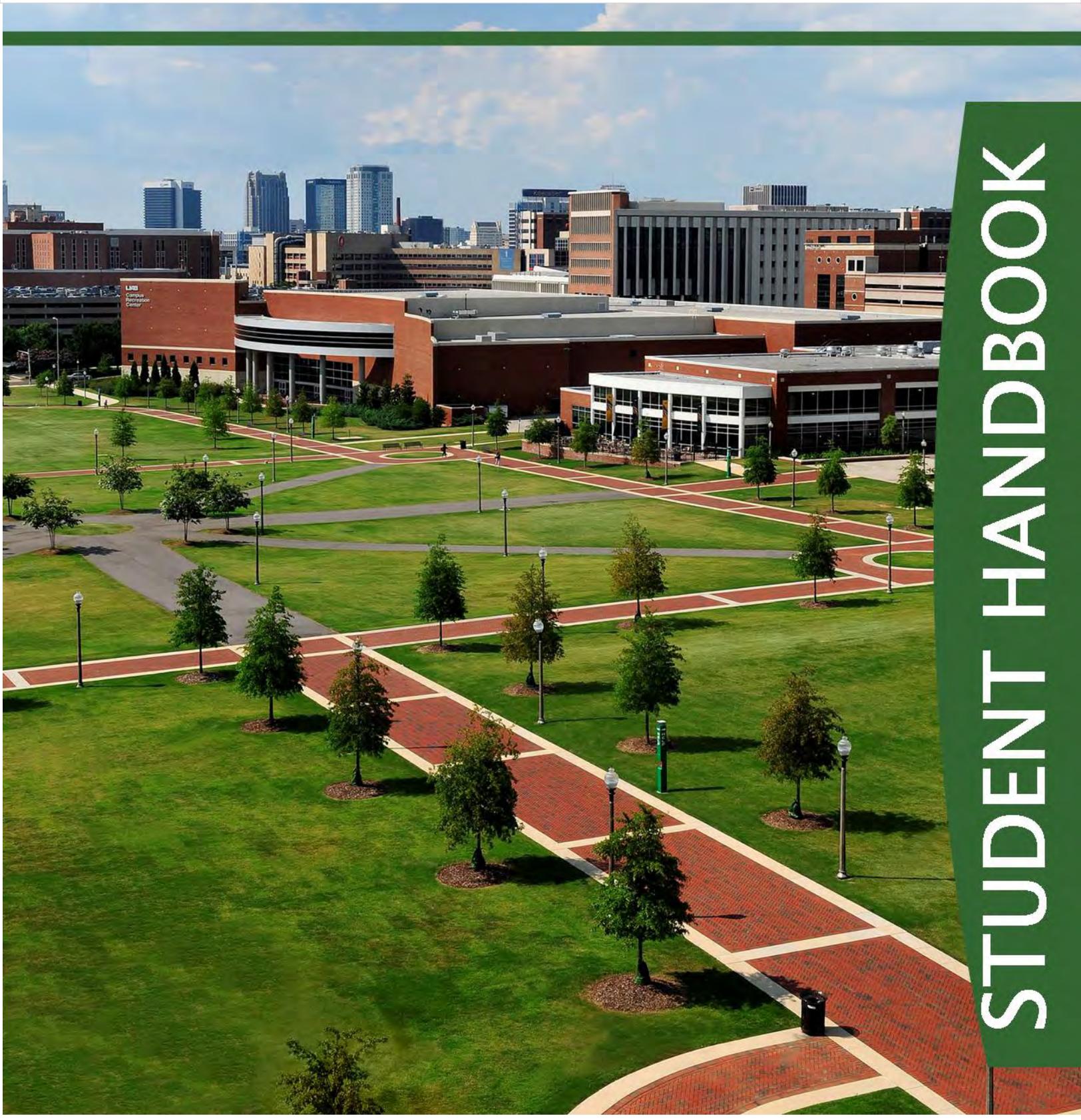


UAB THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM
School of Health Professions

Department of Occupational Therapy: 2014 - 2015



STUDENT HANDBOOK

SCHOOL OF HEALTH PROFESSIONS

DEPARTMENT OF OCCUPATIONAL THERAPY

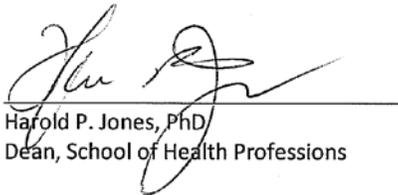
2014-2015 ACADEMIC HANDBOOK



Brian J. Dudgeon, PhD, OTR, FAOTA
Chair and Program Director
OT Department

8-21-2014

Date



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

8-21-14

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 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.

We understand health care needs are constantly changing. That's why we continue to add innovative programs such as our unique Biotechnology program, Genetic Counseling, our one of a kind Low Vision Therapy and our newest program, a PhD in Rehabilitation Science. We offer this in addition to our many established offerings.

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 four 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 facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

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

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

Today the school is known as the School of Health Professions, and is comprised of more than 20 programs – at the baccalaureate, master's and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building and the SHPB. A major renovation of the SHPB is currently underway to add additional offices, laboratory, and classroom space to meet the needs of incoming students and accommodate the next generation of leaders in the health professions.

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

SHP is proud of many accomplishments including:

- *U.S. News & World Report* ranks several SHP programs in the nation's top 25
- Research funding is rapidly approaching the \$11 million level
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969
- All of the school's programs with professional accrediting agencies are fully accredited by those associations

OFFICE OF STUDENT SUCCESS
SHPB 230 / 205-934-4195

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

At 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 Advising Coffee House
- OSS Monthly 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 elsewhere in this handbook and in individual course syllabi for program attendance policies. The UAB policy for undergraduates follows. Please note the categories of excused absences; they typically apply to both undergraduates and graduates.

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 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.

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. UAB student email is provided through Microsoft Office 365, a cloud based email and file storage system. Students have 50 GB email space and 25 GB free file storage.

Blazer Express

The UAB Blazer Express Transit System is a service operating under the [Business & Auxiliary Services](#) department that provides transportation throughout the University campus. With a valid UAB ID badge, students, employees, and authorized visitors can enjoy fare-free bus transportation along 6 designated routes. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule and route maps and hours of operation please go to <http://www.uab.edu/blazerexpress/>.

Bookstores

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

UAB Barnes and Noble Bookstore

Location: 1218 6th Avenue South

Hours: M – Th 7:30 a.m. – 6:00 p.m.; Fri 7:30 a.m. – 5:00 p.m.; Sat 10:00 a.m. – 2:00 p.m.; Sun - Closed

Telephone: (205) 996-2665

Email: Through website contact page. Website: <http://uab.bncollege.com>

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 One Card

The UAB CampusCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library check-out, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at <https://campuscard.uab.edu>.

Campus Map

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

Canvas Learning Management System

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

Counseling Services

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

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

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

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

Disability Support Services

Location: 9th Ave. Office Building, 1701 9th Ave. South/Birmingham, AL 35294-1150

(205) 934-4205 (Voice)

(205) 934-4248 (TDD)

Fax: (205) 934-8170

Email: dss@uab.edu

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

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/balart; 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/uabalart
- Weather and Emergency Hotline: 205-934-2165

Equity and Diversity Office

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

<http://www.uab.edu/equitydiversity/> . Dr. Louis Dale is the Vice President responsible for the activities of this Office.

FERPA

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

Financial Aid

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

Food Services

UAB offers seven 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. Seven different serving stations
- 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, on the 6th floor of the Webb Building, and on the 4th floor of the SHP Building. Additional information about meal plans and campus dining facilities is available at www.uab.edu/dining.

Graduate School

The UAB Graduate School offers doctoral programs in 37 areas, eight post-master’s specialist programs, and master’s level programs in 45 areas. Most graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at <http://www.uab.edu/graduate/>.

Graduation

UAB offers two commencement ceremonies, one in the fall and one in the spring. All students must complete an application for degree six months prior to graduating. For more information and important deadlines please go to <http://www.uab.edu/commencement/degree-applications>

Health Services and Medical Clearance

The University provides prevention, counseling, and treatment services to students through the UAB Student Health Services (SHS) clinic located at 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 under the Medical Clearance Sections of the SHS website. An instruction sheet and access code are provided to students by programs or the Office of Student Success.

HIPAA Training

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

Institutional Review Board for Human Use (IRB)

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

Intellectual Property

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

Lactation Centers

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

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/>

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 of Blazer Hall. 920-16th Street South. You may contact the OneStop office by phone or email at 205-934-4300; 855-UAB-1STP (toll-free); onestop@uab.edu. Additional information is available at www.uab.edu/onestop.

Parking

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

Patient Care Partnership

Students in health professions programs learn general information about the health care industry as well as knowledge and skills specific to their chosen profession. The American Hospital Association (AHA)

(www.aha.org) is an excellent resource for industry information. One role fulfilled by the AHA is that of patient advocate. The Patient Care Partnership brochure (link below) outlines rights and responsibilities of patients during hospital stays.

<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 for information about hours and services

<http://www.uab.edu/campusrecreation>.

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 in the SHP Office of Student Success, SHPB 230.

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

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

Social Media

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

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

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

UAB School of Health Professions Guidelines for Social Networking

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

Professional Use

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

General Use

The following guidelines are strongly suggested:

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

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

Tuition and Fees

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

SHP programs may have specific fees attached to courses or laboratories. These fees will be addressed in the program section of this handbook. Questions about program-specific fees should be addressed with your program director. Current standard tuition and fees for the School, and links to program cost estimations, are posted at <http://www.uab.edu/shp/home/admissions-tuition/tuition>.

Payment deadlines for each semester are published on the official academic calendar and on the UAB website at <http://www.uab.edu/whentopay/>. 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 ; www.uab.edu/balert
- 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%20Policy05_2012.PDF

Grievance Procedures for Violations of Academic Standards

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

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/content/Pages/UAB--POL-0000046.aspx>

Drug-free Campus Policy for Students -Attachment A

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=632>

Drug-free Campus Policy for Students -Attachment B

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?PID=626>

Drug-Free Campus/Workplace Policy-Attachment B.1

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pid=627>

Drug-free Campus Policy for Students -Attachment C

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pid=628>

Equal Opportunity and Discriminatory Harassment

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pid=52>

Ethical Standards in Research and Other Scholarly Activities

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pid=263&>

Firearms, Ammunition, and Other Dangerous Weapons

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pid=257>

Immunization

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

Nonsmoking

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

Patent (Intellectual Property)

<http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pid=115&>

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

SECTION 3 – PROGRAM INFORMATION

Department Of Occupational Therapy

Section A – Overview

Introduction:

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 below to Elaine Satterfield by 9/5/2014.

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.

A summary of some important guidelines of the program include the following (please continue to read the handbook in its entirety for complete information):

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 all 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 meet 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 unresolved, you need to address the Chair of the department.

5. The course instructor has final say about a grade in his/her course. If there is a discrepancy with your grade and what you feel it should be, discuss this with the course instructor first. The Chair of the department will not intervene unless extenuating circumstances exist.
6. 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. 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 the appropriate title (e.g., Dr. or 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.
7. Students are encouraged to self-disclose any issue(s) which may impede their ability to assure safe, ethical treatment of clients, families, fellow students, or instructors.
8. 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, and again prior to the first Level II Fieldwork experience. Students are responsible for any associated expense(s). To complete drugs screens and criminal background checks, please note the following:
 - 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 only a drug screen is required, the code is AH01-dtEach 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(s).

Students who fail a drug screen or criminal background check are subject to immediate dismissal from the program.

PRINT THIS PAGE AND RETURN TO ELAINE SATTERFIELD 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

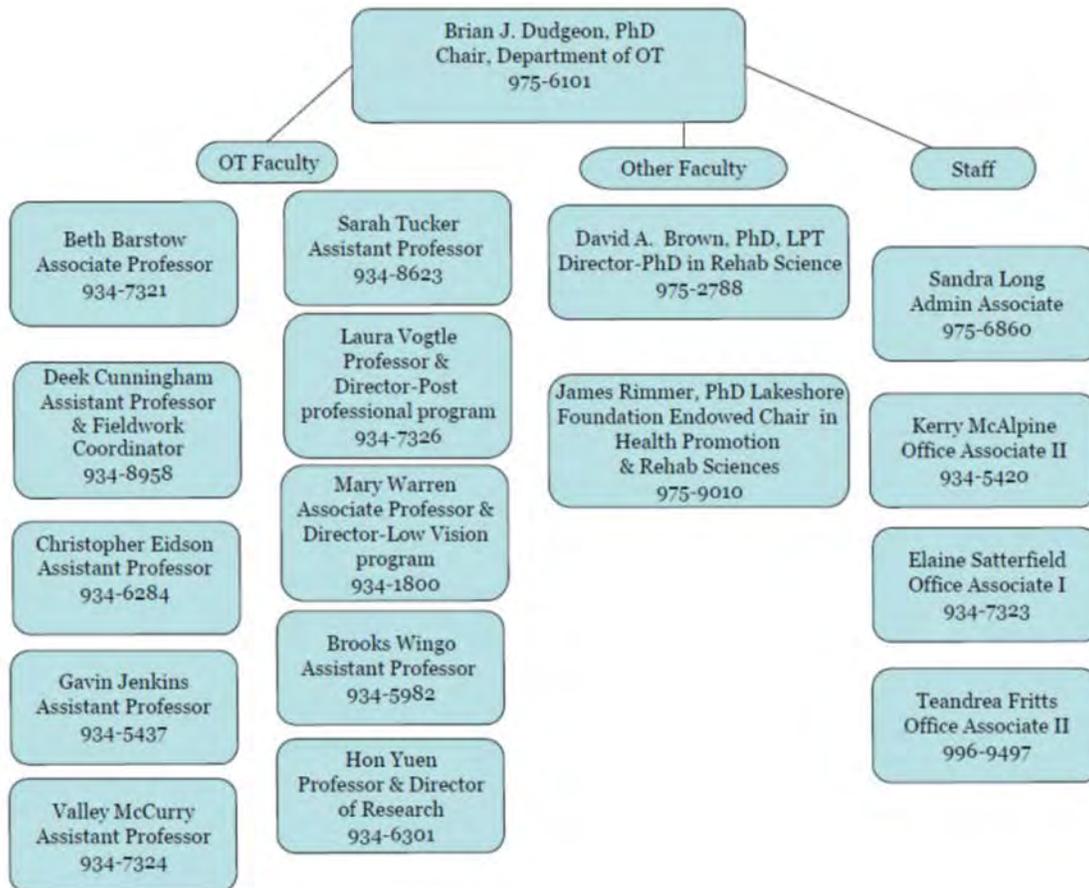
Additionally, I have read and understand the Drug Screening and Criminal Background Check:

Signature

Date

Section B – Department of Occupational Therapy

Organizational Chart:



Faculty List:

Elizabeth Barstow, PhD, OTR/L, SCLV
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Section C – Curriculum Information

Mission, Philosophy and Curriculum Design of the UAB Department of Occupational Therapy

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

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

The mission of UAB is to be a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond. (UAB, 2010)

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

In response to the 2013 Strategic Plan, the Department of Occupational Therapy recently updated its mission and vision. In this plan, we set out to advance the University’s and School’s goals of providing education that prepares diverse students to lead, teach, provide professional services, to become prominent scholars and societal leaders of the future; and pursuing research that benefits society, spurs innovation and expands our capability to discover and share new knowledge. We believe these goals are highly compatible with our profession’s overarching purpose to meet society’s occupational needs.

The Mission and Vision of the Department

Mission Statement

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

The mission of the Department of Occupational Therapy aligns and upholds the University's mission. The Department's mission reflects our fundamental commitment to health and well-being through education, practice, research and leadership.

Vision Statement

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

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

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

Philosophy of the Department of Occupational Therapy

Fundamental Beliefs about Human Beings

Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Human beings evolve, change, and adapt through their active engagement with their environments (AOTA, 2007). Thus, as occupational therapists we advocate the use of occupation to facilitate health by promoting growth, change, and/or adaptation with the ultimate goal that our clients will participate in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life.

Fundamental Beliefs about Learning

The Department of Occupational Therapy tailors its educational program to strategies that emphasize embedded, real life learning. To promote this, firstly, the Department aligns itself with UAB's new Quality Enhancement Plan (QEP), that will begin implementation in 2015, and focuses on "Learning in a Team Environment." (UAB, 2014). A main tenet of the Department's fundamental belief about learning is to shift the focus of instruction away from the teacher dispensing information and towards students engaging in activities which require students to use occupational therapy concepts to solve problems. Specific strategies, such as problem-based learning, team-based learning and case-based learning, provide the structures to support learning, and foster both engagement and scholarship to a greater extent than is possible with traditional instructional pedagogies. The use of group learning facilitates not only the acquisition of knowledge but also several other desirable attributes, such as communication

skills, teamwork, problem solving, independent responsibility for learning, sharing information, and respect for others (Wood, 2003). As such they provide a powerful intellectual and social foundation for dealing with genuinely challenging problems. This is commensurate with AOTA's Philosophy of Occupational Therapy Education, which emphasizes that "occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection." (AOTA, 2007)

Curriculum Design: Scope, Curriculum Threads, Content and Sequence of Coursework and Educational Goals

Introduction: The need to revise the entry level educational program

In 2012, the appointment of a new Chair to the Department, new faculty recruitment and review of the curriculum by external consultants, initiated a period of extensive consideration and planning that led to the revision of the professional program in occupational therapy, commencing with the 2015 intake. It was felt that this reorganization was critical to strengthen the program; respond to programmatic feedback and provide students with an optimal learning experience.

Scope of the curriculum

The UAB professional program addresses the requirements of AOTA's Accreditation Council for Occupational Therapy Education (ACOTE®) and its own mission and vision through a blend of foundational education in occupation, embedded throughout with a rich and diverse fieldwork experience and a strong emphasis on understanding and applying research, technology, client centered practice, cultural-diversity and environmental influences. We strive to develop professionals who are competent in the core knowledge for current practice, using theory and the most current evidence-base, to focus on client-centered enablement of occupation, based on client information and critical review of relevant research, expert consensus and past experience. Equally, graduates of our curriculum will be innovators, collaborative and always achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders and the public. An overview of the content of the curriculum follows a discussion of our curriculum threads.

Curriculum Threads

The core of our curriculum is depicted in the model below (figure 1). The model highlights our collective belief that **participation, occupation and health & well-being** are central to all the courses and learning activities throughout the curriculum and is reflected in our assessment methods. This stems from the unique contribution that occupational therapy offers to society of enabling the **health** and **wellbeing** of people, groups and populations through participation in occupations.

Occupation/Participation/Health & Well-being. Central to our curriculum, and woven into all learning experiences, is an understanding of the complex nature of occupation and participation. We define occupation simply as the chunks of culturally and personally meaningful activity in which humans engage that can be named within the lexicon of our culture (Clark et al, 1991, 301). Human life is a rich tapestry of occupations - those activities which fill our time and consume our energy and utilize our abilities. Interrelated with occupation the World Health Organization (WHO, 2001) and the Occupational Practice Framework (AOTA, 2013) use the term *participation* to refer to “involvement in a life situation”; participation naturally occurs when people are actively involved in carrying out occupations they find purposeful and meaningful.” These statements undergird our curriculum and shape our students learning. Participation and engagement in occupation is not simply a mechanistic process, but is part of a sociocultural context that is desired and/or necessary for one’s well-being. It involves not only performance but also subjective experience.

The complex and multi-faceted nature of occupation, its impact on health and well-being, and therapeutic uses that inform and instruct our learning activities, are supported and shaped by the key components of our curriculum; namely our strong emphasis on client-centered thinking, community partnerships, research, process, cultural-diversity, environment and technology. Our curriculum structure scaffolds these elements in a dynamic, creative, inquisitive, and flexible manner. Drawing on the diversity of our student cohorts, we strive to tailor our education to draw on their life narratives to ultimately empower them as graduates of our program to be generalist practitioners whose practice is knowledgeable, theoretical, science-driven, ethical, evidence-based, innovative and collaborative.

Our curriculum includes coursework that shapes our students understanding of the meaning and dynamics of occupation, as they learn to analyze how occupation is motivated, patterned and performed.

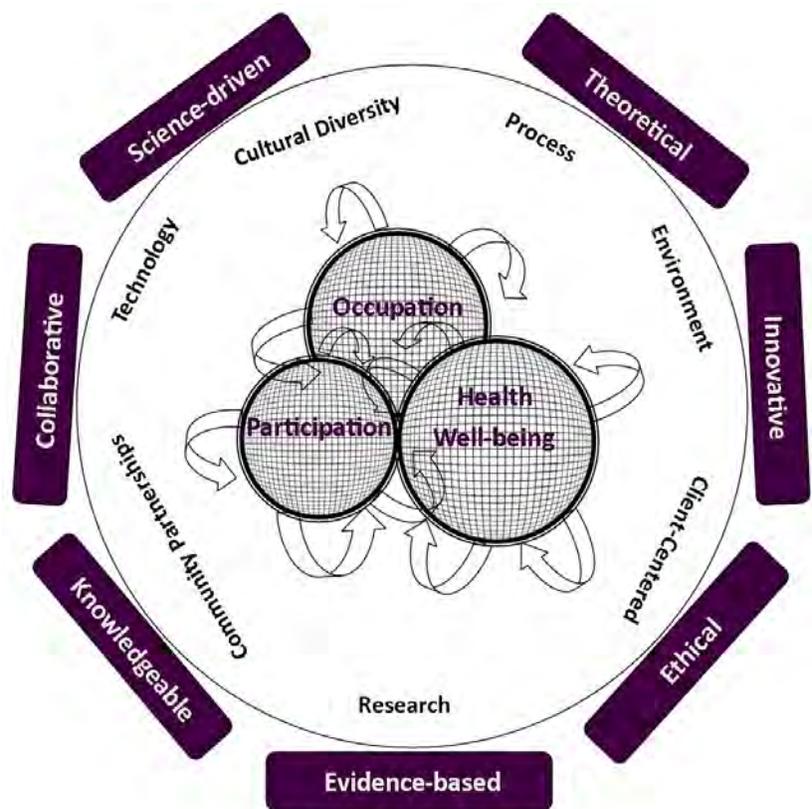


Figure 1: UAB Curriculum Model

Client-centered. In the various context of contemporary health care, recent graduates practice in demanding settings where they must often work autonomously to interpret and implement an expanding number of policies and guidelines, while continuing to provide efficient and effective services to clients. Recognizing these contextual demands, our curriculum strives to embed the idea of client-centered practice, believing that this is a solid foundation to guide client-practitioner interaction in the rapidly changing health care settings. Classroom experiences emphasizes that our students possess

experience and knowledge about the client's occupations so as to include them as active partners in the occupational therapy process. In addition we strive to establish the understanding that client-centered practice in occupational therapy focuses on occupational participation.

Cultural Diversity. As societies become more culturally diverse, there is a need for our students to reflect and respond to an increasingly heterogeneous client base. Knowing how to serve client's with different values, health beliefs and perspectives about health and wellness is imperative to enable our graduates to work effectively within our diverse communities. Our curriculum embodies the statement that if health care professionals are serious about their desire to provide the best possible care for all clients, regardless of race, gender, sexual orientation or ethnic origin, it is essential that they educate themselves to understand their own cultural bias and become culturally competent. While it is not possible to know everything about every culture, embedding diversity in learning experiences provides the first important step in developing awareness that different cultures have different rules of appropriate behavior. In the rapidly changing health care arena, and society in general, we must educate our students the importance of avoiding stereotypes when working with clients from any cultural background, while at the same time acknowledging that not all members of a group fit the same pattern.

Technology. Technology is a body of knowledge devoted to creating tools, processing actions and extracting of materials. The term 'technology' is broad and everyone has his/her own way of conceptualizing its meaning. Our curriculum places a strong emphasis on how we can use technology to help clients to accomplish various tasks in their daily lives, as products, processes or organizations. Equally, technology can assist practitioners to be more effective, extending their abilities, and helping them to accomplish a specific task or solve a particular problem. Our curriculum emphasizes how we use technology to not only support our current and future practice but also to support our student's current and future learning, as lifelong learners.

Environment. Understanding the context in which humans engage in occupations that promote health and wellness is a fundamental element of practice, research and service for practitioners. Our curriculum strives to prepare students to understand and analyze the relationship between people, occupations and the four major components of context: physical, including natural and built environments, social, cultural and institutional, all of which can be determining factors in occupational participation. Both informative and experiential learning activities, woven throughout the curriculum, develop students' appreciation of the impact of context on participation and prepare them as practitioners and as advocates to facilitate change in context to support the occupations of individuals, communities and society.

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

Research. Contemporary clinical practice is informed by evidence-based decision-making that uses the best available research findings, integrated with clinical expertise and understanding of the clients' values to design interventions that provide optimal outcomes. At the heart of effective practice is research, our coursework and classroom activities are structured to help students develop and practice skills required to integrate research into practice and as consumers of research, to be able to critically appraise and match research findings to specific clinical questions.

Process. Infused through our curriculum is the process of guiding the development of our students from their starting points as novices to the level of competence necessary for entry level practice. To support their development, the curriculum acknowledges that students proceed through stages where they increasingly learn to rely on their own decision making to guide behavior. Our coursework and classroom experiences acknowledge that students rely on formally learned facts and rules to guide behavior. We use the Occupational Therapy Practice Framework: Process (AOTA, 2013) to provide the framework for these formally learned facts emphasizing mastery of the occupational therapy process as an important step in enabling our student's ability to successfully respond to the novel situations they will face as a graduate. From novice to advanced beginner and to competence, the importance of this 'borrowed knowledge' is emphasized to support success both as a student but also as a competent, assured and effective new practitioner.

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*, 3rd edition, (AOTA, 2014), 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* (2014) 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. 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, 2007). 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.

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Program Competencies:

The educational goals of the curriculum are designed to produce strong, competent and effective entry level generalist occupational therapists. Our graduates will possess occupational therapy knowledge, skills, creativity, attitudes, and critical clinical reasoning. At the completion of our curriculum, students will be able to exhibit the following:

1. Demonstrate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy.
2. Select and apply theoretical approaches and practice models in the context of occupation-based practice.
3. Use the research literature to guide the selection of assessments and interventions.
4. Implement the occupational therapy process to facilitate participation in valued occupations in order to promote health and well-being.
5. Demonstrate an appreciation of the importance of community and professional service.
6. Exhibit professional behaviors consistent with the occupational therapy code of ethics.
7. Incorporate technology into practice to promote optimal client outcomes.

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 basic healthcare provider level (American Heart Association,) every two years under Alabama guidelines for CPR certification.

Students must demonstrate appropriate health status prior to enrollment, with annual updates on some items. More information 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 Handbook, the Letter of Understanding (contract between university and fieldwork sites), and the University of Alabama Student Handbook.

Content and Sequence of the Curriculum:

**OT CURRICULUM OUTLINE
Entry Level Program Fall 2014-2015**

Fall Semester I

OT 606	Occupation Based Practice Models	3 hours
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 688	Occupation and Health: Groups and Communities	1 hour

OT 698	Non-Thesis Research	<u>1 hour</u>
		<i>19 hours</i>

Spring Semester II

OT 605	Therapeutic Skills	3 hours
OT 609	Barriers to Occupational Performance	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
		—————
		<i>15 hours</i>

Summer Semester III

OT 610	Mental Health Diagnosis Across the Lifespan	3 hours
OT 677	Foundations in Low Vision Rehabilitation	3 hours
OT 624	Occupations of Infants, Children and Adolescents	4 hours
OT 632	Fieldwork Seminar I	1 hour
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
		—————
		<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 673	Engagement in Occupations through Technology I	3 hours
OT 688	Occupation and Health: Groups and Communities	1 hour
OT 698	Non-Thesis Research	1 hour

17 hours

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 674	Engagement in Occupations through Technology II	3 hours
OT 688	Occupation and Health: Groups and Communities	2 hours
OT 698	Non-Thesis Research	2 hours

18 hours

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>
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107 hours

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 D – Professional Behavior & Department Policies

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 responsibilities inherent in serving the consumers of occupational therapy, 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 in order to be successful in this program. 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 1 OT course, 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 will result in dismissal from the program. Academic misconduct, non-academic misconduct, or violations to the 'student responsibilities' or exam policies sections in the student handbook may result in probation and/or dismissal from the program.

If a student is dismissed from the occupational therapy program, he/she 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 deemed to be in the best interest of the student.

The process for petitioning is as follows:

Following an absence of at least one regular semester, an ineligible student may petition (in writing) the Occupational Therapy Academic Advisory Committee (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 re-entering 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 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, and athletic wear are all acceptable. You are not permitted to wear low cut tops, pants, or short shorts which expose your stomach, back, or backside. 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. Professional dress is defined as follows: student ID (if visiting facilities outside of our department), khaki pants (or dress shorts in hot weather) and a 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 Fieldwork section for fieldwork-specific dress code information).

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 times. 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 fieldwork educator. 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 (e.g., laptop for computerized test).
4. Mobile phones must be switched off and placed in the students' coat, book bag, backpack, or similar item, which will then be deposited at the front of the examination room or as directed by the faculty.
5. Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
6. Once the examination starts, students shall not communicate in any way with any person other than the faculty.
7. Students must not start writing until given permission to do so by the faculty.
8. Students must stop writing immediately when they are instructed to do so at the end of the examination.
9. A student whom the faculty believes to be using unfair means (including unauthorized aids, copying or communicating with others) will be so informed and his or her answer paper marked accordingly.
10. A student who, in the opinion of the faculty, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and will not be re-

admitted. Unreasonable disturbance may include the ringing of the student's mobile phone. These actions may conclude in the failure of the student for that examination and/or more stringent consequences of academic misconduct according to the Student Handbook.

11. Occasionally, through an inadvertent error or a difference in interpretation, an exam question may be found to be flawed. Examples of issues might include typographical errors, ambiguities, or questions relating to material that is not covered in the course. Students who believe that a question is flawed should notify the class instructor within one week of the date the exam was administered. This notification by the student should explain in detail why this question seems to be flawed. The instructor will investigate all questions brought to his/her attention in this way, and may make allowances in the grading process, if appropriate. The instructor's decision on this is final.
12. Normally, the instructor returns graded exams within 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.
13. During the semester, examinations are held at the discretion of the instructor; however, the Department of Occupational Therapy has established a final examination schedule for each semester. Make-up examinations are scheduled with the individual faculty. The instructor must be contacted in order to schedule the exam on the make-up date during finals week. Make-up exams may have different test items and format from the original exam.
14. In terms of assignments, projects, and other coursework, the instructor normally can be expected to spend 1-2 weeks grading the items, depending on the length of the assignment, the amount of feedback needed for each student, and the number of students completing the assignment. After a two-week time period or within one week when an upcoming assignment is dependent upon the feedback from the assignment being graded, students are encouraged to consult with the instructor in terms of when work will be returned. Problems in receiving graded work within a reasonable time period may be discussed with the Chair when the instructor does not respond to student requests for return of work.
15. A student breaching any of these examination or coursework procedures will be reported to the Department Chair and the matter will be considered in accordance with University Regulations.

Grading

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

100-90% = A

89-80% = B

79-70% = C

Less than 70% = F

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

Professional Standards and Behavior:

Occupational therapy professionals have to demonstrate the highest standards of behavior and conduct. Such behavior and conduct are governed by the Occupational Therapy Code of Ethics (American Association of Occupational Therapy [AOTA], 2010). 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, 2010):

Students will demonstrate 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.

Students will demonstrate 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.

Students will demonstrate 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.

Students will demonstrate 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.

Students will demonstrate 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.

Students will demonstrate 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 the Department of Occupational Therapy by investigating situations related to student suitability and, on the basis of the investigations, make recommendations to the Chair of the Department 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 behaviors, actions, and/or omissions that may have an impact on his/her 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:

Grades

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.**

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.

Attendance

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

Students who get to class after the beginning of classroom instruction will be marked tardy. Students who 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 a more stringent, but not less stringent attendance policy than the Departmental Attendance Policy. Their requirements for attendance will be included in the course syllabi. Students are asked to schedule all appointments outside of class periods.

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.

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 take 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.

Additional Department Guidelines:

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 the Learning Resource Center. IDs will enable classroom access. When family members or friends who do not have an ID are present, 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.

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 drinks are allowed in the classrooms/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 CPR certificate at the basic health professional level prior to starting Fieldwork 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 the UAB account to a 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 'redirecting' of a UAB account to another email server.

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.

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

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

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

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 are 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 practicing student occupational therapists. 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 Experiences" above). 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.

Technology Requirements

We live in a digital age and there is no doubt that you will need access to computer technology during your time in the entry level occupational therapy program. There are computer workstations available in

the LRC and we have a limited number of computers, strictly for research only, in the department, however increasingly computers are becoming integrated into classrooms as learning tools. Fortunately, occupational therapy students entering the program will already be well acquainted with social networking and have used course management software, either in their undergraduate studies or through its increasing use in high school. Most students believe that technology improves their learning. Today's college students are using more technology than ever before, with significant numbers of students using laptops and almost all students owning a computer of some kind. In addition, students are making "evolutionary" gains in access to the Internet for everyday uses, inside the classroom and out.

This provides the impetus for students entering the program to be vigilant and ensure that their computer is prepared for use at UAB and that they have the knowledge and understanding to be responsible and effective users of technology as a graduate student in a professional program.

UAB's IT department provides extensive resources and support for all students at the university and it is recommended that you visit the following website:

<http://www.uab.edu/it/home/solutions-a-resources/for-students>

From experience, the sections that students are most interested in, or that faculty will expect you to be interested in, are listed below, however it is important that you review all sections that may apply to your specific circumstances:

- Antivirus Software – this is provided to all UAB users, including for personal home systems
- Drop Box Service – this can be used to send large files to other users on the UAB campus
- Email for students – Office 365
- Endnote – a reference management package
- Microsoft Agreements and Products
- Policy Violations
- Prepare your student computer for use at UAB
- Recommended Computer Specifications for Students
- UAB Mobile App
- Wifi

In addition, UAB's Learning Management System is "Canvas". It is important that students are familiar with accessing and using this system. You can log on at the website below using your BlazerID. There you will also find resources for students such as training options, tutorials and technical support.

<http://www.uab.edu/online/canvas>

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**.

Graduation Criteria:

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

Credentialing:

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

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

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. Students/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.

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. 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. 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 students progress through the curricula, they 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 students in an area which suits his or her educational needs; however, there are no guarantees as to location of placement. 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 by the Academic Coordinator of Fieldwork Education and evaluated by the students participating at that site. Practicum objectives and projects associated with Level I fieldwork experiences will be provided prior to initiation of the experience.

Please note that in some curriculum embedded fieldwork experiences, students will 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; this will be determined by the Academic Coordinator of Fieldwork Education on a case-by-case basis. No assignment is less than half-time. Students will have the opportunity to review education site files and to request specific sites. 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, students should 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.

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. 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 the 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 need (e.g., illness). The expectation is that these days will not be used. In instances where there are excused absences, 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, which may result in extension of rotation past the original finish date. 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 Fieldwork:

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 on-site supervisor or coordinator. In lieu of a facility specific dress code, please reference the department dress code in 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 with the department at all times, especially during Level II Fieldwork Experiences. The department will continue to correspond with students via email. Students are responsible for checking email during fieldwork placements.

Fieldwork Evaluation Forms:

In advance of meeting with the fieldwork educator to collaboratively review the evaluation forms, the student should self-assess on a copy of the Fieldwork Performance Evaluation of the Fieldwork Student (FWPE) and complete the Student Evaluation of the Student Experience (SEFWE). When meeting with the fieldwork educator, both parties should review the FWPE first, followed by the SEFWE (allowing the student to be honest and constructive). All relevant parties (i.e., fieldwork educator(s) and student) should sign all forms.

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. Students will need to make copies of all relevant forms for their records. If the facility fieldwork educator prefers to return the original forms to the department, the student is still responsible for making copies for their personal records, and must also return copies to the Academic Coordinator of Fieldwork Education. 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:

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

Performance Concerns on Fieldwork and Learning Contracts:

It is the responsibility of the student to communicate to the Academic Coordinator of Fieldwork Education all possible concerns with regard to his or her performance while on fieldwork. The Academic Fieldwork Coordinator will advise the student regarding recommended course of action. In instances where concerns cannot be addressed through less formal means, a learning contract will be developed.

Learning contracts are most commonly associated with Level II fieldwork rotations when there are concerns with student performance, but may in some instances be used with Level I fieldwork performance concerns. Learning contracts are a written, signed agreement that specifies learning objectives to be accomplished and directly relate to areas of concern with student performance on fieldwork. Typically, learning contracts include activities, materials, and procedures to be used, and explicitly delineate responsibilities of involved parties, including objective criteria, methods of evaluation, and timelines. Items on the learning contract should also be directly related to items on the fieldwork performance evaluation.

Learning contracts must be developed collaboratively with the facility and the Academic Coordinator of Fieldwork Education, with input from the student. Typically, development of a learning contract takes place as follows:

- The Academic Coordinator of Fieldwork is notified of concerns with student performance.
- The Academic Coordinator of Fieldwork Education gathers information from all relevant parties.
- Facility rates the student performance using the recommended evaluation tool for the fieldwork experience.
- Facility consents to initiation of a learning contract, and includes the following information:
 - Opening statement (problems, needs)
 - Desired outcome (objective goals, directly linked to items of concern as identified on the fieldwork performance evaluation tool)
 - Context of learning (e.g., onsite, offsite, independently, in meetings)
 - Strategies
 - Duties of the student and fieldwork educator
 - Method of evaluation (e.g., review, observed, reported)
 - Timeline for review
 - Course of action if items not met
 - Closing statement
 - Signatures of all relevant parties

Once finalized, a learning contract serves as the criteria for successful completion of the fieldwork rotation. Unsuccessful completion of a learning contract may result in administrative withdrawal or failure of the experience (see below).

Withdrawal from Fieldwork:

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

- Academic or non-academic misconduct as outlined in the student handbook; this may also include quality of performance while on fieldwork

- Failure to comply with facility or 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 required documentation
- If in the determination of the Academic Coordinator of Fieldwork education the facility no longer poses a suitable educational environment for the student

All instances of administrative withdrawal from fieldwork are handled on a case-by-case basis. Depending on the circumstances, the following actions may result:

- Failure of the experience (see below)
- Placement at an alternate site as soon as is feasible
- Placement at an alternate site contingent upon completion of a remedial plan

Student Failure of Fieldwork:

- 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 IA 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 IB 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 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 Leave of Absence policy.
- h. In the event that a student does not complete a rotation, compliance with ACOTE requirements must still 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 fieldwork educator before meeting again with the student. If the student believes the issue remains unresolved, the student may implement the SHP grievance procedure.

Section F – Student Associations

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.

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.

Section G- 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.

Please see Section I of the Handbook and/or contact your advisor regarding other School of Health Professions or UAB scholarship/award opportunities.

