# Occupational Therapy
## STUDENT HANDBOOK
### 2015-2016
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Department Information: Educational Overview

Vision

The vision of the Department of Occupational Therapy and Occupational Science is to be a national leader in the development of occupational therapy practitioners and occupational scientists who improve the health and occupational lives of individuals, communities and populations.

Mission Statement

The Department of Occupational Therapy and Occupational Science cultivates competent, ethical, and empathic occupational therapists and occupational scientists who are leaders, scholars, and advocates. This is achieved through innovative teaching, immersive learning experiences, and dynamic community partnerships.

Revised and Approved by Faculty in August, 2015

Philosophy Statement

The Occupational Nature of Humans and How They Learn

Our philosophy about the nature of humans and how they learn is in alignment with the basic assumptions of occupational science and occupational therapy. According to the American Occupational Therapy’s (AOTA) *Philosophical Base of Occupational Therapy* “the understanding and use of occupations shall be at the central core of occupational therapy practice, education, and research” (1995, Policy 1.11, 1026).

Accordingly, we believe that:

1. Humans as occupational beings (Clark, Ennevor, & Richardson, 1996) learn, evolve, and realize meaning and purpose in their lives through engagement in occupations (Wilcock, 1998; Zemke & Clark, 1996).

2. Humans produce, create, master, and improve their environments to achieve health and well-being (Reilly, 1962). Viewed as complex systems, humans are in a constant state of dynamic change (Gray, Kennedy, & Zemke, 1996). Through active engagement in occupations, humans learn about and develop their physical, social, cognitive, psychological, cultural, and spiritual capacities.
3. The occupations humans need and choose to perform develop and change (Zemke & Clark, 1996) across various periods of their lives, and are influenced by the social and physical environments and the cultural, personal, temporal, and virtual contexts that exist within and around them (AOTA, 2008). Likewise, humans shape their contexts and environments through the occupations in which they engage (Canadian Association of Occupational Therapists, 1997).

4. Occupational disruption and deprivation creates barriers for learning and leads to diminished health and well-being. Thus, it is important for humans to engage individually and collectively in necessary and chosen occupations that provide opportunities for them to actively shape their lives, and to experience independence or interdependence, equality, health, and well-being (Wilcock & Townsend, 2008).

Statement of Philosophy of Occupational Therapy Education

Our philosophy of education is consistent with our philosophy about the nature of humans and how they learn and is adapted from the Philosophy of Education of the AOTA (2007, 678). Accordingly, we believe that

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

The profession of occupational therapy [and the discipline of occupational science] … [are] … dynamic, grounded in core principles of occupation, and …influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists… [and occupational scientists] must consistently reinforce the development of new knowledge supporting the use of occupation, application of clinical reasoning, the necessity for life-long learning, and the improvement of professional [and scholarly] knowledge and skills.

Occupational therapy [and occupational science] education promotes competence through educational experiences that foster the occupational therapists’ [and occupational scientists’] … practice potential, [advocacy capacity] and scholarship development. Occupational therapy [and occupational science] educators use active learning that engages the learner in a collaborative process that builds upon prior knowledge and experiences, and integrates professional academic knowledge, [scholarship and research], experiential learning, clinical reasoning, and self-reflection. Occupational therapy [and occupational science] education
and scholarship] promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and ...skills for broad application to practice, [scholarship, and advocacy] in order to improve human participation and quality of life for ... [individuals, organizations, and populations for those occupations in which they need and choose to engage].

The occupational therapy [and occupational science] education process emphasizes continuing critical inquiry in order that occupational therapists... [and occupational scientists] be well prepared to function and thrive in the dynamic environments of a diverse and multi-cultural society, using the power of occupation as the primary method of evaluation, intervention… health promotion, [and occupational justice].

This philosophy of education is in alignment with the mission statement and identity of Towson University which states that

Towson emphasizes excellence in teaching, scholarship, and research and community engagement. In addition to educating students in specialized knowledge of defined fields, Towson’s academic programs develop students’ capacities in effective communication, critical analysis and flexible thought, and cultivate an awareness of both difference and commonality necessary for multifaceted work environments and for local and global citizenship and leadership. Towson’s core values reflect high standards of integrity, collaboration and service, contributing to the sustainment and enrichment of the culture, [and] society… the State of Maryland and beyond (Towson University, 2010, p 4).

Program Specific Statement of Philosophy of Occupational Therapy Education

Both entry-level occupational therapy programs primarily utilize constructivism as the basis for delivery of educational content, believing that learning and development of core concepts and knowledge depends on experience and participation that is situated in the context of occupational therapy practice and occupational science. Curriculum and instructional design is influenced by the belief that construction of meaning depends on individual and group learning processes and experiences, based on the philosophy, core knowledge, and principles of the profession. Because Towson University Department of Occupational Therapy and Occupational Science offers two distinct entry-level programs, each requiring different instructional methods to meet the developmental needs of the learners, specific instructional methods based on different constructivist learning theories are described more fully for each program.

Combined BS/MS Program

Wenger and Lave (1991) describe a model of Communities of Practice that is consistent with the curriculum design and philosophy of this combined undergraduate and graduate program. The community of learners build relationships and engage in shared learning experiences, in order to more efficiently and effectively construct meaning in their world. This model supports the use of learning within cohorts, whereby students move together through the curricular sequence and engage in both individual and group learning activities. A shared domain of interest also is required in a community of practice, and the philosophical belief in the value and power of
occupational engagement, as well as the role of the occupational therapist in facilitating occupational performance, is explicitly postulated through the Occupational Therapy Practice Framework (AOTA, 2008) and the foundational theories explored throughout the program. Finally, a community of practice can only exist where learners develop the skills of practitioners. Techniques and skills that students develop in lab and fieldwork opportunities assist in their development of practice competencies necessary for the ethical delivery of occupational therapy services to clients.

As students move from the undergraduate to graduate level of learning in the Combined BS/MS program, they are required to embrace the professional responsibility of life-long learning. This is achieved through promotion of adult learning instructional methods to engage students in advocacy, research, and advanced professional skills and use of evidence to support practice.

**Professional Master’s Program**

Adult learning theorists such as Mezirow (2000), suggest that learning should cause a transformation in thinking about certain ideas, concepts, theories, and philosophies. This transformation occurs as a result of the active exploration, discussion, inquiry, and reflection on past and current experiences. Transformation happens when learners are provided the opportunity to share with others to construct new meanings. Because learners in this program have already obtained a bachelor’s degree and have completed pre-requisite course requirements, it is assumed they have an experiential base from which to construct their knowledge of occupational therapy. In this regard, the Professional Master’s Program is formulated to offer learners the opportunity, from the very first semester in the program, to engage with other learners as a community whose objectives are to develop a deep understanding of the core philosophy of occupational therapy, the value and meaning of occupational engagement, and the value and processes of creating and evaluating evidence for the profession. Instructional methods consistent with adult learning theory that allow learners to attach new meanings to past and current experiences are included: discussion, practice experiences, problem-based lecture and lab experiences. The program culminates with transformed learners completing fieldwork able to demonstrate the ideals and competencies that promote continued learning as professionals.

**References**


& B. Schell (Eds.), *Willard & Spackman’s occupational therapy* (11th ed.).

Philadelphia: Lippincott, Williams, & Wilkins.


F. A. Davis.
Curriculum Design Overview

Program Goals

All graduates will be able to:

1. Demonstrate and meet essential functions
2. Demonstrate professional behaviors while implementing occupational therapy services
3. Demonstrate clinical skills while implementing occupational therapy services
4. Establish therapeutic relationships with individuals from diverse backgrounds
5. Practice occupational therapy using theory and philosophy
6. Practice occupational therapy using ethical principles and standards
7. Assess clients by selecting and administering tests and evaluations, making objective and accurate observations during testing, and interpreting tests and evaluations.

8. Formulate plans leading to realistic, attainable goals with clients at all life stages, by using observation and evaluation data, problem solving skills, and knowledge of theories and human development.

9. Analyze, adapt, and apply purposeful activities and other modalities for health promotion and programs in order to facilitate the ability of clients to lead their lives with a meaningful balance in the areas of human occupation (daily living skills, work, and play/leisure).

10. Analyze the need for adaptation of the environment, materials, and devices.

11. Use adaptations and technology as appropriate to support clients' age-appropriate occupational performance.

12. Collaborate with clients, family members during all phases of the occupational therapy process.

13. Collaborate with all levels of occupational therapy personnel and other team members during all phases of the occupational therapy process.

14. Use direct and clear oral and written expression in all aspects of an occupational therapist's professional role.

15. Fulfill an occupational therapist's role as a member of a service delivery team by using knowledge of health care systems, organizations, and management principles.

16. Adapt and promote occupational therapy services in accordance with evolving service delivery models, consumer requirements, and societal demands.

17. Use research findings to support and modify occupational therapy evaluation and treatment processes and occupational therapy programs.

18. Plan and implement strategies for continued professional development.

19. Actively participate in professional groups/organizations.

Revised 2015
Student Ethics Standards
These Student Ethics Standards are consistent with the American Occupational Therapy Association’s Code of Ethics, the Towson University Occupational Therapy Fieldwork Agreements, and Towson University Student Code of Conduct.

1. Students are expected to be familiar with and adhere to the AOTA Principles of Occupational Therapy Ethics.

2. Students are expected to be familiar with and adhere to the Towson University policies related to the Student Code of Conduct and Academic Integrity.

3. Students are expected to complete all exams and assignments without cheating and without plagiarism as defined by the Towson University Student Academic Integrity Policy.

4. Students are expected to demonstrate responsibility for learning and completing all required learning experiences.

5. Students are expected to know and adhere to the regulations within the agencies in which they are assigned fieldwork. Such regulations involve dress, health, behavior, and attendance.

6. Students are expected to discuss client information only for professional purposes, in accordance with the Federal Health Insurance Portability and Accountability Act. Client identification must be withheld in classes, seminars, and written reports, as well as in informal discussions.

7. Students are expected to maintain respect and courtesy toward their own colleagues as well as toward their faculty and fieldwork supervisors.

8. Students are expected to determine appropriate levels of supervision with their fieldwork supervisor for any and all procedures performed with clients.

9. Students are expected to complete evaluations of each course in which they are enrolled, in accordance with Towson University procedures. These evaluations are to be done independently and confidentially.

10. Students are expected to assess their own professional development and to participate in discussions with faculty regarding the development of these skills.

11. Students are expected to immediately report any and all breach(es) of ethical conduct that they observe to the appropriate person (i.e., course instructor, Department Chairperson, Fieldwork Supervisor, Fieldwork Administrator).

Spring 1976
Student Code of Conduct and Academic Integrity Resources

Please refer to the American Occupational Therapy Association (AOTA) website for the Code of Ethics in full text.

http://www.aota.org/Search/SearchResults.aspx?q=code%20of%20ethics

Please refer to the current Towson University Undergraduate and Graduate Catalogs for these policies in full text.

http://www.towson.edu/studentaffairs/policies/conduct.asp

http://www.towson.edu/studentaffairs/policies/

Updated 5/13/2015, Reviewed ________
Occupational Therapy
STUDENT HANDBOOK

Combined BS/MS Degree Program Information

Plan of Study

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<td>March 1</td>
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<td>ENGL 102 English Composition</td>
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<td>PSYC 101 Introductory Psychology</td>
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<td>SOCI 101 Introductory Sociology</td>
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<td>OCHT 218 Analysis of Occupational Performance II</td>
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<td>OCHT 211 Philosophy of Occupational Therapy</td>
<td>OCHT 213 Small Group Dynamics</td>
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<td>OCHT 216 Life Span Adaptation and Occupations</td>
<td>PSYC 361 Abnormal Psychology</td>
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<td>BIOL 213 Anatomy &amp; Physiology I</td>
<td>BIOL 427 Neuromuscular Mechanisms of Upper Body</td>
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<td>BIOL 214 Anatomy &amp; Physiology II</td>
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<tr>
<td>OCHT 221 Clinical Kinesiology</td>
<td>OCHT 313 Adult Neurological Occupational Therapy</td>
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<td>OCHT 314 Psychosocial Occupational Therapy Practice</td>
<td>OCHT 317 Adult Musculoskeletal Occupational Therapy</td>
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<tr>
<td>OCHT 320 Psychosocial Function Level I Fieldwork</td>
<td>OCHT 319 Physical Dysfunction Level I Fieldwork</td>
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<td>PHYS 202 General Physics for Health Sciences</td>
<td>OCHT 323 Gerontological Occupational Therapy</td>
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<td>OCHT 435 Physical Rehabilitation Level II Fieldwork</td>
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<td>OCHT 326 Children and Youth Level I Fieldwork</td>
<td>OCHT 436 Psychosocial Level II Fieldwork</td>
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<td>OCHT 428 Occupational Therapy Organizations in Modern Society</td>
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<td>OCHT 610 Data Analysis in Occupation-Based Research and Evidence-Based Practice</td>
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<td>OCHT 611 Advanced Theory and Philosophy</td>
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<td>OCHT 612 Occupational Therapy Health Promotion in the Community (Clinical)</td>
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<td>OCHT 603 Issues in Occupational Therapy, Graduate Elective</td>
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<td>OCHT 613 Advanced Research Methods</td>
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<td>OCHT 781 Graduate Seminar, Graduate Elective</td>
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<td>OCHT 678 Assessment Through the Lifespan</td>
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<tr>
<td>Graduate Elective</td>
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| Summer | |
|--------||
| OCHT 880 Graduate Project | |

Note: An **Accelerated Option** for the graduate portion of the program is available as follows:
- OCHT 781 moves into Minimester
- OCHT 880 moves into Spring Semester 4

Updated 5/15
Credit for Previous Courses

Students seeking credit for prior learning or transferring credits to Towson University must follow approved policies and procedures listed in their Towson University Undergraduate Catalog, based on their year of admission. All transfer credits and credit for prior learning must be submitted to the Office of the Registrar to be evaluated for transfer of credits. Decisions regarding general education requirements/core curriculum, occupational therapy program prerequisites, and courses not included in the OCTH hegis (e.g., Basic Statistics) will be made by the Office of the Registrar.

Coursework must be accepted by the Registrar as acceptable for transfer before approval to transfer as an occupational therapy major requirement will be considered. Students seeking to transfer courses that may be equivalent to Towson University courses included in the OCTH hegis must also seek approval from the Department of Occupational Therapy and Occupational Science, in order to ensure fulfillment of graduation requirements, Accreditation Council for Occupational Therapy Education standards, and content knowledge and skills necessary for the practice of occupational therapy.

Procedure:

1. Students must submit the following items for each course that relates to occupational therapy coursework to the program director of the Combined BS/MS program in occupational therapy:
   a. letter of request
   b. course descriptions
   c. syllabi

2. The program director will review the course content and assignments to determine if learning objectives in courses in Towson University’s OCTH courses have been achieved, soliciting feedback from appropriate faculty as needed. If necessary, assignments or additional information will be requested of the student.

3. Decisions regarding exemption from Towson University OCTH coursework will be made by the program director and will be issued to the student in a formal letter, with a copy stored in the student’s file.

4. It is the responsibility of the program director to notify the Registrar and graduation office of any approved changes through the University Course Exception Request Form, which is submitted electronically. A copy of this form must be stored in the student’s file.

Approved 5/15, Reviewed 5/15
Academic Standards

Undergraduate Requirements and Credits

In addition to the General Education or Core Curriculum requirements, Occupational Therapy majors must complete 44 units in occupational therapy courses, 24-25 units in other required courses, and 27 units in clinical and fieldwork courses at the undergraduate level. Additional elective credits may be required to earn the total of 120 credits necessary for completion of undergraduate degree requirements. A total of 36 units in occupational therapy courses and approved electives are required at the graduate level. Courses applicable toward the major may not be taken under the pass/fail grading option.

Academic Standing

During the undergraduate portion of the program, students must maintain a cumulative quality point average of at least 2.75 following admission into the Occupational Therapy major. If the GPA falls below 2.75, the student will receive a letter of warning that the GPA needs to be restored within 12 units or one academic year, whichever comes first. A student who does not restore the GPA to 2.75 as required will be dismissed from the program.

By the end of the term preceding OCTH 435/436, Level II Fieldwork, students must achieve a cumulative GPA of 3.0 and must consistently demonstrate appropriate professional behaviors and necessary competencies to be permitted to enroll in these fieldwork courses.

A grade equivalent below 2.00 in any course required for the major will not be included in consideration of fulfillment of graduation requirements. A student receiving a grade equivalent below 2.0 in a major course or a U in OCTH 435/436 may retake the course once to improve his or her standing.

Students may repeat no more than 2 courses required for the undergraduate portion of the Combined BS/MS Program in Occupational Therapy. This includes required courses in other departments (e.g., Anatomy and Physiology I or II).

Other Degree Requirements

All students must complete the Occupational Therapy Knowledge Exam (OTKE) as a degree requirement.

All Level II Fieldwork must be completed within 24 months of completion of academic course preparation.

Documentation of health status, insurance, screenings and training is required upon admission to the major and throughout the program, in accordance with department policies. (The full list of health requirements is listed in the general operation and fieldwork sections of the Student Handbook.)
Undergraduate Grading Policies

Grades are given according to the guidelines set forth by the instructor for each individual assignment and are stated on each course syllabus.

Letter grades for undergraduate courses represent the following quality points per credit hour as specified in the Towson University Undergraduate Catalog:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Advancement from Undergraduate to Graduate Status

Portfolio Review

Portfolio Review is done in preparation for advancement to graduate status in the Combined BS/MS program. This is an opportunity for the student to review past learning, identify clinical and academic strengths and needs, and develop a plan for continued professional development consistent with the standards of the graduate school and the profession.

The portfolio includes the following documents: level I Fieldwork Evaluation forms, Professional Development forms received and reviewed throughout the program to date, evidence of application to Graduate School, Degree Progress Report (includes the student transcript and record of general education or core curriculum requirements) and a Reflection Paper. This paper should summarize professional behaviors and growth since entering the undergraduate portion of the program, evidence of clinical reasoning skills, summary of skills learned, and goals for the graduate portion of the student’s program.

These documents must be compiled during the semester preceding enrollment in Level II Fieldwork (OCTH 435/436), with the specific due date to be arranged by the students’ adviser(s). The adviser(s) will review the portfolio, and ensure that it meets expectations prior to student advancement to graduate status. The adviser is also responsible for notifying the student if any undergraduate requirements for a bachelor’s degree have not been achieved to date. Any student who is unable to successfully complete the portfolio will be referred to the Combined BS/MS Program Director to resolve the problem.

Graduate Requirements and Credits

Combined BS/MS Program students will be advanced to graduate status after they have completed Level II Fieldwork experiences and all undergraduate degree requirements (including general education or core curriculum requirements) successfully. Students will be notified by the Graduate School when they have been advanced, and will then be able to enroll in graduate level
classes that are used to fulfill the degree requirements of the MS portion of the Combined Degree.

After advancement to graduate students, students must complete 36 units of graduate coursework, which includes 12 units in graduate electives. Occupational Therapy Combined BS/MS students must meet all department and Graduate School standards and policies, in accordance with current Towson University Catalogs.

**Graduate Grading Policy**

Letter grades for the graduate courses represent the following quality points per credit hour as specified in the Towson University Graduate Catalog:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>

**Graduate Electives**

During the graduate portion of the Combined BS/MS Occupational Therapy program, students are required to take 12 units of graduate electives. These may be taken at any time throughout the program, with suggested times listed on the plan of study. Students are encouraged to choose electives that support their professional development goals and anticipated areas of practice. These electives should contribute to their ability to provide high quality occupational therapy services upon graduation and subsequent certification.

The following is a list of acceptable electives; any updates are available from the Director of the Entry-level MS Occupational Therapy program. Students may take any of the pre-approved electives without further review. If a student wishes to take an elective that is not on the pre-approved list, he / she must gain approval from the advisor prior to registering for the class. Only 9 credits at the 500-level are accepted towards graduation for a master’s degree.

Contact the Professional Program Director for a complete list of approved graduate electives offered in other departments at Towson University. Faculty advisers also have access to this list from the department’s office (O) drive.
Plan of Study

### Pre-Requisites
- English Composition
- Human Anatomy and Physiology I
- Human Anatomy and Physiology II
- Introductory Sociology
- Introductory Psychology
- Abnormal Psychology
- Basic Statistics
- Physics
- Human Development and medical terminology

### Screening Deadline
- February 1

### Fall Semester 1
- OCTH 600 Foundations of Occupational Therapy
- OCTH 601 Group Dynamics in Diverse Contexts
- OCTH 610 Data Analysis in Occupation-Based Research & Evidence-Based Practice
- OCTH 613 Advanced Research in Occupation-Based Practice
- OCTH 221 Clinical Kinesiology

### Spring Semester 1
- OCTH 314 Principles of Psychosocial Occupational Therapy Practice
- OCTH 320 Psychosocial Function Level I Fieldwork
- OCTH 611 Advanced Theory & Philosophy of Occupation
- BIOL 427 Neuromuscular Mechanisms of the Upper Body

### Summer Semester 1
- OCTH 428 Occupational Therapy Organizations in Modern Society
- OCTH 603 Issues in Occupational Therapy

### Fall Semester 2
- OCTH 606 Adult & Older Adult Neurological Conditions
- OCTH 607 Adult & Older Adult Musculoskeletal Conditions
- OCTH 319 Physical Dysfunction Level I Fieldwork
- OCTH 781 Graduate Seminar in Occupational Therapy Practice

### Spring Semester 2
- OCTH 325 Occupational Therapy Practice for Children & Youth
- OCTH 326 Children & Youth Level I Fieldwork
- OCTH 612 Occupational Therapy Health Promotion Initiatives in the Community
- OCTH 678 Assessment through the Lifespan
- OCTH 880 Graduate Project in Occupational Therapy

### Summer Semester 2
- OCTH 635/636 Level II Fieldwork (Physical Rehabilitation or Psychosocial)

### Fall Semester 3
- OCTH 635/636 Level II Fieldwork (Physical Rehabilitation or Psychosocial)

Updated 5/15
Academic Standards

Graduate Program Requirements

The Professional Master’s Degree Program consists of 26 units of undergraduate course work and 58 units of graduate course work which includes a graduate research project (a total of 84 units of course work). All students complete two three-month, full-time internships (Level II Fieldwork*); one in physical disabilities and one in psychosocial practice (could have a children and youth focus), where they apply the theoretical knowledge and skills appropriate to an entry-level qualified professional occupational therapist. Most sites for each three-month fieldwork are in the mid-Atlantic area, but arrangements also can be made in other locations if openings are available.

Academic Standing

- Students must maintain a minimum GPA of 3.00.
- Students may receive a maximum of two C grades (including C and C+ grades).
- Students may repeat a maximum of two courses.
- Students may repeat the same course only once.
- Students may repeat a maximum of one Level II Fieldwork experience.
- Students must have a GPA of 3.00 to be eligible to enroll in a Level II Fieldwork experience.

Other Degree Requirements

All students must complete the Occupational Therapy Knowledge Exam (OTKE) as a degree requirement.

All Level II Fieldwork must be completed within 24 months of completion of academic course preparation.

Documentation of health status, insurance, screenings and training is required upon admission to the major and throughout the program, in accordance with department policies. (The full list of health requirements is listed in the general operation and fieldwork sections of the Student Handbook.)

Graduate Grading Policy

Letter grades for the graduate courses represent the following quality points per credit hour as specified in the Towson University Undergraduate Catalog:

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- C 2.00
- F 0.00
Credit for Graduate Course Work Taken at Another University

Policy:

Students who seek credit for prior learning by transferring courses to Towson University to satisfy degree requirements must obtain approval from the Department of Occupational Therapy and Occupational Science in order to ensure fulfillment of graduation requirements, Accreditation Council for Occupational Therapy Education Standards, and content knowledge and skills necessary for the practice of Occupational Therapy. In addition, students must follow the policies and procedures outlined in their Towson University Graduate Catalog, based on the year of admission, to obtain approval from the Graduate School.

Procedure:

1. Students must submit a Transfer of Credit Form(s) from the Graduate School, course description(s), and syllabi to the program director of the Professional MS Program in Occupational Therapy for all courses in which they seek transfer of credit or credit for prior learning.
2. The program director will review the content and assignments of the courses to determine if learning objectives for courses in Towson University’s OCTH courses have been achieved, soliciting feedback from appropriate faculty as needed. If necessary, assignments or additional information will be requested of the student.
3. The program director will forward the department’s evaluation and approval of the courses to the Graduate School for final approval.
4. Once notification from the Graduate School is received, decisions regarding exemption from Towson University OCTH coursework will be communicated to the student from the program director in a formal letter including a signed original request form, with copies stored in the student’s file.
5. It is the responsibility of the program director to notify the Graduation Office of the Graduate School of any approved changes through the graduation clearance process completed for each student.
Health, Insurance, and CPR Policy

Policy:
In order to participate in any fieldwork experience, students must present evidence of current health insurance and a recent health examination (completed within one year prior to admission to Towson University). The findings of the health examination will not necessarily exclude students from fieldwork placement. Upon admission to the occupational therapy program, students are required to provide documentation of immunization of measles, mumps, rubella, varicella, tetanus, diphtheria, and pertussis. Students also must provide proof of a completed Hepatitis B vaccine series, including the results of a titer, or sign a declination form for the vaccine. A one-time speech and hearing screening is required before fieldwork placement. This screening is offered free of charge through the Towson University Speech, Language, and Hearing Center each semester. Students are required to provide evidence of an annual PPD test and annual CPR certification. If health insurance changes, students are required to provide updated evidence of current health insurance. Students must adhere to any additional requirements of the fieldwork site (e.g., flu vaccine).

Rationale: The purpose of the policy is to ensure the safety of the students and the clients with whom they will come in contact and to maximize their ability to communicate with clients and families. Contracts with fieldwork facilities require that students in clinical placements show proof of current health insurance, documentation of current health examination, and current CPR certification.

Procedures:
1. Students must submit their health forms and annual updates to the Fieldwork Secretary no later than August 1, for compliance during the upcoming academic year. Students are advised to keep personal copies of these documents for submission to fieldwork sites upon request.
2. The fieldwork secretary will notify the Chairperson and advisers of the status of their advisees’ health and insurance forms.
3. The Chairperson will send a form letter to non-compliant students informing them that they will not be given permission to register for classes, or if they have already registered, permission will be revoked and they will be de-enrolled from occupational therapy classes that include clinical experiences until after they have met the health, insurance and CPR requirements. The students’ advisors will receive a copy of the letter.
4. Students who do not remain in compliance with on-going health, insurance and CPR requirements will not be provided fieldwork placements nor be allowed to enroll in courses for future semesters until they have satisfied the requirements.

Updated 5/15
General Safety Information

1. Standard / Universal precautions are to be observed at all times. Use the Towson University Emergency Resources Guide (v 2.0) to determine course of action in an emergency.

2. In the event of a medical emergency, keep calm, act immediately.

   Activate the Emergency Medical System by calling 911, then call the University Police (x42133).

3. Evacuation Routes
   During fire drills and emergency evacuation, the followings routes should be followed:

   *ES 102-108 – Exit via the closest doors and gather on the patio outside the building on the Osler Drive side (unless directed otherwise)

   *ES 112-117 and 2nd & 3rd floor offices – Exit via the closest doors and gather outside on the walkway in front of Tubman Hall.

   *Once the instructor has led the class to a safe spot, each instructor will send a representative to report to department chair or his/her designee, who will be on the walkway outside Tubman Hall, or at the directed gathering place.

4. No classes or activities may take place in the building unless a faculty member is either present or designated as assuming responsibility and is in the building.

5. First aid kits located in Rooms ES 115, ES 116, and ES 117 are stocked with basic supplies listed in the kit. Report needed supplies to the Administrative Assistant.

6. CPR masks are attached to the teaching station in every classroom.

7. All flammable products and other hazardous materials must be stored and locked in the yellow Flammable Storage Cabinet in ES 115.

8. Only water-based paints and finishes are to be used for classroom activities.

9. Safety goggles, ear plugs, and gloves are available in ES 115 for activities requiring protection.


11. Faculty teaching OCTH 217, OCTH 218, and OCTH 600 must attend a Right to Know training session.

12. Posters summarizing the hazardous waste disposal policy shall remain posted in ES Rooms 115 and 116.
13. **Escort Service**
   Available for any faculty member or student by calling 47233 or 410-704-SAFE.

Updated 5/15

**Hazardous Material Management**

In some of your laboratory activities in foundational and Occupational Therapy practice classes, you may be using some materials that can be considered hazardous. These include rubber cement, oil-based stains and paints, ceramic glazes, paint thinner or remover, thermoplastic solvents used in splinting, acrylic paints, batteries, liver of sulphur solution, and any other material that is listed as toxic or flammable on the label. All such materials are stored in a clearly marked safety cabinet in Enrollment Services Room 116, to ensure student and faculty safety. All containers must be clearly labeled.

To dispose of any containers or materials after use, the following procedures must be followed:

- Containers that are empty and DRY may be placed in trash receptacles.
- Use specially marked bins labeled “Hazardous Waste” must be used for containers that are not empty and dry (located in metal cabinet under sink in Room 115).
- Batteries should have tape placed on both ends to prevent sparks, and placed in recycling bins by the copier on the second floor of the Enrollment Services Building.

As an Occupational Therapy student, you are responsible for maintaining the safety and cleanliness of lab and classroom space, just as you will be responsible for maintenance of your space in the clinical settings. It is also important that your label, store, and dispose of these materials safely in preparation for clinical practice.

**Student Advising Guidelines**

The Department of Occupational Therapy and Occupational Science values the process of advising as a means of professional development of students preparing for careers in Occupational Therapy. Recognizing the high demands and expectations of the program, the advising process is designed to assist the student toward academic success.

Every student accepted into the Occupational Therapy degree programs will be assigned a faculty adviser. The key role of the adviser is to assist the student in meeting the major requirements of the program in which he or she is enrolled, and serving to counsel the student regarding departmental policies, procedures, and operations. This may include scheduling and registration of classes in the major, meeting Towson University requirements for completion of both the Bachelor’s and Master’s degrees, developing an alternate plan of study when necessary, directing the student in grievance or appeal procedures, and counseling about personal matters that are directly related to the academic demands of the program.

Specific adviser responsibilities related to student performance include the following:
• Regular communication regarding Department policies and procedures
• Scheduling classes each semester
• At least one individual meeting with each student annually, to ensure academic progress toward both major and university degree requirements
• Attendance and participation in Town Meetings
• Review of Professional Development Forms as warranted
• Maintenance of student records within the department, which includes demographic data, relevant communication, fieldwork evaluation forms, Professional Development Forms, and copies of any exceptions or letters regarding the academic plan of study.

If a student wishes to decline a meeting that has been requested by the advisor, the following statement will be issued to the student via e-mail or in writing, to have a record that this is the student’s intent. Students can sign this statement if issued in writing or simply respond their agreement in an e-mail. “I have been offered individualized, face-to-face advising by my designated faculty member. I choose to defer this meeting and agree to address my advising needs via alternative communication, such as e-mail or telephone.” A copy of this statement is kept in the student’s advising folder.

Anticipated Expenses

Students are required to purchase required books and materials. These expenses are anticipated to be at least $600 per semester. Other required expenses are initial CPR certification and Hepatitis B immunization, and annual PPD testing, CPR re-certification, name badge, and the Occupational Therapy Knowledge Examination (OTKE). Additional expenses, such as travel to clinical sites, criminal background checks, lab coats or clinical wear, or other course related materials may be required.

Communication

Bulletin Boards
A number of bulletin boards are located in and around the Occupational Therapy office and classrooms. The bulletin board located nearest to the Occupational Therapy office contains general information, messages from faculty to students and messages from students to students. This is frequently used as a means for general communication. Students should check this board often for messages. These boards are maintained by an occupational therapy graduate assistant. The following are types of information listed on the other bulletin boards: professional employment opportunities, student employment opportunities, volunteer opportunities, scholarships and stipends, TU news, Student Occupational Therapy Association news, Maryland Occupational Therapy Association (MOTA)/American Occupational Therapy Association (AOTA) news, faculty news, current trends in occupational therapy, continuing education, semester cohort schedules and plan of study, time and location of classes.
Office Hours
The main office is open from 8 AM to 5 PM, Monday through Friday. All faculty members have regularly scheduled office hours which are posted on their office doors and on their syllabi. Full-time faculty members usually have at least three office hours per week. Part-time faculty members have at least one office hour per week. Faculty may be available for additional meetings by appointment. Students are encouraged to meet with faculty during these office hours.

Faculty Contact Information
Students can contact faculty members via emails and phone numbers. Faculty post their email addresses and phone numbers on their syllabi. Students can access their course instructors through the course Blackboard site. Students also can locate the email addresses and phone numbers of all faculty and staff from the Towson University directory at www.towson.edu. Email is to be used only for information that is not confidential.

Newsletter
The Department of Occupational Therapy and Occupational Science publishes an electronic newsletter twice each semester that features student, faculty, and alumni accomplishments and departmental activities. Students are encouraged to submit articles for publication in this newsletter.

Town Meetings
Town Meetings are held periodically throughout each semester for each student cohort. Specific meeting times are scheduled in accordance with the students’ academic schedules. **Student attendance at Town Meetings is mandatory.** Prior to attending the Town Meetings, students are to complete and submit a questionnaire to allow them to place items for discussion on the agenda. Town Meetings are used to disseminate and discuss important information related to the profession, university, college, department, or community. Town Meetings also are used to prepare students for Level II fieldwork.

Certification and Licensure
The National Board for Certification in Occupational Therapy (NBCOT) is a national credentialing agency that certifies qualified persons as occupational therapists (OTRs) and certified occupational therapy assistants (COTAs). The Board's goal is to promote the health, safety and welfare of the public by establishing, maintaining and administering standards, policies, and programs for certification and registration of occupational therapy personnel. The NBCOT offers examinations and certification to candidates at both the OTR and COTA levels. Passing the NBCOT examination is the final requirement to becoming certified as an OTR. Students are to contact the NBCOT website full details regarding preparation and registration for the examination and procedures for obtaining certification, at www.nbcot.org.

Resources for students to prepare for the NBCOT examination will be communicated regularly to the students throughout the program, particularly during advising sessions and Town meetings. Practice exams facilitated by faculty are scheduled and available for students each spring. Course exams and assignments have been structured to prepare students for the testing
format of the certification exam. Additional resources such as study guides and review courses are commercially available for purchase. While the Department faculty believe that review courses are helpful, they do not officially endorse any particular company which offers such courses.

Certification by NBCOT is independent of regulation by states. Most states have regulatory boards that govern the practice of occupational therapy for the purpose of consumer protection. Students are to contact the regulatory boards where they intend to practice upon graduation.

The Maryland Board of Occupational Therapy Practice may be accessed at 410-402-8560 or http://dhmh.maryland.gov/botp/ for more complete information about Maryland practice laws and licensure.

**Students with Disabilities**

Any student who has a disability that may affect his/her performance in the occupational therapy academic or clinical programs is encouraged to register with Disability Support Services (DSS) 7720 York Road, Suite 232, 410-704-2638 (Voice or TDD). This office will provide documentation of accommodations that can be utilized by faculty and fieldwork supervisors. Didactic coursework in the occupational therapy program comply with Towson University policies for students with disabilities. Accommodations can be made for students who formally register with DSS and provide the appropriate documentation to each instructor.

**Inclement Weather / Emergency Closing**

If the university is closed during the lecture or lab time, class will not be held. Students should check the blackboard site that day for announcements and any assignments regarding the missed class, as content may be moved online as feasible. If the university has a delayed opening during the lecture or lab time, students are expected to come to class if 50 minutes or greater time remains for their class, unless the professor communicates otherwise. For example, if the University opens at 10:00 am and class is normally scheduled from 9:00 to 10:50, students are expected to come to class from 10:00-10:50. Students are encouraged to register through the Towson University Police for the Emergency Text System.

**Student Occupational Therapy Association (SOTA)**

The Student Occupational Therapy Association (SOTA) seeks to serve the needs of its members by providing a support network, organizing educational seminars, and promoting the field of Occupational Therapy. The SOTA also provides the opportunity for its members to work in coalition with the national and state professional associations, participate in community service and charitable fund raising, as well as developing a mentoring relationship with professionals in the field. In addition, fund raising activities are held to send selected representatives to the Maryland Occupational Therapy Association and the American Occupational Therapy Association annual conferences. Students assume responsibility for leading the activities and directives of SOTA; a faculty member serves as the adviser. A mailbox for SOTA is located in
the main office for the Department of Occupational Therapy and Occupational Science, and SOTA officers maintain a bulletin board in the hallway between classrooms. Contact information for officers is available from OT faculty upon request.

**Policy for Handling Complaints Against Program**

**Policy:**
Formal complaints against the programs of the department of Occupational Therapy and Occupational Science that are not otherwise addressed in department and University policies will be handled in a consistent, timely, and systematic manner.

Concerns brought by applicants and students will be addressed by the appropriate parties as follows:

- Course concerns not covered by the Appeal of Faculty Decisions and Grades policy are to be directed to the faculty
- Fieldwork concerns are to be directed to the Fieldwork Administrator

**Procedures:**
1. Concerns not satisfactorily resolved via other policies, or other concerns about the program, should be directed to the Chairperson by formal business letter.
2. The chairperson will document all formal complaints in a Complaint Log, to include date of complaint, person registering complaint, nature of complaint, action(s) taken regarding the complaint, and resolution date.
3. Acknowledgement of the complaint will be sent to the person making the complaint by the Chairperson via formal business letter within 30 days. This letter, or a subsequent letter, will include action(s) taken.
4. Individuals not satisfied by the action(s) from the Chairperson may address their complaint to the Dean of the College of Health Professions.
5. Complaint log and supporting documentation will be maintained by the Chairperson in a locked cabinet within the department.

*Revised and Approved by OT&OS Faculty 5/15*
Department Information: Didactic Coursework

Professional Development Assessment

Policy:

The Department of Occupational Therapy & Occupational Science is committed to the process of assessing the development of professional skills and behaviors in occupational therapy students. The faculty believe that providing students with ongoing feedback about their professional behaviors and development promotes preparation for Level I and Level II fieldwork experiences. Thus, faculty will use the Professional Development Form in many courses including those that involve Level I fieldwork to observe student behaviors and provide feedback regarding their areas of strength and areas of needed improvement.

Specifically, the students use feedback on the Professional Development Form to:

1. develop clinical and professional behaviors for their roles as occupational therapists.
2. engage in self-assessment of professional behaviors.
3. develop an understanding of the relationship between one's self perceptions and other's perceptions.
4. link the academic setting, fieldwork setting, and work setting.
5. assist in planning sites for Level II fieldwork (and Level I fieldwork experience as appropriate).

Procedure:

1. Faculty/Fieldwork Educators complete the form based on observation of student behaviors.
2. Faculty also may request students to complete the form as part of a process for facilitating self-assessment.
3. Student reviews the feedback either through reading the comments on the form or through formally meeting with the faculty member.
4. This information will be kept in the student's advising file.
5. Behaviors and skills will be shared with the fieldwork educator at the fieldwork site when the student's advisor and the academic fieldwork coordinator believe that this information is necessary in order to plan an appropriate fieldwork experience for the student.
**Professional Development Assessment**

Name: ____________________________________________
Evaluator (other than self): __________________________

Semester: __________________ Date: __________________
Course Name & Number: __________________________________

**Instructions:** For each professional behavior, review the descriptors and rate 1 through 4 by circling the selected number.

**Rating Scale:**
1. Rarely (50% or less of the time).
2. Occasionally (50 to 75% of the time).
3. Frequently (75 to 95% of the time).
4. Consistently (95% or more of the time).

<table>
<thead>
<tr>
<th>No.</th>
<th>Professional Behavior</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Dependability</strong> as demonstrated by:</td>
<td></td>
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<tr>
<td>a.</td>
<td>Being on time for classes, work, meetings.</td>
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<td>b.</td>
<td>Handing in assignments, papers, reports and notes when due.</td>
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<tr>
<td>c.</td>
<td>Following through with commitments and responsibilities.</td>
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<td>2</td>
<td><strong>Professional Presentation</strong> as demonstrated by:</td>
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<tr>
<td>a.</td>
<td>Presenting oneself in a manner that is accepted by peers.</td>
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<tr>
<td>b.</td>
<td>Presenting oneself in a manner that is accepted by clients, employer.</td>
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<tr>
<td>c.</td>
<td>Using body posture and affect that communicates interest or engaged attention</td>
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<tr>
<td>d.</td>
<td>Displaying a positive attitude towards becoming a professional.</td>
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<td>3</td>
<td><strong>Initiative</strong> as demonstrated by:</td>
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<tr>
<td>a.</td>
<td>Showing an energetic, positive, and motivated manner.</td>
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<tr>
<td>b.</td>
<td>Self-starting projects, tasks and programs.</td>
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<tr>
<td>c.</td>
<td>Taking initiative to direct own learning.</td>
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<tr>
<td>d.</td>
<td>Taking initiative in solving problems and answering questions</td>
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<tr>
<td>4</td>
<td><strong>Empathy</strong> as demonstrated by:</td>
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<tr>
<td>a.</td>
<td>Being sensitive and responding to the feelings and behaviors of others.</td>
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<tr>
<td>b.</td>
<td>Considering the ideas and opinions of others.</td>
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<tr>
<td>c.</td>
<td>Rendering assistance to all individuals without bias or prejudice.</td>
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<tr>
<td>d.</td>
<td>Being aware, and respectful of, cultural differences.</td>
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<tr>
<td>5</td>
<td><strong>Cooperation</strong> as demonstrated by:</td>
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<tr>
<td>a.</td>
<td>Working effectively with other individuals through negotiation.</td>
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<tr>
<td>b.</td>
<td>Showing consideration for the needs of the group.</td>
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<tr>
<td>c.</td>
<td>Developing group cohesiveness by assisting group members in increasing the knowledge and awareness of others (team player).</td>
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6. **Organization** as demonstrated by:
   a. Prioritizing self and tasks.
   b. Managing time and materials to meet program requirements.

7. **Clinical Reasoning** as demonstrated by:
   a. Using an inquiring or questioning approach in class and clinic.
   b. Analyzing, synthesizing, interpreting and explaining information.
   c. Giving alternative solutions to complex issues and situations.

8. **Supervisory Process** as demonstrated by:
   a. Giving and receiving constructive feedback.
   b. Modifying performance in response to meaningful feedback.
   c. Operating within the scope of one's own skills and seeking guidance when needed.
   d. Initiating questions to enhance one's own learning

9. **Verbal Communication** as demonstrated by:
   a. Verbal interactions in class and clinic that are clear and contribute to the topic being discussed.
   b. Sharing perceptions and opinions with clarity.
   c. Tactfully verbalizing opposing opinions.

10. **Written Communication** as demonstrated by:
    a. Writing that is clear and follows all rules of grammar.
    b. Communicating ideas, opinions, and subject matter clearly and concisely in writing papers, notes and reports.

Adapted from ©J. Kasar, N. Clark, D. Watson, S. Pfister 1996

Student’s goals for improvement in professional development areas:

________________________________________________________________________________________________________________________________________

Evaluator comments: ______________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

Student Signature ___________________________ Evaluator Signature ___________________________
Essential requirements for occupational therapy students

"Essential requirements are those requisites that the institution and program, licensure and certification boards, and the profession respectively have determined to be critical in (a) meeting the competencies, goals, and purpose of the program; and (b) maintaining the safety of the people served in the education process and eventually in the therapeutic arena." (Wells & Hanebrink, 1997, pp. 26).

Students enrolled in Towson University's Occupational Therapy program, preparing to become professionals in occupational therapy, are expected to have essential skills in addition to academic competence. These skills are related to one's ability to function as an occupational therapist and/or an occupational therapy student. While not all skills are needed across all settings, all are essential to occupational therapy practice in general. Thus, essential skills are the physical and mental abilities, skills, attitudes, and behaviors that make up the cognitive, psychomotor, and affective domains of occupational therapy practice. Overlying all domains of function is the need to be ethical in all conduct both as a student and a practitioner.

Essential skills apply to classroom, laboratory, clinical/fieldwork, and professional work environments. They exist to ensure the public that the graduates of our program are prepared to become fully competent and caring occupational therapists. In order to be successful in our program, and as occupational therapy professionals, individuals must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession. Where appropriate, the individual must be able to perform all listed essential functions with or without reasonable accommodations.

Ethics

- Commitment to the Towson University Academic Integrity policy, Code of Ethics of the profession and behavior that reflects honesty, integrity, and a sense of right and wrong in the helping environment.

Ensuring Safety

- The ability to ensure the safety of self and others within the occupational therapy practice setting, during all occupational therapy activities.

Affective Domain

- The ability and commitment to work and interact with individuals without regard to the nature of their illness or disability, race/ethnicity, sexual orientation, or age group.
- Commitment to the policies of the university, the occupational therapy program, fieldwork sites, and places of employment. This includes matters ranging from professional dress and behavior, to adhering to academic and/or facility schedules, which are subject to change.
- Emotional health for utilization of intellect, the exercise of good judgment, prompt completion of responsibilities and the development of mature, sensitive and effective relationships with others.
- Ability to perform in stressful situations, such as meeting deadlines.

Cognitive Domain

- Cognitive abilities needed to integrate information from all courses throughout the curriculum, leading to effective clinical reasoning and problem solving. This requires the basic ability to absorb and integrate information as it is presented, and progresses to the ability to integrate and apply information to clinical problem solving. Thus, students are expected to move from the basic skills of understanding and memorizing information, to more advanced cognitive skills that involve analysis of information and situations and appropriate application of that knowledge in the classroom and fieldwork setting.
- The ability to communicate verbally and in writing, using appropriate grammar and vocabulary. This skill is needed in order to build relationships with faculty, advisors, fellow graduate students, fieldwork supervisors, coworkers and clients, their families, and their significant others. Further, it is essential in the clinical environment when interacting with clients, caregivers/significant others, and other professionals. Proficiency in communication includes transactions with individuals and groups in learner, collegial, supervisee, consultative, leadership and task roles. Students must be able to elicit and gather information and describe findings.
- The cognitive and perceptual ability to work with clients in varied practice settings, insuring the safety of clients, significant others, and staff.
- The organizational skills and stamina for performing required tasks and assignments within allotted time frames; the ability to travel to and from classes, fieldwork assignments, and work on time.
- Critical thinking skills in order to problem solve creatively, master abstract ideas and synthesize information in order to handle the challenges of the academic, laboratory, and fieldwork settings.

Psychomotor Domain

- The capacity to prepare for and respond to the challenges of any environment that requires a readiness for immediate and appropriate response. This requires training for emergencies as delineated within specific clinical environments (e.g., CPR, infection control), and a readiness and willingness to respond as needed.
- The physical ability and capacity (i.e. balance, strength, and flexibility) to safely position the client or oneself to enable accomplishment of such things as range of motion, manual muscle testing, transfers, and pertinent activities of daily living. This applies to all practice settings.
- Physical status permitting one to assume necessary workloads, and adapt to changing and challenging environments. These skills require flexibility and a spirit of cooperation.
- The ability to complete tasks within specified timeframes appropriate to either the clinic or the classroom. Timeframes are determined based on the environment, but will be consistent with the expectations occupational therapists are likely to encounter in actual clinical practice.

(Adapted with permission from Virginia Commonwealth University 3/15)


Attendance Policies

Policy:
Participation in lectures, group work, presentations, and in-class lab experiences are integral to a course. Regular class attendance is required to meet all course objectives. This policy is in accordance with University policies regarding attendance to classes (Towson University Undergraduate Catalog; Towson University Graduate Catalog).

Procedures:
Faculty will explicitly outline, in the course syllabus, an attendance policy for their course. This may include mandatory participation in certain activities and assignments. The impact to the student’s grade should any of the mandatory attendance and participation requirements not be met will be stated in the syllabus.

Should the student be absent from a significant portion of the course, the instructor will make the decision about whether the student can meet the learning objectives and course requirements in order to pass the course and communicate this to the student in a timely manner.

If a student expects a period of prolonged absence, he or she must submit a plan for completion of missed experiences including time frame for the approval of the faculty. This plan is to be submitted prior to the expected prolonged absence.

Absences from Practice Courses – The practice courses are offered in groups, one is a lecture/lab based course and the other is the Level I fieldwork course (e.g., OCTH 314 and OCTH 320). Students cannot take the clinical/fieldwork course without simultaneously being enrolled in the lecture/lab course. Students cannot take the clinical/fieldwork course without simultaneously being enrolled in the lecture/lab course. The lecture/lab course is critical for learning competency in the delivery of Occupational Therapy services. Because of this, any absences in one of these grouped courses can impact your ability to complete the other course.

Students are expected to adhere to all university attendance policies. Students who are absent from class are responsible for any missed work.

Absences due to illness, bereavement, or athletic events require documentation in order to be considered for an excused absence. Absences due to religious holidays are excused on the holiday date(s). Absences due to travel associated with observance of religious holidays are unexcused.
Use of Assessments and Department Materials

Policy:
Students are responsible for signing out, maintaining, and returning materials that are used in coursework. Materials needed for coursework may be borrowed through a faculty member or the Assessment Librarian.

Procedures:
1. Student will sign out any materials needed for coursework through the assessment librarian or faculty member only. Dates and times of librarian availability are posted each semester outside of Room 109. Sign out will include the following information: student name, date, contact information, and proposed date of return.

2. Student is responsible to return the materials, including all components, in the same good, working condition as when signed out. All materials must be returned to the faculty member or assessment librarian at assigned time and date.

3. Student is responsible to notify assessment librarian or faculty member immediately if materials or component parts are damaged or missing.

4. Student is responsible to replace all materials or component parts that are lost or damaged through his/her own actions or actions of others while the materials are signed out in his/her name. Student will be invoiced for the cost of non-returned or damaged materials, which will be posted on his/her TU financial account. Registration privileges may be suspended.

5. Student is responsible to follow the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010) by using materials appropriately by informing the participant about the purpose of and procedures for using the materials, about confidentiality of information, and about the rights of the participant regarding use of the materials.

Signature indicates agreement to adhere to the policy described above:

_______________________________  __________________________
Student name (signature)  Course

_______________________________  __________________________
Student name (printed)  Date

Field Trip Policy

The Department follows the University Policy on Field Trips. Faculty members are responsible for reviewing the entire university policy (http://www.towson.edu/provost/FacultyHandbook/handbook/Chapter07.pdf).

Below are excerpts of the policy that was retrieved on 6/8/2011 from the Towson University Faculty Handbook, Approved 1991, (p. 7-23 to 7-29).

A field trip is defined as “a group experience related to a class, a University-recognized organization, or a department-sponsored activity outside of the university setting under the direct supervision of a University representative.” (p. 7-24) Within the Department of Occupational Therapy & Occupational Science, the term “field trip” also can refer to any class/course related community activity.

Guidelines for field trips:

A. Academic Issues

   The academic content of a field trip required as part of or offered in association with a credit-bearing course shall be the responsibility of the sponsoring department.

   Faculty members whose courses require participation in field trips must state this requirement at the beginning of the semester (preferably in the course syllabus). Faculty members should attempt to schedule required field trips so that they impact on attendance in classes as little as possible. If a planned field trip causes a student to miss classes other than in the course in which the field trip occurs, the faculty member cannot require the student to attend the field trip and miss the other classes or the field trip must be the decision of the student. The faculty member in the course in which the field trip occurs can require an alternative activity, such as a project or paper, involving approximately the same time commitment.

   Faculty are expected to remain on-site for the duration of the field trip in case of unexpected occurrences.

B. Transportation Issues

   Refer to the full university policy to review the procedures for using university vehicles and transportation of students. Faculty are not to transport students in their personal vehicles. University vehicles may be requested to transport groups of students.

C. Liability Issues

   1. The State Self Insurance Trust Fund provides insurance coverage for faculty/staff who are acting in the scope of their employment (in the State of Maryland) who
may be sued for injuries that occur on field trips. The obligation of faculty/staff
who supervise field trips is to exercise reasonable care in light of foreseeable risks
to students. Faculty/staff have no duty to insure the “health, safety, and welfare”
of students. Faculty/staff, however, are obligated to disclose risks to students
prior to a field trip, and to exercise reasonable care during a field trip.

2. Faculty/staff are only legally responsible for risks for which they have knowledge
or direct control. The State Torts Claims Act covers faculty/staff in instances
where there is no malice or gross negligence. Willful acts are not covered by this
Act.

3. There is no “insurance,” per se, on state vehicles. Fleet coverage on state vehicles
is provided by the State Self Insurance Trust Fund. The State Treasurer has
purchased insurance to cover university employees who operate state vehicles out
of state. The state requires that faculty/staff who rent cars or vans for field trips
must purchase the insurance provided by the vehicle rental company.

All students who participate in a field trip should sign a liability waiver (“release”) (see attached)
 prior to the field trip. The liability waiver must be signed by the parent or guardian of any
student who is under 18 years of age. A liability waiver and health statement has been prepared
by the University Counsel and is included in this section. Neither of these documents needs to
be notarized.
TOWSON UNIVERSITY
Liability Waiver

In consideration for participation in ____________________________________________________ (hereafter referred to as the “field trip”), I hereby agree that:

1. I shall comply with all rules, regulations, and standards of conduct fixed by the University, its agents and employees, regarding participation in the field trip.

2. I warrant that I am in good health, and may travel as required, and am free from any physical or mental ailment or disability requiring medical, surgical, or other care treatment which might endanger the health or safety of myself or those with whom I may come in contact.

3. I have been fully advised of the activities planned and voluntarily assume all the risks associated with such activities.

4. I agree that it is my sole responsibility to be familiar with the physical and/or mental demands associated with the activities planned. I have no physical or mental condition which, to my knowledge, would endanger myself or others if I participate in these activities or would interfere with my ability to participate.

5. I understand and agree that situations may arise during this event which may be beyond the control of the University and its agents and employees. I understand and expressly assume all the risks and dangers of participation in the field trip, and I hereby release, waive, discharge, and covenant not to sue Towson University, the University System of Maryland, the State of Maryland, and their officers, agents, servants, and employees (collectively, the “Releasees”) form all liability, claims demands, actions, or causes of action whatsoever arising out of any damages, loss or injury to me or to my property while participating in the field trip, whether such damage, loss or injury results from the negligence of the Releasees or for any other cause. I also hereby release, waive, discharge and covenant not to sue the Releasees from any claims whatsoever on account of any first aid, treatment, or service rendered to me during my participation in the field trip. I hereby agree to indemnify and hold harmless the Releasees from any loss, liability, damage or costs, including court costs and attorneys’ fees, that they may incur due to my participation in the field trip, whether caused by the negligence of Releasees or otherwise.

6. I have been advised by the University that it is in my best interest to obtain medical insurance, and I have been informed that such insurance is available for purchase through a university group plan.
(7) I agree for myself and my successors that the above representations and agreements are contractually binding and are not mere recitals. This agreement may not be modified except for another agreement in writing signed by the university.

(8) I have carefully read this form and fully understand its contents. I am aware that this is a release of liability form and a waiver of claims, an agreement not to sue, and a contract between myself and Towson University, and I sign it of my own free will.

<table>
<thead>
<tr>
<th>Participant’s Signature</th>
<th>Date</th>
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<tr>
<th>Participant’s Printed Name</th>
<th>Date</th>
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Parent or guardian of a minor: I, as parent or guardian of _______________________________. hereby give my permission for my child to participate in the above named event and further agree individually and on behalf of my child to the terms of the above.

<table>
<thead>
<tr>
<th>Parent’s or Guardian’s Signature (if Participant is under 18)</th>
<th>Date</th>
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Final Exam Preparation

Policy
Students are to:
1. Adhere to the schedule times and dates for all final exams.
2. Abide by the *Towson University Student Academic Integrity Policy* and uphold the *Occupational Therapy Code of Ethics and Ethics Standards (2010)* when preparing for and completing exams.
3. Be available for the entire exam period because they are required to complete all final exams on the date and time scheduled or re-scheduled due to weather, faculty illness, or other circumstance.
4. Remain in the room until they complete all aspects of the exam.

Preparation Guidelines

It is recommended that students develop an exam preparation plan in order to maximize their success on final exams. Taking the time to develop these habits and routines can prove helpful for NBCOT Certification Exam preparation. Examples of occupational therapy influenced strategies for this plan include:

1. Developing a study calendar at least 2 weeks in advance of the exam period that designates study time for each course
2. Allocating time for sleep, rest, and exercise as this has been shown to enhance performance
3. Reducing work hours if at all possible
4. Eating healthy foods
5. Being courteous to fellow students by arriving on time, maintaining quiet in the hallways and adjoining classrooms, and observing “Do Not Disturb” test signs before and after the exam.

6. Reviewing Department Exam Process (see attached) designed to maximize students’ comfort and the integrity of the exam process.

Department Exam Process

Faculty are requested to use the following procedures during exams:

1. Arrange and check testing environment for comfort and academic integrity. If room is too hot or cold, call office ASAP.
2. Open classrooms only for exams that you are proctoring.
3. Use and encourage observation of “Do Not Disturb” signs that are available either outside your classroom or in the office
4. Request students to turn off electronic devices and leave them with personal belongings in designated area

5. Have students take only permitted items to test seat (e.g., 2 pens, pencils, cough drops, water bottle without label, tissues) and position items on desk/table to avoid needing to seek items from pockets and disturbing the test environment

6. Understand that the Chairperson will be monitoring the hallways and bathrooms during the exam period

7. Use multiple forms of same test

8. Request additional proctor for large classes in cramped rooms

9. Periodically write time and time remaining on board

10. Walk the room (this occurs during NBCOT exam and we need to get students prepared for this type of testing environment.)

11. Announce or write on your exams that sharing test items with other students now or in the future is a violation of the Towson University’s Student Academic Integrity Policy

12. Wish your students good luck and keep the environment as quiet and comfortable as possible.
Appeal of Faculty Decisions and Grades

Students who disagree with faculty decisions regarding their grades or adherence to course policies may follow a formal appeals procedure. In cases of incidents of academic dishonesty, students should review the current Towson University Student Academic Integrity Policy.

Procedure:
1. The student first should meet with the faculty member to discuss the concerns and attempt resolution. If a resolution is not achieved the faculty member should advise the student of the procedures for appeal.

2. If concerns remain after the meeting, the student should write a formal business letter to the faculty member (not an e-mail) requesting reconsideration of the decision, including the rationale for the request.

3. The faculty member then will respond to the student in writing. If the faculty member denies the request, the letter will include information on the next step of the appeal process (i.e., appeal to the Chairperson).

4. If the faculty member denies the appeal and the student wishes to continue to appeal, the student then would write a formal letter to the Chairperson. The student should include copies of his or her letter to the faculty member and the faculty member’s response. In addition the student should copy the faculty member on the letter.

5. The Chairperson will respond to the student in writing. If the Chairperson denies the appeal and the student wishes to continue to appeal, the student then would write a formal letter to the Dean of the College of Health Professions. The student should include copies of his or her letter to the Chairperson, the Chairperson’s response, his or her letter to the faculty member, and the faculty member’s response. In addition the student should copy the faculty member and the Chairperson on the letter.

6. This appeal process, including the formal letter to the Dean of the College of Health Professions, must be completed no later than the end of the semester following the one in which the grade was received.

These procedures are consistent with University procedures regarding appeals.

Updated 5/15
Independent Study / Directed Readings Guidelines

At various times throughout the program, a student may decide that he or she could benefit from an additional experience, or wants to learn more about an area of occupational therapy that is not emphasized by the established curriculum. In addition, the student may need to demonstrate professional skills or clinical reasoning prior to participation in Level II Fieldwork. For any such circumstance, the student should register for the appropriate course, which may include an independent study or directed readings. The following guidelines will assist the student in designing the learning opportunity.

1. The student identifies an appropriate faculty advisor and obtains the faculty member's consent prior to registering for the independent study or directed reading. The student must present a brief written plan for the independent study/directed readings before receiving a permit to register for this type of experience.

2. The student develops a written outline of the proposed project and sufficient substantiation of number of units for which the student wishes to register. This outline should be formulated prior to registration.

3. The student has the responsibility for working collaboratively with the faculty member when a clinical placement must be found. The degree of student responsibility is to be determined by the faculty member. The student may have full responsibility for finding the clinical placement or may be assisted by the faculty member.

4. The student develops a complete written proposal for content of independent study/directed readings and method to be used for evaluating student's performance. Proposal and evaluation method must have faculty members signed approval in writing. Proposal must be presented to faculty member within the first two weeks of the semester to insure a timely beginning of the project. Proposal must use a contract format with both student and faculty member signing the agreement. Both individuals must have a copy of the plan.

   Items which must be included in this proposal/contract include the purpose and learning objectives of the independent study, type of assignments, due dates, grading criteria for assignments. Examples of additional items which may be included in this proposal/contract include the specific workshop to be attended, or presentation date and details.

5. When the written proposal is approved, the faculty advisor and the student set a schedule for meeting during the semester. If the project is three or more units at least a midterm and final meeting for the purpose of providing feedback to the student on his/her progress and/or performance must be held.

Independent Study (OCTH 318, OCTH 692, OSC 891, 1-6 units)

The goal of the independent study is to provide the student with an opportunity to investigate in-
depth an area of interest in occupational therapy or occupational science in accordance with their educational level and program requirements. Options for the independent study include clinical-based experiences, teaching-based experiences, workshop-based experiences and research-based experiences. Level I or Level II Fieldwork Remediation Experiences may also be conducted through the independent study format, but policies related to repeating fieldwork should guide that independent study.

Clinically Based Experiences basic requirements:
- Clinical experience: 20 hours of clinical time per credit hour (i.e. 60 hours for 3 credits, 80 hours for 4 credits).
- Written assignments are required. The specific details of the assignment are to be determined by the faculty member and the student. They may include client evaluations, intervention plans, case studies, presentations, use of technologies, or alternate assignments.
- Assignments are to be selected to illustrate accomplishment of the learning objectives set forth when the independent study is proposed.

Teaching based Experience basic requirements:
- Classroom teaching experience and presentations to be determined by the student in collaboration with the faculty member (i.e. laboratory assistance in OCTH 221 Clinical Kinesiology).
- Written assignments are to be determined by the student in collaboration with the faculty member.

Workshop based Experience basic requirements:
- Workshop attendance
- Assignments to be determined by the student in collaboration with the faculty member prior to workshop attendance; outcome of workshop attendance may be a presentation of information with the audience negotiated between the student and faculty member. A written assignment may also be utilized.

Research based Experience basic requirements:
- The student may participate in specific aspects of a research study, as agreed upon with the faculty member. The assignments must reflect the objectives of the independent study.

Directed Readings (OCTH 691, OSC 892, 3-6 units)

The directed reading study involves more in-depth learning of selected topics in occupational therapy or occupational science. Directed readings should include some combination of the following or an alternative determined by faculty member and student.

Written Assignments
- Annotated bibliography with 60 articles and/or book chapters OR
- Critical analysis paper with 45 references (approximately 50 pages length) OR
• Article appropriate for submission to a professional journal, written in the format required for the journal to which it will be submitted.

Annotated bibliography
• Total of 60 articles and/or book chapters
• References may be partially from bibliographies provided by workshop / conference speakers, but no more than half of all citations should be obtained this way.
• Summary of article (objective) and brief critique of article (analysis, opinion) should be written and formed into a binder.
• Paper must be type written and in APA format.

Critical Analysis Paper
• Approximately 50 pages in length, from at least 45 sources
• References may be partially from bibliographies provided by workshop / conference speakers, but no more than half of all citations should be obtained this way.
• All references must be related to one key or primary concept
• Paper provides introduction to topic, summaries of each reference with brief critique of each, comparison / contrast of reference documents, and conclusion
• Paper must be type written and in APA format.

Oral Presentations
• The presentation should be 3-6 hours in length, and allow appropriate time for questioning
• Outline or handout is provided which includes the key points of the presentation and bibliography of at least 8-10 references
• Audiovisual materials or use of technology is appropriate to the topic and adds interest to the presentation
• May include classroom or workshop presentations with preparation and submission of associated paper for journal publication.
**Alternate Program of Study**

**Policy:**
Students who request a change in course sequence due to personal or academic needs must develop an alternate plan of study. The alternate plan must be approved prior to enrollment in subsequent courses.

Related Policies: Repeating Fieldwork Policy, Repeating Courses Policy

**Procedure:**

1. The student will meet with his/her adviser to review the situation and develop an alternative plan for continuation in the program.
2. A formal business letter is sent to the Executive Committee by the student which must include the following:
   a. Explanation of request
   b. Rationale for request, including self-assessment of situation
   c. Strategies for remediating past difficulty OR for managing current situation
3. The following documents must be attached to the letter and submitted to the Executive Committee:
   a. Completed Alternate Plan of Study Request Form
   b. Unofficial Transcript
   c. Proposed alternate schedule, including time frames.
4. The request will be reviewed at a subsequent, regularly scheduled Executive Committee meeting, within one month of submission.
5. The student will be notified of the decision by the Executive Committee via formal business letter from the Program Director or Department Chairperson.
ALTERNATE PLAN OF STUDY REQUEST FORM

Name: ______________________________________ Date: ________________________________

Student Number: _______________________ Year of Entry: __________________________

Preferred Address: ______________________________________________________________

Local Phone: ___________________________ E-Mail ______________________________________

Faculty Adviser: __________________________

Current Program of Study:
_____ Combined BS/MS Program
_____ Professional MS Program

Request(s): Check all that apply
_____ Modification of Plan of Study (Course Sequence Change)
_____ Program Change
_____ Retake a course
_____ Other: ____________________________________________________________________

Plan Checklist

Formal Business Letter that includes the following:
_____ explanation of request
_____ rationale for request, including self-assessment of situation
_____ strategies for remediating past difficulty OR for managing current situation

Attachments:
_____ Unofficial transcript
_____ Proposed alternate schedule, including time frames.

SIGNATURES:

_____________________________ __________
Student Date

_____________________________ __________
Adviser Date

_____________________________ __________
Program Coordinator Date

_____________________________ __________
Chairperson Date

_____________________________ __________
Fieldwork Administrator Date

7/7/09, Revised 6/8/11
Continuous Enrollment

Policy:

Students are to abide by the Re-enrollment Policy as stated in the Towson University Undergraduate Catalog, the Continuous Enrollment Policy and the Re-Entry to a Degree Program after Lapse of Time Limitation Policy in the Towson University Graduate Catalog. In addition, students must be continuously enrolled in courses required for the Occupational Therapy programs. Continuous enrollment requires that students not miss more than two terms within one year (not including Minimester or Summer). Students who fail to be continuously enrolled in courses required for the Occupational Therapy program will be dismissed from the program.

Procedure:

1. The Chairperson will notify the student and the Registrar of the student’s dismissal via formal letter.

Updated 5/15
Professional Organizations

Society for the Study of Occupation-USA (SSO- USA)

The Society for the Study of Occupation-USA website can be found at http://www.sso-usa.org. “The mission of the Society for the Study of Occupation is to facilitate high quality scholarship and dynamic exchange of ideas that support the discipline of occupational science.”

Objectives

- To form a national community of scholars to engage in the dynamic exchange of ideas to support the global discipline of occupational science.
- To provide a forum to promote and disseminate research in occupational science to the public.
- To foster cutting edge theory and research of occupation through the establishment of networks, resources, collaborations, and other identified supports.
- To explore and expand the knowledge of occupation; the application of occupation to understanding of the human condition; and, to foster understanding the fundamental nature of occupation in health and well-being.
- To study the interrelationship of the discipline of occupational science and the profession of occupational therapy
- To address the quality of the occupational experience of participants in its events.


International Society of Occupational Scientists

ISOS has a mission, which is the facilitation of a world-wide network of individuals and institutions committed to research and education on occupation and to promoting occupation for health and community development. ISOS describes occupation broadly as the various everyday activities people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life. Occupations include things people need to, want to and are expected to do. ISOS has three main aims:

- To facilitate international collaboration in research on occupation
- To facilitate international collaboration in the development and delivery of occupational science / occupation-based curricula at all levels of education
- To promote occupation for health & community development in policy and practice arenas at local, national and international levels
ISOS will be a virtual society:

- ISOS will develop and maintain a website that will enable communication internationally among people and institutions interested in occupational science research and education, and in promoting occupation for health and community development.


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**American Occupational Therapy Association (AOTA)**

4720 Montgomery Lane  
P.O. Box 31220  
Bethesda MD 20824-1220  
(301) 652-2682  
www.aota.org

"The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services" (AOTA, 1999-2010).


Benefits to becoming a member of AOTA, including:

- Access to professional publications such as *The American Journal of Occupational Therapy, Journal of Occupational Therapy Students, OT Week*, and Special Interest Section Newsletters.
- Free information and consultation
- Employment assistance
- Use of the Wilma West Library
- Minimum of 20% discount on professional publications and seminars/conferences
- Development of a professional network
- Fellowships, scholarships, research grants, educational loans, and student liability and health insurance

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**State Occupational Therapy Associations**

State occupational therapy associations serve to maintain an active liaison with AOTA as well as to advocate for occupational therapists and the profession within their state. Benefits of state association membership include:

- Access to the association's newsletter
- Reduced rates for state and other conferences
- Opportunity to shape the OT profession in your state
- Information resource for available jobs in the state
- Consultation services
- Opportunity to network and form professional contacts

Depending upon their state of residency or employment, students may want to consider becoming a member of the Maryland Occupational Therapy Association (MOTA), District of Columbia Occupational Therapy Association (DCOTA), or Pennsylvania Occupational Therapy Association (POTA).

**National Board for Certification in Occupational Therapy**

“The National Board for Certification in Occupational Therapy, Inc. (NBCOT) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession. NBCOT serves the public interest by developing, administering, and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy. We also work with state regulatory authorities, providing information on credentials, professional conduct, and regulatory and certification renewal issues” (NBCOT, 2009).


12 South Summit Avenue
Suite 100
Gaithersburg, MD, 20877-4150
(301) 990-7979
Fax: (301) 869-8492

**Maryland Department of Health and Mental Hygiene:  Board of Occupational Therapy Practice**

“The State Board of Occupational Therapy Practice (the "Board") operates under the provisions of Title 10 of the Health Occupations Article of the Annotated Code of Maryland. The Board is the licensing authority of Occupational Therapists and Occupational Therapist Assistants in the State of Maryland. The Board is mandated to regulate the practice of Occupational Therapy in Maryland by licensing qualified occupational therapists and occupational therapist assistants, establishing fees, maintaining a current roster of all licensees, promulgating regulations for the practice of Occupational Therapy, verification of credentials, issuance of licenses, establish requirements for and verification of completion of continuing education, investigation of complaints based on alleged violations of regulations and statutes, formal and informal disciplining of licensees, create committees as deemed appropriate to advise the Board. The program is 100% special funded. The fund is supported exclusively by revenues generated by licensing fees. The Board consists of 7 members appointed by the Governor with the advice of the Secretary and advice of the Senate. Four members of the Board are licensed occupational therapists, one member is a licensed occupational therapist assistant, and two members represent the public.” (Maryland Board or OT Practice, 2011)
The Board office is open Monday through Friday from 8:00 a.m. to 4:30 p.m. Complete information may be viewed at the Board’s website at http://dhmh.maryland.gov/botp/ (Retrieved May 13, 2015).

Spring Grove Hospital Center
55 Wade Ave
Bland Bryant Building, 4th Floor
Catonsville, MD 21228
410-402-8560
Fax: 410-402-8561

Updated 5/15
Scholarships / Awards / Assistantships

TU Financial Aid

Towson University Financial Aid Office is located in Enrollment Services 339; phone: 410-704-4236; fax: 410-704-2584; and www.towson.edu/finaid.

Towson University offers a limited number of need and non-need-based scholarships and grants to graduate students. The Scholarship Seeker allows students to search for TU and state of Maryland scholarships and grants to fit their individual qualifications. Students can view lists of potential scholarships and detailed information about scholarship requirements and application procedures. The Scholarship Seeker is part of the Financial Aid Office Web site at www.towson.edu/finaid.

State Scholarships

The state of Maryland offers scholarships and grants based on financial need, academic major, merit or a combination of these factors. Legal residents of Maryland apply using the FAFSA or the Renewal FAFSA. The deadline is March 1. Some state programs, such as teaching scholarships, require separate applications and have different deadlines. For more information about all state scholarships and grants, students can visit the Maryland Higher Education Commission’s online at www.mhec.state.md.us.

TU Scholarships/Stipends

Scholarships may be available from Towson University. The Graduate Student Association usually awards a $500 scholarship for research, conference, or project expenses. Visit their website online for additional information at: http://grad.towson.edu/gsc/gsa/awards.asp

Scholarship Seeker is also a resource of current Towson University support, and can be accessed at http://inside.towson.edu/scholarshipSeeker/TU-Scholarships.html

Graduate Assistantships and Fellowships

Assistantships. The College of Graduate Studies and Research and various departments of the university offer a limited number of graduate, teaching and research assistantships each year to qualified degree-seeking students. Assistantships provide academic and professional enrichment to graduate students. They also offer stipends to compensate for the hours worked and also tuition waivers for graduate units required for the degree. The amount of the stipend and tuition waiver varies depending on the type and nature of the assistantship. There are 10- and 20-hour
positions available in academic and several administrative departments and are highly competitive. Interested applicants may contact the Graduate Assistantship Office for more information at 410-704-4484, gao@towson.edu or http://grad.towson.edu/finance/ga/index.asp

**Fellowships.** The College of Graduate Studies and Research is committed to supporting students enrolled in doctoral and other terminal degree programs at Towson University. The purpose of the Towson University Graduate Student Fellowship program is to advance the goals of increased excellence and diversity of graduate students. Awards are made to students on the basis of academic merit and/or depth of professional experience. Detailed information may be obtained by calling the Graduate School Office, 410-704-2077, or by emailing lshirley@towson.edu

**Alumni association graduate fellowship awards.** The Alumni Association awards several scholarships each year to TU students who are full or part-time graduate or post-graduate students and are active leaders in their communities. The Alumni Association recognizes and rewards students who demonstrate the highest levels of intellectual achievement and the potential to be active supporters of the university and the larger community. Each award shall consist of a certificate and a $1,000 to $2,000 scholarship that will be deposited directly into the student’s university account for tuition, books and/or living expenses. Applications may be obtained from the Towson University Office of Alumni Relations, 1-800-887-8152, or alumni@towson.edu, and must be postmarked no later than June

Updated 5/15 Reviewed 5/15
Department Information: Fieldwork

Level I and level II fieldwork are integral aspects of the occupational therapy curriculum and are essential for preparation to practice as an occupational therapist. Refer to the Fieldwork Student Manual at http://www.towson.edu/ot/fieldwork/tableofcontents.asp for policies and procedures related to level I and level II fieldwork.
Resources

Students are encouraged to access additional information and resources to support their education and professional development. Links to resources can be found at this website: www.towson.edu/ot/onlineresources.asp

Resources

*Occupational Therapy Employment Outcome and Resources*
- OTJobLink
- Fastest Growing Occupations

*Student Resources*
- OS ScD Blog
- Student Occupational Therapy Association (SOTA)
- Alumni Association Graduate Fellowship Fund
- Student Advisory Board

*Associations and Societies*
- Maryland Occupational Therapy Association (MOTA)
- American Occupational Therapy Association (AOTA)
- Canadian Association of Occupational Therapists (CAOT)
- World Federation of Occupational Therapists (WFOT)
- Society for the Study of Occupation: USA
- Canadian Society of Occupational Scientists (CSOS)
- International Society of Occupational Scientists (ISOS)

*Partnerships, Volunteering and Networking Opportunities*
- Interdisciplinary Service Learning
- Maryland Division of Rehabilitation Services (DORS)
- Maryland Eastern Shore Area Health Education Center (AHEC)
  - Geriatric Assessment Interdisciplinary Training (GAIT)
- Maryland General Assembly
- Stroke Survivor Group @ TU
- Western Maryland Area Health Education Center (AHEC)
  - Rural Interdisciplinary Health Promotion

*Towson University Resources*
- Academic Policies/Procedures
- Writing Lab
- TU Blackboard for Online Instruction
- Cook Library
  - Occupational Therapy Internet Resources
- Financial Aid
- TU Career Center
• Escort Service call (410)704-SAFE (7233)

Certification and Licensure Information

• National Board for Certification in OT (NBCOT)
• Maryland Board of Occupational Therapy Practice
• U. S. Department of Labor Outlook