

Master of Science in Occupational Therapy



STUDENT MANUAL
2023-2024

This manual is specific to Maria's MSOT Program.

Additional information, for the College, is available in the Maria Academic Catalog. It can be found at <https://mariacollege.edu/academics/academic-catalog>.

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The Master of Science in Occupational Therapy Program received accreditation in spring of 2022, by the Accreditation Council for Occupational Therapy for Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) along with the New York State Department of Education.*

** American Occupational Therapy Association
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449 (301) 652-2682*

**Maria College
Master of Science in Occupational
Therapy Program**

WELCOME

Dear MSOT Student,

WELCOME to the Maria College Master of Science in Occupational Therapy Program. The Manual provides you with a foundation of the occupational therapy philosophy that of the program and of the College while introducing you to the expectations of graduate level profession education. As you work through it, please pay close attention to areas where you may have questions.

Please keep this manual for reference throughout your graduate education. You will be notified of policy changes when they occur. Note that you are responsible for the information, policies, and procedures it contains. We encourage you to read this Manual and to express any concerns as they arise.

The MSOT Program Faculty

MSOT Student Manual Disclaimer

Each student at Maria College is responsible for reviewing, understanding, and abiding by the College's regulations, procedures, requirements, and deadlines as described in the College Catalog, Student Handbook, and Departmental Student Manual.

Notwithstanding anything contained in this *MSOT Student Manual*, **MARIA COLLEGE** expressly reserves the right, wherever it deems advisable, (1) to change or modify its schedule of tuition and fees, (2) to withdraw, cancel, reschedule or modify any course, program of study, degree or any requirement in connection with the foregoing, and (3) to change or modify any policy. Please be advised that, due to printing deadlines, information in this *Student Manual* may be outdated. It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly those concerning satisfaction of degree requirements, by consultation with the student's advisor, the office of the Academic Dean and other appropriate offices such as the Registrar or Financial Aid. In preparing this Manual, efforts are made to provide pertinent and accurate information; however, **MARIA COLLEGE** assumes no responsibility for errors or omissions.

Student Responsibility

The student is responsible for being aware of the information provided in this **Manual**.

Non-Discrimination Policy

Maria College is a non-profit, independent, co-educational institution which does not discriminate in its enrollment or employment practices for any reason including race, sex, color, national origin, creed, sexual orientation, mental or physical disability. Information about the services, activities and facilities accessible to the handicapped may be obtained in the Office of Student Affairs, Mercy Hall. For further information regarding Title IX and 504, contact Ann Reis, Title IX Coordinator, (518) 861-2598.

MARIA COLLEGE MISSION AND VALUES

The Maria College Mission

Maria is a Catholic college sponsored by the Sisters of Mercy and animated by the Mercy charism. It provides career-relevant, opportunity education in the context of the Catholic Intellectual Tradition to all who can benefit from it. Maria is committed to outstanding and holistic student support services, financial sustainability and the purposive use of evidence to drive institutional renewal and student success. Maria seeks to foster graduates who recognize and respect the dignity of every human person and who will transform their knowledge and skill into caring and compassionate service to others.

Maria College Values



MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM MISSION

The mission of Maria College's Master of Occupational Therapy Program is to prepare students with a robust foundation for occupational therapy practice. The program embraces values common to the occupational therapy profession and to Maria College that include altruism and compassion for those facing difficulty in life and for those coming from a wide variety of backgrounds. Grounded evidence, theory, and principles of ethical leadership, we facilitate student acquisition of the skills necessary to prepare these future practitioners to meet the demands of a complex and ever-changing healthcare system.

DEFINITION OF OCCUPATIONAL THERAPY

Occupational therapy is a science-driven, evidence-based profession that enables people of all ages to live life to its fullest by helping them promote health and prevent, or live better with, illness, injury, or disability.

-American Occupational Therapy Association

MSOT PROGRAM FACULTY

Core Faculty

Donald E. Kallembach, BME, MS, MA, OTD, OTR/L
MSOT Program Director
Assistant Professor
dkallembach@mariacolleg.edu

Alton Brisport, OTD, OTR/L, CHT
Assistant Professor
Core Faculty
abrisport@mariacollege.edu

Kara Fumarola, MS, OTR/L
Academic Fieldwork Coordinator
Core Faculty
kfumarola@mariacollege.edu

Karyn Shenker-Gould, PhD, MA, OTR/L
Associate Professor
Core Faculty
kshenker-gould@mariacollege.edu

Jessica Evans, MS, OTR/L
MSOT Core Faculty/Program Assistant
jevans@mariacollege.edu

INTRODUCTION

Maria College's MSOT program is a six-semester program with students beginning in the fall semester and graduating in August, two years later. The curriculum consists of 52-hours of didactic work and service learning based educational activities to prepare for the final 18 hours of Level II Fieldwork. Students will complete the program with a total of 70 credit hours.

The program meets for **5-7** weekend sessions over each semester and is full-time. This is a hybrid program with 75% in face-to-face sessions and 25% delivered through synchronous and asynchronous online learning activities. Online portions of the program are accessed online through the College's learning management system.

In the event of rising **Covid-19** concerns, decisions regarding the scheduling of face-to-face meetings will occur in response to national and local data on the safety of in-person education, travel and other considerations as published by the Centers for Disease Control and Albany County Department of Health.

The academic semesters incorporate clinical assignments, field trips, and laboratory experiences to help the student develop an appreciation for the many facets of occupational therapy, and an understanding of the skills needed to work as an Occupational Therapist. Concurrent clinical experiences help the student integrate academic learning with practical application. During the final semester, the student participates in two Level II fieldwork experiences while at two different full-time clinical experiences for a total of 24 weeks.

Students will complete all Level II fieldwork within 18 months of their completion of didactic portions of the curriculum. **Please see the Fieldwork Manual for additional information.**

Upon completion of the program, the graduate will have met the entry-level learning objectives based on the 2018 Educational STANDARDS set forth by the Accreditation Council for Occupational Therapy Education (ACOTE)** and those of the New York State Department of Education. Maria College MSOT graduates are eligible to apply for the required legal and professional credentials to practice as an Occupational Therapist. Additional information about state licensure and the National Board for Certification in Occupational Therapy (NBCOT) examination can be available in Section XVI of this Manual.

* This timeframe does not include any prerequisite coursework that may be required as determined by the Admissions Office as part of the application/acceptance process.

**The MSOT program has been granted accreditation by: Accreditation Council for Occupational Therapy Education (ACOTE) c/o Accreditation Department American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

PHILOSOPHY OF THE OCCUPATIONAL THERAPY PROGRAM

“Man, through the use of his hand as energized by mind and will, can influence the state of his health.”

Mary Reilly

The Maria College Occupational Therapy Program is based on the altruistic and compassionate values shared by the Occupational Therapy profession, Maria College and the Sisters of Mercy which acknowledge the significance of human differences and promote respect for the dignity of the individual. The guiding Values of Maria College are service, scholarship, justice, hospitality, and diversity.

The American Occupational Therapy’s Philosophy of Education values “the development of a sound reasoning process that is client centered, occupation based, and theory driven while also encouraging the use of best evidence and outcomes data to inform the teaching–learning experience.” (AOTA, 2018).

Maria’s OT Program fosters acquiring skills and knowledge through analytic engagement and practical application of occupational therapy theories with the premise that participation in purposeful and meaningful occupations promotes health, wellness, and the ability to adapt to one’s changing circumstances. The OT educational process requires the acquisition of a specific body of knowledge and practical techniques, theoretical concepts, evaluative skills, professional ethics, and activity analysis to integrate the principles of art and science in the practice of occupational therapy.

Integral to the OT Program’s philosophy of learning is the belief that students are in “dynamic transaction with the learning context and the teaching–learning process” and acquiring knowledge should constitute a meaningful and interactive process for each student (AOTA, 2018). This is supported in ‘learning by doing’ through active, collaborative participation that is essential to the student’s ability to self-reflect, adapt and accommodate new learning into existing schemas of knowledge.

Throughout the OT Program, emphasis is placed on the development of personal and professional values and the responsibility to provide advocacy and service to others. Through a rigorous curriculum, fieldwork experiences and scholarship agenda, the OT Program assists graduates in their development of the skills, knowledge and commitment to address the occupational needs of individuals, communities, and populations; and, to inspire a passion for lifelong learning.

Reference

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education.

American Journal of Occupational Therapy, 72(Suppl. 2), 7212410070.

CURRICULUM THREADS AND DESIGN

Preparation to Practice as a Generalist

In accordance 2018 Standard A.5.1. Curriculum - Preparation to **Practice as a Generalist**, Maria's MSOT program prepares students in the areas outlined in this document to provide them with the knowledge and skills for **entry-level practice**.

Curricular Overview

The Master of Sciences Occupational Therapy Program at Maria College operationalizes the humanitarian values and beliefs of Maria College and its founders- the Sisters of Mercy, and the core values and philosophy of the Occupational Therapy profession.

Our commitment to **critical thought**, as they are characterized in the Catholic Intellectual Tradition, the power of **occupation, scholarship and research**, the altruistic principles of **advocacy and service** and **interprofessional leadership** forms the foundation of the Maria College OT Program's curricular threads. We believe these threads represent core values essential in the preparation of future providers of Occupational Therapy services.

Threads

Threaded themes, integrated and woven throughout the curriculum, provide depth and continuity to pedagogy across all courses in the curriculum and are consistent with the mission and values of Maria college. Threads include:

- **Critical and Scientific Thinking** and methods are foundational to the practice of occupational therapy and takes many forms within the program. We apply methods of critical thinking in the analysis of theories utilized in occupational therapy; structures, form, and movement of the human body; to social, family and group systems and to cultures and contexts and in the integration of occupation across all coursework.
- **Occupation** is integral to the profession and therefore to OT education. The concept of occupation - its personal meaning, health benefits derived by engaging in occupations, and the skills inherent in performing occupations - are interwoven into each of the OT courses. Foundations of practice courses cover the basics of occupation-based interventions with operationalization of assessments and interventions covered in Assessment and Intervention I, II, & III.
- **Scholarship and Research** and the pursuit of knowledge to implement best practice through evidence is a responsibility of every occupational therapist. Addressed in Research I, II & III and through Assessment, Intervention and Technology courses, scholarship and its application to practice lie at the course of the MSOT curriculum design.
- **Advocacy and Service** are core values of the College and its founders, the Sisters of Mercy, who believe in the duty to serve and advocate for those in need. We encourage applicants and students from diverse backgrounds in the Admissions process and service is done through FW I activities and in the assessment and interventions courses.

- **Interprofessional Leadership and Advanced Practice** are key attributes possessed by the occupational therapy practitioner to advance the field and overcome ethical practice challenges. Addressed in Interprofessional and Advanced Practice courses.

CURRICULAR DESIGN

As seen in the next several pages, the MSOT Curricular Design utilizes six course sequences, across the curriculum. Course sequences are color coded, reflecting their category.

Green- Foundations of Practice

- Instruction in the foundations, philosophy, and essential theories of occupational therapy practice.

Blue- Essential Sciences

- Instruction in basic sciences important to occupational therapy practice.

Red- Scholarship and Research

- Instruction in the use of evidence for purposes of research and evidence-based practice and in effective writing.

Purple- Assessment, Interventions and Technology

- Instruction in assessment and treatment interventions that include the use of technology in occupational therapy practice.

Dark Red- Interprofessional and Advanced Practice

- Instruction in working with other professions, administration of therapy services, the forms of healthcare provision.

Black- Fieldwork I & II

- Opportunities for integration of skills necessary for entry-level practice

See the next several pages for the curriculum sequence and course descriptions and includes the following color coding: Green- Foundations of Practice; Red- Scholarship and Research; Blue- Essential Sciences; Purple- Assessment, Interventions and Technology; Dark Red- Interprofessional and Advanced Practice; Black- Fieldwork I & II

Curriculum Table- Year 1

Term: 1 Fall			
Course Number & Title	Credits	New	Prerequisite(s)
OCT 501 OT Domain and Practice	3	✓	Program Admission
OCT 502 Theories and Models of Occupational Therapy	4	✓	Program Admission
OCT 511 Functional Anatomy for Practice	2	✓	Program Admission
OCT 514 Croups, Cultures and Contexts	2	✓	Program Admission
OCT 515 Physiological and Neurological Effects of Occupation	2	✓	Program Admission
Term credit total:	13		
Term: 1 Spring			
Course Number & Title	Credits	New	Prerequisite(s)
OCT 504 Assessment and Intervention II: Psychosocial Factors and Community Wellness	6	✓	Good standing in the program
OCT 505 Research I: Professional Writing	2	✓	Good standing in the program
OCT 512 Conditions Affecting Occupational Performance	3	✓	Good standing in the program
OCT 513 Movement Sciences Affecting Occupational Performance	3	✓	Good standing in the program
Term credit total:	14		
Term: 1 Summer			
Course Number & Title	Credits	New	Prerequisite(s)
OCT 506 Assessment and Intervention II: Developmental	2	✓	Good standing in the program
OCT 507 Interventions with Assistive Technology	2	✓	Good standing in the program
OCT 508 Healthcare Systems	2	✓	Good standing in the program
OCT 509 Research II: Topics in OT Research	3	✓	Good standing in the program
OCT 601 Assessment and Intervention III: Adult Physical Dysfunction	2	✓	Good standing in the program
Term credit total:	11		

Term: 2 Fall			
Course Number & Title	Credits	New	Prerequisite(s)
OCT 516 Assess/Intervene II: Developmental Part II	3	✓	Good standing in the program
OCT 610 Assess/Intervene III: Adult Physical Dysfunction	3	✓	Good standing in the program
OCT 605 OT Practice Integration	3	✓	Good standing in the program
OCT 603 Research III: Research Intensive	3	✓	Good standing in the program
OCT 604 Level I Fieldwork	2	✓	Good standing in the program
Term credit total:	14		
Term: 2 Spring			
Course Number & Title	Credits	New	Prerequisite(s)
OCT 607 Level II Fieldwork (1 st Rot.)	9	✓	OCT 501-604 (satisfactory prof./behavior Assessment)
Term credit total:	9		
Term: 2 Summer			
Course Number & Title	Credits	New	Pre-requisite(s)
OCT 608 Level II Fieldwork (2 nd Rot.)	9	✓	OCT 501-607
Term credit total:	9		
70 credits for matriculation.			

Curriculum Table- Year 2

COURSE DESCRIPTIONS AND SEQUENCE WITH COLOR CODING

Fall Semester Year One

OCT 501 Occupational Therapy Domain and Process (3 credits): An overview of the profession of occupational therapy through the study of its history, philosophy and official documents, and practice framework. An introduction to relevant Federal and State legislation including OT licensure and HIPAA. Particular attention is paid to the Occupational Therapy Practice Framework-4 (OTPF-4), and how it defines the areas of human occupation where occupational therapists provide services and the processes associated with occupational therapy practice.

OCT 502 Theories and Models of Occupational Therapy Practice (4 credits): The foundations and theories that have shaped frames of reference and models of occupational therapy practice are explored and analyzed through historical and modern perspectives. This course utilizes evidence-based applications of theoretical constructs along with critical thinking strategies to help students begin to understand the relevance of theoretical and empirical knowledge and their relationship to modern occupational therapy practice. This course addressed emerging practice.

OCT 511 Functional Anatomy for Practice (2 Credits 1 lecture + 2 lab hours) This course addresses concepts of functional anatomy and human movement. Students will be introduced to concepts of basic gross anatomy, involving the musculoskeletal system, and the biomechanical relevance to functional mobility, including strength and range of motion. This course will also explore the causes and treatments of common injuries, and concepts of tissue healing.

OCT 514 Groups, Cultures and Contexts (2 Credits): As an extension of OCT 501, Domain and Process, this course covers the implications of the OTPF-4 regarding Contexts and Environments. In the course, students study cultural competence, social systems, including groups and families, temporal and virtual contexts and their role in occupational performance. As such, the course reviews commonly found sociological and socioeconomics, spirituality and mindfulness, race and creed, and disability cultures affecting occupational performance.

OCT 515 Physiological and Neurological Effects of Occupation (2 Credits): This lifespan course examines occupational engagement and occupational therapy interventions and their influence on neurological and physiological processes. In the course, students review recent research on the effects of occupational therapy interventions and occupational engagement for both the promotion of wellness and the mitigation of pathological influences. Specifically, the course examines the effects of interventions on motor and sensory performance, cognitive health and development, musculoskeletal capacities, the cardiovascular and endocrine systems, and the central, peripheral, and autonomic nervous systems.

Total Fall 1 semester credits **13**

Spring Semester Year One

OCT 504 Assessment and Intervention I: Psychosocial and Community Wellness (6 credits (4 lecture + 4 lab hours)): This course is an in-depth exploration of multi-cultural concepts of wellness focusing on psychosocial contributions including occupational performance, resilience, compliance, and socioeconomic influences. Occupational therapy methods of assessment and occupation-based intervention for the promotion of mental and physical wellness are explored in both institutional and community settings. The course examines, in depth, the psychosocial implications of all areas of occupational therapy practice and utilizes research and evidence in the application of the occupational therapy process, in these areas. This course ties directly to the OT theory course and provides students with a **transformative learning** model and process for understanding intervention development according to various theories, and individual student talents and interests.

OCT 505 Research I: Professional Writing for Research and Practice (2 credits): A writing-intensive course covering the professional responsibilities of documentation, report writing, effective communication, and publishing and critical analysis of scientific literature. As the first of the three research classes, the course provides students with a foundation for the upcoming research courses taking place in subsequent semesters.

OCT 513 Movement Sciences Affecting Occupational Performance (3 credits 2 lecture + 2 lab hours): This is an applied science course that studies principles of kinesiology, anatomy, and neurology and their interaction and implications for movement in physical dysfunction settings. The course examines principles of physics and anatomy with regard to movement, the use of levers, the positioning of patients, functional mobility and the application of these principles in occupational therapy practice while utilizing research and critical thinking important to the application of kinesthetic principles, in occupational therapy practice.

OCT 512 Conditions Affecting Occupational Performance (3 credits): This is a basic science course studying pathologies and conditions that most often affect those seen by occupational therapy practitioners. Course activities emphasize the disease process and its implications for occupational therapy practice and the integration of disease process with the pursuit of occupational activities that restore or remediate health. Students will apply knowledge from current literature, seminal sources, and previous course work, at an undergraduate level, in areas of anatomy and physiology, neuroscience and psychology as they lay the foundation for understanding a wide range of pathologies important to practice.

Total Spring 1 semester credits **13**

Summer Semester Year One

OCT 507 Interventions with Assistive Technology (2 credits 1 lecture + 2 lab): A survey course exploring ways technology can help improve the lives of clients and enhance occupational therapy practice. Topics include telehealth, electronic medical records, web-based applications, and dynamic computer interfaces. The course utilizes current evidence and the exploration of assistive technology, both old and new, and their application to the full range of occupational therapy practice areas and provides evaluation experiences for students. Students will also demonstrate the physical skills necessary for the safe and successful use of assistive technology, across all occupational therapy practice settings.

OCT 506 Assessment and Intervention II: Developmental (2 credits 1 lecture + 2 lab hours): Occupational therapy best-practice with children from birth through age 21. Consulting, evaluation, intervention planning, and implementation, program review, and preparation for transition to adulthood. Preparation for OT practice in developmental settings including schools, preschools, pediatric hospitals and outpatient clinics, home and community-based centers. Assessment and evaluation tools from OCT 503 are integrated into course activities as students apply the occupational therapy process to developmental interventions. The course emphasizes the application evidence-based practice strategies, theoretical constructs introduced in OCT 502 (Theories and Models) and critical thinking techniques to developmental practice

OCT 601 Assessment and Intervention III: Adult Physical Dysfunction- Part 1 (2 credits 1 lecture + 2 lab hours): Occupational therapy best-practice with young adults through geriatric clients. Consulting, evaluation, intervention planning and implementation, program review, and OTA supervision. Preparation for OT practice in mental health and physical dysfunction settings including hospitals, long term care facilities, outpatient clinics, home health, and community-based centers. Assessment and evaluation tools from OCT 503 (Assessments) are integrated into course activities as students apply the occupational therapy process to adult assessment and intervention planning. The course emphasizes the application evidence-based practice strategies, theoretical constructs introduced in OCT 502 (Theories and Models) and critical thinking techniques to adult OT practice. The course also builds on information from previous courses such OCT 504, 507, 512 and 513, integrating that information into the practical skills necessary for successful occupational therapy adult practice settings.

OCT 508 Healthcare Systems (2 credits): An overview of US and international systems providing health benefits and managed care with a focus on the implications for access to and reimbursement for occupational therapy services. The course looks closely at the challenges facing all healthcare providers and considerations for occupational therapists' role in inter-professional practice. Students explore and study research evidence and apply critical thinking strategies in their role as healthcare providers. (Interprofessional- guest lecture for OT Billing)

OCT 509 Research II: Topics in Occupational Therapy Research (3 credits): The first of two courses that will culminate in a scholarly research project. An overview of the purpose and process of research, ethical considerations, grant funding, and creation of an IRB proposal. Students, in this

course, create their research proposal for their evidence-based practice project in order to demonstrate their understanding of how to interpret current evidence and integrate it into modern practice and their original research and scholarship.

Total Summer 1 semester credits **13**

Fall Semester Year Two

OCT 516 Assessment and Intervention II: Developmental Part 2 (3 credits 2 lecture + 2 lab hours): Occupational therapy best-practice with children from birth through age 21. Consulting, evaluation, intervention planning, and implementation, program review, and preparation for transition to adulthood. Preparation for OT practice in developmental settings including schools, preschools, pediatric hospitals and outpatient clinics, home and community-based centers. Assessment and evaluation tools from OCT 503 are integrated into course activities as students apply the occupational therapy process to developmental interventions. The course emphasizes the application evidence-based practice strategies, theoretical constructs introduced in OCT 502 (Theories and Models) and critical thinking techniques to developmental practice

OCT 610 Assessment and Intervention III: Adult Physical Dysfunction- Part 2 (3 credits 2 lecture + 2 lab hours): Occupational therapy best-practice with young adults through geriatric clients. Consulting, evaluation, intervention planning and implementation, program review, and OTA supervision. Preparation for OT practice in mental health and physical dysfunction settings including hospitals, long term care facilities, outpatient clinics, home health, and community-based centers. Assessment and evaluation tools from OCT 503 (Assessments) are integrated into course activities as students apply the occupational therapy process to adult assessment and intervention planning. The course emphasizes the application evidence-based practice strategies, theoretical constructs introduced in OCT 502 (Theories and Models) and critical thinking techniques to adult OT practice. The course also builds on information from previous courses such OCT 504, 507, 512 and 513, integrating that information into the practical skills necessary for successful occupational therapy adult practice settings.

OCT 603 Research III: Research Intensive (3 credits) The second of two courses culminating in a scholarly evidence-based practice research project presented to the college community. In this course, students produce an evidence-based research project and prepare it for public presentation. This course is a continuation of OCT 509 where they design their evidence-based practice project. Emphasis is on the analysis and critical appraisal of existing research and its integration into the student's original scholarship efforts.

OCT 604 Level I Fieldwork (2 credits): This course examines occupation-based practice, advocacy, and leadership roles in emerging and community-based programs promoting wellness and participation. Strategies from previous and concurrent behavioral health and psychosocial-based courses are used to design and effectively participate in community-based and service-learning Level I fieldwork initiatives in an emerging area of practice. This course will also prepare students for their Level II fieldwork experiences.

OCT 605 Occupational Therapy Practice Integration (2 credits): Synthesis of the occupational therapy process and the provision of services to individuals, groups, and populations across the lifespan. Overview of credentialing and requirements for practice. The develops students' critical

thinking skills and clinical reasoning through assignments during Level II Fieldwork and work in groups and individual to identify challenges to modern day occupational therapy practice and to create solutions for those challenges. The course utilizes ethical constructs including those from the American Occupational Therapy Association Code of Ethics and studies other ethical frameworks, too.

Total Fall 2 semester credits **12**

Spring Semester Two

OCT 607 Level II Fieldwork (1st Rotation- 9 credits): 12-weeks. The first of two required Fieldwork experiences described as: “An in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (ACOTE) **Refer to Maria College OT Fieldwork Manual for requirements, policies, procedures and learning outcomes.*

Total Spring 2 semester credits **10**

Summer Semester Two

OCT 608 Level II Fieldwork (2nd Rotation 9 credits): 12-weeks. The second of two required Fieldwork experiences described as: “An in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (ACOTE) **Refer to Maria College OT Fieldwork Manual for requirements, policies, procedures and learning outcomes*

Total Summer 2 semester credits **9**

OCCUPATIONAL THERAPY PROGRAM THREADS AND CURRICULUM DESIGN

The curriculum design of the Master of Sciences Occupational Therapy Program at Maria College operationalizes the humanitarian values and beliefs of Maria College and its founders- the Sisters of Mercy; and the core values and philosophy of the Occupational Therapy profession.

The use of occupation and occupational therapy's commitment to professional reasoning, scholarship, and altruistic principles form the foundation of the Maria College OT Program's curricular threads. Along with a strong philosophical and moral foundation of service to others, we at Maria believe these threads represent core values essential in the preparation of future providers of Occupational Therapy services.

Threaded themes, integrated and woven throughout the curriculum, provide depth and continuity to pedagogy across all courses in the curriculum. **Our curricular threads include:**

- **Occupation** and Scholarship are integral to the profession and therefore, to OT education. The concept of occupation - its personal meaning, health benefits derived by engaging in occupations, and the skills inherent in performing occupations - are interwoven into all of the OT courses.
- **Advocacy and Service** are core values of the College and its founders, the Sisters of Mercy, who believe in the duty to serve and advocate for those in need.
- **Scholarship** and the pursuit of knowledge to implement best practice through evidence is a responsibility of the occupational therapist.
- **Leadership and Professionalism** are key attributes possessed by the occupational therapy practitioner to advance the field and overcome ethical practice challenges.

Occupation and Scholarship Threads: AOTA encourages practitioners to recognize that, "Evidence-based practice (EBP) is based on the integration of critically appraised research results with the clinical expertise, and the client's preferences, beliefs and values" (AOTA, 2019). While the evidence-based practice course is slated for the program's 4th semester, this course (OCT 603) Maria College's MSOT program is evidence-based, throughout the curriculum, beginning in all courses in the first semester. OCT 603 is the course in which students will begin to develop their scholarly paper on the use of evidence in practice.

To facilitate their collection of evidence, from the start of the program, our students will utilize EndNote software to develop their bibliography database and to collect articles that will support their use of evidence. The building of their evidence database will continue through fieldwork level II and will reinforce the program's thread of occupation by utilizing research emphasizing occupation and literature emanating from the literature on occupational therapy. Finally, students will utilize both occupation and research supporting occupation, during each of their FW rotations, Levels I and II.

Maria College's OCT 603 is the course in which students will begin to develop their evidence-based scholarly project to serve as their Capstone, for the program. However, the MSOT program will utilize evidence in all courses, starting in the Program's first semester course, particularly OT Theory, Professional Writing and Domain and Practice and continuing for all courses in subsequent semesters.

As an example, in their first semester, students will begin organizing their literature and bibliography supporting occupational therapy practice using library resources and using the EndNote bibliography software.

In OT Theory, students will begin to understand the process of the selection of appropriate Models of Practice, Frameworks and Frames of References and utilize those theories as lenses through which they can understand evidence, evaluation/assessment, and intervention choices.

Furthermore, it is in this class that students will begin to triangulate evidence and theory options with a patient's occupational profile to determine the viability of various theoretical approaches and their implications for practice. They will utilize evidence on OT theory to this end.

In Professional Writing, students will learn how to write Critical Article Reviews, complete systematic reviews, and learn professional language for purposes of understanding the literature of occupational therapy and for professional documentation and grant writing. In this course, student will also receive instruction on using library resources to support their search for literature.

In Domain and Practice, students will demonstrate the ability to understand what a Framework entails and how to apply its constructs into occupational therapy practice.

Advocacy and Service Thread: Our accumulated Letters of Intent, from potential FW sites, reflect a wide range of settings from traditional hospitals to Veteran's settings, Day Program, Schools, Developmental Centers, Woman's Centers, Skilled Nursing and Extended Care facilities, among others. Most of these locations provide care and therapy to people who are vulnerable and underserved. Two such examples are St. Margaret's Center who serves pediatrics and young adults with developmental delays; and VNA Hospice of the Southwest Region who provide hospice services, another underserved population.

Leadership and Professionalism Thread: By utilizing evidence-based practice and the integration of theory and literature into the selection and application of evaluation, assessment and intervention, our students will practice, while on FW, in a manner consistent with AOTA's such as those available at <https://www.aota.org/Education-Careers/Fieldwork.aspx> and related pages. We view these materials as the best professional standards for the preparation, implementation and evaluation of students and FW sites, and placements.

Regarding **ethical standards**, also expressed in our threads, the program utilizes AOTA's Ethics Commission's Code of Ethics that identifies the profession's Core Values and Principles of Conduct. We will supplement the Code of Ethics with current evidence in HealthCare Ethics. We recognize that while the Code of Ethics provides a solid foundation for practice, we believe that ethics is a sometimes-subtle process and that new thinking may influence our understanding of the Code of Ethics; therefore, we believe that utilizing ethical research is also important to assist students in their development of ethical thought, performance, and reasoning.

An open dialogue with the community of OT practitioners via fieldwork evaluations and site visits, Advisory Board and Clinical Council meetings and employer surveys will provide confirmation and aid modification of the curriculum to enhance and strengthen the OT program. This ongoing feedback ensures Maria College OT graduates' knowledge base is consistent with expected proficiency of entry-level practice.

CURRICULAR APPROACH

Beginning with foundational, philosophical, and scientific aspects of practice, the MSOT program guides students through several stages of study, aggregately integrating them into the hermeneutical and phenomenological skills necessary for modern occupational therapy practice.

Each thread moves towards increasing complexity and understanding by students in accordance with Bloom's cognition, affective and psychomotor domains; and, along Boyer's four scholarship types.

These ideas reflect the demands of current research in higher education and occupational therapy practice and education; furthermore, they reflect the new requirements of the 2018 ACOTE standards.

Threads and themes include the following:

- **Interprofessional Foundations for Practice**
 - Courses and content related to this thread guide students through the history of the profession, basic sciences, **transformative and interprofessional learning** required for graduate-level occupational therapy education.
 - **Goal: Students will gather basic scientific and theoretical knowledge essentials for the practice of occupational therapy and extol the values and virtues of the profession.**
- **Occupational Therapy Theory**
 - This thread begins with a basic theory course, typically in the first semester of graduate school, that provides a foundation for the development of all evaluation, intervention, research/EBP and fieldwork courses.
 - **Goal: Students will analyze and select Models and Practice and Frames of Reference, appropriate to the personal identity of individual clients as outlined in the Occupational Therapy Practice Framework, and utilize these theories in their evaluation, intervention, analysis, and delivery of occupational therapy services.**

- **Research and Evidence-based Practice**
 - Courses in this thread begin early in the program and students integrate skills into all aspects of the remainder of the curriculum. These skills include the ability to integrate EBP/Research principles into evaluation, treatment planning, therapeutic use of self, discharge planning and other aspects of occupational therapy service delivery.
 - **Goal: Students will integrate EBP practices into all aspects of occupational therapy service delivery including but not limited to client evaluation, treatment planning, intervention development, discharge planning, therapeutic use of self, and professional leadership.**
- **Psychosocial Foundations for Practice**
 - Courses in this thread focus upon sciences, theories, assessment, and ethics that promote the understanding that all practice settings are mental health settings; moreover, this thread emphasizes that character, virtue, and self-understanding are foundational to the for development of student’s **therapeutic use of self**.
 - **Goal: Students will assimilate to professional and ethical standards of practice, demonstrate reflection to examine their own biases, and analyze thought patterns and behaviors essential to their understanding that all occupational therapy practice settings.**
- **Clinical Foundations for Practice**
 - Courses in this thread introduce students to clinical settings where they explore diverse types of practice and service learning and where they begin their reflection on how to plan prepare for fieldwork and for practice.
 - **Goal: Students will explore practice settings and apply principles of documentation, professional behaviors and the ethical demands of practice while utilizing varied forms of clinical and professional reasoning.**
- **Medical and Physical Foundations for Practice**
 - Courses in this thread focus student studies and activities upon the scientific, medical, and physical aspects of practice, including theoretical approaches to evaluation and intervention development.
 - **Goal: Students will integrate evidence into the process and domain of occupational therapy as it relates to the treatment of those with medical and physical limitations affecting their occupational performance.**
- **Advanced Reflection and Analysis for Practice**
 - Course in this thread support students as they learn to integrate previously learning curricular content into meaningful and ethical reflective practice skills and strategies. Students utilize problem-based learning and its application to developmental interventions.
 - **Goal: Students will utilize apply principles of the therapeutic use of self, human development and clinical reasoning strategies in the evaluation and treatment of people across the lifespan.**

- **Preparation for Entry Level Practice I and II**
 - Courses in this thread include the development of entry-level skills and are the culmination of their study, thus far.
 - **Goal: Students will apply all skills, learned in the program, in clinical settings in two or more practice areas and demonstrate entry-level practice competence.**
- **Program Creation and Implementation**
 - The course in this thread requires students to integrate all the skills learned during their time in the program and includes service-learning project development. In this project, students analyze, evaluate and create an evidence-based practice community-based project requiring originality, initiative, and reflection.
 - **Goal: Students will analyze, evaluate, create, and demonstrate their ability to integrate innovation and occupationally relevant therapy evaluation and interventions in a creative and reflective manner.**

MARIA COLLEGE MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

STUDENT LEARNING OUTCOMES

The Master of Science in Occupational Therapy program provides a dynamic educational experience using multisensory and hands-on learning that includes lectures, labs, guest speakers, fieldtrips, community-based experiences and assignments, distance learning, and fieldwork. The educational threads of *occupation, health and illness, values and ethics, therapeutic skills, analysis and application, and professional identity* are woven throughout the curriculum. The Master of Science in Occupational Therapy Program aims to graduate Students who:

1. Value occupation as the therapeutic agent integral to the profession and that drives human engagement in context giving meaning, focus, and purpose to one's life.
2. Exhibit work behaviors reflective of the profession's philosophy, ethical principles, unique knowledge base, and practice guidelines to safeguard clients, that results in accurate and effective documentation, and that follows laws that define and support the delivery of Occupational Therapy services in a competitive local and global health care market.
3. View health and illness as a continuum that fluctuates from a sense of total well-being to a state of physical, social, and/or mental disability in which therapeutic occupation is used to promote health and provide opportunities to adapt to one's changed circumstances.
4. Utilize clinical reasoning to demonstrate competency in the analysis and application of skills appropriate for client-centered and occupation-based therapeutic interventions with individuals, groups and populations in a variety of settings and contexts.
5. Exhibit professional identity and behaviors consistent with the culture of Occupational Therapy and employer expectations that includes the ability to effectively communicate and collaborate with peers, with members of related disciplines, and with clients and their significant others. Professional behavior also includes the ability to participate in the supervisory process to promote, establish, and sustain professional excellence.
6. Demonstrate the necessary skills to function effectively in contemporary society including the use of narrative, scientific, and quantitative reasoning; the use technology for client interventions and documentation of services; and the ability to access the latest scholarly research to promote professional competencies essential to engage in evidence-based best practice.
7. Engage in self-reflection and self-evaluation to determine current strengths, needs, and interests to facilitate preparation of a professional development plan that addresses continuing competency and cultivates new interests consistent with an appreciation for lifelong learning.

FIELDWORK

Please refer to the MSOT Fieldwork Manual for complete information on fieldwork policies.

STATEMENT OF CONFIDENTIALITY

All professionals, including students of the profession, have a responsibility to maintain the confidentiality of its service recipients (patients, consumers, students and/or clients). MSOT students will be interacting with clients in a variety of settings throughout the program and are required to report on their learning activities. Students are required to sign a *Pledge of Professional Behaviors* (see Appendix C). Failure to adhere to a policy of confidentiality will result in departmental probation and potential dismissal from the MSOT Program.

Fieldwork facilities may also require the student to sign an oath of confidentiality demonstrating their understanding of the need to abide by the *Health Insurance Portability and Accountability Act* otherwise referred to as *HIPAA*. The HIPAA Privacy Rule establishes a federal requirement that most doctors, hospitals, and other health care providers obtain a patient's written consent before using or disclosing the patient's personal health information to carry out treatment, payment, or health care operations. Health care providers must comply with the HIPAA privacy rule effective April 2003.

SCHEDULING OF COURSES

The Master of Science in Occupational Therapy courses are offered in a pre-determined sequence that begins in August of each academic year. Students must follow this curriculum sequence (unless otherwise indicated by your MSOT Advisor) to ensure completion of all courses required for graduation in the planned time frame. Please refer to your Academic Plan on MyMaria to track your progress.

STUDENT RESPONSIBILITIES

A significant aspect of your education is socialization into the profession of occupational therapy. As part of this process, we will be asking you to develop skills and habits of self-reflection. This will include persistent self-analysis where you will examine your habits of thought to examine how your thinking influences the decisions you make and your actions. While we understand that this may be challenging for many students, we believe self-awareness is an essential element of becoming an OT practitioner.

COMMUNICATION

For the purposes of communicating with students and to provide a record of those communications, the program uses the Announcements sections of the Learning Managements System. The Announcements inform students of upcoming assignments, expectations, requirements, schedules, and the like, particular to each course and are available to students throughout the semester, when said courses are in session.

For program wide announcements, the program maintains two communication portals that do not close at the end of each semester but that are available through the students' time in the program. There are separate portals for each new cohort. In these portals, we provide announcements and information that are program wide—for example, updates to the Student Manuals, policy revisions, weekend schedules and other information important to students' professional development and their participation in the MSOT program and that set forth expectations of professional behaviors and professional practices.

These portals are titled:

MSOT Communication Portal (followed by the cohort designation according to their admission year)

MSOT Fieldwork Communication Portal (followed by the cohort designation according to their admission year)

STUDENT RESPONSIBILITIES

The MSOT Student is:

- A. Expected to be cognizant of the MISSION and VALUES of the College, (Maria College Catalog), the mission of the MSOT Program (MSOT Student Manual) and the values of the OT profession (presented in OCT 111). Student conduct must reflect respect for these philosophies in behaviors and assignments on and off campus.
- B. Required to attend all classes and is expected to be in class on time. It is the student's responsibility to arrange personal commitments to avoid conflict with scheduled class and clinical times.
 - oClass absences: email your instructor prior to class meeting. Prolonged or numerous absences will impact the student's course grade, and/or require the student to withdraw from the course. In the case of illness, a medical re-certification may be required to resume the program.
 - oFieldwork absences: the student must contact the fieldwork supervisor to report illness or other events that prevents attendance. Absences from a clinical may necessitate extending the experience to complete the required number of days. If, for any reason, a student is unable to finish the fieldwork assignment as scheduled, completing the program in the original time frame may not be possible.
- C. Expected to read the learning outcomes for each course at the beginning of the semester and periodically, as students share responsibility with the faculty to ensure that the material is covered. It is your right to question the instructor about course objectives that are unclear.
- D. Responsible for course material even if absent or late. Secure notes from a classmate and make an appointment with the instructor to clarify questions and assignments. Do not expect the lecture to be repeated for you. Missed exams may or may not be rescheduled at the discretion of the course instructor.
- E. Expected to participate in group discussions and presentations as they are an essential part of the program (and OT practice). Therefore, students must be prepared to take an active part in all classes. In most MSOT classes participation contributes to the overall course grade.
- F. Expected to submit assignments on the assigned due date.
- G. Required to participate in putting away tools and materials and in straightening lab and classroom areas. The use of labs for practice outside of class time is encouraged; please sign up so that faculty mentoring your learning will be available.
- H. Responsible for his or her own transportation to and from all settings used for the required fieldtrips and clinical experiences – secure maps and/or bus schedules as needed.
- I. Encouraged to make appointments with faculty during their posted office hours (check in web services and/or on office doors) to ensure that there is adequate time to meet the student's needs related to assignments, papers, grades, etc. Every effort will be made to see a student as soon as possible in the event of an emergency.

- J. Responsible for consulting with his or her advisor regarding problems interfering with or affecting academic performance and status in the program. **DO NOT WAIT FOR A CRISIS!** Your Advisor may refer you to the Counseling Office when the concerns are beyond the realm of academic advisement. Professional and confidential counseling services are available on-campus and are free of charge to all students.
- K. Required to report his or her exposure to, signs and symptoms of, and/or diagnosis of communicable diseases to the MSOT Program Director, regardless of the circumstances, and is expected to take all precautions to prevent further spread of the suspected disease. Reportable communicable diseases include, but are not limited to, measles, mumps, rubella, chicken pox, meningococcal disease, hepatitis, influenza, and tuberculosis. The student may be required to seek medical attention and obtain a medical release before being allowed to continue in their classroom and clinical sites.
- L. Required to contact Student Affairs (Mercy Hall) to discuss any physical, psychological and/or medical condition or disability *for which accommodations are requested*. Instructors are not permitted to extend accommodations without prior notification from Student Affairs.

ETHICAL LEADERSHIP AND PROFESSIONAL BEHAVIORS

MSOT students are expected to demonstrate ethical professionalism throughout their college career, in the classroom and laboratory, as well as in the clinic. A Professional Behaviors Assessment (PBA) including ten essential elements of professionalism will be used to track student behaviors throughout their enrollment in the MSOT program. Students are expected to always comply with each element of the PBA. Failure to do so can result in dismissal from the MSOT program.

The MSOT faculty will collaboratively complete the Professional Behaviors Assessment for each student based on behaviors observed in classes, laboratory sessions and during interpersonal relationships with faculty, peers, and clients. To ensure that students meet expected standards, a Satisfactory or Unsatisfactory grade for Professional Behaviors will be given at the beginning of the third semester and prior to going onto Level II Fieldwork; or, more frequently if concerns arise. The professionalism grade is not part of the overall numerical grade for any MSOT courses, but students must achieve a 'Satisfactory' final grade to continue in the program.

If, during the semester, a student is not achieving performance standards in the professionalism component, a meeting will be scheduled with appropriate MSOT faculty. With guidance from the faculty, the student will be required to develop a corrective action plan to address the issue(s). Failure to complete and implement the corrective action plan will result in the student being **dismissed from the MSOT program, regardless of the numerical grade achieved in courses.**

CRITERIA FOR WRITTEN WORK

During your MSOT education you will be required to complete many different types of written assignments. The following guidelines will help you prepare your assignments in an acceptable format *and should be used unless alternate instructions are provided by the Instructor.*

A. APA resources are available at: www.apa.org. Please use APA Style, 7th ed., for all written assignments, unless otherwise indicated, including at least the following items, or as described by the instructor.

- Cover page
- Page set up, including margins, spacing, and numbering
- APA mechanics of quoting, paraphrasing, and crediting the source/author.
- Reference page- alphabetized, double-spaced, hanging indent

Failure to follow APA guidelines may result in plagiarizing an author's work. *Plagiarism may result in a grade of zero for the assignment, being expelled from a class or from the college (see Maria College Student Handbook).

B. Unless otherwise noted by the instructor, students will submit all assignments, via Blackboard.

C. Instructors will set the assignment due dates. It is advisable that students use the calendar, located in Blackboard, to keep track of assignments and their due dates. Individual instructors will set their policies on late assignments. However, students must complete all assignments to pass a course, regardless of their overall grade in the course.

D. Written assignments must utilize correct grammar, sentence structure and spelling. You are responsible for proof reading and editing all written work before handing it in. Points will be deducted for errors.

E. Assignments allowed to be written in long-hand should be legible; use dark ink (black or blue) on designated forms or on wide-lined 8 ½ x 11 paper. Assignments completed in pencil, light colored ink or on unapproved paper (unless otherwise instructed) will be returned and be subject to late penalties.

F. When an instructor provides you with the opportunity to revise your written work, pay close attention to the questions, comments and suggestions made during the reading and grading process. Your revised work should be accompanied by the original that shows the instructor's grading comments.

G. An instructor may require you to turn in hard copies of your work or they may require you to submit your work via Blackboard; additional instruction will be provided to inform you of the online learning process in courses where it is utilized.

H. Additional writing resources are available through the Online Writing Lab (OWL), at Purdue University. <https://owl.purdue.edu/>. Be sure to use the APA 7th ed. resources at OWL.

For questions, concerns or need assistance with word processing or other Office365 applications, please go to the Learning Resource Center (LRC). The LRC faculty will help you with almost every aspect of writing a paper. You will have to do your own library research to obtain the necessary information for content! The Librarian will assist you with learning how to find valid materials available through inter-library loan, web sites, and data banks.

GRADES

The following scale will be used by all courses at Maria College. Please see individual course syllabus for details on assignments and the weight given to each in determining a final grade for that course. The MSOT Program performance standards are based on the expectation that a student must demonstrate at least a 73% competency of the knowledge and skill base in each OCT course. A grade of “C” (73%) is considered meeting performance standards for all MSOT courses (OCT prefix) and all required science (BIO, SCI) courses.

Maria College Grade Definitions Numerical, Letter and Grade Point Systems

Numerical average	Grade	Quality Points
92.6 – 100 (93-100)	A	4.0
89.6 – 92.5 (90-92)	A-	3.7
86.6 – 89.5 (87-89)	B+	3.3
82.6 – 86.5 (83-86)	B	3.0
79.6 – 82.5 (80-82)	B-	2.7
76.6 – 79.5 (77-79)	C+	2.3
72.6 – 76.5 (73-76)	C	2.0
69.6 – 72.5 (70-72)	C-	1.7
66.6 – 69.5 (67-69)	D+	1.3
62.6 – 66.5 (63-66)	D	1.0
59.6 – 62.5 (60-62)	D-	0.7
59.5 (59) and lower	F	0.0
<i>A minimum grade of C+ is required to meet performance standards for the MSOT Program</i>		

- A minimum grade of "C" is required for all OCT courses and for all required science courses listed in the MSOT Program sequence.
- Students must maintain a **3.0** grade point average (GPA), each semester for all courses taken. GPAs below a 3.0 will result in the student being placed on departmental probation (see Section XII. PROBATION).

Courses that do not meet minimum standards must be repeated. The student must repeat the course to earn the required minimum performance standard or higher, before being allowed to continue with the MSOT course sequence. With permission of the MSOT Program Director and the Dean of the College, the student may re-enter the MSOT program when eligibility is restored. This will likely extend the length of time needed to complete the MSOT program, thus delaying the anticipated date for graduation. Any deviations to the above policies will be at the discretion of the MSOT Program Director and the Dean of the College.

Deficiency Early Warning Notice:

Throughout each semester course instructors may enter an ‘early warning’ notice of deficiency as indicated by academic and behavioral performance in class. Should you get a deficiency early warning notice, schedule an appointment with your instructor and academic advisor in order to plan strategies for improving your performance. The early warning system is one way that the college communicates with you in an attempt to help you be a successful student. Students with deficiencies should speak with the Tutoring Center staff in Mercy Hall to establish study skills, assistance with written papers, and/or tutoring for challenging subjects. Students should be aware of their progress in a course and share concerns with their instructor regardless of formal deficiency reporting.

GRIEVANCES

General: See **Maria College Student Handbook** for procedures related to student life on campus.

Fieldwork: See policy and procedures with the MSOT Fieldwork Manual

PROBATION

There are two forms of probation: academic probation, as described in the Maria College catalog, and departmental probation. A student on academic probation is automatically on departmental probation. A student with grades of C, C-, D+, D or D- (60-76% or 0.7-2.0 grade point average) for one or more MSOT courses and/or whose conduct is judged undesirable based on Professional Behaviors (Appendix C) may be placed on departmental probation. When a student begins a new semester on departmental probation, improvement must be demonstrated by midterm. A student placed on departmental probation in the middle of a semester must show improvement by the end of the same semester. A student failing to meet the criteria to remove the probationary status will be dismissed from the program.

The Master of Science in Occupational Therapy Program Director and the Academic Advisor will work with the student to develop individualized goals. These goals may continue into next semester and/or may result in termination of the student from the MSOT Program if the terms are not met.

A student may not begin Fieldwork if on academic and/or departmental probation. Behaviors that result in probation during the Level II Fieldwork placements will postpone participation in a second Level II Fieldwork placement for at least one semester. This will delay completion of the program requirements and graduation.

LEAVE OF ABSENCE

The MSOT program may grant a student leave of absence based on the benefit to the student. A student may leave for no more than one academic year. Upon return, a student must begin the course sequence at the point where they left off. While typically one year later, it is possible the student might need to return sooner than one year, depending on course schedules, to begin where they left off. Students wishing to return to the program more than one year after leaving must begin the course sequence from the beginning, reapply, and pay the regular costs of tuition, fees, etc.

STUDENT OCCUPATIONAL THERAPY ASSOCIATION

The Student Occupational Therapy Association was designed to facilitate the MSOT student's involvement in the profession, to encourage cohesiveness and support within the MSOT student body, and to provide a positive image of the profession and the College to the community. The Association sponsors fund raising efforts to financially assist the MSOT student's participation in workshops and conferences, and to provide volunteer or financial support to programs within the community. Meetings are held at least once a month and all students are encouraged to attend. The president, secretary and treasurer are elected yearly from the freshman class. The previous year's president continues to hold office as the vice president to help with continuity from year to year.

While voluntary, participation by all students will strengthen the Student OT Association and help meet goals. All students are encouraged to become involved to begin the professional socialization process.

ASSEMBLY OF STUDENT DELEGATES

Maria College MSOT students are encouraged to participate in advocacy and policy processes of their state and national organizations. One such mechanism is the Assembly of Student Delegates (ASD), which is comprised of the student members of the American Occupational Therapy Association (AOTA).

The ASD Delegate from each educational program in the United States represents the school at the ASD Meeting held in April as part of the National AOTA Conference. One Delegate and one Alternate from each college are selected to represent the student concerns and provide a voice at the national level. MSOT students interested in becoming involved should speak with faculty about opportunities. In the event of multiple students wishing to be Delegate, a class vote will be held, and the runner-up will be Alternate.

According to AOTA, “ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the AOTA Board of Directors, the ASD Steering Committee represents the student point of view to the Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.” For more information, visit: <http://www.aota.org/Students/ASD.aspx>

MSOT PROGRAM ADDITIONAL FEES

In addition to the college tuition and comprehensive fees, (see Maria College Catalog) the student has two required fees that are directly related to the Master of Science in Occupational Therapy Program.

A. MSOT COURSE FEES*:

An MSOT lab fee is assessed each semester to cover the cost of required laboratory materials associated with lab classes and those requiring additional technology beyond. The activity fee does not cover the cost of lost tools and equipment. Should these losses be excessive, an additional fee may be assessed. When students are required to initiate and develop an individual project, they will assume the cost of the materials involved.

B. SEMINAR/TESTING FEE*:

As part of the preparation for the NBCOT certification exam, students are enrolled in a two-day seminar for NBCOT Exam success. This seminar is provided on the Maria College campus by International Education Resources (www.therapyed.com) and the course fee includes a comprehensive review book. The fee also includes NBCOT’s 100-question Occupational Therapy Knowledge Exam (OTKE) that students can use to assess their readiness for the 200-question NBCOT Exam through a simulated computer-based test experience.

*See the current Maria College Catalog for specific fee amounts. This fee is due with tuition payment.

OT PROFESSIONAL MEMBERSHIP AND RELATED FEES:

The *American Occupational Therapy Association* (AOTA) is comprised of fifty state affiliate members of which the New York State Occupational Therapy Association (NYSOTA) is one. The national office staff is responsible for a variety of membership and community services, including the development of public relations materials, monitoring of health care legislation in congress, facilitating communication among members and promoting research to further the development of the profession.

There are three primary classifications of full membership; OT, OTA and Student. AOTA membership benefits include receiving conference and workshop information, receiving national newsletters and the *American Journal of Occupational Therapy*, *OT Practice*, the right to serve on committees and to hold association offices. The previously mentioned publications combine to keep the members abreast of new developments within the field of Occupational Therapy as well as outside factors affecting the profession. Full membership in AOTA entitles you to participate in shaping the future course of your profession. Each graduate is urged to become a full member and to take an active role in the association. Information about AOTA can be found at <http://www.aota.org/>

The *New York State Occupational Therapy Association* (NYSOTA) enables the members to be informed about issues of local importance. Communication among members is facilitated by newsletters, state conferences, workshops, meetings and special interest group gatherings. Information about NYSOTA can be found at <http://www.nysota.org/>

- A. Student Membership Fees:** First year MSOT students are *strongly* encouraged to join AOTA to begin their own personal OT library and as a way to identify with your future profession. The most economical way to do so is by becoming a student member of AOTA. (Note: AOTA Membership is required if you plan to apply for an AOTA scholarship, hold office, and/or attend any OT conferences.)

AOTA Membership: AOTA offers a *Student Membership* at a reduced rate which includes an expanded benefits and privileges package; it is strongly recommended that you join AOTA at the Student Membership level in order to begin your personal professional library. Journal selections are often required to complete class assignments and projects.

NYSOTA Membership: The student membership provides the student with access to newsletters, information on State conferences and workshops and listing of speakers on topics that will be covered at local meetings. Job listings are included in these publications.

CREDENTIALING AND LICENSING

Credentialing refers to the professional and legal qualifications and processes that must be completed in order to practice. In addition to earning the required college degree and completing fieldwork, an applicant must respond to questions regarding felony and misdemeanor convictions.

Applicants need to be aware that felony convictions may prohibit an individual from becoming certified and licensed. The State Licensing Board (SLB) through the New York State Educational Department Office of the Professions (NYSED OP) and the National Board for Certification in Occupational Therapy (NBCOT) usually do not make an early determination of eligibility regarding professional credentials until the candidate is qualified to apply. If you are concerned about a past conviction, contact these agencies for additional clarification.

A. Professional Credentials: Certification by NBCOT:
www.nbcot.org

Certification is awarded to a qualified candidate following the successful completion of the **Certification Examination** for the Master of Science in Occupational Therapy. The National Board for Certification in Occupational Therapy (NBCOT) offers a standardized examination to all qualified individuals throughout the United States. Qualified individuals have completed their MSOT education at an accredited Master of Science in Occupational Therapy Program. Successful passing of this examination qualifies the graduate to use the identifying initials “COTA” after his or her name.

A committee of OTRs and COTAs selected by NBCOT who have a diverse practice background prepare the examination questions. This computerized examination is administered *on-demand* by a testing service at established test sites throughout the United States. This allows the candidate to schedule the exam at a convenient time once approved to sit for the exam.

B. Licensure to Practice in New York State: <http://www.op.nysed.gov/>

Upon completion of the two-year degree program for the Master of Science in Occupational Therapy, the graduate is eligible for Authorization by the New York State Department of Education. **YOU MUST BE CERTIFIED** by NBCOT and **LICENSED** to work in New York State. All states have laws that also require legal licensure, certification and/or registration to practice.

Preparing for Practice, students will learn about where to locate the required forms.

Students planning to work in other states will need to apply for licensure appropriate to that state. Information is available at <http://www.aota.org/>; select licensure and the desired state. Currently the initial MSOT online application licensure fee for New York State is **\$147**. A renewal application and fee will be required every three years for as long as one remains in practice.

At the present time, most states require licensure and/or certification for Master of Science in Occupational Therapy. In New York, requirements include graduating from an accredited MSOT Program, being of good moral character, and passing the NBCOT exam. The majority of the other states also require passing the examination prior to receiving a permanent license in order to practice. Most states, including New York, offer a temporary authorization which allows the individual to practice in the interim between graduation and the passing of the certification examination. New York charges an additional fee for the temporary authorization and requires a licensed OTR or physician to be responsible for the MSOT's practice.

It is the graduate's responsibility to secure the proper credentials prior to practice. Contact the Department of Education or AOTA for further information about the requirements for your state.

STANDARDS OF ETHICAL PRACTICE

- A.** The student in the Master of Science in Occupational Therapy Program, as an incipient member of the health field, will be involved in situations that require a moral and ethical sense of responsibility. Therefore, each student must make a commitment that his/her activities:
1. Will respect the basic rights of others
 2. Will be carried out according to his/her knowledge, skill, and experience, being fully aware of the amount of personal responsibility involved in what is expected and the authority relevant to that responsibility.
 3. Will be aware of his/her abilities and limitations and seek appropriate help as needed.
 4. Will begin to demonstrate professional judgment, attitudes, and behavior.

B. Each student shall:

1. Conduct himself/herself at all times in accordance with the standards set forth by the AOTA in the **Occupational Therapy Code of Ethics (2015)** – *see MSOT Student Pledge, Appendix D*
2. Consider his/her responsibility to and best interests of fellow students, faculty and staff, clinical educators, and recipients of Occupational Therapy services and the public at large.
3. Be cognizant of the moral, ethical and legal standards of the College, The American Occupational Therapy Association and the New York State Licensure Law, in academic and fieldwork settings and toward future practice.

STUDENT ADVANCEMENT

The MSOT program at Maria College maintains the following requirements for Student advancement in the program.

Attendance: students are allowed to miss no more than one face to face or virtual synchronous session per semester. In the event of such absence, students will review the recording of the class and submit their notes to the course instructor. Any student missing class in excess of this requirement will be placed on academic probation. Academic probation must be successfully resolved by the student, according to the learning contract, prior to the end of the semester.

Grades: students must maintain an overall grade point average of 3.0 while in the program. Students must achieve a grade of at least C in all courses in the program.

Dismissal: dismissal may occur for a number of reasons including but not limited to poor attendance, professional behavior concerns, the inability to maintain the required grade point average, ethical violations, and Safety concerns that may include sanitation, social distancing, and fulfilling COVID requirements for attendance on campus.

Advancement: the MSOT faculty review student grades and performance in classes periodically throughout the semester and at the end of each semester. Students who have failed to meet minimum requirements for attendance, grades, and the items listed under the previous heading of **Dismissal** may not be allowed to proceed to the next semester. Depending upon the severity of the aforementioned violations, students may be allowed to advance on a probationary status and with a learning contract. In the event this occurs, students must fulfill the learning contract according to the terms in the contract with goals met by the midterm of the subsequent semester.

Communications: students will utilize their college email account for all written communications with instructor(s) unless other arrangements are made and approved by the program or by said instructor(s). Students will respond to emails and phone call messages, made by instructors, within one business day of the date and time when the communication was sent. Students are responsible for maintaining space in their email boxes and their voicemail boxes so they may successfully receive all messages. Any student who exceeds 5 business days without responding to messages from MSOT Faculty will be dismissed from the program.

Payments: while the MSOT program does not directly monitor or advise students on paying their College bills such as tuition and fees, the program will respond to directives from Maria College's business office and office of Financial Aid. These directives may include reminding students of their fiscal responsibility and reminding them to contact the business office or office of Financial Aid. In some cases, the business office may ask that the student is no longer allowed to participate in class activities for reasons of non-payment. In the event that the program receives notification of non-payment, the program may dismiss a student as a result, per the instructions of the business office.

Course Completion: with the exception of OCT 606, students must complete all didactic coursework, including Level I Fieldwork, prior to beginning their first Level II Fieldwork rotation. Any student who has not successfully completed didactic coursework is not allowed to begin Level II Fieldwork.

Level II Fieldwork: students must maintain performance minimal standards, as described in the MSOT Fieldwork Manual. Students who do not maintain these standards may be dismissed from the program. Please refer to the Fieldwork manual for additional information on this topic. Students must complete all field work requirements, satisfactorily and within 18 months of their completion of the first four semesters of the program, before they can matriculate from the MSOT program.

MARIA COLLEGE MSOT PROFESSIONAL ATTRIBUTES ASSESSMENT

Please see the MSOT Fieldwork Manual for the current Professional Behavior Assessment.

MARIA COLLEGE: MSOT STUDENT PLEDGE OF PROFESSIONALISM

It is my understanding that as a member of the health field, which I became when I enrolled in the Master of Science in Occupational Therapy Program, I am in a position which exposes me to numerous choices which assume a moral and ethical sense of responsibility. To this assumption I make the following commitments:

- A. I will conduct myself at all times in accordance with the standards set forth by the American Occupational Therapy Association*, bearing in mind, that I am no longer free to act solely on the basis of my best interests, but that I must also take into consideration my responsibilities to consumers of occupational therapy services, clinicians, educators and students in occupational therapy and in other health careers, health care agencies and their employees, educational institutions providing training for occupational therapy personnel, and students, graduates, faculty and administration of the educational institution of which I am attending. Therefore, I shall:
 - 1. Demonstrate a concern for the well-being and safety of the recipients of my services. (Beneficence)
 - 2. Intentionally refrain from actions that cause harm. (Non-Maleficence)
 - 3. Respect the right of the individual to self-determination. (Autonomy)
 - 4. Provide services in a fair and equitable manner while complying with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy. (Justice)
 - 5. Provide comprehensive, accurate, and objective information when representing the profession. (Veracity)
 - 6. Treat colleagues and other professionals with respect, fairness, discretion, and integrity. (Fidelity)

- B. I will make every effort to ensure that I approach every clinical and fieldwork situation with the proper amount of knowledge, skill, and experience. If I find myself lacking in one of these I will:
 - 1. Make sure someone in authority is aware of the discrepancy and authorizes my participation, *or*
 - 2. Decline from becoming involved until receiving further instruction, and/or competency.

- C. I will comply with the expectations as presented in the Maria College Student Handbook and the MSOT Program Manual and I will clarify the amount of responsibility I am to assume, as well as the amount of authority I will be given, to carry out student responsibilities.

- D. In making this commitment, I fully understand that any negligence on my part regarding any of these separate items, is viewed as negligence of duty, and may be grounds for immediate termination of my present status as a student with respect to the field of occupational therapy.

- E. *My signature* acknowledges that I agree with the information presented in this document.

You are asked to acknowledge this pledge through the Learning Management System, Blackboard.



Appendix C

***Occupational Therapy Code of Ethics and Ethics Standards (2015)**

MARIA COLLEGE MSOT STUDENT/STAFF COVID-19 AND UNIVERSAL PRECAUTION POLICY

Due to the frequently changing nature of Covid and requirements related to the program, we do not publish these in this manual. For the most up-to-date information, please visit- <https://mariacollege.edu/covid-guidelines>. Each student is responsible for keeping up-to-date on Covid requirements. Questions regarding these requirements are best directed to the College's Covid Care Coordinator who can be reached at covidcare@mariacollege.edu.