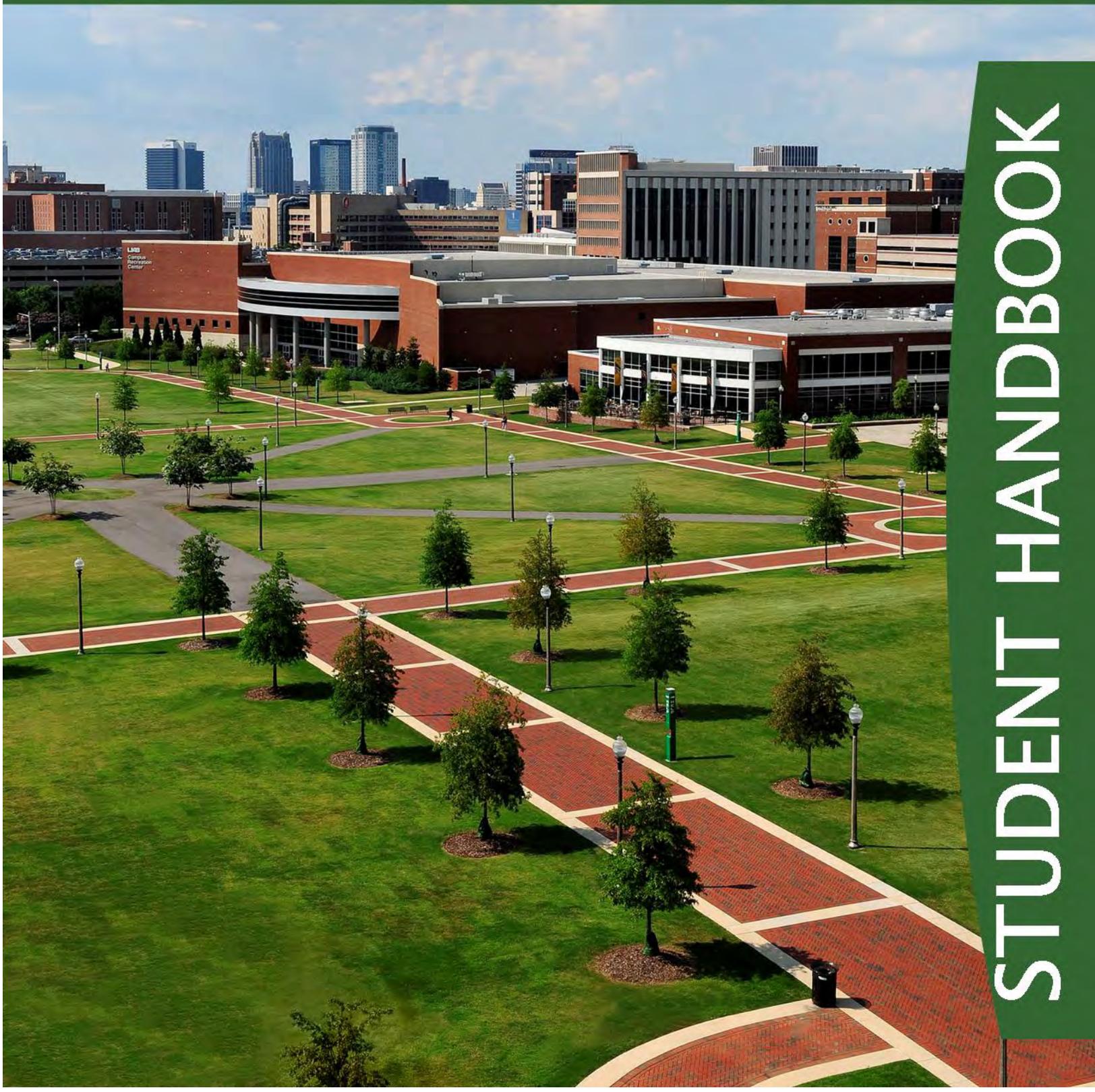


UAB THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM
School of Health Professions

Department of Occupational Therapy: 2013 - 2014

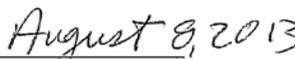


STUDENT HANDBOOK

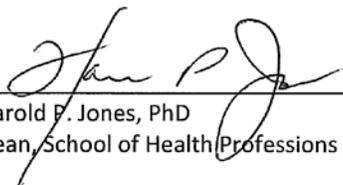
SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF OCCUPATIONAL THERAPY
2013-2014 ACADEMIC HANDBOOK



Brian J. Dudgeon, PhD, OTR, FAOTA
Professor and Chair
Department of Occupational Therapy



Date



Harold P. Jones, PhD
Dean, School of Health Professions



Date

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Dean's Welcome Message

Welcome to the University of Alabama at Birmingham School of Health Professions, one of the nation's educational leaders in the health care industry.

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

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

Several of our programs rank in the nation's top 30 by *U.S. News and World Report* including our master's in health administration ranked at number five, entry level Physical Therapy at number 19, Physician Assistant program at number 25 and Occupational Therapy at number 29. We continue to rank at the top of the list in research funding from the National Institutes of Health, and SHP is the only school in the country to house both a NIH-funded Nutrition and Obesity Research Center and an NIH Diabetes Research and Training Center.

What this means to you is that you will graduate with a degree with an esteemed reputation, job opportunities in the health care industry that will continue to grow in the next decade, and a chance for you to make a difference in your field.

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

Harold Jones, Ph.D.

Dean

UAB School of Health Professions

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP) is the largest academic institution of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950s as a collection of courses in various paraprofessional 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 organization designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970s, '80s, and '90s, the school's offerings were expanded to reflect the changing and growing health care industry. As a result of those changes, SCAHR became SPAH (the School of Public and Allied Health), before becoming SCAH (the School of Community and Allied Health), and then SHRP (the School of Health Related Professions). During that time, the school added several new areas of study including the nationally ranked Nutrition Sciences program.

In 2001, Dr. Harold Jones was recruited to become the school's dean. Through his visionary leadership and guidance the school has experienced a period of unparalleled success beginning with the school's reorganization and physical relocation. Up that point in time, the SHRP's programs had been housed in various locations throughout the UAB campus but during the spring of 2002, many of the classrooms, laboratories and faculty offices moved into the newly completed School of Health Professions Building (SHPB), the first such building dedicated to housing those programs since their original grouping more than 30 years before. In the summer of 2013, two additional floors were completed to provide additional office and classroom space and a new executive learning center in the SHPB.

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

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

SHP is proud of many accomplishments including:

- *U.S. News & World Report* ranking of several SHP programs in the nation's top 25
- Total research funding rapidly approaching the \$11 million level
- National Institutes of Health research funding at either first or second rank for schools of its type since 1969
- Full programmatic accreditation for all eligible school programs

The School of Health Professions continues to be strong and vibrant, sponsoring health professions programs delivered by nationally-recognized faculty committed to providing "education that will change your world."

OFFICE OF STUDENT SUCCESS

The SHP Office of Student Success supports UAB's mission and values with a focus on achievement, collaboration and diversity. Guided by our commitment to student achievement and dedication to excellence, the Office of Student Success provides academic counseling and advising support to all students through a number of programs including:

- Academic and professional advising and counseling
- Peer tutoring services
- ADA accommodations
- Campus resource referral
- Professional development programming

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

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

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

- The OSS Information Coffee House
- OSS Brown Bag Lunch Seminars
- OSS Virtual Seminars
- OSS's own, in-office, liaison to the UAB Office of Career Services
- The OSS Finals Week Breakfast Fiesta

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

Our Goal is Student Success!



Check us out!

www.uab.edu/shp/home/about-shp/student-services

SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

Academic Calendar

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

Academic Honor Code (UAB)

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

The UAB Academic Honor Code

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

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

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

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

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

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

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

AskIT

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

Attendance

Class attendance is expected in all SHP programs. Specific program requirements for class, laboratory, and clinical site attendance may be more stringent than those established by the University. Please refer to the program requirements in Section 3 of this handbook and in individual course syllabi for program attendance policies. The UAB policy for undergraduates follows. Please note the categories of excused absences; they typically apply to both undergraduates and graduates.

UAB Attendance and Excused Absence Policy

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 has 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 are eligible for consideration for following the awards or society memberships.

Alfred W. Sangster Award for Outstanding International Student – One award is made annually to an international student in recognition of academic and non-academic achievements.

Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A), and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.

Cecil Clardy Satterfield Award for Humanism in Health Care – One award is made annually to recognize an 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 – One 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 – This award is made to a maximum of three outstanding SHP students annually, and recognizes leadership to the School, UAB, and the community. Nominations are made by program directors or faculty.

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

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

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

Background Check

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

Blackboard Learning System

The platform used for managing instructional materials online is Blackboard Learn. Blackboard course sites can be accessed through BlazerNET or at www.uab.edu/bblearn. Students should monitor their course sites routinely for communications from faculty and to manage course assignments.

BlazerID / BlazerNET / Email

All students are assigned a unique identification, their BlazerID, which is established by the student at www.uab.edu/blazerid. BlazerNET is the official portal to the UAB information networks. The portal can be accessed from any Internet-accessible computer, on- or off-campus at <https://blazernet.uab.edu/cp/home/displaylogin>. Your BlazerID is required to access BlazerNET and other campus information resources, such as the UAB email accounts. Your UAB email is the official communication medium and should be monitored routinely.

Bookstores

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

UAB Barnes and Noble Bookstore

Location: Food Fair Building, 6th Avenue South and 14th Street (Relocation during HUC reconstruction)
Hours: M – Th 7:30 a.m. – 6:00 p.m.; Fri 7:30 a.m. – 5:00 p.m.; Sat 10:00 a.m. – 2:00 p.m.; Sun – Closed
Telephone: (205) 996-2665
Email: Through website Contact page Website: <http://uab.bncollege.com>

Snoozy's Bookstore

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

Campus Map

A downloadable campus map is available at <http://www.uab.edu/map/images/Campus%20Map.pdf>.

Counseling Services

The Counseling and Wellness Center offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. The Center is located in the Holley-Mears Building, 924 19th Street South.. For more information, call 205-934-5816 or visit <http://main.uab.edu/Sites/students/life/counseling/>.

Directions Student Handbook

The UAB student handbook, *Directions*, may be accessed online at <http://www.uab.edu/handbook/>. The Graduate School has an additional handbook available at: <http://www.uab.edu/handbook/f-policies-procedures/f-grad-handbook>.

Disability Support Services

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

Disability Support Services

1701 9th Ave. South / 9th Avenue Office Bldg. / Birmingham, AL 35294

(205) 934-4205 (Voice) (205) 934-4248 (TDD)

Fax: (205) 934-8170 Email: dss@uab.edu

Website: <http://www.uab.edu/handbook/student-services/c-disability>

Drug Screening

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

Emergencies

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

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

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

- Webpage: www.uab.edu/emergency
- University home web page (www.uab.edu)
- Cell phone messages and SMS text – register to receive these notices with the UAB Emergency Notification System (B-ALERT) via www.uab.edu/balert; text short code will be 23177 or 63079; cell phone calls will come from 205-975-8000. Store these numbers and codes in your cell as B-ALERT.
- Mass emails – uses the official xxx@uab.edu email system
- Announcements on the BlazerNET portal
- Facebook and Twitter – B-Alert integrates with these media at www.facebook.com/UABALERT and @UABALERT: www.twitter.com/uabalert
- Weather and Emergency Hotline: 205-934-2165

Equity and Diversity Office

The mission of the UAB Office of Equity and Diversity is to “increase, retain and enhance faculty, student, and staff diversity at all levels of the University and to ensure equity.” UAB defines diversity as “the full range of human difference and potential...”. This administrative office supports faculty recruitment, provides scholarships for graduate and undergraduate students, and promotes programs to enhance the campus diversity experience. The office provides a diversity awareness training program for employees. A key component of this Office is the Commission on the Status of Women, which is charged with assuring the best possible conditions for women who work and study at UAB. Additional information is available at <http://www.uab.edu/equitydiversity/>. Dr. Louis Dale is the Vice President responsible for the activities of this Office.

Escort Services

The UAB Escort /service provides students and employees with after-dark escort to or from any point on campus, including parking facilities. The escort will accompany the customer to the on-campus destination in a marked vehicle. The service is available Monday through Friday from 5:15 p.m. to 10:15 p.m. After hours calls are directed to the UAB Police department. White escort telephones are located throughout campus, or you may call 205-934-8772.

FERPA

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

Financial Aid

The Office of Financial Aid provides students with resources and guidance in seeking 3rd party funding for their college expenses. Students should complete the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.gov, as the first step. The FAFSA is required to apply for school scholarship as well as loans.

Location: Ground floor of the Lister Hill Library, University Boulevard (temporary location during reconstruction of the Hill University Center)

Hours: 8:00 a.m. – 5:00 p.m., Monday – Friday

Telephone: (205) 934-8223

Fax: (2045) 934-8941

Food Services

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

- Commons on the Green – located on the Campus Green, just south of 9th Avenue and the Campus Recreation Center. Multiple serving stations of various food options, from deli to international to homestyle, are available. Open 7 days a week, offering three meals Monday – Friday, and two meals Saturday and Sunday.
- Einstein’s Bagels – located at the plaza entrance to the Learning Resource Center. Open Monday – Thursday, 8:00 a.m. – 5:00 p.m., and Friday 8:00 a.m. – 3:00 p.m.

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

Graduate School

The UAB Graduate School offers doctoral programs in 37 areas, eight post-master’s specialist programs, and master’s level programs in 45 areas. Most graduate programs in SHP are coordinated through the

Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at <http://www.uab.edu/graduate>

Graduation

SHP students are encouraged to participate in graduation exercises, held at the end of spring and fall terms. Students must apply for graduation one academic term prior to the expected graduation date. The application for degree can be found at <https://www.uab.edu/students/one-stop/item/890-application-for-degree>.

Health Insurance

All SHP students are required to have adequate health insurance. Registration holds are automatically placed on all student accounts until proof of coverage is provided. Insurance may be purchased through the university, or through another carrier. Student's proof of insurance coverage from another carrier results in a waiver of billing for university-sponsored insurance. This waiver process must be completed annually. Additional information is available at <http://www.uab.edu/studenthealth/insurance-and-waivers>.

Health Services and Medical Clearance

The University provides prevention, counseling, and treatment services to students through the UAB Student Health Services (SHS) clinic located at 930 20th Street South. The clinic is open from 8:00 a.m. – 5:00 p.m. Monday – Thursday and 8:00 a.m. – 4:30 p.m. on 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 205-934-3581.

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

HIPAA Training

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

Identification Card

The UAB ONE Card is the official university identification card. It is used for personal identification, for entry to residence halls, campus events and the recreation center, for library check-out, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Students should wear the ONE card visible on a clip or lanyard while in the SHP buildings, labs, and classrooms. Additional information is available at <https://campuscard.uab.edu>.

Institutional Review Board for Human Use (IRB)

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

Intellectual Property

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. A training module defining inventor status, patent criteria, and other intellectual property issues is available at <http://www.uab.edu/ethicscenter/educational-materials/rcr-materials/intellectual-property>.

Libraries and Learning Resources Center

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

Birmingham Public Library

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

Location: 2100 Park Place

Hours: M – Tu 9:00 a.m. – 8:00 p.m.; W – Sat 9:00 a.m. – 6:00 p.m.; Sun 2:00 p.m. – 6:00 p.m.

Telephone: (205) 226-3600

Website: <http://www.bham.lib.al.us/>

Learning Resource Center

The Learning Resource Center (LRC) comprises the electronic media center for the School of Health Professions (SHP), the School of Nursing (SON), and the Clinical Simulation and Skills Labs. Some of the services and resources available here include:

- Room reservations
- Packets of articles placed on reserve for various courses
- CD-ROMS, and DVDs for viewing in-house
- Reference books and clinical skills handbooks
- Physical assessment equipment for checkout

<http://www.uab.edu/lrc/index.php>

Lister Hill Library of the Health Sciences

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

Location: 1700 University Boulevard

Hours: M – Th 7:00 a.m. – 9:00 p.m.; Fri 7:00 a.m. – 5:00 p.m.; Sat 9:00 a.m. – 4:00 p.m.;

Sun 12:00 p.m. – 8:00 p.m.

Telephone: (205) 934-2230

Website: www.uab.edu/lister/

The SHP library liaison is Susan C. Smith, MPA, MLIS, a reference librarian at the Lister Hill Library. She can be contacted by email at susanc@uab.edu, or by phone at 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

Hours: M – Th 7:30 a.m. – 2:00 a.m.; Fri 7:30 a.m. – 7:00 p.m. Sat 9:00 a.m. – 5:00 p.m.; Sun 1:00 p.m. – 2:00 a.m.

Telephone: (205) 934-6364 (Reference) (205) 934-4338 (User Services) Website: www.mhsl.uab.edu

Reynolds Historical Library

A collection of rare and important books, manuscripts and artifacts in the medical sciences. The Reynolds historical collection is located on the top floor of the Lister Hill Library.

OneStop Student Services

If you have questions or need assistance with an academic or administrative process, the UAB OneStop is where to go! Advisers will help you solve your problem or do the legwork for you if another UAB resource is needed. OneStop is located in the Residence Life Center, 2nd floor meeting room. You may contact the OneStop office by phone or email at 205-934-4300; 855-UAB-1STP (toll-free); onestop@uab.edu. Additional information is available at www.uab.edu/onestop.

Parking

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

Patient Care Partnership

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

<http://www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html>

Plagiarism and Turn-it-In

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

Recreation Center

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

Scholarships

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

Dean's National Alumni Society Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student. One student per program is nominated by the program director for consideration by the School's Scholarship Committee.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for baccalaureate students with GPA 3.0 or above and unmet financial need. Students apply to the UAB Office of Student Financial Aid. Awards are made by the University General Scholarship Committee.

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

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

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

Social Media

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

- Website: <http://www.uab.edu/shp/>
- Twitter: http://twitter.com/#!/UAB_SHP
- Facebook: <http://www.facebook.com/UABSHP>
- LinkedIn: <http://www.linkedin.com/>
- Vimeo: <http://vimeo.com/uabshp>
- YouTube: <http://www.youtube.com/uabshp>

The School's Academic Affairs Committee published the following guidelines related to use of social media.

**UAB School of Health Professions
Guidelines for Social Networking**

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

Professional Use

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

General Use

The following guidelines are strongly suggested:

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

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

Tuition and Fees

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

SHP programs may have specific fees attached to courses or laboratories. These fees will be addressed in the program section of this handbook. Questions about program-specific fees should be addressed

with your program director. Current standard tuition and fees for the School, and links to program cost estimations, are posted at <http://www.uab.edu/shp/home/admissions-tuition/tuition>.

Payment deadlines for each semester are published on the official academic calendar and on the UAB website at <http://www.uab.edu/whentopay/>. Please note that failure to meet payment deadlines can result in administrative withdrawal from courses.

Tuition and fees may be paid through BlazerNET (tutorial available at http://www.uab.edu/images/stuaff/pdf/Making_a_payment_in_BlazerNET.pdf).

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/severe-weather/precautions. Other information sources include:

- Webpage: www.uab.edu/emergency
- B-ALERT system: Register to email, cell phone, and text notices with the UAB Emergency Notification System via <http://www.uab.edu/emergency/uab-alert-system>;
- Hotline: 2305-934-2165
- WBHM Radio (90.3 FM): Announcements about University closings or delayed openings are made on the UAB radio station.

Withdrawal from Course / Program

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

SECTION 2 – SHP AND UAB POLICIES

School of Health Professions Policies

Background Check and Drug Screen

<http://www.uab.edu/shp/home/images/PDF/SHP%20Background%20and%20Drug%20Screen%20Policy%2005%202012.PDF>

Grievance Procedures for Violations of Academic Standards

<http://www.uab.edu/shp/home/images/PDF/grievance%20procedures.pdf>

SHP Health Immunization Check

<http://www.uab.edu/shp/home/admissions-tuition/health-immunization-check>

Impairment and Substance Abuse

<http://www.uab.edu/shp/home/images/PDF/shp%20substance%20abuse%20policy.pdf>

Plagiarism

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

Please note that all papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. All documents submitted to Turnitin.com are added to their database of papers used to screen future assignments for plagiarism.

UAB Policies

AIDS and HIV Infection

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=252>

Alcoholic Beverages, Use and Consumption

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=71>

Attendance / Absence (Undergraduate)

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

Body Fluid Exposure

<http://www.uab.edu/studenthealth/emergencies/blood-a-body-fluid-exposure>

Computer and Network Resources (Acceptable Use)

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=4>

Computer Software Copying and Use

<http://sppublic.ad.uab.edu/policies/pages/LibraryDetail.aspx?PID=28>

Drug Free Campus (General Policy)

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=71>

Drug-free Campus Policy for Students –Attachment A
<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=632>

Drug-free Campus Policy for Students –Attachment B
<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=626>

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

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

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

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

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

Immunization
<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=86&>

Nonsmoking
<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=110&>

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

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

SECTION 3 – PROGRAM INFORMATION

Department Of Occupational Therapy

Section A – Basic Information

OVERVIEW

This is the OT Student Handbook which serves as a contract between you and the faculty/program. Please read, sign and give the signed form at end of section next page to Elaine by 9/6/2013.

WELCOME to the occupational therapy program at UAB! We are glad to have you as students/scholars and look forward to all the experiences, challenges and opportunities this program and profession can provide to you. We would like to congratulate each of you for the hard work and perseverance needed to get to this point. The next 7 semesters will go by very quickly and we are excited about your journey.

The faculty and staff of UAB's OT program are a diverse, well educated, and experienced group of people who enjoy teaching, education, scholarship and service. We are all devoted to our profession, as evidenced in our own practice, service to state, national and international membership and scholarship to advance the profession. It is our hope that we inspire you like we know you will inspire us.

There are important aspects of professionalism that have to be addressed. This handbook serves as your guide throughout the program. You will need to read it completely and you will be held to the contents of the handbook throughout your time with us. If you have questions about any aspect of the handbook you should consult your advisor or the program director.

The day to day rules of the program:

1. Students are required to read and understand the student handbook. Your signature is agreement that you have read and understand the policies and information in the handbook. You are held responsible for knowing and accountable for following information in the handbook.
2. You should pay particular attention to the attendance, academic and non-academic misconduct policies. If you do not understand the information you need to discuss with your advisor for clarification.
3. Your program advisor is also your research advisor. The faculty person will guide you through the program and facilitate your research activities. It is not permissible for you to switch advisors. If you feel there is some untenable situation, that cannot be resolved with mutual respect and communication you need to speak with the Chair of the department for a resolution.

4. If you have an issue with a class (content, teaching method or style, or the course instructor) you need to first speak with the course instructor. If you are not able to resolve the issue in that manner then see your advisor. If, after speaking to your advisor the issue remains unsolved, you need to address the Chair of the department.
5. All classroom behaviors will be addressed by the course instructor. This may include academic and non-academic conduct, student responsibilities and/or the professional standards and behaviors (listed in the student handbook. Classroom etiquette is also important and expected. While we are casual in our interactions with each other and in our department attire, we do expect you to be professional. When around others, or outside of the department, you should introduce the faculty with their title, i.e., Dr., Professor. We enjoy and foster professional debate in the program and in doing so will model appropriate behavior and discussion for you to follow. At all times you should treat the staff, faculty and your peers with respect. (Also See: Dress for FW)
6. Students are encouraged to self-disclose any issue which may impede their ability to assure safe, ethical treatment of clients, families, fellow students or instructors.
7. The course instructor has final say about a grade in their course. If there is a discrepancy with your grade and what you feel it should be discuss with the course instructor first. The Chair of the department will not intervene unless extenuating circumstances exist.

Drug Screening and Criminal Background Check:

Students are required by the department to complete drug screens and criminal background checks upon entry to the program, again prior to their first level I fieldwork experience (i.e., the first week of summer semester, first year), and again prior to the first level II fieldwork experience (i.e., summer semester, second year). Students are responsible for any associated expense.

- Students must use Certified Profile. The company will provide you directions on where and how you can take the test.
- The code for the initial screen is AH01 (this includes drug screen and background check)
- The code for rechecks is AH01-re
- In the event that just a drug screen is required, the code is AH01-dt

Each student may also be required to take additional drug screens and/or background checks, if required by a fieldwork site. Furthermore, some facilities require drug testing and/or background checks to be completed at their facility. It is the student's responsibility to make these arrangements when required. Students are also responsible for any associated expense.

Students who fail a drug screen or criminal background check are subject to immediate dismissal from the program. Further information on this policy can be found on the UAB website/Graduate school handbook available online at http://www.uab.edu/graduate/UAB_Grad_Handbook.pdf

PRINT THIS PAGE AND RETURN TO YOUR ADVISOR WITHIN ONE WEEK OF ORIENTATION.

_____ (printed name) received instructions on how to access the student handbook for the UAB OT program and have thoroughly read and understand the contents. I understand it is my responsibility to adhere to the contents of the handbook and to remain current on any updates, additions, or deletions to the handbook.

Signature

Date

Additionally, I have read and understand the Drug Screening and Criminal Background Check:

Signature

Date

Curriculum Outline

Entry Level Program Fall 2013-2014

Fall Semester I

OT 607	Analysis of Occupational Performance	3 hours
OT 620	Foundations of Occupation: Anatomy and Physiology	4 hours
OT 667	Research Methods	4 hours
OT 675	History and Theory of Occupation	3 hours
OT 677	Foundations in Low Vision Rehabilitation	3 hours
OT 688	Occupation and Health: Groups and Communities	1 hour
OT 698	Non-Thesis Research	1 hour

19 hours

Spring Semester II

OT 605	Therapeutic Skills	3 hours
OT 606	Occupation Based Practice Models	3 hours
OT 610	Mental Health Diagnosis Across the Lifespan	3 hours
OT 623	Foundations of Occupation: Neuroscience	3 hours
OT 631	Foundations of Occupation: Biomechanics	4 hours
OT 688	Occupation and Health: Groups and Communities	1 hour
OT 698	Non-Thesis Research	1 hour

18 hours

Summer Semester III

OT 609	Barriers to Occupational Performance	3 hours
OT 624	Occupations of Infants, Children and Adolescents	4 hours
OT 632	Fieldwork Seminar I	1 hour
OT 673	Engagement in Occupations through Technology I	3 hours
OT 662	Enhancing Occupational Performance: Orthotics, Prosthetics, and Other Modalities	4 hours
OT 688	Occupation and Health: Groups and Communities	2 hours
OT 698	Non-Thesis Research	1 hour
		<hr/>
		<i>18 hours</i>

Fall Semester IV

OT 625	Occupations of Adults and Older Adults I	4 hours
OT 633	Fieldwork Seminar II	1 hour
OT 661	Well-Being and Health through Occupations	3 hours
OT 668	Mental Health Practice in Adulthood	4 hours
OT 674	Engagement in Occupations through Technology II	3 hours
OT 688	Occupation and Health: Groups and Communities	1 hour
OT 698	Non-Thesis Research	1 hour
		<hr/>
		<i>17 hours</i>

Spring Semester V

OT 634	Seminar: Professional Readiness	2 hours
OT 653	Using the Literature in Evidence-Based Practice	3 hours
OT 663	Promoting Occupation of Communities, Organizations, and Systems of Practice	2 hours
OT 665	Occupations of Adults & Older Adults II	4 hours
OT 688	Occupation and Health: Groups and Communities	2 hours
OT 698	Non-Thesis Research	2 hours
		<hr/>
		<i>15 hours</i>

Summer Semester VI

OT 685	Fieldwork II Experience #1	<i>10 hours</i>
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Fall Semester VII

OT 686	Fieldwork II Experience #2	<i>10 hours</i>
		<hr/>
		<i>107 hours</i>

OCCUPATIONAL THERAPY COURSE DESCRIPTIONS

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

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

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

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

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

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

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

OT 624 Occupations of Infants, Children, and Adolescents. (4 hours). This course addresses aspects of evaluation, intervention planning, implementation, and specific intervention strategies across diagnostic categories for children, birth through adolescents. Occupational therapy addresses client needs using a holistic approach that incorporates all aspects of an individual's lifestyle. This course will focus on components of occupational performance, and occupational performance issues related to adaptation and life satisfaction.

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

OT 631 Foundations of Occupation: Biomechanics. (4 hours). Basic kinesiological principles and functional movement patterns of the human body during occupational performance. Study of principles and techniques for obtaining data about the status of the clients' joint range of motion and muscle strength.

OT 632- 633. Fieldwork Seminar I, II. (1 hour each) Forum for exchange of ideas and experiences; detailed case study/in-service on modality and intervention chosen from client census during previous term's Level I Fieldwork experience.

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

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

OT 661 Wellbeing and Health Through Occupation. (3 hours). Course will evaluate and critique the evidence which supports the relationship between occupation, health promotion, lifestyle choices, and prevention of injury and disease, using occupational therapy models and approaches to practice while considering contexts.

OT 662 Enhancing Occupational Performance: Modalities. (3 hours). This course will provide the opportunity to consider the occupational therapy process related to the design, fabrication, application, fitting, and training in the use of orthotics, prosthetics, and other modalities. Students will consider and apply the foundational knowledge, underlying principles, indications, contraindications, and precautions necessary for evidence-based practice.

OT 663 Promoting Occupations in Communities. (2 hours). Course provides opportunities to evaluate and critique evidence for current and emerging areas of OT practice within organizations, systems, and communities. Students will evaluate current OT practice and identify potential service gaps. Students will critically discuss strategies for development of OT services emphasizing the business related aspects of working arenas.

OT 665 Occupations of Adults and Older Adults II. (4 hours). Intervention for the elderly from the perspective of the functional impact of age-related changes, evaluation and remediation

of functional limitations and personal and environmental adaptations to promote continuing autonomy.

OT 667 Research Methods. (4 hours). Research ethics, descriptive, exploratory and experimental design, basic statistical concepts, and discussion of various types of research to enable students to critically analyze and use scientific literature to improve practice. Emphasis will be placed on understanding components of the research report and concepts associated with judging of internal and external validity.

OT 668 Mental Health Practice in Adulthood (4 hours). Examines mental health conditions that result from disease, congenital, traumatic, environmental or social processes. Relationships among impairments, activity limitations and participation restrictions are emphasized in terms of the impact upon occupational performance. Evaluation, intervention planning, and intervention are studied.

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

OT 674 Engagement in Occupation Through Technology II. (3 hours). This course is designed to acquaint the student with assessments used in evaluation of clients for assistive technology, specific intervention strategies, elements of safety related to assistive technology, the education of clients and families and other key people in the context of the user. The roles of OTs and OTAs in assistive technology practice will also be addressed.

OT 675 History and Theory of Occupation. (3 hours). A historical survey of occupation, occupational meaning, and purposeful activity as used by occupational therapists in the study of the occupational nature of human beings across the life span. Students will gain an understanding of how leaders of the profession articulate occupational and therapeutic applications across time

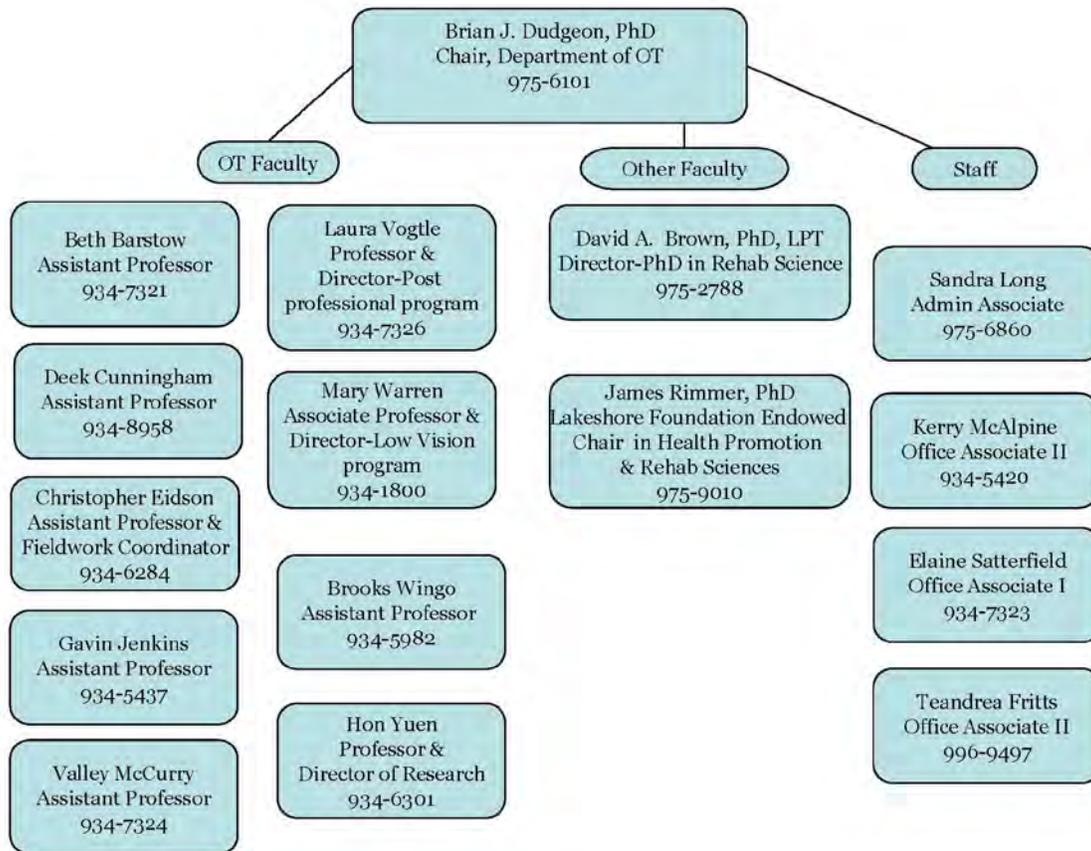
OT 677 Foundations in Low Vision Rehabilitation. (4 hours). Introduces the student to the field of low vision rehabilitation and addresses core knowledge needed for subsequent courses. Topics include settings and reimbursement for occupational therapy services, anatomy and physiology of the eye and visual system, medical conditions causing low vision, administration and interpretation of low vision exams, principles of optics, design and application of optical devices

OT 685. Fieldwork II Experience #1. (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 #2. (10 hours). Full-time supervised practice experience designed to develop entry-level professional skills consisting of a 3-month experience.

OT 688 Occupation & Health: Groups & Communities. (6 hours). This course will 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.

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



Section B – Department of Occupational Therapy

FACULTY

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CLASS ROSTER
Class of 2013

Mary Abdel-Ghany
Chris Anderson
Tabitha Barker
Marceta Brown
James Carden
Lauren Coggins
Rebecca Fehr
Chelsea Gamble
Lynley Godwin
Clare Haag
Benjamin Hampton
Kristen Hearn
Lauren Lazenby
Ross MacDonald
Brittany McGee
Alexa Miranda
Ronald Osborne
Paige Phelps
Lyndie Scram
Amber Smith
Swetal Thaker
Lindsay Warren
Lyndsey Weber
Stephanie Weeks

Erica Allen
Lacee Andrews
Penelope Brittany Batts
Mary Christian Camp
Jessica Coffey
Katie Coleman
Kara Miller Foster
Jacob Gilliland
Teresa Gonzales
Allison Hallman
Amanda Haroldson
Lisa Holloway
Marie Logan
Ashley McDougal
Mallory Miles
Phillip Nelson
Emily Patterson
Sadie Sandifer
Andra Singleton
Victorie Smith
Laura Thrasher
Kelly Watson
Amy Webster
Adam Westenhofer

CLASS ROSTER
Class of 2014

Keisha Adams	Sarah McDurmont
Lauren Ashley	Allie McEwen
Madelene Baltz	Haley McKinley
Suzie Barnes	Christina McQuinn
Courtney Barnett	Katie Motteler
Yvonne Briggs	Edward Murrell
Danielle Burroughs	Laura Nance
Teala Calhoun	Holly Nixon
Beth Ann Crowder	Katie Norton
Rose Davis	Mandy Owen
Meredith Davis	Kelley Pacillo
Tara Denney	Merry Grace Payne
Brian Farr	Jake Phillips
Kaitlyn Fleming	Brittany Rushing
Laura Beth Harward	Mary Scalisi
Van Huynh	Kelli Snider
Erica Jackson	Brittany Stephens
Sonya Karimi	Kritin Stitley
Julie Killpack	Madison Tidwell Cowan
Jessica Lanford	Jessica Tomas
Katy Lewis	Ben Turley
Kristin Luthy	Caitlin Watwood

**CLASS ROSTER
2015**

Amanda Bearden

Kelly Brennan

Nicole Brown

Erin Burke

Kathryn Carter

Megan Cotton

Rebecca Crisler

Courtney Dunkerley

Lindsay Ellis

Lee Fuller

Keaira Gunn

Alexandra Hodges

Anna Jones

Kaitlin Jones

Megan McCarley

Morgan Paysour

Matthew Richards

Ashley Robinson

Emily Rose

Sangita Shrestha

Lauren Sprouse

Alyssa Terry

Elisabeth Tutwiler

Gabriel Welch

Kaitlin Wilkinson

India Williams

Jodi Bennett

Katherine Brooker

Kahla Bryant

Katherine Cardona

Olivia Collette

Kristina Crawford

Rachel Driver

Jennifer Echols

Haley Foshee

Hunter Garrity

Elizabeth Hagopian

Kramer Hodges

Hope Jones

Amy Maher

Gilda Osborn

Jacob Pender

Allison Rimmer

Brianna Robinson

Mary Seale

Adrienne Smiley

Catherine Stubbs

Michael Treadaway

Jason Vice

Kayra White

Brianna Williams

Section C – Curricula Design

Mission of the University of Alabama at Birmingham

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

Vision & Mission of the School of Health Professions

To be recognized as the leading school of health professions –shaping the future of healthcare.

To improve healthcare through teaching, research and translation of discoveries into practice in partnership with the UAB community.

Vision & Mission of the Department of Occupational Therapy

Vision

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

Mission Statement

We strive to nurture the development of occupational therapists that possess strong professional values and ethics along with a commitment to promoting participation in valued occupations as a means of enabling health and wellness for individuals, families, organizations and communities. We promote a culture of collegiality that embraces diversity, fosters growth and encourages cooperative learning, innovative practices and applied research. We will model and promote the values of reflective practice, critical appraisal, and commitment to life-long learning in preparing our graduates to be effective practitioners, leaders and scholars who contribute to society and to the profession.

Department of Occupational Therapy Educational Philosophy, Professional Program Curriculum Design, Philosophy of the Profession and Professional Program Competencies

The philosophy of the occupational therapy programs (professional program, post-professional program, and graduate certificates in low vision and in health focused care) revolve around the assumption that people fill their time with a rich tapestry of occupations

that consumes their energy and engages their abilities. These occupations are culturally and personally meaningful activities in which people engage by obligation or by choice to fulfill the demands, duties and desires of life. They are a primary influence on people's health and sense of wellbeing. Occupational therapy practitioners enable people to thrive, adjust to disability or limitations, and design their lives in the manner they choose. They enable people to select and get involved in occupations to support their wellbeing and health and ensure that people are able to find meaning and purpose in these pursuits, no matter what challenges they may face throughout their lives.

The Department of Occupational Therapy is committed to providing students with a dynamic and nurturing learning environment. This environment supports learning that is based on a student-centered approach, where the students are encouraged and enabled to take responsibility for their own learning. This philosophy encourages active engagement, along with independent and critical thinking; it defines learning as self-directed, emancipatory and transformative. Active research, exploration, feedback and teamwork are expected in all aspects of the programs. Students are provided with opportunities to discover, apply, and disseminate knowledge, and to recognize life-long learning as key to successful professional practice and service.

The Department is committed to providing an environment for learning that is grounded in the missions of the University of Alabama at Birmingham (UAB), of the School of Health Professions, and of the Department of Occupational Therapy. This environment 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 faculty is responsible for facilitating learning and empowering students toward accomplishment of each programs' competencies. Faculty members act as a catalyst or a facilitator, drawing upon the University, School and Departmental resources to create a science-driven, evidenced-based and progressive curriculum, where the expectation is one of excellence and professionalism, with the goal for students to ultimately claim responsibility in planning, designing and carrying out their own learning experiences.

The Department of Occupational Therapy aims to promote and provide the opportunity for participation in occupational therapy education for all suitably qualified individuals and welcomes students of diversity who come from a wide range of educational backgrounds, work and career experiences, or other life events and influences.

The Occupational Therapy programs are designed to include a wide variety of learning opportunities for students, that recognizes the diversity of life experience and learning styles that the students bring with them. To achieve this, the programs include an integrated course of study centered on occupation, occupational performance and occupational therapy practice, where learning is a function of the activity, context and culture in which it occurs (Lave & Wenger, 1991). Our instructional foundation is based on situated cognition and anchored instruction, recognizing that in occupational therapy education the emphasis of instruction needs to shift from teaching as knowledge transmission to less teacher-dependent learning that is centered on one's own thinking and problem-solving. The programs employ

interactive, integrated experiences that impact students to develop a combination of skill and attitude competencies that emerge simultaneously during the educational process.

The curriculum design of the professional program develops thematically through three stages, which constitute the academic structure of this curriculum. Throughout, emphasis is placed on integrating theory and practice, and critical reasoning and problem solving in order to provide the best possible education for the entry-level student. The themes for the entry-level students are as follows:

1. Occupation
 - a. Students learn the concepts of occupation, thus laying the foundation for understanding its therapeutic and healthful uses.
 - b. Students explore the evidence of how occupation supports health and wellbeing.
 - c. Students study the disciplines of anatomy and physiology, biomechanics, psychology and the social sciences as a basis for engagement and exploration.
2. Challenges to and engagements in occupation
 - a. Students consider the impact of congenital or acquired health challenges on a person's occupational performance.
 - b. Students explore the range of health challenges and appropriate occupational therapy interventions, considering different approaches, types of intervention, and differing applications.
 - c. Students discuss how health challenges impact engaging in occupation and how this disruption may interfere with health and wellbeing.
3. Participation in occupation
 - a. Students develop the skills to explore and apply evidence to support clinical judgment and reasoning.
 - b. Students hone their professional skills through reflections on education and practice experiences.
 - c. Students critically evaluate how occupational therapy uses occupation to support habilitation, rehabilitation as well as health and wellbeing.

Consistent with the progressive position of teaching for thinking and problem solving, a central tenet is that practice requires the use of knowledge for action (Cervero, 1992; Mattingly & Fleming, 1994). In order to use knowledge for action, learning must be situated in the context in which performance will occur. The basic ". . . premise is that meaning, understanding, and learning are all defined relative to actual context, not to self-contained structures" (Lave & Wenger, 1991, p. 15). Students of occupational therapy need to master content; however, they need to identify and define problems and to pay attention to their own perception and comprehension of these problems (Bransford, Vye, Kinzer & Risko, 1990). The active learning used in the programs aims to promote self-directed learning strategies and the attitudes needed for lifelong learning; necessary to stay current in the face of inevitable societal, health and social care changes.

The learning philosophies of the programs are harmonious with the occupational therapy principles guiding the curricular design of the programs. In particular, the concept that occupational performance is complex and occurs as the result of interaction between the person, activity of occupation, and environmental variables is consistent with the learning approach based on situated cognition and anchored instruction. Additionally, the assumptions of situated teaching, anchored instruction and learning afford faculty the opportunity, in the professional program, to model the occupational therapist as teacher facilitator for people with occupational performance challenges or risks.

The implications for instruction in all programs include:

1. The importance of recognizing the life experience of learners and harnessing that life experience in the acquisition and use of new knowledge.
2. The recognition that knowledge for action requires learning opportunities that are either integrated within practice contexts or which closely simulate the demands of practice.
3. The need to provide learning opportunities that develop skills relevant to the roles of practitioner, educator, administrator and researcher.
4. The need to provide opportunities for reflection on underlying assumptions that shape both problem-finding and problem-solving in practice.
5. The need to provide opportunities for the learner to experience a variety of perspectives, thus increasing flexibility in selecting approaches consistent with the client's unique situation.

Additionally, the programs support the premise that experience is the basis for the development or refinement of the reflective thinking characteristic of outstanding practitioners, educators, administrators, and researchers. Reflective thinking involves personal consideration of one's own learning. It considers personal achievements and limitations and asks what worked, what didn't, and what needs improvement (Given, 2002). It asks the learner to think about her or his own thinking. Reflective thinking involves active, persistent, and careful consideration of any belief or form of knowledge in light of the evidence, which may or may not support the original belief, thus leading to changes in the practitioner's or learner's knowledge base or belief system. Reflection or thinking critically must occur while the learner is engaged in problematic and uncertain situations in practice. Reflective practice stimulates the learner to identify problems in knowledge, attitudes, or skills and to develop action plans aimed at resolution of the learning problem.

UAB offers many opportunities for the application of this teaching/learning philosophical base in guiding the progress of students. A core attribute of graduate study at UAB is education fostered within a scholarly community with opportunities for in-depth study and mentored scholarship. UAB provides a rich environment for faculty and student participation in collaborative interdisciplinary research. Students interact within a community of scholars in a manner that promotes and fosters independent, reflective, and critical thinking as the foundation of evidence-based practice.

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. Occupational therapy's core belief is in the positive relationship between occupation and health and its view of people as occupational beings. "All people need to be able or enabled to engage in the occupations of their need and choice, to grow through what they do, and to experience **independence** or **interdependence**, equality, participation, security, health, and well-being" (Wilcock & Townsend, 2008, p. 198).

According to the *Occupational Therapy Practice Framework: Domain & Process*, 2nd edition, (AOTA, 2008), occupational therapy is founded on an understanding that engaging in occupations structures everyday life and contributes to health and well-being. Occupational therapy practitioners believe that occupations are multidimensional and complex. Engagement in occupation as the focus of occupational therapy intervention involves addressing both subjective (emotional and psychological) and objective (physically observable) aspects of performance. The defining contribution of occupational therapy is the application of core values, knowledge, and skills to assist people, organizations, and populations to engage in everyday activities or occupations that they want and need to do in a manner that supports health and participation.

Occupational therapy practitioners recognize that health is supported and maintained when clients are able to engage in occupations and activities that allow desired or needed participation in home, school, workplace, and community life. The AOTA *Occupational Therapy Practice Framework: Domain & Process* (2008) organizes occupations into categories called "**areas of occupation**" - *activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation*. Individual differences in the way in which people view their occupations reflect the complexity and multidimensionality of each occupation. Performance of activities within each occupational area is dependent upon individuals acquiring and maintaining performance skills, organizing performance into effective and efficient performance patterns, and possessing specific *client factors* related to body structure and body function, values, beliefs, and spirituality. Performance is also dependent upon the demands the activity makes upon the individual and the way the context supports or inhibits performance.

Occupational therapy practitioners use the process of evaluating, intervening, and pursuing client specific intervention outcomes. Occupational therapy practitioners focus this process toward the end-goal of supporting health and participation in life through engagement in occupations. Occupational therapy practitioners also use occupations as a method of intervention implementation by engaging people throughout the process in occupations that are therapeutically selected. The profession uses occupation as both a means and an end (Trombly, 1995). Occupational therapy involves facilitating interactions among the person, the environments or contexts, and the activities or occupations in order to help the person reach the desired outcomes that support health and participation in life. Occupational therapy practitioners apply theory, evidence, knowledge, and skills regarding the therapeutic use of occupations to positively affect the person's health, well-being, and life satisfaction (AOTA, 2008). Occupational therapy interventions target variables for change, such as

improving body functioning, modifying activity demands by redesigning the activity, training in performance skills, facilitating organization of behavior into patterns of performance, or removing the contextual barriers to performance and creating environments supportive of occupational performance capacity. Contexts influencing occupational performance include cultural, physical, social, personal, temporal and virtual environments (AOTA, 2008). Thus, occupational therapy practitioners are concerned not only with occupations, but also with the complexity of factors that empower and make possible clients' engagement and participation in positive health-promoting occupations (Wilcock & Townsend, 2008).

Students in the occupational therapy professional program require practice in evaluating occupational performance challenges or risks, while post-professional students require experience in developing more complex or specialized skills. Students also require experience in selecting occupation-based interventions in collaboration with the client, as well as in using the evidence to determine those interventions likely to be effective in resolving or in preventing performance challenges from occurring or in promoting health through occupational performance. The occupational therapy programs at UAB are designed to provide the student with opportunities to use these fundamental principles as a basis for critical reasoning and theoretical perspectives in practice, education, administration, and research. Graduates of the programs at UAB are able to critically observe, analyze, describe and interpret human performance and apply knowledge and skills to reduce the effects of disease, disability and deprivation and promote health and well-being.

Professional Program Competencies:

The following competencies are expected upon completion of the professional curriculum. These competencies arise directly from the missions of the University, the School of Health Professions, and the Department of Occupational Therapy; from the Department's teaching/learning philosophy; and from the professional program curriculum model:

1. Demonstrate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy.
2. Promote the individual's health and wellbeing through the therapeutic use of occupation and the enablement of occupation and activities meaningful to that individual.
3. Demonstrate a sound ethical and legal framework in and for practice, that promotes equality, respects the rights, beliefs and identity of others.
4. Demonstrate and apply an understanding of the issues that affect occupational therapy practice; these include health status and socio-economic factors, relevant legislation and social policies, ethics, and the recognition of the diversity of needs.

5. Provide client-centered practice that involves cultural competence and ability to communicate effectively to individuals, groups, organizations and/or populations.
6. Demonstrate professional attitudes and values consistent with the practice of occupational therapy.
7. Demonstrate knowledge and understanding of the theoretical basis underpinning a wide range of occupational therapy skills.
8. Demonstrate the ability to select, apply, and evaluate the impact of theoretical approaches and practice models in a variety of practice settings.
9. Demonstrate the ability to identify and assess components of occupational performance, and environments contributing to and inhibiting participation in contexts.
10. Demonstrate skills in research, critical appraisal and evaluation in order to optimize the efficacy and effectiveness of client assessments, outcome measures, and strategies for intervention.
11. Use theoretical models of health and wellness in the context of occupation-based practice.
12. Engage in the analysis of academic discourse in order to continually develop practice and contribute to the occupational therapy body of knowledge.
13. Assume a leadership role in advancing the field of occupational therapy and in managing service delivery to individuals, organizations and populations.
14. Develop and promote evidence-based practice and take responsibility for lifelong learning, demonstrating continuing personal and professional development.

Essential Tasks:

Students must meet class standards for course completion throughout the curriculum.

Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships.

Students must complete readings, assignments, and other activities outside of class hours.

Students must gather decision-making pieces of information during client assessment activities in class or in the fieldwork setting without the use of an intermediary, such as a classmate, an occupational therapy assistant, or an aide.

Students must perform intervention activities in class or in the fieldwork setting by direct performance or by instruction and supervision of intermediaries.

Students must apply critical thinking processes to their work in the classroom and in the fieldwork setting, exercise sound judgment in class and in fieldwork, and follow safety procedures established for each class and fieldwork setting.

Students must have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-client relationships.

Students must maintain personal appearance and hygiene conducive to classroom and fieldwork settings.

Students must pass a cardiopulmonary resuscitation course at the health professional level (American Heart Association, Course C) every two years under Alabama guidelines for CPR certification.

Students must demonstrate appropriate health status prior to enrollment, with annual updates on some items. Student Health requirements can be found at www.uab.edu/studenthealth.

Students must annually complete OSHA-regulated Bloodborne Pathogen Exposure Training. Students must follow standards and policies specified in the School of Occupational Therapy Student Manual, the Letter of Understanding (contract between university and fieldwork sites), and the University of Alabama Student Handbook. (See Section X Fieldwork Experience for ADA issues related to fieldwork).

Section D – Professional Behavior

Professional education to become an occupational therapist differs from traditional undergraduate and/or graduate education in some aspects. Students in the professional program in Occupational Therapy are responsible for learning service delivery procedures and techniques that, when applied incorrectly, may jeopardize a client's emotional and/or physical health. Because of the moral, ethical, and legal responsibility inherent in completely serving the consumers of occupational therapy services, completing the Professional Program requires considerable effort on the part of the student. Investing a significant amount of time for independent educational activities and application of knowledge to occupational therapy practice is required without exception. Off-campus educational experiences in a variety of settings are mandatory components of specific occupational therapy courses and of the program in general. The correlation of these learning experiences with classroom content requires the student to independently develop organized learning strategies. The faculty will assist the student as appropriate and when possible. The purpose of this document is to inform the occupational therapy student of his/her specific responsibilities necessary for successful completion of the curriculum.

Academic Performance:

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

"Good standing" is defined as follows:

- Cumulative grade point average of > 3.0 or greater in the OT program.
- Earning a grade of C in no more than 2 OT courses, and
- Successful completion of all OT course work* with a grade of C or greater, or pass (P) in pass/fail coursework.

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

Failure to meet the above criteria, making an F in any of the coursework (including clinical education), as well as academic misconduct, non-academic misconduct, or violations to the 'students responsibilities' or exam policies sections in the student handbook may result in probation and/or dismissal.

If a student is dismissed from the occupational therapy program they may petition for consideration to be re-admitted barring any ethical or professional behavior issues. The OT program is lockstep and coursework is sequential. For this reason if the student is permitted to return to the program it will be in the semester the course failed is offered again. Re-admitted students may also be asked to remediate prior to returning to the program, if it is in the best interest of the student.

The process for petitioning is as follows:

Following an absence of at least one regular semester, an ineligible student may petition (in writing) the Occupational Therapy Academic Advisory Committee (OTAAC) for reinstatement into the program. The petition must be submitted no later than one month prior to the semester that occurs after sitting out for one regular semester. Reinstatement depends upon the student making a strong case for future success, which may involve submitting current transcripts documenting completion of coursework thought to further prepare the student for reentering the program. If the Chair reinstates the student upon recommendation of the OTAAC, any course(s) in which an F was earned must be retaken. For successful

completion of the program, students may repeat an occupational therapy course no more than one time. If the student chooses not to petition, a future request to enter the Occupational Therapy Professional Program requires the student to reapply through the regular admission process.

Professional Image:

Professionalism is one of the key tenets of our profession and our program. We believe that what you do here while in the program is what you will do when you are in the field. Therefore, we expect professional behavior, language and dress. Guests to the department are frequent and may be applicants to the program, faculty/staff from other departments or schools on the UAB campus, clients and their families, research volunteers and other health care professionals.

Dress

When in the OT classrooms, you are welcome to wear casual but appropriate clothing. Jeans, t-shirts, athletic wear are all acceptable. You are not permitted to wear low cut tops or those which expose your stomach or back. Low cut pants which expose your stomach, back or derriere and short shorts are prohibited. All clothing must be clean, fit well and be in good condition.

When we have visitors and/or visit clinics/facilities, we do expect professional dress. The following are required in professional dress: student ID (if visiting facilities outside of our department), khaki pants (or dress shorts in hot weather) and department polo shirt. Hair should be clean and not permitted to fall into the students' face. Nails should be clean, trimmed, and free of polish. All jewelry should be minimal. Body piercings and visible tattoos are not acceptable for the clinic or any outside visits. Dress should match standards for each facility/program attended through fieldwork I, fieldwork II and other community-based engagements. (See Dress for FW

Dress for presentations includes a suit for women or dress slacks/top/sweater or business type dresses with dress shoes. Men should wear dress slacks with a shirt (tie is optional), blazer and dress shoes.

Communication

All communication (written, spoken, pictorial and available through social network sites) should be professional and respectful at all time. You are representing the Department of Occupational Therapy as well as the University of Alabama and the profession of Occupational Therapy. Cell phones are permitted but must be silenced during all class/clinical time. If there is a need to have your phone on and audible during class or clinical time you need to first communicate this with your course instructor or clinical instructor. Neither cell phones nor any kind of electronic media are permitted during exams (of any kind).

Examinations and Coursework

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

1. Students must present themselves at the examination room before the examination is due to begin. Additional time for any student arriving after the start of the examination will not be given. (Unless the student has accommodations established through Disability Support Services)
2. No student may leave the examination room for the duration of the examination, unless directed to do so by the faculty or the student has accommodations established through Disability Support Services. Any student who leaves the examination room will be deemed to have withdrawn from the examination and will not be re-admitted to the examination room.
3. Students must not have access to nor make use of any book, manuscript, calculator, electronic organizer, mobile phone or other device which is not specifically allowed in the instruction for the examination (i.e., laptop for computerized test).
4. Mobile phones must be switched off and placed in the students coat, book bag, backpacks, and/or similar items, which will then be deposited at the front of the examination room or as directed by the faculty.
5. Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
6. Once the examination starts, students shall not communicate in any way with any person other than the faculty.
7. Students must not start writing until given permission to do so by the faculty.
8. Students must stop writing immediately when they are instructed to do so at the end of the examination.
9. A student whom the faculty believes to be using unfair means (including unauthorized aids, copying or communicating with others) will be so informed and his or her answer paper marked accordingly.
10. A student who, in the opinion of the faculty, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and

will not be re-admitted. Unreasonable disturbance may include the ringing of the student's mobile phone. These actions may conclude in the failure of the student for that examination and/or more stringent consequences of academic misconduct according to the Student Handbook.

11. Occasionally, through an inadvertent error or a difference in interpretation, an exam question may be found to be flawed. Examples of issues might include typographical errors, ambiguities or questions relating to material that is not covered in the course. Students who believe that a question is flawed should notify the class instructor within one week of the date the exam was administered. This letter should explain in detail why this question seems to be flawed. The instructor will investigate all questions brought to their attention in this way, and may make allowances in the grading process, if appropriate. The instructor's decision on this is final.
12. A student breaching any of these procedures will be reported to the Department Chair and the matter will be considered in accordance with University Regulations. Normally, the instructor returns graded tests within one week and provides a review session to discuss the correct answers. All test questions remain the property of UAB and remain in possession of the Department of Occupational Therapy. Therefore, examinations and answer sheets must be returned to faculty at the end of the review session. During the semester, examinations are held at the discretion of the instructor; however, the Department of Occupational Therapy has established a final examination schedule for each semester. Make-up examinations are scheduled with the individual faculty. The instructor must be contacted in order to schedule the exam on the make-up date during finals week. Make-up exams may have different test items and format from the original exam.

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

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

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

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

Professional Standards and Behavior

Occupational therapy professionals have to demonstrate the highest standard of behavior and conduct. Such behavior and conduct are governed by the Occupational Therapy Code of Ethics (American Association of Occupational Therapy [AOTA], 2005). This is a public statement of the common set of values and principles used to promote and maintain high standards of behavior in occupational therapy. These principles apply to occupational therapy personnel at all levels, including students of occupational therapy programs, and are part of an individual professional's lifelong effort to act in an ethical manner.

The Faculty of the Department of Occupational Therapy at UAB has an obligation to ensure, as a requirement of a student's 'fitness' to professional practice, that all occupational therapy students learn, practice and demonstrate appropriate standards of behavior and conduct.

The following guiding principles are a reminder of the standards expected of our students and need, where pertinent, to be read in conjunction with the Occupational Therapy Code of Ethics (AOTA, 2005):

Respect for others by:

- Showing courtesy and being respectful to students, staff, faculty, visiting professionals and the public at all times.
- Maintaining the dignity and privacy of individuals in all situations.
- Valuing and respecting the views, beliefs, and rights of all individuals.
- Embracing difference and valuing diversity; taking steps to promote tolerance, respect, dignity and equality for all.
- Promoting a work and learning environment free of bullying, harassment and discrimination.
- Promoting an environment conducive to learning by contributing actively and equitably to learning and teaching activities, whilst minimizing the risk of unnecessary disruptions.
- Communicating with peers, faculty, and staff in a professional and mature manner while recognizing a 'chain of command' with conflicts or appeals.
- Demonstrating flexibility and a willingness to work collaboratively with classmates, faculty, clinicians and clients.

Professional responsibility by:

- Engaging in actions that benefit others and minimize the risk of harm.
- Demonstrating reliability and punctuality in attendance and adhering to agreed procedure for reporting of non-attendance.
- Adhering to appropriate dress/uniform code, including, maintaining appropriate hygiene and personal appearance.

Social responsibility by:

- Respecting and making appropriate use of University, faculty and practice placement facilities and services; including use of books, computer, and other teaching/learning resources.
- Ensuring own actions and behavior enhance the profession's reputation and the public's confidence.
- Maintaining high personal standards in all settings; refraining from actions that can be construed as dishonest, fraudulent and unprofessional.

Professional integrity by:

- Maintaining honesty and openness in all encounters with service users, academic and service staff, and fellow students.
- Refraining from accessing and sharing information in practice and academic settings without appropriate authorization.
- Accepting responsibility and accountability for one's own actions.
- Ensuring personal matters do not limit or impair the academic environment or require undue time or resources for resolution.
- Ensuring that confidentiality and security of information are maintained at all times.
- Taking appropriate action to report situations and incidents that may harm the safety, integrity and wellbeing of others.

Professional competence by:

- Practicing safely at all times by meeting required standards of competence.
- Membership in, and participation with, professional organizations (student, state and national).

- Responding appropriately to individuals' needs and providing safe and competent care.
- Effectively managing time for successful administration of duties (classroom and practice).
- Accepting responsibility for own learning and responding appropriately to constructive criticism.
- Participating in continuing education opportunities when appropriate and available.
- Acknowledging limitations in own knowledge, skill and competence; seeking help and guidance as and when necessary.

Academic integrity by:

- Ensuring academic honesty in all course work; including examinations, research activities, and assessment of practice competence.
- Ensuring academic work submitted reflects own effort with credit given to the work of others.

Any action in violation of the spirit and purpose of these principles and the Occupational Therapy Code of Ethics (2010) shall be considered unethical and may warrant remedial action.

A student, whose actions or intentions is deemed to have fallen below these standards, will, in the first instance, be required to discuss the matter with their faculty advisor and formulate a written plan to address the situation.

Repeated violation of these principles or where the action of the student raises serious concerns will result in the student being referred to the Professional Suitability Panel. This panel would be comprised within the Department of Occupational Therapy to deal with situations where there are issues surrounding a student's professional suitability.

The purpose of the panel would be to work on behalf of the Chair of Occupational Therapy by investigating situations related to student suitability and, on the basis of the investigations, make recommendations to the Chair of Occupational Therapy who will consider all documentation and act accordingly.

The Chair of the Department of Occupational Therapy appoints membership to this panel, which may comprise:

- Designated Program Director of the professional program in occupational therapy (Entry-level MSOT, Post-Professional MSOT, Certificate in Low-Vision, Certificate in Health Focused Care, PhD Rehabilitation Science)
- Faculty of the School of Occupational Therapy

- SOTA Representative

The panel will explore the student's behavior, actions, and/or omissions that may have an impact on their suitability for membership of the profession of occupational therapy and/or which reflect adversely on the University of Alabama at Birmingham and its occupational therapy program.

The members of the Professional Suitability Panel will aim to meet within 5 working days of receiving a formal complaint regarding professional standards and behaviors. If a full investigation is required, evidence collection will commence immediately, and this will then be considered by the Professional Suitability Panel. The student will be interviewed by the panel as part of this process. The Chair of the Department of Occupational Therapy will give the student written notification of all decisions made by the panel and the Chair. The student will refer to the UAB's Grievance Policy for the appropriate appeal mechanism.

Student Professional Behavior Evaluation

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. Subsequently, the Department of Occupational Therapy has established standards of professional behavior for students that will aid in development and growth to that end. These standards are reflected in a Student Professional Behavior Evaluation Form (SPBEF).

The SPBEF was developed by examining attributes, characteristics, and behaviors that are required for success in the profession. The purpose of the SPBEF is to measure professional development by providing systematic feedback to the student regarding specific behaviors, identifying individual strengths and professional growth needs, and documenting behaviors for success in the practice arena. The sections of SPBEF are as follows:

1. Professional presentation
2. Interpersonal skills
3. Dependability
4. Responsibility

Professional development is something that occurs over time. As such, the SPBEF is administered at a few points during the program, specifically:

1. A self-evaluation by student during the 2nd semester of the program.
2. Summer of first year – completed by the Level I FW supervisor.
3. A second self-evaluation by student during the final classroom semester of the program (prior to Level II FW).

The SPBEF is distributed to student in the second semester of the program with renewal of self-evaluation prior to Fieldwork II.

Academic Responsibility:

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

Attendance:

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

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

Individual instructors may have more stringent, but not less stringent attendance policy than the Departmental Attendance Policy. Their requirements for attendance will be included in the course syllabi. Students are asked to schedule appointments outside class periods, i.e., doctor, dentist, etc. See Fieldwork Attendance Policy in Fieldwork Policies and Procedures.

Students are expected to understand their responsibility for learning. The student, therefore, realizes that:

required readings are completed before attending class, one must participate in class and/or small group discussions, and all course/class requirements are submitted by the beginning of class time on the specified due dates according to the instructor's announced format.

Many of the papers must be written according to guidelines outlined by the *Publication Manual of the American Psychological Association*, 6th ed. Normally, if class requirements are not fulfilled by the due dates, except in unusual circumstances, it will result in an "F" grade. It is recommended that students retain a copy of all submitted work as the instructor may elect to keep the student's paper

on file. Students are responsible for ensuring that all written assignments are error free, including punctuation, spelling, and grammar. If any paper is returned to the student to be revised, both the original copy and the revised copy are to be returned at the appointed time.

It is the student's responsibility to monitor his or her own academic progress, complete semester registration forms and other administrative processes on time, and fulfill all graduation requirements, including submission of the application for graduation. Students are expected to consult their faculty advisor when scheduling classes and planning graduation. Students who have concerns regarding their academic standing are expected to initiate help from their faculty advisor as soon as possible and should not wait until grades are officially submitted for a course. The faculty advisor and the Chair monitor the student's progress as well in order to initiate policies related to academic standing.

Dual Submission of Coursework:

Students should not submit papers or unaltered parts of the original paper, or other types of coursework that have been graded in another class to a second class for a grade without authorization from all instructors involved. Dual submission is normally considered cheating because it is an attempted use of unauthorized material. Cheating is considered academic misconduct and could result in a warning, reprimand, probation, suspension, or expulsion. In terms of a warning or reprimand, failure to follow this policy may result in an F grade on the second submission or could result in the student redoing the second submission for a lower grade.

Students may use information from other coursework to create an entirely new paper. For instance, a student may have written a literature review on pain management, which covers all types of approaches used in occupational therapy. The student may make one or two of the pain approaches from the original literature review and expand on it in more detail. Thus even though the second paper is based on other coursework, the student has written an entirely different paper.

Student Writing:

The UAB Department of Occupational Therapy Faculty recognize the importance of writing in both the academic and professional arenas; therefore, students are expected to learn the processes involved in scholarly and professional writing ultimately achieving the competence expected of an entry-level occupational therapy practitioner. Assignments representative of these forms of writing will occur developmentally throughout the curriculum providing students the opportunity to master acceptable standards of writing. Failure to comply with all or any part of this writing program, including requirements for additional tutoring, will result in the student meeting first with the respective course instructor and/or the academic advisor to make a plan of correction. Further lack of compliance with this policy will result in the student meeting with the departmental professional behavior board who will make recommendations to the Chair for disciplinary action according to the SHP's academic misconduct policy. As per policy, the student has the right to respond to any charges of misconduct and may use the appropriate grievance procedure.

In conjunction with the UAB Writing Skills Center

<https://www.uab.edu/students/services/item/1182-writing-center> students will:

1. As outlined in the respective course syllabi, assess their writing skills to identify areas for improvement – such as structure, grammar, and punctuation.
2. Create a plan to improve the identified writing areas and communicate, in writing, this plan to their advisor.
3. Actively work on improving these areas through course writing assignments as well as tutorials, worksheets, and/or additional one-to-one meetings with the UAB Writing Skills Lab counselors, if indicated.
4. Provide evidence of their progress toward their goals to their advisor.
5. Accept responsibility that failure to implement the above will adversely affect their progression in the program and may result in disciplinary action.

Incompletes

The Department of Occupational Therapy faculty do not give grades of Incomplete for failure to meet due dates for course assignments, **except** for when extraordinary circumstances prevent compliance. The circumstances include, but are not limited to, severe illness, death in the family, etc. A student must discuss the need for an incomplete with the respective course instructor. The incomplete must be made up and grade assigned within a maximum of 11 weeks at the instructor's discretion.

Building Security:

All SHP faculty, students and staff should have available and visible their UAB IDs when in the School of Health Professions Building and Learning Resource Center. IDs will enable classroom access. When family members or friends who do not have an ID are with the student, those individuals should be accompanied throughout the building at all times with an individual with the appropriate ID visible. Those in the building without proper identification showing will be asked to leave the building.

Credentialing:

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

Students are required to become certified and/or renew CPR certification (Course C) and Universal Precautions competency as needed during the Occupational Therapy Program. The Academic Coordinator of Fieldwork Education will provide additional information regarding CPR and Universal Precautions credentialing. Upon satisfactory completion of the curriculum, including Level II Fieldwork, students are awarded the Master of Science in Occupational Therapy degree and are eligible to take the certification examination for the occupational therapist administered by the

National Board for Certification in Occupational Therapy. Successful completion of this examination leads to certification as an occupational therapist and to the title, Occupational Therapist Registered (OTR). Additionally, individual state regulations must be met for the initially certified OTR to practice.

Most states require licensure or other types of regulation (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. Student/new graduates should contact the Alabama Occupational Therapy Licensure Board (P O Box 3926, Montgomery, Alabama 36109-0926, telephone number (334) 353-4466, to apply for temporary or limited permits to practice. Most Boards award regular permits once the individual receives verification of successful completion of the national certification exam. In Alabama, one CANNOT practice if the certification exam is failed and will not be awarded licensure to practice until the exam has been passed. When applying for state licensure, certification, or registration, a criminal history background check is conducted by the state occupational licensing agency.

Classrooms and Laboratories:

Students will be given access to the Activities and Media labs (SHPB rooms 124,125 and 136) via code number. Students will be responsible for keeping the space in order and clean. Other classrooms are accessed by permission. Food and drink is allowed in the classroom/labs but NOT in the computer room (136). In addition, the computer room will have policies stated in the syllabus for OT 698. Students must abide to the stated use, restrictions of computers, and data. If violations occur regarding use/misuse of computers, data or subject information a student may be dismissed from the program.

CPR:

All OT students must present an up-to-date certificate for CPR for the health professional prior to starting fieldwork levels I & II, as well as before participating in any community-based practice or fieldtrips. The Department of Occupational Therapy will assist in setting up an appropriate course.

E-Mail:

We all rely on e-mail as an official means of communicating with each other. It is a requirement for each student to have a valid (@uab.edu) e-mail address. Do not forward UAB account to personal account. Please see an OT staff member with all questions pertaining to e-mail. Faculty is not responsible for information not received by student due to 'redirect' UAB account to another email server.

UAB - Office of the Provost

Every student enrolled at UAB must have an e-mail address that ends with "@uab.edu". Such an e-mail address is required for a student to register for UAB credit courses. It is the student's

responsibility to obtain an official UAB e-mail address in a timely manner from the UAB e-mail registering system (Blazer ID World Wide Web Site). This will require the student also to have a valid, current, and reliable electronic mailbox through an Internet Service Provider (ISP) or portal or on a server administered by the student's academic department, or on the central mail service provided by the Office of the Vice President for Information Technology. It is the student's responsibility to check his/her e-mail regularly for distribution of official UAB communiqués. UAB recommends that e-mail be checked at least once a day when practicable.

UAB is not responsible for lost, rejected, or delayed e-mail forwarded by UAB from a student's "@uab.edu" address to off campus or unsupported e-mail services or providers. Such lost, rejected, or delayed e-mail does not absolve the student from responsibilities associated with an official UAB communiqué sent to the student's official UAB e-mail address ("@uab.edu"). If there is a change in a student's e-mail address to which the "@uab.edu" alias address is re-directed, it is the student's responsibility to make the changes in the UAB e-mail registering system. UAB will ensure that all students have access to an e-mail account and will provide means for students who do not otherwise have access to e-mail- capable computers to be able to check their e-mail through such mechanisms as computer labs, the UAB libraries, and public terminals.

UAB will provide mechanisms to allow students to request that their e-mail addresses not be published in a similar way that other student directory information is not published. However, unpublished e-mail address will be used for sending official UAB communiqués to students including communications to a group of students such as a course e-mail list. Students also will be provided mechanisms for requesting that their e-mail addresses not be used for general UAB mailings that are not official communications with students. UAB is not responsible for the handling or mishandling of student's e-mail by non-UAB providers or by unofficial (non- @uab.edu) e-mail servers.

Graduation Criteria:

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

Laboratory Experiences:

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 course instructors. As a result, occupational therapy laboratory sessions may require the student to dress in shorts, t-shirts, halters or bathing suit tops in order that the body part to be evaluated and treated may be adequately exposed.

During any given laboratory session, it is the responsibility of the student 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 intervention procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques, i.e., handicapping conditions do not excuse the student from performing essential functions of occupational therapy. Reasonable accommodations may be implemented so that performance occurs. (See ADA.)

Students are normally not allowed to provide intervention for the medical problems of other students. Students should never provide intervention for medical problems without supervision from an occupational therapist licensed by the state of Alabama. The professional liability insurance that the student purchases only covers the student when providing occupational therapy interventions with the appropriate supervision sanctioned by the University. In the same regard, students should not ask faculty to provide intervention for their medical problems.

Leave of Absence Policy:

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

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

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

Letters of Reference:

The Chair of the Department of Occupational Therapy and faculty members write references in an ethical manner according to their observations and records. It is preferable for the student to contact faculty to write a letter of reference at least two weeks prior to the date it is needed. The student should discuss and/or provide in writing some of the main points the student hopes will be mentioned and the details of the position/scholarship necessitating the reference. The student should provide the necessary form (when applicable) with routine information already included, a stamped and addressed envelope, and submission deadline (be sure to allow mailing time). If requesting a letter of reference by mail after graduation, the student should include information regarding the position sought, relevant experiences, year of graduation, and name under which he or she was registered as a student.

Locker Policy:

Due to the nature of the course of study, lockers are available to students. These lockers located in hallways on the 1st through 4th floors of the SHP Building, including outside of SHPB-125. Students may provide the combination or a key to Elaine Satterfield in the event we need access to your locker in an emergency. You may use a locker until you depart for your first Level II Fieldwork assignment.

Outside Employment:

If the student chooses to obtain employment while in the academic portion of the occupational therapy professional level curriculum, the University of Alabama at Birmingham assumes no legal responsibility for the competency of the student engaged in the job duties assigned by his or her employer. Students working in therapy aide level positions must not represent themselves to the public or to their employer as a practicing student occupational therapist. This title is reserved for when the University officially places the student at fieldwork sites to complete Levels I and II Fieldwork.

The professional liability insurance purchased through the University only covers the student during official fieldwork placements and fieldtrips. Scheduling of classes, fieldtrips, and Levels I & II

Fieldwork placements cannot be adjusted around the work schedules of students. Safe fieldwork performance requires adequate physical and mental preparation. Level II Fieldwork is as demanding as a full-time job.

Students are typically required to provide client intervention five days per week, eight hours per day. Therefore, students are strongly discouraged from outside employment during the six months of full time Level II fieldwork.

Pregnancy:

Pregnant students are asked to inform laboratory instructors and the Academic Coordinator of Fieldwork Education immediately to prevent problems related to harmful exposure in the inappropriate receipt of occupational therapy interventions, and participation on fieldtrips and Fieldwork involving clients with communicable diseases. (See Laboratory Experience.) The Academic Coordinator of Fieldwork Education should also be informed if the birth due date interferes with completing fieldwork as scheduled. Complications related to the pregnancy should be discussed immediately with the Chair if it is expected that participation in the curriculum may be impacted.

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

Quality Improvement:

Course Evaluations

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

Program Evaluation

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

Records:

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

Retention:

Course Withdrawal:

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

Program Withdrawal:

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

Telephones:

Department phones cannot be used for incoming or outgoing personal calls unless a **REAL EMERGENCY** occurs. An occupational therapy faculty member must approve any call. Administrative assistants will not interrupt classes to give students messages unless it is a **REAL EMERGENCY**.

Student Computer Requirement:

MSOT entry-level students will be required to have unrestricted access to a personal computer; a laptop/notebook computer is strongly recommended. In addition, students will be required to obtain dial-up or broadband access to the Internet through an Internet Service Provider of their choice. A computer is essential, as it will be used for official correspondence sent by e-mail and for delivering and communicating course assignments. The choice of personal computer to meet the requirements of this policy should be consistent with the most current Recommendations for Hardware, Software and Internet Service Provider to meet the Medical Student Computer Requirement Policy established by the University Of Alabama School Of Medicine- Medical Education Information Services. Students will use their computers to:

- access instructional websites
- access information resources, such as bibliographic databases
- send and receive e-mail

- run Microsoft Office software (word processing, presentation graphics, etc)
- install and run instructional software provided by instructors

Students may purchase, lease, borrow, or share the hardware and software necessary to meet this requirement. The cost of a computer, peripherals, associated software, and an Internet Service Provider can be included in financial aid considerations. Purchase and maintenance of hardware and software for student-owned computers is the student's responsibility. If a student cannot afford a personal computer they may still access the internet for email and assignments through use of the LRC computers or LRC/Steryn Library computers. Not having a personal computer is not an excuse for failing to communicate, respond to emails and/or lateness or incompleteness of assignments.

Recommendations for Hardware:

An Intel-based PC running Windows is strongly recommended, because it is the standard, supported platform for the student computer facility. If you already own a PC or a Macintosh, either is acceptable, provided it can accomplish the tasks stated in the Student Computer Requirement Policy. For students purchasing a new computer, the following are recommended minimum configurations based on an estimated three to four year life of a PC. 2.0 GHz or faster CPU (e.g., Pentium 4, Intel Centrino, Intel Dual Core, Celeron M, Cyrix III, AMD Turion, etc.); 1.0GB or more SDRAM; 80GB or larger hard drive; 24x or faster CD-RW drive; High-resolution graphics adapter with at least 256MB video RAM, supporting at least 24-bit color at 800 X 600 resolution.

Laptops should have an external monitor port for connection to an external monitor or classroom projection system. High-resolution color display (at least 800 X 600 resolution, 24-bit color. Laptop displays should be at least 12" diagonally. Desktop displays should be at least 15" diagonally.) Sound support, including speakers or headphones 56kbps V.90 modem (avoid any modem labeled "winmodem" or "modem for Windows") and/or Ethernet Adaptor. A high-quality printer (ink-jet or laser) is recommended, although printing facilities are available in the student computer labs.

Bundled software should include Microsoft Office Professional (available for small (\$10) media fee at UAB bookstore). Laptop users should consider purchasing a wireless Ethernet Adaptor (802.11b/g) as wireless access points are available in most all locations of UAB campus. Most newer laptop computers have wireless adapters installed by the manufacturer. Check with your retailer to see which models are available with wireless network adapters before you purchase one.

The Microsoft Office suite comes with several applications, including Microsoft Word, the Excel spreadsheet, Outlook e-mail and personal information manager, PowerPoint (for class presentations) and Access (database software). A license to use Microsoft Office is available to currently enrolled students for their home computers. A portion of your computer lab fees are used to provide this license. However, the COs required to install Microsoft Office must be purchased at the UAB Barnes and Noble bookstore located at 1218 6th Avenue South for around \$11.

Software standards:

While other packages can provide the same functions, there are significant conveniences and advantages to using one of the standard packages. In many courses it is expected that the files submitted will conform to these standards.

- Word processing-- Microsoft Word
- Spreadsheets-- Microsoft Excel
- World Wide Web browsers-- Microsoft Internet Explorer
- E-mail client-- You may use any POP or IMAP compliant email software such as Outlook, Outlook Express, Eudora, etc. Your School of Medicine provided mailbox is accessible via the World Wide Web.

About laptops:

Students may find that laptop computers offer significant advantages of mobility. A laptop computer is acceptable, but portability is not required. Electrical outlets are available in all designated OT space but not in all classrooms of SHP or Learning Resource Center (LRC). We suggest you bring a second battery if you are using a laptop.

Advice on acquiring a computer:

Computer technology changes rapidly and prices for computers continue to drop. Depending on the student's individual situation, it may make sense to lease, or purchase. It is reasonable to expect that any computer will need upgrading over the course of four or more years. Make sure that your computer's memory is expandable.

Section E - Fieldwork

Fieldwork experiences are an integral part of the educational process for the occupational therapy student at The University of Alabama at Birmingham. Fieldwork sites are developed and maintained by the Academic Coordinator of Fieldwork Education, with administrative support.

Required Documentation for Students Prior to Participating In Any Fieldwork Experience:

1. Record of immunization.
2. Evidence of current criminal background check (CBC).
3. Evidence of drug screen.
4. TB testing.

5. CPR at the basic healthcare provider level.
6. Health insurance.
7. Standard precaution training.
8. Certificate of malpractice insurance (provided by the department).
9. A signed copy of the "Rights and Responsibilities of Student" form.
10. Documentation supporting health conditions that may require reasonable accommodations on behalf of the fieldwork facility.
11. And 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 fieldwork site. The above noted documentation will need to be shown to the department as well, prior to initiating any out of class experience.

Level I Fieldwork:

The Level I Fieldwork Experiences will be scheduled at in-state facilities and community settings, as well as out-of-state facilities in some instances. These short-term experiences are scheduled the first week of the summer, and the first week of the second fall term. There are also short term fieldwork experiences scheduled as part of the practice courses. These experiences are an integral part of the all of the practice courses, designed to reinforce the topics currently being discussed in classes. As you progress through the curricula and as a part of your Level I fieldwork experiences, you will be given greater responsibility for the care and implementation of intervention for clients as well as greater opportunity to work with other professionals. Every effort will be made to place you in an area which suits your educational needs; however, there are no guarantees as to where you will be placed. No aspect of the Level I experience can substitute for Level II.

Supervisors of Level I fieldwork may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Each site is selected with the needs of the student in mind and is evaluated each academic semester by the Academic Coordinator of Fieldwork Education and by the students participating at that site. Practicum objectives for Level I fieldwork experiences will be provided prior to initiation of the first Level I fieldwork experience.

Please note that in some curriculum embedded fieldwork experiences, you may be required to successfully complete the fieldwork component in order to pass the course. Objectives relative to these experiences are provided within the course in which these experiences are embedded;

please see the course syllabi for more information on specific learning and behavioral objectives, and also see the UAB Graduate School policy on Good Academic Standing.

Level I Evaluation Forms:

It is the responsibility of the student to ensure that all documentation related to evaluation of the fieldwork experience is returned by the required date to the Academic Coordinator of Fieldwork Education, or the instructor if the experience takes place as part of a specific course. In some instances, the fieldwork supervisor will choose to return the forms directly to the Academic Coordinator of Fieldwork Education. It is the responsibility of the Academic Coordinator of Fieldwork Education or the course instructor to inform the student in a reasonably timely manner of the required date, either through written or verbal notice. Under the present system, there are two forms related to the Level I fieldwork experience: the Evaluation of Student by Fieldwork Educator, and the Student's Assessment of Level I Fieldwork Experience. Each form should be completed by the respective person, and reviewed and signed by both parties. Evaluation forms for experiences embedded in practice courses is specific to the experience, and provided as part of the class.

Level II Fieldwork (OT 685 and 686):

These experiences are the culmination of the educational experience, as it takes place after successful completion of the two years of professional coursework and precedes graduation. Traditionally, two twelve-week full-time assignments are made, although part-time assignment may be possible. No assignment is less than half-time. You will have the opportunity to review education site files and to request specific sites in which you are interested. However, the final decision for placements remains the responsibility of the Academic Coordinator of Fieldwork Education to ensure that the appropriate environment and learning needs of the students are considered. In planning for Fieldwork Level II, anticipate temporary relocations, as well as associated expenses.

There are no guaranteed fieldwork site choices. In situations of extreme hardship, students may petition for a change of placement after the placement has been confirmed. If the student disagrees with the decision of the Academic Coordinator of Fieldwork Education regarding the request to change, the student can petition the entire faculty. All petitions must be submitted in writing. Petitions will be considered at faculty meetings, and as such, all petitions must be received in a timely manner in order to be considered. The justification for the change should be clearly detailed in the petition, and accompanied by supporting documentation. Examples of acceptable rationale include extreme financial hardship or a significant health condition. Financial hardship typically associated with being a graduate student will not be considered significant enough to warrant exemption. By extension, problems with transportation and housing are also not considered acceptable rationale. All fieldwork assignments are final unless cancelled by the faculty or by the Academic Coordinator of Fieldwork Education. An unauthorized change in scheduling of

assigned placements is prohibited. Doing so will result in disciplinary action as outlined in the academic misconduct policy.

Students have the option of requesting an additional level II placement in a specialized area following completion of the normally scheduled fieldwork requirements, which may include international settings. Students interested in pursuing this should contact the Academic Coordinator of Fieldwork Education for additional information.

Six to eight weeks prior to the onset of fieldwork rotations, students will write an introduction letter confirming the dates of the rotation; a copy of the Personal Data Form, as well as all required health documentation should be included with this record. Copies of all documents sent to the facility must be submitted to the department for placement in the student's file. Even with a formalized process of requesting reservations for determining placements, occasionally fieldwork placements are cancelled by the fieldwork facilities for reasons beyond the control of the university and the department. In these instances, the Academic Coordinator of Fieldwork Education will work with the student to secure the best available fieldwork site.

Student requests for a particular site or geographic location cannot be guaranteed. In some instances alternative dates may need to be used. Fieldwork Level II must be completed within one year of completion of didactic coursework. Successful completion of both the didactic and fieldwork portions of the curriculum is required for eligibility to take the national certification examination, which is given by the National Board for Certification in Occupational Therapy.

Academic Credit:

Fieldwork experiences are part of your academic program. Students will receive ten hours credit for each Level II fieldwork experience successfully completed.

Students Contacting Fieldwork Sites:

Independently contacting facilities to arrange fieldwork placements is prohibited. Doing so will result in disciplinary action as outlined in the academic misconduct policy.

Absences and Holidays:

At the discretion of fieldwork site, the student may have up to 3 absences per 12 week, level II rotation. These are not discretionary days, rather, an allowance to be used only in instances of legitimate illness. The expectation is that these days will not be used. Students should expect to make up these days at the convenience of the fieldwork site, if so desired by the site. Students should follow the notification procedure of the facility for reporting the absence. The Academic Coordinator of Fieldwork Education should also be notified within 24 hours of the absence. Failure to do so, or unexcused absences from fieldwork obligations, may result in withdrawal from the fieldwork site as well as disciplinary action as outlined in the academic misconduct policy. If

excused absences exceed 3 days, that time must be made up, at the convenience of the fieldwork site. Holidays are granted in accordance with the personnel policies of the fieldwork site, i.e., time off from the fieldwork experience for this reason may be granted but should not be assumed.

Dress for FW:

Each fieldwork site should have a dress code specific to the facility. Please reference either the file for the individual fieldwork site, or discuss with the in-site supervisor or coordinator. In lieu of a facility specific dress code, please reference the Department dress code in section D of the professional behavior section in this handbook. Inappropriate dress at fieldwork sites will result in withdrawal from the rotation.

Contact Information:

Students are required to maintain up-to-date contact information at all times, especially during Level II Fieldwork Experiences. The Department will continue to correspond with you via email. You are responsible for checking email during fieldwork placements.

Fieldwork Evaluation Forms:

Unless the fieldwork educator chooses to do so, it is the responsibility of the student to ensure that all documentation related to evaluation of the fieldwork experience is returned to the Academic Coordinator of Fieldwork Education by the required date. It is the responsibility of the Academic Fieldwork Coordinator to inform the students in a reasonably timely manner of the required date, either through written or verbal notice. Failure to return all of the necessary documentation will result in the withholding of grades for the course related to that fieldwork experience.

Early Termination of Fieldwork Experiences:

You are not permitted to work evenings and weekends in order to shorten the length of your fieldwork experiences. Students may not terminate their fieldwork experience early without the permission of the Academic Coordinator of Fieldwork Education.

Withdrawal from Fieldwork:

Administrative withdrawal from a fieldwork experience may occur for the following reasons:

- Academic standing
- Academic or non-academic misconduct as outlined in the student handbook
- Failure to comply with facility or the University policy and procedure

- Endangering clients, physically or emotionally
- Failure to pay tuition
- Failure to comply with personal health insurance or health record requirements
- Failure to complete the Rights and Responsibilities or Personal Data forms

Student Failure and Appeal Process:

- a. The facility informs the Academic Coordinator of Fieldwork Education and the student when a student is failing Level I or Level II Fieldwork. Ideally, this discussion about the student's failure should occur as soon as possible. It is also the responsibility of the student to contact the Academic Coordinator of Fieldwork Education as soon as he or she is aware of the situation.
- b. The Academic Coordinator of Fieldwork Education will counsel with the fieldwork supervisor and the student as to what actions need to occur in order to improve student performance. This will include a time frame for anticipated results.
- c. In the event that a student fails the Level I A fieldwork rotation, he or she will receive no credit for that portion of the overall grade for OT 632. Please refer to the objectives relative to the I A Fieldwork experience, the course syllabi, and the Department of Occupational Therapy's policy on Good Academic Standing.
- d. In the event that a student fails the Level II B fieldwork rotation, he or she will receive no credit for that portion of the overall grade for OT 633. Please refer to the objectives relative to the IB Fieldwork experience, the course syllabi, and the Department of Occupational Therapy's policy on Good Academic Standing.
- e. In the event that a student fails a Level II Fieldwork rotation, the student is dismissed from the program. See the Department's policy on Academic Performance.
- f. In the event of a failed fieldwork experience, the Academic Coordinator of Fieldwork Education counsels with the student regarding those behaviors or actions that were identified as problem areas, and also counsels the student on the consequences of the failure (dismissal) and the appeals process.
- g. If a student experiences health problems or personal issues which necessitate termination of the fieldwork experience or a temporary leave of absence, arrangements for completion of fieldwork will be handled on an individual basis by the Academic Coordinator of Fieldwork Education. See the Department's Leave of Absence policy.

- h. In the event that a student does not complete a rotation, compliance with ACOTE requirements will be maintained. Students may be required to repeat the entire fieldwork experience.

Appeal Process:

The student first contacts the Academic Coordinator of Fieldwork Education about his or her belief that he or she was graded or treated unfairly. If the student is not satisfied with the result of the contact, he or she may then bring the issue to the Chair. The Chair may wish to discuss the issue further with the Occupational Therapy faculty and the clinical instructor before meeting again with the student. If the student believes the issue remains unresolved, the student may implement the SHP grievance procedure.

Section F – Associations and Awards

Alabama Occupational Therapy Association

The Alabama Occupational Therapy Association (ALOTA) is a state affiliate group of the American Occupational Therapy Association (AOTA). The ALOTA is concerned with keeping its members informed about practice issues including continuing education and government regulations. Another important endeavor is public education and public relations to promote occupational therapy state-wide. Workshops are sponsored by ALOTA to meet educational needs of the membership.

American Occupational Therapy Association

Membership is highly recommended. **Student Membership Works! JOIN YOUR FRIENDS AT AOTA-** Start your future today. You've chosen a meaningful and exciting career in occupational therapy. Every class, exam, and fieldwork assignment you experience is an important step toward success.

Take another giant step toward your future and join AOTA now! Add the nuts and bolts of real-world occupational therapy to your education. Student members get the same great benefits as every other AOTA member and one more—substantial savings on dues and more! <http://www.aota.org/en/AboutAOTA/Membership/AOTA4Students.aspx>

Graduate Student Association

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

Pi Theta Epsilon

Pi Theta Epsilon (PTE), the national honor society for occupational therapy students and alumni, encourages and recognizes research and scholarship contributing to the advancement of the profession. Each spring the Alpha Beta Chapter of PTE, founded at the University of Alabama at Birmingham (UAB) in 1988, inducts new members. Those who have demonstrated superior scholarship, rank in the top 35% of their class, have a GPA of at least 3.5, and have completed at least one academic term in the program are eligible. For additional information, visit Pi Theta Epsilon at <http://www.aotf.org/pithetaepsilon.aspx> or contact the faculty advisor at UAB: Brian J. Dudgeon, PhD, OTR/L, FAOTA

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 annually elects a faculty sponsor who

serves as a liaison between the department and the student association.

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

OT Student Ambassador Program:

Be an OT Student Ambassador - one of the most prestigious activities for occupational therapy students. Ambassador duties are in addition to academic program requirements and may include:

- Attend and actively participate in a training session at the beginning of the fall semester you start the program in.
- Be able and available to do tours for potential OT students and other visitors on campus.
- Passionately and accurately represent the UAB - Occupational Therapy Program to prospective students and their families.

Contact Chris Eidson for more information and application.

THE UNIVERSITY OF ALABAMA AT BIRMINGHAM STUDENT OCCUPATIONAL THERAPY ASSOCIATION CONSTITUTION AND BYLAWS

PREAMBLE

We, the occupational therapy students at The University of Alabama at Birmingham, do hereby form this organization for the purpose of fellowship among students, faculty, and those persons in the community 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.

ARTICLE I

General Organization:

Section 1. The name of this organization shall be the Student Occupational Therapy Association (SOTA) at The University of Alabama at Birmingham.

Section 2. The membership of this organization shall include Occupational Therapy students accepted/enrolled in the Occupational Therapy Program, prospective students and OT advocates.

Section 3. The officers of the Student Occupational Therapy Association shall consist of president, vice-president, secretary, and treasurer.

ARTICLE II

Membership:

Section 1. To be a member with voting rights, one must be registered on the roll of this organization, and one must pay a membership fee.

Section 2. SOTA membership fees will range from \$10-20. SOTA membership, membership in AOTA and ALOTA range from \$60-80.

Section 3. For students enrolled/accepted into the program, the deadline for the payment of membership fees shall be September 30th.

Penalty Fee:

Section 1. Voting privileges will be suspended if a member fails to pay membership fees by the designated deadline. Voting privileges will be reinstated upon payment of membership.

ARTICLE III

Qualifications of Officers:

Section 1. The president, vice president, treasurer and secretary of the Student Occupational Therapy Association shall be elected by the rising second year members of the organization. The president will be elected as president-elect in January, with the vice president, treasurer, secretary, and standing committee chairs being elected in March. The OT Assembly of Student Delegate (ASD) representative shall be elected from the first year students by the first and second year students. The representative will be nominated and elected following the call from AOTA.

Section 2. The officers shall serve a period of one school year with the exception of the president-elect who will serve an additional two months.

ARTICLE IV

Duties of the Officers:

Section 1. The general duty of all officers and chairpersons of standing and special committees will be to turn in a written and/or electronic report of activities to the secretary. Officers, standing committees, and special committees should file reports including all activities of the previous year by the end of the school year. Special committees should turn in reports within 2 weeks of their specific task completion.

Section 2. The Board of Officers will decide on the number of meetings to be held by SOTA each semester- meeting no less than 5 times p/semester.

Section 3. The president shall have the following duties:

- a. To preside over all meetings of the Student Occupational Therapy Association.
- b. To appoint special committees.
- c. To preside over meetings of the Board of Officers.
- d. To preside over the nomination and election of the standing committee chairs.
- e. To approve all SOTA checks with Treasurer or faculty sponsor.

Section 4. The vice-president shall have the following duties:

- a. To assume the office of president, if for any reason the office becomes vacant, or when requested, to serve in the absence of the president.
- b. To coordinate activities of the committees, insuring their function by informing organization members and committees of the general activities of each committee.
- c. To serve as a communication link between the first year and the second year classes.

- d. To be familiar with the constitution and by-laws of this organization in order to interpret them when necessary. The vice-president should also be familiar with Robert's Rule of Order Revised which shall prevail where the constitution and by-laws of this organization do not specify otherwise.

Section 5. The duties of the secretary shall be:

- a. To keep accurate, written records of each meeting.
- b. To keep on file all reports of officers and committees.
- c. To keep the organization's official roll and to call roll when required to do so.
- d. To preside over meetings in the absence of the president and the vice-president.
- e. To handle all the correspondence of the organization including correspondence with the state ALOTA and the national AOTA newsletter.
- f. In conjunction with the public relations chair, handle all on-campus and community publicity other than meeting announcements.

Section 6. The treasurer shall have the following duties:

- a. To have charge of all financial matters of the organization and gain approval of The President or faculty sponsor with the signing of all checks.
- b. To keep a current list of members in good standing.
- c. To stay abreast of bank policies for the bank which SOTA utilizes.

ARTICLE V

Procedures for Election of Officers

Section 1. In January receive nominations and hold election for president-elect.

Section 2. In the March election, nominations for the vice-president, treasurer, secretary and all committee chairs may be made by first year students and voted on by the first year students.

Section 3. The ASD representative shall be nominated and elected by the paid membership of SOTA. Elections will be held following the call from AOTA.

Section 4. A quorum must be present during nominations and voting.

Section 5. Voting shall be by simple majority for an elected office.

ARTICLE VI

Standing Committees:

Section 1. The Program Committees shall be responsible for planning and conducting programs for the organization involving topics of interest, speakers, historian/scrapbook, intramural sports, public relations, social events, web master and membership.

Section 2. The Community Service Committee's purpose shall be to provide opportunities for members, or for the organization as a whole, to participate in activities beneficial to the community, the school, or other related areas.

Section 3. The Fund Raising Committee shall organize projects for the purpose of raising money for the organization and its activities. This shall include T-shirt sales.

Special Committees:

Section 1. Special committees may be established by the president when deemed necessary. Such committees will be disbanded when their task is completed.

ARTICLE VII

Organization Sponsor:

Section 1. Members of SOTA will solicit OT faculty for nomination and election, which will occur in January, along with the election for president-elect.

Section 2. The sponsor shall be a faculty member in the Department of Occupational Therapy at the University of Alabama at Birmingham.

Section 3. The sponsor's duties will be to act as a consultant and to participate as an ex officio member of the Board of Officers.

Section 4. To clarify duties and responsibilities of the ASD Representatives.

Section 5. Sign checks for SOTA in the absence of the President or Treasurer

Section 6. The OT faculty sponsor shall notify the SOTA Board of Officers one semester in advance if he/she wishes to resign.

ARTICLE VIII

Quorum:

Section 1. At scheduled and called meetings, a quorum shall consist of a simple majority of current membership.

Section 2. In the absence of a quorum at a scheduled meeting, the president may request a suspension of the rule in order to carry out business. A two-thirds vote of members present is

required to suspend the rule.

ARTICLE IX

SOTA Meeting Format:

Section 1. Any business needing to be discussed in the SOTA meeting should be presented to the president prior to the meeting.

Section 2. Robert's Rules will be followed during business meetings.

Section 3. Meeting time for SOTA will be designated on student schedules p/semester.

Section 4. An agenda will be utilized for each meeting and sent to the members in advance of each meeting.

ARTICLE X Amendments and Bylaws:

Section 1. A quorum must be present in order to pass an amendment.

Section 2. Amendments may be proposed by the Board of Officers, by a special committee, or by an individual member. An amendment must be passed by a two-thirds vote of those members present and in good standing given that written notice of the proposed amendment(s) has been provided to all members of the organization at least one week previously.

Section 3. All amendments which constitute a change to the by-laws shall be incorporated by the method of deletion and substitution, and those which are additive shall be placed in an additional section or paragraph in the article to which it refers.

Section 4. Bylaws shall be passed by the organization by a two-thirds vote of members eligible to vote.

ARTICLE XI

Expenditures:

Section 1. All requisitions for the expenditures of this organization shall require the signature of the treasurer, president, and/or faculty sponsor.

Section 2. Ten percent of the money raised shall be placed in the Memorial Scholarship Fund.

Section 3. Two hundred dollars shall go toward the ceremony finalizing the completion of all requirements for graduation. The allocation of the \$200 shall be voted on and approved by a majority of the graduating class

Section 4. It shall be mandatory that a minimum of \$1000 be left in the Student Occupational Therapy Association account for the next year's class.

Section 5. All monetary donations to organizations and/or individuals shall be discussed and voted

on by the SOTA membership.

Section 6. Should SOTA dissolve, any remaining funds will be donated to the American Occupational Therapy Political Action Committee (AOTPAC).

SOTA Tax ID Number: **20-3940514**

STUDENT AWARDS

The Carroline Amari Endowed Scholarship

Cat Amari graduated from the UAB's Occupational Therapy program in 1970. She later went on to become the program director, and retired in 1998 after 25 years at UAB. She was a tireless mentor and an inspirational teacher to many of her students. Many of them fondly refer to themselves as *Cat Amari Graduates*. It is with much honor and pleasure that the Department of Occupational Therapy has endowed a scholarship in honor of Carroline "Cat" Amari. The award was made for the first time in 2008 and is designated for 2nd year occupational therapy students to assist with financial burdens associated with fieldwork. Criteria have been established which include: The student must be enrolled as a 2nd year student in the program, demonstrate solid academic promise and the potential for completing the Occupational Therapy program, and demonstrate financial need. This information will be sought from students for the scholarship committee during the 5th semester of the curriculum. The award will be made for the start of summer semester, second year.

The Restore Therapy – UAB Health Professions Fieldwork Tuition Assistance Sponsorship

A generous sponsorship from Restore Therapy Services LTD was used to establish a loan fund intended to assist up to two qualified students enrolled in the Occupational Therapy program in the School of Health Professions at UAB. Applicants should demonstrate solid academic promise and have earned at least an overall 3.0 (on a 4.0 scale) grade point average in course work completed prior to the time of application. The loan amount is \$1000, and is offered to students on Level II Fieldwork rotations, one student in the summer rotation, and one student in the fall rotation. This loan will be considered forgiven and canceled if the recipient participates in one clinical rotation at a Restore Therapy facility during his or her final year of coursework. Applicants will be asked to submit a transcript and a short essay as part of the application process. This information will be sought from the scholarship committee during the 5th semester of the curriculum.

Helping Occupational Therapy Students Succeed (HOTSS) Scholarship

Started by alumni to assist students with cost of NBCOT exam.

Academic honoraries in the School of Health Professions include:

Alpha Eta Society/UAB Chapter of Allied Health Professions National Honor Society.

The society recognizes high attainment in the health related professions. Nominations are made by the program directors/chairs, and selection is made annually, generally in the summer term of each year. Candidates must have a cumulative grade point average of 3.5 or better (scale: A=4.0) in the health related discipline and must have demonstrated capacity for leadership and achievement in the chosen field of study.

Resources and Helpful Information

UNIVERSAL PRECAUTIONS & HAZARDOUS MATERIALS TRAINING

This is to certify _____ has satisfactorily completed the course requirements for universal precautions and hazardous materials at the University of Alabama at Birmingham, Department of Occupational Therapy.

Student Signature

Date

Faculty Signature

Date

Bloodborne Pathogens All students must follow universal precautions in the care of **ALL** patients and clients. Following Center for Disease Control Guidelines, universal precautions apply to blood, all body fluids, and tissue (e.g., wound eschar). Body fluids in which occupational therapy students may come in contact include synovial fluid, wound exudate, nasal secretions, sputum, saliva, sweat, tears, urine, feces, and vomitus. Students must assume responsibility when appropriate for wearing protective barriers, i.e., gloves, gowns, masks, and protective eyewear, to reduce the risk of exposure to potentially infective materials. Additionally, students must assume medical, legal and financial responsibility for the follow-up care associated with any unprotected exposure.

Students must assume responsibility for reporting all accidental exposures to blood or body fluids to their fieldwork supervisors, who will assist the student in following facility procedures, e.g., obtaining first aid for any wound and completing an incident report. An Incident Report is completed if the exposure occurs on UAB premises.

PROCEDURE FOR ROUTING AN INCIDENT REPORT

When a student, visitor, faculty, or staff is involved in an accident on UAB premises, an incident report is required.

The incident report form (Downtime Employee, Student or Visitor Incident Report Form) is found on the UAB Risk Management website, <https://riskmgmt.hs.uab.edu>. The form should be completed as soon as possible following the event. Please be sure that all of the appropriate sections are completed and signed by:

- a. the injured party
- b. the reporting party
- c. a witness (if there is one)
- d. the department chair

Should a visitor or student require evaluation in one of the UAB emergency departments, a 'Visitor or Student Authorization for Medical Evaluation Form' should be completed and sent with the injured person to the emergency department. This form is also available on the UAB Risk Management website, <https://riskmgmt.hs.uab.edu>. The Authorization for Medical Evaluation form will allow for the initial evaluation and treatment. Subsequent treatment and/or follow-up care is at the sole direction and discretion of the injured person or their health insurance provider. Financial responsibility for subsequent treatment and/or follow-up care belongs to the injured party and/or the injured party's health insurance provider.

It is very important to:

- a. thoroughly complete the form
- b. recommend to the injured that he/she go to either Student Health or the Emergency Room (as appropriate)
- c. secure the appropriate signatures
- d. process promptly to the department chair's office

**UNIVERSITY OF ALABAMA AT BIRMINGHAM
DEPARTMENT OF OCCUPATIONAL THERAPY**

Student Bloodborne Pathogens Exposure Form

I understand that if I have a bloodborne exposure incident that it would be best for me to follow the same procedure that employees do as documented in the Federal Register Vol. 56, No. 235 Bloodborne Pathogens Rules and Regulations. Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials. This would involve the following:

- At time of exposure make out whatever documentation is required at fieldwork site of exposure (this includes route of exposure, how happened, where happened, etc.)
- Identification and documentation of the source individual if possible; whenever possible, and with consent of the individual, the source should be tested to determine HIV and HBV status unless it is already known (this will be determined by each fieldwork area's guidelines.)
- find out from medical records your Hepatitis B status (should be on Health Record in Health Center) to take to your healthcare provider
- when consent given, your blood needs to be tested for HBV and HIV as soon as is feasible through your healthcare provider
- Your healthcare provider will then assess the need for any post-exposure treatment, and you should follow up as requested.

I understand that my insurance may or may not cover these expenses, but it is for my benefit to follow through with these recommended procedures.

I have read and understand the above:

Signature_____Date_____

Print name_____

Witness_____Date_____

1 copy to student

1 copy to student as needed if exposure incident occurs