



**SALEM STATE COLLEGE  
SCHOOLS OF HUMAN SERVICES  
OCCUPATIONAL THERAPY DEPARTMENT  
POLICY & PROCEDURE MANUAL**

**Student Manual  
Academic Year 2007-2008**

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## Introduction

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) 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 advisor. Revisions to this manual are made annually. The Bachelor of Science degree at Salem State College has transitioned from a B.S. in Occupational Therapy to a combined BS/MS degree in Occupational Therapy. **A student interested in becoming a registered Occupational Therapist will need to complete the BS/MS degree in Occupational Therapy to be qualified to take the national certification examination.**

## 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

- 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**

The occupational therapy program BS to MS consists of one to three years of pre-requisite, part-time, (depending on credits transferred into the program). All prerequisite coursework must be completed as well as successful completion of the OT competency examination prior to beginning the professional OT courses. Once all prerequisites are completed the program consists of three years of part-time study (including summer sessions) of professional coursework and level II fieldwork. Graduates from the Masters program meeting all requirements (see felony statement pg. 27) 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](http://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

Advisor: \_\_\_\_\_

Name: \_\_\_\_\_

Date admitted into Major: \_\_\_\_\_

Transfer credits: \_\_\_\_\_

**BACHELOR OF SCIENCE  
OCCUPATIONAL HEALTH STUDIES**

**GENERAL EDUCATION CORE REQUIREMENTS**

Competencies			
<input type="checkbox"/>	Basic College Math		
<input type="checkbox"/>	Reading Comprehension		
<input type="checkbox"/>	Computer Literacy		
ENG	101	Composition I	3 _____
ENG	102	Composition II	3 _____
SPC	101	(Public Speaking)	3 _____
SFL	_____	(Activity)	.5 _____
SFL	_____	(Activity)	.5 _____
Distribution Sequences (18-20 credits)			
BIO	200	Anatomy & Physiology I	4 _____
BIO	201	Anatomy & Physiology II	4 _____
HIS	101	History of World Civilization I	3 _____
HIS	102	History of World Civilization II	3 _____
_____	_____	(Literature I)	3 _____
_____	_____	(Literature II)	3 _____
Distribution Electives (15 credits)			
Among the distribution electives, the student must earn at least 3 but no more than 9 additional semester hours in each of the three divisions.			
Humanities (Division I)			
*	PHL	218 Medical Ethics	3 _____
_____	_____	_____	_____
_____	_____	_____	_____
Science/Mathematics (Division II)			
*	MAT	247 Statistics I	3 _____
_____	_____	_____	_____
_____	_____	_____	_____
Social Sciences (Division III)			
*	PSY	101 General Psychology	3 _____
*	SOC	201 Intro. to Sociology	3 _____
_____	_____	_____	_____
(Note: Courses allowable as distribution electives are marked DI, DII, or DIII in the College Catalog.)			
<b>QUANTITATIVE (Q) _____ DIVERSITY (V) _____ WRITING (W) _____</b>			

**STUDENTS MUST COMPLETE ALL GENERAL EDUCATION DISTRIBUTION LECTURE AND SUPPORT COURSES BEFORE STARTING OCCUPATIONAL THERAPY COURSES**

**‡ COURSES IN MAJOR (52 credits total)**

**+ Advanced Placement Credits Required** 21 \_\_\_\_\_

OCT	400N	Pathways for Occupational Therapy Practice	3 _____
OCT	401	Effective Documentation in OT Practice	2 _____
OCT	402	Clinical Reasoning & Professional Judgement	2 _____
OCT	403	OT Promotion, Education & Media	3 _____
OCT	404	Perceptual and Cognitive Disabilities	3 _____
OCT	406	Conditions and Pathologies	3 _____
OCT	408	Research, Writing and Learning I	3 _____
OCT	411	Theoretical Principles of Occupation I	2 _____
OCT	407N	OT Analysis and Intervention I	4 _____
OCT	412	Theoretical Principles of Occupation II	2 _____
OCT	413	OT Analysis & Interventions II	4 _____

**Level I Fieldwork is Defined as a 40 hr. Clinical Affiliation**

**SUPPORT COURSES (22 credits total)**

SFL	221	Perceptual Motor Learning	4 _____
PSY	215	Abnormal Psychology	3 _____
SFL	309	Kinesiology	3 _____
PSY	321	Psychology-Group Dynamics	3 _____
SWK	270	Race, Class and Ethnicity	3 _____
BIO	400	Neuroanatomy	4 _____
PSY	327	Cognitive Neuropsychology	3 _____

**‡ FREE ELECTIVES (0 credit minimum)**

May be necessary to take additional credits to attain the minimum 120 credits required for graduation.

\_\_\_\_\_

\* These are **required** support courses which may also be used to satisfy the indicated Distribution requirements. A student may choose to fulfill Distribution requirements with courses other than the ones listed, but these listed courses must still be taken.

Note: If a course is used to satisfy two or more requirements, (for example, a support course and a distribution elective), the credits are counted in only one place. Using a course to satisfy more than one requirement does **not** reduce the total credits required for graduation.

+ Advanced Placement credits will only be granted to students who have graduated from an accredited OTA Associated Degree Program and are certified as COTA's.

‡ Undergraduate Degree does not qualify students to sit for National Certification exam in Occupational Therapy.

LEVEL I TO BE COMPLETED IN THE FIRST 30 CREDITS  LEVEL II TO BE COMPLETED IN THE FIRST 53 CREDITS  LEVEL III TO BE COMPLETED BEFORE GRADUATION

Exceptions in the timing of courses will be made for transfer students.

**Program of Study**  
**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](http://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.

<b>PROGRAM REQUIREMENTS</b>	<b>Credits</b>
<b>Foundation Year Core Courses and Support Courses</b>	<b>68</b>
<b>Advanced Placement Credit</b>	<b>21</b>
<b>First Year- Bachelor of Science Degree</b>	
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
<b>(Total Credits 120)</b>	
<b>Prerequisite Course for Master of Science Degree</b>	
OCT 611 Assistive Technologies	2
OCT 613 Policy & Practice	2
OCT 622 Civic Advancement and Administration I	2
<b>Advance Placement Credits</b>	<b>6</b>
<b>Second Year – Master of Science Degree</b>	
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.

**Accreditation**

The Occupational Therapy Program at Salem State College was granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in December 2002. The Bachelor of Science degree in Occupational Therapy at Salem State College transitioned to a combined BS/MS degree in Occupational Therapy. **A student interested in becoming an occupational therapist will need to complete the BS/MS degree in Occupational Therapy to be qualified to take the national certification examination.** For information regarding program accreditation contact The Accreditation Council for Occupational Therapy Education located at 4720 Montgomery Lane, P.O. Box 331220, Bethesda, MD 202824-1220. The telephone number for AOTA is (301) 653-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 OT student handbook, the OT student fieldwork manual includes additional information for students beginning Level I and Level II fieldwork.

## **Level I Fieldwork**

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 407N, and OCT 413, (BS aspect of the program) OCT 715 & OCT 720 (MS aspect of the program). 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 and graduate course work up to OCT 802, 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.

## **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 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. In addition to the advisor, the OT Department Chair is 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 Office of the Dean of the School of Human Services is located on the first floor of the Harrington Building, Room 101. The Dean is concerned with the academic needs and performance of students and is prepared to assist if necessary.

## **Student Memberships**

Although optional, students are encouraged to become members of the American Occupational Therapy Association (AOTA) and the Massachusetts Association for Occupational Therapists (MAOT). Faculty advisors will issue information to students about joining each association in September of each academic year.

## **Communication**

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

Faculty Office Hours/Schedule – Faculty members will post office hours on their office door. Students may leave messages in the outside box located on the door. Faculty members also may schedule alternative appointment times to meet with students.

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 resource room. The bulletin board will post upcoming events, conferences, continuing education opportunities, AOTA and MAOT subscription information and general departmental announcements. Students may post items on the bulletin board with permission from the faculty.

OT Resource Room – The OT Department resource room is located in HB 322 across the hall from the OT Bulletin Board. The room is equipped with a computer with internet access, fieldwork files, AJOT journals, and additional reference materials. The room is open daily and two evenings per week each semester.

OT Department Undergraduate/Graduate Web Pages <http://www.salemstate.edu/oct/> – The OT Department web page includes admission requirements, the OT Missions 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, 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). It is the Fieldwork Coordinator's responsibility to distribute information regarding dates, locations, application information, and requirements for the certification examination.

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. Most facilities will hire occupational therapy students after successful completion of fieldwork pending certification.

## **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](http://www.aota.org) in the members area). Additional information regarding licensure is located in the OT Student Fieldwork Manual.

## **Felony Statement**

Students meeting all academic and fieldwork requirements are eligible to sit for the NBCOT Certification examination and be eligible to obtain a state license to practice. **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.**

## **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 forms 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](http://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 31<sup>st</sup>**

## Grading Policy

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.

- a. 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.
- b. Students must have an overall GPA of 2.0 to graduate from Salem State College.
- c. Students must achieve a grade of C or better in all OT major courses to maintain good academic standing in the OT Program.
- d. 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.
- e. 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.
- f. 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    **Course number:**

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

<p><b>6. Written Communication</b>  Consider grammar, spelling, legibility, successful completion of written assignments and correct Use of APA format  Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>7. Initiative</b>  Consider initiative, ability to seek and acquire information from a variety of sources.  Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>8. Observation Skills</b>  Consider ability to discuss performance areas and performance components and to verbalize Perceptions regarding case studies or other in class activities  Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>9. Participation in the teacher/student Process</b>  Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow Proper channels.  Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>10. Verbal communication and Interpersonal skills with students/teacher</b>  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><b>1 2 3 4 5</b></p>
<p><b>11. Professional and Personal Boundaries</b>  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><b>1 2 3 4 5</b></p>
<p><b>12. Use of professional terminology</b>  Consider ability to appropriately apply professional terminology ( such as Occupational Therapy Framework, appropriate medical acronyms, abbreviations) in written and oral communications  Comments:</p>	<p><b>1 2 3 4 5</b></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"> <li>• No more than one item below a “2”, OR</li> <li>• No more than two items below a “3”</li> <li>• A Failing score requires completion of a Professional Behaviors Action Plan</li> <li>• 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</li> </ul>	

**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:

- |  | <b>Comments</b> |
|--|-----------------|
| 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 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 Policies and Procedures.**

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_