

University of Scranton
Department of Occupational Therapy

Occupational Therapy Program
Student Manual
2018

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

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Mission and Curriculum Design

Mission of The University of Scranton

Historical Prologue

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

The Mission of the University

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

Mission of the Department of Occupational Therapy

The Department of Occupational Therapy at The University of Scranton aspires to prepare occupational therapists skilled in providing humanistic, holistic and evidence-based services to a diversity of individuals, communities and populations. Consistent with the Catholic and Jesuit traditions of The University of Scranton, future occupational therapists are educated in the liberal arts and are encouraged to practice their profession guided by intellectual, moral, and ethical values embedded in a framework of social justice. Life-long learning and the ongoing pursuit of knowledge and wisdom are facilitated through active mentorship, guided reflection and contemplation in action.

Philosophy of the Occupational Therapy Program

The Department of Occupational Therapy at The University of Scranton ascribes to the view of the human being as a complex, dynamic, adaptive system. As such, individuals are always inherently motivated to act and interact adaptively with the environment through occupation in order to survive and thrive. Meaningful occupation is therefore viewed as essential for the physical, emotional, and spiritual well-being of humans. Loss of the ability to engage in meaningful occupation (whether due to disease, age, or any personal or environmental factors) may lead to an inability to effectively adapt to one's environment. This may diminish one's sense of dignity as a human being as a human being and one's sense of meaning and purpose in life, ultimately causing unhappiness and discontentment. The role of occupational therapy is to facilitate through

therapeutic use of self, the human being's engagement in meaningful occupations, thus enhancing his/her own complex dynamic adaptive system. By using occupation to foster the ability to interact with and master the environment, occupational therapists enhance human dignity for individuals whose ability to engage in meaningful occupations may have been compromised. This in turn advances the individual's pursuit of health, wellness and a self-directed life.

View of Humanity

The Department of Occupational Therapy at The University of Scranton advocates a holistically conceptualized, person-centered approach, which is based on the view of the individual as the center of focus in therapy. Inherent in this approach is the belief that the person (a complex dynamic, adaptive system) is capable of self-direction, regardless of ability or disability. Additionally, the Department holds the fundamental belief that one's environment forms the context of human functioning. We consider environmental context to include not only one's familial, emotional, spiritual and community connections.

Approach to Learning/Instruction

Human beings, as self-directed individuals, are motivated to learn and achieve progressively higher levels of understanding, knowledge and skills. Each learner must be actively engaged in the process; taking into account his/her own learning style. Since the person is not a passive recipient, he/she learns best by self-directed engagement. This individualized, active learning occurs on a continuum, with an ongoing exchange between learner and environment. The emerging individual is a person with a mature understanding of self and a commitment to lifelong learning.

Curriculum Design

The Department of Occupational Therapy at the University of Scranton features a comprehensive curriculum that is structured around the threads of humanism, holism and development. Occupational therapy students are transformed into value-centered occupational therapists and leaders by engaging in a developmentally constructed occupational therapy curriculum embedded in a University culture of Ignatian humanism and holism.

Professional Education Embedded in a Catholic and Jesuit Institution

An occupational therapy student at The University of Scranton receives a comprehensive liberal arts and science education designed to promote the development of a solid knowledge base and a sound foundation for reasoning. This approach to education is consistent with the Jesuit tradition as well as the history and philosophy of occupational therapy. Both are deeply rooted in the arts and sciences.

Rationale for Curricular Threads

Each curricular thread (humanism, holism and development) that forms the foundation for the occupational therapy curriculum at The University of Scranton provides a unique and critical component. A focus on humanism and holism links the values of Ignatian pedagogy to those of

occupational therapy profession. A focus on development provides students with an opportunity to grow and develop as both individuals and professionals. A developmental perspective affords the Program an opportunity to sequence courses in a manner that allows students to systematically move from lower levels of reasoning (knowledge and comprehension) to higher levels of reasoning (application and analysis). It affords the Program an opportunity to offer a curriculum that is both developmental and interactive.

Curriculum Design

Fostering a holistic view of the human being, the curriculum utilizes a developmental model to examine and also explain human participation in meaningful occupations throughout the lifespan. The curriculum emphasizes normal development and occupation across the lifespan in a multitude of environmental contexts. Courses correspond to developmental stages from childhood through adulthood and ageing. The curriculum reflects a systematic progression of learning objectives in which more advanced concepts, behaviors, and skills are naturally assimilated upon fundamentals and previously acquired abilities. Courses are sequential in nature and build thematically with foundational concepts preceding analysis and application. In addition, specific practice courses (pediatrics, psychosocial rehabilitation and physical disabilities) are strategically scheduled to be followed by clinical experiences which then offer students opportunities to integrate classroom learning. Furthermore, the curriculum design collectively reinforces the individual student's developing maturity, sense of responsibility, values, ethics, and professionalism.

Students actively engage in various learning activities in all courses throughout the occupational therapy curriculum. Laboratory components of courses provide the student with the opportunity to participate in meaningful occupations which they will ultimately use when working as therapists. During lectures, didactic material is often integrated with experimental exercises, which may include role-playing, hands on experiences, case studies and group activities. Technology is also effectively used throughout the augment hands-on learning experiences. Service learning is another approach incorporated throughout the curriculum which encourages learning by doing. Students are required to complete service learning hours or participate in Departmental Service Projects which are linked to successful courses completion and Departmental Educational Goals. Throughout this endeavor, students provide services to the community. Through the service component of the curriculum, students encounter vast, enriching opportunities to develop professional behaviors, knowledge, and skills which can enhance their overall readiness for future practitioner roles.

Mentoring

Mentoring is a vital component and link between occupational therapy education and the values and ideals of Catholic and Jesuit education. The mentoring process in the Department of Occupational Therapy is an ongoing partnership between mentors (faculty/staff) and mentees. Throughout the course of study, mentors foster a trusting relationship with individual mentees based on mutual respect and acceptance of individual differences. The mentors actively pursue this relationship by adopting an "open door" policy. To ensure accessibility and availability to students, activities are designed to invite, support, motivate, and challenge students' personal and professional growth. These activities include University- wide programs such as the *Faculty*

Student Research Program and the *Student/Faculty Teaching Mentorship Program* as well as numerous Department initiatives. These individualized learning experiences seek to promote necessary tools and pathways for self-determination and seek to promote critical thinking and clinical reasoning in regard to students envisioning their own future. The program director, faculty and the fieldwork coordinator support this professional development process by providing additional interpersonal and/or academic support.

Occupational Therapy Student Learning Outcomes

Students will:

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

Curriculum Sequence

In developmental fashion, our occupational therapy students begin their first year course of study in the Program's combined BS/MS curriculum with general education classes designed to stimulate critical thinking and increase basic verbal and qualitative skills. Introductory courses in occupational therapy provide the students with a general overview of the scope of the profession and also familiarize him or her with the theoretical concepts underlying occupational therapy practice. In the activity analysis course sequence students are immersed in occupation. The interaction of person, place, and occupation are informed through the integration of the Occupational Therapy Practice Framework (AOTA, 2014). In the first and second years of study, students focus on foundational science courses that serve as a supporting framework for later professional courses. Courses in the humanities present the students with the basis for developing ethical decision-making skills.

In the third year, higher-level foundational courses in the sciences help the student understand the physical, psychosocial, and emotional aspects of the medical conditions which constitute occupational therapy's primary domains of concern and their impact on people's health and well-being. At the same time, students take their first practice courses which are immediately followed by corresponding Level I clinical affiliations. Later, in a structured feedback session, students reflect upon their integration of recently learned course content with practices observed during fieldwork. Students also began their experience with the role of research in the field by taking an introduction to occupational therapy research methods.

The fourth year of study consists of occupational therapy practice courses, an introduction to evidence-based research and supervision and management. The student, prepared through the foundational courses in the first three years, is now equipped for the critical thinking and clinical reasoning demands of practice and research oriented courses. The student also completes his or her first Level II fieldwork affiliation.

The fifth year of study consists of a more in-depth examination of courses already taken at earlier stages. In addition, leadership competency, advanced group facilitation skills and advocacy action steps are addressed to prepare students to be effective leaders in the profession. The student's research experiences culminate with two semesters of faculty research internship during which they participate in a faculty mentored research project and then publicly present the outcomes. The transition to the practitioner role and the need for life-long learning is aided by allied health seminars. Topics explore emerging areas of practice or areas of significance to the interdisciplinary healthcare team. Students also complete the second Level II fieldwork experience and become eligible to sit for the national examination administered by NBCOT.

Summary of Curriculum Content

Coursework progresses from introductory foundational courses to practice courses requiring higher levels of critical thinking and clinical reasoning skills. It also follows the human development sequence. In the junior year, for example, Pathological Conditions I introduces students to the diseases of childhood through adolescence. Juniors also take their first practice course, Pediatrics, in the fall semester. Both courses, Pathological Conditions I and Pediatrics focus on the same

stages of human development. In the spring semester, the focus is moved to the diseases of adulthood through old age. Pathological Conditions II and Psychosocial Rehabilitation reflect this emphasis in tandem.

The progression of practice course work also follows the human developmental sequence as it shifts from Pediatrics and Psychosocial Rehabilitation in the junior year to Physical Rehabilitation, Hand Rehabilitation, Advanced Therapeutic Techniques and Geriatrics in the senior year. Community-Based Practice in the graduate year addresses OT services for all ages and stages of development. The developmental sequence of coursework also emphasizes the holistic nature of human beings. The developmental sequence of coursework also emphasizes the holistic nature of human beings.

Students take courses such as the Structure and Function of the Human Body, Human Anatomy for Occupational Therapy and Clinical Kinesiology, to facilitate the understanding of the physical body and how the body functions. Concurrently, students take courses such as Fundamentals of Psychology, Introduction to Sociology, Group Dynamics, and Multiculturalism in Human Services in order to understand the psychosocial aspects of human beings. Additionally, courses such as philosophy and theology provide insights into the value of the human being and into ethical decision-making. These provide valuable components for a holistic view.

Integrated throughout all OT courses is the concept of client-centered care. Students develop the ability to view individuals, groups, populations and communities through the lens of client-centered care. To facilitate the student's ability to provide holistic and humanistic care, courses in Management and Supervision, Leadership in Occupational Therapy are offered to develop and strengthen professional identity. In addition, Advanced Interpersonal Dynamics, Advanced Occupational Therapy Theory, Faculty Research Internship I and II, and Level II internships build upon earlier coursework as integrative professional development experiences.

<i>Department and Number - Descriptive Title of Course</i>		<i>Fall Cr.</i>	<i>Int. Cr.</i>	<i>Spr. Cr.</i>	<i>Sum. Cr.</i>
First Year					
MAJOR	OT 140 - Introduction to Occupational Therapy	2			
MAJOR	OT 141 - Occupational Therapy Theoretical Concepts ¹			3	
GE NSCI	BIOL 110-111 - (E) Human Anatomy and Physiology	4		4	
GE S/BH	SOC 110 - (S) Introduction to Sociology			3	
GE S/BH	PSYC 110 - (S) Fundamentals of Psychology	3			
GE SPCH– WRTG	COMM 100 - Public Speaking* – WRTG 107 – (FYW) Composition	3		3	
GE C/IL	C/IL 102 - Computing and Information Literacy*	3			
GE PHIL– T/RS	PHIL 120 - Introduction to Philosophy – T/RS 121 - (P) Theology I: Introduction to the Bible	3		3	
GE FSEM	First Year Seminars ⁵				
		18		16	

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Second Year

MAJOR	OT 240 - Activity Analysis I ¹ – OT 241 - Activity Analysis II ¹	3		3
MAJOR	OT 256 - Human Anatomy for OT	3		
MAJOR	OT 275 - Clinical Kinesiology			3
COGNATE	PSYC 221 - (S) Childhood – PSYC 222 - (S) Adulthood and Aging	3		3
GE PHIL– T/RS	PHIL 210 - Ethics – T/RS 122 - (P) Theology II: Introduction to Christian Theology			6
GE HUMN	HUMN ELECT - Humanities Electives	6		3
		15		18

Third Year

MAJOR	OT 346 - Pathological Conditions I – OT 347 - Pathological Conditions II	3		3
MAJOR	OT 356 - Functional Neuroanatomy	3		
MAJOR	OT 360 - Occupational Therapy Practice I: Pediatrics ¹	3		
MAJOR	OT 361 - Occupational Therapy Practice II: Psychosocial Rehabilitation ¹			3
MAJOR	OT 380 - Occupational Therapy Level I Clinical - I: Pediatrics ³		1	
MAJOR	OT 381 - Occupational Therapy Level I Clinical - II: Psychosocial Rehabilitation ³			1
MAJOR	OT 393 - (W) Research Methods in Occupational Therapy			3
COGNATE	CHS 333 - (D) Multiculturalism in Counseling and Human Services – CHS 341 - Group Dynamics	3		3
GE QUAN	PSYC 210 - (Q) Statistics in the Behavioral Sciences	3		
GE PHIL or T/RS	PHIL ELECT - Philosophy Elective or T/RS ELECT - T/RS Elective			3
GE HUMN	HUMN ELECT - Humanities Elective			3
		15	1	18
				1

Fourth Year

MAJOR	OT 440 - Management and Supervision of Occupational Therapy Services	3		
MAJOR	OT 451 - Hand Rehabilitation	2		
MAJOR	OT 460 - Occupational Therapy Practice III: Physical Rehabilitation ¹	3		
MAJOR	OT 461 - (D) Occupational Therapy Practice IV: Geriatrics ¹			3
MAJOR	OT 475 - Advanced Therapeutic Techniques			3
MAJOR	OT 480 - Occupational Therapy Level I Clinical – III: Physical Rehabilitation ³		1	
MAJOR	OT 494 - (W) Evidence Based Research	3		3
GE ELECT	FREE ELECT - Free Electives	3		9
		14	1	15

Fifth Year

MAJOR	OT 581 - OT Level II Fieldwork			6
MAJOR	OT 501 - Leadership in Occupational Therapy	3		
MAJOR	OT 502 - Advanced Occupational Therapy Theory			3

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MAJOR	OT 560 - Advanced Interpersonal Dynamics	3		
MAJOR	OT 575 - Community-Based Practice		3	
MAJOR	OT 597 - Faculty Research Internship I	1		
MAJOR	OT 598 - Faculty Research Internship II		2	
COGNATE	HADM 504 - Human Resources Management	3		
COGNATE	PCPS 501 - Interdisciplinary Developmental Assessment in Pediatrics		3	
COGNATE	PCPS 540 - Allied Health Seminar Series I	2		
COGNATE	PCPS 541 - Allied Health Seminar Series II		1	
		12	12	6

Sixth Year (Summer)

MAJOR	OT 581 - OT Level II Fieldwork ⁴			6
MAJOR	OT 583 - OT Level II Fieldwork – III: Specialty (Optional) ⁴		(4)	
			(4)	6

Total: 168 (172) Credits

¹ Includes service-learning component

² Extra science credits

³ OT Level I Clinical I, II, III are each a minimum of two weeks, full time.

⁴ OT Level II Internship I, II are required and each a minimum of 12 weeks, full time, in Psychosocial Rehabilitation and Physical Rehabilitation. Time period scheduled for individual students may vary as determined by the department, and with consideration of student needs and circumstances.

⁵ The selection of a First Year Seminar is likely to fulfill requirements both for the First Year Seminar and a General Education Requirement. Thus, the First Year Seminar will not add to the total credits for the semester. Talk with your advisor if you have any questions.

Community-Based Learning

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

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1. CBL requirements for each semester will be completed over the course of the four undergraduate years.
2. CBL activities must be completed in *accordance with course requirements* outlined in course syllabi.
3. Contracts for the departmental project (service learning) component of CBL are to be completed online and sent electronically to the Associate Dean's Office at the beginning of each semester.
4. Failure to submit the appropriate paperwork on time will result in an "I" (incomplete) or a "U" (unsatisfactory) on the student's official transcript. The student must work with the course instructor and the Associate Dean's Office to have the grade expunged from their record. Failure to expunge the "I" or "U" will prevent the student from completing the requirements for graduation.

For more information on CBL timesheets and graduation requirements:

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

Course Descriptions

OT 140 Introduction to Occupational Therapy **2 Credit**

An introduction to the profession of occupational therapy; its history, philosophical base, core values, professional standards, ethics, tools of practice and frames of reference are presented. Employment settings, practitioner roles and professional development are explored, with particular emphasis placed on the student's future role as an entry-level occupational therapist. Majors only. One, two-hour seminar/week.

OT 141 Occupational Therapy Theoretical Concepts **3 Credits**

An introduction to occupational therapy theories and models of practice, with emphasis on an analysis of their history, philosophical foundations, and application to practice. The focus is on human occupation and adaptation, and its multicultural aspects. Three hour lecture/week, and active participation in TAPESTRY.

OT 240 Activity Analysis I **3 Credits**

(Prerequisite: OT 141) Analysis, theory, and application of activities and media used in occupational therapy treatment with children and adolescents. Introduction to standardized and non-standardized tests to assist in selecting activities. Principles of leading groups, adaptation, and grading activities addressed through active learning. Two hour lecture, two hours lab/week, and active participation in TAPESTRY.

OT 241 Activity Analysis II **3 Credits**

(Prerequisite: OT 240) Analysis, theory, and application of activities and media used in occupational therapy treatment with adults. Introduction of standardized and non-standardized tests to assist in selecting activities. Proper documentation of treatment intervention addressed through case studies and problem-based learning. Two hour lecture, two hours lab/week, and active participation in TAPESTRY.

OT 256 Human Anatomy for OT **3 Credits**

(Prerequisites: BIOL 110, 110L, 111L) A regional in-depth study of human anatomy with major emphasis on functional anatomy. This will be accomplished through the study of prosected human specimens and surface anatomy. Three hours lecture, two hours lab/week.

OT 275 Clinical Kinesiology **3 Credits**

(Prerequisites: BIOL 110-111, OT 256) Application of the principles of functional anatomy with emphasis on normal and abnormal movement. Measurement techniques for range of motion and muscle testing are presented, with emphasis on the movement and strength requirements found in self-care, work, and leisure activities. Concepts are integrated in lab experiences. Two hours lecture, two hours lab/week.

OT 346 Pathological Conditions I

3 Credits

(Prerequisite: OT 256) A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis is placed on examining developmental and pediatric disabilities. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

OT 347 Pathological Conditions II

3 Credits

(Prerequisites: OT 256, 346) A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis is placed on examining adult and geriatric difficulties. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

OT 360 Occupational Therapy Practice I: Pediatrics

3 Credits

(Prerequisites: OT 240, 241, 275) An overview of theoretical frames of reference, evaluation, and treatment intervention techniques used to enhance the function of infants, children, and other individuals with developmental disabilities. Emphasis is placed on current recommended practices, evidence-based research, and clinical/educational experiential learning opportunities. Two hours lecture, two hours lab/week, and active participation in TAPESTRY.

OT 361 Occupational Therapy Practice II: Psychosocial Rehabilitation

3 Credits

(Prerequisites: OT 240, 241; Co-requisite: CHS 341) An overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with psychosocial dysfunction. Methods of clinical observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Two hours lecture, two hours lab/week and active participation in TAPESTRY.

OT 380 Occupational Therapy Level I Clinical I: Pediatrics

1 Credit

(Prerequisites: OT 346, 356, 360) Directed observation and supervised participation in the occupational therapy process in a pediatric/developmental disabilities setting. Emphasis on the integration of theory and practice. Intersession, two weeks, full-time.

OT 381 Occupational Therapy Level I Clinical II: Psychosocial Rehabilitation

1 Credit

(Prerequisites: OT 374, 361, 380) Directed observation and supervised participation in the therapeutic process in a psychosocial rehabilitation setting. Emphasis is placed on the integration of theory and practice. Summer, two weeks, full-time.

OT 393 Research Methods in Occupational Therapy

3 Credits

(Prerequisite: PSYC 210) An introduction to research design, data collection, analysis, and interpretation of findings. Emphasis is placed on critical review of occupational therapy research studies, application to clinical practice, quantitative, qualitative methods. Concepts are integrated through the preparation of a research proposal. Three hours lecture/week.

OT 440 Management and Supervision of Occupational Therapy Services **3 Credits**
An application of major management principles to the provision of occupational therapy services with an emphasis on the administrative and supervisory requirements in managing an occupational therapy department. Information provided concerning program planning, recruitment, marketing, budgeting, supervision, documentation, evaluation, reimbursement, and quality assurance. Three hours lecture/week.

OT 451 Hand Rehabilitation **2 Credits**
(Prerequisites: OT 256, 275, 356) An in-depth review of the functional anatomy of the hand and arm, with emphasis on rehabilitation principles and basic splinting techniques. Theoretical concepts, evaluation, and fabrication procedures are integrated in lab experiences. One hour lecture, two hours lab/week.

OT 460 Occupational Therapy Practice III: Physical Rehabilitation **3 Credits**
(Prerequisites: OT 256, 275, 346, 347, 356, 360, 361, 380, 381) A study of the Occupational Therapist's complex role in providing services to individuals with physical dysfunction. Theoretical frames of reference and various intervention approaches are integrated as techniques and strategies to enhance functional performance are introduced, observed and practiced. Emphasis on safe clinical practice and development of sound clinical reasoning skills. Two hours lecture, two hours lab/week and active participation in TAPESTRY.

OT 461 Occupational Therapy Practice IV: Geriatrics **3 Credits**
(Prerequisites: OT 346, 347, 356, 460) An overview of frames of reference, evaluations, and interventions used to enhance elder's well-being. Emphasis is placed on understanding the biopsychosocial changes and environmental contexts of elders. The ability to provide holistic and humanistic elder care is facilitated through lab simulations, completion of a program needs assessment, and via service learning. Two hours lecture, two hours lab/week and active participation in TAPESTRY.

OT 475 Advanced Therapeutic Techniques **3 Credits**
(Prerequisites: OT 451, 460, 480) An in-depth examination of selected concepts and approaches in physical rehabilitation, with an introduction to certain specialized areas of occupational therapy practice. Topics will include standardized assessments, industrial rehabilitation, pain and soft tissue management, neurodevelopmental treatment, adaptive positioning and seating, cognitive-perceptual rehabilitation, and reimbursement issues. Two hours lecture, two hours lab/week.

OT 480 Occupational Therapy Level I Clinical- III: Physical Rehabilitation **1 Credit**
(Prerequisites: OT 381, 451, 460) Directed observation and supervised participation in the therapeutic process in a physical rehabilitation setting. Emphasis is placed on the integration of theory and practice. Intercession, two weeks, full-time.

OT 494 Evidence Based Research

3 Credits

(Prerequisites: PSYC 210, OT 393) An in-depth study of evidence based practice that develops essential skills for conducting evidence based research. Includes basic steps of the evidence-based practice process and how to apply those steps to examine clinical questions. Three hours seminar/week.

OT 501 Leadership in Occupational Therapy

3 Credits

(Prerequisites: OT 581 or 582) Extensive analysis of the profession's historical influences, current, and emerging trends in occupational therapy leadership, and possibilities for personal leadership evolution. Emphasis is placed upon examining the link between professional ethics, personal values, and leadership. Systemic challenges to ethical leadership and professional supports for sustaining ethical practice are presented. Three hours lecture/week.

OT 502 Advanced Occupational Therapy Theory

3 Credits

(Prerequisites: OT 581 or 582) A review of how occupational therapy paradigms have been established and changed over time and how these changes have influenced occupational therapy practice will be presented. Particular attention will be paid to the cultural, economic, and demographic motivators of theory development and application. Three hours lecture/week.

OT 560 Advanced Interpersonal Dynamics

3 Credits

(Prerequisites: OT 581 or 582) A review of concepts and aspects of interpersonal, intrapersonal, and group dynamics provides a foundation for the students to understand the meaning of illness and how that impacts the human condition. An in-depth analysis of disability from the perspective of the disabled is explored. Two hours lecture, two hours lab/ week or equivalent.

OT 575 Community-Based Practice

3 Credits

(Prerequisites: OT 581 or 582) In-depth exposure to selected areas that represent the current focus of advanced practice in occupational therapy. The areas of practice examined in the course will include community-based programs, non-medical settings, alternative care, and natural environments. Two hours lecture, two hours lab/week or equivalent.

PCPS 501 Interdisciplinary Developmental Assessment in Pediatrics

3 Credits

This course will focus on the assessment of infants, young children, and adolescents and their families. This course reflects an integrative curriculum model that incorporates team teaching and a faculty practice format whereby students complete actual pediatric core evaluations under the direct supervision of a qualified practitioner.

PCPS 540 Allied Health Seminar Series I

2 Credits

(Prerequisites: Completion of undergraduate coursework; completion of OT 581 or 582) This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging or 'specialty' areas of practice or areas of significance to the interdisciplinary health care team.

PCPS 541 Allied Health Seminar Series II

1 Credit

(Prerequisites: Completion of undergraduate coursework; completion of OT 581 or 582) This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging or 'specialty' areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

OT 581 OT Level II Internship-I: Psychosocial Rehabilitation

6 Credits

(Prerequisite: completion of all undergraduate coursework or academic graduate coursework) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in psychosocial rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following fourth or fifth year of program, 12 weeks, full-time.

OT 582 OT Level II Internship-II: Physical Rehabilitation

6 Credits

(Prerequisite: completion of all undergraduate coursework or academic graduate coursework) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in physical rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following fourth or fifth year of program, 12 weeks, full-time.

OT 583 OT Level II Internship-III: Specialty (Optional)

4-6 Credits

(Prerequisites: OT 581, 582) Level II fieldwork designed to provide opportunities for clinical experience in a specialty area of practice. Arranged on an availability basis. Fall, following the fifth year of the program, eight to twelve weeks, full-time.

OT 597 Faculty Research Internship in Occupational Therapy I

1 Credit

(Prerequisites: PSYC 210, OT 393, 494, Citi Course in Protection of Human Subjects) This course represents a mentored internship experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized. Two hours seminar/week.

OT 598 Faculty Research Internship in Occupational Therapy II

2 Credits

(Prerequisite: OT 597) This course represents a continuation of the mentored experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized. Four hours seminar/week.

Policies, Procedures and Guidelines

Departmental Academic Policies and Procedures

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

Advancement and Retention

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

Students who enter this program as freshman generally proceed through four years of study and receive a Bachelor of Science degree in Health Sciences. Upon completion of academic and clinical graduate requirements, the MS in OT degree is awarded. A minimum, overall undergraduate GPA of 3.00 will be required in order to advance into the fifth or graduate year of the program; and a minimum overall GPA of 3.00 must be maintained in the graduate program. Level I Clinicals and Level II Internships will be graded on a satisfactory/unsatisfactory basis. Successful completion of these clinical experiences are required for advancement in the program.

*Includes: BIOL 110, 110L; BIOL 111, 111L; CHS 333; CHS 341; PSYC 110; PSYC 210; PSYC 221; PSYC 222; SOC 110.

Academic Integrity

The Department of Occupational Therapy adheres to the University's Academic Code of Honesty and expects students, staff and faculty to follow these guidelines. Additionally, the professional *Occupational Therapy Code of Ethics* (AOTA, 2015) and *Standards of Practice* (AOTA, 2015) is to be followed. Suspected violations of these codes will be investigated per university policy. Penalties for academic dishonesty range from a failing grade to dismissal from the University.

Professional Behaviors

As an occupational therapy student, you are in a unique situation: you are part of a professional program. Successful occupational therapists possess certain characteristics or behaviors that are not necessarily related to the profession's core knowledge or technical skills. These characteristics, which represent the profession of occupational therapy as reflected in our core values (AOTA, 2015), are called '**professional behaviors.**'

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

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

Professional Behavior Policy

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

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

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

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

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

Grading Policy

1. Grading policy is specified in each course syllabus and is consistent with departmental policy.
2. Final grades are calculated to 2 decimal points and are not rounded up.
3. Students are expected to take exams on the date scheduled for the class. In the event of an illness or other unforeseen circumstance that precludes the student from taking the exam, the instructor will arrange a later time for the make-up exam. If the exam is the final, the student will receive an (I) incomplete on their record until the exam is made up. Exams **cannot be given earlier** than scheduled to accommodate a student's inability to be present on exam day.

Confidentiality Requirement

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

Relationships with Clients

The AOTA Code of Ethics (AOTA, 2015), stipulates that occupational therapy personnel, including students, demonstrate a concern for the welfare and dignity of the recipient of service. This respect is demonstrated by protecting the confidential nature of information gained from educational practice, and investigational activities unless sharing such information could be deemed necessary to protect the well-being of a third party. As a student, however, you will be expected to share client information with your supervisor and other members of the treatment team. In order to do this, you should inform all clients that any information you obtain from them will be shared with these professionals. Your supervisor is responsible for all occupational therapy services provided to that client and this information will be required to appropriately supervise your intervention as a student therapist.

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

Relationships with Colleagues

The AOTA Code of Ethics (2015) stipulates that occupational therapy personnel, including students, shall function with discretion and integrity in relations with colleagues and other professionals, and shall be concerned with the quality of their services. This respect is demonstrated by not disclosing privileged information when participating in reviews of peers, programs, or systems. As an occupational therapy student and a developing professional, you will be expected to demonstrate concern for the welfare and dignity of others by using discretion and integrity in all interactions.

Relationship with the University

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

procedures established by the University. Outside of the classroom, occupational therapy students should not engage in any form of conduct that constitutes a conflict of interest or adversely reflects on themselves, the Department, the University, or the profession.

Appeal Procedure

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

References

- American Occupational Therapy Association (AOTA). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69, Suppl 3 .
- American Occupational Therapy Association (AOTA). (2018). Standards of practice for occupational therapy. AOTA.org.
- American Occupational Therapy Association (AOTA). (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68, S1-S48.

Professional Responsibilities and Organizations

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

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

Accreditation Council for Occupational Therapy Education (ACOTE):

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

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

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

Pennsylvania Occupational Therapy Association: www.pota.org

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

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

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

Student Occupational Therapy Association (SOTA)

SOTA at the University of Scranton

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

For more information on SOTA:

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

Students at the National Level

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

ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the AOTA Board of Directors, the ASD Steering Committee represents the student point of view to the Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.

For more information on ASD:

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

Tools for Academic Success

Center for Teaching and Learning Excellence (CTLE)

St. Thomas Hall 5th Floor

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

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

Mission

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

Tutoring Services

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

Reading Services

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

Writing Services

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

Academic Accommodations for Students with Disabilities

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

Student/Faculty Teaching Mentorship Program

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

The Counseling Center

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

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

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

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

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

Counselors can help with:

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

Emergency/Crisis Consultation

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

Fieldwork

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

Level I Fieldwork

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

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

Level I Homework Assignments

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

Assessing Fieldwork Performance

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

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

Fieldwork Feedback

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

Level II Fieldwork

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

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

Level II Homework Assignments

The occupational therapy department does not require any specific assignments during either Level II fieldwork rotation. However, most fieldwork sites have their own student assignments, which may include a case study, in-service/presentation, journal article review, a leave-behind project, etc. Students are responsible for completing all assignments given by their fieldwork educator/supervisor on their own time (or during 'down time' at the clinical, if available).

Assessing Fieldwork Performance

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

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

Fieldwork Feedback

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

The Fieldwork Placement Process

Fieldwork Placement

Due to the extremely competitive nature of occupational therapy fieldwork:

- ***Neither students nor family members/family friends are permitted to contact any facilities regarding a fieldwork placement. Violation of this policy will result in forfeiture of that site as a fieldwork option for that student.***
- Responsibility and authority for scheduling and assigning Level I and Level II fieldwork rotations lies with the department's Academic Fieldwork Coordinators (AFWC). Students are asked to complete Placement Worksheets, which are to be submitted by an established, announced deadline.
- The most important consideration for placement is providing the student with a well-rounded educational experience. Other factors such as location and scheduling will be given consideration *when possible*; however, students are obligated to accept their assigned fieldwork placement. *Requests to change an assigned placement will only be honored after approval has been granted through the formal appeal process (below).*

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

Fieldwork Appeal Process

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

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

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

Preparing for Level I and Level II Fieldwork:

Required Documents & Clearances

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

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

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

Costs

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

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

All documentation collected from students in preparation for each fieldwork rotation is confidential. It is stored in a private, secured location. Student permission is obtained, via a signed Record Release Form, prior to release of information to their assigned fieldwork site.

Health Insurance

Students completing Level I and Level II fieldwork must provide the department with evidence of current healthcare coverage as part of the required fieldwork packet. The AFWC will indicate the date by which this information is required prior to each fieldwork rotation. ***Students are not permitted to attend any fieldwork rotation without active healthcare coverage.*** No student

healthcare coverage is provided by The University of Scranton or the assigned fieldwork site. The University, through its Affiliation Site Agreement, assures each hosting fieldwork site that students assigned by the University are adequately covered by his or her own individual healthcare insurance policy. Students providing health insurance information to the Department are responsible for the accuracy and active status of the policy information they provide.

Vaccinations/Vaccination History

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

Registration

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

Liability Insurance

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

Fieldwork Preparation Sessions

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

Essential Functions and Fieldwork Participation

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

Students will be asked to participate in hands-on intervention techniques during Level I and Level II fieldwork, thus site supervisors need to be aware of any necessary accommodations. If a student has any limitations (physical or other) that render them unable to perform as expected and their fieldwork educator/supervisor was not previously made aware, it may result in a failed fieldwork experience. Additionally, accommodations are not retroactive, so requesting them after the fact will be of no benefit. If a student fails the Level I or Level II fieldwork experience, they are required to complete and pay for the course a second time.

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

Level II Fieldwork Withdrawal/Failure Policy

1. Students who need to withdraw from Level II Fieldwork must do so through the Clinical Supervisor at the Fieldwork Site, the Department AFWC, and offices of the Deans, Graduate School, and Registrar.
2. The student must present the request for withdrawal in writing to the Clinical Supervisor and the AFWC. A Withdrawal/Leave of Absence form must be signed by the student and faculty member(s), submitted to the Dean for approval, and filed in the Registrar's Office. University policy for withdrawal/leave of absence is found in the University Graduate and Undergraduate Catalogs.
3. Upon approval, a notation of date and reason for withdrawal will be placed in the student's Departmental file, together with official documentation from the Registrar's office.

4. In the event that a student is asked to leave (fails) a clinical placement, the student is not permitted to return to the original Fieldwork site and is required to start the fieldwork experience over from the beginning, i.e. at “Week One”, even if appeal procedure results are in the student’s favor. Students wishing to appeal a failed or terminated Fieldwork should complete and file the appropriate Withdrawal/Leave of Absence form and follow Departmental Grievance Procedures.
5. If a student fails or withdraws from one placement, the decision to reschedule may be made by the CEC. A decision not to reschedule may be appealed by the student to the Occupational Therapy Department.
6. If a student fails or withdraws from more than one placement, she/he will not be rescheduled and will be dismissed from the Program. An appeal may be made to the Occupational Therapy Department.

Occupational Therapy Student Data Sheet

(Complete and return to Department)

Name: _____	Student ID: R_____
Signature: _____	Date: _____
Campus Address: _____ _____	
Zip Code: _____	
Campus & Cell Phones _____	Cell: _____
Email: _____	
Permanent Address: _____ _____	
Zip Code: _____	
Campus & Cell Phones: _____	
Email: _____	
Emergency Contact:	
Name: _____	
Address: _____ _____	
Zip Code: _____	
Home & Cell Phones: _____	Cell: _____
Email: _____	

Acknowledgement

(Complete and return to Department)

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



Name: _____
(Please print)

Signature: _____

Date: _____