Department of Occupational Therapy
2017-2018
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INTRODUCTION

DEAN’S WELCOME MESSAGE

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

We are home to one of the largest health professions schools in the nation with more than 25 programs at the baccalaureate, master’s, and doctoral levels with over 2,000 undergraduate and graduate students enrolled. The School of Health Professions is part of UAB’s thriving academic health center. As one of our students, you will have the opportunity to work side-by-side with world-renowned researchers and faculty, utilize advanced technologies and experience cutting-edge approaches to clinical treatment.

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

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

All of our programs with rankings preside among the nation’s top 25 of the U.S. News and World Report. We continue to be rated at the top of the list in research funding from the National Institutes of Health, and SHP is the only school in the country to house both an NIH-funded Nutrition and Obesity Research Center and an NIH Diabetes Research and Training Center.

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

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

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Harold P. Jones, PhD
Dean, UAB School of Health Professions
OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

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

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

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

Dr. Harold Jones became the school’s dean in 2001. Through his visionary leadership and guidance the school is experiencing unparalleled success. Up until that time, the SHRP’s programs were housed in various locations throughout the UAB campus. However, in the spring of 2002, many of the classrooms, laboratories and faculty offices moved to the newly completed School of Health Professions Building (SHPB). This was the first building dedicated to housing health related programs since their original grouping more than 30 years prior.

Today, the school is the School of Health Professions, and is comprised of more than 25 programs – at the baccalaureate, master’s and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building, and the School of Health Professions Building (SHPB).

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

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation’s top 25
- Research funding is over $14 million and growing
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969
Office for Student Recruitment, Engagement and Success (OSRES)

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

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

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

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

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

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

OSRES - Location: SHPB 230  Telephone: 205-934-4195 or 205-934-4194   Email: shp@uab.edu
SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

ACADEMIC CALENDAR

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

ACADEMIC HONOR CODE (UAB)

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

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

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

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

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

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

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

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

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

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

**Attendance**

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

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and in those instances requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

- Absences due to jury or military duty provided that official documentation 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 of Health Professions are eligible for consideration for following awards or society memberships.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of his or her academic and non-academic achievements.

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

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

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

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

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

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

BACKGROUND CHECK

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

BLAZERID / BLAZERNET / EMAIL

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

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.
Email: uab.edu Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information and announcements. UAB student email is provided through Microsoft Office 365, a cloud based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage.

Blazer Express

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

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: 1400 University Blvd, 35233
Hours: M – F 9:00 a.m. – 5:00 pm.; Sat 7:00 a.m. – 6:30 p.m.; Sun – Closed
Telephone: (205) 996-2665 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 OneCard

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

Campus Map

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

Canvas Learning Management System

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and manage course assignments.

Student Handbook 2017-2018
**COUNSELING SERVICES**

The Counseling and Wellness Center offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. The Center is located in Student Health and Wellness Center at 1714 9th Ave. South. For more information, call 205-934-5816 or www.uab.edu/studenthealth/counseling

**STUDENT ADVOCACY, RIGHTS AND CONDUCT (SARC)**

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

**DISABILITY SUPPORT SERVICES (DSS)**

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

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

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

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

**DRUG SCREENING**

By policy, SHP students are required to undergo a routine drug screen using the school’s approved vendor, CastleBranch [www.castlebranch.com](http://www.castlebranch.com), at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the drug screen and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the school and university policy statements. The Office for Student Recruitment, Engagement and Success (OSRES) manages the procedures and compliance for the school. If you have questions, contact them at (205) 934-4194 or shp@uab.edu or visit room 230 in the School of Health Professions Building.

For more information visit: [http://www.uab.edu/shp/home/about-shp/student-services](http://www.uab.edu/shp/home/about-shp/student-services)
EMERGENCIES

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

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

Emergencies affecting campus are communicated via the following:

Weather & Emergency Hotline: (205) 934-2165 • University home page: www.uab.edu
  • Webpage: www.uab.edu/emergency
  • Announcements on BlazerNET
  • Twitter@UABALERT: www.twitter.com/uabalert
  • facebook.com/UABALERT
  • Cell phone messages and SMS text – register for B-ALERT notices via www.uab.edu/balert

DIVERSITY, EQUITY AND INCLUSION (DEI)

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

FERPA

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

FINANCIAL AID

Located at 1700 University Blvd., Lister Hill Library, Room G20. Hours of Operation are from 8:00 am to 5:00 pm Monday thru Friday. Phone: (205) 934-8223; Fax: (205) 975-6168. Additional information can be located on the website www.uab.edu/students/paying-for-UAB.

FOOD SERVICES

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

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

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

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

GRADUATION

All students must complete an application for degree six months prior to graduating. For more information and important deadlines please go to www.uab.edu/commencement/degree-applications. SHP holds a special commencement ceremony for graduates in the professional masters programs in the spring and fall semesters. The SHP ceremonies are scheduled on the Friday afternoon prior to the university commencement ceremonies being held the next morning on Saturday. The University holds commencement every semester. Check the commencement website for the most current information: http://www.uab.edu/commencement/

STUDENT HEALTH AND WELLNESS

The University provides prevention, counseling, and treatment services to students through the UAB Student Health and Wellness located at 1714 9th Avenue South. The clinic is open from 8:00 a.m. – 5:00 p.m. Monday – Friday, but is closed between noon and 1:00 p.m. daily. Detailed information about services and operating practices is located on the SHS website at www.uab.edu/studenthealth. Appointments may be scheduled by calling 205-934-3581.

MEDICAL CLEARANCE

SHP students are required to receive medical clearance at the time of program admission. UAB Student Health and Wellness utilizes a secure web-based process for the storage of required documents accessed through BlazerNET. More information is available at the Student Health and Wellness website: www.uab.edu/students/health/medical-clearance/immunizations.

HIPAA TRAINING

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

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the IRB website www.uab.edu/irb
**INTELLECTUAL PROPERTY**

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues is available at [www.uab.edu/research/administration/offices/OSP/Pages/Training.aspx](http://www.uab.edu/research/administration/offices/OSP/Pages/Training.aspx).

**LACTATION CENTERS**

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

**LIBRARIES AND LEARNING RESOURCE CENTER**

UAB’s libraries house excellent collections of books, periodicals, microforms, and other media. Have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation.

**Learning Resource Center (LRC)**

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing and innovative learning environment. It provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom and testing labs. Web: http://www.uab.edu/lrc/

- Located: 1714 9th Avenue S.
- Phone: (205) 934-5146
- Email: shplrc@uab.edu
- Hours: Monday – Thursday 7:00 am – 8 pm; Friday 7 am – 5:30 pm; closed weekends

**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
- Phone: (205) 934-2230
- Website: [www.uab.edu/lister/](http://www.uab.edu/lister/)

**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
- Phone: (205) 934-6364 (Reference) (205) 934-4338 (User Services)
- Website: [www.mhsl.uab.edu](http://www.mhsl.uab.edu)
OneStop Student Services

If you have questions or need assistance with an academic or administrative process, the UAB OneStop is where to go! Advisers will help you solve your problem or do the legwork for you if another UAB resource is needed. OneStop is located in the Hill Student Center 1400 University Blvd. You may contact the OneStop office by phone or email at (205) 934-4300; 855-UAB-1STP; (855) 822-1787. onestop@uab.edu. Additional information is available at www.uab.edu/onestop.

Parking

Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South. The office is open Monday – Friday from 7:30 a.m. – 5:00 p.m. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. Additional information is available at www.uab.edu/parking.

Patient Care Partnership

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


Plagiarism and Turnitin

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

Recreation Center

The campus Recreation Center, located at 1501 University Blvd, Birmingham, AL 35294, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track. Check the website for information about hours and services at www.uab.edu/campusrecreation.
Scholarships: Blazer Scholarship Management and Resource Tool (B-SMART)

The OSRES manages the School of Health Professions’ scholarship offerings and will send reminders to students when applications are open. Visit B Smart and start an application to automatically be considered for scholarship opportunities in SHP.

OSRES manages the following:

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

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

*Lettie Pate Whitehead Foundation Scholarship* – Funding for female students from selected states (AL, FL, GA, LA, MS, NC, SC, TN) enrolled in SHP programs. Award amounts are variable and are based on unmet financial need.

*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.

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

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

You must visit B-SMART [http://www.uab.edu/students/paying-for-college/](http://www.uab.edu/students/paying-for-college/) to apply.

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

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

- Twitter: [https://twitter.com/uab_shp](https://twitter.com/uab_shp)
- Vimeo: [http://vimeo.com/uabshp](http://vimeo.com/uabshp)
- Facebook: [www.facebook.com/UABSHP](http://www.facebook.com/UABSHP)
- LinkedIn: [www.linkedin.com/groups?gid=3596638](http://www.linkedin.com/groups?gid=3596638)
- YouTube: [www.youtube.com/uabshp](http://www.youtube.com/uabshp)
- Website: [www.uab.edu/shp](http://www.uab.edu/shp)

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

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

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

**General Use** - The following guidelines are strongly suggested:

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

Tuition and fees for the University are published annually under the “Current Students” tab of the UAB website. They may be paid through BlazerNET. There are two tuition rates: Alabama resident (in-state) and Non-resident (out-of-state). Currently, non-resident students who register for online course sections pay resident tuition. Non-resident tuition is charged for on-site courses such as: clinical practicums, independent study courses, and project courses.

SHP programs have specific fees attached to programs, courses or laboratories. These fees are addressed in the program section of this handbook. Current standard tuition and fees for the School are posted at 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 www.uab.edu/whentopay/. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

WEATHER

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

- Webpage: www.uab.edu/emergency
- B-ALERT system: www.uab.edu/balert
- Hotline: (205)-934-2165
- WBHM Radio (90.3 FM)

WITHDRAWAL FROM COURSE / PROGRAM

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. Please refer to the handbook for additional information.

Check the Academic Calendar for deadlines: https://www.uab.edu/students/academics/academic-calendar
SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN

www.uab.edu/shp/home/images/PDF/SHP_Background_and_Drug_Screen_Policy05_2012.pdf

GRIEVANCE PROCEDURES FOR VIOLATIONS OF ACADEMIC STANDARDS

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

IMPAIRMENT AND SUBSTANCE ABUSE

www.uab.edu/shp/home/images/PDF/shp%20substance%20abuse%20policy.pdf

PLAGIARISM

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

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

UAB POLICIES

CLASSROOM BEHAVIORS

ATTENDANCE / ABSENCE (UNDERGRADUATE)

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

HEALTH

AIDS AND HIV INFECTION

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

BODY FLUID EXPOSURE

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

IMMUNIZATIONS

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

ALCOHOLIC BEVERAGES, USE AND CONSUMPTION
www.uab.edu/policies/content/Pages/UAB-AD-POL-0000071.aspx

DRUG FREE CAMPUS (GENERAL POLICY)
www.uab.edu/policies/content/Pages/UAB--POL-0000046.aspx
  Drug-free Campus Policy for Students (Attachments)
  Attachment A - www.uab.edu/policies/content/Pages/UAB--GDL-0000632.aspx
  Attachment B - www.uab.edu/policies/content/Pages/UAB--GDL-0000626.aspx
  Attachment B.1 - www.uab.edu/policies/content/Pages/UAB-AD-GDL-0000627.aspx
  Attachment C - www.uab.edu/policies/content/Pages/UAB--GDL-0000628.aspx

NONS MO C NG
www.uab.edu/policies/content/Pages/UAB-HS-POL-0000110.aspx

TECHNOLOGY GUIDELINES

COMPUTER AND NETWORK RESOURCES (ACCEPTABLE USE)
www.uab.edu/policies/content/Pages/UAB-IT-POL-0000004.aspx

COMPUTER SOFTWARE COPYING AND USE
www.uab.edu/policies/content/Pages/UAB-IT-POL-0000028.aspx

INCLUSIVENESS

EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT
www.uab.edu/policies/content/Pages/UAB-BT-POL-0000052.aspx

RESEARCH AND SCHOLARLY ACTIVITIES

ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES
www.uab.edu/policies/content/Pages/UAB-RA-POL-0000263.aspx

PATENT (INTELLECTUAL PROPERTY)
www.uab.edu/policies/content/Pages/UAB-RA-POL-0000115.aspx

FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS
www.uab.edu/policies/content/Pages/UAB-HR-POL-0000257.aspx

Note: Additional university policies may be located by searching the UAB Policies and Procedures Library available online at www.uab.edu/policies/Pages/default.aspx.
Man, through the use of his hands, as they are energized by mind and will, can influence the state of his own health.

Mary Reilly, EDD, OTR, FAOTA (1916-2012)
PROGRAM DIRECTOR’S WELCOME MESSAGE

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

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

The program you are entering will prepare you as generalists to practice occupational therapy. The program’s focus is on enabling occupational participation at the individual, organization/community and population levels. The curriculum will develop your knowledge and skills to become a critical and creative problem solver who analyzes the physical, mental and social components of activities. You will learn to work collaboratively with your clients to begin or resume participating in daily occupations that are meaningful and lead to more productive and independent lives for them. The faculty urges you to commit to learning and to maintain the highest level of achievement. You are investing in your future as a professional person and in the occupational therapy profession, and these policies have been implemented to assist you.

The Student Handbook serves as a contract between you and the faculty & program. Once you have read it and understand the contents, please sign the acknowledgement on the final page and give this to Sandra Shaw.

Gavin R Jenkins, PhD
Program Director, MS Occupational Therapy

UAB SCHOOL OF HEALTH PROFESSIONS
Department of Occupational Therapy
## FACULTY AND ADMINISTRATIVE STAFF

### Faculty

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* Denotes Fellow of the American Occupational Therapy Association.  
The honorary designation of “FAOTA” is awarded for significant contributions to  
the profession of occupational therapy

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Curriculum Information

MISSION, PHILOSOPHY AND CURRICULUM DESIGN

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

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

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

(UAB, 2010)

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

The School of Health Professions published its 2013-2018 Strategic Plan Document entitled “Building on Strengths”, that aligns with the University’s position that “knowledge can positively change the world.” The School’s strategic plan elucidates that “to shape the future of healthcare and be the 21st century leader in health professions education and research,” the School must “fundamentally challenge the traditional way that educational institutions must function.” The School will address important societal problems through the discovery of new knowledge, empower others by sharing that knowledge and impact the lives of individuals, communities and the world by translating that knowledge into practice. The School seeks to expand its impact and visibility by tailoring innovative teaching and research solutions to address real world problems, by building strategic community, business and global partnerships that inform and expand our impact, and by focusing our resources on pressing societal needs that the School’s expertise is best suited to meaningfully address (SHP, 2013, p2).
The goal of the University and School is to provide education that prepares diverse students to lead, teach, and provide professional services; to become prominent scholars and societal leaders of the future; to pursue research that benefits society, spurs innovation and expands our capability to discover and share new knowledge. The Department of Occupational Therapy believes that these goals are highly compatible with our profession’s overarching purpose to meet society’s occupational needs.

MISSION STATEMENT

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

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

VISION STATEMENT

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

Our vision exemplifies our commitment, in line with UAB’s Strategic Plan, to educate, advance research and discovery, and use knowledge to respond to the needs of our communities (UAB, 2010). Influenced by The American Occupational Therapy Association’s “Centennial Vision” and by “Vision 2025” (AOTA, 2005; AOTA, 2016), we aspire to strengthen our profession’s services and outcomes for
all clients, while acknowledging our particular location within a region comprised of traditionally underserved communities.

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

**Fundamental Beliefs about Humans**

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

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

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

**Educational Philosophy**

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

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

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

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

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

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

**Scope of the Curriculum**

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

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

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

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

**Curriculum Threads**

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

At its center, the figure highlights our collective belief that occupational participation, occupation, and health & well-being are interrelated and fundamental to the practice of occupational therapy.

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

Figure 1: Curriculum Model (Visual)
To facilitate the students’ socialization into this collective belief about occupation, occupational participation, health and well-being, the faculty use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2014) as a summary of the interrelated constructs that describe occupational therapy practice. The occupational therapy process forms the second layer of the design and provides a clear framework to shape and integrate a student’s thinking and development. The final layer are three key threads that are at the foundation of our professional occupational program, represented as arches, that lead and support our graduates to experience and then pursue excellence in:

- **community engagement**, through outreach and promotion of service;
- **professional development**, as students and life-long learners; and,
- **evidence-based practice**, that encourages our students and graduates to critically appraise their education and subsequent practice experiences, and to be active in scientific enquiry throughout their careers.

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

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

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

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

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

Professional Development. Students are encouraged to take responsibility for their learning as soon as they enter the curriculum. Developing independent responsibility for learning and professional behavior is embedded in our curriculum and forms a core characteristic of our graduates so that they then take responsibility for the development of their careers by systematically analyzing their developmental needs, identifying and using appropriate methods to meet these needs, and regularly reviewing achievement compared against personal and career objectives. Professional development is a key process for maintaining professional licensing and certification. It is something all graduates of our program will expect to do as a routine part of their professional practice. Our curriculum acknowledges that professional development is a learning framework for our students to ensure that they model and promote the value of reflective and evidence-based practice, critical appraisal, and a commitment to lifelong learning throughout their careers.

PHILOSOPHY OF OCCUPATIONAL THERAPY - AOTA’S STATEMENT:
The progressive educational position of UAB's occupational therapy programs integrate effectively with the enduring values of occupational therapy focused around the importance of occupation and the facilitation of occupational
performance and with AOTA’s Philosophy of Occupational Education (AOTA, 2007):

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

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

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

The occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapists and occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion.”
In addition, the philosophy and content of UAB educational programs are supportive of the profession’s distinct value statement (AOTA, 2015), acknowledging its value to our graduates as they advocate for the profession to enhance quality and provide value in the dynamic systems we work:

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


ACCREDITATION

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

Location: 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449.
Telephone number: (301) 652-6611 x2914
Accreditation email: accred@aota.org
Web address: www.acoteonline.org.

Upon satisfactory completion of the curriculum, including Level I & II Fieldwork, students are awarded the Master of Science degree and are eligible to sit for the certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. Successful completion of this examination leads to certification as an occupational therapist and to the title, Occupational Therapist Registered (OTR).

Individual state regulations must then be met for the initially certified OTR to practice. All states require licensure or other types of regulation (e.g., certification or registration) in order to practice; however, these state requirements are usually based on the results of the NBCOT Certification Examination. Alabama is one of these states. Students/new graduates should contact the Alabama Occupational Therapy Licensure Board (www.ot.alabama.gov) P 0 Box 3926, Montgomery, Alabama 36109-0926, telephone number (334) 353-4466, to apply for temporary or limited permits to practice.

Most Boards award regular permits once the individual receives verification of successful completion of the national certification exam. In Alabama, one CANNOT practice if the certification exam is failed and will not be awarded licensure to practice until the exam has been passed. Many states also conduct criminal background checks as part of determining eligibility to apply for licensure to practice.

Note: The Master of Science in Occupational Therapy degree program is designed to lead to a professional licensure in Occupational Therapy. While there is a national professional exam, National Board for Certification in Occupational Therapy (NBCOT) examination, associated with the occupational therapy
licensure, specific licensure requirements still vary from state to state. UAB is working to develop an online, publicly accessible database to assist in providing this state-by-state information. In the meantime, if you are interested in learning about potential professional licensure requirements in your state for a specific degree program, please contact UAB State Authorization at stateauth@uab.edu, or call Dr. Lisa Reburn at (205) 934-3258.

**Courses – Sequence**

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

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

Index for course sequence below:

<p>| Basic Science Courses | Research/Evidence-Based Courses | Foundational Courses | Practice Courses | Fieldwork Experiences |</p>
<table>
<thead>
<tr>
<th>Fall: Sem I</th>
<th>Spring: Sem II</th>
<th>Summer: Sem III</th>
<th>Fall: Sem IV</th>
<th>Spring: Sem V</th>
<th>Summer: Sem VI</th>
<th>Fall: Sem VII</th>
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<td>OT674 Engagement in Occupations through Technology II</td>
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</table>
Students enter the program following their undergraduate education (Pathway I). In addition, undergraduate students just entering the university, whose academic goal is occupational therapy, may apply for admission to the 3:2 Health Care Management/Occupational Therapy Fast Track program (Pathway II). These students fully matriculate into the OT program after three years at undergraduate status.

**PATHWAY I**

Students enter the program having completed their undergraduate education, including program prerequisites.

**COHORT 2015 – GRADUATE 2017**

**Fall Semester 2017**

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**Total Program Credit Hours 107**

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**COHORT 2016 – GRADUATE 2018**

**Fall Semester 2017**

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**Spring Semester 2018**

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**Credit Hours** 18

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**Total Program Credit Hours** 107

**Fall Semester 2017**

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### Spring Semester 2018

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**Total Program Credit Hours** 107
**PATHWAY II**

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

### 3:2: COHORT 2014 – GRADUATE 2017

**Fall Semester 2017**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>OT686</td>
<td>Advanced Fieldwork Experience I</td>
<td>10</td>
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</table>

**Total Program Credit Hours 105**

### 3:2: COHORT 2015 – GRADUATE 2018

**Fall Semester 2017**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>OT598</td>
<td>Occupation and Health: Groups and Communities IV</td>
<td>1</td>
</tr>
<tr>
<td>OT625</td>
<td>Occupation of Adults and Older Adults I</td>
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<tr>
<td>OT633</td>
<td>Fieldwork Experience II</td>
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<tr>
<td>OT661</td>
<td>Well-being and Health Through Occupation</td>
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<tr>
<td>OT668</td>
<td>Mental Health Practice in Adulthood</td>
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<tr>
<td>OT698</td>
<td>Masters Level Non-Thesis Research</td>
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**Credit Hours 14**

<table>
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<th>Course Code</th>
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<tr>
<td>OT660</td>
<td>Seminar: Interdisciplinary Services/Developmental Disabilities (elective, by application)</td>
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**Spring Semester 2018**

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<th>Course Title</th>
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<tr>
<td>OT599</td>
<td>Occupation and Health: Groups and Communities V</td>
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<tr>
<td>OT634</td>
<td>Seminar in Professional Readiness</td>
<td>2</td>
</tr>
<tr>
<td>OT653</td>
<td>Using the Literature: Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT665</td>
<td>Occupations of Adults and Older Adults II</td>
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</tr>
<tr>
<td>OT698</td>
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**Credit Hours 13**
### Summer Semester 2018

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<tr>
<td>OT685</td>
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### Total Program Credit Hours
105 (108)

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### 3:2: Cohort 2016 – Graduate 2019

#### Fall Semester 2017

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>OT595</td>
<td>Occupation and Health: Groups and Communities I</td>
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<td>OT661</td>
<td>Well-being and Health through Occupation</td>
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<tr>
<td>OT670</td>
<td>Occupation and Low Vision</td>
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</tr>
<tr>
<td>OT698</td>
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#### Spring Semester 2018

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<thead>
<tr>
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<tbody>
<tr>
<td>OT596</td>
<td>Occupation and Health: Groups and Communities II</td>
<td>1</td>
</tr>
<tr>
<td>OT622</td>
<td>Introduction to Occupations of Infants, Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>OT630</td>
<td>Fieldwork Preparatory Course</td>
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<tr>
<td>OT674</td>
<td>Engagement in Occupations through Technology II</td>
<td>3</td>
</tr>
<tr>
<td>OT698</td>
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#### Summer Semester 2018

<table>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>OT597</td>
<td>Occupation and Health: Groups and Communities III</td>
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<tr>
<td>OT610</td>
<td>Mental Health Diagnosis Across the Lifespan</td>
<td>3</td>
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<tr>
<td>OT624</td>
<td>Occupations of Infants, Children &amp; Adolescents</td>
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</tr>
<tr>
<td>OT632</td>
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#### Credit Hours
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<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td><strong>Fall Semester 2018</strong></td>
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<td>OT599</td>
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<td><strong>Credit Hours</strong></td>
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<td>Advanced Fieldwork Experience II</td>
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<tr>
<td></td>
<td></td>
<td><strong>Total Program Credit Hours</strong></td>
<td><strong>105</strong></td>
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**3:2: Cohort 2017 – Graduate 2020**
No students entering the program from HCM
OT595. Occupations and Health: Groups and Communities I. 1 Hour.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. The course will also provide opportunity to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course aims to facilitate self-awareness through reflection of personal values, family, and roles as aspects of development of personality type and sense of self, as well as emphasizing cultural diversity competence and clearance of institutional administrative requirements for off campus experiences.

OT596. Occupations and Health: Groups and Communities II. 1 Hour.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. In addition, the course will allow the opportunity to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course introduces the Occupational Therapy Practice Framework and application of the Occupational Therapy Process for clients at the groups and communities level. Service-based learning is introduced, and a number of service-based experiences are coordinated as a means to introduce the existing community partnerships.
**Prerequisites:** OT595 [Min Grade: C]

OT597. Occupations and Health: Groups and Communities III. 1 Hour.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. The course will allow for consideration of the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course will facilitate use of the Occupational Therapy Practice Framework and the Occupational Therapy Process when working with groups and communities. An emphasis on establishing rapport with the partners and initiating the evaluation process (i.e., development of the occupational profile, beginning the analysis of occupation, generating project ideas including outcomes, and development of a working hypothesis for the focus of the
intervention plan).

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

**OT598. Occupations and Health: Groups and Communities IV. 1 Hour.**

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

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

**OT599. Occupations and Health: Groups and Communities V. 2 Hours.**

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

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

**OT600. The Nature of Occupation. 2 Hours.**

Study of the complex nature of occupation and how it contributes to the experience of being human across the life span and through life transitions. Development of student’s perspective of how health and well-being are influenced by the interplay of the person, their environment, and the nature of occupation.
OT605. Therapeutic Skills. 3 Hours.
Group theory and group dynamics; basic group and individual client-therapist interaction and evaluation skills; therapeutic skills and tools used in occupational therapy practice.

OT606. Frameworks for Occupational Therapy Practice. 3 Hours.
Introduction to fundamental concepts of Occupational Therapy frameworks, theory, philosophy, conceptual models and models of practice.

OT607. Analysis of Occupational Performance. 3 Hours.
Introduction to intervention techniques commonly used in occupational therapy practice; activity analysis and synthesis; application of typical growth and development in relationship to different age groups and populations.

OT609. Barriers to Occupational Performance. 3 Hours.
Exposure to content specific to human disease processes, injuries, and developmental or inherited abnormalities within body systems that affect individual's occupational performance.

OT610. Mental Health Diagnosis Across Life Span. 3 Hours.
Examines developmental and psychiatric conditions that result from disease, congenital, traumatic, environmental or social processes. Relationships among disease or disorder, impairments, activity limitations and participation restrictions are emphasized in terms of the impact upon occupational performance.

OT620. Foundation of Occupation: A&P. 4 Hours.
Designed to provide occupational therapy students a fundamental knowledge of human anatomy. An emphasis is placed on the musculo-skeletal and peripheral nervous systems to enhance the understanding of conditions that will likely be encountered in the practice of Occupational Therapy.

OT622. Introduction to Occupations of Infants, Children and Adolescents. 3 Hours.
Aspects of common pediatric diagnoses seen by occupational therapists; process of occupational therapy evaluation birth through adolescence, addressing needs through a holistic approach; assessment of occupational performance and occupational performance issues related to adaptation and life satisfaction.
OT623. *Foundation of Occupation: Neuroscience. 3 Hours.*
Advanced study of structure and function of central nervous system augmented with client examples.

**OT624. Occupations of Infants, Children and Adolescents. 4 Hours.**
Prerequisites: OT622 [Min Grade: C]

**OT625. Occupations of Adults and Older Adults I. 4 Hours.**
This course addresses aspects of evaluation, intervention planning, implementation, and specific intervention strategies across diagnostic categories in adult and elder rehabilitation. Occupational therapy addresses client needs using a holistic approach that incorporates all aspects of an individual's lifestyle. This course will focus on occupational areas of work, play, and leisure addressing components of occupational performance and contexts and how these areas affect occupational performance.

**OT630. Fieldwork Preparatory. 1 Hour.**
Knowledge and ideas in preparation for upcoming fieldwork experiences throughout the program.

**OT631. Foundations of Occupation: Biomechanics. 3 Hours.**
Basic kinesiological principles and functional movement patterns of the human body during occupational performance. Study of principles and techniques for obtaining data about the status of the client's joint range of motion and muscle strength.

**OT632. Fieldwork Experience I. 1 Hour.**
Fieldwork experience to enrich the didactic coursework through direct observation and participation in selected aspects of the occupational therapy process with emphasis on increasing awareness of better therapeutic use of self, occupational barriers and decision-making skills when working with clients. An in class forum for exchange of ideas and experiences will be conducted after
participating in the clinical experience.

**Prerequisites:** OT630 [Min Grade: C]

**OT633. Fieldwork Experience II. 1 Hour.**
Forum for exchange of ideas and experiences; detailed case study/inservice on modality and interventions chosen from client census during previous term's Level I Fieldwork experience.

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

**OT634. Seminar in Professional Readiness. 2 Hours.**
Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

**OT653. Using the Literature for Evidence Based Practice. 3 Hours.**
History of and rationale for evidence-based practice, introduction to typologies of evidence levels, search of data bases, developing clinical questions, critiquing evidence, analyzing bodies of evidence developed in response to research questions, and integrating evidence into clinical practice.

**OT661. Well-being and Health Through Occupation. 3 Hours.**
Critical analysis of the patterns of participation of occupation and its influence on the health and well-being in the lives of individuals, groups and populations across the lifespan, identifying contextual factors which facilitate and or inhibit this participation. Evaluate and critique the evidence which supports the relationship between occupation, health promotion, lifestyle choices, and prevention of injury and disease, utilizing occupational therapy models and approaches to practice while considering contexts.

**OT662 Enhancing Occupational Performance: Orthotics, Prosthetics, and other Modalities. 4 Hours.**
This course will provide the opportunity to consider the occupational therapy process related to the design, fabrication, application, fitting, and training in the use of orthotics, prosthetics, and other modalities. Students will consider and apply the foundational knowledge, underlying principles, indications, contraindications, and precautions necessary for evidence-based practice.
OT665. Occupations of Adults and Older Adults II. 4 Hours.
This course addresses aspects of evaluation, intervention planning, implementation and specific intervention strategies across diagnostic categories in adult and elder rehabilitation. Occupational therapy addresses client needs using a holistic approach that incorporates all aspects of an individual's lifestyle. This course will focus on occupational areas of work, play, and leisure addressing components of occupational performance and contexts and how these areas affect occupational performance.

OT667. Research Methods. 3 Hours.
Research ethics, descriptive, exploratory and experimental design, basic statistical concepts, and discussion of various types of research to enable students to critically analyze and use scientific literature to improve practice. Emphasis on understanding components of the research report and concepts associated with judging of internal and external validity.

OT668. Mental Health Practice in Adulthood. 4 Hours.
Examines psychiatric conditions that result from disease, congenital, traumatic, environmental or social processes. Relationships among impairments, activity limitations, and participation restrictions are emphasized in terms of the impact upon occupational performance. Evaluation, intervention planning, and intervention are studied.

OT670. Occupation and Low Vision. 3 Hours.
Overview of issues related to individuals with vision loss referred for OT treatment in all practice settings across the lifespan.

OT673. Engagement in Occupation Through Technology I. 3 Hours.
Introduction to the relationship between occupation, health promotion, lifestyle, and health within communities, using occupational therapy models of practice to frame this critique. Evaluation and critique of the evidence base for current and emerging areas of occupational therapy practice and identification of potential service gaps.

OT674. Engagement in Occupation Through Technology II. 3 Hours.
Designed to acquaint the student with assessments used in evaluation of clients for assistive technology, specific intervention strategies, elements of safety
related to assistive technology, the education of clients and families and other key people in the context of the user.

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

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

**OT 698 Non-Thesis Research. 6 Hours.**
Non-thesis research hours

**HP650 Management and Leadership Skills for Clinical Professionals. 2 Hours.**
Leadership concepts and management principles as employed by clinical professionals in health care organizations. Focus on effective approaches to communication, change and conflict management, performance and financial management, and cultural competence.

**OT660 Transdisciplinary Collaboration and Consultation in Early Childhood Intervention II - Project TransTeam. 2 Hours.**
Elective: Synthesis of team-based approaches to intervention for infants, children, and youth with known or suspected disabilities. Focus on legislation and policy, team processes and practices, and family-centered applications. Open to upper level students in disciplines that have roles in service provision for the described population
GRADUATION CRITERIA
In order to matriculate from the Occupational Therapy Professional Program and to receive the Master of Science Degree, students must:

- complete the 107 credit hours required for graduation or 105 credit hours if the student is on the 3:2 track
- they 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.

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

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

Graduates of the M.S. Occupational Therapy program at UAB will:
- Demonstrate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy.
- Creatively implement occupation-based practice in current and emergent practice areas.
- Use current research and knowledge bases to guide professional reasoning, critical-thinking and decision-making in the context of occupation-based practice.
- Implement the occupational therapy process to facilitate participation in valued occupations in order to promote health and well-being.
• Demonstrate an appreciation of the importance of community and professional service and collaboration.
• Exhibit professional behaviors consistent with the occupational therapy code of ethics.
• Develop as reflective practitioners who are empowered and engaged in their own learning and professional development.

**ESSENTIAL TASKS AND SKILLS**

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

The student must possess sufficient cognitive skills to:

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

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

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

The student must possess sufficient physical and sensory skills to:
• Tolerate sitting up to 2 hours at a time, over an 8 - 10 hour period.
• Tolerate periods of physical activity up to 8 - 10 hours per day.
• Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
• Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab and clinical settings.
• Demonstrate lifting ability sufficient to maneuver an individual’s body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
• Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.
• Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotation.
• Manipulate or guide another person’s body in transfers, ambulation, positioning and assisted or facilitated trunk, head and limb movements.
• Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
• Legibly record/document evaluations, patient care notes, and referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
• Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
• Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.
• Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
• Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork.
**OT Department Policies and Procedures**

**ADMINISTRATIVE REQUIREMENTS**

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

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

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

**ACADEMIC ADVISEMENT**

In the first fall semester of the professional program, each student will be assigned a faculty advisor who will be available to him/her throughout the program. Faculty advisors serve as mentors on professional and academic matters, and as a resource for personal matters should they arise. Students will meet with faculty advisors at regular intervals or as requested by the individual student or faculty.
While you will be assigned a designated faculty mentor, students are encouraged to meet with a variety of faculty throughout their academic program, as faculty-student communication is vital.

**ACADEMIC “GOOD STANDING”**

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

“Good standing” is defined as follows:

- Cumulative grade point average of 3.0 or greater in the occupational therapy program.
- Successful completion of all occupational therapy course work* with a grade of B** or greater, or pass (P) in pass/fail coursework
  - *coursework is didactic as well as practical or clinical. Fieldwork or clinical education is included in the definition of coursework.
  - **a grade of C in one occupational therapy course is accepted
- Earning a grade of C in no more than 1 occupational therapy course

If a student is dismissed from the occupational therapy program based on failure to remain in academic “good standing”, he/she may petition for consideration to be re-admitted barring any ethical or professional behavior issues.

The occupational therapy program coursework is sequential. For this reason, if the student is permitted to return to the program it will be in the semester in which the failed course is offered again. Re-admitted students may also be asked to remediate prior to returning to the program, if it is deemed to be in the best interest of the student.

*The process for petitioning is as follows:*

Following an absence of at least one regular semester, a student, previously dismissed from the program based on failure to remain in academic “good standing”, 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. Upon receipt of the written petition, the OTAAC may request to meet with the individual to discuss the petition and seek other information prior to reaching a decision.

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/Program Director 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.

**ACADEMIC MISCONDUCT/ACADEMIC HONOR CODE (UAB)**
The University expects the highest ethical and professional behaviors from the academic community. The code, including penalties for violations, is published on the UAB website at [https://www.uab.edu/students/one-stop/policies/academic-honor-code](https://www.uab.edu/students/one-stop/policies/academic-honor-code)

The UAB Academic Honor Code

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

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.
CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

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

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

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

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

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

ATTENDANCE
This is a professional graduate education program. Attendance to all class activities and fieldwork is mandatory. It is the responsibility of each student to be on time for classes and professional appointments.
Students should note that the University regards certain absences as excused and in those instances requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. The Department of Occupational Therapy adheres to this policy when the absence is recognized as excused by the university. See: http://catalog.uab.edu/undergraduate/progresstownadegree/#enrollmenttext.

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

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

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

The department’s attendance policy states that:

1. Regardless of the reason for missing any portion of a course activity, students are required to contact the course director and the school office (934-3568) as soon as possible prior to the course activity. The school office personnel will then contact the Program Director and other faculty, if appropriate. The student will need to provide the reason for the absence.
2. In the case of absences during level I or II fieldwork rotations, students will contact their Fieldwork Educator and Mr. Cunningham (Academic Fieldwork Coordinator) and follow the attendance policy for fieldwork, as described in the fieldwork manual. Regardless of the reason for missing a class, all students
must document their plan to complete the course activities they will miss or have missed using the department’s “Absence Petition Form” (appendix 2).

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

4. The Absence Petition Form must be completed in full. It must be returned to the Program Director as documentation of the arrangement for work to be completed. Failure to complete this will result in classification of the absence as unexcused. A copy of the Absence Petition Form is placed in the student’s file.

5. A student seeking an excused absence for any reason must complete the Absence Petition Form at least one month prior to the planned event. In the case of an emergency such as a death in the family or an illness, as documented by a physician, the form must be completed no later than 24 hours following return to class.

6. In the case of a student having to miss coursework for illnesses that result in a short absence, (such as colds, severe headaches, 24 hour viruses and so forth, that do not necessitate a visit to a doctor or other healthcare professional), students must complete the Absence Petition Form to record the reason for the absence and their plan to make-up the missed course activities. While documentation from a physician will not normally be required for these short period out of class, in the case that an examination, assignment deadline or other important course activity is missed, then a physician will need to document that absence.

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

8. Excused absences may also be approved for attendance at one-time “special functions”. Examples of special functions may include family weddings, job interviews, birth of a child, conference attendance, etc. As much as possible, these events should be scheduled outside of class time. Students are expected to limit the time missed as much as possible; arranging flights and reservations appropriately, and with the increased workload for their course directors in mind. For non-emergency one-time “special functions” a completed Absence Petition Form must be submitted at least 1 month prior to the proposed event. This “special function” absence will only be permitted twice in an academic year and therefore the student is expected to limit and prioritize their use. The spirit of this
provision is that it will be kept to a minimum. Absences beyond the two
limit or if it is believed that students are not using this option appropriately
then absences for future ‘special functions’ will solely be at the discretion
of the program director.

As already noted, it is the student’s responsibility to make advanced and
appropriate arrangements for missed course activities and to submit the
completed Absence Petition Form in a timely manner.

The following steps outline the sequential procedure for requesting an absence:
  1. Completion of Absence Petition Form
     a. 1-2 sentences describing event and rationale for missing class time
     b. Dates student will be out of class room
     c. Classes and class activities affected by the absence
     d. Plan for making up course activities for each course missed and with
        all course directors involved.
     e. Obtain all course directors’ signature of approval for each course
        missed.
  2. Obtain academic advisor’s signature on the petition.
  3. Submit the completed form to the Program Director one month prior to the
     event or within 24 hours of return to class for absences related to illness or
     emergency.

**Students who miss more than two full class period during any academic
semester either by repeated tardiness or by unexcused absence will have their
final course grade reduced by one letter grade.**

Students with three unexcused absences within the program in any given
semester will invoke the School Academic Misconduct Policy.

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

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

**Tardiness**
Tardiness is unprofessional and disruptive to other students. Students who get to class after the beginning of classroom instruction will be marked tardy. Students who are tardy in three separate instances will be considered to have missed the equivalent of one full class period, which will be counted as an unexcused absence.

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

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

**Computer Use Room 136**
The department supports computers in room 136, which students can access.

These computers are exclusively for research and due to IRB and HIPPA requirements the room is required to remain locked and secured at all times. Due to the potential nature of the material being recorded on these computers, these systems will have necessary encryption and/or monitoring software installed, as required by the university. The use of the computers in this room is strictly monitored. The copying, moving and deletion of any digital media on these computers using DVD, CDROM, USB Removable Flash Memory, Flash Drives, USB
Pen Drive, USB Jump Drives or any other system is prohibited. Students should note that any improper use of these systems will be investigated and may result in action being taken against the student/s responsible.

These computers are NOT for general use, including work associated with any other class within your program of study. Students should not change any settings on the computers, including, but not limited to, desktop background, sounds, mouse settings, screen saver, icon positions, internet home page, bookmarks and so forth. Students should not download anything onto these computers, other than files associated with your research. Students should not use these computers for email, chat rooms, IM, bulletin boards, online shopping, Facebook or any other social media, (unless directly related to your research). Students should log out when you are finished. Failure to complete this results in the student being in non-compliance with federal regulations for allowing access to research files.

This room is not a lunchroom – the consumption of food or drinks is NOT allowed in this room. This room is not a storage room and while items are stored on the shelves, they are to remain tidy at all times or they will be removed.

**DISCIPLINARY ACTIONS**

Failure of a student to follow the prescribed guidelines for conduct or academic standards and performance requirements will subject him or her to disciplinary actions as outlined by the School of Health Professions Policy and Procedure, which can be referenced here: [http://www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf](http://www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf)

In such instances, the student will have an opportunity to respond to an allegation of misconduct.

**ETHICS**

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice.
AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

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

The Code serves two purposes:
1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles.
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members

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

Please refer to the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2015) (Appendix 3) and/or online at: https://www.aota.org/-/media/corporate/files/practice/ethics/code-of-ethics.pdf

**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 director before exam time indicating the problem preventing them from taking the exam.
- Students must present themselves at the examination room before the examination is due to begin. Additional time for any student arriving after the start of the examination will not be given, unless the student has accommodations established through Disability Support Services.
- No student may leave the examination room for the duration of the examination, unless directed to do so by the faculty or the student has accommodations established through Disability Support Services. Any student who leaves the examination room will be deemed to have withdrawn from the examination and will not be re-admitted to the examination room.
- Students will be given random assigned seats for all examinations. Students must sit where they are assigned.
- Students must not have access to nor make use of any book, manuscript, calculator, electronic organizer, mobile phone or other device which is not specifically allowed in the instruction for the examination (e.g., laptop for computerized test).
- Mobile phones and smart watches must be switched off and placed in the students’ coat, book bag, backpack, or similar item, which will then be deposited at the front of the examination room or as directed by the faculty.
- Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
- Once the examination starts, students shall not communicate in any way with any person other than the faculty.
- Students must not start writing until given permission to do so by the faculty.
- Students must stop writing immediately when they are instructed to do so at the end of the examination.
- A student whom the faculty believes to be using unfair means (including unauthorized aids, copying or communicating with others) will be so informed and his or her answer paper marked accordingly.
- A student who, in the opinion of the faculty, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and will not be re-admitted. Unreasonable disturbance may include the ringing of the student's mobile phone. These actions may conclude in the failure of the student for that examination.
and/or more stringent consequences of academic misconduct according to the Student Handbook.

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

- Normally, the course director returns graded exams within two weeks and provides a review session to discuss the correct answers.

- All examination/test questions remain the property of UAB and remain in possession of the Department of Occupational Therapy. Therefore, examinations and answer sheets must be returned to faculty at the end of the review session. Under no circumstances is a test/examination to be duplicated, retained by the student (unless allowed by the course director) or posted or distributed in any manner.

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

- In terms of assignments, projects, and other coursework, the course director normally can be expected to spend 1-2 weeks grading the items, depending on the length of the assignment, the amount of feedback needed for each student, and the number of students completing the assignment. After a two-week time period or within one week when an upcoming assignment is dependent upon the feedback from the assignment being graded, students are encouraged to consult with the course director in terms of when work will be returned. Problems in receiving graded work within a reasonable time period may be discussed
with the Program Director when the course director does not respond to student requests for return of work.
• A student breaching any of these examination or coursework procedures will be reported to the Department Chair/Program Director and the matter will be considered in accordance with University Regulations.

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

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

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

**Fieldwork Level I**
In addition to didactic course work, the student is required to complete a series of Level I experiences. These fieldwork experiences provide the student with an opportunity to translate theory into practice and to observe or define the roles of occupational therapy in various clinical settings. Fieldwork experiences are embedded throughout the program, and students are also required to complete two separate, traditional one-week level I placements.
FIELDWORK LEVEL II

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

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

GRADING

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
<td>(superior performance)</td>
</tr>
<tr>
<td>89-80%</td>
<td>B</td>
<td>(adequate performance)</td>
</tr>
<tr>
<td>79-70%</td>
<td>C</td>
<td>(performance only minimally adequate for a graduate student)</td>
</tr>
<tr>
<td>Less than 70%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

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

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

STUDENT HANDBOOK 2017-2018
**GRADES**
The assignment of grades is the responsibility of the individual faculty member. General guidelines are available for each academic experience that outline criteria for awarding grades. If a student believes that a grade was awarded inappropriately, the student may first request that the course instructor reconsider and, if necessary, request a review of the grade by the Program Director. The Program Director's decision will be final. If the Program Director is the course instructor, the Department Chair will review the decision and his/her decision will be final. The Program Director/Chair will respond within five (5) workdays after notification.

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

See: School of Health Professions: Grievance Procedures for Violations of Academic Standards at:
https://www.uab.edu/shp/home/images/PDF/SHP_Student_Academic_Conduct.pdf

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

Classrooms may be used by students for professional and education purposes only. Classrooms must be kept clean and tidy at all times, including the assessment kitchen and bathroom areas. Failure to maintain any area to a high standard may result in the removal of the privilege to use the facilities outside of scheduled class times. Students should be courteous of noise levels and disruption when between classes. Students may not invite people outside the
department into the classrooms without prior permission from faculty. Students, faculty and staff are responsible for ensuring that these areas remain secure by keeping doors closed/locked at all times.

**IDENTIFICATION BADGES**

Students are provided with a UAB Campus OneCard photo identification badge, as well as a supplemental identification name badge. The supplemental name badge will be used to identify each student as an Occupational Therapy Student and must be worn over the UAB Campus OneCard. Students must have both cards on them at all times, for both on campus and off campus activities. The UAB Campus OneCard is the card used to gain entrance into the School of Health Professions Building and the appropriate classrooms. The supplemental name badge is only used for identification purposes.

If a student loses the UAB Campus OneCard he/she must report to Mrs. Sandra Shaw, SHPB 355, for information on how to obtain a replacement. If a student loses a supplemental name badge, he/she must report to the Deek Cunningham, Academic Fieldwork Coordinator, SHPB 349 for information on how to obtain a new one. The student will be responsible for all associated costs for replacing either the UAB Campus One Card and/or the supplemental name badge.

**INCOMPLETES**

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, and so forth. A student must discuss the need for an incomplete with the respective course instructor. The incomplete must be made up and grade assigned by the end of the following academic term or earlier, at the course director’s discretion.

**LEAVE OF ABSENCE**

If a student has to take a leave of absence he/she should first speak to his/her advisor to reveal the reason for the leave, the stated time of the leave and any necessary documentation (letter of necessity from physician, personal letter reflecting hardship, etc.). The advisor will forward the request to the Department Chair/Program Director 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 Department Chair/Program Director for consideration. If the student is unable to complete the requirements for completion of the fieldwork rotation during the academic semester, a grade of incomplete or multi-term may be considered. In either case, if the fieldwork rotation is not completed within one semester of the leave of absence of request, a failing grade will be submitted.

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

**Leave of absence - pregnancy**

Pregnant students are asked to inform course directors/laboratory personnel and the Academic Coordinator of Fieldwork Education immediately, when a pregnancy is known, to prevent problems related to harmful exposure in the inappropriate receipt of occupational therapy interventions, and participation on out-of-class experiences and fieldwork involving clients with communicable diseases. Complications related to the pregnancy should be discussed immediately with the Program Director/Department Chair if it is expected that participation in the curriculum may be impacted.

The Department has had many students who have been pregnant (or students whose significant other is pregnant) and have given birth while in the program
and at all stages. As long as the necessary absences for medical appointments and for the birth are carefully planned then absence of this nature will not typically impact the students’ progression through the program.

**PHONE/LAPTOP/TABLET USE**

Students are expected to contribute to the development of an optimal learning environment for themselves, classmates and course director. Cell phones, computer and tablet use are extremely distracting in class when used for activities unrelated to course objectives. Therefore, course directors reserve the right to prohibit laptop/tablet/phone use privileges during class times. Students shall lose these privileges if content becomes disruptive to classmates or if it is used for activities unrelated to course objectives. The definition of “use unrelated to course objectives” includes, but is not limited to use of personal email, instant messaging, chat rooms, games, surfing the net, etc. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects.

Use of a computer/tablet/cell phone for purposes other than those related to course objectives may result in:

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

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

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

**Professional Dress Code**

The status of each of us as individuals is reflected by the initial image we portray to others. Studies have shown that professional competency is judged initially by the outward appearance and manner of health care professionals. Trust and acceptance by clients is an important factor in how well they respond to our interventions, despite our technical skills. Dress regulations, in many instances, serve to protect the client, to identify the professional to the consumer and to other professionals, and to allow us to do our jobs safely and effectively. Guests to our department, clients, research volunteers, applicants to the program, and a host of professionals notice our campus attire. When one accepts the individual responsibilities inherent in becoming an occupational therapist, one assumes the collective responsibilities of reflecting upon the profession as a whole. Bearing these thoughts in mind, the occupational therapy program has established standards of dress that serve these purposes best.

**Unprofessional attire may not be worn at any time when a student is representing UAB as an institution.**

**UAB photo identification must be worn at all times on campus, during off-campus activities affiliated with UAB and during fieldwork.**

**Classroom and LRC/SHP Attire**

The professional standards, goals, and objective of the occupational therapy program require appropriate behavior and attire in the classroom/educational environment at all times.

Professional behavior and attire may be denoted by, but is not limited to, the following standards:

- Your personal hygiene should reflect cleanliness.
- All hair (including facial hair) and nails should be neatly trimmed.
- Nail polish should be conservative and well-tended.
Clothing should be loose fitting that meets the dress code.

Tops should provide coverage of the shoulders, chest and torso area. Sleeveless tops must be at least 3 inches wide at the shoulders. Low cut tops, or short tops that do not fall below the level of the pant or skirt waistband are not considered appropriate attire. Top/shirts should not gap when bending forward nor ride over the lower back region when moving or raising your arms overhead. Cleavage should not be evident.

Only knee length shorts are acceptable (no track/athletic shorts).

Skirt length shall be knee-length and may not be tight fitting.

Undergarments shall be worn and shall not be visible when the students are involved in any activities in the classroom, labs or fieldwork – regardless of body position or task.

Athletic wear such as yoga pants, tank tops, spandex, sports bras and running shorts are not appropriate.

Footwear should be clean and in good condition. Closed toe shoes, sandals that cover the majority of the foot are strongly encouraged at all times. Running shoes are permitted.

Headwear is not considered appropriate attire (unless previously approved by the program director).

Body piercings (except ears) and visible tattoos are not acceptable. Either clothing or a derma-blend product should cover all tattoos.

Multiple visible piercings, ear gauges, nose and tongue piercings are prohibited in this professional program, consistent with clinical practice expectations.

Only ear piercings (maximum of 2 per ear) are allowed. Approval of additional or other facial piercings for religious or cultural reasons needs to be sought from the Director of the Occupational Therapy program.

Official UAB Occupational Therapy department polo shirt and khaki, black or navy blue pants (Flared or Boot-Cut for women: Classic Straight-Leg or Loose-Fit for men) MUST be worn when guest lecturers are present.

Clothing should be clean, without being faded, torn, wrinkled, ill-fitting or having holes or frayed hems.

University identification badges shall be worn at all times, above the waist, and clearly visible to others.

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

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

Appropriate lab attire includes:

- Shorts that are three inches above the knee or longer.
- Occupational Therapy logo clothing available through the Student Occupational Therapy Association: short-sleeved t-shirt, sweat pants, shorts and sweatshirt that provide ample room for arms to move freely OR plain colored (no logos) sweat shirts, sweat pants, shorts and short sleeved t-shirts.
- Athletic (tennis) shoes and socks in good condition.
- Undergarments shall be worn and shall not be visible, even when in stretching or bending positions.

**Academic Skills Competencies/Lab Practical/Off Campus Clinical Education Dress Code**
During these times, we expect professional dress. Course specific dress code requirements are at the discretion of the course director and may differ from the general policy.

- Clothing worn in these settings/situations must be neat and clean to avoid contamination in clinical settings/situations.
- They should be removed for cleaning as soon as possible after leaving any clinical site to reduce contamination to your personal surroundings.
- Students should pay attention to their own personal hygiene to avoid offensiveness in close proximity with clients.
- Body odor/smoke or other odors are not appropriate.
- Use of deodorants and/or antiperspirants is encouraged.
• Perfumes or offensive fragrances are not acceptable.

The following are required in professional dress:

• UAB Student ID that states you are a “Student Occupational Therapist” should be worn at all times, above the waist, and be clearly visible to others.
• Khaki, black or navy blue pants (Flared or Boot-Cut for women: Classic Straight-Leg or Loose-Fit for men). These must be conservative in nature and cover the lower back region at all times.
• Official UAB Occupational Therapy department polo shirt.
• Hair should be clean and secured away from the face at all times; distracting hair colors or styles are not permitted.
• Nails should be clean, trimmed, and free of polish. No artificial nails. Nail length must be kept to a minimum to avoid skin trauma or contamination. Rings, fingernail polish and long nails are a contamination issue.
• Perfume or cologne should not be worn.
• All jewelry should be minimal. Excessive jewelry, dangling earrings or large hoops, and facial piercings are not permitted.
• Either clothing or a derma-blend product should cover all tattoos.
• Multiple visible piercings and tongue piercings are prohibited in this professional program, consistent with clinical practice expectations.
• Only ear piercings (maximum of 2 per ear) are allowed. Approval of additional or other facial piercings for religious or cultural reasons needs to be sought from the Director of the Occupational Therapy program.

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

American Occupational Therapy Association

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services. The mission of AOTA is to advance the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public.

AOTA is our national professional organization and as an occupational therapy professional, you and AOTA share a common goal and objective—to validate the powerful impact of occupational therapy and to elevate our profession to its proper place of recognition and reimbursement.

AOTA is only strong because of member support and participation. Therefore, the department and faculty require all UAB occupational therapy students to be student members of AOTA and maintain their AOTA memberships throughout enrollment in the occupational therapy program.

AOTA protects the scope of practice for occupational therapy and represents the profession at the national level. It is our sincere hope that student membership will translate into lifelong membership. Students will benefit personally and professionally from the publications, member services, and events the associations provide. Various class assignments across the span of the program will require access to the AOTA member website, as well as other events, resources, and membership benefits. AOTA has an active student membership. Student members get the same benefits as every other AOTA member, with substantial savings on dues, books and more. More information regarding AOTA student membership and the link for joining can be found at:

http://www.aota.org/en/AboutAOTA/Membership/AOTA4Students.aspx
Alabama Occupational Therapy Association

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

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

Graduate Student Association

UAB graduate students are represented by the Graduate Student Government (GSG), 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/gsg for more information.

Pi Theta Epsilon

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

Student Occupational Therapy Association

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

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

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

For the SOTA catalog to purchase the official department Polo shirts and other UAB OT Merchandise go to: www.snoozysuab.com > Shop Merchandise > Special Items > Occupational Therapy Merchandise

**Occupational Therapy Student Ambassador Program**

The Student Ambassador Program was recently established as a more formal means to reach out to those interested in the Department of Occupational Therapy at UAB. Student Ambassadors correspond with prospective students to answer questions about the department from a student perspective, give tours of the campus, and assist faculty with recruitment activities. It is a volunteer position, and is considered to be a prestigious appointment. There is an application process for interested students; this usually takes place near the beginning of the second semester, which allows for mentoring with the soon-to-be outgoing cohort of ambassadors. Interested students are encouraged to contact any of the student ambassadors, or the faculty liaisons, Mrs. McCurry and/or Ms. Tucker.

**Quality Improvement: Course Evaluations**

Students are typically asked to evaluate a selection of the courses they take through an on-line course feedback system (IDEA). Student anonymity is protected, enabling the student to provide honest and accurate assessments of course content and instruction.
**RECORDS**
Policy can be found in the Occupational Therapy Student Handbook

In addition:

- Student Records Policy (One Stop Student Services) at: [https://www.uab.edu/students/one-stop/policies/student-records-policy](https://www.uab.edu/students/one-stop/policies/student-records-policy)
- UAB Records Retention Policy at: [http://www.uab.edu/policies/content/Pages/UAB-AD-POL-0000708.aspx](http://www.uab.edu/policies/content/Pages/UAB-AD-POL-0000708.aspx)
- UAB graduate school records policy at: [https://www.uab.edu/graduate/current-students/prospective-students/23-students/catalog/69-general-academic-requirements](https://www.uab.edu/graduate/current-students/prospective-students/23-students/catalog/69-general-academic-requirements)

**SCHOLARSHIPS**
Keep updated on available scholarships by visiting the following links:
[http://www.uab.edu/shp/home/admissions-tuition/scholarships](http://www.uab.edu/shp/home/admissions-tuition/scholarships)


**SOCIAL MEDIA**
Social media, such as LinkedIn, Twitter, Facebook, YouTube etc., can be a useful communication tool, but occupational therapy students should use these forums judiciously. Use of social media sites by health care providers presents unique concerns due to the blurring of the line between one’s personal and professional lives (McBride & Cohen, 2009). Occupational Therapy students should note that potential employers might examine your online presence to assess your behavior related to ethical decision-making and/or respectful and courteous communication.

The AOTA Advisory Opinion for the Ethics Commission on Social Networking (2011) stated:

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

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

Students in the Department of Occupational Therapy need to be aware that, when using any social media:

- You must adhere to all applicable UAB policies, including but not limited to privacy and confidentiality guidelines and laws.
- You should **never** post any material about a patient, client or family, or even a work setting.
- The rules of academic integrity also apply to postings on social media sites. In considering a post to any social media site, you should think about how it will reflect on you, the department, or the university if it were to become widely known amongst students, faculty and staff.
- If you identify your affiliation to UAB and the Department of Occupational Therapy, your social media activities should be consistent with the Department of Occupational Therapy’s high standards of professional conduct.
- Write in the first person. Where your connection to UAB Department of Occupational Therapy is apparent, make it clear you are speaking for yourself and not on behalf of the UAB Department of Occupational Therapy.
- Be professional, use good judgment and be accurate and honest in your communications; errors, omissions or unprofessional language or behavior reflect poorly on UAB.
- Faculty will not initiate or accept friend requests except in unusual circumstances such as the situation where an in-person friendship pre-dated the faculty/student relationship. The only exception to this is LinkedIn, which is used as part of one of the courses in the occupational therapy program. This will remain the case until after you graduate and are no longer classed as a student of the program.
- Unless approved by UAB, social media names, handle and URL should not include UAB or UAB Department of Occupational Therapy name or logo.
Students of the Department of Occupational Therapy should also note the guidelines listed in section 1 of this handbook.

**STUDENT SUPPORT AND RESOURCES (ACADEMIC)**

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

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

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

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

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

**TECHNOLOGY REQUIREMENTS**

There are a limited number of computer workstations available in the Learning Resource Center and Libraries. The department also has a limited number of computers for research only.
All students must have access to a computer that allows them to complete all coursework and general curriculum requirements. Students are responsible for knowing how to operate the computer systems and the software packages required, including the capability to use the university's lock-down browsers for testing. (Please reference the UAB IT website for recommendations on computer specifications and software availability for students).

UAB’s Learning Management System is “Canvas”. It is important that students are familiar with accessing and using this system; there are resources for students such as training options, tutorials and technical support on the Canvas website.

**TRANSFER OF CREDIT POLICY**

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

“Previously earned graduate credit that has not been applied toward another degree (either at UAB or elsewhere) is eligible for transfer into the student's current degree program. Ordinarily no more than 12 semester hours of transfer credit can be applied to a degree program. Acceptance of more than 12 hours will require approval by the program director, department chair, and Graduate School Dean. All credit transfer requests must be initiated by the student and require the approval of the graduate program director and the Graduate School Dean.

Transfers of Credit forms are available online at [http://www.uab.edu/graduate/online-forms](http://www.uab.edu/graduate/online-forms). An application for transfer of credit will not be considered until the student has completed at least 9 semester hours of graduate credit in their current UAB program and is in good academic standing. Once transfer credit has been accepted, it will be included in the calculation of the grade point average in the student's current UAB program.

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

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

**Withdrawal - Course**

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

**Withdrawal - Program**

A student may choose to withdraw from the program, but is encouraged to engage in an exit interview with the Department Chair/Program Director. If the student is in good academic standing, he or she may petition the faculty for re-entry into the program. Depending on withdrawal reasons and permission to re-enter, specific objectives may be required before the student re-enters. Acceptance for re-entry will be subject to class space availability.
APPENDIX 1: STUDENT HANDBOOK ACKNOWLEDGEMENT OF RECEIPT

The Department of Occupational Therapy Student Handbook serves as a contract between you and the faculty/program. Once you have read it and understand the contents, please sign the acknowledgement below and give to Elaine Satterfield by 9/5/2016.

I, ___________________________ (printed name) have received instructions on how to access the student handbook for the UAB Occupational Therapy 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
**APPENDIX 2: ABSENCE STUDENT PETITION**

Complete the form below in full and submit to Program Director at least one month prior to event.

Student name: ________________________________________________________

Date Petition submitted: ______________________________________________

Function or event: ______________________________________________________

Justification for missing class:

__________________________________________________________

Dates of missing classes: _____________________________________________

Date to return to class: _____________________________________________

**Student plan for make up regularly scheduled work:**

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<th>Class</th>
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<th>Designated Note Taker</th>
<th>Exams/Assignment</th>
<th>Plan</th>
<th>Instructor’s signature</th>
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Student signature: __________________________ Date: ____________________

Academic Advisor Signature: __________________ Date: ____________________

Program Director Signature: __________________ Date: ____________________

Excused: ____________ Unexcused: ____________
APPENDIX 3: OCCUPATIONAL THERAPY CODE OF ETHICS (2015)

Open Access:
Occupational Therapy Code of Ethics (2015)

Preamble
The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

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

The Code serves two purposes:
1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles.
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, weighing consequences, making reasoned decisions, taking action, and reflecting on
outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code’s Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards, of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

**Core Values**
The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client by treating him or her
with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (Truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (Prudence).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

**Principles and Standards of Conduct**

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

**BENEFICENCE**

**Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

**RELATED STANDARDS OF CONDUCT**

**Occupational therapy personnel shall**

A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.

C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.

D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.

E. Provide occupational therapy services, including education and training, that are within each practitioner’s level of competence and scope of practice.

F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.

G. Maintain competency by ongoing participation in education relevant to one’s practice area.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.

I. Refer to other providers when indicated by the needs of the client.

J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

NONMALEFICENCE

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of due care “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this
standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.

C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.

D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.

E. Address impaired practice and, when necessary, report it to the appropriate authorities.

F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.

G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.

H. Avoid compromising the rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.

I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

AUTONOMY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent. The Principle of Autonomy expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care, and to protect the client’s confidential information. Often, respect for Autonomy is referred to as the self-determination principle. However, respecting a person’s autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person’s right “to hold views, to make choices, and to take actions based on [his or her] values and beliefs” (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall
A. Respect and honor the expressed wishes of recipients of service.
B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
D. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making.
E. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
G. Respect a research participant’s right to withdraw from a research study without penalty.
H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act [Pub. L. 104–191], Family Educational Rights and Privacy Act [Pub. L. 93–380]).

I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.

J. Facilitate comprehension and address barriers to communication (e.g., aphasia, differences in language, literacy, culture) with the recipient of service, (or responsible party), student, or research participant.

JUSTICE

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.

B. Assist those in need of occupational therapy services in securing access through available means.

C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.

D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.

F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.

G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.

H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.

I. Obtain all necessary approvals prior to initiating research activities.

J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.

K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.

L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.

M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

N. Ensure compliance with relevant laws, and promote transparency when participating in a business as owner, stockholder, partner, or employee.

O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).
VERACITY

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.

D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).

I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.

J. Maintain privacy and truthfulness when using telecommunication in the delivery of occupational therapy services.

**FIDELITY**

**Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the client or patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client’s reasonable expectations the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service
recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.

B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.

C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

D. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.

E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.

G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.

H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.

I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.

J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.

K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization’s official and authorized positions.

L. Refrain from actions that reduce the public’s trust in occupational therapy.
M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

References


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