



Master of Science in Occupational Therapy



STUDENT MANUAL

2025-2026
Student Cohort

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 Academic Catalog, Academic Calendar, and the MS OT Program Student and Fieldwork Manuals.

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 timing and other issues related to content updates, information in this *MSOT Student Manual* may not be the most up to date at a particular point in time. Each student is responsible for being aware of the information provided herein but also confirming with the Program Director (PD) and/or Academic Fieldwork Coordinator (AFWC) on matters in this *Manual* that are material to the student's individual circumstance. **MARIA COLLEGE** assumes no responsibility for errors or omissions.

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Master of Science in Occupational Therapy Program

Dear MSOT Student,

WELCOME to the Maria College Master of Science in Occupational Therapy Program. This Manual provides you with a foundation of occupational therapy philosophy, program expectations, and introduces you to the expectations of graduate level professional education. This Manual should be used in conjunction with the 2025-2026 Maria College Academic Catalog and Academic Calendar found on the Maria College homepage (<https://mariacollege.edu/>) under “Quicklinks”. Students are required to become familiar with and abide by expectations outlined in this manual and all Maria College policies and processes found in the 2025-2026 Academic Catalog.

Please keep this Manual for reference throughout your Occupational Therapy education. You will be notified of any changes when they occur.

The MSOT Program Faculty

Non-Discrimination Policy

Maria College is a nonprofit, independent, coeducational 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, religion, or any other characteristic protected by state, federal or local laws and ordinances. Information about the services, activities and facilities accessible to students or prospective students with disabilities is available from the Office of Accessibility Services.

Mission and Professional Values

Students are expected to be familiar with:

- The mission and values of Maria College (Maria College website and Academic Catalog)
- The mission of the MSOT Program (MSOT Student Manual)
- The core values of the occupational therapy profession

All student conduct—both on and off campus—should reflect respect for these philosophies in behavior and academic work. Students in the MSOT program are expected to review and abide by the Maria College Code of Conduct, as found in the current Academic Catalog located on the College website.

Academic Integrity

Students are required to follow the College's Academic Integrity Policy found in the 2025-2026 Maria College Academic Catalog and are responsible for understanding and abiding by the following statement:

As a student of Maria College, I recognize that I am part of an intellectual community grounded in the Mercy charism which requires authenticity, responsibility, and personal integrity. I will be fair and honest in all my interactions with the College community and adhere to all academic conventions in representing my work.

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 traditional and on-line modalities, 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 in evidence, theory, and principles of ethical leadership, we facilitate student acquisition of the skills necessary to prepare 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

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 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 Occupational Therapy Program fosters the acquisition of 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 Occupational Therapy 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 Occupational Therapy 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 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.

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

MSOT Program Leadership and Faculty

Carla Theimer, Ph.D., MPH, CHES
Associate Dean, Academic Affairs
Interim Program Director, Division of Occupational Therapy
Professor
Program Director, Health and Occupational Sciences
ctheimer@mariacollege.edu

Alton Brisport, OTD, OTR/L, CHT
Associate Professor
abrisport@mariacollege.edu

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

Karyn Shenker-Gould, PhD, MA, OTR/L
Associate Professor
kshenker-gould@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 credits of didactic coursework and educational activities to prepare for the final 18 credits of Level II Fieldwork. Students will complete the program with a total of 70 credit hours. Online portions of the program are accessed through the College's Learning Management System (LMS), Brightspace.

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 12-week Level II fieldwork experiences 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.

Upon completion of the program, the graduate will have met the entry-level learning objectives based on the 2023 Educational STANDARDS set forth by the Accreditation Council for Occupational Therapy Education (ACOTE) and those of the New York State Department of Education (NYSED). Maria College MSOT graduates are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam and to apply for the required legal and professional credentials to practice as an Occupational Therapist.

* 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.

Accreditation

The Master of Science in Occupational Therapy Program received accreditation in Spring of 2022 from 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 (NYSED).



7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814- 4929
Phone number: 301-652-6611
Website: <http://acoteonline.org>

Credentialing and Licensure

Credentialing includes certification and licensure, both of which are required to practice as an occupational therapist. In addition to completing the degree and fieldwork, students must answer questions regarding any felony or misdemeanor convictions.

Note: Felony convictions may limit eligibility for certification and/or licensure. Early determination of eligibility is not typically offered. Students with concerns should consult directly with NBCOT or the New

York State Education Department (NYSED).

National Certification: NBCOT

Graduates must pass the Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

Visit: <https://www.nbcot.org>

Passing the NBCOT exam qualifies graduates to use the credential OTR (Occupational Therapist Registered). The computer-based exam is available on demand at nationwide testing sites.

State Licensure: New York State

Licensure in New York is granted by the New York State Education Department (NYSED).

Visit: <https://www.op.nysed.gov>

Graduates must:

- Complete an accredited MSOT program
- Pass the NBCOT exam
- Meet moral character requirements

All states require some form of legal credentialing to practice. New York also offers a temporary authorization to practice while awaiting exam results, under the supervision of a licensed OTR or physician. Additional fees apply. The graduate is responsible for securing appropriate credentials before beginning practice.

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 interactions 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 the 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.

Statement of Confidentiality

Confidentiality of all information and records related to client care is a patient right in New York State and mandated by the Health Insurance Portability and Accountability Act (HIPAA). All patient information is to be kept confidential. All professionals—including OT students—have a responsibility to maintain the confidentiality of service recipients (patients, consumers, students, and clients).

The HIPAA Privacy Rule requires most health care providers to obtain written consent before using or disclosing a patient's personal health information for treatment, payment, or health care operations.

Discussion of client situations may occur during fieldwork conferences, lab, or class, but use of client's names and other identifying is strictly forbidden. It is expected that students in the MSOT Program will work to ensure this client right is observed at all times. Breach of confidentiality is a violation of policy.

MSOT students will interact with clients in various settings throughout the program and are required to report on their learning activities. Students must sign a Pledge of Professional Behaviors. Failure to maintain confidentiality will result in departmental probation and may lead to dismissal from the MSOT Program. Fieldwork facilities may also require an additional confidentiality agreement, including acknowledgment of the Health Insurance Portability and Accountability Act (HIPAA).

Standards of Ethical Practice

MSOT students are emerging professionals who are expected to demonstrate moral and ethical responsibility in academic, clinical, and community settings.

Students must commit to the following:

1. Respect the rights and dignity of others.
2. Perform all responsibilities in accordance with knowledge, skill, and scope of responsibility.
3. Recognize personal limitations and seek supervision as needed.
4. Develop professional judgment, attitudes, and behavior reflective of the OT profession.

Students are expected to:

1. Follow the AOTA Occupational Therapy Code of Ethics (AOTA, 2020).
2. Demonstrate respect toward fellow students, faculty, staff, clinical educators, and the recipients of OT services.
3. Comply with the ethical, legal, and professional standards of Maria College, AOTA, and New York State licensure laws across all settings.

Level II Fieldwork

1. Students must meet or exceed minimum performance standards outlined in the MSOT Fieldwork Manual.
2. Failure to meet fieldwork standards may result in dismissal.
3. Students must complete all Level II Fieldwork rotations successfully and within 18 months of finishing the first four semesters of the program.

Communication

The MSOT program uses multiple communication methods to keep students informed and provide a clear

record of communications:

- **Course-Level Announcements:** The Announcements section of the Learning Management System (LMS) is used to communicate assignments, expectations, schedules, and other course-specific requirements. These announcements remain available for the duration of the semester.
- **Program-Wide Announcements:** The program maintains communication portals for each cohort that remain open throughout the duration of the program. These communications provide program-wide updates such as Student Manual revisions, College policy updates, weekend schedules, and other information related to professional development and expectations for professional behaviors.
- **College-wide announcements** such as school closure for inclement weather will be posted on the College website.

Occupational Therapy Program Threads and Curriculum Design

ACOTE 2023 Standards A.5.1 and A.5.2: Curriculum and Preparation for Practice as a Generalist

The Master of Science in Occupational Therapy (MSOT) curriculum at Maria College is designed to meet the Accreditation Council for Occupational Therapy Education (ACOTE) 2023 Standards. The program provides a comprehensive sequence of courses that prepares students to enter the profession as entry-level generalist occupational therapists.

The curriculum builds knowledge and skills across physical, psychosocial, cognitive, and developmental domains of practice, enabling graduates to provide occupational therapy services to individuals, groups, and populations across the lifespan. Students are educated to deliver services in a wide range of traditional and emerging practice settings, including hospitals, clinics, schools, home and community-based environments, and telehealth contexts.

The educational program supports the development of:

- Clinical reasoning and decision-making
- Client-centered, evidence-based, and ethical practice
- Professional identity and therapeutic use of self
- Interprofessional collaboration
- Competence in addressing health disparities and contextual factors influencing occupational engagement

By completing this program, students meet the ACOTE requirements under Standards A.5.1 (Curriculum) and A.5.2 (Preparation for Practice as a Generalist), ensuring eligibility for fieldwork, certification, licensure, and entry-level practice as a competent and reflective occupational therapy professional.

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. Our commitment to critical thinking, as 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 Occupational Therapy Program's curricular threads. We believe these threads represent core values essential in the preparation of future providers of Occupational Therapy services.

Threads include:

- **Critical and Scientific Thinking** and methods are foundational to the practice of occupational therapy and take 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 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 assessments and interventions covered in many courses.
- **Scholarship and Research** and the pursuit of knowledge to implement best practice through evidence is a responsibility of every occupational therapist. Addressed in the research course sequence and through assessment, intervention and technology courses, scholarship and its application to practice lie at the foundation 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 fieldwork 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. And are addressed in Interprofessional and Advanced Practice courses.

Narrative Overview of Instructional Design

Each course of the curriculum enhances development of clinical reasoning skills in preparation for Level II fieldwork and entry level practice. The threads and related content topics are consistent with best practice in the development of students as generalists. To ensure continued compliance with entry-level professional standards, the MSOT Program maintains an open dialogue with our students, local OT practitioners and preceptors, the MSOT Advisory Board, and future employers for use in curricular analysis and modification.

The curriculum design illustrates the congruency between the mission and philosophy of both the program and the College and how the threads are reflected throughout the program. The curriculum design emphasizes the values and ethics that are the foundation of the profession and the sponsors of the College, and the importance of learning through service to others. The Student Learning Outcomes are expressly written to encompass each of the curricular threads while outlining expectations of student learning.

Student Learning Outcomes

Upon completion of the MSOT Degree, students will:

1. Promote occupation as the therapeutic agent integral to the profession, and human flourishing, that drives human engagement in context giving meaning, focus, and purpose to one's life.
2. Communicate effectively with clients, families, community stakeholders and inter- professional teams to support evidence-based practice and quality outcomes.
3. Utilize clinical reasoning and critical thinking to demonstrate competency in the evaluation of dysfunction and for providing client-centered and occupation-based therapeutic interventions with individuals, groups, and populations in a variety of settings and contexts.
4. Exhibit professional behaviors, leadership, supervision skills and management consistent with the culture and ethics of occupational therapy, legal and regulatory requirements.
5. Demonstrate the ability to engage in scholarly research and the use of evidence to promote occupational therapy and the professional competencies essential for evidence- based best practice.
6. Demonstrate the ability to demonstrate ethical leadership within the occupational therapy profession, with a wide range of cultures, contexts, and populations across communities.

Scaffolding of Themes and Courses

In addition to our program threads, as illustrated on the following pages, the MSOT curriculum is organized into six distinct course sequences that span the entire program. Each sequence coordinates with and is identified below. This design supports the progressive development of knowledge, skills, and professional identity, aligning with program outcomes and accreditation standards. Corresponding course numbers are indicated

Foundations of Practice

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

OCT501, OCT502, OCT514

Essential Sciences

Instruction in basic sciences important to occupational therapy practice.

OCT511, OCT515, OCT512, OCT513

Scholarship and Research

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

OCT505, OCT509, OCT603

Assessment, Interventions and Technology

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

OCT504, OCT506, OCT507, OCT516, OCT601, OCT610

Interprofessional and Advanced Practice

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

OCT508, OCT605

Fieldwork I & II

Opportunities for integration of skills necessary for entry-level practice

OCT604, OCT607, OCT608

Course Sequence

First Year: First Semester (Fall)

Course		Credits
OCT501	Occupational Therapy Domain and Process	3
OCT502	Theories and Models of Occupational Therapy Practice	4
OCT511	Functional Anatomy for Practice	2
OCT514	Groups, Cultures, and Contexts	2
OCT515	Physiological and Neurological Effects of Occupation	<u>2</u>
		13

First Year: Second Semester (Spring)

Course		Credits
OCT505	Research I: Professional Writing	2
OCT506	Pediatric I: Assessment and Intervention	4
OCT508	Healthcare Systems	2
OCT512	Conditions Affecting Occupational Performance	3
OCT513	Functional Anatomy II: Movement Sciences	<u>3</u>
		14

First Year: Third Semester (Summer)

Course		Credits
OCT503	Psychosocial Assessment of Occupational Performance	2
OCT504	Psychosocial Intervention and Assessment	4
OCT507	Interventions with Assistive Technologies	2
OCT509	Research II: Topics in Occupational Therapy Research	2
OCT610	Adult Physical I: Assessment and Intervention	<u>2</u>
		12

Second Year: First Semester (Fall)

Course		Credits
OCT516	Pediatric II: Assessment and Intervention	2
OCT603	Research III: Research Intensive	3
OCT604	Level I Fieldwork	2
OCT605	OT Practice Integration	3
OCT601	Adult Physical II: Assessment and Intervention	<u>3</u>
		13

Second Year: Second Semester (Spring)

Course		Credits
OCT606	Level II Fieldwork (First Rotation)	<u>9</u>
		9

Second Year: Third Semester (Summer)

Course		Credits
OCT607	Level II Fieldwork (Second Rotation)	<u>9</u> 9

Course Descriptions

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.

OCT503 Psychosocial Assessment of Occupational Performance (2 credits): 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. 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 504 Psychosocial Assessment and Intervention: (4 credits): 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. 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 (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 506 Pediatric I: Assessment and Intervention: (4 credits): 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 507 Interventions with Assistive Technology (2 credits): 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 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.

OCT 511 Functional Anatomy for Practice (2 Credits) 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 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.

OCT 513 Functional Anatomy II: Movement Sciences (3 credits): 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 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.

OCT 516 Pediatric II: Assessment and Intervention (3 credits): 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 Adult Physical II Assessment and Intervention (3 credits): 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 (3 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 (2020) and studies other ethical frameworks, too.

OCT 610 Adult Physical I: Assessment and Intervention (3 credits): 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 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.

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.

Course Learning Outcomes

Students are expected to review course learning outcomes at the start of each semester and revisit them periodically. Students share responsibility with faculty to ensure content is addressed. Questions about course objectives should be directed to the instructor.

MSOT Program Course and Additional Fees

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

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.

Attendance and Punctuality

Attendance is required for all classes, labs, and clinical experiences. Students are expected to be on time and must schedule personal commitments around program requirements.

- Class absences: Students must email the course instructor prior to class. Excessive or prolonged absences may impact a student's course grade and the ability to meet the learning outcomes necessary to advance in and/or complete the program.
- In cases of illness, medical documentation may be required for return.
- Fieldwork absences: Students must contact the fieldwork educator to report illness or an emergency. Absences may necessitate extending the placement. If a fieldwork assignment cannot be completed as scheduled, graduation may be delayed

Missed Content and Assignment Deadlines

Students are responsible for all course content, regardless of absence or lateness.

- Class notes should be obtained from a peer; instructors are not obligated to repeat lectures.
- Missed exams may be rescheduled at the discretion of the instructor.
- Acceptance of late work is at the discretion of individual instructor. Students are responsible for understanding each instructor's late submission guidelines as outlined in the course syllabus. Please note: Some instructors may not accept late work. If you have questions, ask the instructor who teaches the course.

Participation

Active participation in class discussions, labs, and group work is essential and contributes to the course grade. This includes attendance at all in-person and online sessions.

Lab and Classroom Responsibilities

Students are responsible for cleaning up lab/classroom areas and returning tools and materials. Use of labs outside of class time is encouraged; students must sign up in advance so that faculty can support learning as needed.

Transportation

Students are responsible for their own transportation to and from all field trips and clinical sites. Maps and public transit information should be secured in advance.

Faculty Communication

Students are encouraged to meet with faculty during posted office hours (available in syllabi, posted office

doors or in the LMS for each course) to discuss grades, assignments, or concerns. In emergencies, every effort will be made to accommodate meetings as soon as possible. Students are required to use their Maria College email account for all official communications with faculty. You should check your email daily, as no communications will be made via personal email accounts.

Academic Advising

Students must consult with their academic advisor regarding any issues that affect performance or standing in the program. Do not wait until a crisis arises.

Reporting Communicable Diseases

Maria College is committed to providing, to the extent possible, a healthy and safe educational environment for all students and employees. Students who know or suspect that they are infected with a contagious disease, should notify the College's Safety Officer: varbour@mariacollege.edu.

These include:

- Measles
- Mumps
- Rubella
- Chickenpox
- Meningococcal disease
- Hepatitis
- Influenza
- Tuberculosis

Students may be required to provide medical clearance before returning to class or fieldwork settings.

Accessibility Services and Accommodations

Students seeking accommodations due to physical, psychological, or medical conditions must contact Student Affairs (Mercy Hall). Instructors cannot extend classroom accommodations without prior notification from the Accessibility Office. Students are required to reach out well in advance of requiring the accommodation, so the request may be reviewed and processed before needed. Students are encouraged to register for accommodations for any short or long-term disability-related services as needed, through the Office of Accessibility Services: <https://mariacollege.edu/student-support/academic-support/accessibility-services>

Grading Scale and Performance Standards

The following grading scale is used for all courses at Maria College. Please refer to each individual course syllabus for specific details regarding assignment types and the percentage weight assigned to each component in calculating the final course grade.

Grading Scale

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
72.5 and below	F	0.0
Minimum Performance Standard: Students must score a C or better to pass a class and must maintain an overall 3.0 GPA		

A semester or cumulative GPA below 3.0 will result in the student being placed on academic probation

Academic Standards for the MSOT program

1. A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) in their program to be in good academic standing .
2. A cumulative B average (GPA of 3.0) or better must be maintained across all graduate level courses.
3. See section on Academic “Good Standing” for policies if these requirements are not maintained.
4. No more than two grades (Note: 2 is a suggestion) below B (3.0 on the 4.00 scale) will be permitted.

Repeating Coursework

If a student earns less than a B (but not an F) in a course, they may repeat this course once. No more than two courses overall may be repeated where a grade less than B - has been earned.

Incomplete Grades

An “I” grade (Incomplete), which is awarded only with the special permission of instructors and in consultation with students, becomes an F if it has not been completed within one month after the end of the semester.

Failing Grades

An “F” grade in any course at any time during the program will result in dismissal from the Master’s Degree program. Students have the right to appeal their grades by following the college’s Grade Appeal Policy located in the 2025-2026 Academic Catalog located on the college website.

Re-Admittance to the Program

Students who have been dismissed from the program for failure to meet the minimum performance standard may be permitted to re-enter the program in the following academic year with the approval of the College Dean. Because MSOT courses are offered only once per academic year, repeating a course will extend the overall length of study and delay graduation by one full year.

Students who seek to return after more than one year must reapply, begin at the start of the program, and complete the full curriculum in its entirety. Any exceptions to these policies are at the discretion of the Dean of the College.

Students wishing to return to the program within the next academic year must reapply to the College. They

are subject to review through the Admissions Department in accordance with the College's policies and procedures for returning students.

Probation

There are two forms of probation in the MSOT Program:

- Academic probation, as defined in the Maria College Academic Catalog
- Departmental probation, determined by performance in the MSOT Program as outlined above.

Criteria for Departmental Probation

A student may be placed on departmental probation for any of the following:

- Earning more than two grades below B (3.0 on the 4.00 scale) in MSOT (OCT-prefix) courses
- Excessive absences and tardiness
- Demonstrating unsatisfactory professional conduct, based on the Professional Behaviors

Timeline for Improvement

A student who begins a semester on departmental probation must demonstrate improvement by midterm.

- A student who is placed on probation mid-semester must demonstrate improvement by the end of that same semester.
- Failure to meet the conditions for removal from probation will result in dismissal from the MSOT Program.

Fieldwork and Probation

- Students on academic and/or departmental probation may not begin Fieldwork experiences.
- Any behavior that results in probation during a Level II Fieldwork placement will result in postponement of the second Level II Fieldwork by at least one semester.
- This will delay the completion of program requirements and graduation.

Individualized Support and Follow-Up for Students on Departmental Probation

The Program Director and Academic Advisor will collaborate with the student to develop individualized goals for improvement.

- These goals may extend into the following semester if needed.
- Failure to meet established goals may result in dismissal from the MSOT Program.

Associated Organizations

Student Occupational Therapy Association (SOTA)

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 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>

The Student Occupational Therapy Association (SOTA) exists to support student engagement in the profession, promote peer connection, and foster a positive image of occupational therapy and Maria College in the community.

SOTA sponsors fundraising events to support student participation in professional workshops and conferences and to provide volunteer and/or financial support to community programs. Meetings are held at least once per month. All students are encouraged to attend. Officers (president, secretary, and treasurer) are elected annually from the first-year cohort. The previous year’s president serves as vice president to provide continuity across cohorts.

Participation is voluntary, but active involvement strengthens SOTA and helps students begin the process of professional socialization.

American Occupational Therapy Association (AOTA)

AOTA supports the profession through public relations, advocacy, education, research, and communication. Membership benefits include access to:

- National conferences and workshops
- OT Practice and the American Journal of Occupational Therapy
- AOTA newsletters and updates
- Committee participation and leadership opportunities

Students are encouraged to join AOTA early in their academic careers to begin building a professional identity and personal library.

Membership is required to apply for AOTA scholarships, serve in leadership roles, or attend national conferences. Join or learn more at: <https://www.aota.org>

New York State Occupational Therapy Association (NYSOTA)

NYSOTA provides state-level advocacy and professional development. Membership benefits include:

- Newsletters and job postings
- Access to workshops and conferences
- Opportunities to network with professionals across New York

Learn more at: <https://www.nysota.org>

MS OT PROGRAM 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 that exposes me to numerous choices that 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 all policies and procedures as presented in the Maria College 2025-2026 Academic Catalog 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.