prior knowledge and new learning will create a holistic entry-level practitioner who is able to function as a generalist in the many emerging OT practice areas.

In addition to the OT course work, students participate in Level I fieldwork. The 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, and create additional insight into personal learning style to benefit self and the profession. Level I fieldwork in the undergraduate component of the program consists of two internships consisting of 20 hours each of clinical observation in the areas of physical dysfunction, and psychosocial dysfunction.

The OT curriculum has six core concept areas (strands) that are stressed in each course in the curriculum. These six areas include professional development, research, occupational science, clinical reasoning, civic advancement and educational leadership. During each of the major courses these six strands are emphasized appropriately to the specific course objectives. Students throughout the program develop a professional portfolio which includes these six strands as sections. The students reflect upon their portfolios in the Capstone course in the last semester of the master's coursework. Students are also required to develop a research project which they will develop and refine throughout the curriculum. Students present their research projects during the annual student conference that is held prior to graduation.

Program of Study

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. AOTA's telephone number is (301) 652-AOTA.

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, the following master's prerequisite coursework must be successfully completed; OCT 611, OCT 613 and OCT 622. The Bachelor of Science in Occupational Health Studies provides theoretical knowledge and skills in occupational science, health, technology, wellness promotion, and activity analysis within a variety of multicultural arenas. The curriculum's emphasis is placed on a holistic client-centered approach to individuals across the developmental spectrum.

PROGRAM REQUIREMENTS**Credits****Foundation Year Core Courses and Support Courses.****Total 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

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

Third Year- Master of Science Degree

OCT 950 Level II Fieldwork & Seminar A	6
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 44-48)

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

FULL-TIME FACULTY/PROFESSIONAL/SECRETARIAL STAFF

<u>NAME</u>	<u>ROOM</u>	<u>EXTENSION</u>	<u>TITLE</u>
Corcoran, Jeanne	HB 303	7015	Fieldwork Coordinator
MacLachlan, Jean	HB 302	7009	Graduate Coordinator
Patuleia, Christina	HB 301	6693	OT Secretary
Silveira, Jeramie	HB 326	6694	OT Chairperson

FACULTY MAILBOXES

Full Time and Adjunct Faculty mailboxes are located in the OT Student Resource Room located in room 325 in the Harrington Building. Daily correspondence, books and materials from students are placed there.

STUDENT MAILBOXES

Students who have matriculated into the OT professional coursework have mailboxes in the OT Student Resource Room located in room 326 of the Harrington Building.

STUDENT ACADEMIC FILES

All students accepted into the Occupational Therapy Program have a file in the locked filing cabinet in the OT Secretary's Office located in room 301 of the Harrington Building. A key to the cabinet can be obtained from Ms. Christina Patuleia; the OT Secretary. 978-542-6693

Christina.patuleia@salemstate.edu

CHAIRPERSON FACULTY EVALUATION

Adjunct faculty teaching through the Division of Graduate and Continuing Education are evaluated by the Chairperson the first semester they teach for the department and every 4th course thereafter. The Chair will be visiting your classes minimally once during the semesters you are to be evaluated, but possible every semester. The evaluation is based on the Chair's observation, student evaluations, and demonstration of on-going scholarship or other professional activities.

STUDENT EVALUATION OF FACULTY

Student evaluation will be distributed during the last few weeks of the semester. These are short op-scan forms, which must be filled out with a #2 pencil. The Division of Graduate and Continuing Education or Academic Affairs will send the results of the student evaluations to you.

GRADING PROCEDURE

Before the end of the semester, instructors will receive a grade list and letter outlining grading procedures- especially the due date for grades.

Enter a grade for every student on the grade list in the bubble and on the designated line

If a student's name is missing, write the name on the supplemental student's sheet.

Exceptions

If you need to change a grade after it has been submitted, fill out a change of grade form. These can be obtained from the Registrar's Office. These forms are also located in the OT department.

Grading systems

Undergraduate: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F and I

Graduate: A, A-, B+, B, B-, C+, C, C-, F and I

NOTE: Graduate students who receive an F are automatically terminated from the graduate program.

ORDERING OF TEXTBOOKS FOR COURSES

Adjunct faculty should order their course textbooks online through the SSC Follet Bookstore website or fill out book order forms and submit them to the SSC bookstore. Forms may be obtained through the OT department secretary.

GUEST SPEAKER FORM

If you are planning to have a guest speaker during the semester, it is important to complete the request for guest speaker form and return it to the Chairperson at the beginning of the semester.

PARTICIPATION ON FACULTY COMMITTEES

Adjunct faculty members are welcome to attend our weekly faculty meeting .In addition to these weekly meetings each semester, a student informational meeting takes place and at the beginning of each semester and a faculty retreat is scheduled to discuss all classes taught that semester at the conclusion of the semester. Information regarding the student meeting and the faculty retreat will be placed in your mailbox in room 303 of the Harrington Building.

FACULTY ILLNESS

The day of class:

Please notify the OT department secretary so she may notify the Dean of the Graduate School or the Dean of Continuing Education.

- With four hours notice, all students will be contacted by telephone.
- A note will be placed on the classroom door.
- If possible, please email an announcement that class is cancelled.
- Upon returning to class, arrange with the students how to schedule a make-up session.

Remember faculty members are expected to attend all class sessions. Only cancel class for unavoidable reasons. If a faculty member is persistently absent from regularly scheduled classes, or of late arrivals and or early dismissals, the Dean will take steps to replace the faculty member with another instructor.

MAKE UP CLASSES

Friday evenings are normally times when make-up classes can be scheduled due to the minimal conflict with available classroom space. If a classroom needs to be reserved for a make up class, DGCE will make the arrangements. It is not recommended that make-ups be done through extending the class time or skipping breaks. Three credit courses are meant to run for two and a half hours with one short scheduled break.

CLASS CANCELLATIONS- ALL CAMPUSES

In case of a severe storm which creates hazardous driving in the area, classes may be cancelled. Evening courses will be cancelled by 3:00 PM of the storm day. Notification of cancelled classes will be broadcast as soon as possible on the following radio stations: AM WRKO, 680, WBZ, 1030, WHDH, 850, FM WBUR, 90.9 and WCVB (TV Channel 5). Another source is the main switchboard number 978-542-6000, which will have a recorded message. The Salem State College webpage will also state cancellations at www.salemstate.edu

PARKING

When your personnel file is complete, your name will be added to the list located in the Public Safety Office (North Campus) to enable you to purchase a "STICKER" for your car to park in the FACULTY lot on campus. Until your file is complete, please come to the OT Secretary's office room 302 of the Harrington Building so that an "interim" parking permit may be issued.

BOOKSTORE

The College Bookstore is located on Central Campus. The telephone # is 978-741-3808. The text book manager's number is (978)-745-1763. Orders for course texts can also be placed online by going to the Salem State website and visiting or the bookstore link.

FACULTY I.D./LIBRARY CARD/PAYROLL

When you received the contract to teach for this semester, you should have been advised as to the process for obtaining the above ID cards. You will be paid at the end of the semester after grades are submitted. The grading sheet must be submitted to the Registrar's Office (Administration Building, Main Campus) in person. Please photocopy your grade sheet and submit it to the OT Department Chairperson for record keeping.

OFFICE SUPPLIES

The Occupational Therapy Department office supplies are located on the 3rd floor of the Harrington Building in the supply closet. A key to the supply room may be obtained from the OT Department Secretary in room 301 of the Harrington Building. If you have an item that you would like to have ordered, check with Ms. Christina Patuleia the OT secretary. If you are interested in ordering a special book, video, or other publication, please check with Jeramie Silveira, the OT Chairperson at 978-542-6694.

SUPPORT SERVICES: TYPING/PHOTOCOPYING

Please allow for FIVE working days for any project. Normally, this is not needed; however, there are times when circumstances warrant the extra time (the beginning of the semester, and exam periods). If the request being made is an EMERGENCY, please make a note; and it will be prioritized.

PHOTOCOPY MACHINE

There is a XEROX digital photocopier machine located on the third floor of the Harrington Building in the student resource room HB325. This machine is for FACULTY USE ONLY. Paper for the machine is located in the Secretaries office. The Code to use the machine is 2004. Please check with the OT Secretary, Christina Patuleia to assist you with any user questions/issues.

AUDIO VISUAL/LAPTOPS/LCD PROJECTORS/OVERHEAD PROJECTORS/SMART CLASSROOMS

The OT Department has two laptops and two LCD projectors available for adjunct faculty use. In addition, there are two computer lab classrooms that may be reserved in advance. There are VCR/monitors in all room in the Harrington Building. A SMART classroom with microphone, Power Point accessibility, VCR and monitor, is located in room 223 of the Harrington Building. These items and room may be reserved for use by contacting the OT Secretary at 987-542-6693.

FACSIMILE MACHINE

The Occupational Therapy Department has a FAX machine the number is 978-542-2073. It is located in the OT Secretary's office on the 3rd floor of the Harrington Building. FAX messages received for faculty will be placed in the faculty's mailbox.

COMPUTER LABS

There are two computer labs located in the Harrington Building. One is on the First floor adjacent to the Dean of the Business School's Office, and another is located on the second floor in room 200. Please contact the OT Secretary for information regarding the hours (ext. 6693) and making room reservations.

OT LABORATORY SPACE

The Salem State College Occupational Therapy laboratory is located in room 210 in the Harrington Building. You must have a current clipper card to gain access to the laboratory. The OT laboratory is a Smart Classroom with Smart Board, projector, and wireless access. If you wish to schedule your class in the OT laboratory, please contact Christina Patuleia, the OT secretary at 978-542-6693.

OT ASSESSMENT/EVALUATIONS/EQUIPMENT

The Occupational Therapy Laboratory contains many occupation-based pediatric, psychosocial, physical dysfunction, and geriatric assessment tools and equipment. If you require a special assessment tool or piece of equipment for your course that we currently do not have, please notify the chairperson of this need as early as possible.

TEACHING SUPPLIES AND EQUIPMENT

Departmental laptops and projectors are available for use by adjunct faculty. Please contact Christina Patuleia, the OT secretary to reserve your laptop, projector, or to obtain any required teaching supplies.

SUMMARY OF IMPORTANT INFORMATION FROM THE DGCE CONTRACT

For detailed information regarding DGCE information and resources please visit the DGCE website located at www.salemstate.edu/ce/

Contract: Division of Graduate and Continuing Education

Teach: Evening undergraduate courses (after 4:30)

Processed through: Dean of Non Traditional Programs, Arlene Greenstein telephone # 978-542-6324 in the Sullivan Building on North Campus

Paperwork through: Human Resources- located in the trailer behind the Sullivan Building on North Campus. Telephone # 978-542-6000

Paperwork Needed

By Human Resources: Updated Curriculum Vitae, 3 letters of reference, and all transcripts of academic work, I.D/passport, and signature needed for tax information.

Pay Schedule: Full course stipend received at the end of the semester

Ranking:
Adjunct Visiting Lecturer
Adjunct Visiting Instructor
Adjunct Visiting Assistant Professor
Adjunct Visiting Associate Professor
Adjunct Visiting Full Professor

Union Membership

& Dues: DGCE faculty must pay union dues once per year from the very beginning. The Union gets in touch with the appropriate personnel directly. This can take a large amount out of the net salary or a 3-credit course. Payment to the union is made once in an academic year, beginning with the summer; hence, if one pays in the Spring semester, one must pay again in Summer/Fall.

Compensation: Please refer to the Division of Graduate and Continuing Education contract for the most current rates.

Professional

Development

Opportunities: Full-time and Adjunct faculty members have the opportunity to attend the professional development workshops offered by Salem State's Council on Teaching and Learning, the Writing Across the Curriculum Department, and the Information Technology Department. In addition, OT faculty may also participate in the Schools of Human Services professional development workshops and the Council for the Advancement of Research Development seminars. Once a contract has been sent to the faculty member, their name will be added to the professional development mailing list.

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: _____