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Dean’s Welcome Message

Welcome to the University of Alabama at Birmingham School of Health Professions (SHP), one of the nation’s leaders in the health care industry.

We are home to one of the largest health professions schools in the nation with more than 20 programs at the baccalaureate, master’s, and doctoral levels with nearly 2,000 undergraduate and graduate students enrolled. The School of Health Professions is part of UAB’s thriving academic health center. As one of our students, you will have the opportunity to work side-by-side with world-renowned researchers and faculty, utilize advanced technologies and experience cutting-edge approaches to clinical treatment.

We understand that health care needs are constantly changing. That is why we continue to add innovative programs such as Biotechnology, Genetic Counseling, our one-of-a-kind Low Vision Therapy graduate certificate, Healthcare Quality and Safety, a Ph.D. in Rehabilitation Science, and our newest program, a Master’s in Biomedical and Health Sciences which can be completed within eleven months. We offer all of these in addition to our many other well-established programs.

Our degrees and programs are fully accredited by their respective professional organizations. This means you will be eligible for licensure, national certification or registration, and enjoy being in high demand within the job market. Our first-time student exam pass rate on credentialing exams is an astounding 98 percent.

Several of our programs preside among the nation’s top 30 of the U.S. News and World Report including our bachelor’s degree in Health Care Management- ranked at number two, our master’s in Health Administration- ranked at number two, entry level Physical Therapy- ranked at number 19, Physician Assistant program- ranked at number 16 and Occupational Therapy- ranked at number 28. We continue to be rated at the top of the list in research funding from the National Institutes of Health, and SHP is the only school in the country to house both an NIH-funded Nutrition and Obesity Research Center and an NIH Diabetes Research and Training Center.

Graduating from SHP means you will have acquired an esteemed degree, enjoy choosing among a host of job options in health care, an industry that continues to grow rapidly, and be well-prepared to make a difference in your field.

Our alumni give advice to current students that is worth repeating: be a sponge, learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance. I look forward to seeing you grow in your respective field and watch as you become the professional we know you can be.

Harold P. Jones, PhD
Dean
UAB School of Health Professions
Overview of the School of Health Professions

A leader in federally funded research, the UAB School of Health Professions (SHP), is the largest academic institution of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950s as a collection of courses in various para-professional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the medical school. An innovative facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970s and 80s the school’s offerings were amended to reflect the changing health care industry. As a result of those changes, SCAHR became SPAH (the School of Public and Allied Health), before becoming SCAH (the School of Community and Allied Health), and then SHRP (the School of Health Related Professions). During that time, the school added several new areas of study including the consistently nationally ranked Nutrition Sciences program.

In 2001, Dr. Harold Jones was recruited to become the school’s dean. Through his visionary leadership and guidance the school has experienced a period of unparalleled success beginning with the SHRP’s reorganization and relocation. Up that point in time, the SHRP’s programs had been housed in various locations throughout the UAB campus but during the spring of 2002, many of the classrooms, laboratories and faculty offices moved into the newly completed School of Health Professions Building (SHPB), the first such building dedicated to housing those programs since their original grouping more than 30 years before.

Today the school is known as the School of Health Professions, and is comprised of more than 20 programs – at the baccalaureate, master’s and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building, and the SHPB.

With more than 2,100 faculty, staff and students, the SHP is one of the six schools comprising the world-renowned UAB Academic Health Center. Students are exposed to vast resources, state-of-the-art facilities, and progressive research during their academic and clinical education at UAB.

SHP is proud of many accomplishments including:

- *U.S. News & World Report* ranks several SHP programs in the nation’s top 25
- Research funding is rapidly approaching the $12 million level
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969
- All of the school’s programs with professional accrediting agencies are fully accredited by those associations
The SHP Office of Student Recruitment, Engagement and Success (OSS) supports UAB’s mission and values with a focus on achievement, collaboration and diversity. Guided by our commitment to student achievement and dedication to excellence, the OSS provides academic counseling and advising support to all students through a number of programs including:

- Academic advising and counseling
- Peer tutoring services
- ADA accommodations
- Campus resource referral

At the OSS, we understand that undergraduate and graduate studies can be challenging and we provide students with a network of services specifically designed to address those challenges and explore the many opportunities of attending an internationally renowned research university. We have created a series of seminars, available in person and on-line to assist students with:

- Test taking strategies
- Time management
- Resume preparation
- Interview skills and techniques
- Professionalism in health care

Additionally, the OSS team recognizes that with classes and labs, internships, and studying, students in the health professions can have particularly demanding schedules. In response, we have created a number of programs specifically to address our students’ limited availability:

- The OSS Coffee House
- OSS Brown Bag Lunch Seminars
- OSS Virtual Seminars
- Mock Interview and Interview Stream
- The OSS Snack Break

The advising and professional team at the OSS is here to support individual students and student groups, contributing to the University’s strong sense of community. We have an open-door policy and encourage students to connect on a personal basis with advisors and mentors. To that end, students should feel free to drop-by, no appointment needed – but if they prefer, they can call, email or arrange a meeting with one of our advisors through the OSS website. We are here to help students make the most of their UAB experience and will assist in any way we can.

Our Goal is Student Success!

Check us out!

www.uab.edu/shp/home/about-shp/student-services
Section 1 – School and University Information

Academic Calendar
All dates related to registration, payments of tuition and fees, drop/add dates, other administrative requirements, and official school holidays are recorded on the UAB Academic Calendar available at www.uab.edu/academiccalendar.

Academic Honor Code (UAB)
The University expects the highest ethical and professional behaviors from the academic community. The code, including penalties for violations, is published on the UAB website at http://www.uab.edu/graduate/area-3/online-orientation/227-the-uab-academic-honor-code.

The UAB Academic Honor Code

The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person’s ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment, to an F in the course, to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student’s performance prior to withdrawal if the violation is substantiated.

AskIT
AskIT is the technology help desk for faculty, staff, and students. AskIT staff provides free support via telephone, email, or in-person. AskIT is physically located in the Center for Teaching and Learning in the Education Building, room 238. You can make contact through the website at https://ask.it.uab.edu/ or
by telephone at 205-996-5555. Questions or problems can also be submitted by email to ASKIT@uab.edu. You will be asked to supply your BlazerID when you request assistance.

**Attendance**

Class attendance is expected in all SHP programs. Specific program requirements for class, laboratory, and clinical site attendance may be more stringent than those established by the University. Please refer to the program requirements elsewhere in this handbook and in individual course syllabi for program attendance policies. The UAB policy for undergraduates follows. Please note the categories of excused absences; they typically apply to both undergraduates and graduates.

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<th>UAB Attendance and Excused Absence Policy</th>
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<td>The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.</td>
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<td>The University regards certain absences as excused and in those instances requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:</td>
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<td>• Absences due to jury or military duty provided that official documentation has been provided to the instructor in a timely manner in advance.</td>
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<tr>
<td>• Absences of students registered with Disabilities Services for disabilities eligible for &quot;a reasonable number of disability-related absences&quot; provided students give their instructors notice of a disability-related absence in advance or as soon as possible.</td>
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<td>• Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:</td>
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<td>o Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.</td>
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<tr>
<td>o If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.</td>
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<tr>
<td>o Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students. In these instances, instructors must devise a system for reasonable accommodation including, for example, policies allowing for dropped exams/quizzes, make-up exams, rescheduling of student classroom presentations or early or later submission of written assignments.</td>
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**Awards and Honor Societies**

All students in the School are eligible for consideration for following awards or society memberships.

*Alfred W. Sangster Award for Outstanding International Student* – This award is presented annually to an international student in recognition of his or her academic and non-academic achievements.
**Alpha Eta Society** – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A), and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.

**Cecil Clardy Satterfield Award for Humanism in Health Care** – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care. Nominations are coordinated by program directors, but may also be made by faculty, students, patients, or preceptors.

**Charles Brooks Award for Creativity** – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student’s academic activities. Nominations are made by program directors.

**Dean’s Leadership and Service Award** – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community. Nominations are made by program directors or faculty.

**Phi Kappa Phi** – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

**Who’s Who Among Students in American Colleges and Universities** – Membership in this national organization is open to outstanding college juniors, seniors, and graduate students. Criteria include scholarship, leadership, and service to the School and community. Applications should be submitted in spring term to the Office of Student Recruitment, Engagement and Success.

Please refer to the program section of this handbook for awards and honors available to students in individual programs.

**Background Check**
By policy, SHP students are required to undergo a background check using the school’s approved vendor, Certified Background, at the time of program admission, and again prior to placement in a clinical rotation. Instructions for requesting the background check and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the policy statement.

**BlazerID / BlazerNET / Email**
All students are assigned a unique identification, their BlazerID, which is established by the student at [www.uab.edu/blazerid](http://www.uab.edu/blazerid). BlazerNET is the official portal to the UAB information networks. The portal can be accessed from any Internet-accessible computer, on- or off-campus at [https://blazernet.uab.edu/cp/home/displaylogin](https://blazernet.uab.edu/cp/home/displaylogin). Your BlazerID is required to access BlazerNET and other campus information resources, such as your UAB email account. Your UAB email is the official communication medium and should be monitored routinely. UAB student email is provided through Microsoft Office 365, a cloud based email and file storage system. Students have 50 GB of email space and 25 GB of free file storage.
Blazer Express
The UAB Blazer Express Transit System is a bus service operating under the Business & Auxiliary Services Department. The service provides transportation throughout the University campus. With a valid UAB ID badge, students, employees, and authorized visitors can enjoy fare-free bus transportation along 6 designated routes. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to http://www.uab.edu/blazerexpress/.

Bookstores
Two bookstores are located on the UAB campus, both offering a wide variety of products and services to students, including online purchasing and shipping. Both bookstores stock UAB memorabilia and college wear in addition to all required textbooks and course material.

*UAB Barnes and Noble Bookstore*
Location: 1218 6th Avenue South
Hours: M – Th 7:30 a.m. – 6:00 p.m.; Fri 7:30 a.m. – 5:00 p.m.; Sat 10:00 a.m. – 2:00 p.m.; Sun - Closed
Telephone: (205) 996-2665
Email: Through website contact page   Website: [http://uab.bncollege.com](http://uab.bncollege.com)

*Snoozy’s Bookstore*
Location: 1321 10th Avenue South
Hours: M – F 7:45 a.m. – 6:00 p.m.; Sat 10:00 a.m. – 2:00 p.m.; Sun - Closed
Telephone: (205) 328-2665   Fax: (205) 933-2229
Email: info@snoozysbookstore.com   Website: [www.snoozysbookstore.com](http://www.snoozysbookstore.com)

Campus OneCard
The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library check-out, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at [www.uab.edu/onecard](http://www.uab.edu/onecard).

Campus Map

Canvas Learning Management System
The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites can be accessed through BlazerNET or at [http://www.uab.edu/online/canvas](http://www.uab.edu/online/canvas). Students should monitor their course sites routinely for communications from faculty and to manage course assignments.

Counseling Services
The Counseling and Wellness Center offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. The Center is located in the Holley-Mears Building, 924 19th Street South. For more information, call 205-934-5816 or visit: [http://www.uab.edu/handbook/student-services/c-counseling](http://www.uab.edu/handbook/student-services/c-counseling).
Directions Student Handbook

The UAB student handbook, *Directions*, may be accessed online at [http://www.uab.edu/handbook/](http://www.uab.edu/handbook/).


Disability Support Services

Offices for UAB’s Disability Support Services (DSS) are located at 516 Hill University Center. The purpose of these services is to make UAB’s programs and services accessible to students with disabilities. Students must be registered with DSS and be assessed for type of disability and need for accommodations. It’s best to register with DSS upon application to UAB. A request for assessment and accommodations can be made at any time, but accommodations are not granted retroactively. For more information about DSS, contact the office directly or visit their website.

Disability Support Services
Location: 9th Ave. Office Building, 1701 9th Ave. South/Birmingham, AL 35294-1150
(205) 934-4205 (Voice) (205) 934-4248 (TDD)
Fax: (205) 934-8170 Email: dss@uab.edu
Website: [http://www.uab.edu/handbook/student-services/c-disability](http://www.uab.edu/handbook/student-services/c-disability)

Drug Screening

By policy, SHP students are required to undergo a routine drug screen using the school’s approved vendor, CertifiedBackground, at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the drug screen and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the school and university policy statements related to drug use and substance abuse.

Emergencies

Any suspicious or threatening activity should be reported to the UAB Police Department immediately. In addition to calling via a regular telephone, more than 300 emergency blue light telephones connected directly to the police dispatcher are located throughout the campus. Police are staffed 24 hours, seven days a week.

UAB Police Numbers: 911 from a campus phone; 934-3535; 934-HELP (4357); 934-4434.

Emergency situations affecting the campus are communicated to students in several ways:

- Webpage: [www.uab.edu/emergency](http://www.uab.edu/emergency)
- University home web page: [www.uab.edu](http://www.uab.edu)
- Cell phone messages and SMS text – register to receive these notices with the UAB Emergency Notification System (B-ALERT) via [www.uab.edu/balert](http://www.uab.edu/balert); text short code will be 23177 or 63079; cell phone calls will come from (205) 975-8000. Store these numbers and codes in your cell as B-ALERT.
- Mass emails – uses the official xxx@uab.edu email system
- Announcements on the BlazerNET portal
- Facebook and Twitter – B-Alert integrates with these media at [www.facebook.com/UABALERT](http://www.facebook.com/UABALERT) and @UABALERT: [www.twitter.com/uabalert](http://www.twitter.com/uabalert)
- Weather and Emergency Hotline: (205) 934-2165
Equity and Diversity Office
The mission of the UAB Office of Equity and Diversity is to “increase, retain and enhance faculty, student, and staff diversity at all levels of the University and to ensure equity.” UAB defines diversity as “the full range of human difference and potential...”. This administrative office supports faculty recruitment, provides scholarships for graduate and undergraduate students, and promotes programs to enhance the campus diversity experience. The office provides a diversity awareness training program for employees. A key component of this Office is the Commission on the Status of Women, which is charged with assuring the best possible conditions for women who work and study at UAB. Additional information is available at http://www.uab.edu/equitydiversity/. Dr. Louis Dale is the Vice President responsible for the activities of this Office.

FERPA
The Family Educational Rights and Privacy Act of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at the following sites: https://sa.uab.edu/enrollmentservices/ferpa/; https://sa.uab.edu/enrollmentservices/ferpa/FERPA_students.asp. If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu, or contact the SHP Office of Student Recruitment, Enrollment and Success.

Financial Aid
Located at 1700 University Blvd., Lister Hill Library, Room G40. Hours of Operation are from 8:00 am to 5:00 pm Monday thru Friday. Phone: (205) 934-8223; Fax: (205) 975-6168. Additional information can be located on the website http://www.uab.edu/students/paying-for-UAB.

Food Services
UB offers seven meal plans for students that are billed to the student’s account. All students, even commuters, are required to purchase a meal plan. Up to 25% of dining fees not used by the end of the school year are converted to Blazer Bucks, which can be used to shop at campus bookstores, local restaurants, and the campus CVS. Several dining facilities that accept the meal plans are available on campus. Those closest to the SHP buildings include:

- Commons on the Green – located on the Campus Green, just south of 9th Avenue and the Campus Recreation Center.
- Einstein’s Bagels – located at the plaza entrance to the Learning Resource Center. Open Monday – Thursday, 8:00 a.m. – 5:00 p.m., and Friday 8:00 a.m. – 3:00 p.m.

There are soda and snack vending machines available in the basement of the Learning Resource Center and on the 6th floor of the Webb Building. Additional information about meal plans and campus dining facilities is available at www.uab.edu/dining.

Graduate School
The UAB Graduate School offers doctoral programs in 37 areas, eight post-master’s specialist programs, and master’s level programs in 45 areas. Most graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at http://www.uab.edu/graduate/.
Graduation
UAB offers two commencement ceremonies, one in the fall and one in the spring. All students must complete an application for degree six months prior to graduating. For more information and important deadlines please go to http://www.uab.edu/commencement/degree-applications.

Health Services and Medical Clearance
The University provides prevention, counseling, and treatment services to students through the UAB Student Health Services (SHS) clinic located at 1714 9th Avenue South. The clinic is open from 8:00 a.m. – 5:00 p.m. Monday – Friday, but is closed between noon and 1:00 p.m. daily. Detailed information about services and operating practices is located on the SHS website at www.uab.edu/studenthealth.

SHP students are required to receive medical clearance at the time of program admission. A secure web-based process using CertifiedBackground, an external vendor, is used to document medical information and immunization records. Each student will have a personal account with CertifiedBackground for storage of required documents. More information is available under the Medical Clearance Sections of the SHS website. An instruction sheet and access code are provided to students by programs or the Office of Student Success.

HIPAA Training
The Health Insurance Portability and Accountability Act includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at www.uab.edu/learningsystem. Compliance with the training requirement is monitored monthly. Students who have not completed the training are reported by name to the Office of Student Success for follow-up with the appropriate program director.

Institutional Review Board for Human Use (IRB)
Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the IRB website www.uab.edu/irb, including resources and services specifically for students. The brochure “IRB Guidance for Student Research and Class Projects” may be downloaded from this site as a PDF document.

Intellectual Property
Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. A training module defining inventor status, patent criteria, and other intellectual property

**Lactation Centers**
Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. Locations of the centers are available at [http://www.uab.edu/women/lactationcenters](http://www.uab.edu/women/lactationcenters).

**Libraries and Learning Resource Center**
UAB’s libraries house excellent collections of books, periodicals, microforms, and other media. The libraries have online remote access to catalogs and online collections. Customer services are extensive. All facilities have computers available for student use during regular hours of operation.

*Birmingham Public Library*
In addition to the main library facility, there are 17 branch libraries. The library holdings include print and digital media. Library services are described on the website.

  - Location: 2100 Park Place
  - Hours: M – Tu 9:00 a.m. – 8:00 p.m.; W – Sat 9:00 a.m. – 6:00 p.m.; Sun 2:00 p.m. – 6:00 p.m.
  - Telephone: (205) 226-3600
  - Website: [http://www.bham.lib.al.us/](http://www.bham.lib.al.us/)

*Lister Hill Library of the Health Sciences*
This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold “office hours” in the Learning Resource Center weekly.

  - Location: 1700 University Boulevard
  - Hours: M – Th 7:00 a.m. – 9:00 p.m.; Fri 7:00 a.m. – 5:00 p.m.; Sat 9:00 a.m. – 4:00 p.m.;
  - Sun 12:00 p.m. – 8:00 p.m.
  - Telephone: (205) 934-2230
  - Website: [www.uab.edu/lister/](http://www.uab.edu/lister/)

The SHP library liaisons are:
- Lee Vucovich, email: lvucovi@uab.edu, phone: (205) 934-2231
- Pat Higginbottom, email: phiggin@uab.edu, phone: (205) 934-5432
- Imelda Vetter, email: ivetter@uab.edu, phone: (205) 934-2231

*Mervyn H. Sterne Library*
A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences.

  - Location: 913 13th Street South
  - Hours: M – Th 7:30 a.m. – 2:00 a.m.; Fri 7:30 a.m. – 7:00 p.m. Sat 9:00 a.m. – 5:00 p.m.; Sun 1:00 p.m. – 2:00 a.m.
  - Telephone: (205) 934-6364 (Reference) (205) 934-4338 (User Services)
  - Website: [www.mhsl.uab.edu](http://www.mhsl.uab.edu)

*Reynolds Historical Library*
A collection of rare and important books, manuscripts and artifacts in the medical sciences. The Reynolds historical collection is located on the top floor of the Lister Hill Library.
OneStop Student Services
If you have questions or need assistance with an academic or administrative process, the UAB OneStop is where to go! Advisers will help you solve your problem or do the legwork for you if another UAB resource is needed. OneStop is located in the Residence Life Center of Blazer Hall, 920 16th Street South. You may contact the OneStop office by phone or email at (205) 934-4300; 855-UAB-1STP (toll-free); onestop@uab.edu. Additional information is available at www.uab.edu/onestop.

Parking
Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South. The office is open Monday – Friday from 7:30 a.m. – 4:30 p.m. Parking is allocated on a first-come, first-served basis. Commuter student lots are designated as Lot 15, Deck 12, and Deck 16. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. Additional information is available at http://www.uab.edu/parking/.

Patient Care Partnership
Students in health professions programs learn general information about the health care industry as well as knowledge and skills specific to their chosen profession. The American Hospital Association (AHA) (www.aha.org) is an excellent resource for industry information. One role fulfilled by the AHA is that of patient advocate. The Patient Care Partnership brochure (link below) outlines rights and responsibilities of patients during hospital stays.

Plagiarism and Turn-it-In
Plagiarism is academic misconduct that will result in a grade of zero on the plagiarized assignment and may result in dismissal from the School of Health Professions and the University (see DIRECTION Student Handbook or SHP Grievance Procedures for Violations of Academic Standards). All papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. Please note that all documents submitted to Turnitin.com are added to their database of papers that is used to screen future assignments for plagiarism.

Recreation Center
The campus Recreation Center, located on University Boulevard at 15th Street, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track. Check the website at for information about hours and services http://www.uab.edu/campusrecreation.

Scholarships
Many programs in the School have scholarships available to currently enrolled students. Please see the program section of this handbook for that information. The following scholarships are available to students enrolled in any program in the School.

Dean’s National Alumni Society Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student. One student per program is nominated by the program director for consideration by the School’s Scholarship Committee.
Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for baccalaureate students with GPA 3.0 or above and unmet financial need. Students apply to the UAB Office of Student Recruitment, Engagement and Success, SHPB 230.

Lettie Pate Whitehead Foundation Scholarship – Funding for Christian women students from selected states (AL, FL, GA, LA, MS, NC, SC, TN) enrolled in SHP programs. Award amounts are variable and are based on unmet financial need. Students apply in the SHP Office of Student Recruitment, Engagement and Success, SHPB 230.

Matthew F. McNulty Jr. Health Services Emergency Loan – Students enrolled in any SHP program may apply for this low interest loan to address emergencies. Loan amounts are variable based on need. Students apply in the Office of Student Success, SHPB 230.

SHP General Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement, and unmet financial need. Program directors apply for funding on behalf of qualified students. Awards up to $4500 over the length of the student’s duration in the program are made by the School’s Scholarship Committee.

Social Media
Social media such as Facebook and Twitter are useful communication tools, but health professions students should use these forums judiciously. In addition to the School’s official sites listed below, individual programs and student organizations may have networking sites.

- Website: http://www.uab.edu/shp/
- Twitter: http://twitter.com/#/UAB_SHP
- Facebook: http://www.facebook.com/UABSHP
- LinkedIn: http://www.linkedin.com/groups?gid=3596638
- Vimeo: http://vimeo.com/uabshp
- YouTube: http://www.youtube.com/uabshp

The School’s Academic Affairs Committee published the following guidelines related to use of social media.
UAB School of Health Professions
Guidelines for Social Networking

The Academic Affairs Committee proposes the following for social networking vehicles. Online communities like Facebook, MySpace, Flickr and Twitter provide opportunities for faculty, staff, and students to share and explore interests that enrich the higher education learning experience. However, using these mediums with discretion is advised. UAB online community members are expected to act with honesty, integrity, and respect for the rights, privileges, privacy, sensibilities, and property of others.

Professional Use
Only UAB employees authorized by their departments may use social networking Web sites to conduct University business. The authorized employee/position will serve as the point of contact for the web site. In keeping with University policy1, the authorized employee may post on a social network profile: the University’s name, school, department, and/or unit information, a University email address or University telephone number for contact purposes, or post official department information, resources, calendars, and events. The employee should use care that any personal opinions or opposition to the University either by direct statement or perception not be published.

General Use
The following guidelines are strongly suggested:
1. Use networking sites legally and appropriately. Consider your personal obligation as a citizen of the university. Use proper conduct in your posts regarding the university and your colleagues/fellow students.
2. Consider the use of a student, staff or faculty member to monitor any departmental social pages. All parties need to understand the guidelines presented.
3. Remember, you cannot ensure who does and does not have access to your information. Any text or photo placed online is available to anyone in the world – even if you limit access to your site.
4. Information that you post online may continue to stay on the World Wide Web even after you erase or delete that information from your profiles or blog. Do not post anything that could reflect negatively on you, your family, your friends, and the university.
5. Do not post any confidential or sensitive information online.
6. By agreeing to the terms of use, online communities have your permission to republish your content worldwide and share information with advertisers, third parties, law enforcement, and others.
7. You are legally responsible for your posts on the social networking sites. Be discreet, respectful, and as accurate/factual as you can be in any comments or content you posted online.
8. Potential employers, admissions officers, and scholarship committees often search social networking sites to screen candidates. Your profile will be a part of how others know you.

1 The Official UAB Web Policy >> http://www.uab.edu/brand/web/planning/policies-and-standards

Tuition and Fees
Tuition and fees for the University are published annually under the “Current Students” tab of the UAB website. There are two tuition rates: Alabama resident (in-state) and Non-resident (out-of-state). Currently, non-resident students who register for online course sections pay resident tuition for all lecture-based courses. Non-resident tuition is charged for clinical practicums, independent study courses, and project courses.

SHP programs may have specific fees attached to courses or laboratories. These fees will be addressed in the program section of this handbook. Questions about program-specific fees should be addressed with your program director. Current standard tuition and fees for the School, and links to program cost estimations, are posted at http://www.uab.edu/shp/home/admissions-tuition/tuition.
Payment deadlines for each semester are published on the official academic calendar and on the UAB website at [http://www.uab.edu/whentopay/](http://www.uab.edu/whentopay/). Please note that failure to meet payment deadlines can result in administrative withdrawal from courses.

Tuition and fees may be paid through BlazerNET.

**Weather**

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. Severe weather precautions are published at [http://www.uab.edu/emergency/preparedness](http://www.uab.edu/emergency/preparedness). Other information sources include:

- Webpage: [www.uab.edu/emergency](http://www.uab.edu/emergency)
- B-ALERT system: Register to email, cell phone, and text notices with the UAB Emergency Notification System via: [www.uab.edu/balert](http://www.uab.edu/balert)
- Hotline: (205) 934-2165
- WBHM Radio (90.3 FM): Announcements about University closings or delayed openings are made on the UAB radio station.

**Withdrawal from Course / Program**

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School are full-time and the curriculums are specifically sequenced. Withdrawal from a course may put you at risk for being required to wait for a full year before resuming courses in the program. Course withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Program withdrawal should be made in writing to the program director. Please refer to the program section of this handbook for additional information.
Section 2 – SHP and UAB Policies

School of Health Professions Policies
Background Check and Drug Screen –

Grievance Procedures for Violations of Academic Standards
http://www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf

Impairment and Substance Abuse

Plagiarism
http://www.uab.edu/shp/home/images/PDF/Plagiarism_Policy.pdf
Please note that all papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. All documents submitted to Turnitin.com are added to their database of papers used to screen future assignments for plagiarism.

UAB Policies
AIDS and HIV Infection
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=252

Alcoholic Beverages, Use and Consumption
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=71

Attendance / Absence (Undergraduate)
http://catalog.uab.edu/undergraduate/academicstudentresources/progresstowardadegree/#enrollmenttext

Body Fluid Exposure
http://www.uab.edu/studenthealth/emergencies/blood-a-body-fluid-exposure

Computer and Network Resources (Acceptable Use)
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=4

Computer Software Copying and Use

Drug Free Campus (General Policy)
http://sppublic.ad.uab.edu/policies/content/Pages/UAB--POL-0000046.aspx

Drug-free Campus Policy for Students -Attachment A
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=632
Drug-free Campus Policy for Students -Attachment B  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=626

Drug-Free Campus/Workplace Policy-Attachment B.1  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=627

Drug-free Campus Policy for Students -Attachment C  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=628

Equal Opportunity and Discriminatory Harassment  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=52

Ethical Standards in Research and Other Scholarly Activities  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=263

Firearms, Ammunition, and Other Dangerous Weapons  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=257

Immunization  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=86

Nonsmoking  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=110

Patent (Intellectual Property)  
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=115

Note: Additional university policies may be located by searching the UAB Policies and Procedures Library available online at http://sppublic.ad.uab.edu/policies/Pages/default.aspx.
Section 3 – Program Information

Introduction
WELCOME to the Master of Science in Occupational Therapy (MSOT) Program in the School of Health Professions here at UAB. We are glad to have you as students/scholars and hope you are looking forward to all the experiences, challenges, and opportunities this program and profession can provide to you. We would like to congratulate each of you for the hard work and perseverance needed to get to this point.

The MSOT program you are entering will prepare you as generalists to practice occupational therapy. The program’s focus is on enabling occupational participation at the individual, organization/community and population levels. The curriculum is designed to develop your knowledge of our profession in relation to its history, principles, theories, assessments, and interventions with the aim of meeting society’s occupational needs. You will complete five semesters of core coursework, learning the science, theory and skills required to practice occupational therapy. You will then complete two full-time, 12-week fieldwork experiences prior to graduation.

The faculty and staff of UAB’s OT program are a diverse, well educated, and experienced group of people who enjoy teaching, education, scholarship, and service. We are all devoted to our profession, as evidenced in our own practice, service to state, national and international membership organizations, and scholarship to advance the profession. We are glad that you selected UAB to complete your graduate education and we will assist you in whatever way we can to help you to be successful.

Many of the policies and procedures you will need to know are included in this handbook. It will serve as your guide throughout the program. The handbook also serves as the first introduction to levels of professionalism expected of you and therefore we ask that you read this resource completely as you will be held to the contents of the handbook throughout your time with us. If you have questions about any aspect of the handbook you should consult your advisor or the program director.

The OT Student Handbook serves as a contract between you and the faculty/program. Once you have read it and understand the contents, please sign the acknowledgement on the final page and give this to Elaine Satterfield by 9/5/2015.

We hope that you will find your college experience enriching, both personally and academically.
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* Denotes Fellow of the American Occupational Therapy Association. The honorary designation of FAOTA is awarded for significant contributions to the profession of occupational therapy.
Curriculum Information

Mission, Philosophy and Curriculum Design

Introduction
The UAB Department of Occupational Therapy developed its mission to reflect the philosophy of occupational therapy as well as to promote and enhance the mission and strategic vision of both the University of Alabama at Birmingham (UAB) and the School of Health Professions (SHP).

**UAB’s vision** is to be an internationally renowned research university — a first choice for education and health care.

**The mission of UAB** is to be a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

(UAB, 2010)

Aligned with this, **the mission of the School of Health Professions** at UAB is to improve the quality of health through teaching, research and translation of discoveries into practice.

*The School of Health Professions published its 2013-2018 Strategic Plan Document entitled “Building on Strengths”, that aligns with the University’s position that “knowledge can positively change the world.” The School’s strategic plan elucidates that “to shape the future of healthcare and be the 21st century leader in health professions education and research,” the School must “fundamentally challenge the traditional way that educational institutions must function.” The School will address important societal problems through the discovery of new knowledge, empower others by sharing that knowledge and impact the lives of individuals, communities and the world by translating that knowledge into practice. The School seeks to expand its impact and visibility by tailoring innovative teaching and research solutions to address real world problems, by building strategic community, business and global partnerships that inform and expand our impact, and by focusing our resources on pressing societal needs that the School’s expertise is best suited to meaningfully address (SHP, 2013, p2).

The goal of the University and School is to provide education that prepares diverse students to lead, teach, and provide professional services; to become prominent scholars and societal leaders of the future; to pursue research that benefits society, spurs innovation and expands our capability to discover and share new knowledge. The Department of Occupational Therapy believes that these goals are highly compatible with our profession’s overarching purpose to meet society’s occupational needs.

Mission Statement

We strive to nurture the development of occupational therapists who possess strong professional ethics and values and a commitment to promoting participation in valued occupations as a means of enabling health and wellness for individuals, families, organizations and communities. We promote a culture of collegiality that embraces diversity, fosters growth and encourages cooperative learning, innovative practices and research. We model and promote the value of reflective and evidence-based practice, critical appraisal, and commitment to lifelong learning in preparing our graduates to be evidence-based and client-centered practitioners who contribute to the profession and improve the health and well-being of individuals and society.
The mission of the Department of Occupational Therapy aligns and upholds the University’s mission. The Department’s mission reflects our fundamental commitment to health and well-being through education, practice, and research.

Vision Statement

To be recognized as the premier occupational therapy education and research program in the southeastern United States, and as a national and international leader in the profession, through excellence in teaching, service, research and scholarly contributions.

The vision of the Department was influenced by The American Occupational Therapy Association’s “Centennial Vision”, which foresees that “by 2017, occupational therapy will be a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs” (AOTA, 2005). In addition, our vision exemplifies our commitment, in line with UAB’s Strategic Plan, to educate, advance research and discovery, and use knowledge to respond to the needs of our communities (UAB, 2010). We aspire to strengthen our profession’s services and outcomes for all clients, while acknowledging our particular location within a region comprised of traditionally underserved communities.

Our vision and mission are aligned with both the vision and mission of the School of Health Professions and UAB to provide education that prepares diverse students to lead, teach, provide professional services and become the prominent scholars and societal leaders of the future; pursue research that benefits society, spurs innovation and expands UAB’s capability to discover and share new knowledge; and encourage partnerships that improve education, health and quality of life through service at home and around the globe. Through their preparation as life-long learners, innovators and evidence based practitioners, our graduates will be well suited to improve the health and well-being of individuals and society.

Fundamental Beliefs about Humans

We believe that occupation is a central aspect of the human experience. Occupation fulfills basic human needs essential for survival, provides the mechanism for people to exercise and develop innate capacities of a biological, social and cultural nature, to adapt to environmental changes and flourish as individuals (Wilcock, 1993). Humans are complex beings engaged in a dynamic process of interaction with physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Human beings evolve, change, and adapt through their active engagement with their environments (AOTA, 2007).

Thus, we advocate the use of occupation to facilitate health by promoting growth, change, and/or adaptation with the ultimate goal that our clients will participate in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life. This aligns with the philosophical base of the profession of occupational therapy, which states “that by virtue of our biological endowment, people of all ages and abilities require occupation to grow and thrive; in pursuing occupation, humans express the totality of their being, a mind–body–spirit union. Because human existence could not otherwise be, humankind is, in essence, occupational by nature.”(AOTA, 2014)

To address this our mission is to optimize people’s engagement in occupation and to understand what shapes health and illness. To that end we believe that our role is to not only work with people with stroke, hand injury, schizophrenia, developmental delay or cerebral palsy, for example, but also those suffering from occupational deprivation, occupational alienation, occupational imbalance and occupational injustice (Wilcock, 1999). Enabling occupation for personal well-being, for community
development, to prevent illness, and to advance towards social justice and a sustainable ecology, provides the motivation and momentum to deliver and continue to evolve our department.

**Educational Philosophy**
The Department of Occupational Therapy is committed to providing students with opportunities to discover, apply, and disseminate knowledge, and to recognize life-long learning as the path to successful professional service.

The Department is committed to providing a climate for learning that is grounded in the mission of the UAB and the mission of the SHP. This climate for learning includes mutual respect and concern for all learners, openness to questions and risk taking, and a focus on excellence through engagement in active learning. The Department of Occupational Therapy tailors its educational program to strategies that emphasize embedded, real life learning.

To promote this, the Department aligns itself with UAB’s Quality Enhancement Plan (QEP), which began in 2015, and focuses on “Learning in a Team Environment.” (UAB, 2014). A main tenet of the Department’s fundamental belief about learning is to shift the focus of instruction away from the teacher dispensing information and towards students engaging in activities which require them to use occupational therapy concepts to solve problems. Specific pedagogies, such as problem-based learning, team-based learning and case-based learning, provide the structures to support learning, and foster both engagement and scholarship to a greater extent than is possible with traditional instructional pedagogies.

The use of group learning facilitates not only the acquisition of knowledge but also several other desirable attributes, such as communication skills, teamwork, problem solving, independent responsibility for learning, sharing information, and respect for others (Wood, 2003). As such they provide a powerful intellectual and social foundation for dealing with genuinely challenging problems.

The faculty is responsible for facilitating students’ learning and guiding them toward accomplishment of program competencies. Faculty members act as a coach or a facilitator, drawing upon the Departmental, School and University resources with the goal for students to ultimately claim expertise in designing their own learning experiences.

This is commensurate with AOTA’s Philosophy of Occupational Therapy Education, which emphasizes that “occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection.” (AOTA, 2007)

**Scope of the curriculum**
The UAB entry-level program addresses the requirements of AOTA’s Accreditation Council for Occupational Therapy Education (ACOTE®) and its own mission and vision through an integrated curriculum centered on occupation, occupational participation, health & well-being and the OT process.

Strong community partnerships, embedded throughout the program ensure that meaning, understanding and learning are all defined relative to practice contexts or within opportunities that closely simulate the demands of practice.

We strive to develop professionals who are well-prepared for current and emerging practice; who use the most current evidence-base, to focus on client-centered enablement of occupation, based on client
information and critical review of relevant research, expert consensus and past experience. Equally, graduates of our curriculum will be innovators, and collaborators, and always achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders and the public.

An overview of the content of the curriculum follows a discussion of our curriculum threads.

**Curriculum Threads**

The core of our curriculum design is depicted in the model below (figure 1). The model highlights our curriculum threads of occupation, occupational participation, health and well-being, OT process, evidence-based practice, professional development and community engagement. These threads permeate courses and learning activities throughout the curriculum and are reflected in student assessment measures. They are designed to empower the UAB OT graduate to be a general practitioner who is a competent and confident evidence-based, client-centered practitioner and life-long learner.

![Figure 1: Curriculum Model (Visual)](image)
At its center the figure highlights our collective belief that occupational participation, occupation, and health & well-being are interrelated and fundamental to the practice of occupational therapy.

The unique contribution that occupational therapy offers to society is enabling the health and well-being of people, groups and populations through participation in occupations. The curriculum is designed to ensure that it is responsive to the needs of the individual, the profession, and the broader society. As such, we provide our students with opportunities to use these fundamental qualities as a basis for clinical practice, scholarly pursuits and service opportunities.

Facilitating the students’ socialization into this collective belief about occupation, occupational participation, health and well-being, the faculty use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2014) as a summary of the interrelated constructs that describe occupational therapy practice. The OT process forms the second layer of the design and provides a clear framework to shape and integrate a student’s thinking and development. The final layer are three key threads that are at the foundation of our professional occupational program, represented as arches, that lead and support our graduates to experience and then pursue excellence in: community engagement, through outreach and promotion of service; professional development, as students and life-long learners; and evidence-based practice, that encourages our students and graduates to critically appraise their education and subsequent practice experiences, and to be active in scientific enquiry throughout their careers.

**Occupation/Occupational Participation/Health & Well-being.** “Achieving health, well-being and participation in life through engagement in occupation” (AOTA, 2014) is the central statement of our curriculum. This statement is woven into all learning experiences, as we support students to understand the complex nature of occupation and participation. Occupation refers to the everyday activities that people do as individuals, in families and within communities to occupy time and bring meaning and purpose to life. Occupations include things people need to do, want to do and are expected to do (WFOT, 2012). Interrelated with occupation, the World Health Organization (WHO, 2001) and the Occupational Therapy Practice Framework (AOTA, 2014) use the term participation to refer to “involvement in a life situation”. Consistent with this usage, the term occupational participation is used within our curriculum to refer to engagement in activities that are part of a person’s sociocultural context and are desired and/or necessary to one’s well-being. It is through the active engagement in occupation, when a person is participating in occupations that have personal and social significance that health and/or well-being is promoted, facilitated and/or maintained. It is these statements that undergird our curriculum and shape our students’ learning.

The complex and multi-faceted nature of occupation, occupational participation and its impact on health and well-being, inform our instructional activities. In turn these are supported and shaped by key features and emphasis within our curriculum that facilitate and support the therapeutic use of occupations. Our curriculum scaffolds elements, identified as critical in modern health and social care, in a dynamic, creative, inquisitive, and flexible manner. Drawing on the diversity of our student cohorts, we strive to tailor our education to draw on their life narratives to ultimately empower them as graduates of our program to be generalist practitioners whose practice is ethical, knowledgeable, theory-based, science-driven, evidence-based, innovative and collaborative.

**OT Process.** Infused through our curriculum is the process of guiding the development of our students from their starting points as novices to the level of competence necessary for entry level practice. To support their development, the curriculum acknowledges that students proceed through stages where they increasingly learn to rely on their own decision making to guide behavior. Our coursework and
classroom experiences acknowledge that students rely on formally learned facts and rules to guide behavior. We use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2014) to provide the framework for these formally learned facts emphasizing mastery of the OT process as an important step in enabling our students’ ability to successful respond to the novel situations they will face as graduates. From novice to advanced beginner and to competence, the importance of this ‘borrowed knowledge’ is emphasized to support success not only as a student but also as a competent, evidence-based and client-centered new practitioner.

**Evidence-based.** Contemporary clinical practice is informed by evidence-based decision-making that uses the best available research findings, integrated with clinical expertise and understanding of the clients’ values to design interventions that provide optimal outcomes. Evidence-based practice assumes that all practitioners have background knowledge in research, particularly, the skills of searching and appraising literature, using research in assessment or intervention, or using research approaches to evaluate the effectiveness of service outcomes (Cusick & McCluskey, 2000). At the heart of effective practice is therefore research: practitioners must look for quality information and use hierarchies of research evidence to know what findings are best (Cusick & McCluskey, 2000). To promote active participation in evidence-based practice, our coursework and classroom activities are structured to help students develop and practice skills required to integrate research into practice and as consumers of research, to be able to critically appraise and match research findings to specific clinical questions.

**Community Partnerships.** Throughout the curriculum, students acquire essential knowledge and skills through immersion with community partners where they are engaged in real world problems at the individual, community and organization level. These immersion opportunities provide elements necessary for our students to apply sets of key component skills, developed through classroom and coursework, to clearly identify needs with emerging confidence and autonomy. The healthcare environment, in its many forms, is the traditional arena in which one finds OT; however, increasingly OTs are practicing within social services, workplaces, communities, the criminal justice system, military, and others. As well, there is a long history of occupational therapists working in the public education system. Our curriculum is structured through an extensive network of community partners to expose students to many of these non-traditional and emerging settings where OT can support the health and well-being of a diverse client base.

**Professional Development.** Students are encouraged to take responsibility for their learning as soon as they enter the curriculum. Developing independent responsibility for learning and professional behavior is embedded in our curriculum and forms a core characteristic of our graduates so that they then take responsibility for the development of their careers by systematically analyzing their developmental needs, identifying and using appropriate methods to meet these needs, and regularly reviewing achievement compared against personal and career objectives. Professional development is a key process for maintaining professional licensing and certification. It is something all graduates of our program will expect to do as a routine part of their professional practice. Our curriculum acknowledges that professional development is a learning framework for our students to ensure that they model and promote the value of reflective and evidence-based practice, critical appraisal, and a commitment to lifelong learning throughout their careers.
Philosophy of Occupational Therapy - AOTA's statement:
The progressive educational position of UAB's occupational therapy programs integrate effectively with the enduring values of occupational therapy focused around the importance of occupation and the facilitation of occupational performance and with AOTA’s Philosophy of Occupational Education (AOTA, 2007):

“Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life.

The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills.

Occupational therapy education promotes competence through educational experiences that foster the occupational therapists’ and occupational therapy assistants’ practice potential and scholarship development. Occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. Occupational therapy education promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.

The occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapists and occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion.”

In addition, the philosophy and content of UAB educational programs are supportive of the profession’s distinct value statement (AOTA, 2015), acknowledging its value to our graduates as they advocate for the profession to enhance quality and provide value in the dynamic systems we work:

Occupational therapy's distinct value is to improve health and quality of life through facilitating participation and engagement in occupations, the meaningful, necessary, and familiar activities of everyday life. Occupational therapy is client-centered, achieves positive outcomes, and is cost-effective.
References

- UAB (2010) UAB Strategic Plan. Available at: [http://www.uab.edu/plan](http://www.uab.edu/plan)
Sequence of courses
Students enter the program with typically a liberal arts base attained through undergraduate education (Pathway I). In addition, undergraduate students just entering the university, whose academic goal is occupational therapy, may apply for admission to the 3:2 Health Care Management/Occupational Therapy Fast Track program (Pathway II). These students fully matriculate into the OT program after three years at undergraduate status.

Pathway I
Students enter the program having completed their undergraduate education, typically with a liberal arts base, including program prerequisites.

Cohort 2014 – Graduate 2016

### Fall Semester IV

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<th>Course Title</th>
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<tr>
<td>OT698</td>
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**Credit Hours:** 18

*OT660* 
*Seminar: Interdisciplinary Services/Developmental Disabilities* *(elective, by application)*

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**Credit Hours:** 18

*OT660* 
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### Fall Semester VII

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**Total Program Credit Hours:** 107
# Cohort 2015 – Graduate 2017

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**Credit Hours:** 17

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<td>Barriers to Occupational Performance</td>
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<td>Introduction to Occupations of Infants, Children &amp; Adolescents</td>
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**Credit Hours:** 18

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<td>Mental Health Diagnosis Across the Lifespan</td>
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<td>Enhancing Occupational Performance: Orthotics &amp; Other Modalities</td>
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**Credit Hours:** 17

## Fall Semester IV

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**Credit Hours:** 17

**OT660**  
*Seminar: Interdisciplinary Services/Developmental Disabilities*  
*(elective, by application)*

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34
### Spring Semester V

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**Credit Hours**: 18

### Summer Semester VI

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**Total Program Credit Hours**: 107
Pathway II

Students enter the program through enrollment on the 3:2 Health Care Management / Occupational Therapy Fast Track program and complete their first two years as undergraduate students prior to commencing courses in the Department of Occupational Therapy.

Note: During the past few years, in response to developments in the OT profession and data from graduate and employer feedback, the program has been transitioning the curriculum to better prepare graduates. As a result there are slight variations in cohort pathways, depending on the year of graduation, shown below, however all students meet the required standards and complete the credit hour requirement to graduate from the program.

3:2: Cohort 2013 – Graduate 2016

**Fall Semester 2015**

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**Spring Semester 2016**

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**OT660**

*Seminar: Interdisciplinary Services/Developmental Disabilities (elective, by application)*

**Summer Semester 2016**

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**Total Program Credit Hours**

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### 3:2: Cohort 2014 – Graduate 2017

#### Fall Semester 2015

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#### OT660

- **Seminar: Interdisciplinary Services/Developmental Disabilities**
  - (elective, by application)
  - 2

#### Spring Semester 2017

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<td>OT698</td>
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#### OT660

- **Seminar: Interdisciplinary Services/Developmental Disabilities**
  - (elective, by application)
  - 2

#### Summer Semester 2017

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<th>Course Code</th>
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<tr>
<td>OT685</td>
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#### Fall Semester 2017

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<td>OT686</td>
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**Total Program Credit Hours**

- 105
### 3:2: Cohort 2015 – Graduate 2018

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<tr>
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<tbody>
<tr>
<td>OT606</td>
<td>Occupation Based Practice Models</td>
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<tr>
<td>OT607</td>
<td>Analysis of Occupational Performance</td>
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<tr>
<td>OT675</td>
<td>History and Theory of Occupation</td>
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<tr>
<td>OT692</td>
<td>Special Topics in OT</td>
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"*also taking HCM courses"

| Credit Hours   | 9* |

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<tr>
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<tr>
<td>OT605</td>
<td>Therapeutic Skills</td>
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<tr>
<td>OT609</td>
<td>Barriers to Occupational Performance</td>
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<tr>
<td>OT631</td>
<td>Foundations of Occupation: Biomechanics</td>
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| Credit Hours       | 10* |

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<tr>
<td>OT662</td>
<td>Enhancing Occupational Performance: Orthotics &amp; Other Modalities</td>
</tr>
<tr>
<td>OT667</td>
<td>Research Methods</td>
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<td>OT673</td>
<td>Engagement in Occupations through Technology I</td>
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| Credit Hours | 11* |

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<tr>
<td>OT595</td>
<td>Occupation and Health: Groups and Communities</td>
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<tr>
<td>OT620</td>
<td>Foundations of Occupation: Anatomy</td>
</tr>
<tr>
<td>OT677</td>
<td>Foundations of Low Vision Rehabilitation</td>
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| Credit Hours | 9 |

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<tr>
<td>OT596</td>
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<tr>
<td>OT623</td>
<td>Foundations of Occupation: Neuroscience</td>
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<tr>
<td>OT630</td>
<td>Fieldwork Preparatory Course</td>
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| Credit Hours | 9 |

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<td>OT610</td>
<td>Mental Health Diagnosis Across the Lifespan</td>
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<td>OT624</td>
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| Credit Hours | 10 |

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<td>OT634</td>
<td>Experience in Professional Readiness</td>
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<td>Using the Literature: Evidence-Based Practice</td>
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**Course Descriptions**

**OT 595 Occupations and Health: Groups and Communities I** (1 hour): A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. The course will also provide opportunity to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course aims to facilitate self-awareness through reflection of personal values, family, and roles as aspects of development of personality type and sense of self, as well as emphasizing cultural diversity competence and clearance of institutional administrative requirements for off campus experiences.

**OT 596 Occupations and Health: Groups and Communities II**. (1 hour): A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. In addition, the course will allow the opportunity to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course introduces the Occupational Therapy Practice Framework and application of the Occupational Therapy Process for clients at the groups and communities level. Service-based learning is introduced, and a number of service-based experiences are coordinated as a means to introduce the existing community partnerships.

**OT 597 Occupations and Health: Groups and Communities III.** (1 hour): A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. The course will allow for consideration of the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course will facilitate use of the Occupational Therapy Practice Framework and the Occupational Therapy Process when working with groups and communities. An emphasis on establishing rapport with the partners and initiating the evaluation process (i.e., development of the occupational profile, beginning the analysis of occupation, generating project ideas including outcomes, and development of a working hypothesis for the focus of the intervention plan).

**OT 598 Occupations and Health: Groups and Communities IV.** (1 hour): A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. In addition, the course will allow for consideration of the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. Application of the Practice Framework and Occupational Therapy Process is continued, with emphasis on completion of evaluation, development of an intervention plan including selecting desired outcomes and goals, identifying possible intervention approaches and specific interventions, and potential discharge recommendations and plan.

**OT 599 Occupations and Health: Groups and Communities V.** (2 hours): A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings and to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. Application of the Practice Framework and Occupational Therapy Process with emphasis on reassessment and discharge recommendations and public dissemination of the project via poster presentation.

**OT 605 Therapeutic Skills.** (3 hours): Group theory and group dynamics are presented. Basic group and individual client-therapist interaction skills are introduced, including: selecting a theory base, designing groups, writing group protocols, analyzing group activities, implementing specific group techniques, and
evaluating progress of group members. Methods of establishing rapport, giving feedback, and employing therapeutic use of self are emphasized.

**OT 606 Occupation Based Practice Models.** (3 hours): Intro to fundamental concepts of occupational therapy frameworks, theory, philosophy, conceptual models and models of practice.

**OT 607 Analysis of Occupational Performance.** (3 hours): Introduction to intervention techniques commonly used in occupational therapy practice; activity analysis and synthesis; application of typical growth and development in relationship to different age groups and populations.

**OT 609 Barriers to Occupational Performance.** (3 hours): Exposure to content specific to human disease processes, injuries, and developmental or inherited abnormalities within body systems that affect an individual’s occupational performance.

**OT 610 Mental Health Diagnosis across the Lifespan.** (3 hours): Examines developmental and psychiatric conditions that result from disease, congenital, traumatic, environmental or social processes. Relationships among disease or disorder, impairments, activity limitations and participation restrictions are emphasized in terms of the impact upon occupational performance.

**OT 620 Foundations of Occupation: A & P.** (4 hours): Designed to provide occupational therapy students a fundamental knowledge of human anatomy. An emphasis will be placed on the musculoskeletal and peripheral nervous systems to enhance the understanding of conditions that will likely be encountered in the practice of occupational therapy.

**OT 622 Introduction to Occupations of Infants, Children and Adolescents.** (3 hours): Aspects of common pediatric diagnoses seen by occupational therapists; process of occupational therapy evaluation birth through adolescence, addressing needs through a holistic approach; assessment of occupational performance and occupational performance issues related to adaptation and life satisfaction.

**OT 623 Foundations of Occupation: Neuroscience.** (3 hours): Advanced study of structure and function of central nervous system augmented with client examples.


**OT 625 Occupations of Adults and Older Adults I.** (4 hours): This course addresses aspects of evaluation, intervention planning, implementation, and specific intervention strategies across diagnostic categories in adult and elder rehabilitation. Occupational therapy addresses client needs using a holistic approach that incorporates all aspects of an individual's lifestyle. This course will focus on occupational areas of work, play, and leisure addressing components of occupational performance and contexts and how these areas affect occupational performance.

**OT 630 Fieldwork Preparatory.** (1 hour): Knowledge and ideas in preparation for upcoming fieldwork experiences throughout the program.

**OT 631 Foundations of Occupation: Biomechanics.** (3 hours): Basic kinesiological principles and functional movement patterns of the human body during occupational performance. Study of principles
and techniques for obtaining data about the status of the clients' joint range of motion and muscle strength.

**OT 632 Fieldwork Experience I.** (1 hour): Fieldwork experience to enrich the didactic coursework through direct observation and participation in selected aspects of the occupational therapy process with emphasis on increasing awareness of better therapeutic use of self, occupational barriers and decision making skills when working with clients. An in class forum for exchange of ideas and experiences will be conducted after participating in the clinical experience.

**OT 633 Fieldwork Experience II.** (1 hour): Forum for exchange of ideas and experiences; detailed case study/in-service on modality and interventions chosen from client census during previous term's Level I Fieldwork experience.

**OT 634 Seminar in Professional Readiness.** (2 hours): Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

**OT 653 Using the Literature for Evidence-Based Practice.** (3 hours): History of and rationale for evidence-based practice, introduction to typologies of evidence, search of data bases, developing questions for occupational therapy practice, critiquing evidence, analyzing bodies of evidence developed from research questions, and integrating evidence into practice.

**OT 661 Wellbeing and Health Through Occupation.** (3 hours): Critical analysis of the patterns of participation of occupation and its influence on the health and well-being in the lives of individuals, groups and populations across the lifespan, identifying contextual factors which facilitate and or inhibit this participation. Evaluate and critique the evidence which supports the relationship between occupation, health promotion, lifestyle choices, and prevention of injury and disease, utilizing occupational therapy models and approaches to practice while considering contexts.

**OT 662 Enhancing Occupational Performance: Modalities.** (4 hours): This course will provide the opportunity to consider the occupational therapy process related to the design, fabrication, application, fitting, and training in the use of orthotics, prosthetics, and other modalities. Students will consider and apply the foundational knowledge, underlying principles, indications, contraindications, and precautions necessary for evidence-based practice.

**OT 665 Occupations of Adults and Older Adults II.** (4 hours): This course addresses aspects of evaluation, intervention planning, implementation and specific intervention strategies across diagnostic categories in adult and elder rehabilitation. Occupational therapy addresses client needs using a holistic approach that incorporates all aspects of an individual's lifestyle. This course will focus on occupational areas of work, play, and leisure addressing components of occupational performance and contexts and how these areas affect occupational performance.

**OT 667 Research Methods.** (3 hours): Research ethics, descriptive, exploratory and experimental design, basic statistical concepts, and discussion of various types of research to enable students to critically analyze and use scientific literature to improve practice. Emphasis will be placed on understanding components of the research report and concepts associated with judging of internal and external validity.

*Note: As part of our on-going curriculum improvements OT 667 is under-going a content/credit load revision hence for some cohorts this is a 4-hour class, for others a 3 hour class. Content is adjusted accordingly to reflect this difference.*
OT 668 Mental Health Practice in Adulthood. (4 hours): Examines psychiatric conditions that result from disease, congenital, traumatic, environmental or social processes. Relationships among impairments, activity limitations, and participation restrictions are emphasized in terms of the impact upon occupational performance. Evaluation, intervention planning, and intervention are studied.

OT 673 Engagement in Occupations through Technology I. (3 hours): Acquaints students with the following: theories relative to assistive technology, client centered practice, OT process relative to assistive technology, and certification and laws affecting assistive technology. Students will consider technology applications relative to areas of occupation as well as elements of safety, education of clients and families, and the roles of OTs and OTAs in assistive technology practice.

OT 674 Engagement in Occupation through Technology II. (3 hours): This course is designed to acquaint the student with assessments used in evaluation of clients for assistive technology, specific intervention strategies, elements of safety related to assistive technology, the education of clients and families and other key people in the context of the user.

OT 675 History and Theory of Occupation. (2 hours): Historical survey of occupation, occupational meaning, and purposeful activity as used by occupational therapists in study of occupational nature of human beings across life span

OT 677 Foundations in Low Vision Rehabilitation. (3 hours): Information on the topics of low vision rehabilitation including demographics and characteristics, settings and provider systems, anatomy and physiology of the eye and visual system, medical conditions causing low vision and common co-occurring secondary health conditions, low vision evaluation and screening, contribution of low vision on occupational performance and environmental interaction, and intervention strategies used by the occupational therapy generalist working in low vision

OT 685 Fieldwork II Experience I. (10 hours): Full-time supervised practice experience designed to develop entry-level professional skills consisting of a 3-month experience.

OT 686 Fieldwork II Experience II. (10 hours): Full-time supervised practice experience designed to develop entry-level professional skills consisting of a 3-month experience.

OT 698 Non-Thesis Research. (6 hours): Non-thesis research hours

HP 650 Management and Leadership Skills for Clinical Professionals. (2 hours): Leadership concepts and management principles as employed by clinical professionals in health care organizations. Focus on effective approaches to communication, change and conflict management, performance and financial management, and cultural competence.

OT660 Transdisciplinary Collaboration and Consultation in Early Childhood Intervention II - Project TransTeam (2 hours) – elective: Synthesis of team-based approaches to intervention for infants, children, and youth with known or suspected disabilities. Focus on legislation and policy, team processes and practices, and family-centered applications. Open to upper level students in disciplines which have roles in service provision for the described population
OT Department Policies and Procedures

Program Competencies
Program competencies are the end product of an educational program, or in other words, how learners are able to perform at the end of an educational process. They represent a dynamic combination of knowledge and understanding, interpersonal and practical skills, ethical values and responsibilities and abilities.

The educational goals of the curriculum are designed to produce strong, competent and effective entry level generalist occupational therapists. Our graduates will possess occupational therapy knowledge, skills, creativity, attitudes, and critical clinical reasoning.

Graduates of the MSOT program at UAB will:

1. Demonstrate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy.
2. Creatively implement occupation-based practice in current and emergent practice areas.
3. Use current research and knowledge bases to guide professional reasoning, critical-thinking and decision-making in the context of occupation-based practice.
4. Implement the occupational therapy process to facilitate participation in valued occupations in order to promote health and well-being.
5. Demonstrate an appreciation of the importance of community and professional service and collaboration.
6. Exhibit professional behaviors consistent with the occupational therapy code of ethics.
7. Develop as reflective practitioners who are empowered and engaged in their own learning and professional development.
Essential Tasks and Skills

The Department of Occupational Therapy wishes to facilitate success for each student. As a student, if you know of any reason that you cannot now, or after standard instruction, meet all of the requirements set forth below, you are to inform the UAB Disability Support Services so you can be counseled regarding the process for requesting reasonable accommodations. The University of Alabama at Birmingham wishes to make reasonable accommodations in areas in which it is able to do so. There are certain requirements and standards of performance that this program cannot accommodate, such as in the areas of safety or judgment.

The student must possess sufficient cognitive skills to:

1. Acquire, apply, process, retain and apply knowledge through a variety of instructional methods such as: written materials (i.e., texts, journals, documentation and other written sources), oral-delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
2. Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice.
3. Process (measure, calculate, analyze, synthesize and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving in a logical and timely manner.
4. Perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice related tasks such as moving in a variety of environments, designing treatment equipment’s and fabricating splints.
5. Maintain attention for 2 - 4 hours; tolerate days when classes or fieldwork may last 8 - 10 hours.
6. Take and pass tests/quizzes in a variety of formats.
7. Complete written assignments and produce written documentation in standard and organized English.
8. Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
9. Apply safety knowledge and judgment to a variety of situations.
10. Comply with university, Program, and fieldwork site rules and regulations.
11. Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of individuals (behavioral, cultural, etc.), in order to maximize client performance.
12. Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
13. Identify and select occupations that are goal directed and motivate and challenge clients.
14. Demonstrate judgment necessary to establish priorities and develop and use strategies.

The student must possess sufficient interpersonal skills, communication skills, and affective learning skills to:

1. Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy and confidence.
2. Collaborate with classmates, clients, family members, significant others and team members.
3. Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
4. Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
5. Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently.
6. Orally present information to groups of people.
7. Communicate in the English language effectively and clearly in oral and written forms, using proper spelling, punctuation and grammar to explain procedures and teach skills.
8. Use language appropriate to the recipient, with faculty, peers, clients and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely.
9. Obtain information from clients, peers, faculty, supervisors and other professionals.
10. Use therapeutic communication skills such as attending and active listening during therapeutic interactions; and motivating and facilitating client behaviors in order to maximize client performance.
11. Communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues.
12. Be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients and establish professional identity within complex systems.
13. Utilize the computer for communication and class assignments.
15. Plan, guide and implement both individual and group interventions.

The student must possess sufficient professional behaviors to:

1. Demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual, and lifestyle choices.
2. Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
3. Exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct.
4. Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
5. Exhibit flexibility and adapt to changing environments and expectations.
6. Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
7. Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
8. Tolerate working in environments where there is exposure to disability, illness, pain and death.
9. Maintain general good health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.
10. Maintain ethical standards including honesty, integrity and confidentiality, at all times.
11. Produce the required volume of work in the expected time frame.
The student must possess sufficient physical and sensory skills to:

1. Tolerate sitting up to 2 hours at a time, over an 8 - 10 hour period.
2. Tolerate periods of physical activity up to 8 - 10 hours per day.
3. Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
4. Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab and clinical settings.
5. Demonstrate lifting ability sufficient to maneuver an individual’s body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
6. Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.
7. Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotation.
8. Manipulate or guide another person’s body in transfers, ambulation, positioning and assisted or facilitated trunk, head and limb movements.
9. Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
10. Legibly record/document evaluations, patient care notes, and referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
11. Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
12. Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.
13. Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
14. Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork.
Ethics
The American Occupational Therapy Association’s Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010) is a public statement of the values and principles used in promoting and maintaining high standards of behavior in occupational therapy. The American Occupational Therapy Association and its members are committed to furthering people’s ability to function within their total environment. To this end, occupational therapy personnel provide services for individuals in any stage of health and illness, to institutions, to other professionals and colleagues, to students, and to the general public.

University of Alabama at Birmingham Occupational Therapy faculty and students are responsible for learning about and upholding the AOTA Code of Ethics in their personal and professional interactions, decisions, and behaviors. Students learn and develop ethical, professional behaviors throughout their tenure at UAB, into fieldwork and ultimately, clinical practice. It is imperative that students take these responsibilities seriously. Please refer to the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010).

Academic Performance
Grading
Criteria for grading will be discussed at the beginning of each semester. Unless otherwise specified, the grades will be based on University policy:

100-90% = A
89-80% = B
79-70% = C
Less than 70% = F

NOTE: Grades will be reported to students only by course instructors or the UAB Office of Registration and Records. Students are advised not to call the DOT main office or ask staff members for grades, as they are not at liberty to give this information.

Students receive end of semester grades according to his/her level of performance in each course. Client care demands at least a minimal level of competence; therefore, the student must achieve at least a “C” level of performance for progression to the next sequence of occupational therapy courses. This expectation applies to units of study within courses as well as to specifically numbered courses. The faculty reserves the right to require that a student demonstrate acceptable achievement in all portions of the program whether this be a unit of work within a course or the total course content. Also see the section on Academic “Good Standing”.

Incompletes
The Department of Occupational Therapy faculty do not give grades of Incomplete for failure to meet due dates for course assignments, except for when extraordinary circumstances prevent compliance. The circumstances include, but are not limited to, severe illness, death in the family, etc. A student must discuss the need for an incomplete with the respective course instructor. The incomplete must be made up and grade assigned by the end of the following academic term or earlier, at the instructor’s discretion.
**Academic “Good Standing”**

All students in the OT program must remain in academic 'good standing' in the Graduate School and the Department of Occupational Therapy throughout the tenure of the program. If at any time a student is not in academic 'good standing', they will not be allowed to progress toward completion of the degree.

“Good standing” is defined as follows:

- Cumulative grade point average of > 3.0 or greater in the OT program.
- Earning a grade of C in no more than 1 OT course
- Successful completion of all OT course work* with a grade of B** or greater, or pass (P) in pass/fail coursework

*coursework is didactic as well as practical or clinical. The fieldwork or clinical education is included in the definition of coursework.

**a grade of C in one OT course is accepted

If a student is dismissed from the occupational therapy program based on failure to remain in academic “good standing”, he/she may petition for consideration to be re-admitted barring any ethical or professional behavior issues. The OT program coursework is sequential. For this reason, if the student is permitted to return to the program it will be in the semester in which the failed course is offered again. Re-admitted students may also be asked to remediate prior to returning to the program, if it is deemed to be in the best interest of the student.

**The process for petitioning is as follows:**

Following an absence of at least one regular semester, an ineligible student may petition (in writing) the Occupational Therapy Academic Advisory Committee (OT AAC) for reinstatement into the program. The petition must be submitted no later than one month prior to the semester that occurs after sitting out for one regular semester. Reinstatement depends upon the student making a strong case for future success, which may involve submitting current transcripts documenting completion of coursework thought to further prepare the student for re-entering the program. If the Chair reinstates the student upon recommendation of the OT AAC, any course(s) in which an F was earned must be retaken. For successful completion of the program, students may repeat an occupational therapy course no more than one time. If the student chooses not to petition, a future request to enter the occupational therapy program requires the student to reapply through the regular admission process.

**Academic Advisement**

In the first fall semester of the professional program, each student will be assigned a faculty advisor who will be available to him/her throughout the program. Faculty advisors serve as mentors on professional and academic matters, and as a resource for personal matters should they arise. Students will meet with faculty advisors at regular intervals or as requested by the individual student or faculty.

While you will be assigned a designated faculty mentor, students are encouraged to meet with a variety of faculty throughout their academic program as faculty-student communication is vital
Withdrawal

Course Withdrawal
Because the professional program is a sequenced curriculum, students may not withdraw from a course without permission. Course withdrawal may prevent the student from enrolling in subsequent semester coursework.

Program Withdrawal
A student may choose to withdraw from the program, but is encouraged to engage in an exit interview with the Department Chair. If the student is in good academic standing, he or she may petition the faculty for re-entry into the program. Depending on withdrawal reasons and permission to re-enter, specific objectives may be required before the student re-enters. Acceptance for re-entry will be subject to class space availability.

Leave of absence
If a student has to take a leave of absence he/she should first speak to his/her advisor to reveal the reason for the leave, the stated time of the leave and any necessary documentation (letter of necessity from physician, personal letter reflecting hardship, etc.). The advisor will forward the request to the faculty and OT chair for consideration. Each request will be considered on an individual basis. If the student is unable to complete the requirements for an academic semester a grade of incomplete may be considered. If the incomplete is given the work must be made up within one semester of the leave of absence.

In the circumstance of a leave of absence request during fieldwork, the student should first notify the Academic Coordinator of Fieldwork Education, including the reason for the request, the amount of time requested, and any necessary documentation (e.g., letter of necessity from physician, personal letter reflecting hardship, etc.). The Academic Coordinator of Fieldwork Education will advise the student regarding notifying the fieldwork site. The Academic Coordinator of Fieldwork Education will forward the request to the faculty and OT chair for consideration. If the student is unable to complete the requirements for completion of the fieldwork rotation during the academic semester, a grade of incomplete or multi-term may be considered. In either case, if the fieldwork rotation is not completed within one semester of the leave of absence of request, a failing grade will be submitted.

Each request will be considered on an individual basis. Failure to make the request in a timely manner may result in the request being denied. In the event that the leave of absence is granted, the terms of completing the remaining portion of the fieldwork rotation will be determined by the Academic Coordinator of Fieldwork Education based on the circumstances surrounding the request and site availability. All Level II Fieldwork rotations must be completed within one year of completion of didactic coursework. For more information, see the UAB OT Fieldwork Handbook.
Quality Improvement

Course Evaluations
Students are typically asked to evaluate each course they take through an on-line course feedback system. Student anonymity is protected, enabling the student to provide honest and accurate assessments of course content and instruction.

Program Evaluation
A variety of measures are used on an ongoing basis to provide data helpful for continually improving the quality of the programs and to maintain accreditation. Students are periodically asked to provide confidential feedback regarding various aspects of the program.

Records
Policy can be found: http://main.uab.edu/Shp/ot/student-resources (OT Student Handbook) http://www.uab.edu/graduate/graduate-catalog (Graduate School Handbook~ access UAB Policies) http://main.uab.edu/shp/home/admissions-tuition/shp-catalog (SHP Catalog)

Transfer of credit policy
The Department adheres to the credit transfer policy established by the UAB Graduate School, presented in the Graduate School Policy and Procedures Section 9 Policy 4 at: http://www.uab.edu/graduate/component/content/article/23-students/catalog/72-policies-and-procedures.

“Previously earned graduate credit that has not been applied toward another degree (either at UAB or elsewhere) is eligible for transfer into the student's current degree program. Ordinarily no more than 12 semester hours of transfer credit can be applied to a degree program. Acceptance of more than 12 hours will require approval by the program director, department chair, and Graduate School Dean. All credit transfer requests must be initiated by the student and require the approval of the graduate program director and the Graduate School Dean. Transfers of Credit forms are available online at http://www.uab.edu/graduate/online-forms. An application for transfer of credit will not be considered until the student has completed at least 9 semester hours of graduate credit in their current UAB program and is in good academic standing. Once transfer credit has been accepted, it will be included in the calculation of the grade point average in the student's current UAB program.

Graduate credit earned with a grade of B or above while a graduate student in another regionally accredited graduate school may be considered for transfer. In programs offered jointly by UAB and other universities, all graduate credits earned in the program at a cooperating university are eligible for transfer to UAB. If a student earns credit in one UAB graduate program and is later admitted to another program, unused credits from the previous program, if applicable, are eligible for consideration for transfer into the current program.”

In keeping with this University policy, requests for transfer of graduate credit from another entry level occupational therapy program, accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), will be considered on an individual case basis and will require approval from the program director and the department chair before it is submitted for approval to the Graduate School Dean. Each course submitted for review will be evaluated for equivalence to the required department course by the faculty member currently teaching the course, and the program director. Course syllabi must be provided for equivalence review, and a competency test may be administered at the program director’s discretion.
Graduation

Graduation Criteria
In order to matriculate from the Occupational Therapy Professional Program and to receive the Masters of Science Degree, students must have achieved at least a 3.0 cumulative grade point and be in 'good standing' with the department and the graduate school. In addition, students must have successfully completed all academic requirements for the degree, including Level II Fieldwork, and all the Master's level non-thesis research courses. In addition, all tuition and fees must be up to date. Typically, the program is completed in 2.5 years.

Credentialing
The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, Maryland 20814-3449; 301-652-6611.

Upon satisfactory completion of the curriculum, including Level II Fieldwork, students are awarded the Master of Science in Occupational Therapy degree and are eligible to take the certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. Successful completion of this examination leads to certification as an occupational therapist and to the title, Occupational Therapist Registered (OTR). Additionally, individual state regulations must be met for the initially certified OTR to practice.

All states require licensure or other types of regulation (e.g., certification or registration) in order to practice; however, these state requirements are usually based on the results of the NBCOT Certification Examination. Alabama is one of these states. Students/new graduates should contact the Alabama Occupational Therapy Licensure Board (www.ot.alabama.gov P O Box 3926, Montgomery, Alabama 36109-0926, telephone number (334) 353-4466), to apply for temporary or limited permits to practice. Most Boards award regular permits once the individual receives verification of successful completion of the national certification exam. In Alabama, one CANNOT practice if the certification exam is failed and will not be awarded licensure to practice until the exam has been passed. Many states conduct criminal background checks as part of determining eligibility to apply for licensure to practice.

Professional Behavior Standards

Professional Dress Code
The status of each of us as individuals is reflected by the initial image we portray to others. Studies have shown that professional competency is judged initially by the outward appearance and manner of health care professionals. Trust and acceptance by clients is an important factor in how well they respond to our interventions, despite our technical skills. Dress regulations, in many instances, serve to protect the client, to identify the professional to the consumer and to other professionals, and to allow us to do our jobs safely and effectively. Guests to our department, clients, research volunteers, applicants to the program, and a host of professionals notice our campus attire. When one accepts the individual responsibilities inherent in becoming an occupational therapist, one assumes the collective responsibilities of reflecting upon the profession as a whole. Bearing these thoughts in mind, the occupational therapy program has established standards of dress that serve these purposes best.
Classroom
The professional standards, goals, and objective of the occupational therapy program require appropriate behavior and attire in the classroom/educational environment at all times. Professional behavior and attire may be denoted by, but is not limited to, the following standards.

- Your personal hygiene should reflect cleanliness. Hair (including facial hair) and nails should be neatly trimmed.
- Clothing should be loose fitting that meets the dress code.
- Tops should provide coverage of the chest and torso area. Low cut tops, or short tops that do not fall below the level of the pant or skirt waistband are not considered appropriate attire.
- Only knee length shorts are acceptable (no track/athletic shorts).
- Skirt length shall be knee-length and may not be tight fitting.
- Undergarments shall be worn and shall not be visible when the students are involved in any activities in the classroom, labs or fieldwork – regardless of body position or task.
- Athletic wear such as yoga pants, tank tops, spandex, sports bras and running shorts are not appropriate.
- Footwear should be clean and in good condition.
- Hats or caps are not considered appropriate attire.
- Body piercings (except ears) and visible tattoos are not acceptable.
- Either clothing or a derma-blend product should cover excessive, revealing, or provocative tattoos.
- Multiple visible piercings and tongue piercings are prohibited in this professional program, consistent with clinical practice expectations.
- Only ear piercings (maximum of 2 per ear) are allowed. Approval of additional or other facial piercings for religious or cultural reasons needs to be sought from the Director of the OT program.
- OT polos and khaki or solid color pants should be worn when guest lecturers are present.
- University identification badges shall be worn at all times.

Presentation Dress Code (classroom or external)
For female students, appropriate attire includes suits (with either pants or skirts), dress pants with blazers, or business-type dresses with dress shoes. For male students, dress pants and shirt with sports coat or suits and dress shoes are appropriate.

Laboratory Dress Code
Wearing appropriate attire has a direct effect on learning experiences. Specific guidelines are offered to ensure that you will be able to examine the body, move appropriately and maintain modesty. You show respect for your classmates by presenting yourself in a clean, appropriate lab "uniform". Course specific dress code requirements are at the discretion of the instructor and may differ from the general policy.

Appropriate lab attire includes:

- Shorts that are three inches above the knee or longer.
- Short-sleeved t-shirt or sweatshirt that provides ample room for arms to move freely.
- Athletic (tennis) shoes and socks in good condition.
- Undergarments shall be worn and shall not be visible, even when in stretching or bending positions.
Academic Skills Competencies/Lab Practical/Off Campus Clinical Education Dress Code

During these times, we expect professional dress. Course specific dress code requirements are at the discretion of the instructor and may differ from the general policy. The following are required in professional dress:

- Student ID clearly visible to others.
- Khaki pants or solid color pants.
- Department polo shirt.
- Hair should be clean and not permitted to fall into the students’ face; distracting hair colors are not permitted.
- Nails should be clean, trimmed, and free of polish. No artificial nails. Nail length must be kept to a minimum.
- Perfume or cologne should not be worn.
- All jewelry should be minimal. Excessive jewelry, dangling earrings or large hoops, and facial piercings not permitted.
- Either clothing or a derma-blend product should cover excessive, revealing, or provocative tattoos.
- Multiple visible piercings and tongue piercings are prohibited in this professional program, consistent with clinical practice expectations.
- Only ear piercings (maximum of 2 per ear) are allowed. Approval of additional or other facial piercings for religious or cultural reasons needs to be sought from the Director of the OT program.

Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make up missed work.

Office Hours

All faculty will have regular, scheduled office hours that are identified in course syllabi and also provided to the students at the start of each semester. Students are encouraged to take advantage of this time to discuss course material and class performance with the relevant faculty. Barring emergencies, adherence to this policy by students is expected. Appointments with faculty outside of those hours should be made by contacting the faculty member by email.

Identification Badges

Students are provided with a UAB OneCard photo identification badge. Photo ID badges are to be worn at all times in the Department of Occupational Therapy and throughout the School of Health Professions/UAB, as well as for all program related observations and fieldwork.

Faculty Titles

Faculty are to be addressed by their title (Ms., Mr., Dr., etc.) and last name. The climate in the department is informal and student oriented. Faculty members are very approachable and have the common goal of excellent education for each student. However, addressing faculty by their title and last name conveys appropriate respect for an academic appointment and is a way to recognize the scholarly
achievements of occupational therapists in an academic setting. Fieldwork Educators and classroom guests should be also be addressed by their title (Ms., Mr., Dr., etc.) and last name.

**Attendance**

It is the responsibility of each student to be on time for classes and professional appointments. If a student must miss any portion of a class due to illness, death in the family, or other emergency, he/she is expected to call the office (934-3568) and/or email Elaine Satterfield prior to the time that the class is expected to begin. Give the administrative assistant the reason for the absence and the names of all instructors to contact. Missing class for other reasons may lead to an unexcused absence.

Students who get to class after the beginning of classroom instruction will be marked tardy. Students who are tardy in three separate instances will be considered to have missed the equivalent of one full class period. **Students who miss two full class periods during any academic semester either by repeated tardiness or by repeated unexcused absences will have their final course grade reduced by one letter grade.** Students with three unexcused absences within the program in any given semester will invoke the School Academic Misconduct Policy. No make-up exams will be given for unexcused absences.

Individual instructors may have a more stringent, but not less stringent, attendance policy than the Departmental Attendance Policy. Their requirements for attendance will be included in the course syllabi. Students are asked to schedule all appointments outside of class periods.

**Examinations and coursework**

Students are expected to prepare for and to be present for examinations on the scheduled dates. Make-up examinations are reserved for those students who are ill or have other significant problems (e.g., death in the family) that prevent them from taking the exam on the scheduled date. Students who will be absent must call the Department of Occupational Therapy office and/or the course instructor before exam time indicating the problem preventing them from taking the exam.

1. Students must present themselves at the examination room before the examination is due to begin. Additional time for any student arriving after the start of the examination will not be given, unless the student has accommodations established through Disability Support Services.

2. No student may leave the examination room for the duration of the examination, unless directed to do so by the faculty or the student has accommodations established through Disability Support Services. Any student who leaves the examination room will be deemed to have withdrawn from the examination and will not be re-admitted to the examination room.

3. Students must not have access to nor make use of any book, manuscript, calculator, electronic organizer, mobile phone or other device which is not specifically allowed in the instruction for the examination (e.g., laptop for computerized test).

4. Mobile phones and smart watches must be switched off and placed in the students’ coat, book bag, backpack, or similar item, which will then be deposited at the front of the examination room or as directed by the faculty.

5. Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
6. Once the examination starts, students shall not communicate in any way with any person other than the faculty.

7. Students must not start writing until given permission to do so by the faculty.

8. Students must stop writing immediately when they are instructed to do so at the end of the examination.

9. A student whom the faculty believes to be using unfair means (including unauthorized aids, copying or communicating with others) will be so informed and his or her answer paper marked accordingly.

10. A student who, in the opinion of the faculty, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and will not be re-admitted. Unreasonable disturbance may include the ringing of the student’s mobile phone. These actions may conclude in the failure of the student for that examination and/or more stringent consequences of academic misconduct according to the Student Handbook.

11. Occasionally, through an inadvertent error or a difference in interpretation, an exam question may be found to be flawed. Examples of issues might include typographical errors, ambiguities, or questions relating to material that is not covered in the course. Students who believe that a question is flawed should notify the class instructor within one week of the date the exam was administered. This notification by the student should explain in detail why this question seems to be flawed. The instructor will investigate all questions brought to his/her attention in this way, and may make allowances in the grading process, if appropriate. The instructor's decision on this is final.

12. Normally, the instructor returns graded exams within two weeks and provides a review session to discuss the correct answers. All test questions remain the property of UAB and remain in possession of the Department of Occupational Therapy. Therefore, examinations and answer sheets must be returned to faculty at the end of the review session.

13. During the semester, examinations are held at the discretion of the instructor; however, the Department of Occupational Therapy has established a final examination schedule for each semester. Make-up examinations are scheduled with the individual faculty. The instructor must be contacted in order to schedule the exam on the make-up date during finals week. Make-up exams may have different test items and format from the original exam.

14. In terms of assignments, projects, and other coursework, the instructor normally can be expected to spend 1-2 weeks grading the items, depending on the length of the assignment, the amount of feedback needed for each student, and the number of students completing the assignment. After a two-week time period or within one week when an upcoming assignment is dependent upon the feedback from the assignment being graded, students are encouraged to consult with the instructor in terms of when work will be returned. Problems in receiving graded work within a reasonable time period may be discussed with the Chair when the instructor does not respond to student requests for return of work.

15. A student breaching any of these examination or coursework procedures will be reported to the Department Chair and the matter will be considered in accordance with University Regulations.
Academic Misconduct

Academic Honor Code (UAB)
The University expects the highest ethical and professional behaviors from the academic community. The code, including penalties for violations, is published on the UAB website at http://www.uab.edu/graduate/area-3/online-orientation/227-the-uab-academic-honor-code

The UAB Academic Honor Code

The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person’s ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student’s performance prior to withdrawal if the violation is substantiated.
Disciplinary Actions
Failure of a student to follow the prescribed guidelines for conduct or academic standards and performance requirements will subject him or her to disciplinary actions as outlined by the School Of Health Professions Policy and Procedure, which can be referenced here:

http://www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf

In such instances, the student will have an opportunity to respond to an allegation of misconduct; grievance policy and procedures are also outlined in the above listed link.

Administrative requirements
Required Documentation for Students Prior to Participating In Any Off-Campus Experience:

1. Record of immunization.
2. Evidence of current criminal background check (CBC).
3. Evidence of drug screen.
4. TB testing.
   (Two 2-step TB tests are required upon entry of OT program. Other TB tests will be required at a later date to comply with fieldwork requirements.)
5. CPR at the basic healthcare provider level.
6. Health insurance.
7. Standard precaution training.
8. Certificate of malpractice insurance (provided by the department).
9. A signed copy of the “Rights and Responsibilities of Student” form.
10. Documentation supporting health conditions that may require reasonable accommodations on behalf of the community partner or fieldwork facility.
11. Any documentation specific facilities require, which may include additional drug testing and background checks.

All of these documents should be kept in a manner that is readily accessible, as it is the responsibility of the student to provide these documents to the community partner or fieldwork site. The above noted documentation will need to be shown to the department as well prior to initiating any out of class experience, including course embedded experiences. For additional information, see the UAB OT Fieldwork Manual.

Technology Requirements
There are a limited number of computer workstations available in the Learning Resource Center and Libraries. The department also has a limited number of computers for research only. It is strongly recommended that all students have a laptop computer (Please reference the UAB IT website for recommendations on computer specs for students). UAB’s Learning Management System is “Canvas”. It is important that students are familiar with accessing and using this system; there are resources for students such as training options, tutorials and technical support on the Canvas website.
Laptop/Tablet/Phone Use
Course instructors reserve the right to prohibit laptop/tablet/phone use privileges during class times. Students shall lose these privileges if content becomes disruptive to classmates or if it is used for activities unrelated to course objectives. The definition of “use unrelated to course objectives” includes, but is not limited to use of personal email, instant messaging, chat rooms, games, surfing the net, etc. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects.

Use of Social Media
Social media, such as LinkedIn, Twitter, Facebook, YouTube etc., can be a useful communication tool, but OT students should use these forums judiciously. Use of OSN sites by health care providers presents unique concerns due to the blurring of the line between one’s personal and professional lives (McBride & Cohen, 2009). OT students should note that potential employers might examine your online presence to assess your behavior related to ethical decision-making and/or respectful and courteous communication. The AOTA Advisory Opinion for the Ethics Commission on Social Networking (2011) stated:

Although posting information on an OSN site is not inherently unprofessional, health care providers need to be cognizant of their responsibility to carefully select the content and amount of information they post. As health care providers, occupational therapy practitioners, educators, and students should ensure that their postings are consistent with professional legal and ethical standards, behavior the term e-professionalism was coined to describe.


Students in the Department of Occupational Therapy need to be aware that when posting on any social media you must adhere to privacy and confidentiality guidelines and laws. You should never post any material about a patient, client or family, or even a work setting.

The rules of academic integrity also apply to postings on social media sites.

In considering a post to any social media site, you should think about how it will reflect on you, the department, or the university if it were to become widely known amongst students, faculty and staff.

Students of the Department of OT should also note the guidelines listed in section 1 of this handbook.

Pregnancy
Pregnant students are asked to inform laboratory instructors and the Academic Coordinator of Fieldwork Education immediately to prevent problems related to harmful exposure in the inappropriate receipt of occupational therapy interventions, and participation on out-of-class experiences and fieldwork involving clients with communicable diseases. The Academic Coordinator of Fieldwork Education should also be informed. Complications related to the pregnancy should be discussed immediately with the Chair if it is expected that participation in the curriculum may be impacted.

The Department has had many students who have been pregnant and given birth while in the program and at all stages. As long as we can all plan and prepare together, pregnancy during the program is generally not a problem for anyone.
Fieldwork

Level 1

In addition to didactic course work, the student is required to complete a series of Level 1 experiences. These fieldwork experiences provide the student with an opportunity to translate theory into practice and to observe or define the roles of occupational therapy in various clinical settings. Fieldwork experiences are embedded throughout the Fall and Spring semesters, and students also complete two one week level 1 placements.

Level II

Occupational therapy students complete their preparation for professional practice by spending the required equivalent of 12 weeks full-time fieldwork in two significantly different clinical settings. The expected progression is for the student to complete two sequential 12 week placements in the summer and fall semester of their second year.

See UAB OT Fieldwork Manual for specific policies

Student and Professional Organizations

Alabama Occupational Therapy Association

The Alabama Occupational Therapy Association (ALOTA) is a state affiliate group of the American Occupational Therapy Association (AOTA). ALOTA’s mission is concerned with keeping its members informed about practice issues including continuing education and government regulations. Another important endeavor is public education and public relations to promote occupational therapy statewide. Workshops are sponsored by ALOTA to meet educational needs of the membership. Membership and involvement with the organization is highly recommended. More information regarding ALOTA student membership can be found at:

http://alota.org/membership/join/

The department makes every effort to facilitate student participation at ALOTA events when feasible.

American Occupational Therapy Association

The American Occupational Therapy Association (AOTA) is our national professional organization. **Membership and involvement with AOTA is also highly recommended.** The mission of American Occupational Therapy Association is advancing the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public. AOTA has an active student membership. Student members get the same benefits as every other AOTA member, with substantial savings on dues and more. More information regarding AOTA student membership can be found at:

http://www.aota.org/en/AboutAOTA/Membership/AOTA4Students.aspx

The department makes every effort to facilitate student participation at AOTA events when feasible.
Graduate Student Association

UAB graduate students are represented by the Graduate Student Association (GSA), which works closely with the Graduate School and other offices of the university administration in formulating policy and meeting student needs. Visit www.uab.edu/gsa for more information.

Pi Theta Epsilon

Pi Theta Epsilon (PTE), the national honor society for occupational therapy students and alumni, encourages and recognizes research and scholarship contributing to the advancement of the profession. Each spring the Alpha Beta Chapter of PTE, founded at the University of Alabama at Birmingham (UAB) in 1988, inducts new members. Those who have demonstrated superior scholarship, rank in the top 35% of their class, have a GPA of at least 3.5, and have completed at least one academic term in the program are eligible.

Student Occupational Therapy Association

The Student Occupational Therapy Association (SOTA) was established as a service club in 1969 for, according to the bylaws, "the purpose of fellowship among students, faculty, and those persons interested in promoting the profession; for the dissemination of knowledge; and for the purpose of both unification within the profession and with other organizations at The University of Alabama at Birmingham."

Membership of the association includes interested students enrolled in the occupational therapy program at UAB. The student association also has a faculty sponsor who serves as a liaison between the department and the student association.

One of the main functions of the SOTA is the raising of funds to help pay expenses of student representatives to the Annual Conference of the American Occupational Therapy Association. Funds are also raised for the Memorial Scholarship, to help pay expenses for active members to attend the ALOTA conference, and community service projects. Participation in SOTA is voluntary, but membership is strongly encouraged.

OT Student Ambassador Program

The Student Ambassador Program was recently established as a more formal means to reach out to those interested in the Department of Occupational Therapy at UAB. Student Ambassadors correspond with prospective students to answer questions about the department from a student perspective, give tours of the campus, and assist faculty with recruitment activities. It is a volunteer position, and is considered to be a prestigious appointment. There is an application process for interested students; this usually takes place near the beginning of the second semester, which allows for mentoring with the soon-to-be outgoing cohort of ambassadors. Interested students are encouraged to contact any of the student ambassadors, or the faculty liaison, Chris Eidson.
Scholarships
Keep updated on available scholarships by visiting the following links:
http://www.uab.edu/shp/ot/student-resources/uab-ot-available-scholarships
http://alota.org/awards-and-scholarships/

Academic Student Support and Resources
There are many resources available to you as a student of UAB for academic support. The following is a list of some of the resources that the department has found to be particularly beneficial to students:

The Office of Student Recruitment, Engagement and Success: This department can assist with academic counseling, advising support, peer tutoring services, ADA accommodations for students, and campus resource referral. More information can be found here: http://www.uab.edu/shp/home/about-shp/student-services

The University Writing Center: This service provides free writing support to all UAB students, including in person one-on-one consultations and tutoring services. More information can be found here: http://www.uab.edu/writingcenter/

Disability Support Services: This department provides a wide array of services and technologies to make the campus and by extension, a UAB education, more accessible for students with disabilities. More information can be found here: http://www.uab.edu/students/services/disability-support-services

Library Liaison: Lister Hill Library has a dedicated liaison for the School of Health Professions to serve as a point person and advocate for students and faculty. The liaison is available in person, through email, and instant messenger. Some of the services provided include one-on-one or small group research assistance, review of methods for identifying resources, review of library services, assistance with searching databases, and assistance with managing citations. More information can be found here: http://libguides.lhl.uab.edu/shp
Student Handbook Acknowledgement of Receipt

The Department of Occupational Therapy Student Handbook serves as a contract between you and the faculty/program. Once you have read it and understand the contents, please sign the acknowledgement below and give to Elaine Satterfield by 9/5/2015.

I, ____________________________ (printed name) have received instructions on how to access the student handbook for the UAB OT program and have thoroughly read and understand the contents.

I understand it is my responsibility to adhere to the contents of the handbook and to remain current on any updates, additions, or deletions to the handbook.

______________________________  _______________________
Signature                      Date