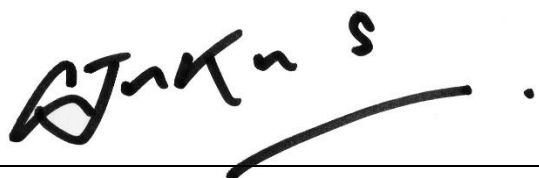


***MASTER OF SCIENCE IN
OCCUPATIONAL THERAPY***

**2020-2021
STUDENT HANDBOOK**



UAB SCHOOL OF HEALTH PROFESSIONS
***MASTER OF SCIENCE IN
OCCUPATIONAL THERAPY***
2020-2021 ACADEMIC HANDBOOK

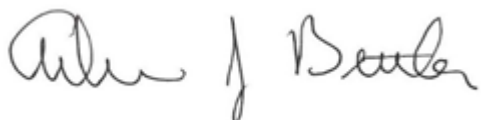
A handwritten signature in black ink, appearing to read "G. Jenkins".

Gavin R. Jenkins, PhD

Department Chair, Department of Occupational Therapy

7/27/2020

Date

A handwritten signature in black ink, appearing to read "Andrew J. Butler".

Andrew J. Butler, PhD, FAPTA

Dean, School of Health Professions

8/18/2020

Date

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INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions, a national leader in the health care industry.

We are home to one of the largest health professions schools in the nation with more than 25 programs at the baccalaureate, master's, and doctoral levels, with over 2,000 undergraduate and graduate students enrolled.

This will not be the start you imagined, but this is a new start for everyone in health care and you are in the best place to begin your journey. Please know we are all committed to providing you a world-class education to support your relentless pursuit of knowledge and your strong desire to serve others.

The pandemic has challenged you in so many ways and you have demonstrated one of the most precious qualities one can have: resilience. You have seen and adjusted to so much. You have responded with determination. And you have taken the reality COVID-19 has thrown your way and moved forward with your education. That resilience has brought you here today and will continue to serve you well during your journey at UAB.

We understand that healthcare needs - even outside of a pandemic - are constantly changing. That is why we continue to add innovative programs such as Biotechnology. We also offer graduate programs you will only find in Alabama at UAB like Genetic Counseling, Nuclear Medicine Technology, Low Vision Rehabilitation, Healthcare Quality and Safety, Ph.D. in Rehabilitation Science, and Biomedical and Health Sciences, which can be completed within eleven months.

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 many credentialing exams is an astounding 98 percent or higher.

Graduating from the School of Health Professions means you will acquire an esteemed degree, have a host of job opportunities in healthcare – an industry that continues to grow rapidly – and be well prepared to make a difference in your community.

Our alumni give advice to current students that is worth repeating: “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 watching you become the leader we know you can be.

A handwritten signature in dark ink, appearing to read "Andrew J. Butler". The signature is fluid and cursive, with the first name "Andrew" and last name "Butler" clearly distinguishable.

Andrew J. Butler, PhD, FAPTA

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP), is one of the largest academic institution of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950's 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 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAHE). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including the consistently nationally ranked program in Nutrition Sciences. Through their visionary leadership and guidance, the school is experiencing unparalleled success.

Today, the School of Health Professions is comprised of more than 25 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 School of Health Professions Building (SHPB).

With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25
- Research funding is over \$14 million and growing
- 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

OFFICE FOR STUDENT RECRUITMENT, ENGAGEMENT AND SUCCESS (OSRES)

The SHP Office for Student Recruitment, Engagement and Success (OSRES) supports UAB's mission and values with a focus on achievement, collaboration and diversity. It furthers the School of Health Professions' mission to be a leader shaping the future of healthcare by recruiting the best and brightest to SHP; developing students to impact the campus and communities; and graduating tomorrow's healthcare leaders. Guided by these commitments, the OSRES provides support to all students through a number of programs including the following:

- Academic Coaching
- Tutoring and Supplemental Instruction
- Campus Resource Referral
- Management of school-wide Scholarships in SHP

The OSRES also coordinates the School of Health Professions Student Affairs Committee (SAC.) SAC is responsible for student activities, services, programs, organizations, policies and procedures consistent with the university's non-academic conduct policies. Subcommittees of SAC include the following:

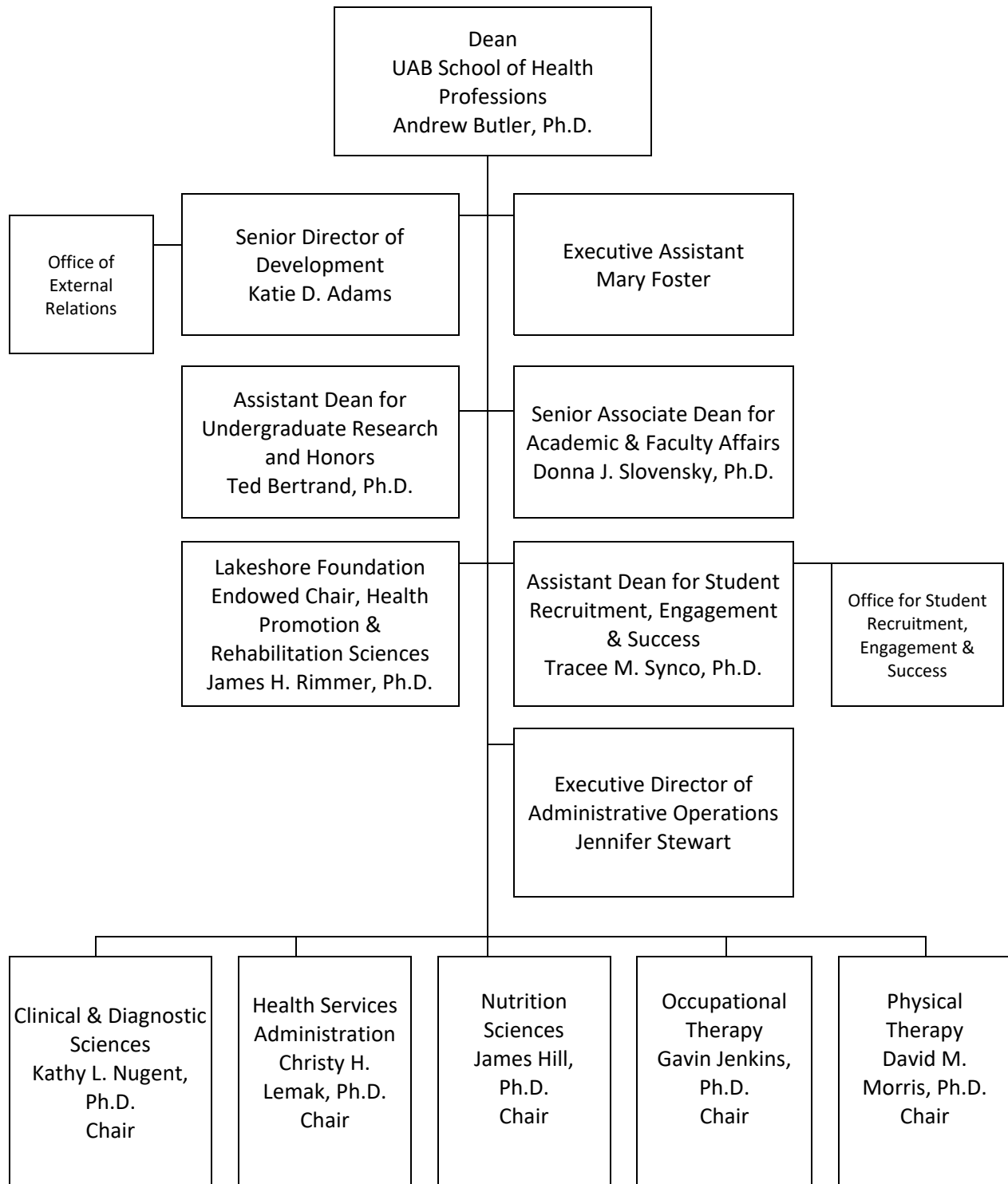
- Homecoming
- Orientation
- Student Activities
- Non Academic Misconduct/ Breaches in Professional Behaviors

Additionally, the OSRES team recognizes that with classes and labs, internships, and studying, students have particularly demanding schedules. In response, we bring resources to you and serve as liaison between SHP and university departments across student services.

The team at OSRES is here to support students. We have an open-door policy and encourage students to connect. Students should feel free to drop-by, no appointment needed; call, email or schedule a meeting. We are here to help students in the School of Health Professions make the most of their UAB experience.

OSRES - Location: SHPB 230 Telephone: 205-934-4195 or 205-934-4194 Email: shp@uab.edu

SCHOOL OF HEALTH PROFESSIONS ORGANIZATIONAL CHART - 2020-2021



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 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.

For more information go to: www.uab.edu/students/one-stop/policies/academic-honor-code

AskIT

AskIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email, or in-person. You will be asked to supply your BlazerID when you request assistance.

Phone: (205) 996-5555 Email: askit@uab.edu Website: https://uabprod.service-now.com/service_portal

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB policy for undergraduates follows.

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.

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:

Absences due to jury or military duty provided that official documentation have been provided to the instructor in a timely manner in advance.

Absences of students registered with Disabilities Services for disabilities eligible for "a reasonable number of disability-related absences" provided students give their instructors notice of a disability-related absence in advance or as soon as possible.

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:

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.

If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.

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.

AWARDS AND HONOR SOCIETIES

All students in the School of Health Professions are eligible for consideration for the 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.
- Cecile 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.

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

BACKGROUND CHECK

SHP students in clinical programs are required by policy, to undergo a background check using the school's approved vendor, CastleBranch <https://discover.castlebranch.com/>, 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 are provided to students by their programs. Please refer to the policy section of this handbook for the policy statement.

BLAZERID / BLAZERNET / EMAIL

BLAZERID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazerid. Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information and announcements. UAB student email is provided through Microsoft Office 365, a cloud based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

BOOKSTORE

There is one bookstore located on the UAB campus, offering a wide variety of products and services to students, including online purchasing and shipping. The bookstore stock UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB Barnes and Noble Bookstore

Location: 1400 University Blvd, 35233

Hours: M – F 8:00 a.m. – 5:00 pm.; Sat Closed; Sun Closed

Telephone: (205) 996-2665 Website: <https://uab.bncollege.com/shop/uab/home>

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 checkout, 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.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and 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 Student Health Services at 1714 9th Ave. South. For more information, call 205-934-5816 or <https://www.uab.edu/students/counseling/>

STUDENT ADVOCACY, RIGHTS AND CONDUCT (SARC)

Student Advocacy, Rights and Conduct (SARC) is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development. The UAB student conduct code may be accessed online: <http://www.uab.edu/students/sarc/services/student-conduct-code>

DIVERSITY, EQUITY AND INCLUSION (DEI)

The mission of DEI is to "... champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel." Inspired by "... what we value, what we learn from research and what we teach and share with the world." DEI's goal is "... to inspire our people to take a courageous step to inspire equity and inclusive excellence throughout our state, nation and world, every day." Dr. Paulette Patterson Dilworth is the Vice President responsible for the activities of this office. Information: <http://www.uab.edu/dei/>

DISABILITY SUPPORT SERVICES (DSS)

"DSS provides an accessible university experience through collaboration with UAB partners. These partnerships create a campus where individuals with disabilities have equal access to programs, activities, and opportunities by identifying and removing barriers, providing individualized services, and facilitating accommodations."

"DSS serves as the university-appointed office charged with providing institution-wide advisement, consultation, and training on disability-related topics which include legal and regulatory compliance, universal design, and disability scholarship."

To apply for accommodations contact DSS. **Note:** *You must have your Blazer ID and password.*

Telephone: (205) 934-4205 or (205) 934-4248 (TDD) Fax: (205) 934-8170
Email: dss@uab.edu Website: www.uab.edu/students/disability/

DRUG SCREENING

By policy, SHP students in clinical programs are required to undergo a routine drug screen using the school's approved vendor, CastleBranch <https://discover.castlebranch.com/>, 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. The Office for Student Recruitment, Engagement and Success (OSRES) manages the procedures and compliance for the school. If you have questions, contact them at (205) 934-4194 or shp@uab.edu or visit room 230 in the School of Health Professions Building.

For more information visit: <http://www.uab.edu/shp/home/about-shp/student-services>

EMERGENCIES

Report suspicious or threatening activity to the UAB Police Department immediately. Law officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

UAB Police: Dial 911 *from a campus phone* or call: 934-3535; 934-HELP (4357); or 934-4434

Emergencies affecting campus are communicated via the following:

Weather & Emergency Hotline: (205) 934-2165 • University home web page: www.uab.edu

- Webpage: www.uab.edu/emergency
- Announcements on BlazerNET
- Twitter@UABALERT: [www.twitter.com/uabalert](https://twitter.com/uabalert)
- facebook.com/UABALERT
- Cell phone messages and SMS text – register for B-ALERT notices via <https://idm.uab.edu/ens/b-alert>

FERPA

The Family Educational Rights and Privacy Act (FERPA) 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/>; If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu, or contact the SHP Office for Student Recruitment, Engagement and Success.

FINANCIAL AID

Located at 1700 University Blvd., Lister Hill Library, Room G20. 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 www.uab.edu/students/paying-for-UAB.

FOOD SERVICES

Dining facilities available on campus, closest to the SHP buildings include:

- Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center
- Einstein's Bagels – located at the plaza entrance to the Learning Resource Center. Hours vary per semester.

Vending machines are located 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, post-master's specialist programs, and master's level programs. 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 www.uab.edu/graduate/.

GRADUATION

All students must complete an application for degree six months prior to graduating and not later than the deadline in the academic calendar. <https://www.uab.edu/commencement/faqs>. The University holds commencement every semester. Check the commencement website for the most current information: <https://www.uab.edu/commencement/>

STUDENT HEALTH SERVICES

The University provides prevention, counseling, and treatment services to students through Student Health Services located at 1714 9th Avenue South. The clinic is open from 8:00 a.m. – 5:00 p.m. Monday – Thursday; 9:00 a.m. – 5:00 p.m. 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. Appointments may be scheduled by calling 205-934-3580.

MEDICAL CLEARANCE

SHP students in programs that are on campus (not all online), are required to receive medical clearance at the time of program admission. UAB Student Health Services utilizes a secure web-based process for the storage of required documents accessed through BlazerNET. More information is available at the Student Health Services website: www.uab.edu/students/health/medical-clearance/immunizations.

IMMUNIZATION POLICY

To provide a safe and healthy environment for all students, faculty and staff at the University of Alabama at Birmingham (UAB), first-time entering students, international students and scholars, and students in clinical programs, provide proof of immunization against certain diseases: <https://www.uab.edu/policies/content/Pages/UAB-AD-POL-0000086.aspx>

INSURANCE WAIVERS

To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, the University of Alabama at Birmingham (UAB) requires all eligible students to have major medical health insurance. Students can provide proof of their own private coverage or be enrolled in the Student Health Insurance Plan (SHIP). The SHIP is a 1-year commercial policy provided by United HealthCare and is re-negotiated annually. This policy is a comprehensive health insurance policy at an affordable cost that is specifically designed to meet the needs of UAB Students. If you are required to have insurance but have sufficient coverage on another plan and wish to opt out of the SHIP, you are required to submit

a waiver to Student Health Services at the beginning of every semester. More information including submitting a waiver can be found at this website: <https://www.uab.edu/students/health/insurance-waivers/waivers>

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 to the Office for Student Recruitment, Engagement, and 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

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. Training materials defining inventor status, patent criteria, and other intellectual property issues is available at www.uab.edu/research/administration/offices/OSP/Pages/Training.aspx.

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 <https://www.uabmedicine.org/-/lactation-consultants-help-moms-navigate-breastfeeding-journey>. The School of Health Professions' lactation room is in the Susan Mott Webb Nutrition Sciences Building at 1675 University Boulevard, room 219A. Female students enrolled in the School of Health Professions have access to the room via their student ID/OneCard. If you cannot access the room, contact the building administrator, Andrew Eaton at (205) 934-4133 or the SHP Office for Student Recruitment, Engagement and Success at 934-4194 or email: shp@uab.edu.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation. <https://library.uab.edu/locations>

Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing and innovative learning environment. It

provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom and testing labs. Web: <http://www.uab.edu/lrc/>

Located: 1714 9th Avenue S. Phone: (205) 934-5146 Email: shplrc@uab.edu

Hours: Monday – Thursday 7:00 am – 8:00 pm; Friday 7 am – 5:30 pm;

Saturday - closed; Sunday - closed

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 Website:

<https://library.uab.edu/locations/lister-hill>

Phone: (205) 934-2230

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

Website: <https://library.uab.edu/locations/sterne>

Phone: (205) 934-6364 (Reference) (205) 934-4338 (User Services)

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 Hill Student Center 1400 University Blvd. You may contact the OneStop office by phone or email at (205) 934-4300; 855-UAB-1STP; (855) 822-1787; 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. – 5:00 p.m. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. Additional information is available at 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. www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html.

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in dismissal from the School of Health Professions and UAB (see 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. 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 at 1501 University Blvd, Birmingham, AL 35294, 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 for information about hours and services at www.uab.edu/campusrecreation.

SCHOLARSHIPS: BLAZER SCHOLARSHIP MANAGEMENT AND RESOURCE TOOL (B-SMART)

The OSRES manages the School of Health Professions' scholarship offerings and will send reminders to students when applications are open. Visit B Smart and start an application to automatically be considered for scholarship opportunities in SHP. The SHP Scholarship Committee, comprised of faculty and administrators, review and select awardees.

SHP scholarships are the following:

Carol E. Medders Endowed Scholarship – Funding for students enrolled in a graduate program in the School of Health Professions. Awards are based on academic achievement and unmet financial need.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for students enrolled in SHP programs with GPA 3.0 or above and unmet financial need. Student must be a resident of the state of Alabama at the time of enrollment.

Lettie Pate Whitehead Foundation Scholarship – Funding for female 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.

National Alumni Society Dean's Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student.

Sandra Dunning Huechtler Endowed Memorial Award – Funding for students enrolled in SHP program with GPA 3.0 or above and unmet financial need.

SHP Dean's Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement, and unmet financial need.

You must visit the Blazer Scholarship Management and Resource Tool (B-SMART) to apply <http://www.uab.edu/students/paying-for-college/> .

Many programs in SHP also have scholarships available to currently enrolled students. Please see the program section of this handbook for that information.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The School's official sites are the following:

- Twitter: https://twitter.com/uab_shp • Vimeo: <http://vimeo.com/uabshp>
- Facebook: www.facebook.com/UABSHp • LinkedIn: www.linkedin.com/groups?gid=3596638
- YouTube: www.youtube.com/uabshp • Website: www.uab.edu/shp

The School's Academic Affairs Committee published the following guidelines:

The Academic Affairs Committee proposes the following for social networking vehicles. Online communities like provide opportunities to share and explore interests that enrich the higher education learning experience. However, use them with discretion. UAB social media users are expected to act with honesty, integrity, and respect for 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.

TUITION AND FEES

Tuition and fees for the University are published annually under the “Current Students” tab of the UAB website. They may be paid through BlazerNET. 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. Non-resident tuition is charged for on-site courses such as: clinical practicums, independent study courses, and project courses. SHP programs have specific fees attached to programs, courses or laboratories. See the school fees at <https://www.uab.edu/students/paying-for-college/detailed-tuition-and-fees>

Payment deadlines for each semester are published on the official academic calendar and on the UAB website at www.uab.edu/whentopay/. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

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 www.uab.edu/emergency/preparedness. Other information sources include:

<ul style="list-style-type: none">• Webpage: www.uab.edu/emergency	<ul style="list-style-type: none">• B-ALERT system: www.uab.edu/balert
<ul style="list-style-type: none">• Hotline: (205)- 934-2165	<ul style="list-style-type: none">• WBHM Radio (90.3 FM)

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 curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. Please refer to the following link for additional information on withdrawal guidelines: <https://www.uab.edu/students/one-stop/classes/add-drop-and-withdrawal-policy>

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

SHPB EMERGENCY PLAN

https://www.uab.edu/shp/home/images/PDF/SHPB_BUILDING_EMERGENCY_PLAN_2019.pdf

FINAL COURSE GRADE APPEAL PROCESS

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

PLAGIARISM

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.

BACKGROUND CHECK AND DRUG SCREEN

POLICY

With the exceptions noted below, students admitted to clinical programs in the School of Health Professions (SHP) will complete a routine drug screening and criminal background check using the vendor(s) with which the School has a current agreement for those services. These screenings should be completed prior to the end of the first term of enrollment. A second routine drug screening and criminal background check using the approved school vendor, or a vendor required by the assigned clinical facility, will be completed prior to placement in a clinical rotation. Any required additional screenings, and/or those specified by waived programs, will be at the discretion of the program.

Students enrolled in SHP programs requiring an internship or other site placement as a component of degree requirements will complete a learning module in the campus learning management system by the end of the first semester of enrollment. They will submit the results of a drug screening and criminal background check from an approved vendor, prior to the end of the semester, immediately preceding the semester for which the internship or site placement occurs.

- School-negotiated fees for these screenings will be the responsibility of the student.
- Students who have completed the screenings as a condition of enrollment in a previous SHP program, are waived from the requisite unless the current program of enrollment also includes an internship or clinical placement component for degree completion.
- Drug screening and background check results performed by an approved vendor, within the most recent twelve months, may fulfill the SHP requirement.

- The rules and regulations governing individual placement sites may include additional provisions and/or more stringent guidelines which supersede this policy. Fees for these screenings are the responsibility of the student.
- Should you fail the drug screening or your background check contains issues that may prevent you from receiving or sitting for licensure, a representative from the SHP Office for Student Recruitment, Engagement and Success (OSRES) will contact you. Depending upon the outcome, you may be dismissed from the program. See your program's guidelines regarding specific consequences.

Programs requiring a background check and drug screening by the end of the first semester of enrollment and again, prior to clinical placement are the following:

Doctor of Physical Therapy

Master of Science in Clinical Laboratory Science

Master of Science in Genetic Counseling

Master of Science in Health Physics

Master of Science in Nuclear Medicine Technology

Master of Science in Nutrition Sciences – Dietetic Internship Clinical Track

Master of Science in Nutrition Sciences – Dietitian Education Program

Master of Science in Occupational Therapy – (entry level)

Master of Science in Physician Assistant Studies

Programs requiring the background check and drug screening learning module during the first semester of enrollment, a criminal background check and drug screening by the end of the semester immediately preceding clinical placement or internship are the following:

Bachelor of Science in Health Care Management

Programs required to complete the learning module before the end of the first semester of enrollment are the following:

Bachelor of Science in Biomedical Sciences

*Programs waived from the Background Check and Drug Screening requirement are the following:

Doctor of Philosophy in Administration Health Services – all concentrations

Doctor of Philosophy in Rehabilitation Sciences

Doctor of Science in Healthcare Leadership

Graduate Certificate in Biotechnology Regulatory Affairs

Graduate Certificate in Clinical Informatics

Graduate Certificate in Dietitian Education

Graduate Certificate in Health Care Quality and Safety

Graduate Certificate in Low Vision Rehabilitation

Master of Science in Biotechnology

Master of Science in Health Administration (International, Residential and Executive tracks)

Master of Science in Health Care Quality and Safety

Master of Science in Health Informatics (all concentrations)

Master of Science in Healthcare Simulation

Master of Science in Nutrition Sciences - Dietetic Research Track

Master of Science in Nutrition Sciences – Lifestyle Management and Disease Prevention Track

Master of Science in Nutrition Sciences – Prior Learning Clinical Track

Attachments:

- ☐ Procedure for Criminal Background Check and Drug Screening
- ☐ Student Instructions
- ☐ Consent to Drug Testing and Release of Drug Test Results
- ☐ Consent to Criminal Background Check and Release of Results

Note: Replaces Criminal Background Check and Drug Screening Policy 2012

* Students enrolled in exempt programs who participate in a course(s) incorporating community, corporate or other high impact, out-of-classroom activities such as service learning, capstone projects or other hands-on learning experiences, may be required by placement sites to submit background check and drug screening results. Students are responsible for the fees associated with such screening

Attachment 1: Procedure for Criminal Background Check and Drug Screening

1. Program directors (or designees) provide all accepted students with instructions for completing a background check and drug screening.
2. Students request the specified package on the approved SHP vendor website and pay the required fees.
3. Assigned designee(s) in the SHP Office for Student Recruitment, Engagement and Success (OSRES) review and provide compliance reports for programs.
4. In the event a report reveals information which may prevent a student from being placed in a clinical rotation or internship site or potentially makes them ineligible for professional certification or licensure, the OSRES contacts the individual student to discuss the implications of said information in the report. If such information exists, the student must acknowledge in writing their decision to continue in the program's didactic phase with the understanding that a degree cannot be awarded without completion of required clinical practice or internship placement.
5. Prior to clinical placement, program directors (or designees) will provide students with instructions to complete a repeat background check and drug screening. If a vendor is specified by the placement site or preceptor, the preceptor (or designee) will provide students with instructions.
6. Students will follow the instructions provided by sites or placements if they go beyond those of the School.
7. Students are responsible for fees required for screenings.
8. OSRES designee discusses with individual students implications for information which may inhibit placement at a clinical or internship site.
9. Students provide preceptors or internship supervisors with the required information from the results of their background check and drug screening reports.

Attachment 2:



STUDENT INSTRUCTIONS FOR UNIVERSITY OF ALABAMA AT BIRMINGHAM SCHOOL OF HEALTH PROFESSIONS

About CastleBranch.com

CastleBranch is a secure platform that allows you to order your background check & drug test online. Once you have placed your order, you may use your login to access additional features of CastleBranch, including document storage, portfolio builders and reference tools. CastleBranch also allows you to upload any additional documents required by your school.

Order Summary

Required Personal Information

- o In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number, and e-mail address.

Drug Test (LabCorp or Quest Diagnostics)

- o Within 24-48 hours after you place your order, the electronic chain of custody form e-chain will be placed directly into your CastleBranch account. This e-chain will explain where you need to go to complete your drug test.

Payment Information

- o At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted, but will result in a \$10 fee and additional turn-around-time.

Place Your Order

Go to: www.castlebranch.com and enter package code:

AH01 - Background Check and Drug Test

You will be required to enter your program under "Student Information" classification

You will then be directed to set up your CastleBranch profile account.

View Your Results

Your results will be posted directly to your CastleBranch profile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password. If you have any additional questions, please contact the Service Desk at 888.723.4263 x 7196 or visit the website to submit your question at: <https://www.castlebranch.com/contact-us>.

Attachment 3

UAB School of Health Professions

Consent to Drug Testing and Release of Drug Test Results

For and in consideration of my participation in clinical education experiences, understand that I will be required to submit to drug testing as a prerequisite to my assignment to a clinical site. I hereby consent to be tested for drugs and consent to the release of any such drug test results to the Office for Student Recruitment, Engagement and Success (OSRES), my Program Director, and the subsequent release of such drug test results to the clinical site to which I am assigned.

I understand that any clinical site to which I am assigned has the right to require additional drug testing as a condition of my placement. I hereby consent to any facility-required drug testing and consent to the release of such drug test results to my Program Director.

Student's Signature

Date

Signature of Parent/legal guardian
(required only if student is under 19)

Date

Attachment 4

UAB School of Health Professions

Consent to Criminal Background Check and Release of Results

For and in consideration of my participation in clinical education experiences, understand that I will be required to submit to a criminal background check as a prerequisite to my assignment to a clinical site. I hereby consent to have a criminal background check and consent to the release the results to the Office for Student Recruitment, Engagement and Success (OSRES), my Program Director, and the subsequent release of the results to the clinical site to which I am assigned.

I understand that any clinical site to which I am assigned has the right to require additional background check as a condition of my placement. I hereby consent to any facility-required background check and consent to the release of the results of the check to my Program Director.

Student's Signature

Date

Signature of Parent/legal guardian
(required only if student is under 19)

Date

COVID-19 CAMPUS ENTRY

UAB is committed to making our campus among the safest in America as students return at the right time and under the right conditions.

- Students admitted to the School of Health Professions will follow university guidelines for COVID-19 entry found at: <https://www.uab.edu/uabunited/students>
- Guidelines include wearing a mask while on campus; maintaining proper social distancing; washing hands often; cleaning and disinfecting frequently touched objects and surfaces; and completing required training and reporting tasks.
- All UAB students coming to campus for the fall semester 2020 will receive a free COVID-19 test as part of the GuideSafe™ entry to campus program.
- Prior to placement in clinical settings, SHP students will follow the UAB School of Health Professions Plan/Checklist for Students entering Clinical Experiences.

UAB School of Health Professions

Work Plan/Checklist for Students entering Clinical Experiences

Based on University-Wide Task Force Recommendations on Students Entering Clinical Settings

Timeline	Task Force Recommendation	Implementation Checklist	TBD/Tools
Prior to the start of clinical learning experiences	Students resumed face-to-face clinical learning experiences in June 2020.	<input type="checkbox"/> Confirm clinical site.	Appropriate faculty in each program to confirm
		<input type="checkbox"/> Confirm clinical site implementing appropriate COVID-19 safety measures prior to placement of students.	Appropriate faculty in each program to confirm
		<input type="checkbox"/> Confirm PPE needed by student and required by clinical site.	Appropriate faculty in each program to confirm
		<input type="checkbox"/> Provide student needed PPE for clinical placement. (see policies about PPE below)	Appropriate faculty in each program to conduct task
	Student participation in clinical learning experiences during	<input type="checkbox"/> Prior to participation in clinical learning experiences, all students must complete the web-	UAB required training course located in the UAB

Timeline	Task Force Recommendation	Implementation Checklist	TBD/Tools
	the COVID-19 Pandemic is voluntary.	based training course "COVID-19: Basic Safety and Awareness Course" (see below for more training.)	Campus Learning System accessible through BlazerNET.
		<input type="checkbox"/> Prior to participation in planned clinical learning experiences, students will read and sign the Student Acknowledgement, Consent to Participate, and Assumption of Risk to Participate in Onsite Placement document.	Student Acknowledgement, Consent to Participate, and Assumption of Risk to Participate in Onsite Placement document
		<input type="checkbox"/> Students who defer participation in clinical learning experiences will work collaboratively with faculty in development of a re-entry plan and a revised program of study that will meet the program's progression and graduation policies.	Appropriate faculty in each program to work with identified student
	All students complete COVID-19 training prior to clinical placement.	<input type="checkbox"/> Prior to the first day of clinical learning experiences all students must complete the web-based training course "COVID-19: Basic Safety and Awareness Course".	UAB required training course located in the UAB Campus Learning System accessible through BlazerNET.
		<input type="checkbox"/> Additional training that is discipline-specific will be created/selected by individual Schools/Program; such training will be tailored to address differences in the level of the student (undergraduate versus graduate), the practice roles for the which the students are being trained, the clinical activities in which the students will be engaged, the probability that students will be working with COVID-19 patients, and the setting in which clinical learning experiences occur, including but not limited to acute care, primary care, specialty clinics, nursing homes, rehabilitation facilities, schools, and patient homes	HealthStream Training Resources REQUIRED for all SHP clinical students: <ul style="list-style-type: none"> ○ Coronavirus (COVID-19): What every healthcare worker should know ○ Personal Protective Equipment for Nurses and Healthcare Personnel

Timeline	Task Force Recommendation	Implementation Checklist	TBD/Tools
			○ Hand Hygiene for Providers: Protect Yourself and Patients
		<input type="checkbox"/> Other Recommended Resources: <ul style="list-style-type: none"> ○ How to wash your hands: https://www.youtube.com/watch?v=cViNneQbPyA&feature=youtu.be <p>Review the following, including the embedded links:</p> <ul style="list-style-type: none"> ○ What healthcare personnel should know about caring for patients with confirmed or possible coronavirus disease 2019 (COVID-19) https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf 	
	All students will comply with policies and recommendations regarding the proper use of personal protective equipment (PPE).	<input type="checkbox"/> All students returning to the clinical setting will use the appropriate PPE based on the policies and guidelines of the clinical setting, the type of clinical setting and patients with which the students will be working, and/or any other relevant guidelines or policies (e.g., as required by accrediting bodies or internal policies).	Appropriate faculty in each program to coordinate and conduct task
		<input type="checkbox"/> Schools will purchase and provide students with PPE not provided by clinical setting.	Appropriate faculty in each program to coordinate with fiscal officer.
		<input type="checkbox"/> Undergraduate/prelicensure students will not be assigned to work with patients with active COVID-19 or in units where such patients are being cared for.	Appropriate faculty in each program will relay this information to site.
During clinical learning experiences	All students must comply with UAB's COVID-19 Testing Program	<input type="checkbox"/> All students must participate in periodic random COVID-19 testing if selected.	Student Health

Timeline	Task Force Recommendation	Implementation Checklist	TBD/Tools
	All students will complete health screening surveys as directed to assess existence of COVID-19 related symptoms, exposure history and testing history.	<input type="checkbox"/> Prior to participation in clinical learning experiences, students will complete the Healthcheck health screening survey to assess the existence of COVID-19 related symptoms, exposure history, and testing history. The Healthcheck Screening Survey is accessed using the following link: https://www.uab.edu/coronavirus/reentry/healthcheck	Access the Healthcheck Screening Survey at the following link: https://www.uab.edu/coronavirus/reentry/healthcheck
		<input type="checkbox"/> Following each screening, students who have a negative screening (e.g., no symptoms) may participate in clinical learning experiences. Students who have a positive screening (e.g., experiencing symptoms or exposure to infected individual) will not be permitted to participate in clinical learning experiences until medically cleared by Student Health.	Student Health and appropriate faculty in each program
		<input type="checkbox"/> Students must also report the onset of any symptoms, exposures or positive test results at the time they occur at the following link: https://www.uab.edu/coronavirus/reentry/healthcheck	Continuation of reporting using the following link: https://www.uab.edu/coronavirus/reentry/healthcheck
		<input type="checkbox"/> In the event the students has a positive COVID-19 test result, they must immediately report the test result as well as individuals with whom they have been in close proximity and may have exposed to the virus through a proximity/contact tracing application that is being developed by UAB in conjunction with the Alabama Department of Public Health.	Student Health

Timeline	Task Force Recommendation	Implementation Checklist	TBD/Tools
		<input type="checkbox"/> Student must be medically cleared to return to clinic. Once cleared, student must request documentation of clearance from Student Health to upload to patient portal and provide to placement site and clinical coordinator(s).	Student Health and appropriate faculty in each program

Additional Information

- Healthcheck may also be accessed through the UAB app. Download from: <https://www.uab.edu/app/>
- Although voluntary, students are encouraged to participate in sentinel testing for COVID-19. Sentinel testing is a system that collects information useful for monitoring trends in diseases and pathogens. For the COVID-19 pandemic, plans are to test between 2.5% to 5% of the on-campus population weekly to identify how much of the COVID-19 virus is circulating among our population. Students selected will be notified via email by Student Health. Once notified, you will receive a specific time to report to Student Health. Results will be provided within 36 hours.
- Students are also encouraged to participate in contact tracing through use of the GuideSafe Exposure app at: <https://www.uab.edu/uabunited/guidesafe>
- Persistent failure or willful disregard for health and safety protocols by any student will result in consequences consistent with UAB's discipline policies for students outlined in the Student Conduct Code: <https://www.uab.edu/policies/content/Pages/UAB-UC-POL-0000781.html>

UAB POLICIES

CLASSROOM BEHAVIORS

ATTENDANCE / ABSENCE (UNDERGRADUATE)

<http://catalog.uab.edu/undergraduate/progresstowarddegree/#enrollmenttext>

HEALTH

AIDS AND HIV INFECTION

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000252.aspx

BODY FLUID EXPOSURE

www.uab.edu/humanresources/home/employeehealth/reportingexposures

IMMUNIZATIONS

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000086.aspx

SUBSTANCE USE/ABUSE

ALCOHOLIC BEVERAGES, USE AND CONSUMPTION

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000071.aspx

DRUG FREE CAMPUS (GENERAL POLICY)

www.uab.edu/policies/content/Pages/UAB--POL-0000046.aspx

Drug-free Campus Policy for Students (Attachments)

Attachment A - www.uab.edu/policies/content/Pages/UAB--GDL-0000632.aspx

Attachment B - www.uab.edu/policies/content/Pages/UAB--GDL-0000626.aspx

Attachment B.1 - www.uab.edu/policies/content/Pages/UAB-AD-GDL-0000627.aspx

Attachment C - www.uab.edu/policies/content/Pages/UAB--GDL-0000628.aspx

NONSMOKING

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000110.aspx

TECHNOLOGY GUIDELINES

COMPUTER AND NETWORK RESOURCES (ACCEPTABLE USE)

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000004.aspx

COMPUTER SOFTWARE COPYING AND USE

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000028.aspx

INCLUSIVENESS

EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT

www.uab.edu/policies/content/Pages/UAB-BT-POL-0000052.aspx

RESEARCH AND SCHOLARLY ACTIVITIES

ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000263.aspx

PATENT (INTELLECTUAL PROPERTY)

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000115.aspx

FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS

www.uab.edu/policies/content/Pages/UAB-HR-POL-0000257.aspx

Note: Additional university policies may be located by searching the UAB Policies and Procedures Library available online at www.uab.edu/policies/Pages/default.aspx.

SECTION 3 – DEPARTMENTAL POLICES

DEPARTMENT OF OCCUPATIONAL THERAPY

DEPARTMENTAL POLICIES AND INFORMATION

Occupational Therapy maximizes health, well-being and quality of life for all people, populations and communities through effective solutions that facilitate participation in everyday living

Vision 2025 (AOTA, 2016)

INTRODUCTION

WELCOME to the Master of Science in Occupational Therapy (MSOT) Program in the School of Health Professions here at UAB. The purpose of this document is to present the policies of the UAB Department of Occupational Therapy and to specify the standards of student scholastic performance and professional conduct.

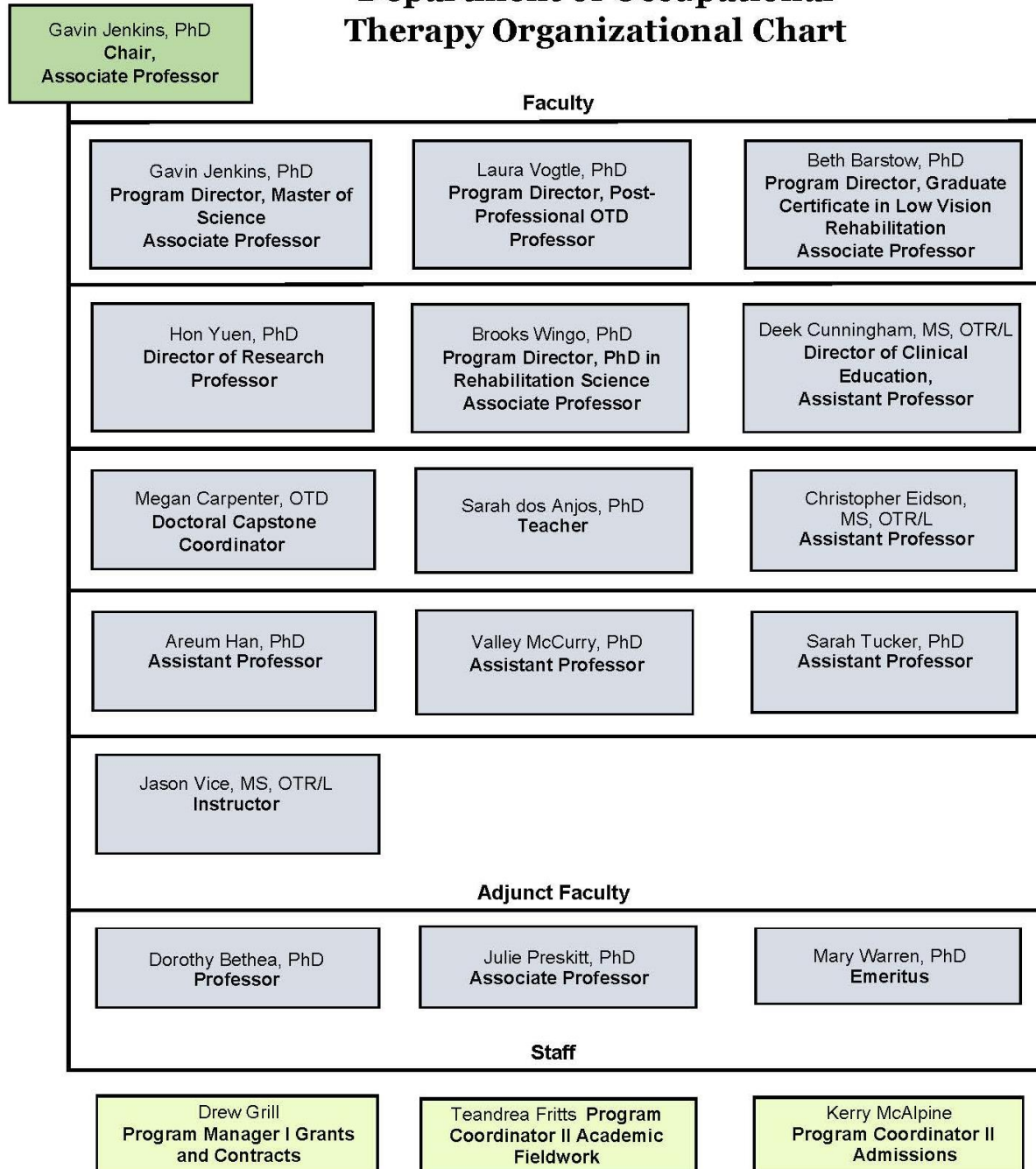
Students must read this document carefully to gain a precise understanding of department expectations. These policies are intended to ensure matriculation practices, preservation of student rights, and promotion of a standard of performance that will qualify the student to meet the demands and challenges of occupational therapy practice.

The 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 will develop your knowledge and skills to become a critical and creative problem solver who analyzes the physical, mental and social components of activities. You will learn to work collaboratively with your clients to begin or resume participating in daily occupations that are meaningful and lead to more productive and independent lives for them. The faculty urges you to commit to learning and to maintain the highest level of achievement. You are investing in your future as a professional person and in the occupational therapy profession, and these policies have been implemented to assist you.

The Student Handbook serves as a contract between you and the faculty & program. Once you have read and understand the contents, you will be asked to electronically acknowledge your commitment to the information, policies and procedures included within it.

FACULTY AND ADMINISTRATIVE STAFF

Department of Occupational Therapy Organizational Chart



FACULTY AND STAFF

Full-Time Faculty		
Elizabeth Barstow, PhD, OTR/L, SCLV, FAOTA* SHPB 350	Associate Professor Program Director Graduate Certificate Low Vision Rehabilitation	934-7321 bbarstow@uab.edu
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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

Administrative Staff:

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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 - One university inspiring and empowering the creation of knowledge that changes the world.

UAB's Mission - UAB serves students, patients, the community and the global need for discovery, knowledge dissemination, education, creativity and the application of ground-breaking solutions. We are a leader among comprehensive public urban research universities with academic medical centers.

(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 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 impacting 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.

Our Values

The UAB Department of Occupational Therapy is committed to embracing a diverse and inclusive environment that reflects our collective values, cultures, aspirations, life experiences and commitment to excellence.

We believe that our department and community are enriched by the contribution and participation of people from different backgrounds. We are committed to developing an environment for the education of our students that views inclusive excellence as a transformational force in their academic and professional growth.

Toward this end, we will intentionally seek to:

- Create a welcoming community that engages all of its diversity in the service of student and organizational learning.
- Create a department that expects all members of our community to respect and appreciate individual and cultural differences.
- Recruit and retain a culturally diverse body of students, faculty and staff.
- Give attention to the cultural differences that each learner brings to the educational experience and that enhances our department.
- Promote inclusive excellence for people of different backgrounds throughout all interactions within the UAB Department of Occupational Therapy community.

Mission Statement

Our mission is to improve the lives of people through innovation in research, education and service. We will focus on our student's intellectual and social development and prepare visionary and ethical practitioners, leaders, scholars and researchers who are curious about and committed to promoting participation in valued occupations as a means of enabling health and wellness for individuals, groups and populations. Cultivating excellence, interdisciplinary collegiality and inclusive excellence, we will prepare our graduates to be advanced entry-level practitioners able to deliver innovative, culturally responsive, and reasoned practice; to be societal leaders and to pursue research that will benefit society, expanding our capability to discover and share knowledge.

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 advance occupational therapy practice by providing outstanding entry-level and post-graduate education; translate science to deliver exemplary practice; lead innovative and ground-breaking research and train the next generation of researchers and leaders of our profession. To be recognized as a premier national and international occupational therapy program through excellence in teaching, research and service.

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). Influenced by The American Occupational Therapy Association's "Centennial Vision" and by "Vision 2025" (AOTA, 2005; AOTA, 2016), 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 that 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 an extent greater 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 be responsible for 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 occupational therapy 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, occupational therapy 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 Occupational Therapy graduate to be a general practitioner who is a competent and confident **evidence-based, client-centered practitioner** and **life-long learner**.

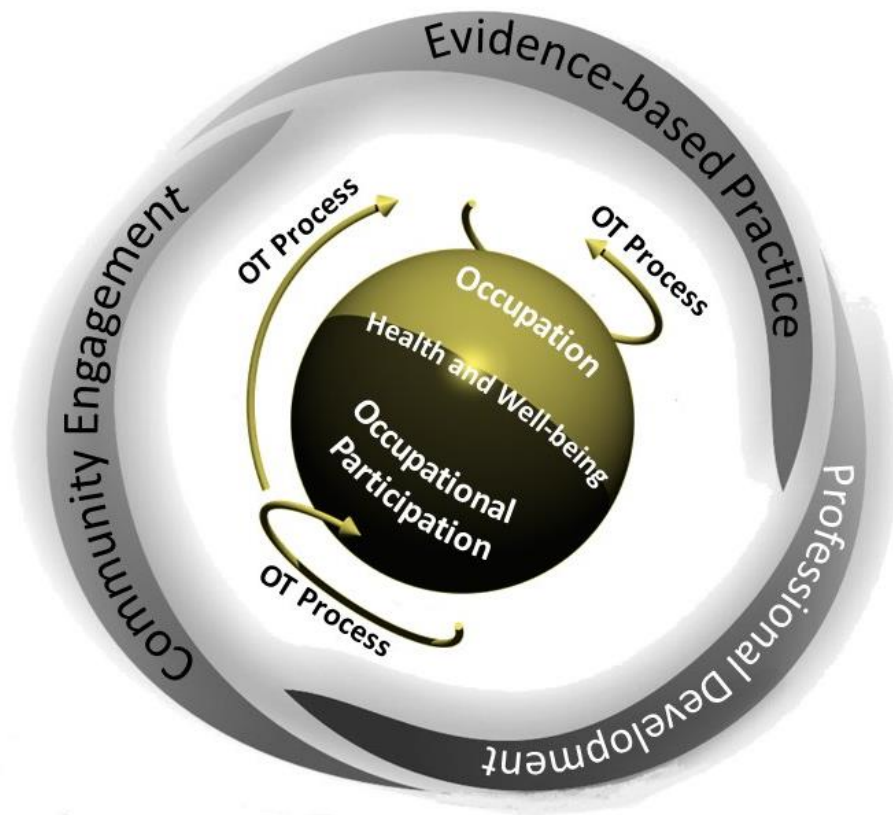


Figure 1: Curriculum Model (Visual)

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 occupational therapy 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.

OCCUPATIONAL THERAPY 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 occupational therapy process as an important step in enabling our students' ability to successfully 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 occupational therapy; however, increasingly occupational therapists are practicing within social services, workplaces, communities, the criminal justice system, military, and others. As well, occupational therapists work in the public education system, as mandated by a series of federal laws that regulate services for children and adolescents with special needs. Our curriculum is structured through an extensive network of community partners to expose students to many of these non-traditional and emerging settings where occupational therapy 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.

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UAB AND CORONAVIRUS

The University of Alabama at Birmingham's policies and protocols for responding to the COVID-19 pandemic are based on the core values and mission pillars of our strategic plan. Five principles guide decisions on when and how students, faculty and staff return to campus:

- Preserve the health of our university community and Birmingham.
- Maintain and deliver on our education, research and community engagement mission pillars by continuing to recruit and enroll students, teach those students, conduct research, and help stimulate the Alabama economy.
- Preserve and maintain university operations necessary to support mission-critical activities, both now and into the future.
- Treat students and employees fairly and equitably.
- Remain fiscally solvent now and into the future so as to be able to deliver on mission-critical activities for the long term.

Policies, procedures and guidelines are being developed at the university level, as well as specialized and more stringent guidance within particular departments/units/schools.

All students, faculty and staff are expected to comply fully with the policies, protocols and guidelines developed to ensure their safety, the safety of those around them and the continuing daily operations of the university, school and department.

Policies, procedures and guidance are changing frequently, therefore all students are responsible for familiarizing themselves and remaining current with the information related to COVID-19 and the "Re-entry Expectations and Guidelines" found at: <https://www.uab.edu/coronavirus/>

This information is constantly being updated and so it is recommended that students revisit the site and information on a regular basis. In addition, students should monitor their UAB email for updates as well as note other UAB information sources.

As occupational therapists, we know that we are all different, but equally we all have a lot in common. During these times, none of us wants to be sick, yet we all want to keep working and learning. That is why we must work together to control COVID-19 when we are back on campus and “out and about” in the community. Slight adjustments to the way we do things and following some basic “good manners” could make a world of difference.



Key COVID-19 safety strategies for the fall (detailed plans will be communicated):

- Students, faculty and staff will complete a COVID-19 safety training prior to reentry
- Masks/face coverings and social distancing will be required and enforced
- COVID-19 testing will be used strategically, informed by infectious disease experts
- Use of UAB-developed symptom monitoring “health check” and exposure notification technology
- Educational and instructional safety signage posted throughout campus
- Extensive cleaning and disinfecting practices in place
- Residence halls and other buildings will take special precautions
- We will not return to in-person fall semester instruction after Thanksgiving Break; after the Thanksgiving Break there will be one week of remote/alternate instruction classes, and final exams will be taken remotely the following week (we plan to resume in-person classes for the spring semester in January 2021)
- Guidance, health tips and updates will be communicated regularly

From: <https://www.uab.edu/coronavirus/info-for-you/graduate-students>

As the Department plans for the fall semester we are guided by the University principles, but we will also follow these principles:

- **Social justice and fairness** are a fundamental commitment. This will mean that we will manage different things differently for different individuals and groups of students in the interest of managing risk and safety.
- **Collective responsibility.** While we remain responsible for ensuring that learning and other activities continues, we also believe that all of us are responsible for our personal role in the process as well as for others who may be taking this journey with us.
- **Social accountability:** As faculty, staff and students in the School of Health Professions, we are part of society that is grappling with the impact COVID-19 has on each of us, and we are an important part of the system in dealing with the pandemic, from a prevention and treatment perspective.
- We are committed to the **safety** of students, and all the faculty and staff who are part of the UAB community.
- We are committed to **progressing and completing the academic year** for all our students.
- We expect that this time will be characterized by an **agile collaboration** in which we all may be expected to change plans and re-plan as the conditions change and the context is different from the point at which we start. This will demand that faculty, staff and students become open to an adaptive system that responds to conditions in a clear manner.
- **Transparency and accountability** will need to be an essential part of this period. This will guide many of the activities, which will emerge over the next few weeks and months.

As we work toward the continued well-being of our UAB OT community, we encourage you to discuss any concerns or needs that you may have, related to your particular circumstances, with the faculty and/or department Chair.

Our goal is to ensure that you are able to continue with your studies in a supportive environment and we are committed to work with you to achieve this.

#UABUNITED

NETIQUETTE FOR ONLINE CLASSES AND MEETINGS

AS YOU REVIEW THIS, PLEASE REMEMBER THAT THE MOST IMPORTANT ITEM, ABOVE EVERYTHING, IS TO BE SIMPLY PRESENT AND TO GET THE MOST OUT OF THE LEARNING OPPORTUNITY.

We know that circumstances are different and not ideal and that your personal circumstances might not allow you to follow all these – that is ok - these are simply guidance to maximize good online hygiene and etiquette as much as possible. They are not prescriptive and are simply designed to make everyone's experience the best it can be under the current circumstances.

PERSON

- **Dress appropriately** – you should appear to be dressed as you would for an in-person class

ENVIRONMENT

- **Find a quiet space to meet, shut the door, and mute yourself as necessary.**
- Your surroundings say a lot about you - **have a simple background** or use the zoom **virtual backgrounds** - Be sure that there is nothing visually distracting in the background. (e.g., pets, children or other people in your household, if outside – have a plain wall behind you – as much as possible)
- **Position yourself so that most of the light is coming from in front of you** (behind your monitor), instead of behind you. If you have a window behind you, shut the blinds. Don't sit directly in front or beside a bright light source, or else all the audience sees is a bright light and a shadowy figure. Experiment with moving lamps and your camera until you can see your brightly-lit face on the screen.
- **Find a suitable place to sit** –lying on the couch or in bed is not conducive for suitable interaction and learning.
- **DO NOT attend** any UAB class or coursework, conducted on zoom, while **driving a vehicle**. Please either plan your travel accordingly or find a safe place to stop to attend to the zoom meeting
- Make sure you **close unneeded applications** on your computer to keep the video optimally functioning.
- **Adjust your camera** if it is too low or high. Your camera should be at eye level.

OCCUPATION

- **Test your video and audio** before you enter the class or meeting
- Be sure to **mute your mic** (lower-left corner of your screen) as soon as you sign on and whenever you are *not* speaking. This is important and **perhaps the most critical tip** on this list to avoid background noise and distractions for others.
- **Initially turn ON your video**. Video is crucial in building trust and engagement in virtual communications.
- Once in the class and based on the guidance from the course director, **consider muting your video** (also on the lower left of the screen), particularly if you have to do anything that might be distracting to others.
- **Look at the camera**. This takes a bit of getting used to since you want to look at the other participants faces but try to look at the camera when you're talking. This tactic will mimic the in-person feeling of eye contact. It's important to gauge reactions by looking

at the screen, but alternating that with looking at the camera makes the audience feel like you're really talking to them.

- Avoid eating during your meeting. If you're grabbing a snack, a cup of tea or some bottled water, that's acceptable,
- **Try not to multitask too much.** If you're going to, at least mute yourself – avoid using your cellphone during class
- Think about your actions on camera - Always remember that everyone can see you - try to stay still and be attentive
- When you are speaking, **let others know that you are finished by saying one of these sign-offs:** "That's all." "I'm done." "Thank you." So that everyone knows you have finished your comments.
- If you want to speak, **physically raise your hand or use the "raise hand" feature** that is available at the bottom center of your screen.
- If you want to speak and you are muted – **"press the space bar"**
- Check with the course director if questions and comments can be presented using the **"Chat"** feature (also on the bottom and center of your screen).
- Do not send private chats during a class session. You need to understand that the "chat" feature creates an automatic record that is saved on the instructors computer, that includes messages to "everyone" as well as "private" - please limit chat to class comments and questions
- Remember to sign out or "leave the meeting" when the session is finished.

FINALLY, AVOIDING "ZOOM-BOMBING"

- Do not share meeting links publicly. Rather than posting a meeting link to a Facebook group or in a tweet, distribute information via a more private method, such as email.
- Second, set your meetings to "private." Zoom now sets all new meetings to "private" by default, requiring attendees to provide a password for access.
- Don't use your personal meeting ID. Every registered Zoom user has a personal meeting ID, linked to what is essentially a permanent virtual meeting room. Because that ID doesn't change, sharing it publicly increases the chance that future meetings using your personal ID might be Zoom bombed.
- To avoid risk, share your personal meeting ID only with your most trusted contacts. Generally, while Zoom will prompt you to use your personal ID for "instant" meetings, scheduled meetings will use a one-time meeting ID, reducing risk.
- Enable Waiting Room - makes it so that users joining your meeting do not immediately join the room but see a screen letting them know the host will let them in soon. The host of the meeting is notified when someone is in the meeting room and can admit them in or message them privately
- Lock the Meeting – once a meeting starts, the host can lock the meeting (found in the participants tab). This prevents anyone from joining even if they have the join link and

password. You will have to email the host if you inadvertently leave a “locked” zoom class such as if your internet dropped.

ACCREDITATION

The UAB Master of Science in Occupational Therapy program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

- Location: 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929.
- Telephone number: (301) 652-6611
- Accreditation email: accred@aota.org
- Web address is www.acoteonline.org.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states’ educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage

Therefore, upon satisfactory completion of the curriculum, including Level I & II Fieldwork, students are awarded the Master of Science degree and are eligible to sit for 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).

Individual state regulations must then 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).

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.

The Master of Science, Occupational Therapy degree program is designed to lead to a professional licensure in Occupational Therapy. While there is a national professional exam, National Board for Certification in Occupational Therapy (NBCOT) examination, associated with the occupational therapy licensure, specific licensure requirements still vary from state to state. UAB is working to develop an online, publicly accessible database to assist in providing this state-by-state information. In the meantime, if you are interested in learning about potential

professional licensure requirements in your state for a specific degree program, please contact the UAB State Authorization at stateauth@uab.edu

COURSES – SEQUENCE

COVID-19 update – course sequences maybe subject to change if conditions and context warrant – students will be notified of changes if necessary

Students enter the program with diverse academic backgrounds and life experiences. The curriculum's structure ensures that students have opportunities to share their abilities, knowledge and skills. Students will individually and collectively build upon and integrate their prior knowledge, while developing their occupational therapy identity. This is an important component of occupational therapy education. Further, the curriculum stresses problem solving, discussion, reading and writing, and analysis and synthesis of information. The use of traditional lectures is minimized and classes are regularly divided into small learning groups. Students are encouraged to learn through problem and case-based studies, cooperative learning, peer instruction, role playing and simulation while faculty assume the role of facilitator. Students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media. Students are also actively engaged in real-world problem solving, working with numerous community partners.

The curriculum leading to the Master of Science, Occupational Therapy has at its core a number of practice courses and fieldwork experiences, designed to prepare the student for generalists practice upon graduation. The student also completes basic science courses, research/evidence based courses and foundational knowledge courses that support the student for the content and rigor of the practice and fieldwork courses.

Index for course sequence below:

	Basic Science Courses					
	Research/Evidence-Based Courses					
	Foundational Courses					
	Practice Courses					
	Fieldwork Experiences					
Fall Sem. I	Spring Sem. II	Summer Sem. III	Fall Sem. IV	Spring Sem. V	Summer Sem. VI	Fall Sem. VII
OT620 Foundations of Occupation: Anatomy	OT623 Foundations of Occupation: Neuroscience					
	OT631 Foundations of Occupation: Biomechanics					

OT667 Research Methods		OT698 Masters Level Non-Thesis Research	OT698 Masters Level Non-Thesis Research	OT698 Masters Level Non-Thesis Research					
OT600 The Nature of Occupation				OT653 Using the Literature: Evidence-Based Practice					
OT606 Frameworks for Occupational Therapy Practice	OT605 Therapeutic Skills	OT662 Enhancing Occupational Performance: Orthotics & Other Modalities		OT674 Engagement in Occupations through Technology II					
OT607 Analysis of Occupational Performance	OT609 Barriers to Occupational Performance	OT673 Engagement in Occupations through Technology I		HP650 Management and Leadership Skills for Clinical Professionals					
OT595 Occupation and Health: Groups & Communities I	OT596 Occupation and Health: Groups & Communities II	OT597 Occupation and Health: Groups & Communities III	OT598 Occupation and Health: Groups & Communities IV	OT599 Occupation and Health: Groups & Communities V					
	Pediatrics		OT670 Occupation and Low Vision						
	OT622 Introduction to Occupations of Infants, Children & Adolescents	OT624 Occupations of Infants, Children & Adolescents							
	Mental Health								
	OT610 Mental Health Diagnosis Across the Lifespan	OT668 Mental Health Practice in Adulthood							
			Adult Physical Rehabilitation						
			OT625 Occupations of Adults and Older Adults I	OT665 Occupations of Adults and Older Adults II					
			OT661 Well-being & Health through Occupation						
	OT630 Fieldwork Preparatory Course	OT632 Fieldwork Experience I	OT633 Fieldwork Experience II	OT634 Seminar in Professional Readiness	OT685 Advanced Fieldwork Experience I	OT686 Advanced Fieldwork Experience II			

Students enter the program either:

- Following their undergraduate education (**Pathway I**).
- As undergraduate students just entering the university, whose academic goal is occupational therapy and apply for admission to the 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, including program prerequisites.

Fall - Semester I

OT595	Occupation and Health: Groups and Communities I	1
OT600	The Nature of Occupation	2
OT606	Frameworks for Occupational Therapy Practice	3
OT607	Analysis of Occupational Performance	3
OT620	Foundations of Occupation: Anatomy	4
OT667	Research Methods	3
Credit Hours		16

Spring - Semester II

OT596	Occupation and Health: Groups and Communities II	1
OT605	Therapeutic Skills	3
OT609	Barriers to Occupational Performance	3
OT622	Introduction to Occupations of Infants, Children & Adolescents	3
OT623	Foundations of Occupation: Neuroscience	3
OT630	Fieldwork Preparatory Course	1
OT631	Foundations of Occupation: Biomechanics	3
Credit Hours		17

Summer - Semester III

OT597	Occupation and Health: Groups and Communities III	1
OT610	Mental Health Diagnosis Across the Lifespan	3
OT624	Occupations of Infants, Children & Adolescents	4
OT632	Fieldwork Experience I	1
OT662	Enhancing Occupational Performance: Orthotics & Other Modalities	4
OT673	Engagement in Occupations through Technology I	3
OT698	Masters Level Non-Thesis Research	2
Credit Hours		18

Fall - Semester IV

OT598	Occupation and Health: Groups and Communities IV	1
OT625	Occupation of Adults and Older Adults I	4
OT633	Fieldwork Experience II	1
OT661	Well-being and Health Through Occupation	3
OT668	Mental Health Practice in Adulthood	4
OT670	Occupation and Low Vision	3
OT698	Masters Level Non-Thesis Research	2
	Credit Hours	18
OT660	<i>Seminar: Interdisciplinary Services/Developmental Disabilities (elective, by application)</i>	2

Spring - Semester V

OT599	Occupation and Health: Groups and Communities V	2
OT634	Seminar in Professional Readiness	2
OT653	Using the Literature: Evidence-Based Practice	3
OT665	Occupations of Adults and Older Adults II	4
OT674	Engagement in Occupations through Technology II	3
OT698	Masters Level Non-Thesis Research	2
HP 650	Management and Leadership Skills for Clinical Professionals	2
	Credit Hours	18
OT660	<i>Seminar: Interdisciplinary Services/Developmental Disabilities (elective, by application)</i>	2

Summer - Semester VI

OT685	Advanced Fieldwork Experience I	10
Fall Semester 2020		
OT686	Advanced Fieldwork Experience II	10
	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.

Fall - Semester I		*also taking HCM courses
OT606	Occupation Based Practice Models	3
OT607	Analysis of Occupational Performance	3
OT620	Foundations of Occupation: Anatomy	4
OT667	Research Methods	3
OT675	History and Theory of Occupation	2
	Credit Hours	15*
Spring - Semester II		
OT605	Therapeutic Skills	3
OT609	Barriers to Occupational Performance	3
OT623	Foundations of Occupation: Neuroscience	3
OT631	Foundations of Occupation: Biomechanics	3
	Credit Hours	12*
Summer - Semester III		
OT662	Enhancing Occupational Performance: Orthotics & Other Modalities	4
OT673	Engagement in Occupations through Technology I	3
OT698	Masters Non-Thesis Research	2
	Credit Hours	9*
Fall - Semester IV		
OT595	Occupation and Health: Groups and Communities I	1
OT661	Well-being and Health through Occupation	3
OT670	Occupation and Low Vision	3
OT698	Masters Level Non-Thesis Research	2
	Credit Hours	9
Spring - Semester V		
OT596	Occupation and Health: Groups and Communities II	1
OT622	Introduction to Occupations of Infants, Children and Adolescents	3
OT630	Fieldwork Preparatory Course	1

OT674	Engagement in Occupations through Technology II	3
OT698	Masters Level Non-Thesis Research	2
	Credit Hours	10
Summer - Semester VI		
OT597	Occupation and Health: Groups and Communities III	1
OT610	Mental Health Diagnosis Across the Lifespan	3
OT624	Occupations of Infants, Children & Adolescents	4
OT632	Fieldwork Experience I	1
	Credit Hours	9
Fall - Semester VII		
OT598	Occupation and Health: Groups and Communities IV	1
OT625	Occupation of Adults and Older Adults I	4
OT633	Fieldwork Experience II	1
OT668	Mental Health Practice in Adulthood	4
	Credit Hours	10
OT660	<i>Seminar: Interdisciplinary Services/Developmental Disabilities (elective, by application)</i>	2
Spring - Semester VIII		
OT599	Occupation and Health: Groups and Communities V	2
OT634	Seminar in Professional Readiness	2
OT653	Using the Literature: Evidence-Based Practice	3
OT665	Occupations of Adults and Older Adults II	4
	Credit Hours	11
OT660	<i>Seminar: Interdisciplinary Services/Developmental Disabilities (elective, by application)</i>	2
Summer - Semester IX		
OT685	Advanced Fieldwork Experience I	10
Fall - Semester X		
OT686	Advanced Fieldwork Experience II	10
Total Program Credit Hours		105



COURSE DESCRIPTIONS

From: UAB Graduate Catalog

<http://catalog.uab.edu/graduate/schoolofhealthprofessions/occupationaltherapy/#courseinventory>

OT595. 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.

OT596. 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.

Prerequisites: OT595 [Min Grade: C]

OT597. 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).

Prerequisites: OT 595 [Min Grade: C] and OT 596 [Min Grade: C]

OT598. 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.

Prerequisites: OT595 [Min Grade: C] and OT596 [Min Grade: C] and OT597 [Min Grade: C]

OT599. 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.

Prerequisites: OT595 [Min Grade: C] and OT596 [Min Grade: C] and OT597 [Min Grade: C] and OT598 [Min Grade: C]

OT600. The Nature of Occupation. 2 Hours.

Study of the complex nature of occupation and how it contributes to the experience of being human across the life span and through life transitions. Development of student's perspective of how health and well-being are influenced by the interplay of the person, their environment, and the nature of occupation.

OT605. Therapeutic Skills. 3 Hours.

Group theory and group dynamics; basic group and individual client-therapist interaction and evaluation skills; therapeutic skills and tools used in occupational therapy practice.

OT606. Frameworks for Occupational Therapy Practice. 3 Hours.

Introduction to fundamental concepts of Occupational Therapy frameworks, theory, philosophy, conceptual models and models of practice.

OT607. 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.

OT609. 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 individual's occupational performance.

OT610. Mental Health Diagnosis Across Life Span. 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.

OT620. Foundation 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 musculo-skeletal and peripheral nervous systems to enhance the understanding of conditions that will likely be encountered in the practice of Occupational Therapy.

OT622. 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.

OT623. Foundation of Occupation: Neuroscience. 3 Hours.

Advanced study of structure and function of central nervous system augmented with client examples.

OT624. Occupations of Infants, Children and Adolescents. 4 Hours.

Evaluation, intervention planning, implementation, and specific intervention strategies across diagnostic categories for children, birth through adolescents using a holistic approach. Focus on components of occupational performance and occupational performance issues related to adaptation and life satisfaction.

Prerequisites: OT622 [Min Grade: C]

OT625. 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.

OT630. Fieldwork Preparatory. 1 Hour.

Knowledge and ideas in preparation for upcoming fieldwork experiences throughout the program.

OT631. 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 client's joint range of motion and muscle strength.

OT632. 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.

Prerequisites: OT630 [Min Grade: C]

OT633. 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.

Prerequisites: OT630 [Min Grade: C] and OT632 [Min Grade: C]

OT634. Seminar in Professional Readiness. 2 Hours.

Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

OT653. Using the Literature for Evidence Based Practice. 3 Hours.

History of and rationale for evidence-based practice, introduction to typologies of evidence levels, search of data bases, developing clinical questions, critiquing evidence, analyzing bodies of evidence developed in response to research questions, and integrating evidence into clinical practice.

OT661. Well-being 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.

OT662 Enhancing Occupational Performance: Orthotics, Prosthetics, and other 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.

OT665. 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.

OT667. 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 on understanding components of the research report and concepts associated with judging of internal and external validity.

OT668. 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.

OT670. Occupation and Low Vision. 3 Hours.

Overview of issues related to individuals with vision loss referred for OT treatment in all practice settings across the lifespan.

OT673. Engagement in Occupation Through Technology I. 3 Hours.

Introduction to the relationship between occupation, health promotion, lifestyle, and health within communities, using occupational therapy models of practice to frame this critique. Evaluation and critique of the evidence base for current and emerging areas of occupational therapy practice and identification of potential service gaps.

OT674. Engagement in Occupation Through Technology II. 3 Hours.

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 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

HA650 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 that have roles in service provision for the described population.



GRADUATION CRITERIA

In order to matriculate from the Occupational Therapy Professional Program and to receive the Master of Science Degree, students must have:

- completed the 107 credit hours from the Master of Science, Occupational Therapy program required for graduation
- or 105 credit hours if the student is on the HCM/OT Fast-track
- have earned at a minimum B in all courses (note: one C is permissible) and achieved at least a 3.0 cumulative grade point; completed all required courses, have no incomplete courses, successfully completed two Level 1 and two Level 2 placements; and all the Master's level non-thesis research courses
- all tuition and fees must be up to date, and
- be in 'good standing' with the department and the graduate school.

Typically, the program is completed in 2.5 years.



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 M.S. Occupational Therapy program at UAB will:

- Demonstrate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy.
- Creatively implement occupation-based practice in current and emergent practice areas.
- Use current research and knowledge bases to guide professional reasoning, critical-thinking, and decision-making in the context of occupation-based practice.
- Implement the occupational therapy process to facilitate participation in valued occupations in order to promote health and well-being.
- Demonstrate an appreciation of the importance of community and professional service and collaboration.
- Exhibit professional behaviors consistent with the occupational therapy code of ethics.
- 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. Note: 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:

- 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.
- Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice.

- 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.
- 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.
- Maintain attention for 2 - 4 hours; tolerate days when classes or fieldwork may last 8 - 10 hours.
- Take and pass tests/quizzes in a variety of formats.
- Complete written assignments and produce written documentation in standard and organized English.
- Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
- Apply safety knowledge and judgment to a variety of situations.
- Comply with university, program, and fieldwork site rules and regulations.
- 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.
- Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
- Identify and select occupations that are goal directed and motivate and challenge clients.
- 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:

- Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy and confidence.
- Collaborate with classmates, clients, family members, significant others and team members.
- 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.
- Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
- 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.
- Orally present information to groups of people.
- 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.

- 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.
- Obtain information from clients, peers, faculty, supervisors and other professionals.
- Use therapeutic communication skills such as attending and active listening during therapeutic interactions; motivating and facilitating client behaviors in order to maximize client performance.
- 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.
- 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.
- Utilize the computer for communication and class assignments.
- Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
- Plan, guide and implement both individual and group interventions.

The student must possess sufficient professional behaviors to:

- Demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- 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.
- Exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct.
- Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
- Exhibit flexibility and adapt to changing environments and expectations.
- Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
- Tolerate working in environments where there is exposure to disability, illness, pain and death.
- 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.
- Maintain ethical standards including honesty, integrity and confidentiality, at all times.
- Produce the required volume of work in the expected time frame.

The student must possess sufficient physical and sensory skills to:

- Tolerate sitting up to 2 hours at a time, over an 8 - 10 hour period.
- Tolerate periods of physical activity up to 8 - 10 hours per day.

- 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.
- Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab and clinical settings.
- 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.
- 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.
- 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.
- Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head, and limb movements.
- Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
- 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.
- Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
- Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.
- Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
- Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork.

OT DEPARTMENT POLICIES AND PROCEDURES

ACADEMIC MENTOR

COVID-19 up-date - all meetings between faculty/staff and students will be conducted using zoom/telephone – face to face meetings will be strictly limited.

In the first fall semester of the professional program, each student will be assigned a faculty mentor who will be available to him/her throughout the program. Faculty mentors provide guidance on professional and academic matters, and as a resource for personal matters should they arise.

Students will meet with faculty mentors at least once each semester or as requested by the individual student or faculty. Commencing a few weeks after the start of the semester, all faculty will designate weekly “Mentoring Hours” and schedule students so that they have a minimum of one set-appointment per semester. In addition, “mentoring hours” will be also be set aside on a weekly basis for students to “drop-in” and meet with their mentor without an appointment.

(This is not “Office Hours” - which are available for all students to discuss academic matters related to courses with the specific course director)

Note: When students complete the didactic portion of the program and transition to Level II Fieldwork – ALL students will transition and be mentored by the Academic Fieldwork Coordinator for the duration of the program.

STUDENT RESPONSIBILITY – ACADEMIC PROGRESS:

Students are responsible for monitoring their university records. This includes checking the number of credits completed/needed for the Occupational Therapy degree, financial aid requirements and other university requirements such as vaccinations and health insurance. Students are also responsible for the timeliness and accuracy of all university, department forms and required documentation for fieldwork. Students should refer to the OT department, Graduate School and the University websites.

ACADEMIC “GOOD STANDING”

All students in the occupational therapy 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 occupational therapy program.

- Successful completion of all occupational therapy course work with a grade of B or greater, or pass (P) in pass/fail coursework
- Note: coursework is didactic as well as practical or clinical. Fieldwork or clinical education is included in the definition of coursework.
- Note: a grade of C in one occupational therapy course is accepted
- Earning a grade of C in **no more than 1 occupational therapy course**

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 occupational therapy 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 to petition for readmission is as follows:

A student, previously dismissed from the program based on failure to remain in academic “good standing”, may petition (in writing) to the Department Chair for reinstatement into the program.

Prior to writing to the Department Chair the student must have been absent from the program for a minimum of one semester.

Following that absence, the written petition must be received at least 60 days prior to the date the student wishes to be re-admitted to the program.

Upon receipt of the petition, the department’s Committee for Student Success (CSS) will be notified by the Department Chair to review the petition.

The CSS will respond to that charge by the Department Chair within 14 days, either with a:

- Formal recommendation to the Department Chair or
- Request for additional information from the student, which may include a request for the student to meet with the CSS.

If additional information or a meeting is required, following receipt of requested information or completion of a meeting, the formal recommendation will be submitted to the Department Chair no later than 30 days from the initial petition.

The Department Chair will consider the recommendations of the CSS and then make a decision regarding the request for re-admission to the program. The student will be notified in a prompt and reasonable manner.

All reinstatement decisions will include a personalized reinstatement plan, which may include requiring the student to take or repeat specific courses that are deemed necessary for success in the program.



The student will need to review the decision and reinstatement plan and acknowledge agreement in writing within 7 days of receipt.

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 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 <https://www.uab.edu/students/one-stop/policies/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.

ACCIDENTS

All accidents/incidents occurring in the department of occupational therapy are to be promptly reported to the faculty member in charge of the class. Incident reports must be filed with the Department Administrative Office within 48 hours of the incident. Failure to report accidents immediately may result in further action.

ADMINISTRATIVE REQUIREMENTS

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

- Record of immunization.
- Evidence of current criminal background check (CBC).
- Evidence of drug screen.
- 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.)
- CPR at the basic healthcare provider level.
- Health insurance.
- Standard precaution training.
- Certificate of malpractice insurance (provided by the department).
- A signed copy of the "Rights and Responsibilities of Student" form.
- Documentation supporting health conditions that may require reasonable accommodations on behalf of the community partner or fieldwork facility.
- 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 prior to initiating any out of class experience, including course-embedded experiences. For additional information, see the UAB Occupational Therapy Fieldwork Manual.



ATTENDANCE

This is a professional graduate education program. Attendance at all class activities and fieldwork is expected. It is the responsibility of each student to be on time for classes and professional appointments.

Students should note that 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. The Department of Occupational Therapy adheres to this policy when the absence is recognized as excused by the university. See:

<http://catalog.uab.edu/undergraduate/progresstowardadegree/#enrollmenttext>.

At all other times, absences, in a professional program, except for illnesses, death in the family and other emergencies, are seen as inappropriate. Therefore, missing course activities for other reasons may lead to an unexcused absence. Course activities include lectures, fieldwork rotations, seminars, labs, site visits and observations, exams, quizzes, class meetings, and so forth.

The departments' attendance policy, listed below, applies to both the didactic portion of the curriculum and fieldwork. HOWEVER, during fieldwork the student will refer to the attendance policy in the fieldwork manual that has more stringent requirements to ensure program compliance with ACOTE standards.

Students should also note that individual course directors may have more stringent attendance requirements in addition to the Departmental Attendance Policy. These requirements for attendance will be clearly indicated in the course syllabi.

The department's attendance policy states that:

- Regardless of the reason for missing any portion of a course activity, students are required to contact the department at (205) 934-3568 and then follow-up with an email to the course directors of all courses impacted as soon as possible, prior to the course activity. The department office personnel will notify the Program Director. The student will need to provide the reason for the absence.
- In the case of absences during level I or II fieldwork rotations, students will contact their Fieldwork Educator and Mr. Cunningham (Academic Fieldwork Coordinator) and follow the attendance policy for fieldwork, as described in the fieldwork manual. Regardless of the reason for missing a class, all students must document their plan to complete the course activities with the respective course directors.

Students are always responsible for meeting with the course director to discuss make up activities and are responsible for all course material missed regardless of reason for non-attendance.

If a student is requesting a planned absence to be considered an excused absence, the student must request this to the Program Director via email at least one month prior to the planned event. Failure to email the Program Director will result in classification of the absence as unexcused. In the case of an emergency such as a death in the family or an illness, as

documented by a physician, an email requesting an emergency excused absence, with the attached paperwork, must be sent to the Program Director no later than 24 hours following return to class.

Excused absences may also be approved for attendance at one-time “special functions”. Examples of special functions may include family weddings, job interviews, birth of a child, conference attendance, etc. As much as possible, these events should be scheduled outside of class time. Students are expected to limit the time missed as much as possible; arranging flights and reservations appropriately, and with the increased workload for their course directors in mind. For non-emergency one-time “special functions” a completed Absence Petition Form must be submitted at least 1 month prior to the proposed event. This “special function” absence **will only be permitted once in an academic year** and therefore the student is expected to limit and prioritize their use. The spirit of this provision is that it will be kept to a minimum. If there is a request to exceed the one permitted absence, this decision will be solely at the discretion of the Program Director.

In the case of a student having to miss coursework for illnesses that result in a short absence, (such as colds, severe headaches, 24 hour viruses and so forth, that do not necessitate a visit to a doctor or other healthcare professional), students will send an email to the course director explaining the absence, as stated in this policy. It is solely at the discretion of the course director as to whether or not missed coursework can be made-up, depending on the course syllabi policies. Physician documentation for these short, unexpected absences may be required by the course director in order to waive assignment deadlines or if an examination was missed.

Note: Routine appointments (including medical appointments), vacations, reunions, or similar events are **NOT** considered excusable absences.

Students who miss more than two full class period during any academic semester either by repeated tardiness or by unexcused absence 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.

There are some activities that are impossible to re-create. The program cannot guarantee that all work missed for an excused absence can be made up. The option to make-up class activities and/or laboratories is at the discretion of the course director. Some activities (including laboratories) due to their complex, time intensive, and/or cost intensive nature will not be able to be made up. Students should not expect that an exact makeup version of all course activities (exams, assignments, site visits, lab experiences) will be available. This is particularly relevant to high stakes examinations and assignments, such as mid-term, finals and lab practicals, where there is no guarantee that an alternative will be offered and the student will need to accept the consequences of missing these on their overall grades.

No make-up exams will be given for unexcused absences.

TARDINESS

Tardiness is unprofessional and disruptive to other students. 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, which will be counted as an unexcused absence.

CELL PHONE/LAPTOP/TABLET USE

While it is understood that cell phones are important to students they are extremely disruptive in the classroom.

Therefore, students must:

- not answer phones, text or e-mail during class or lab times.
- during class turn all phones off.
- switch to silent mode when entering the School of Health Professions building.

Remember at all times your phone conversations can be overheard by others in the building and can be disruptive to the learning of others.

Students are expected to contribute to the development of an optimal learning environment for themselves, classmates and course director. Cell phones, computer and tablet use are extremely distracting in class when used for activities unrelated to course objectives. Therefore, course directors reserve the right to prohibit laptop/tablet/cell 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 a computer/tablet/cell phone for purposes other than those related to course objectives may result in:

- Student dismissal from the remainder of the class.
- Loss of grades, such as participation points, for class sessions that the student is dismissed from.
- Loss of privilege to use a computer or other related device in class for the remainder of the semester.
- Further disciplinary action for repeat offenses.



RECORDING LECTURES AND/OR LAB SESSIONS:

COVID-19 update – classes will be a mixture of in-person and on-campus instruction and remote learning components – therefore classes will typically be recorded and made available to students

Students who wish to record (video or audio) lectures or laboratory sessions must first ask the course director and all people to be recorded for permission. If all parties agree, the recording must only be used for personal education. Students must not allow the file to be posted in the public domain (e.g. youtube, Facebook, Instagram, etc.) or using the recording for other purposes without additional permission from the course director.

CELL PHONE/LAPTOP/TABLET USE IN CLINICAL SETTINGS OR OFF-CAMPUS SITES

Students are expected to contribute to the development of an optimal learning environment. Cell phones, tablets, computers are only permitted to be used during lunch hours, breaks and other similar times, and not during times when clients, guests or guest instructors are present, unless previously permitted by faculty or guest instructor to support course objectives.

Clinical and other off-campus sites have increasingly stringent policies related to the use of cell phones/computers and tablets and students need to be aware that the consequence of breaching these policies can be significant, including disciplinary action against the student.

CLASS BREAKS

Course directors will be mindful to ensure that regular breaks are allowed during lectures and/or lab sessions. Please minimize disruption to the learning environment associated with students leaving the classroom or eating outside of break times; and also by returning promptly upon completion of a break

COVID-19 update – strict classroom use policies will be implemented this fall including limits on the consumption of food in the classrooms – drinks and snacks will be permitted

COURSES

Classrooms, dates and times of classes for each semester will be indicated on schedules distributed prior to the first day of class each semester. Note that the Department of Occupational Therapy uses designated classrooms and therefore provided schedules may differ slightly from those posted on BlazerNet.

Until the schedule is finalized for each semester, it is not possible to project class meeting times. Classes and lab experiences are scheduled on a regular basis during the semester. Occupational Therapy classes will generally be scheduled between 8am and 5pm, Monday to Friday. On occasion, however, a class may have to meet outside of these times. Students are expected to be on time for all classes.



COVID-19 update – course scheduling will be developed to promote social distancing and limitations on the number of OT students in the classrooms/building at any one time

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.

EMAIL

The University of Alabama at Birmingham provides email services to faculty, staff, and students. Please note that all email messages, documents, and correspondence and data obtained through UAB or UABHS network resources are considered UAB property. Students should review and be mindful of the following:

<https://www.uab.edu/it/home/email-use-guidelines>

<https://www.uab.edu/policies/content/Pages/UAB-AD-POL-0000723.aspx>

Faculty, staff and students are expected to use their UAB email for all email correspondence.

EMERGENCY PLAN – SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions Building Emergency Plan can be found at:

https://www.uab.edu/shp/home/images/PDF/SHPB_BUILDING_EMERGENCY_PLAN_2019.pdf

Students, faculty, staff and visitors to the department should review this plan and be aware of the necessary response to the different emergencies listed.

ETHICS/CONDUCT

Students are expected to conduct themselves in a manner appropriate to a professional person, and to abide by the Code of Ethics set forth by the American Occupational Therapy Association (AOTA). A copy of the *AOTA Code of Ethics* can be found at:

<http://www.aota.org/Practice/Ethics.aspx>

The Occupational Therapy Code of Ethics (2015) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice.

AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code of Ethics is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

- It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles.
- It delineates enforceable Principles and Standards of Conduct that apply to AOTA members

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.

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 at (205) 934-3568 before the exam time and then follow-up with an email to the course director(s) as soon as possible to explain the problem preventing them from taking the exam.

- 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.
- 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.
- Students will be given random assigned seats for all examinations. Students must sit where they are assigned.
- 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).
- 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.
- Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
- Once the examination starts, students shall not communicate in any way with any person other than the faculty.
- Students must not start writing until given permission to do so by the faculty.
- Students must stop writing immediately when they are instructed to do so at the end of the examination.
- 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.
- 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.
- 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 course director within one week of the date the examination was administered. This notification by the student should explain in detail why this question seems to be flawed. The course director will investigate all questions brought to his/her attention in this way, and may make allowances in the grading process, if appropriate. The course director's decision on this is final.

- Normally, the course director returns graded exams within two weeks and provides a review session to discuss the correct answers.
- All examination/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. Under no circumstances is a test/examination to be duplicated, retained by the student (unless allowed by the course director) or posted or distributed in any manner.
- During the semester, examinations are held at the discretion of the course director; 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 course director 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.
- In terms of assignments, projects, and other coursework, the course director 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 course director in terms of when work will be returned. Problems in receiving graded work within a reasonable time period may be discussed with the Program Director when the course director does not respond to student requests for return of work.
- A student breaching any of these examination or coursework procedures will be reported to the Department Chair/Program Director and the matter will be considered in accordance with University Regulations.

FACULTY AVAILABILITY

COVID-19 up-date - all meetings between faculty/staff and students will be conducted using zoom – face to face meetings will be strictly limited

Please be aware that while our primary goal as faculty members is to facilitate student learning, all faculty have other responsibilities, which demand time and attention. These roles range from involvement on committees to research and client care.

All faculty will have regular, scheduled:

- Office hours that are identified in course syllabi, posted outside their offices 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.
- Mentoring hours that include both scheduled appointments and “drop-in” opportunities to meet with the student’s identified mentor.

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.

FACULTY TITLES

Faculty are to be addressed by their title (Ms., Mr., Dr., etc.) and last name. The climate in the department is student oriented and faculty members strive to be approachable and have the common goal of excellence in 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 also be addressed by their title (Ms., Mr., Dr., etc.) and last name.

This applies to all forms of communication (verbal, written, electronic) with faculty, staff, fieldwork educators and guests. Students should demonstrate a high standard of professionalism and respect in all interactions with others.

FIELDWORK LEVEL I

In addition to didactic course work, the student is required to complete a series of Level I 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/community settings. Fieldwork experiences are embedded throughout the program, and students are also required to complete two separate, traditional one-week level I placements.

COVID-19 up-date – the current climate is limiting the use of traditional clinical sites. ACOTE standards allow alternative methods to achieve the required competencies and therefore students will have a series of experiences to achieve the level I standards

FIELDWORK 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 Occupational Therapy Fieldwork Manual for specific policies related to all fieldwork experiences

COVID-19 up-date – the use of clinical sites is presenting significant challenges but UAB OT continues to work diligently to secure sites while maintaining student safety as the first priority

FIRST AID KIT

First Aid kits can be found in classrooms 124 and 125. Students or faculty will find band aids, gauze, antibiotic ointment, and others supplies available in the kits. Students and faculty should notify the department if supplies are being depleted so that the kits can remain stocked appropriately.

Please see section: Accidents

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 (superior performance)
89-80%	B (adequate performance)
79-70%	C (performance only minimally adequate for a graduate student)
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 Department of Occupational Therapy 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. Future practice as an occupational therapist demands at least a minimal level of competence; therefore, the student must achieve at least a "B" level of performance for progression to the next sequence of occupational therapy courses (a grade of C in one occupational therapy course is accepted). **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, note the section on Academic "Good Standing".**

GRADES

The assignment of grades is the responsibility of the individual faculty member. General guidelines are available for each academic experience that outline criteria for awarding grades. If a student believes that a grade was awarded inappropriately, the student may first request that the course director reconsider and, if necessary, request a review of the grade by the Program Director. The Program Director's decision will be final. If the Program Director is the course director, the Department Chair will review the decision and his/her decision will be final. The Program Director/Chair will respond within five (5) workdays after notification.

If a student receives a final grade of F due to academic misconduct, the student may appeal the grade to the Program Director and then to the Chair. If the student believes that the decision of the Chair is unfair then he/she may appeal to the Assistant Dean for Academic Affairs and then to the School of Health Professions' Dean. The Dean's decision will be final. The responses of the Program Director, Chair, Assistant Dean and Dean will occur within five (5) workdays from receipt of the student's request. The student must initiate the appeal process within 30 days of the date that the grade was posted.

See: School of Health Professions: Grievance Procedures for Violations of Academic Standards at:

https://www.uab.edu/shp/home/images/PDF/SHP_Student_Academic_Conduct.pdf

GUIDELINES FOR STUDENT USE OF SPACE AND RESOURCES

COVID-19 up-date – the use of classroom space will be strictly limited and controlled for the foreseeable future. Students will receive separate instructions related to times and behaviors expected in classrooms

The Department of Occupational Therapy is in the privileged position of having classrooms allocated solely for the use of the department. Students have access to these rooms at all times using their OneCard. Use of the OneCard is tracked centrally for purposes of monitoring security of department areas.

Classrooms may be used by students for professional and education purposes only. Classrooms must be kept clean and tidy at all times, including the assessment kitchen and bathroom areas.

Food consumption in the classrooms must be kept to a minimum, except for approved lab activities. Beverages in containers with lids may be used in the classrooms.

Failure to maintain any area to a high standard may result in the removal of the privilege to use the facilities outside of scheduled class times. Students should be courteous of noise levels and disruption when between classes.

Students may not invite people outside the department into the classrooms without prior permission from the Department Chair/Program Director.

COVID-19 up-date – people outside the department will not be permitted in the school building or department classrooms.

UAB's policy states that individuals are not allowed to attend University courses unless officially enrolled for class through the appropriate registration process.

Students, faculty and staff are responsible for ensuring that these areas remain secure by keeping doors closed/locked at all times. Access to the classrooms is limited to the department and a limited number of key individuals only. Therefore, any actions that compromise safety, such as propping doors open, allowing others into the rooms and so forth, will not be tolerated.

CHILDREN IN UNIVERSITY COURSES

While there are some exceptions related to teaching and lab practicals, the position on children being brought into classrooms is that:

It is not appropriate for students to bring child into a classroom or course. The University only allows currently enrolled students to attend University courses:

<http://www.uab.edu/students/academics/register-for-classes>.

Additionally, the university has adopted the following policies regarding minors in the laboratory: <http://www.uab.edu/ohs/research-safety/minors-visiting-scientists-volunteers-uab-research-labs>.



COVID-19 up-date – children are not permitted in the School of Health Professions at this time

IDENTIFICATION BADGES

COVID-19 up-date – the School of Health Professions will remain on lockdown for the foreseeable future. Access will only be permitted using a OneCard badge. It is critical that individuals do not let others into the building.

Students are provided with a UAB Campus OneCard photo identification badge, as well as a supplemental identification name badge. **Students must wear their OneCard badge at all times in and around the campus.** Any student who is seen not wearing a badge may be asked to leave the premises.

The supplemental name badge will be used to identify each student as an Occupational Therapy Student and must be worn over the UAB Campus OneCard. **Students must have both cards on them at all times, for both on campus and off campus activities.**

The UAB Campus OneCard is the card used to gain entrance into the School of Health Professions Building and the appropriate classrooms.

The supplemental name badge is only used for identification purposes.

If a student loses the UAB Campus OneCard he/she must report this to the staff in the Department of Occupational Therapy, for information on how to obtain a replacement. If a student loses a supplemental name badge, he/she must report to Mr. Cunningham, Academic Fieldwork Coordinator, SHPB 349 for information on how to obtain a new one. The student will be responsible for all associated costs for replacing either the UAB Campus One Card and/or the supplemental name badge.

INCOMPLETES

COVID-19 up-date – the university has been implementing greater flexibility in the use of “incompletes” to support students at this time. The department will continue to adhere to the university position on this.

The Department of Occupational Therapy faculty do not give grades of “Incomplete” for failure to meet due dates for course assignments, except when extraordinary circumstances prevent compliance. The circumstances include, but are not limited to, COVID-19 related circumstances, severe illness, death in the family, and so forth. A student must discuss the need for an incomplete with the respective course director. The incomplete must be made up and grade assigned in line with the university policy at that time.

LABORATORY EXPERIENCES

COVID-19 up-date – the safety of students and faculty will be the key priority during laboratory experiences. Strict guidelines will be followed and appropriate personal protective equipment (PPE) will be provided and used when necessary. Students will receive instruction from individual course directors to the expectations for specific sessions.

Students should realize that many courses require the student to examine and be examined by other students, and to practice learned techniques and procedures under the supervision of faculty members. As a result, occupational therapy laboratory sessions may require the student to dress in a manner that allows that the body part to be evaluated and treated can be adequately exposed. Course directors will inform students if the required dress code does not align with the standard dress codes outlined in this handbook.

During any given laboratory session, students are responsible to disclose to the instructor any physical or medical condition that might make receiving certain examinations and techniques inadvisable. In no instance will a student be penalized if a physical or medical condition prevents him or her from receiving certain examinations or treatment procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques; i.e., the student is required to meet the essential functions of the occupational therapy program. Reasonable accommodations may be implemented so that performance occurs.

Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical problems without supervision from a certified and state licensed occupational therapist. The professional liability insurance that covers each student only covers the student when providing occupational therapy interventions with the appropriate supervision sanctioned by the University of Alabama at Birmingham (with a current Memorandum of Understanding).



In the same regard, students should not ask faculty for advice or to treat any medical conditions – physical or psychosocial.

LEAVE OF ABSENCE

If a student has to take a leave of absence, he/she should first speak to the Department Chair/Program Director 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.). 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 Department Chair/Program Director 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 Occupational Therapy Fieldwork Handbook.

LEAVE OF ABSENCE - PREGNANCY

A student who is pregnant is asked to notify course directors/laboratory personnel 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. Complications related to the pregnancy should be discussed immediately with the Program Director/Department Chair if it is expected that participation in the curriculum may be impacted.

The Department has had many students who have been pregnant (or students whose significant other is pregnant) and have given birth while in the program and at all stages. As long as the necessary absences for medical appointments and for the birth are carefully

planned then absence of this nature will not typically impact the students' progression through the program.

LOCKERS

COVID-19 up-date – until further notice the use of lockers will not be permitted due to the requirement to maintain social distance and avoid people congregating in the corridors

Student lockers are available in limited supply. They are located in the hallway outside classrooms 124/125 on the first floor. Lockers are available on a first come first serve basis. Students are responsible for purchasing suitable locks and removing them at the end of the semester. Students are reminded not to leave valuables unattended; the department is not responsible for locks or the contents of lockers.

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.

PROFESSIONALISM

Professional conduct includes behaving with courtesy and respect towards classmates, clients, staff, classroom and department visitors and faculty. Personnel in the Department are here to help the student develop professional attitudes, and knowledge and skills in occupational therapy. This process is best fostered in a climate of mutual respect and high expectations.

Professional relationships and mentoring established within the department and school are part of the department's overall top-down approach to developing professionalism. A top-down approach emphasizes role modeling and immersion in both a professional culture and professional activities. Students have opportunities to participate in professional occupational therapy associations at both state and national levels, as well as student organizations within the department. Through such engagement, students gain experience in active volunteerism and leadership, which fosters the development of humanitarianism, integrity, and accountability. Participation in professional opportunities also promotes a critical awareness of personal behaviors and respect for others.

The faculty take professional behaviors seriously. When a student demonstrates inappropriate professional behaviors, faculty will meet with the student to discuss the behavior and a plan to improve behaviors will be developed.



PROFESSIONAL DRESS CODE

COVID-19 up-date – additional dress code requirements related to the use of PPE and other protective items, in all settings, will be discussed by course directors as it relates to specific context.

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.

The University of Alabama at Birmingham has strict professional dress code guidelines for all students. Students are expected to be well groomed and to portray the appearance of a responsible health professional while in attendance at any activity associated with the profession and department. It is the student's responsibility for dressing appropriately. The professional standards, goals, and objectives of the occupational therapy program require appropriate behavior and attire in the classroom/educational environment at all times. Unprofessional attire may not be worn at any time when a student is representing UAB as an institution – on or away from campus.

Failure to comply with the 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.

IN ALL SETTINGS

Photo Identification: UAB photo identification must be worn at all times (on campus and during off-campus activities affiliated with UAB and during fieldwork). UAB photo identification badges must be secured above the waist, with the photo facing forward and clearly visible to others.

Personal Hygiene: Students need to manage their own personal hygiene to avoid offensiveness in close physical interactions with clients, visitors, students and instructors. Body odor/smoke

or other odors are not acceptable. Use of deodorants and/ or antiperspirants is encouraged. Perfumes or other strong fragrances are not acceptable.

Nails: Fingernails are to be kept short and clean to avoid skin trauma or contamination. Nail polish should be well maintained in classes and labs. Please note that nail polish is not appropriate in clinical settings and should not be worn in clinical situations to minimize infectious disease concerns.

Hair: All hair should be clean and well-groomed at all times. During labs or during other simulated or actual client interactions, hair should be secured (pulled back/up) in a way that it will not interfere with management of clients or use of equipment.

Hats and head coverings: Hats are not acceptable. Head coverings are allowed when worn for religious, cultural, medical or ethnic observations (please discuss with the Program Director).

Jewelry: Jewelry should be minimal, with no sharp edges, in order to avoid risk to others or self during simulated or actual client interactions (in the classroom, during labs or practical exams, or during community-based and other off-campus clinical education experiences).

Clothing: Clothing should be clean and neat, free of rips, holes and excessive wrinkles or frayed hems. Clothing should not be tight or thin enough for undergarments to be visible.

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.

CLASSROOM DRESS CODE

In addition to the “In All Settings” guidelines, classroom dress code includes the following:

- **Upper Body:** Tops should provide coverage of the shoulders, chest and torso area. Sleeveless tops must be at least 3 inches wide at the shoulders. Low cut tops, or short tops that do not fall below the level of the pant or skirt waistband are not considered appropriate attire. Top/shirts should not gap when bending forward nor ride over the lower back region when moving or raising your arms overhead.
- **Lower Body:** Shorts, dresses, or skirts must be 3” above the knee or longer. Track, basketball, or other athletic shorts are not acceptable. Yoga pants, spandex, and sweatpants are not acceptable. Leggings can be worn when paired with a dress or tunic-length shirt.
- **Footwear:** Shoes should be clean, in good condition and must be worn at all times, even when seated (no bare feet). Closed toe shoes, including running shoes or sandals that cover the majority of the foot are strongly encouraged at all times. Flip flops are not acceptable.

GUEST LECTURE ATTIRE: When guest lecturers are scheduled to be in the classroom, official UAB OT department polo shirts and khaki, black or navy-blue solid color pants **MUST** be worn (no denim). Sweatshirts or sweaters may not cover the polo. Students may wear a cardigan sweater or a plain colored long-sleeved shirt under the polo if they anticipate being cold during the guest lecture.

CLASSROOM OR EXTERNAL PRESENTATION ATTIRE: Business or business-casual dress will be required at the discretion of the course instructor. Please ask for additional guidance about what constitutes business or business-casual dress as needed prior to the presentation.

LAB ATTIRE IN THE CLASSROOM: Lab attire may be acceptable in the classroom setting if a student does not have adequate time to change between classroom and lab activities. This needs to be cleared with the course instructor and does not apply when guest lectures, outside guests or presentations are scheduled.

LABORATORY DRESS CODE

Wearing appropriate lab 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 course instructor and may differ from the general policy).

In addition to the "In All Settings" guidelines, laboratory dress code includes the following:

- Upper Body: T-shirts, sweatshirts, and scrub tops are acceptable. There may be times students are asked to wear tank tops or sports bras to identify bony prominences or to assess movement. Students will be notified ahead of time and are encouraged to discuss with their lab instructor if they are uncomfortable with that request.
- Lower Body: Track, basketball and other athletic shorts are acceptable. Yoga pants, spandex, scrub pants, and sweatpants can be worn. Athletic (tennis) shoes and socks must be worn and in good condition.

ACADEMIC SKILLS COMPETENCIES/LAB PRACTICAL/OFF CAMPUS CLINICAL EDUCATION DRESS CODE

In addition to the "In All Settings" guidelines, the following dress code applies during academic skills competencies, lab practicals, and/or during off-campus community-based experiences, unless stated otherwise by the course instructor:

Clothing: Official UAB OT department polo shirts and khaki, black or navy-blue solid color pants **MUST** be worn (no denim). Sweatshirts or sweaters may not cover the polo. Students may wear a cardigan sweater or a plain colored long-sleeved shirt under the polo if they anticipate being cold. Clothing worn in these settings/situations must be neat and clean to avoid contamination

in clinical settings/situations. They should be removed for cleaning as soon as possible after leaving any clinical site to reduce contamination to your personal surroundings.

Shoes: Closed-toe shoes with rubber soles must be worn. Shoes should be clean and in good condition.

Nails: Nails should be clean, trimmed, and free of polish. No artificial nails. Nail length must be kept to a minimum to avoid skin trauma or contamination.

Jewelry: All jewelry should be minimal. Excessive jewelry, dangling earrings or large hoops, and facial piercings are not permitted.

Tattoos: Visible tattoos are not acceptable. Either clothing or a derma-blend product should cover all tattoos.

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.

PROFESSIONAL & STUDENT ORGANIZATIONS

American Occupational Therapy Association

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.

Mission Statement

To advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.

Vision 2025

As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

AOTA is only strong because of member support and participation and therefore the department and faculty **expect all UAB occupational therapy faculty and students to be members of their national professional organization.**

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 and links for joining can be found at:

<https://www.aota.org/AboutAOTA/Membership/AOTA4Students.aspx>

Follow AOTA on social media: students have many [opportunities to network with and learn](#) from AOTA leaders, educators, researchers, experienced OTs and OTAs, and fellow students.

**my mask protects you
your mask protects me**



UAB THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Alabama Occupational Therapy Association

The Alabama Occupational Therapy Association (ALOTA) is a member organization. ALOTA is the state-based professional organization and public voice for the occupational therapy profession within Alabama. Members consist of occupational therapists, occupational therapy assistants, occupational therapy students, and corporate sponsors who employ occupational therapy personnel. ALOTA is a state affiliate of the American Occupational Therapy Association (AOTA), which is the national professional association. ALOTA and AOTA share the common goals of working to advance the profession of occupational therapy, the public's awareness of and access to needed occupational therapy services, and the contributions of occupational therapy to health, wellness, productivity and quality of life.

For more information visit: www.alota.org

World Federation of Occupational Therapy (WFOT)

The WFOT was founded in 1952 and is the official international organization for the promotion of occupational therapy. Since its inception, the Federation has done much to develop minimum education standards and clinical practice throughout the world. Each official OT association of a country is eligible to become a member, as can individual certified therapists. The Federation holds a general conference once every four years. Delegates and individual members from countries throughout the world convene to exchange ideas and information.

To join WFOT as an Individual Member please contact the American Occupational Therapy Association. For more information see: www.wfot.org

Graduate Student Government

The vision of the GSG is to protect and promote the interest of graduate students, provide a forum for graduate students to voice concerns on academic and non-academic issues, and enhance the quality of education and research at the University of Alabama at Birmingham. For more information: <https://www.uab.edu/gsg/>

Pi Theta Epsilon

Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. PTE recognizes and encourages superior scholarship among students enrolled in accredited educational programs across the United States. For more information:

<https://www.aotf.org/Pi-Theta-Epsilon>

Each year the Alpha Beta Chapter of PTE, founded at the University of Alabama at Birmingham (UAB) in 1988, inducts new members.

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.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

Part of UAB's mission is to champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel. In that spirit, COTAD mission is to meet society's occupational needs by developing local and national initiatives and aligning with key stakeholders to create a socioculturally diverse workforce that is able to provide culturally sensitive and client-centered services to occupational therapy consumers.

COTAD Chapters are designed to support occupational therapy students to work together to develop and promote diversity and inclusion within occupational therapy education programs and in the profession. Each Chapter is designed to create opportunities and resources to foster open conversation and increase awareness of different lived experiences to increase cultural humility.

OT Student Ambassador Program

The Student Ambassador Program is 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 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 admissions coordinator, Mr. McAlpine.

Quality Improvement: Course Evaluations

Students are typically asked to evaluate a selection of the courses they take through an on-line course feedback system (IDEA). Student anonymity is protected, enabling the student to provide honest and accurate assessments of course content and instruction.

RECORDS

Policy can be found in the Occupational Therapy Student Handbook

In addition:

Student Records Policy (One Stop Student Services) at: <https://www.uab.edu/students/one-stop/policies/student-records-policy>

UAB Records Retention Policy at: <http://www.uab.edu/policies/content/Pages/UAB-AD-POL-0000708.aspx>

UAB graduate school records policy at: <https://www.uab.edu/graduate/current-students/prospective-students/23-students/catalog/69-general-academic-requirements>

REFERENCE REQUESTS

Faculty is under no obligation to provide references for students. Students are responsible for asking for a professional reference beforehand, and completing a 'Release for Recommendation' form, available from faculty. References will be provided under university/department policies, and **cannot be given before receiving the form.**

SCHOLARSHIPS

Keep updated on available scholarships by visiting the following links:
<http://www.uab.edu/shp/home/admissions-tuition/scholarships>

<http://www.aota.org/education-careers/find-school/aid/scholarships.aspx>

SOCIAL MEDIA

Social media, such as LinkedIn, Twitter, Facebook, YouTube etc., can be a useful communication tool, but occupational therapy students should use these forums judiciously. Use of social media 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). Occupational Therapy 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.

Available at: <http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Advisory/Social-Networking.pdf>

UAB welcomes individuals and academic/organizational units to identify their role at UAB publicly on social media. Be aware that by doing so, you are representing UAB and therefore subject to UAB's conduct policies. Students are subject to the [Academic Honor Code](#) and [Student Conduct Code](#). Faculty, staff, employees and other members of the UAB community are subject to the [Code of Conduct](#).

Academic/organizational units are free to create and maintain a presence on social media that is professional, technically secure and does not violate university web policies or laws that govern the dissemination of public information. These include [UAB's Digital Mass Communications and Content policy](#), [UAB IT's Acceptable Use Policy](#), as well as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). These policies are part of the implicit and explicit agreement you make with UAB for the use of its resources, including its logo and branding.

SOCIAL NETWORKING WITHIN UAB OT

Students in the Department of Occupational Therapy need to be aware that, when posting on any social media, students must adhere to privacy and confidentiality guidelines and laws. Students should never be discussing or posting pictures of classroom guests, any material about a patient, client or family, or even a work setting – these are HIPPA and confidentiality violations. 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.

The Department of Occupational Therapy restricts “friending”, “linking”, “following” on personal social media sites between faculty/staff and students. The only exception to this might be a professional site, such as “LinkedIn”. Maintaining appropriate professional boundaries, while a student is enrolled in the program, means that faculty-student, staff-student merit close consideration of the implications and nature of interactions on social media.

The Department of Occupational Therapy and the students of the Department of Occupational Therapy actively participate on several social networks – consider connecting with your department and colleagues:

Department Pages

[Facebook](#)

[Twitter](#)

Student Pages

[Facebook](#)

[Twitter](#)

[Instagram](#)

STUDENT PHOTOGRAPHS

Each member of the entering classes will be asked to pose for photographs, usually during New Student Orientation. These pictures are used to make a composite picture of the entire class. The pictures are also used for our records. Students will be informed where and when the photographs will be taken.



STUDENT SUPPORT AND RESOURCES (ACADEMIC)

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/disability/>

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>

TECHNOLOGY REQUIREMENTS

COVID-19 update – access to shared resources throughout the School of Health Professions will be strictly limited for the foreseeable future to control the spread of the Coronavirus

There are a limited number of computer workstations available in the Learning Resource Center and Libraries.

All students must have access to a computer that allows them to complete all coursework and general curriculum requirements. Students are responsible for knowing how to operate the computer systems and the software packages required, including the capability to use the university's lock-down browsers for testing. (Please reference the UAB IT website for recommendations on computer specifications and software availability 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.

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.

WITHDRAWAL - COURSE

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.

WITHDRAWAL - PROGRAM

A student may choose to withdraw from the program, but is encouraged to engage in an exit interview with the Department Chair/Program Director. 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.

WRITTEN ASSIGNMENTS

Students should follow instructions for written assignments as provided by the course instructors. In general, the Department of Occupational Therapy recommends [American Medical Association \(AMA\) style of referencing](#) for assignments.

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, all students, faculty and staff will be required to sign that they acknowledge and understand the contents of the student handbook