

University of Scranton
Department of Occupational Therapy

Occupational Therapy
Student
Manual
(Revised 2022)

The provisions of this handbook are not to be regarded as an irrevocable contract between the student and the Department of Occupational Therapy at the University of Scranton. The department reserves the right to change any provision or requirement at any time with the student's term of attendance. Each occupational therapy student is responsible for adhering to the policies and procedures contained in the "Student Manual". All policies are reviewed annually and revised as needed.

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Mission and Curriculum Design

Mission of The University of Scranton

Historical Prologue

A comprehensive, co-educational institution, The University of Scranton is, by tradition, choice and heartfelt commitment, a Catholic and Jesuit university. Founded in 1888 as Saint Thomas College by the Most Reverend William G. O'Hara, D.D., the first bishop of Scranton, it achieved university status in 1938, and was entrusted to the care of the Society of Jesus (the Jesuits) in 1942.

The Mission of the University

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share in its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share in its life.

Mission of the Department of Occupational Therapy

The Department of Occupational Therapy at The University of Scranton aspires to develop leaders of occupational therapy to meet societal needs. Aligned with the Catholic and Jesuit traditions of The University of Scranton, future occupational therapists are educated in the liberal arts and practice their profession guided by intellectual, moral, and ethical values embedded in a framework of social justice. Life-long learning and the ongoing pursuit of knowledge and wisdom are fostered through reflection and contemplation in action.

Philosophy of the Occupational Therapy Program

Social constructivism emphasizes the social nature of knowledge and the belief that knowledge is constructed through social interaction and is a shared rather than individual experience. Learning occurs as a result of being an active participant in the construction of knowledge.

Social constructivism is philosophically aligned with Ignatian pedagogy which views learning as emerging from varied experiences and contexts through action, reflection, and evaluation. Social constructivism shares foundational beliefs with the profession of occupational therapy; both understand that individuals are physical, social and spiritual beings that shape and are shaped by the environment.

Occupational therapy is unique and dynamic; it evolves along with emerging knowledge and societal changes. It is therefore essential that educators of future occupational therapists foster within their students the skills necessary to be constructors of knowledge, not merely reproducers, and thereby become transformational leaders. Learning to think critically, to analyze and synthesize information to solve problems in a variety of contexts and to work effectively in teams are crucial skills for today's occupational therapists.

The tenets of social constructivism as applied to the Occupational Therapy Program are:

1. Learning occurs through active participation in the construction of knowledge.

Educators: Consider the knowledge and experiences students bring to the class. Create situations where the students feel safe sharing, questioning and reflecting.

Students: Active participants and accept responsibility for their learning.

2. Through self-direction, active participation and engagement within various environments the learner constructs meaning.

Educators: Present authentic tasks to contextualize learning through real-world, case-based learning environments.

Students: Accommodate and assimilate new information with their current understanding, and challenge underlying beliefs and biases.

3. Learning is recursive.

Educators and Students: Revisit knowledge in new contexts with higher levels of analysis and application.

4. Learning involves language; the language we use in turn influences learning.

Educators: Facilitate learning professional language to understand and express knowledge in oral and written formats.

Students: Acquire competency in the language of the profession to communicate to stakeholders in oral and written formats.

5. As a social activity, learning requires a shared rather than an individual experience.

Educators: Support collaboration in constructing knowledge.

Students: Realization of growth through the interaction with others.

6. Learning is contextual; higher achievement involves expanding those contexts.

Educators: Provide opportunities for experiences for active engagement within a variety of communities and cultures.

Students: Engage and reflect upon transformative learning experiences.

7. Motivation is a key component in learning.

Educators & Students: Passion for learning is fueled by experiences and mentorship.

Curriculum Design

An occupational therapy student at The University of Scranton receives a comprehensive liberal arts and science education designed to promote the development of a solid knowledge base and a sound foundation for reasoning. This approach to education is consistent with the Jesuit tradition as well as the history and philosophy of occupational therapy. Both are deeply rooted in the arts and sciences. The curriculum is designed to meet all standards set by the Accreditation Council for Occupational Therapy Education (ACOTE) in 2018.

The Department of Occupational Therapy at the University of Scranton features a curriculum that is structured around threads that reflect critical constructs that shape learning experiences at all levels of the curriculum. These threads are:

- 1. Critical thinking:** An emphasis on information literacy and clinical reasoning throughout the program gives students the background for understanding the complexities of the people and populations we work with in our profession. Beyond understanding, students are encouraged to question assumptions and develop creative solutions to problems.
- 2. Community engagement:** Community-based learning and a commitment to service is a required component of coursework throughout the program. Students discover the meaning of occupation and begin to advocate for the benefit of occupational therapy through engagement in a variety of community settings. An understanding of the occupational therapist's role as part of an interdisciplinary professional community is fostered both within the classroom and in collaborative experiences. Communication being essential to engaging with the community and promoting the profession, students will develop skill in written, oral and digital formats of communication.
- 3. Occupation in context:** Students learn the 'tools of the trade' that are needed for professional practice with an emphasis on the understanding the context, including physical setting, family, and personal goals, which determine each individual's lived experience. Students learn to apply specific, theory-based knowledge to help clients adapt within the context of their environment.

- 4. Professional identity:** Throughout the program students discover the unique value of occupational therapy, engage in advocacy for both the profession and for the populations we serve, and develop a personal view of themselves as leaders in the profession. Through a solid foundation in professional ethics, further developed through the Jesuit underpinnings of our program, students experience personal and professional growth which will continue to guide them throughout their careers.

Occupational Therapy Student Learning Outcomes

Students will:

1. Demonstrate a principled respect for the dignity of each human being through the use of person-centered approach.
2. Demonstrate effective, ethical decision-making guided by principles rooted in the Jesuit tradition and Occupational Therapy's Code of Ethics.
3. Apply critical thinking and effective clinical and professional reasoning, within a variety of service delivery models.
4. Demonstrates mastery of current knowledge, as demonstrated by competent entry-level practice throughout the occupational therapy process.
5. Create oral and written communication for varied audiences, diverse stakeholders, and multiple purposes.
6. Develop knowledge and skills required to assume leadership roles in various practice settings.
7. Apply research skills required to provide evidence-informed services and contribute to the field's growing body of knowledge.
8. Determine the need to collaborate with multidisciplinary professionals to provide quality care respectful of professional scopes of practice.

Occupational Therapy Curriculum

Curriculum Sequence

Following the philosophy of social constructivism, the curriculum has been designed to provide opportunities for students to build a knowledge base through interactions in a variety of contexts and through shared learning experiences in didactic and hands-on lab activities. Important constructs are introduced in foundational-level courses, applied to clinical and community scenarios in professional-level courses, and integrated into professional identity and responsibility in advanced professional-level courses.

Pre-Professional Level Courses:

Beginning freshman year, students discover the history and theoretical framework of occupational therapy in OT 120: Foundations of Occupational Therapy and develop skill in communicating knowledge in a scientific and professional manner. The meaning of occupation in the lives of individuals who face challenges or disability is explored in OT 121: Occupational Performance.

Foundations in biological, psychological and spiritual aspects of human development and function are covered in courses in Biology, Physics, Theology, Psychology and Sociology. These topics are then explored in greater depth within areas specific to the practice of occupational therapy in courses OT 230/L: Anatomy & Mechanics of Human Movement, OT 231: Neuroanatomy of Function.

Students also begin the process of professional development with a focus on writing, information literacy and research fundamentals. Courses include OT 120: Foundations of Occupational Therapy, OT 250: Scientific Writing and Information Literacy, and courses in psychological statistics, and medical ethics.

Professional Level Courses:

At the professional level students begin to apply knowledge from the foundational courses to practice areas of occupational therapy. The main practice areas are covered in OT 320/L and OT 321/L Children and Youth Practice I and II; OT 322/L: Mental Health in Occupational Therapy Practice; and OT 420/L and OT 421/L: The Occupational Therapy Process in Physical Rehabilitation I and II. These courses have a corresponding Level I Fieldwork experience which gives students opportunities to interact with clients and professionals in community settings.

In addition to the main practice areas, we have courses that explore specific topics in greater depth for students to apply knowledge with special populations and environments. These courses include OT 422/L: The Functional Upper Extremity, OT 423: The Occupational Therapy Process in Adulthood and Aging, and OT 424: Functional Visual Performance.

At this level students become more engaged in the activities of the profession that support practice. These courses include OT 350: Quantitative and Qualitative Research and OT 450: Supervision and Management.

Advanced-Professional Level Courses:

At the advanced professional level students engage in issues of leadership and advocacy, and further develop clinical skills in evaluation and critical thinking in the application of therapeutic processes. Courses include OT 520 and OT 521: Advanced Occupational Performance I and II, OT 526: Neurocognitive and Neuromotor Challenges, OT 525: Occupational Therapy in Community Settings, OT 544: Leadership Principles, Ethics and Pragmatics, and OT 542: Understanding Disability and the Therapeutic Relationship.

Students participate in research and scholarship in OT 492, OT 592 and OT 593: Research and Scholarship I, II and III; explore topics in current theory in OT 550: Graduate Seminar in Theory; and interact with professionals from diverse clinical specialties in OT 530: Topics in Occupational Therapy. Finally students complete two Level II Fieldwork placements and become eligible to take the NBCOT registration exam.

Students taking the OTD option will engage in preparatory seminars OT 701, 702, 703 to develop a proposal for their Capstone Experience.

Community-Based Learning

Community-Based Learning (CBL) is a way for students to actively connect their academic work with direct experience in the community. By combining hands-on work in the community with the academic framework provided by course work across the curriculum, students gain a rich experience of social issues. Students learn about the workings of community, encounter differences related to race, class and privilege, gain a deeper understanding about social justice, and are able to do work that is beneficial to others. They also gain a greater understanding of themselves. Community-based learning emphasizes academic rigor, reflection, and developing ongoing community partnerships.

1. CBL requirements for each semester will be completed over the course of the four undergraduate years.
2. CBL activities must be completed in *accordance with course requirements* outlined in course syllabi.
3. Failure to complete the required activities will result in an “I” (incomplete) for “F” (failure) for the course. The student must work with the course instructor to have the grade expunged from their record.

TAPESTRY: Occupational Therapy

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional Development Activities help you to grow as a knowledgeable, responsible professional. This is different from Community-Based Learning which is based on the Jesuit mission of developing 'men and women for others'; Profession Development (TAPESTRY) is to broaden your own professional identity. The University of Scranton offers numerous opportunities for you to explore new ideas and engage with others in activities as a participant or even as a leader.

Students are required to engage in **two (2)** activities in each semester. Opportunities will be forwarded to you as they arise, and announcements will be posted on the bulletin board (opposite the rest rooms) on 3rd floor Leahy. You may find other opportunities that seem appropriate for PD, just ask your teacher or department chair for approval.

PD requirements are in one course for each semester and completion is recorded in the grade for that course as Complete or Incomplete.

Doctor of Occupational Therapy (OTD) Track

This option is for students entering the program in AY 2020-21 or later.

All students accepted into the Occupational Therapy Program complete the first three years of study as one group. During the third (junior) year, students will have the option to apply for entry into the Doctor of Occupational Therapy (OTD) track. To remain in the Master or Science (MS) track no action is required, only the requirement to be in good standing with a minimum GPA of 3.0 as outlined elsewhere in this manual. Accepted OTD students will have a separate Research and Scholarship sequence in the fourth (senior) year and an additional graduate academic year. The curriculum for both tracks is listed below.

Admission into the OTD track will require an application to the department OTD Admissions Committee and decisions will be made based on academic achievement, a personal statement, a reflection on the Capstone purpose, and a resumé.

Curriculum Grid Master's Degree Track

| Requirement | Course Number | Course Name | Fall Credits | Int | Spring Credits | Sum |
|--------------------|--------------------------|---|--------------|-----|----------------|-----|
| FIRST YEAR | | | | | | |
| Major | OT 120 | (FYOC) (FYDT) Foundations of Occupational Therapy | 3 | | | |
| Major | OT 121 | Occupational Performance | | | 3 | |
| Cognate | BIOL 110/L BIOL 111/L | (E) Human Anatomy and Physiology | 4 | | 4 | |
| Cognate | PHYS 120/L | General Physics I | | | 4 | |
| GE PHIL-T/RS | T/RS 121 | (P) Theology I | 3 | | | |
| GE FYW | WRTG 107 | (FYW) Composition | 3 | | | |
| GE PHIL-T/RS | PHIL 120 | (P) Intro to Philosophy | | | 3 | |
| GE S/BH | PSYC 110 | (S) Fundamentals of Psychology | | | 3 | |
| GE FYS | | First Year Seminar ¹ | | | | |
| | | | 13 | | 17 | |
| SECOND YEAR | | | | | | |
| Major | OT 230/L | Anatomy & Mechanics of Human Movement | 3 | | | |
| Major | OT 231 | Neuroanatomy of Function | | | 3 | |
| Major | OT 250 | (EPW) Scientific Writing and Information Literacy in OT | | | 3 | |
| Cognate | PSYC 210 or EDUC 120 | (Q) Statistics in the Behavioral Sciences or Applied Statistics | 3 | | | |
| Cognate | PSYC 225 | (S) Abnormal Psychology | | | 3 | |
| Cognate | PSYC 226 | (S) Lifespan Development: Cognitive & Biological | | | 3 | |
| GE HUMN | HUMN ELECT | Humanities Elective | 3 | | 3 | |
| GE S/BH | SOC 110 | (S) Introduction to Sociology | 3 | | | |
| GE PHIL-T/RS | T/RS 122 | (P) Theology II | 3 | | | |
| GE ELECT | FREE ELECT | Free Elective | | | 3 | |
| | | | 15 | | 18 | |

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| Requirement | Course | Course Name | Fall | Int | Spring | Sum |
|--------------------|------------|--|-----------|----------|-----------|----------|
| THIRD YEAR | | | | | | |
| Major | OT 320/L | Children and Youth Practice I | 3 | | | |
| Major | OT 321/L | Children and Youth Practice II | | | 3 | |
| Major | OT 322/L | Mental Health in Occupational Therapy Practice | | | 3 | |
| Major | OT 340 | Promoting Health and Well-Being | | | 3 | |
| Major | OT 350 | (EPW) Quantitative and Qualitative Research Methods | 3 | | | |
| Major | OT 380 | OT Level I Clinical: I Pediatrics ² | | 1 | | |
| Major | OT 381 | OT Level I Clinical: II Psychosocial Rehabilitation ² | | | | 1 |
| Cognate | CHS 333 | (D) Multiculturalism in Counseling and Human Services | 3 | | | |
| Cognate | CHS 341 | Group Dynamics | | | 3 | |
| GE PHIL-T/RS | PHIL 210 | (P) Ethics | 3 | | | |
| GE PHIL-T/RS | | (P) Medical Ethics: PHIL 212, PHIL 316, T/RS 226 or T/RS 332 | | | 3 | |
| GE HUMN | HUMN ELECT | Humanities Elective | 3 | | | |
| | | | 15 | 1 | 15 | 1 |
| FOURTH YEAR | | | | | | |
| Major | OT 420/L | The OT Process in Physical Rehabilitation I | 3 | | | |
| Major | OT 421/L | The OT Process in Physical Rehabilitation II | | | 3 | |
| Major | OT 422/L | The Functional Upper Extremity | 3 | | | |
| Major | OT 423 | (D) The OT Process in Adulthood and Aging | | | 3 | |
| Major | OT 424 | Functional Visual Performance | 3 | | | |
| Major | OT 450 | Supervision and Management | | | 3 | |
| Major | OT 480 | OT Level I Clinical: III Physical Rehabilitation ² | | 1 | | |
| Major | OT 492 | Research & Scholarship I | | | 2 | |
| GE HUMN | HUMN ELECT | Humanities Elective | 3 | | | |
| GE ELECT | FREE ELECT | Free Electives | 3 | | 3 | |
| | | | 15 | 1 | 14 | |

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| Requirement | Course Number | Course Name | Fall Credits | Inter | Spring Credits | Summer Credits |
|----------------------------|---------------|---|--------------|-------|----------------|----------------|
| FIFTH YEAR | | | | | | |
| Major | OT 581 | OT Level II Fieldwork I ³ | | | | 6 |
| Major | OT 520 | Advanced Occupational Performance I | 3 | | | |
| Major | OT 521 | Advanced Occupational Performance II | | | 3 | |
| Major | OT 526 | Neurocognitive and Neuromotor Challenges | 3 | | | |
| Major | OT 525 | Occupational Therapy in Community Settings | 3 | | | |
| Major | OT 530 | Topics in Occupational Therapy I | 1 | | | |
| Major | OT 531 | Topics in Occupational Therapy II | | | 1 | |
| Major | OT 542 | Understanding Disability & Therapeutic Relationship | 3 | | | |
| Major | OT 544 | Leadership Principles, Ethics and Pragmatics | | | 3 | |
| Major | OT 550 | Graduate Seminar in Theory | | | 3 | |
| Major | OT 592 | Research and Scholarship II | 2 | | | |
| Major | OT 593 | Research and Scholarship III | | | 2 | |
| | | | 15 | | 12 | 6 |
| SIXTH YEAR (Summer) | | | | | | |
| Major | OT 582 | OT Level II Fieldwork II ³ | | | | 6 |
| | | | | | | 6 |
| | | TOTAL CREDITS: 164 (Undergrad: 125; Grad: 39) | | | | |

¹The selection of First Year Seminar is likely to fulfill the requirements for both First Year Seminar and General Education. Thus, the First Year Seminar will not add to the Total Credits for the Semester. Talk to your advisor if you have any questions.

²OT Level I Clinical I, II and III are each a minimum 40-hour and are completed in pediatric, mental health, and physical rehabilitation.

³ Level II Fieldwork I and II are required 12-week clinical rotations that are completed on a full-time basis in different practice areas including physical rehabilitation, mental health, pediatrics, hand therapy, and community-based settings.

Curriculum Grid Doctorate Degree Track

| Requirement | Course Number | Course Name | Fall Credits | Int | Spring Credits | Sum |
|--------------------|--------------------------|---|--------------|-----|----------------|-----|
| FIRST YEAR | | | | | | |
| Major | OT 120 | (FYOC) (FYDT) Foundations of Occupational Therapy | 3 | | | |
| Major | OT 121 | Occupational Performance | | | 3 | |
| Cognate | BIOL 110/L BIOL 111/L | (E) Human Anatomy and Physiology | 4 | | 4 | |
| Cognate | PHYS 120/L | General Physics I | | | 4 | |
| GE PHIL-T/RS | T/RS 121 | (P) Theology I | 3 | | | |
| GE FYW | WRTG 107 | (FYW) Composition | 3 | | | |
| GE PHIL-T/RS | PHIL 120 | (P) Intro to Philosophy | | | 3 | |
| GE S/BH | PSYC 110 | (S) Fundamentals of Psychology | | | 3 | |
| GE FYS | | First Year Seminar ¹ | | | | |
| | | | 13 | | 17 | |
| SECOND YEAR | | | | | | |
| Major | OT 230/L | Anatomy & Mechanics of Human Movement | 3 | | | |
| Major | OT 231 | Neuroanatomy of Function | | | 3 | |
| Major | OT 250 | (EPW) Scientific Writing and Information Literacy in OT | | | 3 | |
| Cognate | PSYC 210 or EDUC 120 | (Q) Statistics in the Behavioral Sciences or Applied Statistics | 3 | | | |
| Cognate | PSYC 225 | (S) Abnormal Psychology | | | 3 | |
| Cognate | PSYC 226 | (S) Lifespan Development: Cognitive & Biological | | | 3 | |
| GE HUMN | HUMN ELECT | Humanities Elective | 3 | | 3 | |
| GE S/BH | SOC 110 | (S) Introduction to Sociology | 3 | | | |
| GE PHIL-T/RS | T/RS 122 | (P) Theology II | 3 | | | |
| GE ELECT | FREE ELECT | Free Elective | | | 3 | |
| | | | 15 | | 18 | |

Occupational Therapy Program Student Manual 2022

| Requirement | Course | Course Name | Fall | Int | Spring | Sum |
|------------------------|---------------|--|-----------|----------|-----------|----------|
| THIRD YEAR OTD | | | | | | |
| Major | OT 320/L | Children and Youth Practice I | 3 | | | |
| Major | OT 321/L | Children and Youth Practice II | | | 3 | |
| Major | OT 322/L | Mental Health in Occupational Therapy Practice | | | 3 | |
| Major | OT 340 | Promoting Health and Well-Being | | | 3 | |
| Major | OT 350 | (EPW) Quantitative and Qualitative Research Methods | 3 | | | |
| Major | OT 380 | OT Level I Clinical: I Pediatrics ² | | 1 | | |
| Major | OT 381 | OT Level I Clinical: II Psychosocial Rehabilitation ² | | | | 1 |
| Cognate | CHS 333 | (D) Multiculturalism in Counseling and Human Services | 3 | | | |
| Cognate | CHS 341 | Group Dynamics | | | 3 | |
| GE PHIL-T/RS | PHIL 210 | (P) Ethics | 3 | | | |
| GE PHIL-T/RS | | (P) Medical Ethics: PHIL 212, PHIL 316, T/RS 226 or T/RS 332 | | | 3 | |
| GE HUMN | HUMN ELECT | Humanities Elective | 3 | | | |
| | | | 15 | 1 | 15 | 1 |
| FOURTH YEAR OTD | | | | | | |
| Major | OT 420/L | The OT Process in Physical Rehabilitation I | 3 | | | |
| Major | OT 421/L | The OT Process in Physical Rehabilitation II | | | 3 | |
| Major | OT 422/L | The Functional Upper Extremity | 3 | | | |
| Major | OT 423 | (D) The OT Process in Adulthood and Aging | | | 3 | |
| Major | OT 424 | Functional Visual Performance | 3 | | | |
| Major | OT 450 | Supervision and Management | | | 3 | |
| Major | OT 480 | OT Level I Clinical: III Physical Rehabilitation ² | | 1 | | |
| Major | OT 491 | Research & Scholarship I | 2 | | | |
| Major | OT 493 | Research & Scholarship II | | | 2 | |
| GE HUMN | HUMN ELECT | Humanities Elective | 3 | | | |
| GE ELECT | FREE ELECT | Free Electives | 3 | | 3 | |
| | | | 17 | 1 | 14 | |

Bold indicates different from MS track

Occupational Therapy Program Student Manual 2022

| Requirement | Course Number | Course Name | Fall Credits | Inter | Spring Credits | Summer Credits |
|-----------------------|---------------|---|--------------|-------|----------------|----------------|
| FIFTH YEAR OTD | | | | | | |
| Major | OT 581 | OT Level II Fieldwork I ³ | | | | 6 |
| Major | OT 520 | Advanced Occupational Performance I | 3 | | | |
| Major | OT 521 | Advanced Occupational Performance II | | | 3 | |
| Major | OT 526 | Neurocognitive and Neuromotor Challenges | 3 | | | |
| Major | OT 525 | Occupational Therapy in Community Settings | 3 | | | |
| Major | OT 530 | Topics in Occupational Therapy I | 1 | | | |
| Major | OT 531 | Topics in Occupational Therapy II | | | 1 | |
| Major | OT 542 | Understanding Disability & Therapeutic Relationship | 3 | | | |
| Major | OT 550 | Graduate Seminar in Theory | | | 3 | |
| Major | OT 701 | Capstone Seminar I | 3 | | | |
| Major | OT 702 | Capstone Seminar II | | | 3 | |
| | | | 16 | | 10 | 6 |
| SIXTH YEAR OTD | | | | | | |
| Major | OT 582 | OT Level II Fieldwork II ³ | | | | 6 |
| Major | OT 703 | Capstone Seminar III | 3 | | | |
| Major | OT 744 | Advanced Leadership Principles | 3 | | | |
| Major | OT 750 | Advanced Assessment Through Lifespan | 3 | | | |
| Major | OT 730 | Topics in Occ Therapy III | 1 | | | |
| Major | OT 780 | Capstone Experience | | | 6 | |
| | | | 10 | | 6 | |
| | | Total Credits: 180 (undergrad: 127, Grad: 53) | | | | |

Bold indicates different from master's track

¹The selection of First Year Seminar is likely to fulfill the requirements for both First Year Seminar and General Education. Thus, the First Year Seminar will not add to the Total Credits for the Semester. Talk to your advisor if you have any questions.

²OT Level I Clinical I, II and III are each a minimum 40-hour and are completed in pediatric, mental health, and physical rehabilitation.

³ Level II Fieldwork I and II are required 12-week clinical rotations that are completed on a full-time basis in different practice areas including physical rehabilitation, mental health, pediatrics, hand therapy, and community-based settings.

Course Descriptions for Master's and OTD Program

OT 120: Foundations of Occupational Therapy (FYOC and FYDT) 3 credits

In this introductory course students explore the history, philosophical base and core values of the profession of occupational therapy. Students will be introduced to professional standards and ethics, tool of practice, and frames of reference that guide the therapeutic process. This is a designated FYOC and FYDT course.

OT 121: Occupational Performance 3 credits

Students will explore and analyze occupations/activities throughout the lifespan and gain experience in activity modification (activity grading, environmental modifications) through collaborative learning, problem-solving, and reflection. Principles of professional identity, teamwork, and group leadership are integrated into learning experiences.

OT 230: Anatomy & Mechanics of Human Movement Lecture 2 credits

(Pre-requisites: BIO 110/L & 111/L, PHYS 120/L; Co-requisites: OT 230L) A regional in-depth study of human anatomy and application of principles of functional movement with major emphasis on normal and abnormal movement. Focus is placed upon anatomical structures involved with movement and strength as required for areas of human occupation.

OT 230L: Anatomy & Mechanics of Human Movement Lab 1 credit

(Pre-requisites: BIO 110/L & 111/L, PHYS 120/L; Co-requisites: OT 230) A regional in-depth study of human anatomy and application of principles of functional movement with major emphasis on normal and abnormal movement. Focus is placed upon anatomical structures involved with movement and strength as required for areas of human occupation.

OT 231: Neuroanatomy of Function 3 credits

(Pre-requisites: OT 230/L) An overview of applied neuroanatomy with emphasis on neurological foundations of movement, behavior, development and change. Typical nervous system function is explored with the aim of understanding conditions of dysfunction and how a person's occupational performance may be impacted. Instruction includes integration of lecture, self-directed learning and hands-on activities.

OT 250: Scientific Writing and Information Literacy in Occupational Therapy (EPWII) 3 credits

Students will learn the language of scientific inquiry and how to locate and critically examine research publications in occupational therapy and related fields. They will also learn the basic steps to create evidence-based reviews on specific clinical topics and to write in a scientific style. Designated EPII Writing course.

OT 320: Children and Youth- Practice I

2 credits

(Pre-requisites: OT 121, OT 231, OT 250; Co-requisite: OT 320L) An overview of pediatric practice models, evaluation, and evidence-based treatment intervention techniques used to enhance the function of infants, children, and young adults with developmental and other disabilities. In labs emphasis is placed on experiential learning, inquiry and problem-solving to acquire the foundation for addressing occupational performance in pediatric populations.

OT 320L: Children and Youth Practice I Lab

1 credit

(Pre-requisites: OT 121, OT 231, OT 250; Co-requisite: OT 320) An overview of pediatric practice models, evaluation, and evidence-based treatment intervention techniques used to enhance the function of infants, children, and young adults with developmental and other disabilities. In labs, emphasis is placed on experiential learning, inquiry and problem solving to acquire the foundation for addressing occupational performance in pediatric populations.

OT 321: Children and Youth Practice II

2 credits

(Pre-requisites: OT 320-320L; Co-requisite: OT 321L) Application of foundational knowledge to the evaluation and treatment of infants, children, and young adults in context of their families. This course integrates classroom knowledge with hands-on experiences under the direct supervision of a qualified practitioner. Students explore evidence for traditional and non-traditional interventions.

OT 321L: Children and Youth Practice II Lab

1 credit

(Pre-requisites: OT 320-320L; Co-requisite: OT 321) Application of foundational knowledge to the evaluation and treatment of infants, children, and young adults in context of their families. This course integrates classroom knowledge with hands-on experiences under the direct supervision of a qualified practitioner. Students explore evidence for traditional and non-traditional interventions.

OT 322: Mental Health in Occupational Therapy Practice

2 credits

(Pre-requisites: OT 121, OT 231, PSYC 225; Co-requisite: OT 322L) An overview of theoretical frames of reference, evaluation and evidence-based intervention used to enhance the function of individuals with mental health issues in the context of home, school and work environments. Methods of clinical observation, assessment, and treatment approaches for a variety of populations are explored in laboratory simulations.

OT 322L: Mental Health in Occupational Therapy Practice Lab

1 credits

(Pre-requisites: OT 121, OT 231, PSYC 225; Co-requisite: OT 322) An overview of theoretical frames of reference, evaluation and evidence-based intervention used to enhance the function of individuals with mental health issues in the context of home, school and work environments. Methods of clinical observation, assessment, and treatment approaches for a variety of populations are explored in laboratory simulations.

OT 340: Promoting Health and Well-Being 3 credits

(Pre-requisites: OT 121, OT 320-320L, OT 380) This course examines how occupation relates to health, well-being and participation in life for individuals, groups and populations. Students engage in advanced analysis of occupational therapy concepts and clinical reasoning to guide the intervention process and establish programs promoting health and wellness.

OT 350: Quantitative and Qualitative Research Methods (EPIIW) 3 credits

(Pre-requisites: OT 250; PSYC 210 or EDUC 120) This course examines the wide range of research designs used in the health care professions. Both qualitative and quantitative approaches are reviewed and evaluated in terms of their purpose, strengths and limitations. Students engage in simulated research activities and design a research project.

OT 380: Occupational Therapy Level I Clinical I: Pediatrics 1 Credit

(Pre-requisites: OT 321/L) Directed observation and supervised participation in the occupational therapy process in a pediatric/developmental disabilities setting. Emphasis on the integration of theory and practice. Intersession, 40 hours.

OT 381: Occupational Therapy Level I Clinical II: Psychosocial Rehabilitation 1 Credit

(Pre-requisites: OT 322/L) Directed observation and supervised participation in the therapeutic process in a psychosocial rehabilitation setting. Emphasis is placed on the integration of theory and practice. Summer, 40 hours.

OT 420: The Occupational Therapy Process in Physical Rehabilitation I 2 credits

(Pre-requisites: OT 231, OT 321-321L, OT 340; Co-requisite: OT 420L) This course focuses on conditions commonly seen in physical rehabilitation. Occupational deficits arising from these conditions will be examined in-depth. Facilitation of clinical reasoning will be emphasized as students navigate the OT process (from evaluation to discharge). Medical abbreviations, and documentation skills required throughout the OT process will be stressed.

OT 420L: The Occupational Therapy Process in Physical Rehabilitation I Lab 1 credits

(Pre-requisites: OT 231, OT 321-321L, OT 340; Co-requisite: OT 420) This lab focuses on conditions commonly seen in physical rehabilitation. Occupational deficits arising from these conditions will be examined in-depth. Students will demonstrate good safety and judgement with their clients as they navigate the OT process. Medical abbreviations, and documentation skills required throughout the OT process will be stressed.

OT 421: The Occupational Therapy Process in Physical Rehabilitation II 2 credits

(Pre-requisites: OT 420/L; Co-requisite: OT 421L) This course incorporates and expands on content from OT 420-420L. Students gain competence in using evidence-based research for designing and implementing treatment plans that reflect best practice. Conditions commonly seen in the

physical rehabilitation (CVA, TBI, SCI, etc.) are presented through case studies and problem-based learning activities.

OT 421L: The Occupational Therapy Process in Physical Rehabilitation II Lab 1 credit

(Pre-requisites: OT 420/L; Co-requisite: OT 421) This course incorporates and expands on content from OT 420-420L. Students gain competence in using evidence-based research for designing and implementing treatment plans that reflect best practice. Conditions commonly seen in the physical rehabilitation (CVA, TBI, SCI, etc.) are presented through case studies and problem-based learning activities.

OT 422: The Functional Upper Extremity 2 credits

(Pre-requisites: OT 231/L; Co-requisite: OT 422L) Students will examine the upper extremity as a functional tool of the human body. Building on anatomy, physiology and development of the upper limb, students conduct assessments and design interventions for clients with various pathologies. The emphasis is for students to develop an evidenced-based, occupation-centered perspective on upper extremity rehabilitation.

OT 422L: The Functional Upper Extremity Lab 1 credit

(Pre-requisites: OT 231/L; Co-requisite: OT 422) Students will examine the upper extremity as a functional tool of the human body. Building on anatomy, physiology and development of the upper limb, students conduct assessments and design interventions for clients with various pathologies. The emphasis is for students to develop an evidenced-based, occupation-centered perspective on upper extremity rehabilitation.

OT 423: The Occupational Therapy Process in Adulthood and Aging (D) 3 credits

(Pre-requisites: OT 340, OT 322, OT 420L) An overview of theoretical frames of reference, evaluations, and intervention strategies to enhance culturally relevant occupations in older adults. Students will observe, assess, and complete therapeutic interventions to develop an effective holistic approach to geriatric practice. Integrating community-based learning into the course, students will gain experience interacting with older adults.

OT 424: Functional Visual Performance 3 credits

(Pre-requisites: OT 321/L, OT 420/L) Focusing on vision and technology, students explore and experience the impact of vision deficits on occupational performance throughout the lifespan. Topics include anatomy, diagnoses, evaluations, interventions and roles of other professionals. Incorporation of technology for visual impairment and other limitations are applied to the individual and environment to facilitate independence.

OT 450: Supervision and Management 3 credits

[Pre-requisites: OT 380 and (PHIL 212, PHIL 316, T/RS 226 or T/RS 332)] This course focuses on the application of management principles in occupational therapy practice settings. Emphasis is

placed on administration, supervision, program planning, program evaluation, documentation, reimbursement, ethics, advocacy and quality assurance.

OT 480: Occupational Therapy Level I Clinical- III: Physical Rehabilitation **1 Credit**

(Prerequisites: OT 381, OT 421/L) Directed observation and supervised participation in the therapeutic process in a physical rehabilitation setting. Emphasis is placed on the integration of theory and practice. Intercession, 40 hours.

OT 492: Research and Scholarship I **2 credits**

(Pre-requisites: OT 350) Students begin the process of designing and implementing a scholarly study which will culminate in a capstone project in the graduate year. Research topics will be explored, a specific research question will be identified, the literature reviewed, and a research proposal will be submitted for review and approval.

OT 493: Research and Scholarship II (OTD) **2 credits**

Student groups will collect data according to the design of their research project. Managing data, data analysis, interpretation and application of findings will be done with a faculty mentor. The project and findings will be presented in a scholarly format such as conference presentation or poster.

OT 520: Advanced Occupational Performance I **3 credits**

Students integrate cumulative knowledge and experience to design and apply effective solutions in natural, complex, real-world contexts. The focus is on the lived experiences and needs of the birth through young adult population who are disabled or experience disparities. Principles of occupational performance are applied in traditional and non-traditional settings.

OT 521: Advanced Occupational Performance II **3 credits**

Students integrate cumulative knowledge and experience to design and apply effective solutions in natural, complex, real-world contexts. The focus is on the lived experiences and needs of the adult population who are disabled or experience disparities. Principles of occupational performance are applied in traditional and non-traditional settings.

OT 525: Occupational Therapy in Community Settings **3 credits**

In this course students examine community-based programs, non-medical settings, alternative care and natural environments. The benefits and challenges of family- and client-centered programs are explored. Students discover the value of advocacy for occupational justice and develop a professional identity that views occupational therapy as vital to community practice settings.

OT 526: Neurocognitive and Neuromotor Challenges: Assessments & Interventions **3 credits**

(Pre-requisites: OT 581) This course focuses on components of occupational therapy evaluation and intervention in adults and older adults with neurological impairment. Evaluations, treatment planning, implementation, and review of functional, evidenced based interventions, and overall outcomes will be addressed. Learning activities will include, case-based scenarios, simulated patients and community based projects.

OT 530: Topics in Occupational Therapy I **1 credit**

(Pre-requisite: OT 581) This course provides an opportunity for the students to gain advanced skills in clinical practice, research, leadership, or advocacy. Seminar topics are provided by experts in their fields to offer in-depth exploration of emerging areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

OT 531: Topics in Occupational Therapy II **1 credit**

(Pre-requisite: OT 581) This course provides an opportunity for the students to gain advanced skills in clinical practice, research, leadership, or advocacy. Seminar topics are provided by experts in their fields to offer in-depth exploration of emerging areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

OT 542: Understanding Disability and the Therapeutic Relationship **3 credits**

(Pre-requisite: OT 581) An in-depth analysis of disability from the perspective of the individual is examined through engaged discussion, group problem-solving and invited presentations. Students reflect on personal and professional experiences. Concepts, skills and application of therapeutic use of self is developed and refined for successful engagement in therapeutic relationships.

OT 544: Leadership Principles, Ethics and Pragmatics **3 credits**

(Pre-requisite: OT 581) Extensive analysis of the profession's historical influences, current and emerging trends in occupational therapy leadership, and possibilities for personal leadership evolution. Emphasis is placed upon examining the link between professional ethics, personal values, and leadership. Systemic challenges to ethical leadership and professional supports for sustaining ethical practice are investigated.

OT 550: Graduate Seminar in Theory **3 credits**

(Pre-requisite: OT 581) This course emphasizes the critical nature of theory in practice. The occupational therapy paradigms and the theories that have influenced practice will be critiqued in-depth. Through various learning activities students will demonstrate how their analyses of occupational therapy theories and related assessments are used to frame practice.

OT 592: Research and Scholarship II **2 credits**

Following OT 492 students will actively engage in participant recruitment and data collection for their project. Students work collaboratively under the supervision of a faculty mentor

OT 593: Research and Scholarship III

2 credits

(Pre-requisite: OT 592) This is the third and final course of the process of designing, conducting and reporting a research study. Students will analyze, interpret and connect the findings to the research question. A scholarly presentation is the capstone of this course series.

OT 581: OT Level II Internship-I

6 credits

(Prerequisite: completion of all undergraduate coursework or academic graduate coursework) Level II fieldwork is designed to provide opportunities for the student to integrate academically acquired knowledge with Occupational Therapy practice in physical, psychosocial, and developmental context. Level II experiences are mentored to facilitate student clinical reasoning in current and emerging areas of practice. During Level II fieldwork the student will design and implement occupational therapy services for individuals, groups, and populations across the lifespan. OT certification exam eligibility requires 24 weeks total Level II fieldwork (minimum). Summer, following the fourth or fifth year of the program, 12 weeks, full-time

OT 582: OT Level II Internship-II

6 credits

(Prerequisite: completion of all undergraduate coursework or academic graduate coursework) Level II fieldwork is designed to provide opportunities for the student to integrate academically acquired knowledge with Occupational Therapy practice in physical, psychosocial, and developmental context. Level II experiences are mentored to facilitate student clinical reasoning in current and emerging areas of practice. During Level II fieldwork the student will design and implement occupational therapy services for individuals, groups, and populations across the lifespan. OT certification exam eligibility requires 24 weeks total Level II fieldwork (minimum). Summer, following the fourth or fifth year of the program, 12 weeks, full-time.

OT 701: Seminar I: Doctoral Capstone

3 credits

An overview of the doctoral capstone processes and expectations. Educational activities include exploration of focus areas for the doctoral capstone (clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development), investigation of resources to support the doctoral capstone and identification of doctoral experience site.

OT 702: Seminar II: Doctoral Capstone

3 credits

In Seminar II: Doctoral Capstone students work with their assigned faculty mentor to develop an individual doctoral capstone proposal. Course activities include identifying a problem or limitation in the profession's practice, knowledge, or skills; conducting a needs assessment; completing a literature review; and further developing their individual doctoral capstone proposal.

OT 703: Seminar III: Doctoral Capstone

2 Credits

In Seminar III: Doctoral Capstone students work with their assigned faculty mentor, community site advisor, and doctoral capstone coordinator to refine and finalize their individual doctoral capstone proposed plan.

OT 730: Topics in Occupational Therapy III

1 credit

This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

OT 744: Advanced Leadership Principles, Ethics and Pragmatics

3 credits

For the doctoral level student this course explores leadership theoretical foundations, professional ethics and systemic challenges to sustaining practice. Building on experience from two fieldwork settings, students problem-solve current issues facing the profession and examine possibilities for personal leadership. Students have the opportunity to engage directly with leaders in the field.

OT 750: Advanced Assessment Across the Lifespan

3 credits

Building on classroom and clinical experiences students learn to select appropriate assessment tools, evaluate the psychometric properties, supporting evidence for the tool, and interpret results. Students will become familiar with a wide range of assessments in occupational therapy covering infancy through geriatrics and across many performance areas.

OT 780 Capstone Experience

6 Credits

The doctoral student engages in the program or activities developed during the Capstone Seminars. This is a 14-week (560 hours), independent, on-site experience conducted under the mentorship of a faculty member and a community partner. Upon completion the project will be disseminated to demonstrate synthesis of in-depth knowledge.

Policies, Procedures and Guidelines

Departmental Academic Policies and Procedures

All students at The University of Scranton receive (and should become familiar with) the Student Manual, which outlines general student responsibilities, policies, and expectations. Occupational Therapy students are required not only to abide by the provisions of the Student Manual, but also to follow the policies of the Department of Occupational Therapy. Several specific departmental policies are delineated herein; students should understand and follow these policies. The Department acknowledges the pre-eminence of University policy and refers students to their Student Handbook for further information.

Advancement and Retention

Occupational Therapy course work is sequenced in a progression that builds upon and develops knowledge and skills at increasing levels of complexity, competence, and integration. Because of this, all required courses must be completed in sequence; earlier courses are often pre-requisites for later courses. A minimum of C (2.00) must be attained in every undergraduate cognate* and occupational therapy course. In addition, a Community-Based Learning component is required during each undergraduate semester.

Students who enter this program as freshman generally proceed through four years of study and receive a Bachelor of Science degree in Health Sciences. A minimum, overall undergraduate GPA of 3.00 will be required in order to advance into the graduate of the program; and a minimum overall GPA of 3.00 must be maintained in the graduate program.

During the junior year students will have the option of applying to go into the OTD track to complete their degree or will stay in the MS track. The MS is one year (two semesters) of graduate academic work plus two Level II Fieldwork placements (24 weeks total); the OTD track is two years (three semesters of course work and one semester of Capstone Experience) plus two Level II Fieldwork placements (24 weeks total). All students who have successfully completed the undergraduate degree and have a 3.0 minimum GPA are eligible for either the MS or the OTD track. However, the OTD track has a limited number of spaces and an application is required. A committee of faculty members will meet to make decisions on admission. All students upon successful completion of the MS or OTD degree will be eligible to take the NBCOT certification exam and then be licensed for practice.

*Includes: BIOL 110, 110L; BIOL 111, 111L; PHYS 120, 120L; CHS 333; CHS 341; PSYC 110; PSYC 210, PSYC 225; PSYC 226; SOC 110.

Academic Integrity

The Department of Occupational Therapy adheres to the University's Academic Code of Honesty and expects students, staff and faculty to follow these guidelines. Additionally, the professional *Occupational Therapy Code of Ethics* (AOTA, 2020) and *Standards of Practice* (AOTA, 2021) is to be followed. Suspected violations of these codes will be investigated per university policy. Penalties for academic dishonesty range from a failing grade to dismissal from the University.

Professional Behaviors

As an occupational therapy student, you are in a unique situation: you are part of a professional program. Successful occupational therapists possess certain characteristics or behaviors that are not necessarily related to the profession's core knowledge or technical skills. These characteristics, which represent the profession of occupational therapy as reflected in our core values (AOTA, 2021), are called '**professional behaviors.**'

The University of Scranton's Occupational Therapy Department places strong emphasis on the development of professional behaviors. Because of this, our program and graduates are well known for their exceptionally high levels of professionalism. We recognize that just as it takes time and effort to gain the profession's core knowledge and technical skills; it also takes both time and focused effort for students to begin to learn about themselves as they encounter challenges, grow, and ultimately develop a strong sense of professionalism.

In order to progress through the Occupational Therapy curriculum, students must meet and maintain professional behavior standards as well as academic criteria (see Advancement and Retention). The process of professional development begins at the start of freshman year so that each student can positively and accurately represent him/herself, the university and our profession. Please refer to the Professional Behavior Policy, Presentation Requirements, Laboratory Behavior Standards, and Attendance and Punctuality Responsibilities on each course syllabi.

Professional Behavior Policy

To foster students' professional development, the Department utilizes a variety of methods on an as-needed basis. These can include individual student meetings, the Professional Development Assessment, and other documents as deemed appropriate by the department. They are designed specifically to recognize and acknowledge a student's developing professionalism. Students should become familiar with Department policies regarding professionalism (course grades are also impacted by professional behaviors-see course syllabus):

Students demonstrating professional behavior issues are required to meet with the appropriate faculty, Program Director and/or staff. Faculty and staff persons observing professional behavior issues will implement the following procedures.

1. Individual student meeting with faculty, staff and/or Program Director/Chair: During this meeting the consequences of failing to develop professional behaviors will be reviewed. Resources available to facilitate professional development will be provided. If a professional issue continues, a corrective plan of action will be formulated in collaboration with faculty. This meeting will be documented in the student's file.
2. If the professional behavior issues of concern continue, then the student may be placed on departmental academic probation. The conditions of probation will be determined by program director and/or department chair and faculty members as deemed appropriate by the Chair.
3. If the conditions of probation are not met the student will be dismissed from the program.

For cases in which the student's behavior is an egregious violation of ethics, safety, law or university policy, dismissal will be immediate.

The Department endeavors to cultivate professionalism among its students. Toward this end, honest and open communication is encouraged, including candid self-awareness, acceptance of responsibility and exchange of feedback.

Grading Policy

1. Grading policy is specified in each course syllabus and is consistent with departmental policy.
2. Final grades are calculated to 2 decimal points and are not rounded up.
3. Students are expected to take exams on the date scheduled for the class. In the event of an illness or other unforeseen circumstance that precludes the student from taking the exam, the instructor will arrange a later time for the make-up exam. If the exam is the final, the student will receive an (I) incomplete on their record until the exam is made up. Exams **cannot be given earlier** than scheduled to accommodate a student's inability to be present on exam day.
4. In courses with labs (OT 230/L, 320/L, 321/L, 322/L, 420/L, 421/L, and 422/L) the lecture and lab must be passed with a grade of 'C' or higher or **both** lecture and lab must be repeated.

Confidentiality Requirement

Department of Occupational Therapy students are expected to maintain confidentiality in their professional relationships with clients, colleagues and the University. Occupational therapy practitioners are required to abide by state and federal laws which uphold confidentiality (e.g., HIPAA).

Relationships with Clients

The AOTA Code of Ethics (AOTA, 2020), stipulates that occupational therapy personnel, including students, demonstrate a concern for the welfare and dignity of the recipient of service. This respect is demonstrated by protecting the confidential nature of information gained from educational practice, and investigational activities unless sharing such information could be deemed necessary to protect the well-being of a third party. As a student, however, you will be expected to share client information with your supervisor and other members of the treatment team. In order to do this, you should inform all clients that any information you obtain from them will be shared with these professionals. Your supervisor is responsible for all occupational therapy services provided to that client and this information will be required to appropriately supervise your intervention as a student therapist.

Information received from the client is to be discussed only for professional purposes and in private. Client information that is discussed in classes or seminars should be presented in a way that the identity of the individual is not revealed. This may require that you eliminate or generalize details, use initials or a fictitious name to maintain anonymity.

Relationships with Colleagues

The AOTA Code of Ethics (2020) stipulates that occupational therapy personnel, including students, shall function with discretion and integrity in relations with colleagues and other professionals, and shall be concerned with the quality of their services. This respect is demonstrated by not disclosing privileged information when participating in reviews of peers, programs, or systems. As an occupational therapy student and a developing professional, you will be expected to demonstrate concern for the welfare and dignity of others by using discretion and integrity in all interactions.

Relationship with the University

The University, by policy and law, will not share information regarding the activities of its students. Students, therefore, must give written consent for information to be released. This includes prospective employers, friends, family, educational institutions, and clinical sites. Students often request letters of recommendation. A consent form must be signed by the student, dated, and specify what information and to whom information may be released. Confidentiality concerning clinical site issues is complex, and will be addressed in the Fieldwork Section of this manual. Students' request for transcripts, fieldwork evaluations, etc., will follow the policies and procedures established by the University. Outside of the classroom, occupational therapy students

should not engage in any form of conduct that constitutes a conflict of interest or adversely reflects on themselves, the Department, the University, or the profession.

Appeal Procedure

In the event that a student is dissatisfied with the application of policies, rules, and requirements, he or she may bring this issue to the department level by scheduling an appointment with the program director and department chair. If the student is not satisfied with the outcome of this meeting, the student may bring the matter to the attention of the Dean of the Panuska College of Professional Studies. Procedures for appealing decisions related to specific University policies (such as the Academic Code of Honesty, Community Standards Code or University Judicial System) are described in The University of Scranton Student Handbook. The University of Scranton Course Catalog, The University of Scranton Student Handbook, and course syllabi are considered binding, legal documents for University students. Every student should have a copy of these publications and be aware of their rights, responsibilities and expectations.

References

American Occupational Therapy Association (AOTA). (2020). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74, Suppl 3.

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

American Occupational Therapy Association (AOTA). (2021). Standards of practice for occupational therapy. *The American Journal of Occupational Therapy*, 75, Suppl 3.

DOI: <https://doi.org/10.5014/ajot.2021.75S3004>

American Occupational Therapy Association (AOTA). (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74, Suppl 2.

DOI: <https://doi.org/10.5014/ajot.2020.74S2001>

PCPS Food and Drink Policy for Laboratories

PURPOSE OF GUIDELINE: To maintain a safe academic and research environment; to ensure research integrity; and to comply with applicable health and safety regulations.

GUIDELINES/PROTOCOL: Eating, drinking, chewing gum, applying cosmetics, taking medications, or similar activities in laboratories may result in the accidental ingestion of hazardous materials (chemical, radiological, biological). Therefore, these activities are strictly prohibited from all PCPS laboratory spaces. These requirements help to prevent the ingestion of hazardous materials, which can occur by touching one's mouth with contaminated hands, eating with contaminated utensils, eating from a container that is contaminated, or eating food that has accidentally come into contact with hazardous materials.

In order to reduce the likelihood of ingestion of hazardous materials, the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control and Prevention (CDC) have incorporated "No Food or Drink" language into various regulations and safety manuals.

Besides prohibiting eating, drinking, chewing gum, applying cosmetics, taking medications, and other similar activities, there are additional actions or best practices that must be taken to help prevent exposure or ingestion of hazardous material(s):

- Wash your hands before handling anything (cigarettes, chewing gum, and food), which goes into your mouth. Wash your hands when you leave the laboratory.
- Use the water fountains for a drink--not a laboratory faucet.
- Remove gloves and wash your hands before using the water fountain or bathroom.
- Never use laboratory glassware, as a food or drink container.
- Never store food or drink in a laboratory refrigerator or ice machine.
- Never consume ice from a laboratory ice machine.

REGULATORY REFERENCE(s):

OSHA Laboratory Standard (29 C.F.R. 1910.1450, Appendix A)

(d) Eating, smoking, etc.: Avoid eating, drinking, smoking, gum chewing, or application of cosmetics in areas where laboratory chemicals are present; wash hands before conducting these activities.

Avoid storage, handling, or consumption of food or beverages in storage areas, refrigerators, glassware or utensils which are also used for laboratory operations.

OSHA Bloodborne Pathogens Standard (29 C.F.R. 1910.1030 (d)(2)(ix) and 1910.1030(d)(2)(x))

1910.1030(d)(2)(ix)

Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of occupational exposure.

1910.1030(d)(2)(x))

Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets or on countertops or bench tops where blood or other potentially infectious materials are present.

Biosafety in Microbiological and Biomedical Laboratories (BMBL) 5th Edition, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention and National Institutes of Health, Fifth Edition, Feb 2007:

Standard Microbiological Practices for Biological Safety and Animal Biological Safety levels 1, 2, 3, and 4:

Persons must wash their hands after working with potentially hazardous materials and before leaving the laboratory.

Eating, drinking, smoking, handling contact lenses, applying cosmetics, and storing food for human consumption must not be permitted in laboratory areas. Food must be stored outside the laboratory area in cabinets or refrigerators designated and used for this purpose.

AREAS AFFECTED:

EDWARD LEAHY HALL: ELH B01, ELH B02, ELH 100-103, ELH 300, ELH 308, ELH 340, ELH 342, ELH 442, ELH 500, ELH 740, ELH 741, ELH 742, ELH 840-842, ELH 540, ELH 642, ELH 640, ELH 800, ELH 804 and ELH 844

MCGURRIN HALL: MGH 019, MGH 102-107, MGH 302, MGH 310A-310B, MGH 326-326A, MGH 336-336A, MGH 345, and MGH 347.

ENFORCEMENT:

As with all policies and guidelines affecting the use of hazardous materials and laboratory safety, enforcement of these guidelines is the responsibility of the Primary Investigator responsible for the laboratory. Teaching professors/instructors/staff are responsible for their assigned teaching laboratories and neighboring preparatory locations.

DEFINITIONS:

- **Laboratory:** means any building or part of a building used or intended to be used for scientific or technical work and that may be hazardous, including research, quality control, testing, teaching or analysis.

Professional Responsibilities and Organizations

As an emerging professional you have access to state, national and international organizations that support and promote the profession of occupational therapy. The following sites have information for students and entry-level professionals.

American Occupational Therapy Association (AOTA): <https://www.aota.org>

Accreditation Council for Occupational Therapy Education (ACOTE):

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

World Federation of Occupational Therapists (WFOT): <https://www.wfot.org/>

National Board for Certification in Occupational Therapy: <https://www.nbcot.org>

Pennsylvania Occupational Therapy Association: www.pota.org

New Jersey Occupational Therapy Association: <http://njota.org>

New York Occupational Therapy Association: <http://nysota.org>

Connecticut Occupational Therapy Association: <http://www.connota.org>

Student Occupational Therapy Association (SOTA)

SOTA at the University of Scranton

All Occupational Therapy students are encouraged to join SOTA and start your professional involvement. The purpose of SOTA is to promote knowledge of the profession of occupational therapy on campus, and within the community. SOTA members are active both on campus and in the Scranton community throughout service activities. Members also attend regional and national conferences to gain knowledge and become more active in the profession. The members of the clubs bring back information gained at the conferences and share with other students and help implement new trends in the community.

For more information on SOTA:

http://clubs.scranton.edu/show_profile/69956-student-occupational-therapy-association

Students at the National Level

SOTA members have leadership opportunities which include being a delegate to the Assembly of Student Delegates (ASD). The membership of the ASD is made up of the student members of AOTA. Annually, the ASD Delegate from each educational program in the United States represents the school at the ASD Pre-Conference Delegate Meetings. The University of Scranton SOTA sends a delegate to ASD each year.

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 on ASD:

<https://www.aota.org/AboutAOTA/Get-Involved/ASD.aspx>

Tools for Academic Success

Center for Teaching and Learning Excellence (CTLE)

St. Thomas Hall 5th Floor

<https://www.scranton.edu/academics/ctle/index.shtml>

Student may visit the CTLE any time. The CTLE website provides detailed information about all the services offered to faculty and students. There are also tutorials and links to various online request forms, and descriptions of all CTLE events (with online registration).

Mission

The University of Scranton's Center for Teaching & Learning Excellence (CTLE) encourages and supports a strong culture of teaching, learning and scholarship in the Ignation Tradition for a diverse university community. In collaboration with the Library, the CTLE works with faculty and students to help create an environment that encourages and supports student learning, faculty enrichment, instructional design, and the pedagogical application of technology. The CTLE provides opportunities for faculty and students to work together to achieve academic success and have a positive learning experience.

Tutoring Services

The CTLE Tutoring Program directs all tutoring activity towards creating an environment that encourages and supports student learning and development. The goal is for students to become *self-regulated learners*.

Reading Services

Now that you're in college, you're reading much more than you ever did in high school. You're tackling unfamiliar subjects and being asked to work with the material on an advanced analytical level. This is a tough transition! You'll need some strategies that will help you to learn quickly and efficiently. The CTLE's Reading Specialist can help.

Writing Services

The Writing Center is a safe space where students can work on their papers and assignments while receiving help from well-trained peer consultants. We can help guide you through every stage of the writing process, from prewriting to revising. You do not have to have a draft to visit the writing center!

Academic Accommodations for Students with Disabilities

The Center for Teaching and Learning Excellence (CTLE) works with students to provide support they may need to have a rewarding and successful experience at Scranton. The CTLE is home to the University's ADA Committee which determines whether a student is eligible for services and, if so, coordinates appropriate accommodations based on documentation provided by the student and other relevant professionals. We are fully committed to offering our students with disabilities access to programs, facilities and services on an equal opportunity basis.

Student/Faculty Teaching Mentorship Program

The principal purpose of the Student/Faculty Teaching Mentorship Program (SFTMP) is to offer student the opportunity to be involved in faculty instructional activities. The SFTMP allows students to learn about college-level teaching in ways that transcend the traditional roles of faculty and students.

The Counseling Center

<https://www.scranton.edu/studentlife/studentaffairs/counseling-center/Services.shtml>

The University of Scranton Counseling Center provides individual and group counseling for students. We provide after hours crisis consultation during the academic year when classes are in session. The Center also provides programs for students, faculty and staff. **All Center services are free of charge.**

A student does not have to be confronting desperate or overwhelming difficulties in order to benefit from a counseling relationship. Understanding a situation before it reaches the crisis stage often allows for greater freedom when making choices. The Center staff encourages students to come in and talk, even if they are not sure that therapy/counseling is what they need. With a clinician's help, they can discuss alternatives and decide upon the appropriate follow-up for their concerns.

During the first visit, the student and clinician, together, make an assessment of the situation and decide how best to proceed. Sometimes the best course of action includes a referral to another service, either on staff or off-campus. Occasionally, one session proves sufficient. Most often, the student decides to continue therapy on an ongoing basis, usually once a week. Arrangements are made for a session to begin as soon as possible. After eight sessions with a counselor, students will be reevaluated for treatment.

All information about a student's counseling is [confidential](#).

Counselors can help with:

| | |
|---------------------------------------|---|
| • Depression | • Anxiety |
| • Identity Issues | • Previous Trauma |
| • Homesickness | • Grief and Loss |
| • Sexuality | • Sleep Problems |
| • Stress | • Worry Obsessions |
| • Eating Disorders | • Anger |
| • Body Image Issues | • Suicidal Thoughts |
| • Relationship Issues | • Attention Deficit Issues |
| • Adjusting to a New Living Situation | • Screenings for Alcohol or Drug Problems |
| • Referrals for Medication Assessment | • |

Emergency/Crisis Consultation

During office hours (Monday – Friday, 8:30 a.m. – 4:30 p.m., except during University observed holidays) call 941-7620 or drop by the Center; a counselor will be available within a few minutes to speak with you. After office hours, when classes are in session, you may speak with the counselor-on-call by calling Public Safety at 941-7777.

PASS Program

Professional and Academic Support for Success

The PASS program is a support service provided to undergraduate students by graduate practicum counseling students who are nearing completion of a master’s degree in counseling. Graduate students can also participate from selected departments if there are no ethical conflicts or concerns. Undergraduate/graduate students are referred to the program through one of the Academic Advising Offices, departmental referral or student formation/student life. Participating students will attend individual counseling/mentoring sessions with graduate counseling students. The graduate students will receive intensive supervision throughout this process. The program is designed to accommodate students who self-refer as well as students that are recommended or required to attend because of academic performance or other developmental/adjustment concerns.

Fieldwork

Level I and Level II fieldwork are clinic-based experiences designed to integrate academically acquired knowledge with practice. Supervised clinical experiences are an integral part of the educational process, as they provide opportunities for students to develop and refine observation, evaluation, treatment planning/implementation, documentation, and communication skills. Level I and Level II fieldwork complement academic learning by offering additional opportunities for: personal and professional growth, including problem solving and time management skills, application of knowledge, and development of applied clinical skills.

Level I Fieldwork

Level I fieldwork is designed to enrich didactic course work through observation and/or participation in selected aspects of the occupational therapy process (ACOTE standards, 2018). Additionally, fieldwork expands students' understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Through fieldwork, students experience a variety of populations, which may include well individuals or those with disabilities, and age-specific clients (e.g. pediatrics). Settings in which Level I fieldwork occurs include both traditional and non-traditional areas of practice.

Students in The University of Scranton's Occupational Therapy program are required to complete three Level I fieldwork rotations. Designed to complement the curricular design and philosophy of the program, each experience immediately follows its related practice course. Level I fieldwork rotations are a minimum of 40 hours each and, according to ACOTE, shall be supervised by qualified personnel including, but not limited to, certified occupational therapists, certified occupational therapy assistants, teachers, social workers, nurses, and physical therapists. Information pertaining to the fieldwork placement process is provided later in this section.

Level I Homework Assignments

During Level I fieldwork students must complete specific assignments which will be included in the syllabi for each fieldwork rotation. Assignments are expected to be completed on the student's own time (or during 'down time' at the clinical site, if available). Fieldwork educators/supervisors are encouraged, but not required, to review the student's assignments. All assignments will be collected and reviewed by the AFWC after the student returns to campus. Students should carefully review the required and recommended assignment sheet prior to each clinical.

Assessing Fieldwork Performance

Students are graded on a pass/fail basis. Level I fieldwork performance is evaluated using the *OTA Level I Fieldwork Competency Evaluation*. The AFWC also completes a mid-term check-in for each student via an email or phone call to the student's fieldwork site. The course syllabus for

each Level I fieldwork rotation provides specific information regarding the assessment of student clinical and professional fieldwork performance, as well as specific clinical objectives.

Fieldwork Feedback

The Fieldwork Office uses several mechanisms to collect feedback about fieldwork experiences from students. Upon return to campus after each Level I fieldwork rotation, students are required to complete *The Level I Student Evaluation of the Fieldwork Site* which is then kept on file for review by future students. Informal feedback is also gathered via small group processing sessions after each rotation. All of this information is reviewed and analyzed as part of the department's comprehensive program evaluation process.

Level II Fieldwork

Fieldwork is a time to begin to develop a sense of confidence and competence in a clinical setting and to integrate awareness of self as an individual with the new role of a professional. Students are not expected to function as therapists at the start of each Level II fieldwork rotation. Fieldwork educators (i.e. supervisors) and others recognize students as individuals who are in the process of *becoming* a therapist; that is, students are still learning, asking questions, seeking assistance, and making mistakes. It is equally important that students recognize this and do not place unreasonable and unrealistic demands on themselves. By the **end** of each Level II rotation, students should be performing at or above the level of an entry-level OTR as determined by a passing score on the *OTA Fieldwork Performance Evaluation for the Occupational Therapy Student*.

All students are required to complete a minimum of 24 weeks of full time Level II fieldwork in a facility approved by the department. To ensure continuity of application of academic concepts, and to meet ACOTE standards, all fieldwork must be completed within 24 months following completion of the academic preparation. Students enrolled in The University of Scranton's OT program complete two 12-week Level II fieldwork rotations in two different practice settings, totaling 24 weeks. The Level II fieldwork placement process is described later in this manual. According to ACOTE standards (2018), supervision shall be provided by a certified occupational therapist with a minimum of one year of clinical experience.

Level II fieldwork must be completed within two (2) years of finishing the academic portion of the curriculum.

Level II Homework Assignments

The occupational therapy department does not require any specific assignments during either Level II fieldwork rotation. However, most fieldwork sites have their own student assignments, which may include a case study, in-service/presentation, journal article review, a leave-behind

project, etc. Students are responsible for completing all assignments given by their fieldwork educator/supervisor on their own time (or during 'down time' at the clinical, if available).

Assessing Fieldwork Performance

The course syllabus for each Level II fieldwork rotation provides specific information regarding the assessment of student clinical and professional fieldwork performance, as well as specific clinical objectives.

Level II fieldwork performance is evaluated using the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student*. An additional form, the *Professional Development Assessment*, is used to evaluate the development of professional behaviors of Level II occupational therapy students at mid-term and final. The AFWC or a faculty member also completes a mid-term check-in for each student via an on-site visit, email, or phone call to the student's fieldwork site.

Fieldwork Feedback

The OT Department provides a weekly *Fieldwork Feedback Tool* for use during each Level II fieldwork rotation. This tool is designed to facilitate weekly, semi-structured communication between Level II fieldwork students and their Fieldwork Educator/Supervisor. Fieldwork Educators can choose to utilize this form or the site may have one of their own that they prefer to use. Additionally, toward the end of each Level II fieldwork rotation, students are required to complete *The Student Evaluation of the Fieldwork Experience* which is then kept on file for review by future students.

The Fieldwork Placement Process

Fieldwork Placement

Due to the extremely competitive nature of occupational therapy fieldwork:

- ***Neither students nor family members/family friends are permitted to contact any facilities regarding a fieldwork placement. Violation of this policy will result in forfeiture of that site as a fieldwork option for that student.***
- Responsibility and authority for scheduling and assigning Level I and Level II fieldwork rotations lies with the department's Academic Fieldwork Coordinators (AFWC). Students are asked to complete Placement Worksheets, which are to be submitted by an established, announced deadline.
- The most important consideration for placement is providing the student with a well-rounded educational experience. Other factors such as location and scheduling will be

given consideration *when possible*; however, students are obligated to accept their assigned fieldwork placement. *Requests to change an assigned placement will only be honored after approval has been granted through the formal appeal process (below).*

- Level II Fieldwork is scheduled in the summer after senior year, and in either the summer or fall after the graduate year.
- All attempts are made to assign placements as close as possible to the address(es) provided on the placement worksheet; however, this is not always possible. Students may be assigned a fieldwork placement in the Scranton or surrounding area.
- Any changes to the established Level I or Level II fieldwork schedule must be processed through the department's fieldwork office/AFWC. Students are not permitted to request alterations to their assigned fieldwork schedule to accommodate for work schedules or vacations.
- **Vacations are not** to be scheduled during the summers in which Level II fieldwork occurs. The entire term is to be available should the student need to extend their fieldwork or make up missed days due to approved holidays or illness. Students are not permitted to take any days off during Level II fieldwork unless the facility is closed due to a holiday or the student is sick, in which case a doctor's note is required. Should a student need to take a day off due to illness, they are required to contact their supervisor and AFWC immediately.

Fieldwork Appeal Process

Changes of any kind in fieldwork placement after it has been assigned will be considered only in extreme circumstances. Non-emergency requests for a change in placement must follow the formal appeal process. Students wishing to appeal their assigned Level II placement must, within three days of receipt of the assignment, present the following (in writing) to the AFWC *and* Department Chair/Program Director:

- Specific reason for requesting a change in placement
- Detailed rationale as to how the assigned placement will not meet the student's educational goals

After considering the request and its implications, the AFWC and Department Chair/Program Director will determine if a change is deemed appropriate without inconvenience to the department and fieldwork site. If a student unilaterally cancels their placement or does not comply with their fieldwork site's onboarding policies and procedures, the AFWC is not obligated to secure an alternate placement for the student.

Preparing for Level I and Level II Fieldwork:

Required Documents & Clearances

Healthcare workers and students alike must comply with certain standards in order to have contact with patients/clients. These standards will protect both the student and the patient/client during Level I and Level II fieldwork rotations. The Fieldwork Office has an obligation to ensure that our students meet health and safety standards. Furthermore, fieldwork sites expect that students are already trained in certain basic components related to healthcare.

Several important steps must be taken in order to prepare for Level I and Level II fieldwork. Students are provided with specific directions for completing the necessary health and background clearances prior to each fieldwork rotation. The AFWC coordinators meet with each cohort to explain each item of the “fieldwork packet” and are available to assist students in completing each accurately. The fieldwork packet checklist, other required forms, and directions for accessing health and background clearances are posted on our university’s Learning Management System, Desire2Learn (D2L).

It is expected that all required elements are submitted by the established, announced due date. Failure to submit a complete “fieldwork packet” will result in a grade deduction in the associated practice course (refer to fieldwork syllabi and course syllabi for specific information regarding this policy).

Costs

Students are responsible for assuming the cost of all health and background clearances required by the department. Fieldwork Expenses include, but are not limited to, fieldwork course credits (15 total), health and background clearances, any site-specific requirements (e.g. drug screen, titer lab work, etc.), housing, transportation, and tolls.

Many fieldwork sites require additional clearances, training, or forms. It is the student’s responsibility to verify and comply with any additional information or processes their fieldwork site may require.

All documentation collected from students in preparation for each fieldwork rotation is confidential. It is stored in a private, secured location. Student permission is obtained, via a signed Information Access Consent Form: Family Educational Rights And Privacy (FERPA), prior to release of information to their assigned fieldwork site.

Health Insurance

Students completing Level I and Level II fieldwork must provide the department with evidence of current healthcare coverage as part of the required fieldwork packet. The AFWC will indicate the

date by which this information is required prior to each fieldwork rotation. ***Students are not permitted to attend any fieldwork rotation without active healthcare coverage.*** No student healthcare coverage is provided by The University of Scranton or the assigned fieldwork site. The University, through its Affiliation Site Agreement, assures each hosting fieldwork site that students assigned by the University are adequately covered by his or her own individual healthcare insurance policy. Students providing health insurance information to the Department are responsible for the accuracy and active status of the policy information they provide.

Vaccinations/Vaccination History

The Department of Occupational Therapy assumes that enrolled students have received typical childhood immunizations including, but not limited to, MMR, Varicella, Hepatitis B series, TDap, Polio, etc. and that students have continued to update these (as needed) as directed by their physician. The Fieldwork Office also requires annual PPD testing and flu vaccinations as part of the fieldwork packet. We are aware that some students may not have received typical childhood vaccinations due to religious beliefs, previous illness, and/or other personal preferences. We respect and understand the individual choices of all students and their families but need to make students aware that a limited or non-existent vaccination history may impact a student's ability to complete fieldwork in certain healthcare settings. Most fieldwork sites have specific requirements regarding immunizations and health clearances and our fieldwork office is obligated to comply with their standards. If you are a student with a limited or non-existent vaccination history, your academic fieldwork coordinator will work with you to secure viable Level I and Level II fieldwork placements, but they may not be sites in which you had hoped to be placed (e.g. hospitals, skilled nursing facilities, pediatric hospitals/centers, etc.). If you have questions or concerns about your vaccination history, please make an appointment with your fieldwork coordinator.

Registration

Each student must be registered for the fieldwork course prior to attending. Each Course Registration Number (CRN) is available through Academic Advising, as well as through the OT Department Fieldwork Office. ***Note: Students who are not registered for the fieldwork course are not covered by University liability insurance, thus no student is permitted to attend fieldwork without being registered.***

Liability Insurance

The University of Scranton provides each hosting fieldwork site with a Certificate of Insurance (COI) confirming professional liability coverage for the student while on fieldwork. Students are encouraged to consider purchasing personal liability insurance coverage; however, this is not required by the university. Note: Some fieldwork sites do require that students carry their own malpractice insurance, which is the financial responsibility of the student.

Fieldwork Preparation Sessions

Prior to attending the first Level I fieldwork rotation, all students are required to attend a Fieldwork Orientation and a Professional Behaviors Seminar facilitated by the department's Fieldwork Office. During these mandatory sessions, students will receive important information about the fieldwork experience and expectations. It is also an opportunity to ask questions! Students will be notified in advance of the session dates and times.

Essential Functions and Fieldwork Participation

All students are to review and sign the Essential Functions for Occupational Therapy Students document at the beginning of each academic year. A signature on this document indicates that the student is able to perform all duties required in the classroom and fieldwork setting *with or without accommodations*. *If a student is experiencing an acute or chronic condition/disability, she/he is urged to disclose this to CTLE in order to obtain any necessary accommodations for the classroom and/or fieldwork setting.*

Students will be asked to participate in hands-on intervention techniques during Level I and Level II fieldwork, thus site supervisors need to be aware of any necessary accommodations. It is important for students to be aware that fieldwork sites are *not obligated* to honor accommodations. If a student's assigned fieldwork site is unable to provide requested accommodations, the AFWC will work with the student to secure an alternate placement. If a student has any limitations (physical or other) that render them unable to perform as expected and their fieldwork educator/supervisor was not previously made aware, it may result in a failed fieldwork experience. Additionally, accommodations are not retroactive, so requesting them after the fact will be of no benefit. If a student fails the Level I or Level II fieldwork experience, they are required to complete and pay for the course a second time.

Furthermore, if a student fails a Level II fieldwork rotation because they did not request necessary accommodation, time in this program will be extended by one year in order to make up the failed Level II rotation. The cost of six additional course credits will be incurred. The AFWC are always available to confidentially discuss the potential needs for accommodations with students.

Level II Fieldwork Withdrawal/Failure Policy

1. A request for an emergency withdrawal from a Level II Fieldwork must **first** be discussed with the AFWC and the department chair. If approved, the university will make the appropriate contacts with the clinical supervisor. Eligibility for full or partial tuition reimbursement will be determined based on the University of Scranton tuition refund policy. Rescheduling a new fieldwork will be determined by the AFWC based on site availability and student readiness.
2. In the event that a student is asked to leave a clinical placement by the site or is assessed by the instructor of record as failing to achieve the student learning outcomes of the course, they will receive a grade U for the course at the end of the term. The student will not be allowed to withdraw from the course and will not receive a tuition refund.

- a. Students wishing to appeal a grade of U in fieldwork, whether the fieldwork was terminated or the student failed after completing all of the required hours, must follow the “Change of Grade” policy in the University catalog.
 - b. Before a student can be rescheduled for the fieldwork, the student’s readiness for fieldwork must be determined by the Fieldwork Retention Committee. Students wishing to appeal a decision to not be rescheduled may address the appeal in writing to the Department Chair.
 - c. If a student is granted a new placement, they will begin at a new site and start at the beginning, i.e. at ‘Week One’, with new course registration and full tuition will be charged.
3. If a student fails or withdraws from more than one placement, the student will not be rescheduled for fieldwork and a request by the Fieldwork Retention Committee will be made to the Dean for dismissal from the Program. Dismissals take place at the end of the term. Unless otherwise noted in the dismissal letter, the student may appeal to the Dean for reinstatement in the Program and to be rescheduled for fieldwork. The decision of the Dean is final.

OTD Capstone Experience

Overview:

As defined by the ACOTE Standards (2018): The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

The doctoral capstone consists of two parts:

1. **Capstone Project:** A project that is completed by a doctoral-level student that demonstrates the student's ability to relate theory to practice and to synthesize in-depth knowledge in a practice area that relates to the Capstone Experience. The individual Capstone Project includes a literature review, needs assessment, goals/objectives, and an evaluation plan prior to the commencement of the Capstone Experience.
2. **Capstone Experience:** A 14-week in-depth exposure in a concentrated area that may include on-site and off-site activities that meets the developed goals/objectives of the Capstone Project.

Capstone Project

Building on cumulative knowledge from coursework and clinical experiences, students develop a Capstone Project through three graduate semesters in OT 701, 702 and 703. Each student works with a faculty mentor as she or he develops the project and engage a facility and site mentor for executing the planned project. All projects are individual and are separate from work done in OT 491 and 493 Research and Scholarship I and II. Students are responsible, under the guidance of a faculty mentor, to establish contacts and ensure all forms and agreements are completed with the site.

Capstone Experience

During the final semester of the program (usually spring of 6th year) the student will complete the Capstone Experience. This is a 14-week (560 hours) partnership with a site mentor and takes place at a site external to the University. This is an individual project; if two or more students are at the same site they must be working on separate projects. The site mentor should be an expert or very experienced in the area related to the project. The mentor does not need to be an occupational therapist unless the experience involves the student giving direct treatment to clients.

Acknowledgement

(Complete and return to Department)

I have received, read and understand the Department of Occupational Therapy Student Manual. I have clarified any questions or concerns with the faculty regarding this information, and agree to adhere to the requirements as indicated by my signature. As additional material is added to this manual, I acknowledge it is my responsibility to read, understand and abide by any new information.



Name: _____
(Please print)

Signature: _____

Date: _____