



JEFFERSON COLLEGE OF REHABILITATION SCIENCES  
DEPARTMENT OF OCCUPATIONAL THERAPY

# Student Handbook

Academic Year 2021-2022

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## **EQUAL OPPORTUNITY**

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. The consideration of factors unrelated to a person's ability, qualifications and performance is inconsistent with this policy. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean, the Title IX Coordinator, or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

## **DISCLAIMER STATEMENT**

The Department of Occupational Therapy reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between or among the College, its students or its employees or agents.

## PURPOSE OF STUDENT HANDBOOK

This Student Handbook serves to share with you certain resources, policies, and procedures that may be useful to you during your studies in the Occupational Therapy Program in the Jefferson College of Rehabilitation Sciences. While we have attempted to provide you with a comprehensive handbook, it does not stand alone. Students are responsible for understanding academic policies and procedures of Thomas Jefferson University and the Jefferson College of Rehabilitation Sciences (JCRS). Important University wide policies, including the Community Standards and Student Sexual Misconduct Policy are found on the Thomas Jefferson University Center Student Handbook website at [www.jefferson.edu/handbook](http://www.jefferson.edu/handbook). Students are also directed to the policies and procedures contained in the JCRS Student Handbook, which can be found at <https://www.jefferson.edu/academics/colleges-schools-institutes/rehabilitation-sciences/student-resources.html>.

If you should have any questions throughout your academic career here, we encourage you to reach out to your program director, advisor, or department chair.

The Student Handbook offers information about Thomas Jefferson University's Department of Occupational Therapy including departmental academic regulations that address expected clinical and academic performance.

The Student Handbook:

- acquaints student with the design, purpose and objectives of programs and curricula offered in the JCRS Department of Occupational Therapy
- familiarizes students with Thomas Jefferson University resources
- communicates policies of the Department of Occupational Therapy and Programs
- supplements information found in other University and College publications

The Department of Occupational Therapy Student Handbook is available on Canvas in the JCRS Occupational Therapy Student Center. Under Modules, go to *Handbooks and Policies*.

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August 2021

Dear Occupational Therapy Students,

***Welcome to our entering students and welcome back to our returning student!***

As we launch the second academic year under (changing) restrictions due to the pandemic, most recently the COVID-19 Delta Variant, the *Department of Occupational Therapy* and the *College of Rehabilitation Sciences* (JCRS) are committed to providing the highest quality education. Our ever-expanding knowledge and experience, along with student feedback guide the precautions and procedures we have put into place to keep you safe and engaged in the classroom and online. Your input, contributions and feedback are always welcome and vital to a successful year!

Please be aware of the following two links that are important to check on a regular basis:

- Coronavirus Information & Resources <https://www.jefferson.edu/coronavirus.html>
- Coronavirus Health and Safety Plan [https://www.jefferson.edu/content/dam/academic/covid-19/TJU\\_Health\\_and\\_Safety\\_Plan\\_Updated\\_7-26-21\\_FINAL.pdf](https://www.jefferson.edu/content/dam/academic/covid-19/TJU_Health_and_Safety_Plan_Updated_7-26-21_FINAL.pdf)

The *Department of Occupational Therapy Student Handbook* describes academic and clinical standards, policies and procedures. All occupational therapy students follow the policies and procedures outlined in Section I of this Handbook and the policies and procedures outlined in the Appendix for their specific program. In addition, students follow the policies and procedures described in the University [Graduate Policies](#) and the [JCRS Student Handbook](#). These three resources guide your progression through the occupational therapy curriculum towards graduation.

**PLEASE NOTE: You are responsible for understanding all information within the *Department Student Handbook*, the *University Graduate Policies* and the *JCRS Student Handbook*.**

Do not hesitate to ask your advisor, Program Director or me if you have any questions or need clarification on any academic standard, policy or procedure. We want to ensure you are understanding and interpreting information correctly.

On behalf of the department and college, I thank you for choosing Jefferson for your occupational therapy education! We hope you will **enjoy** your time at Jefferson, **develop** an appreciation for life-long learning and collaboration, and **participate** in the many professional, interprofessional and social activities afforded to Jefferson students.

Please know, talking with students is extremely important to me and takes precedence. At any time you would like to chat with me or set up a meeting, please contact Kathy DeClerico ([katherine.declerico@jefferson.edu](mailto:katherine.declerico@jefferson.edu)) or Anita Quain ([anita.quain@jefferson.edu](mailto:anita.quain@jefferson.edu)) and they will set up a time for us to meet. I look forward to hearing from you!

All my best,



Catherine Verrier Piersol, PhD, OTR/L, FAOTA  
Professor and Chair, Department of Occupational Therapy



# GENERAL INFORMATION AND ACADEMIC POLICIES



## **DEPARTMENT OF OCCUPATIONAL THERAPY MISSION STATEMENT**

### **Reimagining Health through Occupation**

The Jefferson Department of Occupational Therapy promotes the health and well-being of people through their participation in occupation by developing practitioners who can dynamically respond to changing demands in healthcare, community and environments; and engage in service, practice, advocacy, leadership, scholarship and research.

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# HISTORY OF THE DEPARTMENT

## **Thomas Jefferson University**

Under the leadership of Ruth Levine Schemm, Ed.D., OTR/L, FAOTA, Founding Department Chair and Ellen Kolodner, MSS, OTR/L, FAOTA, Founding Academic Fieldwork Coordinator, the Department of Occupational Therapy welcomed its inaugural class in 1982. The program was granted full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) in 1985 in preparation for graduation of the first class in 1985 from the then, College of Allied Health Professions, with a Bachelor of Science degree or a Post-Baccalaureate Certificate in Occupational Therapy. During the next two decades, the Department steadily increased the size of faculty and classes as well as its national identity and reputation for innovation in teaching and practice, including establishing a reputation for creating new fieldwork training settings through partnerships with various community organizations. In 1998, Janice Burke, PhD, OTR/L, FAOTA assumed the chair position and lead the department to national prominence, known for innovation in education, research and practice; and achieving our high US News and World Report National ranking; a designation that continues to this day.

During the 1990's the department transformed the Post-Baccalaureate Certificate in Occupational Therapy to the Master of Science in Occupational Therapy; known as the EMOT program. Simultaneously, the "Advanced Master of Science" degree was awarded to students with Bachelor's degrees in OT who were returning for their Master's Degree. Former AOTA President, Jerry Johnson, Ed.D. OTR was recruited from Harvard to TJU to design and launch the Advanced Master's program.

During the 2000s, and in preparation for the profession mandating "one point of entry" to the profession, the department redesigned the curriculum whereby all students graduated with a Master of Science degree in OT. The BS program was transformed to a combined BSMS program, where by students, at the conclusion of their program, earned both a BS in Occupation & Health, and a MS in OT. Changes to the MSOT program were introduced, reducing the length of the program from 2.5 years to 2 years.

During this time, the department leadership and faculty started the conversation about offering Clinical Doctoral degrees in Occupational Therapy. In 2008, Dr. Susan Toth-Cohen was named Director of the Post-Professional OTD program (PPOTD), which is delivered 100% online. The PPOTD has continued to expand and enters post professional students every semester. Starting in 2014, Tina DeAngelis, EdD, OTR/L, Director, led the design and accreditation of the entry-level OTD with Lydia Navarro-Walker, OTD, OTR/L, CLA, Doctoral Capstone Coordinator. The OTD program entered its inaugural class in September 2015 and was fully accredited in 2017 with the first graduating class in May 2018.

In 2006, the University restructured the College of Health Professions and appointed Dr. Janice Burke as Dean of the newly-formed School of Health Professions. Roseann Schaaf, PhD, OTR/L, FAOTA was appointed Chair of the Department of Occupational Therapy. Under Dr. Schaaf's leadership, the department actively reshaped and articulated its scholarly agenda and maintained its ranking.

## **Philadelphia University**

Under the leadership of Ellen Kolodner, MSS, OTR/L, FAOTA, Founding Program Director and Catherine Verrier Piersol, PhD, OTR/L, FAOTA, Founding Academic Fieldwork Coordinator, the Graduate Program in Occupational Therapy was established at Philadelphia College of Textiles and Science. Unique to this program was the week-end format in which students were on campus for eight Friday/Saturday sessions over the course of the semester. The College welcomed its inaugural class in September 1998 and officially assumed University status and a name change to Philadelphia University in July 1999. The program was granted full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) in 2001 in preparation for graduation of the class in 2001 with a Master of Science in Occupational Therapy.

The occupational therapy program curriculum reflected the rich history in design that Philadelphia University offered. Collaborative projects with design programs created opportunities for expanding the knowledge and skills of both occupational therapy and design students. Most notable is the well-established annual project that brings together occupational therapy and industrial design students that was first offered in 1999 and continues to this day. The fieldwork program at Philadelphia University developed innovative fieldwork placements for students to experience emerging practice areas and contribute to program development. During this time, Dr. Cathy Piersol was named the Program Director in 2003 and served until 2008.

Under the leadership of Wendy Krupnick, PhD, OTR/L, Program Director, the program established a very successful accelerated program (3+3 BS to MSOT) in collaboration with the Health Science and Psychology programs in the College of Science, Health and Liberal Arts. Students apply as high school seniors and enter the 5-year program. With the aim of offering clinical doctorate opportunities, Dr. Krupnick successfully sought approval for a Post-Professional Occupational Therapy Doctorate. Marie-Christine Potvin, PhD, OTR/L was hired and appointed as the Associate Director in 2015.

### **Jefferson (Philadelphia University + Thomas Jefferson University)**

Philadelphia University and Thomas Jefferson University joined together in 2017. The merger included the formation of the Jefferson College of Rehabilitation Science (JCRS) and the opportunity to combine the occupational therapy programs on two campuses under one department. Dr. Cathy Piersol was appointed chair of the combined Department in 2018. As the largest department in JCRS, it is comprised of three accredited entry-level occupational therapy programs and one post-professional program. Under Dr. Piersol's leadership with contributions from all members, the department is re-imagining the future of healthcare and occupational therapy education with a committed focus on diversity, equity and inclusion planning and actions that support and advance College and University initiatives. In addition, programmatic changes within the department are in process, including phasing out the BS-MSOT student cohort in Center City and entering the first undergraduate cohort of first year students into an accelerated 3+3 program, BS-OTD on the East Falls campus.

Two years into the Department's fourth decade, the future is exciting with much opportunity!

## DEPARTMENT PHILOSOPHY

Each of the three accredited entry-level programs are developed with their own program philosophy and a curriculum design that reflects that philosophy. Refer to each program appendix.

## PROGRAM ACCREDITATION

Accreditation has been a stated function of the American Occupational Therapy Association ([AOTA®](#)) since 1923. AOTA's Accreditation Council for Occupational Therapy Education ([ACOTE®](#)) is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education ([USDE](#)) and the Council for Higher Education Accreditation ([CHEA](#)). ACOTE is also an active member of the Association of Specialized and Professional Accreditors ([ASPA](#)). ACOTE currently accredits or is in the process of accrediting nearly 600 [occupational therapy and occupational therapy assistant educational programs](#) in the United States and its territories.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, Guam and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for state or territory licensure.

**Purpose:** To accredit occupational therapy educational programs and occupational therapy assistant educational programs. ACOTE establishes, approves, and administers educational standards to evaluate occupational therapy and occupational therapy assistant educational programs. ACOTE shall have complete autonomy in establishing standards for educational programs; developing and implementing policies, rules, and procedures for conducting accreditation reviews; and making accreditation decisions.

All Jefferson entry-level Occupational Therapy programs are accredited by ACOTE of the American Occupational Therapy Association (AOTA), located at:  
6116 Executive Boulevard, Suite 200.  
North Bethesda, MD 20852-4929  
301-652-AOTA  
[www.acoteonline.org](http://www.acoteonline.org)

If a student believes the program is not in compliance with the ACOTE education standards, a complaint, or grievance, must be submitted in writing to the Program Director and Department Chair with documentation for the complaint. (*ACOTE Standard A.4.4*)

The Department Chair and Program Director, will review the complaint and accompanying documentation, and respond to the student within three business days of receiving the complaint. If the student is not satisfied with the response, they have the right to contact the Dean of the College of Rehabilitation Science (JCRS) and if still not satisfied with the response, contact ACOTE.

Phone: 301-652-2682  
E-mail: [www.acoteonline.org](http://www.acoteonline.org)

## **DIVERSITY STATEMENT**

Jefferson holds itself accountable, at every level of the organization, to nurture an environment of inclusion and respect, by valuing the uniqueness of every individual, celebrating and reflecting the rich diversity of its communities, and taking meaningful action to cultivate an environment of fairness, belonging, and opportunity

## **INTERPROFESSIONAL EDUCATION**

The Department of Occupational Therapy endorses the vision that interprofessional collaborative practice is the key to safe, high quality, accessible, patient-centered care. Throughout the curriculum students have the opportunity to participate in a variety of interprofessional learning activities designed to develop students' knowledge of roles and expertise of other professions and skills in team communication and interprofessional practice.

Jefferson College of Rehabilitation Sciences has adopted Interprofessional Core Competencies. Students will:

1. Respect the unique cultures, values of, roles/responsibilities and expertise of other health professionals.
2. Explain the roles and responsibilities of other care providers and how the team works together to provide care.
3. Work to ensure common understanding of information, treatment and care decisions by listening actively, communicating effectively, encouraging ideas and opinions of other team members and expressing one's knowledge and opinions with confidence, clarity and respect.
4. Reflect on the attributes of highly functioning teams and demonstrate the responsibilities and practices of effective team members.

## **STUDENT ESSENTIAL SKILLS**

Students participating in the Occupational Therapy Programs at Thomas Jefferson University must have essential skills to perform successfully as a student. These requirements apply to classroom, laboratory and clinical/fieldwork/capstone environments. Students must be able to perform the following skills with or without reasonable accommodation. It is the responsibility of the student to request an appropriate accommodation. The University will provide reasonable accommodations provided that such accommodations do not fundamentally alter the nature of the program and/or do not impose an undue hardship such as those that cause significant expense, difficulty or are unduly disruptive to the educational process.

### **COGNITIVE SKILLS**

1. Acquire, process, retain and apply knowledge through a variety of instructional methods such as written materials, oral delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
2. Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice; learn, retain and use information from texts, journals, documentation and other written sources.
3. Process (measure, calculate, analyze, synthesize and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving in a logical and timely manner.
4. Apply mathematical and basic statistical skills.
5. 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 and fabricating orthoses.
6. Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
7. Orally present information to groups of people.
8. Maintain attention for 2-4 hours; tolerate days when classes may last 8-10 hours.
9. Take and pass tests/quizzes in a variety of formats.
10. Complete written assignments and produce written documentation in standard and organized English.
11. Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
12. Apply safety knowledge and judgment to a variety of situations.
13. Comply with fieldwork site rules and regulations.
14. Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of client (behavioral, cultural, etc.), in order to maximize client performance.
15. Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
16. Identify and select occupations that are goal directed and motivate and challenge clients.
17. Demonstrate judgment necessary to establish priorities and develop and use strategies.

### **BEHAVIORAL/SOCIAL-COMMUNICATION SKILLS**

1. Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, sympathy and confidence.
2. Demonstrate respect for diversity, including but not limited to, sociocultural, socioeconomic, and spiritual and lifestyle choices.
3. Collaborate with classmates, clients, family members, significant others and team members.
4. 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.

5. 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.
6. Use language appropriate to the recipient, with faculty, peers, clients and other health professionals from different social and cultural backgrounds to obtain information from clients, peers, faculty, supervisors and other professionals.
7. Use communication skills needed to practice safely.
8. 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.
9. Communicate effectively both verbally and nonverbally; elicit and describe factual information and perceive information derived from verbal and nonverbal communication and social cues.
10. 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.
11. Utilize the computer for communication and class assignments.
12. Exhibit professional demeanor including appropriate language and dress, and acceptance of responsibility for conduct.
13. Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
14. Exhibit flexibility and adapt to changing environments and expectations.
15. Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
16. Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
17. Tolerate working in environments where there is exposure to disability, illness, pain and death.
18. Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
19. Plan, guide and implement both individual and group interventions.
20. Maintain ethical standards including honesty, integrity and confidentiality at all times.
21. Produce the required volume of work in the expected time frame.

## ***PHYSICAL AND SENSORY/SENSORIMOTOR SKILLS***

1. Tolerate sitting for up to 2 hours at a time, over an 8-10 hour period.
2. Tolerate periods of physical activity for up to 8-10 hours per day.
3. Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
4. Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, laboratory and clinical settings.
5. Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, strength 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.
6. 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 including the 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 rotating.
7. Tolerate physical contact with others; tolerate manipulation of their body by peers or instructors for instructional purposes.
8. Demonstrate sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
9. Travel to fieldwork site.



## **FIELDWORK OBJECTIVES**

The fieldwork objectives support the intent of the Department's educational goals and outcomes.

### ***FUNDAMENTALS OF PRACTICE***

1. Student will adhere consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including, when relevant, those related to human subject research.
2. Student will adhere consistently to safety regulations, anticipate potentially hazardous situations, and take steps to prevent accidents.
3. Student will use sound judgment in regard to safety of self and others during all fieldwork-related activities.

### ***BASIC TENETS***

1. Student will clearly, confidently, and accurately articulate the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
2. Student will clearly, confidently, and accurately articulate the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
3. Student will clearly, confidently, and accurately communicate the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.
4. Student will collaborate with client, family, and significant others throughout the occupational therapy process.

### ***EVALUATION AND SCREENING***

1. Student will articulate a clear and logical rationale for the evaluation process.
2. Student will select relevant screening and assessment methods while considering such factors as client's priorities, contexts, theories and evidence-based practice.
3. Student will determine client's occupational profile and performance through appropriate assessment methods.
4. Student will assess client factors and contexts that support or hinder occupational performance.
5. Student will obtain sufficient and necessary information from relevant resources such as client, families, significant others, service providers and records prior to and during the evaluation process.
6. Student will administer assessments in a uniform manner to ensure findings are valid and reliable.
7. Student will adjust/modify assessment procedures based on client's needs, behaviors, and culture.
8. Student will interpret evaluation results to determine client's occupational performance strengths and challenges.
9. Student will establish an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, contexts, theories, and evidence-based practice.
10. Student will document the results of the evaluation process that demonstrate objective measurement of client's occupational performance.

## ***INTERVENTION***

1. Student will design interventions to address client occupational performance challenges.
2. Student will articulate a clear and logical rationale for the intervention process that is based on theory and assessment findings.
3. Student will utilize evidence from published research and relevant resources to make informed evidence-based intervention decisions.
4. Student will choose occupations that motivate and challenge clients.
5. Student will select relevant occupations to facilitate clients meeting established goals.
6. Student will implement intervention plans that are client-centered and occupation-based.
7. Student will demonstrate skills needed to modify tasks approach, occupations, and the environment to maximize client performance.
8. Student will update, modify, or terminate the intervention plan based upon careful monitoring of the client's status using systematic measurement.
9. Student will document client's response to services using outcome data.

## ***MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES***

1. Student will demonstrate through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant (OTA) and occupational therapy aide.
2. Student will demonstrate through practice or discussion the ability to actively collaborate with the OTA and OT Aide.
3. Student will demonstrate understanding of the costs and funding related to occupational therapy services at the site.
4. Student will accomplish organizational goals by establishing priorities, developing strategies, and meeting deadlines.
5. Student will produce the volume of work required in the expected time frame.

## ***COMMUNICATION***

1. Student will clearly and effectively communicate verbally and nonverbally with clients, family, significant others, colleagues, service providers, and the public.
2. Student will produce clear and accurate documentation according to site requirements.
3. Student will ensure all written communication is legible, using proper spelling, punctuation and grammar.
4. Student will use language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.

## ***PROFESSIONAL CLINICAL BEHAVIORS***

1. Student will collaborate with fieldwork educators to maximize the learning experience.
2. Student will take responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educators and others.
3. Student will respond constructively to feedback.
4. Student will demonstrate consistent work behaviors including initiative, preparedness, dependability and work site maintenance.
5. Student will demonstrate effective time management.
6. Student will demonstrate positive interpersonal skills including but not limited to cooperation, flexibility, tact and empathy.
7. Student will demonstrate respect for diversity factors of others including but not limited to cultural, ethnic, social, economic, spiritual and personal contexts. Student will maintain appropriate confidentiality of client/patient records and reports.

## DRESS CODE

Overall neat and clean appearance without strong perfume or cologne is expected. Appropriate dress for lecture, seminar and discussion classes is **relaxed** or **professional-casual** (see details below). **Lab attire** is required for laboratory sessions. Student ID badge is worn in all University Buildings. Depending on the setting, fieldwork placements generally require **professional-clinical** (example: hospital) or **professional-casual** (example: school district). Students follow identification badge procedures established by their fieldwork settings.

Instructors or fieldwork supervisors may specify particular dress depending on the day's activities - for example, **professional-casual** may be *required* in classes when guest instructors present or when students are presenting final projects at the end of the semester. Supervisors may expect particular dress when students are presenting at a meeting during fieldwork. Students should always request clarification in advance of specific activities/events when they are uncertain regarding dress expectations. Given these guidelines, when appearance is inappropriate, students may be asked to leave and return with appropriate attire.

ATTIRE	DESCRIPTION
<p><b>Relaxed Attire:</b> Generally expected for lecture, seminar and discussion classes, and library activities, informal meetings with faculty and course instructors. Appearance is clean, neat and comfortable.</p>	<ul style="list-style-type: none"> <li>• Shorts, slack/pants or skirts in any fabric</li> <li>• Casual t-shirt, tank top, shirt with straps (no halter tops)</li> <li>• Gym clothes, sweat pants/shirt/jacket</li> <li>• Abdomen/low back remains concealed</li> <li>• Casual shoes, sneakers, sandals, clogs or flip-flops, with or without socks, nylons, tights or leggings</li> <li>• Hats or hoodies are acceptable</li> </ul>
<p><b>Lab Attire:</b> Appearance is clean and neat with minimal jewelry or other distractions. This is generally expected during class activities that involve palpation and learning clinical skills.</p>	<ul style="list-style-type: none"> <li>• Relaxed attire with additional requirements specified by instructor due to nature of learning activities</li> </ul>
<p><b>Professional-Clinical:</b> Generally expected when students are in clinical/medical sites.</p>	<ul style="list-style-type: none"> <li>• Clean Lab coat over professional-casual, OR</li> <li>• Clean Scrubs with t-shirt/crew neck shirt worn under top</li> </ul>
<p><b>Professional-Casual:</b> Generally expected for off- campus meetings with fieldwork supervisors or other team members, visits to family homes, professional offices, school settings, professional organization events. Appearance is a neat and put- together look with clothing that fits appropriately.</p>	<ul style="list-style-type: none"> <li>• Casual slacks at waist or near-waist level, non-jeans/non-sweat clothes material</li> <li>• Collared shirt, tailored shirt tucked in or polo type</li> <li>• Blazer, jacket, vest, sweater or ties – optional. Dress or skirt/dress slacks with sleeved shirt</li> <li>• Belt worn in slacks or skirt with belt loops</li> <li>• Shoes (not sneakers) with or without socks, nylons, tights or leggings. No hiking boots</li> </ul>
<p><b>Professional-Dress:</b> Generally expected when presenting at a professional conference (e.g., AOTA or POTA), attending University special events such as roundtable discussion or Trustee's dinner. Appearance is a neat and put-together look with clothing that fits appropriately.</p>	<ul style="list-style-type: none"> <li>• Collared shirt, dress slacks</li> <li>• Jacket or vest with tie</li> <li>• Dress shoes with socks. No hiking boots</li> <li>• Dress or skirt/dress slacks with shirt V-neck, turtleneck, crew neck</li> <li>• Jacket with skirt or dress slacks</li> <li>• Dress shoes with or without nylons or tights</li> </ul>

### **CONDUCT STANDARDS**

1. Adhere to all applicable rules, regulations and policies of the University, College, Department and fieldwork sites.
2. Attend all lectures, laboratory classes, seminars and fieldwork placements.
3. Notify instructor or supervisor prior to scheduled class or fieldwork if unable to attend and the reason for absence.
4. Respect invited guests and speakers by refraining from side discussions.
5. Refrain from using cellphones and any technology not required for class unless previously discussed with the course instructor or fieldwork educator/supervisor.
6. Engage in only those practices and procedures with clients for which instruction has been received to ensure an appropriate level of competence.
7. Maintain appropriate confidentiality of client protected information/records used in the classroom and fieldwork, in addition to personal contact with the public. This includes written reports, case studies or verbal reports that may be prepared for the classroom setting. The client's identity and all personal information must remain anonymous except in professional relationships with authorized persons.
8. Uphold the university standards including, but not limited to [University Community Standards, Academic Integrity, and Social Media Policy](#) within both the academic and fieldwork settings.

### **UNSATISFACTORY CONDUCT**

Includes, but is not limited to:

1. Unexcused absences
2. Cheating on examinations, quizzes, or assignments; including intentional or non-intentional forgery
3. Forgery, alteration, or misuse of university documents, records or identification.
4. Misrepresentation of qualifications
5. Undue carelessness or negligence in studies or practice
6. Inattention to the needs of clients/patients
7. Lack of respect and courtesy towards colleagues, faculty and fieldwork supervisor/staff
8. Treating clients without proper authorization or preparation
9. Receiving gifts or fees for services
10. Unauthorized removal of official documents, reports or equipment from academic or fieldwork/capstone settings
11. Carrying out or being a party to any action which is against civil or criminal law
12. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or any other authorized activities of the university on campus (premises owned or controlled by Jefferson or premises on which students pursue activities associated with your role as a student at Jefferson).
13. Unauthorized entry into, occupation of, or obstruction of any building, structure, or part thereof at anytime and anywhere on campus.
14. Failure of identification when requested by an authorized official or by a faculty member of the university when such action complies with the rules and regulations of the institution.
15. Violation of any other duly established rules and regulations of the university.

***Students who fail to meet these conduct standards or display unsatisfactory conduct shall be subject to academic probation or dismissal.***

## ASSESSMENT OF PROFESSIONAL BEHAVIOR

The *Professional Behavior Assessment Form* is a tool to foster and develop professional development.

This tool is integrated into the advising process and completed as part of the advising process to facilitate reflection on the professional skills, habits, and behaviors that are the foundation for student success in academic and fieldwork settings.

Students reflect on their behavior and rate 18 attributes on a 10-point scale from 1 (inappropriate behavior) to 10 (appropriate behavior).

The *Professional Behavior Assessment Form* is used to develop goals for behavioral change. To that end, student responses may be shared and discussed with faculty advisor, program director or other faculty members involved in the student's progression.

# PROFESSIONAL BEHAVIOR ASSESSMENT FORM

Student Name: \_\_\_\_\_

Rate your behavior on each of the following attributes based on a 10- point scale:

1 = Inappropriate behavior to 10 Appropriate behavior

Circle the rating that best reflects your behavior.

## PROFESSIONAL/ACADEMIC RESPONSIBILITY

### Reliability/Dependability

I arrive late to class; present as disorganized or unprepared; submit assignments or advising documents after scheduled due dates

1 2 3 4 5 6 7 8 9 10

I am reliable; arrive on time; am prepared for class; honor commitments

### Initiative

I do not show initiative for my learning; do not seek new learning opportunities

1 2 3 4 5 6 7 8 9 10

I demonstrate initiative for my learning; seek new learning opportunities; seek out assistance/services to enhance my learning

### Collaboration/Teamwork

I complete less than an equitable number of tasks within group assignments; my work may not be complete or is late; I need reminders to complete my assigned responsibilities

1 2 3 4 5 6 7 8 9 10

I complete an equitable number of tasks within groups assignments; demonstrate dependability as group member; complete assigned responsibilities by due dates

### Integrity

I do not always: behave in ethical manner; show integrity on assignments & exams; cite sources (plagiarize); follow university/program policies and procedures

1 2 3 4 5 6 7 8 9 10

I behave in an ethical manner; am honest; show integrity on assignments & exams; cite sources when appropriate; follow university/program policies and procedures

### Professional Presentation

I am not sensitive to differences in cultures, beliefs and values among peers, faculty or clients; do not pay attention to privacy and feelings of peers; do not demonstrate professional appearance during clinical affiliations or academic presentations

1 2 3 4 5 6 7 8 9 10

I am respectful of differences in cultures, beliefs and values among peers, faculty or clients; respect privacy and feelings of peers; demonstrate professional appearance during clinical affiliations or academic presentations

### Confidentiality

I do not always protect confidential information provided by peers, adhere to HIPAA regulations

1 2 3 4 5 6 7 8 9 10

I adhere to the protection of confidential information provided by peers, adhere to HIPAA regulations

## COMMUNICATION

### Provision of Feedback

I do not provide feedback constructively, consider impact of my comments on others prior to speaking, may make insensitive or unfiltered comments

1 2 3 4 5 6 7 8 9 10

I provide feedback constructively; consider impact of my comments on others prior to speaking; refrain from making insensitive or unfiltered comments

### Tact & Judgment

I may post inappropriate information on social media; do not pay attention to the program's social media policy and may violate program social media policy; complain or post negative comments on social media

1 2 3 4 5 6 7 8 9 10

I am mindful that the content I upload to social media is appropriate; adhere to program's social media policy; refrain from airing complaints or negative comments on social media

### Conflict Resolution

I do not: address issues directly with faculty; follow protocols for conflict resolution. I talk about others behind their backs.

1 2 3 4 5 6 7 8 9 10

I discuss issues with faculty in a professional manner; handle conflicts and disagreements directly and respectfully; follow protocols or seek guidance for conflict resolution

### Communication

I do not: pay attention to course or program announcements & email; respond to communication in timely manner (e.g., do not follow-up on faculty, staff or peer requests in timely fashion or at all); demonstrate respect for other's time (do not email for appointments, expect faculty or staff to be available at last minute); do not respect the diverse opinions, beliefs, values, and experiences of all.

1 2 3 4 5 6 7 8 9 10

I read and respond as requested to course/ program announcements & emails; respond to communication/ requests in timely fashion; am respectful of other's time (allow for reasonable amount of time for responses). I consistently respect the diverse opinions, beliefs, values, and experience of all.

### Personal/Professional Boundaries

I do not: communicate in a direct and professional manner; adjust communication style based on contextual cues; reflect on and adjust body language during communication. I over-disclose personal information in class, through email, or other communication

1 2 3 4 5 6 7 8 9 10

I am direct and professional in communication; attend to contextual cues and adjust communication style accordingly; reflect on and adjust body language appropriately during communication; share an appropriate amount of personal information in all communication

## **PERSONAL INSIGHT & SELF-REGULATION**

### **Open to Learning/Engagement**

I approach learning experiences with negativity; am not open to taking risks in new learning; allow fear/ anxiety to interfere with new learning; appear disinterested or distracted in class or on clinical affiliations

1 2 3 4 5 6 7 8 9 10

I approach learning experiences with a positive attitude; am open to taking risks in new learning; apply appropriate strategies to prevent fear/ anxiety from interfering with new learning

### **Participation in Class**

I dominate class discussions

1 2 3 4 5 6 7 8 9 10

I allow and encourage others to participate in class. I participate in critical analysis of course content and refrain from personal critiques of others.

### **Responsibility**

I frequently make excuses or blame others, fail to take personal responsibility for actions and events; do not take responsibility for identifying my own learning needs

1 2 3 4 5 6 7 8 9 10

I reflect on my behavior and take appropriate responsibility for actions and events; contact faculty/staff as needed for assistance within an appropriate time frame for response and accommodation

### **Emotional Regulation (Self-Monitoring)**

I cannot manage my emotions in communication and interpersonal interactions; do not recognize the impact of my emotional presentation on behavior and academic performance; cannot identify and apply coping strategies to regulate emotions (poor self-regulation); struggle to balance responsibilities and obligations in a constructive manner/ allow multiple demands to impact my academic performance

1 2 3 4 5 6 7 8 9 10

I manage my emotions in communication and interpersonal interactions; recognize the impact of my emotional presentation on behavior and academic performance and adjust accordingly (good self-regulation); identify and apply coping strategies during personal challenges; balance multiple demands and obligations in a constructive manner/ do not allow demands to impact my academic performance

### **Flexibility**

I cannot manage course or clinical experience changes; demonstrate inflexibility

1 2 3 4 5 6 7 8 9 10

I adjust to course or clinical experience changes; demonstrate flexibility



## **SELF-ASSESSMENT**

I generate an inaccurate or unrealistic self- assessment/ performance appraisal; use information for self-serving outcomes; do not recognize problematic personal behaviors or impact of my behavior on personal and peers' academic performance; am unable to identify and implement realistic strategies to change behavior; struggle with communicating learning needs to faculty or do so at the last minute

1 2 3 4 5 6 7 8 9 10

I generate an accurate and realistic self- assessment/ performance appraisal; recognize problematic personal behaviors; recognize impact of behavior on personal and peers' academic performance; identify and implement realistic strategies to change behavior

### **Comments:**

## ACADEMIC PERFORMANCE REQUIREMENTS

### **GRADING CRITERIA**

Jefferson College of Rehabilitation Sciences adopted the following grading system in courses:

<b>Letter Grade</b>	<b>Numeric Value</b>	<b>Quality Points</b>
A	93-100	4.0
A-	90-92.99	3.7
B+	87-89.99	3.3
B	83-86.99	3.0
B-	80-82.99	2.7
C+	77-79.99	2.3
C	73-76.99	2.0
C-	70-72.99	1.7
D	60-69.99	1.0
F	Below 60	0.0
WF		0.0

\*In East Falls, students may earn Credit/No Credit in fieldwork courses. Credit ("Cr") is given to students who earn a 79.5 or higher.

### **ACADEMIC PROBATION AND DISMISSAL**

Students must meet minimum required academic standards within the JCRS. For Academic Probation and Dismissal standards for the University, please refer to the TJU Student Handbook.

### **COMPLETION OF THE PROGRAM**

Students are required to complete their course of study and fieldwork within one and a half times the published length of the program.

<b>Program</b>	<b>Length of Program</b>	<b>Time for Completion</b>
Center City MSOT	2 years	3.5 years
East Falls MSOT	2.5 years	3 years 9 months
Center City OTD	3 years	4.5 years

Each Program curricula is designed to be delivered sequentially, where concepts and skills are introduced, expanded upon, and mastered across the program. Competencies are enhanced and assessed at different points across the curriculum. To be most effective at delivering the requisite competencies in accordance with accreditation standards, students must be continuously enrolled from the point of matriculation until graduation unless a leave of absence is approved. If a personal or medical leave of absence is required, the leave must be approved and must not exceed one calendar year.

## **GRADE POINT REQUIREMENTS**

To be a candidate for graduation, students must have successfully completed all credits and required courses of their specified program with a minimum grade of C or better (or Pass in a non-letter grade course), and have a cumulative grade point average of 3.0 or higher on all coursework.

Please Note: While a grade of C or better is considered a passing grade in the OT curriculum, grades earned below a B will make it more difficult to remain in good academic standing and achieve the minimum required 3.0 cumulative GPAs to progress in the curriculum and meet graduation eligibility requirements.

## **STUDENT AFFAIRS COMMITTEE**

The **Student Affairs Committee (SAC)** is comprised of Department program directors (PD), Academic Fieldwork Coordinators (AFWC) and a faculty member-at-large. SAC meets twice monthly to review all academic actions related to student progression, retention, and remediation (as needed). Additional meetings may be called when an action or need arises between scheduled meetings.

Students' academic records and professional behavior are reviewed at the end of each semester to evaluate progression, academic standing and satisfactory completion of degree requirements. SAC determines the actions to be imposed and length of time of the action(s). The SAC Chairs communicate the committee decisions to the Department Chair. The Department Chair or Program Director formally communicates decisions of the committee to the student and notifies the student when problems in academic performance may jeopardize their academic standing.

## **SEQUENCE THROUGH THE PROGRAM**

The curricula are designed so students are enrolled in an entry-level program in occupational therapy that follows the sequence of courses of their program. If a student is returning from a leave of absence, or needs to repeat a non-fieldwork course, they will wait **until the sequence is repeated in the program curriculum**. PLEASE NOTE: In Center City, students register for the repeated course; in East Falls, the program director registers students.

## **BENCHMARKS FOR PROGRESSION**

- Students must earn a minimum grade of C in all occupational therapy courses and a Pass in all fieldwork courses.
- Students must maintain a minimum 3.0 Cumulative Grade Point Average (CGPA)
- In order to be eligible for Level II fieldwork, students must have achieved a minimum CGPA of a 3.0 and be in good academic standing within the Department.

## ACADEMIC ELIGIBILITY AND PROGRESSION FOR FIELDWORK

Students may only progress through fieldwork courses in sequence. Each experience builds on the successful completion of prior fieldwork experiences. Students will not be enrolled in subsequent clinical fieldwork experiences until prerequisite requirements are satisfied. Level II fieldwork placements are full-time and require the application of occupational therapy knowledge. Students complete two 12-week placements in sequence, under the supervision of qualified occupational therapists. Level II Fieldwork must be completed within 15 months after students finish the final didactic semester.

Students must be in good academic standing with a minimum 3.0 cumulative GPA (CGPA) and all courses passed with a minimum of a C grade by the end of the semester preceding Level II Fieldwork in order to progress to Level II fieldwork. Students who do not meet the CGPA and grade requirement will be guided by their academic advisor to the most appropriate course of action, which may include repeating coursework to raise the student's GPA. In the event students fail to achieve the cumulative GPA requirement for progression to fieldwork, they are dismissed from the department. The student's academic advisor will recommend that the student consider other health professions and/or career options outside of the department.

To successfully meet the Level II fieldwork requirement, students must complete a minimum of 24 weeks of full-time fieldwork,

## SECOND CHANCE OPTION

### DESCRIPTION

When students receive a final course grade of C- (not meeting minimum requirements for passing and progression in the program) due to academic performance, the *Second Chance Option* offers them the opportunity to demonstrate minimum mastery of course content and learning objectives.

### GUIDELINES

- A student can complete the Second Chance Option only once while enrolled in the program.
- A final course grade of C is the highest course grade that can be earned after successfully completing the Second Chance Option.
- A student may concurrently pursue a grade appeal for the original final course grade and the Second Chance Option. Please refer to University [Grade Appeal Protocol](#) in the TJU Student Handbook for guidelines in filing a grade appeal.
- The course instructor determines the most appropriate assessment method, which may include, but is not limited to, an examination, presentation, or research paper.
- The grade on the Second Chance Option assessment is final and cannot be appealed.
- The Second Chance Option cannot be used under the following situations:
  - For Level I and Level II Fieldwork courses
  - For Doctoral Capstone courses
  - For courses that use a Pass/Fail or Credit/No Credit grading system
  - In cases of Academic Integrity Policy/Community Standards violations
  - When professional behavior is the primary reason for not passing the course
  - When the procedures outlined in this policy are not followed

- All efforts will be made to complete the Second Chance Option assessment process before the start of the following semester; however, there may be circumstances when this is not possible.
- When administration and grading of the Second Chance Option Assessment is not complete before the start of the following semester, the student can continue in didactic coursework only. Once assessment process is complete:
  - If student receives a passing grade, they continue in the program.
  - If student does not receive a passing grade, they follow the deceleration and progression policy outlined in the Department of Occupational Therapy Student Handbook

## PROCEDURE

1. Student should review academic progression policies in the Department of Occupational Therapy Student Handbook.
2. Student completes and submits the *Second Chance Option Request Form* (available on the Canvas Student Center) to the Course Instructor and Program Director within two business days after the final grade is posted to the Canvas course page.
3. Program Director schedules meeting with student and course instructor within three business days of receiving the Second Chance Option Request Form to review student eligibility and the Second Chance Option guidelines and procedures.
4. Program Director and Instructor make final determination of student's eligibility.
5. Program Director notifies student of their eligibility in a letter within one business day of the advising meeting. If eligible, the notification letter will include the assessment method (e.g. examination, presentation, or research paper). Eligibility status is final and cannot be appealed.
6. Eligible student notifies Program Director and Course Instructor of their confirmation to continue with the Second Chance Option within one business day of notification.
7. Student who confirms to continue with the Second Chance Option pays an administrative fee of \$200.00.
8. Course Instructor administers and grades the Second Chance Option assessment within 5 business days of student notification.
  - a) If student receives a passing grade (demonstrates minimum mastery of course content and learning objectives) they receive a final course grade of C and are eligible to progress in the program.
  - b) If student does not receive a passing grade (does not demonstrate minimum mastery of course content and learning objectives) they receive the original course grade of C- and follow the deceleration and progression policy outlined in the Department of Occupational Therapy Student Handbook.
9. Student can request to review the graded assessment within 3 business days of grading completion.

## PROBATION

Students are placed on academic probation, and are not in good academic standing under the following circumstances:

- When students earn a cumulative grade point average (CGPA) below 3.0.  
(Note: The BS/MS Programs' CGPA is comprised of all OT courses.)
- When students earn a final course grade of C- or D; or a 79 or less in a pass/fail course.

After Student Affairs Committee review, the Department Chair is advised of the recommended student action and an official notification is generated by the department and sent to the student and appropriate University officials. Students should meet with their advisor to discuss their situation and to seek support when these instances occur.

At the end of the probationary period:

- The student achieves the minimum cumulative grade point average (3.0) and is reinstated in good standing, or
- The student fails to achieve the minimum cumulative grade point average (3.0) at the end of the probationary period is dismissed from the College for academic underachievement, or
- In *extraordinary cases*, where the student has made significant progress toward achieving the minimum grade point average, the Program Director, in consultation with the Department Student Affairs Committee, may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum 3.0 the student is dismissed for academic underachievement.

Students who are placed on probation due to a grade in a course must follow deceleration standards outlined below.

## DECELERATION

Students must decelerate (not progress in the full-time program) under the following circumstances:

- For all Students:
  - When students are placed on academic probation the semester prior to Level II Fieldwork; they must decelerate, not progress to Level II Fieldwork, until student returns to good academic standing
- For Students Enrolled in the **MSOT Program in East Falls**:
  - When students earn a final course grade of C- or D in a CORE or non-CORE course or a 79 or less in a credit/no credit course, students decelerate and must repeat the course and earn a grade of C or higher to proceed in the program. See program description for more information. The student will work with the Program Director and University Offices to address the change.
- For Student enrolled in the **MSOT Program and OTD Program** in Center City:
  - When students earn a final course grade of C- or D in any course, students decelerate and must repeat the course and earn a grade of C or higher to proceed in the program.

For all students: Failure to achieve a grade of C or higher will result in academic dismissal. A change of status form must be signed and submitted to the University Registrar at the time of deceleration, and again when Full Time status is resumed.

## **REINSTATEMENT AFTER REPEAT OF COURSES**

Reinstatement of academic standing is achieved after review by the department's Student Affairs Committee (SAC) at the conclusion of each semester and a recommendation for reinstatement is made and forwarded to the Department Chairperson.

Students who are placed on probation because their course grade is C- or D must repeat the course. Good academic standing is reinstated if the student achieves a grade of C or above, or 80 or above in a credit/no credit course. Students can only repeat a course once during the academic program.

## **DISMISSAL**

Students are dismissed if they receive a final course grade of F.

Students who are placed on probation because their GPA is below a 3.0 are dismissed if they do not achieve a CGPA of 3.0 within one semester.

Students who are placed on probation because their course grade is C- or D; or 79 or less in a credit/no credit course are dismissed if they do not receive a C or above in the repeated course.

Students may be dismissed for violation of the University and/or College Academic Integrity Policies (refer to University and College Student Handbooks)

Students may be dismissed for failure to meet standards and expectations outlined in an academic learning contract.

## **REQUEST FOR READMISSION**

Students who are dismissed from their program may petition the Chair of the Department of Occupational Therapy for readmission to the program. Upon receipt of the formal petition, which includes the student's description of the reason for dismissal, and a plan for success upon readmission to the program, the Chair will determine if readmission is offered,

1. Student is officially dismissed from the program.
2. If desired, the student may petition for readmission to the program (up to a year following dismissal)
3. Students are encouraged to meet with their academic advisor to discuss their situation and guide students' development of the petition letter.
4. In their petition letter to the Chairperson, the student describes the reason for dismissal that identifies those actions which led to the dismissal. The petition also includes a success plan that describes what the student will do upon readmission to avoid further dismissal.
5. If approved, the student is readmitted to the program and pursues remediation (see below). If the student is not offered readmission, the dismissal stands,

## REMEDIATION

Students who fail to achieve satisfactory performance in academic or fieldwork courses are placed on academic probation and must enroll in the *OCC 797 Special Topics* (East Falls) or *OT 699 Academic/Fieldwork Challenges and Remediation Part A* (Center City). Students may be required to enroll in *OT 699 Academic/Fieldwork Challenges and Remediation Part B*. Students must pay tuition for the 1 credit course. PLEASE NOTE: Center City students register for the course; East Falls students, the program director registers students. Upon successful completion of the course, student resumes progression in the program.

Through the coursework and with guidance from the instructor, students develop, implement and evaluate their performance on a remediation plan that addressed their unsatisfactory performance in the academic or fieldwork course.

## GRADUATION REQUIREMENTS

Students must successfully complete the academic and fieldwork portions of the curriculum to qualify for graduation pre-certification. Candidates must have successfully completed all program credits and required coursework, have a cumulative grade point average of 3.0 or higher on all work attempted. Students must submit an *Application for Graduation* in accordance with university application timelines. Students are responsible for any graduation application fees and must fulfill all financial obligations to the University.

## GRADE APPEAL OR GRIEVANCE OF ACADEMIC ACTION

### **GRADE APPEAL**

Students can appeal a final course grade. Students should refer to the [Grade Appeal Protocol](#) described in the University Graduate Policies.

### **STUDENT GRIEVANCE**

All members of the Thomas Jefferson University Community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure is intended to allow students this mode of expression. For academic grievances within the program, students should refer to the Student Grievance Procedure outlined in the JCRS Student Handbook. For grievances external to the academic program, students should consult the Grievance Procedure outlined in the Rights and Responsibilities section of the TJU Student Handbook.



## WITHDRAWAL FROM COURSE OR PROGRAM

*Students are encouraged to discuss their intent to withdraw with their faculty advisor and/or program director.*

Students may initiate withdrawal from the program or a course by due notice, provided they are not subject to dismissal because of failure, disciplinary action, or departmental academic or clinical dismissal policies.

Students must secure the approval of the program director and the Registrar to withdraw from a course or their Program.

Students must complete the appropriate Registrar's forms. Notification to the instructor without completion and submission of the appropriate change of status form does not constitute official withdrawal. Please refer to the course withdrawal policy in the TJU student handbook.

## ADDITIONAL ACADEMIC POLICIES

### **Policy on transfer of professional credits.**

Generally, a student may not transfer any credits from another institution to satisfy curricular requirements in the graduate programs within the Occupational Therapy Department. In highly individualized cases, a student who is transferring from an external professional program to a Jefferson entry level professional program in occupational therapy may request transfer of up to 9 credits during the admissions process only. The program director will review the learning objectives of the potential transferred course to determine if they align with a course offered within the specific Jefferson program's curriculum to grant approval.

### **STUDENT ADVISING**

#### **Role & Responsibilities of the Academic Advisor:**

An academic advisor is assigned to each student when they enter the program. The advisor reviews students' academic achievement, evolving professional development, and is a resource to the student throughout their enrollment in the OT program. Students are encouraged to meet with their advisor once a semester to review academic progression and evolving professionalism. The advisor will assist the student in their academic program throughout the course of study; it is the student's responsibility to schedule individual appointments with their advisor and take advantage of group appointment times offered. Examples of how an advisor can work with you:

- **Personal Development** – Assist students in their adjustment to the university and location of resources such as personal counseling, financial aid, etc. Your advisor may inform you of scholarship and employment, and other leadership opportunities. It is not uncommon during the first semester for students to go through an adjustment period to graduate education in a professional program. Students who are experiencing unusual levels of stress and other emotional difficulties, are referred to the Student Counseling Center for support and assistance. If a student is having difficulty with general issues such as study habits, professional writing, or professional behavior, the advisor may work with the student to develop strategies, such as the use of a Learning Contract or other academic and instructional supports which the student is responsible for accomplishing.
- **Academic Standards & Progression** - Advising student of various consequences and options in the event that a final grade of "C" or less is earned or the student's CGPA is below 3.0. Guiding the student through situations when they fail to comply with departmental policies.
- **Course Withdrawal** - Discuss with student the implications of course withdrawal and explore possible alternatives or options to withdrawal. The advisor reviews this information with the student's Program Director.

### **ACADEMIC LEARNING CONTRACT**

An academic learning contract is designed to assist students in successful academic and clinical pursuits. If a student is in danger of underachievement or demonstrating inconsistent professional behavior, a learning contract may be implemented. The contract is developed in collaboration with the course instructor, the student, and their advisor. The Program Director approves the final learning contract and a signed copy is placed in the student file.

When a learning contract is implemented, the student must meet the requirements of the contract as well as all course requirements in order to pass the course successfully. Consequences of failure to meet the requirements of the learning contract are defined in the contract itself and may result in the repeating the course, course failure, or dismissal from the program.

### **INSTRUCTIONAL SUPPORT SERVICES**

Instructional support services are available through the Office of Student Affairs (CC). ([https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/academic-support/academic\\_support.html](https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/academic-support/academic_support.html)) or Academic Success Center (EF) (<http://www.eastfalls.jefferson.edu/successcenter/index.html>)

Instructional support services are also offered within the Department of Occupational Therapy.

- The instructional support process will include assessment of the student's academic performance, development of a plan and goals, application of learning strategies, monitoring of learning and measurement of outcomes.
- The instructor collaborates with the student to help them master occupational therapy content through a process of guided self-learning.

## **DISABILITY ACCOMMODATION**

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs.

For additional information, Center City students, please refer to

<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/disability-accommodations/Overview.html>

For additional information for East Falls students, please refer to:

<https://eastfalls.jefferson.edu/accessibilityservices>

## **STUDENT GOVERNANCE**

### ***STUDENT OCCUPATIONAL THERAPY ASSOCIATION***

(CENTER CITY & EAST FALLS)

For a small annual membership fee, all occupational therapy students at Thomas Jefferson University can become members of the Student Occupational Therapy Association. This faculty-mentored student-led group focuses on promoting occupational therapy through a variety of goals and activities. The club fosters unity and cooperation between occupational therapy students and is involved in a variety of social and educational projects. These include: educating the campus and community about occupational therapy; expanding members' knowledge of occupational therapy practice and research through guest speakers and discussions; participating in annual state and national student conferences; organizing volunteer experiences; and planning fund-raising and social events. The association provides leadership and professional networking opportunities for students in the local, regional and national arenas.

### ***STUDENT FACULTY TASK FORCE***

The Department values open two-way communication between faculty and students. To foster this form of communication, the Department established the Student/Faculty Task Force. The Task Force meets monthly during the fall and spring semesters to discuss issues that may arise and require attention by both faculty and students. The Task Force makes recommendations for action to the department. At the beginning of the fall semester, 1-2 students who represent each cohort are selected as Task Force Representatives. Following each Task Force meeting, student representatives report actions to their cohort and to the faculty at a Faculty Meeting.

## DEPARTMENT POLICIES

### ***TRANSFER BETWEEN PROGRAMS***

Transferring between programs is not allowed after a student begins the program in which they were admitted. Entry level MSOT and OTD students (not 3+2 MSOT or 3+3 OTD students) may petition to their program director to switch academic degree programs within the department prior to the start of their first academic semester in their program if the student meets the mandatory program specific requirements and there is an available seat open in that program. There will be no transferring between programs after the start of the first day of the first semester of the curriculum.

### ***ATTENDANCE***

Attendance is expected in all classes for which a student is registered. The course instructor, in conjunction with the academic department, determines attendance requirements for each course. These requirements along with the learning objectives and the anticipated outcomes of the course shall be clearly communicated in the course syllabus in Center City and “Course Policies” in East Falls.

### ***COMMUNICATIONS***

**Mobile phone and/or other electric devices** should only be used for emergency situations. Students should not use mobile phone for personal calls or text messaging during lecture, labs, tests, learning activities and/or clinical hours.

**Jefferson email** (firstname.lastname@students.jefferson.edu) must be used for all communication with faculty and staff. Jefferson e-mail should not contain patient communications or Confidential Information, including protected health Information (PHI).

**Jefferson social media** platforms are used increasingly by the University, College, Department, students and employees. Social media platforms have the potential to create a significant impact on your reputation within your professional organizations. Students must adhere to the University’s Social Media Policy, described in the University Handbook.

PLEASE NOTE: Faculty recognizes that emergencies do occur. If students need to use cell phone during class in response to an emergency, they should alert the course instructor that they are expecting an urgent message and excuse themselves with little disruption to faculty, guests and fellow students.

### ***DEPARTMENT COMMUNICATION***

Department faculty communicates information to students through a variety of methods. Information is posted on Canvas courses and the Occupational Therapy Student Center on Canvas, in course syllabi and through e-mail; and on Slack (East Falls, only).

All Faculty arrange their own office hours and communicate this information to students on course syllabi, the course website and/or sign-up sheets kept in a binder at the front desk. Faculty makes every attempt to return student’s emails within 24-48 hours during the week and within 48-72 hours on the weekend.

## **STUDENT PROFESSIONAL PRESENTATIONS OR PUBLICATIONS**

When a student submits a proposal for a professional presentation or professional publication, the student must have a faculty member co-submit with them. This policy is to ensure standards consistent with those of the department and the university are met.

## **MAINTAINING CLEAN AND SAFE ENVIRONMENTS**

All students are taught techniques for maintaining clean and safe environments for the individuals and families who are seen by occupational therapy practitioners. Protocols for cleaning and maintaining equipment, assessment and intervention materials, infection control, universal precautions, evacuation procedures, and maintenance of safe equipment and environments, including their own use of proper body mechanics, are taught in courses and laboratories. Students are expected to fully participate in these activities to demonstrate their competence and understanding of the importance of this content to the professional practice.

### **LAB SAFETY**

- Students read all labels carefully before using any material for the first time.
- Students adhere to all printed warnings and precautions.
- If a label is non-specific, confusing, or absent, seek further information from instructor before using.

### **STORING MATERIALS**

- All hazardous materials (i.e., cleaning fluids) are stored in containers labeled clearly with all contents.
- All containers are be tightly covered when not in use.
- Flammable and combustible liquids are not stored in any labs.

### **HANDLING, USE, & DISPOSAL OF MATERIALS**

- All students are given detailed instructions regarding the handling, use and disposal of all materials and tools that pose potential health hazards. Students do not handle materials or tools without prior instruction from lab instructor.
- Students use tools and materials only in the manner specified by faculty. If students are unsure of correct usage, they should request assistance from faculty.
- Paper towels and rags used in cleanup must be placed in designated disposal cans.

### **SAFETY AND HEALTH**

- Fully supplied First Aid Kits are located in the laboratory areas and office suite. Instructors identify First Aid Kits at the beginning of each semester.
- The First Aid Kit is replenished at the beginning of every semester.
- All faculty, students, and staff follow State and Philadelphia Department of Health guidelines to protect the health of the population. Students are fitted for and issued appropriate personal protection equipment (PPE) as required.
- To ensure safety, students are responsible for using tools and supplies correctly and for cleaning up all materials at the end of each lab class. The lab room will be left in the same state of cleanliness and set-up in which it was found.
- Students return all supplies and tools to appropriate storage units (cabinets, shelves, closets).
- Proper cleaning of equipment (i.e., mats, toys) is completed after every lab session. Cleaning

solutions are kept in labeled containers in each lab room

- Students' clean mats, therapy balls, toys and other surfaces with cleaning solutions after use in lab activities. Cleaning solutions are replenished every semester. Students inform course instructor if the cleaning solution supplies are running low.
- Linens used in lab activities (towels, pillowcases, sheets) are placed in the appropriate container for laundering in each lab space.

## ***EMERGENCY AND FIRE PROCEDURES***

- In the event of an emergency (i.e., student injury/illness) students notify faculty immediately.
- For local emergency medical response outside of class time, students call **911**.
- If faculty cannot be located or if faculty is injured, students call **CAMPUS SECURITY**:
  - a) **On CENTER CITY, dial 811.**
  - b) **On EAST FALLS, dial 215-951-2999**
- Students notify another faculty member immediately or the Department of Occupational Therapy office suite after contacting Campus Security.
  - a) **On CENTER CITY, dial 215-503-8010**
  - b) **On EAST FALLS, dial 215-951-2911**
- In the event of a fire, students notify faculty (if faculty are available), call **Campus Security** and give their name, the phone number and location they are calling from, the location of the fire and an exact description of the fire including what they see and smell. Students then sound the fire alarm. Fire alarms are located in the hallway of every building. After sounding the fire alarm, all students evacuate the building and proceed outside following the posted evacuation plans. Evacuation plans are posted in every hallway in all campus buildings.
- In the event that a non-emergency situation arises that requires medical assistance, students notify faculty immediately. If faculty cannot be located, students contact **Campus Security**.
- If students become ill (i.e., light headed, nauseous) from exposure to lab supplies, faculty should be notified immediately. Students should be examined by health care staff at University Health Services on Center City or Student Health Services on East Falls campus.

## ***FIRE PREVENTION***

- Students are aware of ignition sources and heating elements (i.e., iron, glue guns, heating guns).
- Do not use flammable liquids in the presence of ignition sources.
- Use electrical circuits that are labeled and approved for use.
- Do not overload electrical circuits, and report any electrical malfunctions no matter how small or seemingly insignificant immediately to faculty.
- Splinting pans and heating guns should not be relocated to other electrical outlets without permission from faculty.

### **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

Educating future healthcare leaders is a hallmark of Thomas Jefferson University's mission. The faculty believes that professional leadership begins as an occupational therapy student. A first step in asserting your leadership is becoming a member of professional organizations. In doing so students are both advocating for the profession and promoting access to its services.

Students are strongly encouraged to obtain membership in the American Occupational Therapy Association (AOTA) and their state Occupational Therapy Association. Applications can be found at the AOTA and state association websites. Additional information may be found in the Occupational Therapy Professional Certification, Licensure and Professional Associations section of this handbook. Some courses will require student membership in AOTA in lieu of text books.

Through the progression in the program, students learn more about occupational therapy and their vision of their professional identity transforms. The faculty encourages students to seek opportunities to develop and practice their professional leadership, and to discuss these experiences with their academic advisor.

### **AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)**

The American Occupational Therapy Association is the official professional organization of occupational therapists in the United States. It represents therapists to the U.S. Congress, to various national planning boards and health agencies, and to other professional associations. All students enrolled in an approved, accredited, or developing curriculum in Occupational Therapy are eligible to belong to the AOTA.

Since 1932, AOTA has set standards for and has accredited occupational therapy curricula, in collaboration with the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association (AMA). In 1994, AOTA established an independent accrediting body, apart from the AMA, since CAHEA have been dissolved. The new accrediting body is the Accreditation Council for Occupational Therapy Education (ACOTE®).

Students are strongly encouraged to join AOTA and become a member by completing an application form and paying the required dues. Being a member of your professional association is a professional responsibility. <https://www.aota.org/Students>

### **PENNSYLVANIA OCCUPATIONAL THERAPY ASSOCIATION (POTA)**

The Pennsylvania Occupational Therapy Association is this state's official affiliate of the American Occupational Therapy Association. It represents occupational therapists to legislators, public boards and agencies, and other professional associations on a state and local level.

POTA is divided into districts. Thomas Jefferson University is located in District V. The local districts and state organization conduct a number of continuing education and general membership meetings throughout the year. Information regarding these meetings will be posted in the Department of Occupational Therapy. POTA also holds an annual state conference in the fall of each year.

There are many opportunities to share your skills and knowledge by volunteering for service to the organization. For example, at the district level, each school in the district has one student representative on the membership committee. At the state level, one student from an OT or OTA program in the state is selected to be the student representative on the POTA Board of Directors.

Students are strongly encouraged to become student members of POTA. Membership entitles the student to receive reduced rates for continuing education programs. Membership is completed online at <https://pota.site-ym.com/page/Students>

Students who do not plan to remain in Pennsylvania are encouraged to consider obtaining membership in their state association while at Jefferson. Most state associations will recognize your student membership and allow you access to their resources.

## ***COALITION OF OCCUPATIONAL THERAPY ADVOCATES FOR DIVERSITY***

The Coalition of Occupational Therapy Advocates for Diversity (COTAD) at Jefferson is a chapter of the national COTAD organization.

This faculty-mentored student-led group promotes cultural humility in occupational therapy as well as opportunities to explore and address issues around diversity, inclusivity, and equity. For example, the group is involved in a variety of events, workshops, networking opportunities, and activities on topics such as race, gender, disability, unconscious bias, and more.

Membership in the COTAD Chapter at Jefferson is open to all occupational therapy students at any of Thomas Jefferson University's campuses. Members are expected to attend at least one COTAD meeting per semester and remain in good standing per group bylaws.

<https://www.cotad.org/>

## ***OTHER OCCUPATIONAL THERAPY ORGANIZATIONS***

### **AOTA Multicultural Networking Groups**

The Multicultural, Diversity, and Inclusion (MDI) Network is a network of independent groups of various diverse identities and affiliations based on race/ethnicity; disability; sexual orientation; and religious affiliation that collectively support the increase of diversity and inclusion in occupational therapy.

<https://www.aota.org/Practice/Manage/Multicultural.aspx>

### **World Federation of Occupational Therapists**

WFOT is the global voice for occupational therapy and sets the standard for its practice. WFOT represents occupational therapists worldwide that are making lives fit for living.

<https://www.wfot.org/>

### **Society for the Study of Occupation: USA**

The SSO: USA is a research society that strives to build the body of knowledge in occupational science to benefit humanity.

<https://www.sso-usa.net/>

### **Justice-Based Occupational Therapy**

JBOT is a network of occupational therapy practitioners, educators, researchers, and students promoting advocacy for occupational engagement/participation and health for those within and/or impacted and/or at risk for involvement with the justice system (staff, persons incarcerated, families and friends, employers), to further societal wellbeing.

<https://www.sso-usa.net/>



## STUDENT SCHOLARSHIPS

### ***ETHEL BEARD BURSTEIN SCHOLARSHIP***

The Ethel Beard Burstein Scholarship is awarded annually to a second-year student who is a permanent resident of Philadelphia (or one of the four surrounding counties: Bucks, Chester, Delaware and Montgomery) and who plans to work as a Registered Occupational Therapist in a clinical setting for a minimum of two years immediately following graduation.

Applications are accepted in late spring/summer. Information is located in the Student Center on Canvas.

### ***FOX SCHOLARSHIP FOR THE ADVANCEMENT OF GERIATRIC OCCUPATIONAL THERAPY: IN MEMORY OF MARGARET SOOD.***

The Fox Scholarship for the Advancement of Geriatric Occupational Therapy in Memory of Margaret Sood was established in 2008 by Timothy A. Fox, MS PT '95. Margaret was a talented and dedicated occupational therapist at Fox Rehabilitation who passed away in 2004. Awards will be given to two (2) Occupational Therapy (OT) students at Jefferson with demonstrated financial need as defined by Thomas Jefferson University and possess an interest in geriatrics. Preference will be given to applicants in their final year of study. Applicants will provide an essay detailing their interest in geriatrics.

Applications are accepted in the fall. Information is located in the Student Center on Canvas.

### ***DR. JANICE P. BURKE SCHOLARSHIP***

The Dr. Janice P. Burke Scholarship Fund was established in honor of Dr. Burke with the purpose of increasing diversity in the Occupational Therapy student population. Awards will be given to an occupational therapy student in their first year of pursuing their master's degree on the Center City Campus. Preference will be given to students with financial need, the first in their family to be enrolled in a Master's degree level education and the applicant's first master's degree and a demonstrated success in confronting adversity.

Applications are accepted in the fall. Information is located in the Student Center on Canvas.

## **STUDENT AWARDS**

### ***INQUISITIVE PRACTITIONER AWARD***

Awarded annually to a graduating student who reflects an intelligent and questioning approach in academic, clinical and research components of the curriculum. This student exhibits exceptional competence through sound clinical reasoning, use of evidence and resources to contribute to the advancement of occupational therapy and/or Jefferson's Department of Occupational Therapy Community.

### ***EMERGING LEADER AWARD***

Awarded annually to a graduating student who demonstrates leadership potential based on their contributions to the university's campus and outreach activities, or service within the broader community. This student reflects strategic thought and action to promote others' engagement in timely and relevant topics that advance the occupational therapy profession.

### ***ADVOCACY & OCCUPATIONAL JUSTICE AWARD***

Awarded annually to a graduating student who demonstrates a high level of commitment to fostering the aspirations of occupational justice. This student contributes to the profession's aspirations in healthy and engaged communities through diversity, equity, and inclusivity efforts.

## **PI THETA EPSILON (PTE) OCCUPATIONAL THERAPY HONOR SOCIETY**

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

Pi Theta Epsilon is defined by its Greek translation, which is Advancement of Occupational Therapy. This national occupational therapy honor society recognizes and promotes academic excellence and scholarship.

The purposes of Pi Theta Epsilon, as stated in the Society's Constitution, are:

- To recognize and encourage scholastic excellence of occupational therapy students.
- To contribute to the advancement of the field of occupational therapy through scholarly activities of students and alumni.
- To provide a vehicle for students enrolled in accredited programs in occupational therapy to exchange information and to collaborate regarding scholarly activities.

The mission of Pi Theta Epsilon is to support the practice of occupational sciences and the practice of authentic occupational therapy by promoting research, leadership, and scholarly activities by its members. In this way, the organization serves not only the profession, but helps to ensure quality health care services for the public. Pi Theta Epsilon maintains eligibility criteria, which must be satisfied upon membership.

A student shall be invited to apply for membership if he/she meets the following criteria:

- Is enrolled in an accredited and/or professional occupational therapy program and has attained second-semester junior standing in the occupational therapy program or completed nine semester hours in a master's or doctoral program.
- Has at least one entire semester remaining after induction before he/she leaves for fieldwork placement.
- Is among the top 35% of the class, calculated from the students' cumulative scholastic record, and has a GPA of at least 3.5 on a scale of 4.0 since entering the occupational therapy program.
- Submits a piece of scholarly written work completed while enrolled in the occupational therapy program. Scholarly written work may include course papers or research papers that demonstrate critical thinking and written expression.
- Students must also submit present evidence of two or more of the following:
  - Membership in professional organizations.
  - Prior scholastic recognition and awards.
  - Evidence that papers have been submitted and/or accepted to a local and/or national meetings and publications.
  - Documented leadership, e.g., service organizations or community activities during the college years.

## **LEADERSHIP OPPORTUNITIES**

### ***PROFESSIONAL ORGANIZATIONAL ACTIVITIES***

The Department of Occupational Therapy values and supports students' participation in professional organizational activities. Activities are available at the university, regional, state and national level. A number of these activities take place during the year. Students are encouraged to attend and participate in these activities as part of their development of professional identity.

Opportunities available to students:

- TJU Leadership Live Leadership Development Series
- POTA Annual Conference
- POTA District Meetings
- POTA Leadership Development Workshops
- AOTA National Conference and Expo
- AOTA/NBCOT Student Conclave
- AOTA Specialty Conference
- AOTA Summer Institute of Future Scientists in Occupational Therapy

### ***GRADUATE ASSISTANTSHIP (GA)***

The Graduate Assistantship is a Federal Work Study Program offered in collaboration with the Department of Occupational Therapy. Students apply prior to matriculation and support faculty in their research, teaching, and professional service responsibilities. At the writing of this publication, this opportunity is open to Center City students. The department is taking steps necessary to expand eligibility for student at East Falls.

The scholarship and research efforts in the Department of Occupational Therapy provide an opportunity for applying and implementing ideas across theory, research and practice. These research efforts involve the identification and translation of bio-psychosocial theories and research findings into practical outcomes that benefit the lives of individuals.

### ***STUDENT SCHOLARSHIP AND RESEARCH ACTIVITIES***

Students are required to participate in a series of research courses and activities in which they learn to apply and integrate research findings to occupational therapy practice as part of their clinical reasoning and problem solving. Additionally, through mentored experiences, students learn to organize and structure the collection, analysis and interpretation of information about people, their lives, and their environments to answer pertinent and valid questions related to the everyday lives of persons and populations served by occupational therapists.

Faculty offer activities to expand students' research experience through coursework, informal discussion, literature review, and hands-on experiences.

The objectives of these activities are to enable students to:

- Become critical consumers of the research literature in occupational therapy
- Integrate research findings into practice.
- Understand the relationship between research and practice.
- Discover, integrate and apply evidence to practice.
- Obtain knowledge of the research process.
- Develop skills for participation in research teams in a variety of practice settings.

Faculty are committed to

- Provide structured and enriching mentorship and research experiences.
- Provide research experiences that build sequentially upon one another.
- Model the skills and behaviors of an evidence-based practitioner.

### ***FACULTY SCHOLARSHIP AND RESEARCH ACTIVITIES***

Research questions emerge from and are grounded in the lives of individuals/patients/clients and their family members and caregivers and reflect real-life issues.

Faculty uses a range of research methodologies to answer research questions. Research strategies involve either experimental methodologies to test interventions and demonstrate outcomes, naturalistic inquiry to explore and explain the life activities of individuals, or populations, and the therapeutic processes, or the use of mixed methods to pursue complex questions.

Faculty derives implications for practice from research findings and disseminates knowledge gained from research to professional, clinical and consumer groups.

Current research interests involve the practical problems of individuals in their occupations and reflect the areas of interest and expertise among participating faculty. Faculty scholarship and research areas can be viewed at on the Department's webpage at <https://www.jefferson.edu/university/rehabilitation-sciences/departments/occupational-therapy/research.html>

## **ETHICS AND INTEGRITY IN RESEARCH**

Concern for ethics and integrity in research is closely related to a commitment to clinical practice, research and professional ethics. Integrity in research requires that the research be humane as well as professionally and scientifically acceptable.

Ethical issues are addressed by the Code of Ethics of the American Occupational Therapy Association (2020). All students should be familiar with these documents, which primarily address ethics in practice.

AOTA Code of Ethics:

2020: <https://doi.org/10.5014/ajot.2020.74S3006>

AOTA's resources on ethics: <https://www.aota.org/practice/ethics.aspx>

## **PROGRAM ACCREDITATION**

The following programs in the Department of Occupational Therapy are accredited by the *Accreditation Council for Occupational Therapy Education* (ACOTE®).

1. MSOT Program Center City – 2016, Maximum 10-year re-accreditation
2. MSOT Program East Falls – 2017, Maximum 10-year re-accreditation
3. OTD Program Center City – 2017, Maximum 7-year initial accreditation

The East Falls 3+3 OTD program is in the candidacy phase for the additional OTD program locations and is seeking full accreditation by 2025.

Contact information for ACOTE ® is:

Accreditation Council for Occupational Therapy Programs (ACOTE) of the American Occupational Therapy Association

6116 Executive Blvd., Suite 200

North Bethesda, MD 20852-4929

[www.acoteonline.org](http://www.acoteonline.org)

301-652-2682

<https://www.aota.org/Education-Careers/Accreditation.aspx>

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality, which entitles them to the confidence of the educational community and the public they serve. Accreditation of educational programs for the occupational therapist and the occupational therapy assistant is granted by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA). ACOTE ® is recognized as the accrediting agency for occupational therapy education by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).



# Department of Occupational Therapy

## Appendix A: BS/MSOT & MSOT Programs Center City

**PLEASE NOTE: The BS/MSOT program is no longer accepting students and the MSOT-CC program will admit its last cohort in September 2022.**

## ***EDUCATIONAL PHILOSOPHY***

The MSOT & BS/MSOT Program has the following beliefs about human beings: Humans are uniquely capable of participating and investing their energy in self-selected, meaningful and purposeful activity called “occupation,” which is defined as activities that bring meaning and allow people to participate in society (American Occupational Therapy Association, (AOTA, 2014). The desire or drive for occupation is based on a number of interacting factors both internal and external to individuals. These factors include state of health, developmental status, level of engagement and interest, and environmental context, all of which may help or hinder a person’s participation in occupation. A core philosophical assumption of occupational therapy is 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” (Hooper and Wood, 2014, p.38).

Occupational therapy is described as the, “therapeutic use of everyday activities with individuals or groups for the purpose of enhancing or enabling participation in everyday life roles, habits and routines in home, school, workplace, community and other settings” (AOTA, 2014 p. S1).

Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellbeing for clients with disability and non-disability-related needs (AOTA, 2014). As such, occupational therapy services promote participation in meaningful interactions within the environment, support fulfillment of occupational roles and promote health and wellbeing.

Occupational therapy practitioners utilize their knowledge of the transactional relationship among the person, occupation and environment (AOTA, 2014) to facilitate a “goodness of fit” which may incorporate adaptation and modification of the environment to promote participation in occupations. We believe that optimum participation in occupation is essential for the health of individuals, communities, and the entire world (Wilcock, 2006). Thus, central to the curriculum is for students to understand that people have a need to participate in purposeful and meaningful occupation (AOTA, 2014), which is critical to learning and applying the basic tenets of occupational therapy and the occupational therapy process.

The teaching and learning process is a transformative experience (Mezirow, 2003) in which the student engages with information, ideas and content to create meaningful occupational therapy knowledge and skill competencies. Facilitating learning in occupational therapy students requires active, reflective engagement in a variety of methods derived from established evidence-based teaching strategies (Barkley, Major & Cross, 2014; Herge, et. al., 2013) and best practices in education. This process promotes the student’s ability to analyze and synthesize information, utilize critical thinking to solve problems in practice and to design and implement evidence- based, data driven and outcome-oriented interventions.

Learning takes place within a culture that values and fosters interprofessional practice to provide optimal care to persons, populations, and communities (AOTA, 2014; Reeves, et. al., 2013).

Furthermore, learning is a lifelong process for which each individual is responsible. Students enter practice prepared to continue their involvement in professional and educational activities to advance their own development while moving profession forward while serving societal needs. Educating occupational therapists is a process steeped in ethical decision-making that encompasses developing skills in advocacy, clinical and educational leadership, and visionary practice.



## **CURRICULUM DESIGN**

The MSOT & BS/MSOT Program-Center City conceptualizes learning as a dynamic process that unfolds and builds upon itself as new knowledge and skills are introduced and integrated. Given this process, a set of core concepts are introduced, revisited, and expanded to facilitate the ongoing development of students' knowledge, skills, and attitudes. This complex process can be represented as a spiral of learning (Bruner, 1960; Harden, Davis, & Crosby, 1997; Masters & Gibbs, 2007), in which students' existing knowledge serves as a starting point upon which additional and more complex learning is built (Wells & Claxton, 2002). Within this spiral process students become socialized to the professional culture and community of occupational therapy as they assimilate and integrate the values, beliefs, knowledge, skills, and traditions of the field (Berg et al., 2009).



Students are challenged to be flexible, critical, and innovative thinkers who anticipate and respond to society's occupational needs. They are prepared to apply theoretical principles and practice competencies to novel situations in diverse arenas of practice. Students learn to be skillful in articulating, demonstrating, and applying evidence-based, data driven, outcome-oriented strategies, to facilitate participation in persons, populations, and communities (AOTA, 2014).

In the Program, learning is a dynamic process, which unfolds and builds upon itself as new knowledge and skills are introduced and integrated (Brown, Collins, and Duguid, 1989; Wells & Claxton, 2002). Learning is tailored to the needs of each cohort. The program delivers coursework that exposes students to in depth knowledge of delivery models, policies, systems, and populations preparing the student, upon graduation, to practice in settings where occupational therapy is currently practiced and settings where it is emerging.

The Curriculum Design reflects the spiral of learning incorporating following five curricular threads:

### ***Foundational Science and Knowledge Supporting Occupation***

Comprises basic underlying science content that provides the foundation for occupational therapy education and practice, including anatomy and kinesiology, neuroscience, occupation, and human development.

### ***Occupational Therapy Process***

Encompasses the knowledge and skills needed to provide health-promoting, client-centered, and contextually responsive occupational therapy services for persons, groups and populations, including skilled use of clinical reasoning and therapeutic use of self. The occupational therapy process is characterized by integration of theory and incorporation of principles of health literacy into screening, evaluation, intervention planning, intervention implementation, documentation, and measurement of outcomes to support health, health promotion and participation in occupation at the individual, group, organizational, and population levels.

## ***Environment and Context***

Reflects the intensive focus on understanding how the environment and context impact human participation, including geographical, developmental, political, economic, physical, social, cultural, temporal and virtual features; and the use of this knowledge in the occupational therapy process. Skills emphasized include environmental assessment, environmental adaptation and modification, clinical reasoning related to environment and context; and program development and evaluation processes are included.

## ***Professionalism***

Involves aspects of professional behavior and practice that are needed to perform successfully and ethically, participate within complex systems of care, and utilize various methods of service delivery in meeting society's occupational needs. Key aspects of professionalism include development of professional behaviors such as skillful communication with interprofessional team members and clients; knowledge of systems administration and management; and development of leadership capacity including advocacy and integration of professional values and ethics.

## ***Evidence-based Practice***

Incorporates the spectrum of systematic inquiry processes and strategic actions that underlie principles of evidence-based practice, including integration of theory and research, client perspectives, and the occupational therapist's clinical reasoning and experience. Skills developed include a systematic approach to research appraisal and application of findings to inform practice and measure outcomes.

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## STUDENT LEARNING OUTCOMES

The Program prepares entry-level practitioners for practice in a variety of occupational therapy arenas. The Department's student learning outcomes reflect the program's educational mission, philosophy and curriculum design. These outcomes are as follows:

### **THREAD 1: Foundational Science and Knowledge Supporting Occupation**

Students will:

1. Link humanities and the basic, social, behavioral, developmental, and biomedical sciences to the core concepts of occupational therapy to achieve health, well-being, and participation in life through engagement in occupation.
2. Examine the complex and multidimensional nature of humans within the context of diverse sociocultural systems, groups, and populations.
3. Examine the concept of occupation as a complex, multi-layered phenomenon and understand it as a driving and organizing force in human life.

### **THREAD 2: Occupational Therapy Process**

Students will:

1. Utilize occupations, tasks and activities to promote health, well-being, and participation in clients and their caregivers through a process of screening, evaluating, goal setting, program planning, intervention implementation, outcome measurement, discharge planning, and referral to other services.
2. Support client/caregiver engagement and commitment to the occupational therapy (OT) process by:
  - a. developing skills in written and oral communication; utilization, selection, planning, and implementation of evidence-based intervention
  - b. creating teaching and learning strategies for service delivery that incorporate critical thinking, clinical reasoning, problem solving skills, and an understanding of health literacy to effectively teach and train clients, caregivers, family members and others, and communities to facilitate skills in occupation, including prevention, health maintenance, health promotion and safety
  - c. utilizing principles of occupational therapy theory and philosophy that enhance client and/or caregiver health, well-being, and participation, including client and potential client advocacy
  - d. articulating and utilizing evidence-based processes for all practice areas to synthesize and evaluate problems related to occupational performance and participation
  - e. considering the continuum of need from individual to population-based interventions
  - f. providing population-based interventions that address occupational needs as indicated by a community

### **THREAD 3: Environment and Context**

Students will:

1. Understand, analyze, and utilize context and environment as factors that impede or enhance a client's ability to engage in occupation and participate in life.
2. Utilize evidence-based knowledge to support environmental modification to challenge and/or support culturally relevant occupational performance.

### **THREAD 4: Professionalism, Management & Leadership**

Students will:

1. Integrate occupational therapy professional values and attitudes that are implicit in the range of occupational therapy roles including clinician, educator, administrator, researcher, clinical specialist and master clinician.
2. Demonstrate judgment and leadership capabilities that are required in a complex and changing health care environment, including responsibility for lifelong learning.

3. Understand the structure and function of local, state, national and international professional organizations and integrate resources in order to participate in advocacy activities.
4. Identify and evaluate the impact of context in regard to the management and delivery of OT services for individuals and populations.
5. Advocate for change in service delivery policies, influence changes in a system(s) and identify opportunities to address societal needs.
6. Evaluate systems that create federal and state legislation.
7. Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy services to individuals and populations.
8. Identify and develop strategies to promote staff development that are based on evaluation of the personal and professional abilities and competencies of supervised staff as they relate to job responsibilities.

### **THREAD 5: Evidence-based Practice**

Students will:

1. Understand and appraise the validity of evidence, including the design and methodology of research studies, to determine its usefulness for informing clinical practice.
2. Understand the importance of generating and using assessment data to develop evidence- based interventions and measure outcomes as an integral part of occupational therapy practice.
3. Demonstrate the integration of current evidence, client preferences, and their own clinical reasoning in making clinical decisions

The MSOT student will:

1. Use theoretical, evidence based, ethical & skilled decision-making and therapeutic approaches to achieve optimal outcomes.
2. Demonstrate commitment to lifelong professional development and engagement in the profession
3. Engage in leadership and advocacy in traditional and emerging practice areas
4. Contribute to the science that supports occupational therapy practice
5. Engage in complex and ethical decision making in traditional and non- traditional areas of practice

## PROGRAM CURRICULA

### **PROGRAM DESCRIPTION**

The Program is designed for (1) transfer students after completing two years of undergraduate education (BS/MSOT) and (2) students who have an earned bachelor's degree or higher in a field other than occupational therapy and students accepted into the accelerated 3+2 track entering in their senior year from a partnership University (MSOT).

Transfer students enter the program after completing two years of college-level courses that satisfy pre-professional requirements. These pre-professional requirements can be earned at any accredited college or university. Students complete 120 credits (58 prerequisite and 62 occupational therapy credits to meet the baccalaureate degree requirements and 35 credits to meet the graduate degree requirement in three years. Students are *concurrently* awarded the Bachelor of Science in Occupation and Health and Master of Science in Occupational Therapy degrees.

Students with Bachelor degree and 3+2 college seniors enter the program after completing all prerequisites coursework. Students complete 82 credits in two years. The program prepares students for employment as an entry level practitioner in a variety of settings.

Students have opportunities to do advanced work and independent study in areas such specialized practice, research, academic teaching, collaboration with professional organizations, and entrepreneurial projects under the mentorship of a faculty member. The program prepares students for employment as entry-level practitioners in a variety of settings.

*Both the MSOT and BSMS OT Programs are being phased out on the Center City Campus. The last BSMS cohort was admitted in 2020 and will complete the program in May 2023. The MSOT -CC program will admit its last cohort in academic year 2022; with an expected date of completion in August 2024. The East Falls MSOT program will continue to admit students.*

## **BS/MSOT PROGRAM – CENTER CITY CURRICULUM BY SEMESTER**

Total length of time for completion of program: 3 years

<b>Year 1</b>		<b>Credits</b>
<b>FALL</b>		
OT 300	Introduction to Applied Science	1
OT 302	Applied Anatomy and Kinesiology (Lecture/Laboratory)	4
OT 311	Health and Health Conditions	4
OT 321	Foundations of Occupation-Centered Practice Laboratory I	2
OT 330	Using an Occupational Therapy Lens in the Clinic Level I Fieldwork	2
OT 336	Occupation Through the Life Span	5
<b>Total</b>		<b>18</b>
<b>SPRING</b>		
OT 308	Neuroscience Foundations of Occupational Therapy	4
OT 322	Foundations of Occupation-Centered Practice Laboratory II	2
OT 340	Domains of Occupational Therapy Practice – Level I Fieldwork	2
OT 357	Evaluation Process	4
OT 577	Historical Perspectives on Theory-Based Practice	3
<b>Total</b>		<b>15</b>
<b>SUMMER</b>		
OT 341	Occupational Analysis and Evaluation – Level I Fieldwork	2
OT 390	Participation: Occupation and Health	3
<b>Total</b>		<b>5</b>
<b>Year 2</b>		<b>Credits</b>
<b>FALL</b>		
OT 440	Interventions: Enhancing Human Performance – Level I Fieldwork	2
OT 441	Interventions: Enhancing Social Participation – Level I Fieldwork	2
OT 552	Interventions: Enhancing Human Performance (Lecture/Laboratory)	5
OT 558	Interventions: Enhancing Social Participation (Lecture/Laboratory)	3
OT 699	Graduate Elective or Independent Study	3
<b>Total</b>		<b>15</b>
<b>SPRING</b>		
OT 306	Understanding Research Principles	3
OT 400	Interprofessional Care Planning	3
OT 560	Interventions: Environmental Competence	3
OT 561	Environmental Competence Lab	1
OT 562	Environmental Competence in Action	1
OT 600	Occupational Therapy Professional Seminar	1
	Undergraduate Elective	3
<b>Total</b>		<b>15</b>
<b>SUMMER</b>		
OT 467	Health Services Administration and Professional Development	2
OT 603	Research Mentorship and Methods	4
<b>Total</b>		<b>6</b>
<b>Year 3</b>		<b>Credits</b>
<b>PRE-FALL</b> (July to September)		
OT 480	Level II Fieldwork A (July through end of September)	6
OT 578	Evidence-Based Practice I (July through end of September)	1
<b>Total</b>		<b>7</b>
<b>FALL</b> (October to December)		
OT 482	Level II Fieldwork B (October through December)	6
OT 579	Evidence-Based Practice II (October through December)	1
<b>Total</b>		<b>7</b>

**SPRING**

OT 682	Clinical Leadership	3
OT 627	Program Design and Evaluation	3
OT 670	Advanced Research Seminar	3
	<b>Total</b>	<b>9</b>
	<b>Total Curriculum Credits</b>	<b>97</b>

*Credit Distribution for Combined BS/MSOT:*

**Bachelor of Science (BS) credits:**

Undergraduate Credits Required for Admission to Jefferson	58
Undergraduate Credits taken at TJU	62*
<b>Total Credits for BS in Occupation and Health</b>	<b>120</b>

**Master of Science in Occupational Therapy credits:**

Undergraduate Credits	62*
Graduate Credits	35
<b>Total Credits for MSOT</b>	<b>97</b>

\*300 and 400 level OT courses are undergraduate courses; these courses serve to meet the BS requirement and the MSOT requirement

**MSOT PROGRAM – CENTER CITY****CURRICULUM BY SEMESTER**

Total length of time of program – 2 years

		<b>Year 1</b>	
<b>FALL</b>			<b>Credits</b>
OT 302	Applied Anatomy and Kinesiology (Lecture/Laboratory)		4
OT 311	Health and Health Conditions		4
OT 321	Foundations of Occupation-Centered Practice Laboratory I		2
OT 336	Occupation Through the Life Span		5
OT 340	Domains of Occupational Therapy Practice – Level I Fieldwork		2
OT 600	Occupational Therapy Professional Seminar		1
		<b>Total</b>	<b>18</b>
<b>SPRING</b>			
OT 308	Concepts in Neurodevelopment (Lecture/Laboratory)		4
OT 322	Foundations of Occupation-Centered Practice Laboratory II		2
OT 357	Evaluation Process		4
OT 577	Historical Perspectives on Theory-Based Practice		3
OT 560	Interventions: Environmental Competence		3
OT 561	Environmental Competence Lab		1
OT 562	Environmental Competence in Action		1
		<b>Total</b>	<b>18</b>
<b>SUMMER</b>			
OT 341	Occupational Analysis and Evaluation – Level I Fieldwork		2
OT 467	Health Services Administration and Professional Development		2
OT 603	Research Mentorship and Methods		4
		<b>Total</b>	<b>8</b>
		<b>Year 2</b>	
<b>FALL</b>			<b>Credits</b>
OT 440	Interventions: Enhancing Human Performance – Level I Fieldwork		2
OT 441	Interventions: Enhancing Social Participation – Level I Fieldwork		2
OT 552	Interventions: Enhancing Human Performance (Lecture/Laboratory)		5
OT 558	Interventions: Enhancing Social Participation (Lecture/Laboratory)		3
	Graduate Elective or Independent Study		3
		<b>Total</b>	<b>15</b>
<b>SPRING</b>	(January to March)		
OT 480	Level II Fieldwork A		6
OT 578	Evidence-Based Practice (January through March)		1
		<b>Total</b>	<b>7</b>
<b>SUMMER 1</b>	(April to June)		
OT 482	Level II Fieldwork B		6
OT 579	Evidence-Based Practice (April through June)		1
		<b>Total</b>	<b>7</b>
<b>SUMMER 2</b>	(July to August)		
OT 627	Program Design and Evaluation		3
OT 670	Advanced Research Seminar		3
OT 682	Clinical Leadership		3
		<b>Total</b>	<b>9</b>
		<b>Total Curriculum Credits</b>	<b>82</b>



## **FIELDWORK REQUIREMENTS**

### **PURPOSE OF THE FIELDWORK EXPERIENCE**

The purpose of fieldwork experience is to “propel each generation of occupational therapy practitioners from the role of student to that of practitioner” (AOTA, 2009 p. 445). Fieldwork experience provides students with the opportunity to achieve competence in applying the occupational therapy process using evidence-based interventions to meet the needs of diverse populations (AOTA, 2009, p, 445). Through fieldwork students integrate academic content and experiential learning and apply the knowledge, skills and attitudes gained in the academic setting to the active delivery of services. Supervised fieldwork experience is an integral part of both the educational process and professional preparation. Two distinct levels of fieldwork experience are established in the *ACOTE Standards for an Accredited Educational Program for the Occupational Therapist*. Successful completion of Level I and Level II Fieldwork experiences are prerequisites for taking the NBCOT Certification Examination. *(Please refer to your Fieldwork Manual for details of the fieldwork experience, procedures, and expectations.)*

Occupational Therapy is an applied science. Evaluation and intervention techniques are taught by both didactic and experiential methods. Clinical fieldwork experiences are an integral part of professional education. Level I clinical fieldwork is integrated with didactic coursework and is offered concurrently with the didactic curriculum beginning in the first year giving the students opportunities to develop both observation and practice skills. BS/MSOT students participate in up to five Level I experiences. MSOT Program students participate in a minimum of 3 Level I experiences.

### **PREREQUISITE FIELDWORK REQUIREMENTS**

Fieldwork sites may require health clearances such as background check, child abuse clearance, fingerprinting, drug screens and CPR certification at various times throughout the curriculum in order to permit participation in the fieldwork experience. Participation in fieldwork is a required part of the curriculum and a requirement for graduation. Students are responsible for the cost of these (prerequisite) requirements. Fieldwork sites may deny a student’s participation in the clinical fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program.

All students in the Department of Occupational Therapy are required to maintain current 2-year CPR certification for health care providers for the duration of their time in the program. Students without the required certification will not be able to participate in fieldwork, resulting in the inability to complete required coursework in a timely manner.

### **STUDENT FIELDWORK SITE SELECTION AND PLACEMENT**

The Department of Occupational Therapy has fieldwork agreements with hundreds of facilities locally and nationally, each of which offers unique opportunities for student learning. Students are assigned to a range of practice areas for their clinical fieldwork experiences. Practice settings may include medical settings, community health programs, school systems, early intervention programs, work programs and home environments. Students’ needs and interests are incorporated into the preliminary phase of fieldwork site selection; however, placement is at the discretion of the Academic Fieldwork Coordinator.

In order to minimize any conflict of interest, students are NOT assigned placement at an organization where they have previously been employed, volunteered, have an agreement for employment, or any relationship with staff or board members.

The students' exposure to individual/patient/client care begins in the first year of the program with their level I fieldwork and continues throughout the curriculum. Specific details covering fieldwork placement are available in the program-specific Student Fieldwork Handbook. Participation in this integrated learning helps students to gain proficiency in the occupational therapy process.

## ***TRAVEL, TRANSPORTATION, SAFETY, AND HOUSING***

Students are responsible for arranging their own transportation to fieldwork sites. Housing, living, transportation, and similar additional costs associated with fieldwork are the responsibility of the student. Carpools and expense-sharing are encouraged.

### **Fieldwork Safety Policy**

Fieldwork students should never go into a client's home alone. They must be accompanied by another student, staff person or faculty member. Occupational therapy students should never drive clients in a vehicle, whether the vehicle is the student's, the client's, or belongs to the site.

### **Change in Health Status**

A change in a student's health status that could impact fieldwork participation should be reported to the Academic Fieldwork Coordinator through the Jefferson Occupational Health Network. Though the student's right to privacy is recognized and respected, it is important that the appropriate people are aware of the situation in order to best support the student. If this change in health status requires accommodations, the student should consult the disability accommodations process.

All students should understand that health conditions and/or injuries may be contraindications for the practice or demonstration of certain therapeutic methods and techniques. As such, if a student experiences a change in health status **immediately prior to or during fieldwork**, it is their responsibility to inform the Academic Fieldwork Coordinator through the Jefferson Occupational Health Network in order to discuss the impact of the change in health status on the student's ability to meet fieldwork performance expectations with or without accommodations. **Medical documentation may be required in order to determine if it is in the best interest of the student and/or clinical site for the placement to continue.**

### **Medical Documentation**

Upon request, students will obtain written clearance from their primary physicians when a change in health status occurs. This clearance identifies precautions and/or restrictions that must be adhered to during the fieldwork timeframe. Additionally, students are asked to complete the *Permission to Release Information* form and forward this to the AFWC. This permission allows the AFWC to discuss the student's health restrictions with the on-site fieldwork educator. Please note, some restrictions may result in fieldwork cancellation and/or postponement. In that event, the AFWC will need to reschedule the fieldwork at the next available opportunity, once the restrictions are removed.

## LEVEL II FIELDWORK PERFORMANCE REQUIREMENTS

Students must be in good academic standing with a minimum 3.0 cumulative GPA (CGPA) by the end of the semester preceding the first Level II Fieldwork placement in order to progress to Level II fieldwork.

Level II Fieldwork courses are graded as Pass/Fail (P/F). Students must PASS all Level II Fieldwork courses.

The Academic Fieldwork Coordinator is responsible for assigning the Level II Fieldwork course grade. To assign the grade, the AFWC considers the evaluation of student performance and demonstrated achievement of competencies provided by the fieldwork educator.

Students who withdraw from Level II Fieldwork with a failing grade, receive a “WF” for the course and are dismissed.

- Students who are dismissed may petition the Department Chair for readmission to the program. Students should refer to the Department Readmission policy.
- If readmission is approved, students must enroll in *OT 699 Academic/ Fieldwork Challenges and Remediation Course Part A and Part B* (two semesters) and pay tuition (1 credit each). In these courses, students will develop, implement and evaluate their performance through a remediation process that addresses their unsatisfactory performance in Level II Fieldwork
- After successful completion of the remediation process, students must register, pay tuition and repeat the Level II Fieldwork course.

Repetition of a Level II Fieldwork placement will delay graduation.

Students can only repeat Level II Fieldwork course ONE TIME.

Students are subject to dismissal from the program if they perform an unsafe act and/or commit unethical clinical behavior that jeopardizes the physical and/or emotional wellbeing of clients, family/caregivers, staff or other students.

## CERTIFICATION AND LICENSURE ELIGIBILITY

### **PROFESSIONAL CERTIFICATION**

Students who successfully complete the academic and fieldwork requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy (NBCOT).

Certification or licensure as a health professional may be denied to individuals convicted of a felony or misdemeanor. Obtain information regarding individual eligibility from the appropriate credentialing bodies. These individuals should consult state licensing agencies and NBCOT prior to attending OT school. Level I and II, fieldwork and Capstone sites may require health and clearances such as background check, child abuse clearance, fingerprinting, drug screens and CPR certification at various times through the curriculum in order to permit participation in the fieldwork and/or Capstone experiences.

When you apply for admission to take the certification examination, you will be asked to answer questions related to the topic of felonies. For further information on limitations that apply to this topic and on the certification process, contact NBCOT:

One Bank Street, Suite 300  
Gaithersburg, MD 20878  
**Phone:** (301) 990-7979  
**Fax:** (301) 869-8492  
**Email:** [info@nbcot.org](mailto:info@nbcot.org)

## STATE LICENSURE FOR OCCUPATIONAL THERAPY

Each state has its own form of regulation for occupational therapy practitioners. State Licensure Boards protect the health of the consumer. The Academic Fieldwork Coordinator will instruct students in this process during their final academic semester. If you have further questions regarding specific state licensure requirements, call the numbers listed below, or contact AOTA at [www.aota.org](http://www.aota.org) for names, telephone numbers and contact information of other state licensure boards (1-800-SAY-AOTA).

### **PENNSYLVANIA**

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Pages/default.aspx>  
PO BOX 2649  
Harrisburg, PA 17105-2649  
(717) 783-1389

### **NEW JERSEY**

<https://www.njconsumeraffairs.gov/ot>  
PO BOX 45037, Newark, NJ 07101  
(973) 504-6570

### **DELAWARE**

<https://dpr.delaware.gov/boards/occupationaltherapy/>  
861 Silver Lake Blvd. Suite 203, Dover, DE 19904  
(302) 677-7304



## Department of Occupational Therapy

### Appendix B: MSOT Program and BS/MSOT(3+2)-East Falls

## ***EDUCATIONAL PHILOSOPHY***

Graduate education is an extension of the University's mission to provide exceptional professional education. The Occupational Therapy Program combines theory, practice, scholarly activities, and application to produce graduates who are prepared to enter the professional world. Through coursework and field experiences, the faculty helps students to adopt the values necessary to be client-centered and occupation-based.

The program is designed to reflect the following set of basic beliefs and tenets:

### **1. Beliefs about Occupation: *People are occupational beings who...***

- Experience the world through engagement in occupation.
- Engage in meaningful occupation in order to influence the state of their own health and sense of well-being.
- Strive toward personal competence and recognize personal assets and challenges.
- Understand that occupational performance and participation change in response to challenges.
- Envision themselves as having legitimate, contributory places in society, and in their communities, cultures, and environments.

### **2. Beliefs about the Occupational Therapy Profession: *Competent Occupational Therapists ...***

- View humans as occupational beings with physical, emotional, and spiritual dimensions.
- View “occupations as a health determinant, and participation as a fundamental right” (AOTA, 2014, p.1).
- View environmental and human adaptation, and the practice of enhancing an individual’s adaptive response as the unique purview of the profession.
- Build on the intrinsic motivation of their clients in order to achieve positive, skilled outcomes.
- Use occupation-based, client-centered, and evidence-driven approaches that involve a mutual problem-solving process between clients, caregivers, and other stakeholders.
- Guide practice decisions based on sound clinical reasoning and evidence.

### **3. Beliefs about Teaching/Learning: *Students learn best when they have opportunities to ...***

- Engage in self-directed learning with clear benchmarks for success.
- Reflect on and critique their actions, decisions and application of information.
- Apply knowledge in authentic situations and evaluate their performance.
- Examine problems from a multi-dimensional perspective.
- Acquire information through use of all senses while employing a variety of methods.
- Interact with information in a wide variety of contexts.
- Learn from and contribute to the learning of their peers.
- Recognize personal meaning inherent in the knowledge that is being examined.
- Guide learning through evidence-based approaches.
- Demonstrate competency.

## **CURRICULUM DESIGN**

The design of the MSOT curriculum incorporates the major tenets of the Program, the institution's mission and philosophy, and the profession's values regarding occupational therapy education (Fisher, 1999). These shared values include use of active learning experiences, an education process based on collaboration, and learning activities that require evaluation and self-reflection as the basis for a majority of the coursework (AOTA, 2014). Variations in content and student learning styles are accommodated through use of multiple learning models in classroom, fieldwork, and online activities (Harasim et al., 1996). The "dynamic transaction" of the person-environment-occupation (AOTA, 2014, p. S14) serves as the underlying framework for the curriculum.



The curriculum is organized around three broad themes that form the basis for the Program's sequence and learning activities: *Participation*; *Evidence and Professional Reasoning*; and *Collaboration and Innovation*. The choice of curricular themes reflects the philosophy of the Program regarding contemporary practice. Upon entry to the Program, students are introduced to the thematic concepts, and build upon them throughout their course and fieldwork experiences.

The Program's values of advocacy, volunteerism, and professionalism are interwoven within the curriculum design through the *Professional Identity* thread.

### **Participation**

The occupational therapy faculty embrace the perspective that the unique purview of the profession is to enable participation in life, the desired outcome of occupational therapy services. Active engagement in meaningful and purposeful occupations contributes to health and well-being. Occupational therapists address the "dynamic interaction among the person (as defined through client factors, performance skills, and performance patterns), the context and environment, and activity demands of the occupation being performed" (AOTA, 2014, p. S11). Faculty believe this is achieved by understanding how each influences the other, and that by enhancing the fit among individuals, their environments, and the occupations in which they engage, we can influence health and participation (Christiansen & Baum, 1997; Christiansen, Baum & Bass, 2016; Dunn, Brown, & McGuigan, 1994; Law et al., 1996; Townsend, 1997).

The concept of occupational participation is introduced to students in their first semester and is a dominant theme throughout the Program's curriculum. Beginning with the basis of understanding the meaning of occupation, both as ends and means (AOTA, 2014; Gray 1998; Hinojosa, Kramer, Royeen & Luebben, 2003), students develop an increasingly more complex view of the personal, environmental and contextual factors that can serve as supports or obstacles to participation. Course sequencing reflects the belief that learners are best able to integrate multifaceted concepts when they confront ideas, over time, in an increasingly complex manner (Bruner, 1960; Fisher, 1999). Key concepts regarding participation are presented in the first year of the program and addressed in more depth and complexity throughout subsequent semesters. These concepts are reinforced through the program's unique consumer-educator project. Consumer-educators typically have a health condition or diagnosis that has a long-term impact on occupational performance and overall participation. Through a series of learning activities over multiple semesters, students come to better understand how living with chronic health conditions can impact participation and well-being.

The Program establishes the profession's responsibility for using evidence to inform practice decisions. The charge to utilize an evidence-based practice approach is considered part of the life-long learning and professional development continuum (Abreu, 2002; AOTA, 2015b; Law, Baum & Dunn, 2005). Students are taught methods to search and appraise evidence, and review the importance of contributing to the profession's body of knowledge through research (Coster, 2008; Holm, 2000). Evidence-based practice (EBP) concepts are introduced in the third semester, and integrated within subsequent coursework. This sequence provides multiple opportunities for students to understand and apply evidence-based methods when making practice decisions.

Increasingly complex principles related to professional reasoning are first introduced, and then reinforced each semester (Maurino, 2007). Throughout the program, students are coached by the faculty to adopt strategies for critically evaluating their own work and thought processes, and to apply client-centered, occupation-based and theory-driven approaches to practice (AOTA, 2014). Students engage in professional reasoning assignments in multiple courses throughout the program. They comment on these and their professional growth through reflective journaling each semester. Last, students demonstrate the integration of evidence with clinical and professional reasoning in order to answer complex clinical questions in the final capstone project.

### **Collaboration and Innovation**

For purposes related to the curriculum design, the Program considers collaboration from *client*, *intra-disciplinary* and *interprofessional* perspectives. Contemporary best practice demands collaboration on all three levels to ensure client-centered and integrated care. On the level of the client, the occupational therapy process centers on collaborative goal setting and intervention decisions (AOTA, 2014). Students' understanding of and ability to engage in collaborative practices with clients is developed throughout the program. Students learn the importance of and how to collaborate with clients through structured coursework, interactions with the consumer-educator, and fieldwork assignments.

On the *intra-disciplinary* level, students practice team and collaboration skills through course assignments and teaching methods interspersed within courses. Throughout the program, didactic courses incorporate small group learning activities that occur during on-campus classes or through online experiences. Additionally, students learn to collaborate with experienced occupational therapy practitioners through Level I and II fieldwork experiences.

*Interprofessional* collaboration involves developing effective working relationships with individuals in other disciplines, so that students have opportunities to learn and apply the knowledge and behaviors required for quality practice in today's diverse health systems. Interprofessional education is essential in preparing future occupational therapists to facilitate improved service delivery and outcomes (AOTA, 2015a). During the second semester, occupational therapy student team with industrial design student teams to create adaptive solutions for individual clients. In subsequent semesters, opportunities with other design and architecture students are offered. Beginning in the first summer session, students participate in interprofessional class activities with peers from the university's other health care profession programs. Some Jefferson Center for Interprofessional Education (JCIPE) learning activities are embedded in OT course. Activities not embedded into coursework may be used as part of the Professional Identity Portfolio. Additional interprofessional opportunities will be announced throughout the curriculum as they become available.

Together, these experiences reinforce the value of collaboration, and the ability to work inter-professionally with those who provide services to individuals, organizations, and populations so as to effect care quality and health outcomes (AOTA, 2015a). Occupational therapy students contribute to these projects by educating their collaborative partners about the occupational needs of individuals, families, and communities, while advocating for the development of innovative solutions, products, and programs (AOTA, 2014).



## **Professional Identity**

Both within coursework and through faculty modeling, the Program strives to instill a commitment to the personal responsibility for ongoing enhancement of professional competence. It also nurtures values based on openness to change and new developments from both within and outside the profession (Falk-Kessler, 2014; Tickle-Degnen, 2009). The faculty believe acquisition of such values does not occur as a result of an event, but rather through the development of habitual behaviors that support those values. Therefore, this thread is woven throughout the curriculum.

Students are introduced to *Professional Identity* during the first semester in the Evolving Professional seminar where they learn about the values and behaviors that are associated with being a health professional. The Program utilizes the *Professional Behavior Attributes* self-rating continuum to define professional behavior expectations. Students' development of these behaviors is reviewed with the student's advisor, and later, reinforced within the Level I Fieldwork Seminars. The introduction and review of these behaviors over multiple semesters serves as an additional reinforcement of fieldwork behavior expectations.

Students are further supported through a series of recurrent processes directed toward the development of a professional identity that is grounded in advocacy, volunteerism, and professionalism. Each semester, students are expected to volunteer for and engage in a menu of activities at program, university, or community levels that are directed toward professional identity development. These experiences are reviewed through regular dialogue with the student's advisor. Students document their professional growth and achievements through reflective journaling completed at intervals over the program. During the final didactic semester, students link these and other academic experiences to overall program outcomes in a personal portfolio that demonstrates their professional identity development.

Completing a portfolio is a process of identifying accomplishments, providing evidence of professional development, and reflecting on personal growth. By regularly contributing to their individual portfolios, students learn important strategies for refining skills of self-reflection and professional development. The client-educator, fieldwork, academic and volunteer activities applied throughout the program provide opportunities for students to progressively develop and demonstrate their integration of curriculum content, as well as their evolving professional identity. See the Professional Identity Portfolio in the OT Student Center for more information.

## **Critical Inquiry Project**

Through use of in-class and electronically mediated learning models, faculty challenge students to critically examine and apply concepts learned in courses during a given semester while simultaneously expecting students to draw on knowledge gained in previous assignments and semesters. Emphasis on professional development and the expectation that critical thinking is an essential skill necessary for ongoing competence and growth is derived from an understanding of the literature on transitions from students to professionals. This evolution is marked by a culminating project that reflects students' deepening critical inquiry skills. The Program's capstone requires students to integrate evidence with clinical and professional reasoning.

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## STUDENT LEARNING OUTCOMES

The MSOT Program prepares entry-level practitioners for practice in a variety of occupational therapy arenas. The student learning outcomes reflect the program's educational mission, philosophy and curriculum design. These outcomes are as follows:

The MSOT Program prepares graduates to:

- Provide occupation-based and client-centered care by competently applying and adapting the occupational therapy process.
  - Competently apply and adapt the occupational therapy process in order to support health and participation
  - Apply core theory, knowledge, skills and professional reasoning to inform practice
- Demonstrate the attitudes, behaviors, and responsibilities associated with being a health professional (e.g., effective communication, respect for diversity, ethical practice).
  - Communicate effectively with relevant stakeholders (clients, families, others)
  - Apply professional and ethical reasoning to inform clinical decisions
- Apply and integrate evidence-based methods to facilitate outcomes, build knowledge, and inform occupational therapy practice.
  - Demonstrate skills in generating and answering clinical questions
  - Effectively locate, evaluate and become ethical and skilled users of information sources to make informed practice decisions
- Partner with stakeholders to address the health and participation needs of individuals, groups, and populations.
  - Establish and maintain collaborative partnerships (within and across disciplines)
  - Consult and collaborate with clients, caregivers, team members and other stakeholders
- Develop innovative tools, programs, and services to promote participation and well-being.
  - Assess and address clients' personal, sociocultural and environmental assets and challenges to support participation
  - Design programs or services that support health and participation

### ***PROGRAM DESCRIPTION***

The Program is designed for (1) students who have a Bachelor's degree or higher in a field other than occupational therapy and completed all prerequisites are eligible to apply to the MSOT program and (2) students who know early on that they want to become occupational therapists (Accelerated BS/MSOT). The Accelerated BS/MSOT allows students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of these degrees separately. Undergraduate courses and extra-curricular experiences provide students with a foundation to develop the knowledge, values, and interpersonal skills needed for success as an occupational therapist. During the first three years of undergraduate coursework, students' complete major requirements for the bachelor degree, including the University's Hallmark and liberal arts courses and MSOT Program prerequisites. Students who meet the MSOT Program progression criteria can matriculate into the weekend master's program by enrolling in first year MSOT coursework during Year 4 of their undergraduate studies. This begins the professional phase. At the end of Year 4, students are awarded the bachelor degree in either Health Sciences or Psychology. The Master's degree in Occupational Therapy is awarded in Year 6, upon completion of graduate OT Program requirements. See MSOT for more information.

The MSOT program prepares students for employment as entry-level practitioners in a variety of settings. Students have opportunities to do advanced work and independent study in areas such specialized practice, research, academic teaching, collaboration with professional organizations, and entrepreneurial projects under the mentorship of a faculty member.

The MSOT program in EF is a hybrid program, delivered in a blended learning model, consisting of on-campus weekend sessions and online learning experiences. The majority of coursework is offered in bi-weekly on-campus weekend sessions (Friday/Saturday), supplemented by off-campus and online learning. Some courses may require additional days on campus or travel to facilities off-site (refer to specific course syllabi for more information). The 74-credit program can be completed in two-and half years and consists of CORE and non-CORE courses. The CORE courses are Functional Anatomy, Applied Neuroanatomy, Assessment & Intervention courses (Children & Youth; Adult), and Psychosocial Interventions). The curriculum is evolving and in the next year all courses will be considered core.

# MSOT PROGRAM – EAST FALLS      CURRICULUM BY SEMESTER

Total length of time for completion of program: 2.5 years

## Year 1 (BS/MSOT, Year 4)

			<b>Credits</b>
<b>FALL</b>			
OCC 610	Evolving Professional Seminar		1
OCC 611	Foundations for Practice		3
OCC 613	Functional Anatomy		4
OCC 621	Occupational Competence		3
OCC 625	Clinical Skills A		1
	<b>Total</b>		<b>12</b>
<b>SPRING</b>			
OCC 616	Assistive Technology Design		2
OCC 623	Applied Neuroanatomy		4
OCC 628	Intro to Evaluation		1
OCC 635	Clinical Skills B		1
OCC 645	Clinical Skills C		1
OCC 741	Interpersonal Relationships & Groups		3
	<b>Total</b>		<b>12</b>
<b>SUMMER</b>			
OCC 626	Evidence Based Practice		3
OCC 735	Level I Fieldwork A		1
OCC 746	Psychosocial Interventions		4
OCC 766	Older Adults: Enabling Participation		2
	<b>Total</b>		<b>10</b>

## Year 2 (BS/MSOT, Year 5)

			<b>Credits</b>
<b>FALL</b>			
OCC 745	Level I Fieldwork B		1
OCC 748	Assessment & Intervention: Adults		5
OCC 749	Children & Youth A		3
OCC 754	Environmental Dimensions of Occupation		3
	<b>Total</b>		<b>12</b>
<b>SPRING</b>			
OCC 751	Professional Issues & Trends		3
OCC 755	Level I Fieldwork C		1
OCC 757	Innovative Practice in OT		3
OCC 759	Children & Youth B		3
OCC 767	Critical Inquiry I		2
	<b>Total</b>		<b>12</b>
<b>SUMMER 1</b>			
OCC 764	Specialty Practice: Upper Extremity Rehab		2
OCC 769	Critical Inquiry II		1
OCC 784	Mastery		1
	<b>Total</b>		<b>4</b>

**Year 2.5 Students** complete one of the following Tracks:

### TRACK 1: Summer 2 and Fall Semesters\*

			<b>Credits</b>
<b>SUMMER 2</b> (July to September)			
OCC 778	Level II Fieldwork A		6
<b>FALL</b> (October to December)			
OCC 779	Level II Fieldwork B		6
	<b>Total</b>		<b>12</b>

\*Students graduate in December.

**OR**

**TRACK 2: Fall and Spring Semesters\***

**FALL** (October to December)

OCC 778 Level II Fieldwork A

**SPRING** (January to March)

OCC 779 Level II Fieldwork B

**Credits**

6

6

**Total 12**

\*Students graduate in May.

## FIELDWORK REQUIREMENT

### **PURPOSE OF THE FIELDWORK EXPERIENCE**

The purpose of fieldwork experience is to “propel each generation of occupational therapy practitioners from the role of student to that of practitioner” (AOTA, 2009 p. 445). Fieldwork experience provides students with the opportunity to achieve competence in applying the occupational therapy process using evidence-based interventions to meet the needs of diverse populations (AOTA, 2009, p, 445). Through fieldwork students integrate academic content and experiential learning and apply the knowledge, skills and attitudes gained in the academic setting to the active delivery of services. Supervised fieldwork experience is an integral part of both the educational process and professional preparation. Two distinct levels of fieldwork experience are established in the ACOTE *Standards for an Accredited Educational Program for the Occupational Therapist*. Successful completion of Level I and Level II Fieldwork experiences are prerequisites for taking the NBCOT Certification Examination. *(Please refer to your Fieldwork Manual for details of the fieldwork experience, procedures, and expectations.)*

Occupational Therapy is an applied science. Evaluation and intervention techniques are taught by both didactic and experiential methods. Clinical fieldwork experiences are an integral part of professional education. Level I clinical fieldwork is integrated with didactic coursework and is offered concurrently with the didactic curriculum beginning in Year 1 summer semester. Fieldwork provides the opportunity to develop both observation and practice skills. Students participate in three Level I experiences.

### **ACADEMIC ELIGIBILITY AND PROGRESSION FOR FIELDWORK**

Students may only progress through fieldwork courses in the curriculum in sequence. Each experience builds on the successful completion of prior fieldwork experiences. Students will not be enrolled in subsequent clinical fieldwork experiences until prerequisite requirements are satisfied.

Students must be in good academic standing with a minimum 3.0 cumulative GPA (CGPA) by the end of the semester preceding Level II Fieldwork in order to progress to Level II fieldwork. Academic advisors will suggest strategies to increase GPA to students who are not in good standing. In the event students fail to achieve the cumulative GPA requirement for progression to fieldwork, they are dismissed from the department. The student’s academic advisor will recommend that the student consider other health professions and/or career options outside of the department.

Level I experiences complement the MSOT curriculum design and are completed on a part-time basis in conjunction with selected assessment and intervention coursework. The Level I fieldwork experience is designed so that students gain experience with a variety of populations who are served in a range of fieldwork settings and/or simulation experiences. Students' complete hours at designated settings concurrent with the program’s assessment and intervention coursework (psychosocial in semester 3, physical rehabilitation in semester 4, children and youth in semester 5). Each experience builds on (successful completion of all) prior coursework.

Level II fieldwork placements are full time and require the application of occupational therapy knowledge. Students must successfully complete a minimum of six months of full-time clinical training under the supervision of qualified occupational therapists. Student must successfully complete the Level II fieldwork within 15 months beyond the date of completion of the final didactic semester or completion of remediation course(s), and/or demonstrate academic and clinical competency in selected course(s) prior to beginning fieldwork experiences.

## ***PREREQUISITE FIELDWORK REQUIREMENTS***

Fieldwork sites may require health clearances such as background check, child abuse clearance, fingerprinting, drug screens and CPR certification at various times throughout the curriculum in order to permit participation in the fieldwork experience. Participation in fieldwork is a required part of the curriculum and a requirement for graduation. Students are responsible for the cost of site specific requirements. Fieldwork sites may deny a student's participation in the clinical fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program.

All students in the Department of Occupational Therapy are required to maintain current 2-year American Heart Association or American Red Cross CPR certification for health care providers for the duration of their time in the program. Students without the required certification will not be able to participate in fieldwork, resulting in the inability to complete required coursework in a timely manner.

## ***STUDENT FIELDWORK SITE SELECTION AND PLACEMENT***

The Department of Occupational Therapy has fieldwork agreements with hundreds of facilities locally and nationally, each of which offers unique opportunities for student learning. Students are assigned to a range of practice areas for their clinical fieldwork experiences. Practice settings may include medical settings, community health programs, school systems, early intervention programs, work programs and home environments. Students' needs and interests are incorporated into the preliminary phase of fieldwork site selection; however, placement is at the sole discretion of the Academic Fieldwork Coordinator. In order to minimize any conflict of interest, students are NOT assigned placement at an organization where they have previously been employed, volunteered, have an agreement for employment, or any relationship with staff or board members.

Student exposure to individual/patient/client care begins with the Client Educator Project in OCC610 and through their Level I fieldwork experience. Specific details covering fieldwork placement are available in the program-specific Student Fieldwork Handbook. Participation in this integrated learning helps students to gain proficiency in the occupational therapy process.

## ***TRAVEL, TRANSPORTATION, SAFETY, AND HOUSING***

Students are responsible for arranging their own transportation to fieldwork sites. Housing, living, transportation, and similar additional costs associated with fieldwork are the responsibility of the student. Carpools and expense-sharing are encouraged.

### **Fieldwork Safety Policy**

Fieldwork students should never go into a client's home alone. They must be accompanied by another student, staff person or faculty member. Occupational therapy students should never drive clients in a vehicle, whether the vehicle is the student's, client's, or belongs to the site.

### **Change in Health Status**

A change in a student's health status that could impact fieldwork participation should be reported to the Academic Fieldwork Coordinator through Student Health Services. Though the student's right to privacy is recognized and respected, it is important that the appropriate people are aware of the situation in order to best support the student. If this change in health status requires accommodations, the student should contact the Office of Accessibility Services.



All students should understand that health conditions and/or injuries may be contraindications for the practice or demonstration of certain therapeutic methods and techniques. As such, if a student experiences a change in health status **immediately prior to or during fieldwork**, it is the student's responsibility to inform the Academic Fieldwork Coordinator in order to discuss the impact of the change in health status on the student's ability to meet fieldwork performance expectations with or without accommodations. **Medical documentation may be required in order to determine if it is in the best interest of the student and/or clinical site for the placement to continue.**

### **Medical Documentation**

Upon request, students will obtain written clearance from their primary physicians when a change in health status occurs. This clearance identifies precautions and/or restrictions that must be adhered to during the fieldwork timeframe. Additionally, students are asked to complete the *Permission to Release Information* form and forward this to the AFWC. This permission allows the AFWC to discuss the student's health restrictions with the on-site fieldwork educator. Please note, some restrictions may result in fieldwork cancellation and/or postponement. In that event, the AFWC will need to reschedule the fieldwork at the next available opportunity, once the restrictions are removed. Refer to Appendices for information related to change in health status and permission to release information.

## LEVEL II FIELDWORK PERFORMANCE REQUIREMENTS

Students must be in good academic standing with a minimum 3.0 cumulative GPA (CGPA) by the end of the semester preceding the first Level II Fieldwork placement and complete all didactic coursework in order to progress to Level II fieldwork.

Level II Fieldwork courses are graded as Credit/No Credit (C/NC). Students must receive CREDIT for all Level II Fieldwork courses.

The Academic Fieldwork Coordinator is responsible for assigning the Level II Fieldwork course grade. To assign the grade, the AFWC considers the evaluation of student performance and demonstrated achievement of competencies provided by the fieldwork educator.

Students who withdraw from Level II Fieldwork receive a grade of NC or withdrawal (W). Faculty determine if the student is permitted to repeat the placement.

- If permission is granted, students must enroll in *OCC797 Special Topics in Occupational Therapy* and pay tuition (1 credit). In this course, students will develop, implement and evaluate their performance through a remediation process that addresses their unsatisfactory performance in Level II Fieldwork
- After successful completion of the remediation process, students must register, pay tuition and repeat the Level II Fieldwork course.

Students who withdraw from Level II Fieldwork or have to be removed may be dismissed.

- Students who are dismissed may petition the Department Chair for readmission to the program. Students should refer to the Readmission Policy in the JCRS Student Handbook.
- If readmission is approved, students must enroll in *OCC 797 Special Topics in Occupational Therapy* and pay tuition (1 credit). In this course, students will develop, implement and evaluate their performance through a remediation process that addresses their unsatisfactory performance in Level II Fieldwork
- After successful completion of the remediation process, students must register, pay tuition and repeat the Level II Fieldwork course.

Repetition of a Level II Fieldwork placement could delay graduation.

Students can only repeat Level II Fieldwork course ONE TIME.

Students are subject to dismissal from the program if they perform an unsafe act and/or commit unethical clinical behavior that jeopardizes the physical and/or emotional wellbeing of clients, family/caregivers, staff or other students.

## CERTIFICATION AND LICENSURE ELIGIBILITY

### **PROFESSIONAL CERTIFICATION**

Students who successfully complete the academic and fieldwork requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy (NBCOT).

Certification or licensure as a health professional may be denied to individuals convicted of a felony or misdemeanor. Obtain information regarding individual eligibility from the appropriate credentialing bodies. These individuals should consult state licensing agencies and NBCOT prior to attending OT school. Level I and II Fieldwork sites may require health and clearances such as background check, child abuse clearance, fingerprinting, drug screens and CPR certification at various times through the curriculum in order to permit participation in Fieldwork.

Participation in Level I and II Fieldwork are required components of the curriculum and a requirement for graduation. Students are responsible for the cost. Level I and II fieldwork sites may deny a student's participation because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. When you apply for admission to take the certification examination, you will be asked to answer questions related to the topic of felonies. For further information on limitations that apply to this topic and on the certification process, contact NBCOT:

One Bank Street, Suite 300  
Gaithersburg, MD 20878  
**Phone:** (301) 990-7979  
**Fax:** (301) 869-8492  
**Email:** [info@nbcot.org](mailto:info@nbcot.org)

## STATE LICENSURE FOR OCCUPATIONAL THERAPY

Each state has its own form of regulation for occupational therapy practitioners. State Licensure Boards protect the health of the consumer. The Academic Fieldwork Coordinator will instruct students in this process during their final academic semester. If you have further questions regarding specific state licensure requirements, call the numbers listed below, or contact AOTA at [www.aota.org](http://www.aota.org) for names, telephone numbers and contact information of other state licensure boards (1-800-SAY-AOTA).

### **PENNSYLVANIA**

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Pages/default.aspx>  
PO BOX 2649  
Harrisburg, PA 17105-2649  
(717) 783-1389

### **NEW JERSEY**

<https://www.njconsumeraffairs.gov/ot>  
PO BOX 45037, Newark, NJ 07101  
(973) 504-6570

### **DELAWARE**

<https://dpr.delaware.gov/boards/occupationaltherapy/>  
861 Silver Lake Blvd. Suite 203, Dover, DE 19904  
(302) 677-7304



# Department of Occupational Therapy

## Appendix C: OTD Program-Center City

## **EDUCATIONAL PHILOSOPHY**

The OTD Program has the following beliefs about human beings: Humans are uniquely capable of participating and investing their energy in self-selected, meaningful and purposeful activity called “occupation,” which is defined as activities that bring meaning and allow people to participate in society (American Occupational Therapy Association, (AOTA, 2014). The desire or drive for occupation is based on a number of interacting factors both internal and external to individuals. These factors include state of health, developmental status, level of engagement and interest, and environmental context, all of which may help or hinder a person’s participation in occupation. A core philosophical assumption of occupational therapy is 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” (Hooper and Wood, 2014, p.38).

Occupational therapy is described as the, “therapeutic use of everyday activities with individuals or groups for the purpose of enhancing or enabling participation in everyday life roles, habits and routines in home, school, workplace, community and other settings” (AOTA, 2014 p. S1).

Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellbeing for clients with disability and non-disability-related needs (AOTA, 2014). As such, occupational therapy services promote participation in meaningful interactions within the environment, support fulfillment of occupational roles and promote health and wellbeing.

Occupational therapy practitioners utilize their knowledge of the transactional relationship among the person, occupation and environment (AOTA, 2014) to facilitate a “goodness of fit” which may incorporate adaptation and modification of the environment to promote participation in occupations. We believe that optimum participation in occupation is essential for the health of individuals, communities, and the entire world (Wilcock, 2006). Thus, central to the curriculum is for students to understand that people have a need to participate in purposeful and meaningful occupation (AOTA, 2014), which is critical to learning and applying the basic tenets of occupational therapy and the occupational therapy process.

The teaching and learning process is a transformative experience (Mezirow, 2003) in which the student engages with information, ideas and content to create meaningful occupational therapy knowledge and skill competencies. Facilitating learning in occupational therapy students requires active, reflective engagement in a variety of methods derived from established evidence-based teaching strategies (Barkley, Major & Cross, 2014; Herge, et. al., 2013) and best practices in education. This process promotes the student’s ability to analyze and synthesize information, utilize critical thinking to solve problems in practice and to design and implement evidence- based, data driven and outcome-oriented interventions.

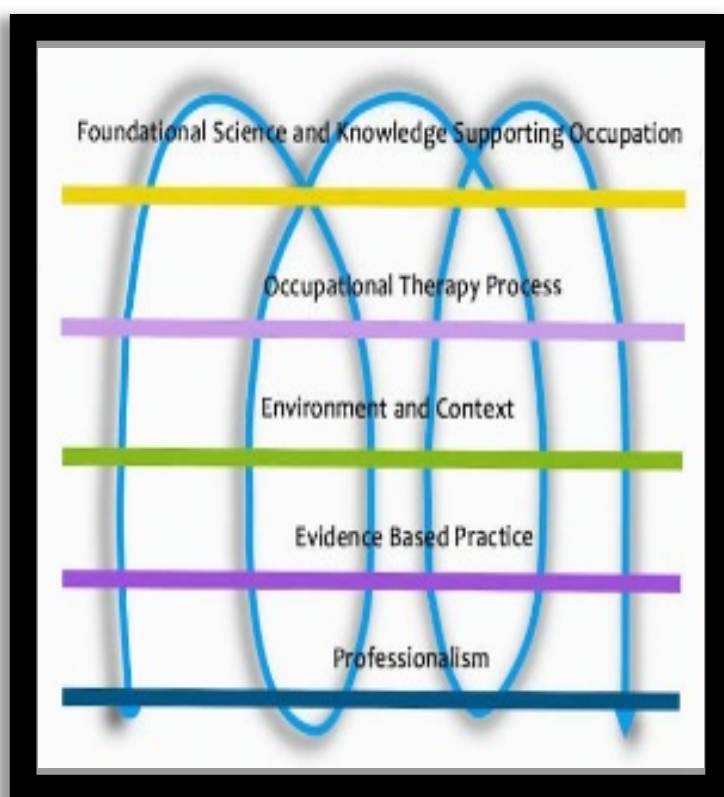
Learning takes place within a culture that values and fosters interprofessional practice to provide optimal care to persons, populations, and communities (AOTA, 2014; Reeves, et. al., 2013).

Furthermore, learning is a lifelong process for which each individual is responsible. Students enter practice prepared to continue their involvement in professional and educational activities to advance their own development while moving profession forward while serving societal needs. Educating occupational therapists is a process steeped in ethical decision-making that encompasses developing skills in advocacy, clinical and educational leadership, and visionary practice.

## **CURRICULUM DESIGN**

The OTD Program conceptualizes learning as a dynamic process that unfolds and builds upon itself as new knowledge and skills are introduced and integrated. Given this process, a set of core concepts are introduced, revisited, and expanded to facilitate the ongoing development of students' knowledge, skills, and attitudes. This complex process can be represented as a spiral of learning (Bruner, 1960; Harden, Davis, & Crosby, 1997; Masters & Gibbs, 2007), in which students' existing knowledge serves as a starting point upon which additional and more complex learning is built (Wells & Claxton, 2002). Within this spiral process students become socialized to the professional culture and community of occupational therapy as they assimilate and integrate the values, beliefs, knowledge, skills, and traditions of the field (Berg et al., 2009).

Students are challenged to be flexible, critical, and innovative thinkers who anticipate and respond to society's occupational needs. They are prepared to apply theoretical principles and practice competencies to novel situations in diverse arenas of practice. Students learn to be skillful in articulating, demonstrating, and applying evidence-based, data driven, outcome-oriented strategies, to facilitate participation in persons, populations, and communities (AOTA, 2014).



In the program, learning is a dynamic process, which unfolds and builds upon itself as new knowledge and skills are introduced and integrated (Brown, Collins, and Duguid, 1989; Wells & Claxton, 2002). Learning is tailored to the needs of each cohort. The program delivers coursework that exposes students to in depth knowledge of delivery models, policies, systems, and populations preparing the student, upon graduation, to practice in settings where occupational therapy is currently practiced and settings where it is emerging.

Through the capstone experience and capstone project, OTD students synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

The Curriculum Design reflects the

spiral of learning incorporating following five curricular threads:

### ***Foundational Science and Knowledge Supporting Occupation***

Comprises basic underlying science content that provides the foundation for occupational therapy education and practice, including anatomy and kinesiology, neuroscience, occupation, and human development.

### ***Occupational Therapy Process***

Encompasses the knowledge and skills needed to provide health-promoting, client-centered, and contextually responsive occupational therapy services for persons, groups and populations, including

skilled use of clinical reasoning and therapeutic use of self. The occupational therapy process is characterized by integration of theory and incorporation of principles of health literacy into screening, evaluation, intervention planning, intervention implementation, documentation, and measurement of outcomes to support health, health promotion and participation in occupation.

### ***Environment and Context***

Reflects the intensive focus on understanding how the environment and context impact human participation, including geographical, developmental, political, economic, physical, social, cultural, temporal and virtual features; and the use of this knowledge in the occupational therapy process. Skills emphasized include environmental assessment, environmental adaptation and modification, clinical reasoning related to environment and context; and program development and evaluation processes are included.

### ***Professionalism***

Involves aspects of professional behavior and practice that are needed to perform successfully and ethically, participate within complex systems of care, and utilize various methods of service delivery in meeting society's occupational needs. Key aspects of professionalism include development of professional behaviors such as skillful communication with interprofessional team members and clients; knowledge of systems administration and management; and development of leadership capacity including advocacy and integration of professional values and ethics.

### ***Evidence-based Practice***

Incorporates the spectrum of systematic inquiry processes and strategic actions that underlie principles of evidence-based practice, including integration of theory and research, client perspectives, and the occupational therapist's clinical reasoning and experience. Skills developed include a systematic approach to research appraisal and application of findings to inform practice and measure outcomes.

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## **GENERAL STUDENT LEARNING OUTCOMES**

The OTD Program prepares entry-level practitioners for practice in a variety of occupational therapy arenas. The Department's student learning outcomes reflect the program's educational mission, philosophy and curriculum design. These outcomes are as follows:

### **THREAD 1: Foundational Science and Knowledge Supporting Occupation**

Students will:

1. Link humanities and the basic, social, behavioral, developmental, and biomedical sciences to the core concepts of occupational therapy to achieve health, well-being, and participation in life through engagement in occupation.
2. Examine the complex and multidimensional nature of humans within the context of diverse sociocultural systems, groups, and populations.
3. Examine the concept of occupation as a complex, multi-layered phenomenon and understand it as a driving and organizing force in human life.

### **THREAD 2: Occupational Therapy Process**

Students will:

1. Utilize occupations, tasks and activities to promote health, well-being, and participation in clients and their caregivers through a process of screening, evaluating, goal setting, program planning, intervention implementation, outcome measurement, discharge planning, and referral to other services.
2. Support client/caregiver engagement and commitment to the occupational therapy (OT) process by:
  - a. developing skills in written and oral communication; utilization, selection, planning, and implementation of evidence-based intervention
  - b. creating teaching and learning strategies for service delivery that incorporate critical thinking, clinical reasoning, problem solving skills, and an understanding of health literacy to effectively teach and train clients, caregivers, family members and others, and communities to facilitate skills in occupation, including prevention, health maintenance, health promotion and safety
  - c. utilizing principles of occupational therapy theory and philosophy that enhance client and/or caregiver health, well-being, and participation, including client and potential client advocacy
  - d. articulating and utilizing evidence-based processes for all practice areas to synthesize, evaluate problems related to performance and participation
  - e. considering the continuum of need from individual to population-based interventions
  - f. providing population-based interventions that address occupational needs as indicated by a community

### **THREAD 3: Environment and Context**

Students will:

1. Understand, analyze, and utilize context and environment as factors that impede or enhance a client's ability to engage in occupation and participate in life.
2. Utilize evidence-based knowledge to support environmental modification to challenge and/or support culturally relevant occupational performance.



#### **THREAD 4: Professionalism, Management & Leadership**

Students will:

1. Integrate occupational therapy professional values and attitudes that are implicit in the range of occupational therapy roles including clinician, educator, administrator, researcher, clinical specialist and master clinician.
2. Demonstrate judgment and leadership capabilities that are required in a complex and changing health care environment, including responsibility for lifelong learning.
3. Understand the structure and function of local, state, national and international professional organizations and integrate resources in order to participate in advocacy activities.
4. Identify and evaluate the impact of context in regard to the management and delivery of OT services for individuals and populations.
5. Advocate for change in service delivery policies, influence changes in a system(s) and identify opportunities to address societal needs.
6. Evaluate systems that create federal and state legislation.
7. Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy services to individuals and populations.
8. Identify and develop strategies to promote staff development that are based on evaluation of the personal and professional abilities and competencies of supervised staff as they relate to job responsibilities.

#### **THREAD 5: Evidence-based Practice**

Students will:

1. Understand and appraise the validity of evidence, including the design and methodology of research studies, to determine its usefulness for informing clinical practice.
2. Understand the importance of generating and using assessment data to develop evidence-based interventions and measure outcomes as an integral part of occupational therapy practice.

## **OTD STUDENT LEARNING OUTCOMES**

The OTD student will:

1. Use theoretical, evidence based, ethical & skilled decision-making and therapeutic approaches to achieve optimal outcomes.
2. Demonstrate commitment to lifelong professional development and engagement in the profession
3. Engage in leadership and advocacy in traditional and emerging practice areas
4. Contribute to the science that supports occupational therapy practice
5. Engage in complex and ethical decision making in traditional and non- traditional areas of practice

## **OTD PROGRAM CURRICULUM**

### ***OTD PROGRAM DESCRIPTION***

The OTD program includes 115 credits completed in two years & nine months. Coursework includes basic professional knowledge and in-depth knowledge and skill in the areas of practice, research, administration, policy, professional development, leadership, advocacy and theory. OTD students work closely with an OTD faculty mentor to perform in-depth work in a variety of areas. Graduates are prepared practice as a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer.

**OTD PROGRAM – CENTER CITY****CURRICULUM BY SEMESTER**

Total Length of Time of Program: 3 years

**YEAR 1**

	<b>Credits</b>
<b>FALL</b>	
OT 302 Applied Anatomy and Kinesiology (Lecture/Laboratory)	4
OT 311 Health and Health Conditions	4
OT 321 Foundations of Occupation-Centered Practice Laboratory I	2
OT 336 Occupation Through the Life Span	5
OT 340 Domains of Occupational Therapy Practice – Level I Fieldwork	2
OT 700 Developing Your OTD Practice Toolkit	1
<b>Total</b>	<b>18</b>
<b>SPRING</b>	
OT 308 Neuroscience Foundations of Occupational Therapy (Lecture)	4
OT 322 Foundations of Occupation-Centered Practice Laboratory II	2
OT 357 Evaluation Process	4
OT 577 Historical Perspectives on Theory-Based Practice	3
OT 560 Interventions: Environmental Competence	3
OT 561 Environmental Competence Lab	1
OT 562 Environmental Competence in Action	1
OT 701 Exploration of Doctoral OT Practice: The Faculty-Mentored Experience	1
<b>Total</b>	<b>19</b>
<b>SUMMER</b>	
OT 341 Occupational Analysis and Evaluation – Level I Fieldwork	2
OT 467 Health Services Administration and Professional Development	2
OT 603 Research Mentorship and Methods	4
OT 702 OTD Leadership: National and Global Perspectives	1
<b>Total</b>	<b>9</b>

**YEAR 2**

	<b>Credits</b>
<b>FALL</b>	
OT 440 Interventions: Enhancing Human Performance – Level I Fieldwork	2
OT 441 Interventions: Enhancing Social Participation – Level I Fieldwork	2
OT 552 Interventions: Enhancing Human Performance (Lecture/Laboratory)	5
OT 558 Interventions: Enhancing Social Participation (Lecture/Laboratory)	3
OT 703 Professional Practice & Inquiry in Occupational Therapy	3
OT 699 Graduate Elective or Independent Study	3
<b>Total</b>	<b>18</b>
<b>SPRING (January to March)</b>	
OT 480 Level II Fieldwork A (January through March)	6
OT 704 A Evidence-Based Practice I (January through March)	3
<b>Total</b>	<b>9</b>
<b>SUMMER 1 (April to June)</b>	
OT 482 Level II Fieldwork B (April through June)	6
OT 704 B Evidence-Based Practice II (April through June)	3
<b>Total</b>	<b>9</b>
<b>SUMMER 2 (July to August)</b>	
OT 705 Advanced Evidence-Based Practice for the OTD Student	4
OT 706 Visionary Practice: Creating & Measuring Outcomes	3
OT 707 The Doctoral Capstone: Preparing for the OTD Experience and Project	2
<b>Total</b>	<b>9</b>

**YEAR 3**

		<b>Credits</b>
<b>FALL</b>		
OT 720	Doctoral Capstone Seminar A	12
<b>SPRING</b>		
OT 721	Doctoral Capstone Seminar B	12
	<b>Total</b>	<b>24</b>
	<b>Total Curriculum Credits</b>	<b>115</b>

## CLINICAL FIELDWORK REQUIREMENTS

### **PURPOSE OF THE FIELDWORK EXPERIENCE**

The purpose of fieldwork experience is to “propel each generation of occupational therapy practitioners from the role of student to that of practitioner” (AOTA, 2009 p. 445). Fieldwork experience provides students with the opportunity to achieve competence in applying the occupational therapy process using evidence-based interventions to meet the needs of diverse populations (AOTA, 2009, p, 445). Through fieldwork students integrate academic content and experiential learning and apply the knowledge, skills and attitudes gained in the academic setting to the active delivery of services. Supervised fieldwork experience is an integral part of both the educational process and professional preparation. Two distinct levels of fieldwork experience are established in the *ACOTE Standards for an Accredited Educational Program for the Occupational Therapist*. Successful completion of Level I and Level II Fieldwork experiences are prerequisites for taking the NBCOT Certification Examination. *(Please refer to your Fieldwork Manual for details of the fieldwork experience, procedures, and expectations.)*

Occupational Therapy is an applied science. Evaluation and intervention techniques are taught by both didactic and experiential methods. Clinical fieldwork experiences are an integral part of professional education. Level I clinical fieldwork is integrated with didactic coursework and is offered concurrently with the didactic curriculum beginning in the first year giving the students opportunities to develop both observation and practice skills. Students participate in a minimum of 3 Level I experiences.

### **PREREQUISITE FIELDWORK REQUIREMENTS**

Fieldwork sites may require health clearances such as background check, child abuse clearance, fingerprinting, drug screens and American Heart Association- BLS CPR certification at various times throughout the curriculum in order to permit participation in the fieldwork experience. Participation in fieldwork is a required part of the curriculum and a requirement for graduation. Students are responsible for the cost of these (prerequisite) requirements. Fieldwork sites may deny a student’s participation in the clinical fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program.

All students in the Department of Occupational Therapy are required to maintain current 2-year American Heart Association- BLS CPR certification for health care providers for the duration of their time in the program. Students without the required certification will not be able to participate in fieldwork, resulting in the inability to complete required coursework in a timely manner.

### **STUDENT FIELDWORK SITE SELECTION AND PLACEMENT**

The Department of Occupational Therapy has fieldwork agreements with hundreds of facilities locally and nationally, each of which offers unique opportunities for student learning. Students are assigned to a range of practice areas for their clinical fieldwork experiences. Practice settings may include medical settings, community health programs, school systems, early intervention programs, work programs and home environments. Students’ needs and interests are incorporated into the preliminary phase of fieldwork site selection; however, placement is at the sole discretion of the Academic Fieldwork Coordinator.

In order to minimize any conflict of interest, students are NOT assigned placement at an organization where they have previously been employed, volunteered, have an agreement for employment, or any relationship with staff or board members.

The students' exposure to individual/patient/client care begins in the first year of the program with their level I fieldwork and continues throughout the curriculum. Specific details covering fieldwork placement are available in the program-specific Student Fieldwork Handbook. Participation in this integrated learning helps students to gain proficiency in the occupational therapy process.

## ***TRAVEL, TRANSPORTATION, SAFETY, AND HOUSING***

Students are responsible for arranging their own transportation to fieldwork sites. Housing, living, transportation, and similar additional costs associated with fieldwork are the responsibility of the student. Carpools and expense-sharing are encouraged.

### **Fieldwork Safety Policy**

Fieldwork students should never go into a client's home alone. They must be accompanied by another student, staff person or faculty member. Occupational therapy students should never drive clients in a vehicle, whether the vehicle is the student's, the client's, or belongs to the site.

### **Change in Health Status**

A change in a student's health status that could impact fieldwork participation should be reported to the Academic Fieldwork Coordinator. Though the student's right to privacy is recognized and respected, it is important that the appropriate people are aware of the situation in order to best support the student. If this change in health status requires accommodations, the student should contact the Office of Accessibility Services.

All students should understand that health conditions and/or injuries may be contraindications for the practice or demonstration of certain therapeutic methods and techniques. As such, if a student experiences a change in health status immediately prior to or during fieldwork, it is their responsibility to inform the Academic Fieldwork Coordinator in order to discuss the impact of the change in health status on the student's ability to meet fieldwork performance expectations with or without accommodations. Medical documentation may be required in order to determine if it is in the best interest of the student and/or clinical site for the placement to continue.

### **Medical Documentation**

Upon request, students will obtain written clearance from their primary physicians when a change in health status occurs. This clearance identifies precautions and/or restrictions that must be adhered to during the fieldwork timeframe. Additionally, students are asked to complete the *Permission to Release Information* form and forward this to the AFWC. This permission allows the AFWC to discuss the student's health restrictions with the on-site fieldwork educator. Please note, some restrictions may result in fieldwork cancellation and/or postponement. In that event, the AFWC will need to reschedule the fieldwork at the next available opportunity, once the restrictions are removed.

## LEVEL II FIELDWORK PERFORMANCE REQUIREMENTS

Students must be in good academic standing with a minimum 3.0 cumulative GPA (CGPA) at the semester preceding the first Level II Fieldwork placement in order to progress to Level II fieldwork.

Level II Fieldwork courses are graded as Pass/Fail (P/F). Students must PASS all Level II Fieldwork courses.

The Academic Fieldwork Coordinator is responsible for assigning the Level II Fieldwork course grade. To assign the grade, the AFWC considers the evaluation of student performance and demonstrated achievement of competencies provided by the fieldwork educator.

Students who withdraw from Level II Fieldwork with a failing grade, receive a “WF” for the course and are dismissed.

- Students who are dismissed may petition the Department Chair for readmission to the program. Students should refer to the Readmission policy (page 32).
- If readmission is approved, students must enroll in *OT 699 Academic/ Fieldwork Challenges and Remediation Course Part A and Part B* (two semesters) and pay tuition (1 credit each). In these courses, students will develop, implement and evaluate their performance through a remediation process that addresses their unsatisfactory performance in Level II Fieldwork
- After successful completion of the remediation process, students must register, pay tuition and repeat the Level II Fieldwork course.

Repetition of a Level II Fieldwork placement will delay graduation.

Students can only repeat Level II Fieldwork course ONE TIME.

Students are subject to dismissal from the program if they perform an unsafe act and/or commit unethical clinical behavior that jeopardizes the physical and/or emotional wellbeing of clients, family/caregivers, staff or other students.

# DOCTORAL CAPSTONE REQUIREMENTS

## ***INTENT OF THE DOCTORAL CAPSTONE***

The faculty of the Department of Occupational Therapy at Thomas Jefferson University is committed to enhance pedagogical programs and foster academic excellence through creativity and innovation offering unique opportunities for student learning in context. The concepts of learning and teaching as transformational experiences offer the foundation for developing occupational therapy practitioners, academicians, researchers, leaders and advocates with the ability to propel the profession forward and meet society's occupational needs. The purpose of the doctoral capstone (experience and project) is to produce students who will emerge as pioneers in the use of evidence-based practice, demonstrate the ability to engage in systematic data collection and measure/disseminate outcomes.

## ***CAPSTONE ACADEMIC ELIGIBILITY***

OTD students must successfully complete all didactic coursework up to the fall of year three, Level II fieldwork rotations and coursework (OT 480/482 & OT 704 A/B, OT 705/706/707).

## ***CAPSTONE EXPERIENCE PREREQUISITE REQUIREMENTS***

Capstone experience sites may require health clearances such as a background check, child abuse clearance, fingerprinting, drug screens and American Heart Association- BLS CPR certification at various times throughout the curriculum in order to permit participation in the capstone experience. Participation in the capstone experience is a required part of the curriculum and a requirement for graduation. Students are responsible for the cost of these requirements. Capstone sites may deny a student's participation in the experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. All students in the Department of Occupational Therapy are required to maintain current 2-year American Heart Association- BLS CPR certification for health care providers for the duration of their time in the program. Students without the required certification will not be able to participate in capstone experience, resulting in the inability to complete required coursework in a timely manner.

## ***CAPSTONE EXPERIENCE PLACEMENT***

ACOTE (2018) mandates that the OTD Capstone experience be a faculty-mentored experience. Beginning with OT 700 through OT 703 of the curriculum, students are exposed to a variety of faculty-driven research and scholarship activities, including Promoting Environments that Measure Outcomes (PrEMO) practice opportunities.

During **OT 703: Professional Practice and Inquiry in OT**, the student is exposed to faculty/capstone sites in order to develop a deeper understanding of the mission and goals of each program of research or site. At the end of the semester, students are required to identify eight capstone sites of interest for their doctoral capstone placement.

At the end of Year 2, Fall semester, OTD students must submit a Capstone Placement Form. The CPF includes a rationale for the eight identified capstone sites and two desired area(s) of focus (education, leadership, advocacy, clinical practice, theory development, research, administration, policy and program development). Specific criteria for completing the CPF is provided in the OT 703 Canvas course. The OTD Program Director and Doctoral Capstone Coordinator (DCC) review the CPF forms accordingly. Careful consideration goes into the individual student Capstone placement process.



A formal decision letter identifying the OTD capstone placement will be distributed to each OTD student during the last week of the fall OT 703 (December) semester by the DCC. Placements will also be posted in EXXAT for OTD students to access at any time.

### **IMPORTANT NOTICE**

Due to unforeseen circumstances, a Capstone placement may be cancelled prior to the Capstone experience OR terminated during the Capstone experience. In response, the DCC and OTD Program Director, with input from the Chair, will identify an alternate Capstone experience in a timely manner.

The priority will be to provide an alternate experience that enables the student to successfully complete the Capstone experience and project and meet the requirements for graduation within the expected timeline. In order to uphold this priority, there may be circumstances where the alternate Placement does not align with the student's area of interest.

## ***CAPSTONE ACADEMIC PERFORMANCE REQUIREMENTS***

Failure of a doctoral capstone seminar course (OT 720A and OT 721B) results in immediate dismissal from the program. OTD students who are seeking readmission must consult with their Program Director, complete a drop/add form, and write a letter to the Department Chair to petition re-admission to the program (See readmission policy). Students readmitted to the program must complete the remediation courses prior to embarking on the capstone cycle. Regardless of whether the student withdraws passing or failing, students may repeat only one capstone experience and capstone project during their tenure as a Thomas Jefferson University OTD student.

If difficulties arise during the course of the capstone experience, it is the responsibility of the On- Site mentor and the OTD student to contact the DCC as early in the experience as possible.

The Department of Occupational Therapy and the Student **MUST** be notified if, at midterm (or any time), the Doctoral candidate is in danger of failing. The DCC will make a site visit, or communicate with the On-Site mentor by phone, as soon as possible. A final grade of F is given if a Doctoral Candidate is released or withdrawn from a capstone experience for under performance.

Details regarding midterm and final performance criteria are available within the Doctoral Capstone Manual and correspond with OT 720 A/OT 721 B syllabi (the fall and spring semesters of year three of the OTD curriculum).

## ***TRAVEL, TRANSPORTATION AND HOUSING***

**Students are responsible for providing their own transportation to Capstone sites.**

During the capstone experience, OTD students are required to have access to a vehicle as sites may require travel between settings. For example, an OTD student may be required to travel with their onsite or faculty mentor to different locations in order to provide homecare services. Public transportation may not suffice depending upon the capstone site and associated programming. Housing, living, transportation, and similar additional costs associated with the capstone are the responsibility of the student.

Carpools and expense-sharing are encouraged. Because the capstone experience is a faculty-mentored experience and associated with faculty scholarship, the sites where the capstone experiences and projects are completed have been assessed for compatibility with the OTD program curriculum. Depending on the OTD student's interests and the determination of the placement, students may be required to travel more than two hours to the site. Alternatively, students may choose (and are responsible for) securing suitable lodging near the site location for the duration of the capstone experience.

OTD students are advised to become familiar with the location of available capstone sites and take a test run to your site to determine actual travel time *before* the start date. The OTD student should ensure that they allow extra time for rush-hour travel. Discounts on public transportation and campus parking are available from the Thomas Jefferson University Commuter Services Office in the bookstore.

## CERTIFICATION AND LICENSURE ELIGIBILITY

### **PROFESSIONAL CERTIFICATION**

Students who successfully complete the academic, fieldwork and doctoral capstone experience/project requirements of the OTD program are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy (NBCOT); however, NBCOT will not release the results until the OTD student successfully completes all coursework and doctoral capstone experience/project related activities (re: a completed final transcript from the registrar's office). OTD students successfully completing the examination can use the designation Occupational Therapist, Registered (OTR) and are eligible to apply for a permanent state licensure to practice after successful completion of the entire OTD curriculum.

Certification or licensure as a health professional may be denied to individuals convicted of a felony or misdemeanor. Obtain information regarding individual eligibility from the appropriate credentialing bodies. These individuals should consult state licensing agencies and NBCOT prior to attending OT school. Level I and II, fieldwork and Capstone sites may require health and clearances such as background check, child abuse clearance, fingerprinting, drug screens and CPR certification at various times through the curriculum in order to permit participation in the fieldwork and/or Capstone experiences.

Participation in Level I and II Fieldwork and the Capstone Experience and Capstone Project are a required part of the curriculum and a requirement for graduation. Students are responsible for the cost. Level I and II Fieldwork and Capstone sites may deny a student's participation in the fieldwork and/or the Capstone experience and project because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. When you apply for admission to take the certification examination, you will be asked to answer questions related to the topic of felonies. For further information on limitations that apply to this topic and on the certification process, contact NBCOT:

One Bank Street, Suite 300  
Gaithersburg, MD 20878  
**Phone:** (301) 990-7979  
**Fax:** (301) 869-8492  
**Email:** [info@nbcot.org](mailto:info@nbcot.org)

## STATE LICENSURE FOR OCCUPATIONAL THERAPY

Each state has its own form of regulation for occupational therapy practitioners. State Licensure Boards protect the health of the consumer. The Doctoral Capstone Coordinator will instruct students in this process during their final academic semester. If you have further questions regarding specific state licensure requirements, call the numbers listed below, or contact AOTA at [www.aota.org](http://www.aota.org) for names, telephone numbers and contact information of other state licensure boards (1-800-SAY-AOTA).

### **PENNSYLVANIA**

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Pages/default.aspx>

PO BOX 2649

Harrisburg, PA 17105-2649

(717) 783-1389

### **NEW JERSEY**

<https://www.njconsumeraffairs.gov/ot>

PO BOX 45037, Newark, NJ 07101

(973) 504-6570

### **DELAWARE**

<https://dpr.delaware.gov/boards/occupationaltherapy/>

861 Silver Lake Blvd. Suite 203, Dover, DE 19904

(302) 677-7304



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