



Department of Occupational Therapy &
Occupational Science

Student Handbook

2008-2009

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I. PROGRAM INFORMATION

TOWSON UNIVERSITY Occupational Therapy and Occupational Science Department Mission Statement

Our mission is to promote the health, wellness, and life participation of individuals of all ages and socioeconomic backgrounds through the use of occupation. We seek to enhance healthful human occupation by: graduating professionals capable of providing high-quality, culturally appropriate, preventative, habilitative, and rehabilitative services to individuals, families, groups, and communities; contributing to the development of theory and knowledge about the healthful benefits of occupation and occupational therapy; and providing services and resources to the university, health care system, and society.

Approved: March 31, 1993

Revised: October 11, 2000

TOWSON UNIVERSITY
Occupational Therapy and Occupational Science Department
Philosophy Statement

The philosophy of the Occupational Therapy Program is based on the following beliefs. These beliefs include assumptions about humankind and the interaction of humans with the environment, the role of occupational therapy in society, and the educational process for occupational therapy.

The Nature of Humankind

1. Normal developmental processes are the bases of all human activity. The individual develops biologically, psychologically, and socially, within a cultural environment.
2. “Engagement in occupation is of value because it provides opportunities for individuals to influence their well-being by gaining fulfillment in living” (Christiansen, 1991, p. 9).
3. “Through the experience of occupation or doing, the individual is able to achieve mastery and competence by learning skills and strategies necessary for coping with problems and adapting to limitations” (Christiansen, 1991, p. 9).
4. Humans are capable of learning, growing, changing, and adapting. Humans have an innate drive to explore, learn, and adapt through interacting with the human and non-human environment.
5. Wellness and health can be discussed in terms of pathological states, activity production, and the ability of the individual to achieve competence by coping with internal and external stressors to meet the demands of occupational role performance.

Revised 11/01

Role of Occupational Therapy

Health and wellness are integral to all aspects of life. Society provides systems to ensure the health of its members. Occupational therapy can be influential in those systems.

The faculty embrace the seven core values and attitudes of occupational therapy practice articulated by Kanny (1993). These are: altruism, equality, freedom, justice, dignity, truth, and prudence. The faculty view the role of occupational therapy in accordance with The Philosophical Base of Occupational Therapy (AOTA, 1979).

The faculty believe that the following three assumptions (Christiansen, 1991) are reflected in the daily practice of occupational therapy. These assumptions are:

1. Autonomy implies choice and control over environmental circumstances, thus opportunities for exerting self-determination should be reflected in intervention strategies.
2. An individual's choice and control extend to decisions about intervention, thus occupational therapy is identified as a collaborative process between the therapist and recipient of care, whose values are respected.
3. Because of occupational therapy's focus on life performance, it is neither somatic, nor psychological, but concerned with the unity of body and mind in doing. (p. 9)

Occupational therapy practice is a collaborative process resulting in a partnership of the client(s), the family/support system, and service provider team with the aim of empowering the performance of individuals as well as empowering communities.

Beliefs About the Occupational Therapy Educational Process

1. Education is not delivered or given; it is a process of development through interaction of students with faculty, who both bring mutual respect to the process. Students and faculty have the responsibility for participating actively and positively in the educational process by engaging with content, assessing their own strengths and weaknesses, and seeking enhanced development.
2. Because competence is achieved gradually, students should be provided with appropriate repetition of information and skill practice and learning opportunities that are graded in complexity. Optimal learning occurs when the educational environment provides learning activities that match the students' current skills, are structured effectively for the students' level of skills, and facilitate the students' movement toward increased competence.
3. Learning activities should be meaningful in the educational process and meaningful to the students. Activities that involve experiential components are important for "doing."
4. Because effectiveness as an occupational therapist depends substantially upon ethical and professional behaviors and skills, students should be provided with feedback about their level of development throughout the academic curriculum and assisted in their development of higher level skills. Faculty demonstrate their commitment to the AOTA Code of Ethics and professional behaviors and skills through role modeling.
5. Because occupational therapists must continue to grow and perform multiple roles and may periodically change roles, students should be encouraged to develop skills in self-reflection for professional growth and be guided in their development of skills for life

long learning. A commitment to life long learning and appreciation of the need for adaptation to change and flexibility is encouraged.

6. Occupational therapy students must develop skills and competence in both working as a member of a team and independently. Therefore specific learning activities (e.g., small group collaborative projects; independent assignments) are developed to foster these skills which are essential in the practice of occupational therapy.

References

- American Occupational Therapy Association. (1979). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 33, 785.
- Christiansen, C. (1991). Occupational therapy: Intervention for life performance. In C. Christiansen & C. Baum (Eds.), *Occupational Therapy: Overcoming Human Performance Deficits* (pp. 3-43). Thorofare, NJ: SLACK.
- Kanny, E. (1993). Core values and attitudes of occupational therapy practice. *American Journal of Occupational Therapy*, 47 (12), 1085-1086.

C. Department Goals 2000

1. To assure that the student receives a well-rounded education in liberal arts and sciences, in keeping with the goals of the university.
2. To encourage the development of the skills and personal characteristics necessary to become a professional therapist.
3. To assure an adequate knowledge base for the student to develop high quality skills necessary for practice in the field of occupational therapy.
4. To facilitate the development of effective advocacy skills for clients, client groups, and the profession.
5. To assure the effective use of research and engagement in research activities that support the needs of individuals, the community and the profession, and contributing to theories and practices of occupation underlying the profession.
6. To facilitate skill development for the effective provision of clinical and academic education.
7. To promote intellectual and personal growth, including the development of critical thinking, clinical reasoning, problem solving, professional ethics and humanitarian ideals.

D. MS Program

1. Goals

To prepare graduates who are capable of:

- a. Providing high quality clinical services in pediatrics or gerontology OR administration of occupational therapy programs.
- b. Advocating effectively for clients, client groups, and the profession.
- c. Effectively using research and engaging in research activities that support the needs of clients, client groups, and the profession.
- d. Providing effective clinical and academic education for associate and professional level occupational therapy students.

2. Academic Standards for Track II Graduate Students (Non-Occupational Therapists)

- a. Students must maintain a minimum GPA of 3.0 during the semesters in which they are taking Master's Degree prerequisite courses.
- b. Students who fail to meet the 3.0 GPA minimum standard during any semester will be placed on academic probation.
 - (1) Students whose GPA falls below the minimum standard must restore their GPA to the minimum standard of 3.0 within the next 12 credits of course work.
 - (2) Students who fail to restore their cumulative GPA to 3.0 after completing the next 12 credits (after the semester in which the GPA fell below the minimum standard), will be dismissed from the program.
- c. Students may receive a maximum of four 2.0 grades during their Master's Degree prerequisite course work.
- d. Students may repeat a maximum of four courses during the Master's Degree prerequisite course work.
- e. Students may repeat the same course only once.
- f. Students may repeat a maximum of one Level II fieldwork experience.
- g. Students must have a GPA of 3.0 for Master's Degree prerequisite course work to be eligible to enroll in OCH 435, Occupational Therapy Internship I.

- h. Students must have a GPA of 3.0 for master's Degree prerequisite course work and a grade of "S" (Satisfactory) in OCTH 435 to be eligible to enroll in graduate course work.
 - i. All students must maintain the academic standards set by the College of Graduate Studies and Research.
3. Policies for part-time students in Track II of the Master's Degree Program
- a. The Track II Master's Degree Occupational Therapy program is a full-time program. Some students may be part-time on a space available basis.
 - b. Track II students who choose to pursue the Master's Degree on a part-time basis must adhere to the following regulations:
 - (1) Complete a program Plan of Study and petition the Graduate Committee for approval of this plan.
 - (2) The Graduate Committee may approve a modified plan depending on program/curriculum restrictions.
 - (3) Take at least one course each semester.
 - (4) Be willing to accept course placement on a space available basis.
 - (5) Submit any subsequent changes to the approved program plan of study to the Graduate Committee for approval.

E. Occupational Therapy Professional Program Goals

Each professional program graduate will:

1. Demonstrate professional behaviors and clinical skills that allow for the effective implementation of occupational therapy services.
2. Demonstrate awareness of and responsiveness to the impact that social-cultural systems, beliefs, ethics, and values have on human behavior in general and specifically in the occupational therapy process.
3. Apply knowledge of philosophical assumptions, principles and theories, and standards and ethics in occupational therapy practice.
4. Demonstrate skill in assessing clients of all ages by making objective and accurate observations and selecting, administering, and interpreting tests and evaluations.
5. Use observation and evaluation data, problem solving, theories, and knowledge of human development in the formulation of plans leading to realistic, attainable goals with clients at all life stages.
6. Demonstrate skill in analyzing, adapting, and applying purposeful activities and other modalities in health promotion and therapeutic programs to aid clients of all ages in maintaining or regaining skills leading to an appropriate balance of the areas of human occupation (daily living skills, work, and play/leisure).
7. Analyze the need for adaptation of the environment, materials, and devices and use adaptations and technology as appropriate to support clients' age-appropriate performance of purposeful activities.
8. Use effective verbal and non-verbal communication skills in collaborating in dyadic and group settings with clients, family members, all levels of occupational therapy personnel, and other team members during all phases of the occupational therapy process.
9. Document all aspects of occupational therapy practice using direct and clear oral and written expression.
10. Use knowledge of health care systems, organizations, and management principles to function effectively in the role of an occupational therapist.
11. Adapt and promote occupational therapy services in accordance with evolving service delivery models, consumer requirements, and societal demands.

12. Use research findings to support and modify occupational therapy evaluation and treatment processes and occupational therapy programs.
13. Recognize one's individual responsibility for continued learning by demonstrating the ability to plan and implement strategies for continued professional development and by participating in professional groups.

II. DEPARTMENT INFORMATION AND POLICIES

The following statements inform you of policies that have been developed by the Towson University's Department of Occupational Therapy & Occupational Science. They are important to you as a student in Occupational Therapy, and should be read carefully. These policies are in addition to those policies set by the University which apply to all Towson University students. In accordance with University and Department policy students have the right to appeal via a Departmental petition. Occupational Therapy is a profession that demands that its practitioners have clinical competencies as well as academic knowledge. These policies were developed to assure that individuals who complete this program meet standards set for both aspects of competency for occupational therapy.

Revised October 2000

A. Ethics

Students are expected to be aware of the Ethics Code of Conduct established by the Occupational Therapy & Occupational Science Department and to adhere to it. Violation of the standards set forth in this document may be reason for dismissal from the occupational therapy program.

1. AOTA Code of Ethics (see page 14)
2. Department Code of Ethics (see page 18)

**The American Occupational Therapy Association
OCCUPATIONAL THERAPY CODE OF ETHICS**

The American Occupational Therapy Association's Code of Ethics is a public statement of the common set of values and principles used to promote and maintain high standards of behavior in occupational therapy. The American Occupational Therapy Association and its members are committed to furthering the ability of individuals, groups, and systems to function within their total environment. To this end, occupational therapy personnel (including all staff and personnel who work and assist in providing occupational therapy services, (e.g., aides, orderlies, secretaries, technicians) have a responsibility to provide services to recipients in any stage of health and illness who are individuals, research participants, institutions and businesses, other professionals and colleagues, students, and to the general public.

The *Occupational Therapy Code of Ethics* is a set of principles that applies to occupational therapy personnel at all levels. These principles to which occupational therapists and occupational therapy assistants aspire are part of a lifelong effort to act in an ethical manner. The various roles of practitioner (occupational therapist and occupational therapy assistant), educator, fieldwork educator, clinical supervisor, manager, administrator, consultant, fieldwork coordinator, faculty program director, researcher/scholar, private practice owner, entrepreneur, and student are assumed.

Any action in violation of the spirit and purpose of this Code shall be considered unethical. To ensure compliance with the Code, the Commission on Standards and Ethics (SEC) establishes and maintains the enforcement procedures. Acceptance of membership in the American Occupational Therapy Association commits members to adherence to the Code of Ethics and its enforcement procedures. The Code of Ethics, Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993), and the Guidelines to the Occupational Therapy Code of Ethics (AOTA, 1998) are aspirational documents designed to be used together to guide occupational therapy personnel.

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being of the recipients of their services. (beneficence)

- A. Occupational therapy personnel shall provide services in a fair and equitable manner. They shall recognize and appreciate the cultural components of economics, geography, race, ethnicity, religious and political factors, marital status, sexual orientation, and disability of all recipients of their services.
- B. Occupational therapy practitioners shall strive to ensure that fees are fair and reasonable and commensurate with services performed. When occupational therapy practitioners set fees, they shall set fees considering institutional, local, state, and federal requirements, and with due regard for the service recipient's ability to pay.
- C. Occupational therapy personnel shall make every effort to advocate for recipients to obtain needed services through available means.

Principle 2. Occupational therapy personnel shall take reasonable precautions to avoid imposing or inflicting harm upon the recipient of services or to his or her property. (nonmaleficence)

- A. Occupational therapy personnel shall maintain relationships that do not exploit the recipient of services sexually, physically, emotionally, financially, socially, or in any other manner.
- B. Occupational therapy practitioners shall avoid relationships or activities that interfere with professional judgment and objectivity.

Principle 3. Occupational therapy personnel shall respect the recipient and/or their surrogate(s) as well as the recipient's rights. (autonomy, privacy, confidentiality)

- A. Occupational therapy practitioners shall collaborate with service recipients or their surrogate(s) in setting goals and priorities throughout the intervention process.
- B. Occupational therapy practitioners shall fully inform the service recipients of the nature, risks, and potential outcomes of any interventions.
- C. Occupational therapy practitioners shall obtain informed consent from participants involved in research activities and indicate that they have fully informed and advised the participants of potential risks and outcomes. Occupational therapy practitioners shall endeavor to ensure that the participant(s) comprehend these risks and outcomes.
- D. Occupational therapy personnel shall respect the individual's right to refuse professional services or involvement in research or educational activities.
- E. Occupational therapy personnel shall protect all privileged confidential forms of written, verbal, and electronic communication gained from educational, practice, research, and investigational activities unless otherwise mandated by local, state, or federal regulations.

Principle 4. Occupational therapy personnel shall achieve and continually maintain high standards of competence. (duties)

- A. Occupational therapy practitioners shall hold the appropriate national and state credentials for the services they provide.
- B. Occupational therapy practitioners shall use procedures that conform to the standards of practice and other appropriate AOTA documents relevant to practice.
- C. Occupational therapy practitioners shall take responsibility for maintaining and documenting competence by participating in professional development and educational activities.
- D. Occupational therapy practitioners shall critically examine and keep current with emerging knowledge relevant to their practice so they may perform their duties on the basis of accurate information.
- E. Occupational therapy practitioners shall protect service recipients by ensuring that duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
- F. Occupational therapy practitioners shall provide appropriate supervision to individuals for whom the practitioners have supervisory responsibility in

accordance with Association policies, local, state and federal laws, and institutional values.

- G. Occupational therapy practitioners shall refer to or consult with other service providers whenever such a referral or consultation would be helpful to the care of the recipient of service. The referral or consultation process should be done in collaboration with the recipient of service.

Principle 5. Occupational therapy personnel shall comply with laws and Association policies guiding the profession of occupational therapy. (justice)

- A. Occupational therapy personnel shall familiarize themselves with and seek to understand and abide by applicable Association policies; local, state, and federal laws; and institutional rules.
- B. Occupational therapy practitioners shall remain abreast of revisions in those laws and Association policies that apply to the profession of occupational therapy and shall inform employers, employees, and colleagues of those changes.
- C. Occupational therapy practitioners shall require those they supervise in occupational therapy-related activities to adhere to the Code of Ethics.
- D. Occupational therapy practitioners shall take reasonable steps to ensure employers are aware of occupational therapy's ethical obligations, as set forth in this Code of Ethics, and of the implications of those obligations for occupational therapy practice, education, and research.
- E. Occupational therapy practitioners shall record and report in an accurate and timely manner all information related to professional activities.

Principle 6. Occupational therapy personnel shall provide accurate information about occupational therapy services. (veracity)

- A. Occupational therapy personnel shall accurately represent their credentials, qualifications, education, experience, training, and competence. This is of particular importance for those to whom occupational therapy personnel provide their services or with whom occupational therapy practitioners have a professional relationship.
- B. Occupational therapy personnel shall disclose any professional, personal, financial, business, or volunteer affiliations that may pose a conflict of interest to those with whom they may establish a professional, contractual, or other working relationship.
- C. Occupational therapy personnel shall refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, or unfair statements or claims.
- D. Occupational therapy practitioners shall accept the responsibility for their professional actions which reduce the public's trust in occupational therapy services and those that perform those services.

Principle 7. Occupational therapy personnel shall treat colleagues and other professionals with fairness, discretion, and integrity. (fidelity)

- A. Occupational therapy personnel shall preserve, respect, and safeguard confidential information about colleagues and staff, unless otherwise mandated by national, state, or local laws.
- B. Occupational therapy practitioners shall accurately represent the qualifications, views, contributions, and findings of colleagues.
- C. Occupational therapy personnel shall take adequate measures to discourage, prevent, expose, and correct any breaches of the Code of Ethics and report any breaches of the Code of Ethics to the appropriate authority.
- D. Occupational therapy personnel shall familiarize themselves with established policies and procedures for handling concerns about this Code of Ethics, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints. These include policies and procedures created by the American Occupational Therapy Association, licensing and regulatory bodies, employers, agencies, certification boards, and other organizations who have jurisdiction over occupational therapy practice.

References

- American Occupational Therapy Association. (1993). Core values and attitudes of occupational therapy practice. *American Journal of Occupational Therapy*, 47, 1085-1086.
- American Occupational Therapy Association. (1998). Guidelines to the occupational therapy code of ethics. *American Journal of Occupational Therapy*, 52, 881-884.

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**TOWSON UNIVERSITY
OCCUPATIONAL THERAPY AND OCCUPATIONAL SCIENCE DEPARTMENT
CODE OF ETHICS**

This Code of Ethics is 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.

RETENTION

1. Towson University is an agency of the State of Maryland and a constituent institution of the University System of Maryland. Towson University complies with applicable state and federal laws and regulations prohibiting illegal discrimination. *Towson University Undergraduate Catalog 2002-2003*, p. 3.
2. Students shall be retained in the program if they maintain C grades in required courses, maintain an overall GPA of 2.5, demonstrate appropriate clinical skills and behaviors, and exhibit appropriate professional and legal behavior as outlined in the Towson Student Code of Conduct.
3. Students shall follow due process procedures outlined in the Towson Student Code of Conduct if complaints or charges are filed against faculty or administrative officers.
4. Department policy requires that students first discuss course-related problems with their instructors, then within the department, the department chairperson is available to discuss unresolved problems. Class advisors are available for discussion of academic problems of individual students.

STUDENT RESPONSIBILITIES

1. Students are expected to be familiar with and adhere to the AOTA Principles of Occupational Therapy Ethics.
2. Students are expected to complete all exams and assignments without cheating and without plagiarism.
3. Students are expected to complete all required learning experiences. Students are expected to notify instructors or fieldwork supervisors when they will not be able to attend and to give reasons for absences.
4. 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.

5. Students are expected to discuss client information only for professional purposes. Client identification must be withheld in classes, seminars, and written reports, as well as in informal discussions.
6. Students are expected to maintain respect and courtesy toward their own colleagues as well as toward their faculty and fieldwork supervisors.
7. Students are expected to engage in only those procedures with clients in which they have achieved an appropriate level of competence.
8. Students are expected to maintain good health habits during both academic and fieldwork experiences.
9. Students are required to obtain an initial health examination verifying vaccinations and/or titers for infectious diseases and provide documentation of this to the department. Yearly updates must be provided to the department by the student.
10. Students are required to maintain appropriate health insurance while in the program.
11. Students are required to maintain appropriate liability insurance throughout their course of Occupational Therapy study at Towson University. (Provided by University fees)
12. Students are expected to complete constructive written evaluations of each course in which they are enrolled. These evaluations are to be done individually and confidentially.
13. Students are expected to assess their own professional development and to participate in discussions with faculty regarding the development of these skills.
14. 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 Chair).

Spring 1976

Revised Summer 1982

Revised January 1989

Revised September 1992

Revised August 1993

Revised August 1997

B. Occupational Therapy 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. The computer delivered certification exam is offered January, April, July, and October.

Certification by NBCOT is independent of regulation by states. If a state has regulations regarding the practice of occupational therapy, individuals must contact the appropriate state regulatory board for information on applying for licensure by the state.

Exam review guides are available for student use in faculty reserve at the Cook Library. The guides can be located under Dr. Reitz or Department of Occupational Therapy & Occupational Science.

Individuals who have successfully completed all program requirements may apply for a temporary license which may be used until their results of the certification examination are available.

C. Communication

1. Bulletin Boards

A number of bulletin boards are located in the Lida Lee Tall building around the Occupational Therapy office and classrooms. Different types of important information are displayed on these boards.

The bulletin board located nearest to the OT office contains general information, messages from faculty to students and messages from students to students. This is frequently used as a means of communication. Students should check this board often for messages. The following are types of information listed on the other bulletin boards:

- a. professional employment opportunities
- b. student employment opportunities
- c. volunteer opportunities
- d. graduate programs
- e. items for sale
- f. scholarships and stipends
- g. TU news
- h. for your information
- i. Student Occupational Therapy Association news
- j. Maryland Occupational Therapy Association (MOTA)/American Occupational Therapy Association (AOTA) news
- k. faculty news
- l. current trends in OT
- m. continuing education

These boards are maintained by an occupational therapy graduate assistant. They are for your benefit, so please utilize them!

2. Office Hours

The main office is open from 8:00 a.m. to 4:30 p.m., Monday through Friday. Full-time faculty have at least three office hours per week, as well as by appointment. Part-time faculty have at least one office hour per week. Students are encouraged to meet with faculty during these office hours.

3. E-mail

All full-time faculty members have e-mail. Students may request e-mail addresses from their instructors/advisor. Students are introduced to e-mail technology in OCTH 211 (Philosophy of Occupational Therapy), after which students are expected to utilize this knowledge.

4. Faxing Policy for Students

Faxes will be accepted subject to pre-approval from the faculty member.

D. Fieldwork (Revised 8/12/03)

Admission into the occupational therapy program does not guarantee student placement in fieldwork experiences, which are necessary for completion of the program. In addition to satisfactory completion of coursework, students must demonstrate appropriate behaviors and skills prior to beginning the fieldwork experiences. Students who lack appropriate interpersonal skills and/or who have behaviors that have been determined to present safety risks to client populations will not be permitted to register for OCH 435 and/or OCH 436/536 and/or OCH 537. In the event that a student is denied registration for these fieldwork experiences, the chairperson, student, advisor, and fieldwork administrator will meet with them to develop strategies and recommend a plan of action. Level II Fieldwork must be completed within 24 months of completing academic coursework.

Call 1-800-SAY AOTA to receive recorded answers to questions frequently asked by students about fieldwork. The AOTA Homepage is also a good fieldwork information resource, and the address is: <http://www.aota.org>. Select "Student Resources" and proceed from there.

1. Descriptions and Policies for Level I and Level II (Revised 5/28/03)

a. Level I

These fieldwork experiences occur in OCH 319, 320, 326 and 412/612. These experiences are designed to assist in applying theoretical course content to actual practice, developing skills needed for Level II fieldwork and broadening exposure to and consideration of various types of occupational therapy practice and practice settings. Experiences that occur in conjunction with academic coursework are an integral part of the occupational therapy curriculum. These occur in 24-40 hour sequences within four different courses. Since travel time for some sites may be as much as one hour from campus, all students are expected to plan their class commitments and work schedules to accommodate the fieldwork requirements.

Experiences are graded on a satisfactory/unsatisfactory basis; a satisfactory grade is required in order to pass the course. The course instructor makes the final determination of the course grade for the Level I fieldwork component, academic component, and the final grade. If either component of the course is failed, the resulting course grade is an "F." If a Level I fieldwork course is failed, the student cannot take another Level I fieldwork course or the concurrent principles course(s) until the first Level I fieldwork course is repeated and passed.

b. Level II

Level II fieldwork is designed to prepare the student for entry-level practice in occupational therapy. The Department requires six months (or 940 hours) of Level II

fieldwork. This requirement is usually accomplished through two placements, each one for three months. One placement usually is with clients who have psychosocial problems as a primary diagnosis, and the other is with clients who have physical performance problems as a primary diagnosis. These experiences must occur in different types of practice settings and provide the student with exposure to clients in various age groups. Bachelors degree students may complete a third fieldwork experience if desired, and masters level students have an option of a 60 hour clinical elective. Students in the Professional Masters Degree Program may complete their second fieldwork experience in their area of specialization: pediatrics or gerontology.

Usually, plans are made early in the program for fieldwork placements as there is great demand across the nation for sites. You will be guided and assisted by the fieldwork administrator in site selection, typically beginning in your second semester of classes. However, students should recognize that sites may need to cancel placements (even in the week prior to beginning the internship) so placement selection/decisions may need to occur more than once.

Grading for the Level II fieldwork is carried out according to AOTA guidelines using the Fieldwork Performance Evaluation (FWPE) form and is reviewed with all students prior to their internship experiences. Students will review this evaluation prior to any Level II fieldwork experience. TU grading is on a satisfactory/unsatisfactory basis. A **Satisfactory/Unsatisfactory** grading system is utilized for Level II fieldwork.

Level II fieldwork occurs during OCTH 435 and 436/536. See Requirements for the Major on previous page. Students must have an overall GPA of 2.5 in occupational therapy courses to register for these courses. Both OCTH 435 and 436/536 must be successfully passed to complete the occupational therapy program of study. The Department of Occupational Therapy & Occupational Science reserves the right to review students who fail either fieldwork experience and make a determination as to whether or not the student can repeat the experience. When the student is permitted to re-enroll, fieldwork in the same practice area is required.

Students who withdraw from two fieldwork experiences must petition the faculty for permission to enroll in OCTH 435 and OCTH 436/536 again. The last day for a student to withdraw from OCTH 435 and OCTH 436/536 is the Tuesday of the fifth week of the clinical experience.

c. Optional Third Fieldwork Experience

Combined Bachelor's/Master's degree students may elect to complete an optional third fieldwork experience in a specialty area. This interest needs to be communicated to the Fieldwork Administrator at least seven months prior to the first placement. Students who choose to do a third experience and add it to their plan of study must successfully pass all three placements in order to graduate. The last date to modify the proposed plan

of study and revert back to the standard Jan. – June plan with two internships is April 1 (for a summer placement).

d. Repeating Fieldwork

A student who receives a “U” in a fieldwork experience may be given permission to take the course a second time. However, the student will be required to complete the following remediation process prior to receiving permission to repeat the experience:

- (1) Meet with the fieldwork administrator, assigned fieldwork faculty and/or other faculty/staff deemed relevant by the Department Chairperson to review the situation and plan strategies.
- (2) Write a self-assessment of the situation.
- (3) Develop measurable goals for remediating the difficulties.
- (4) Develop implementation strategies.
- (5) Review the document with the advisor or assigned faculty/staff member.
- (6) Receive approval of the Fieldwork Administrator, assigned faculty/staff and Department Chairperson.
- (7) Implement plan.
- (8) Demonstrate evidence of goal attainment.

2. Specific site information

Fieldwork information on potential placement sites is located in the LRC, Room 303. Three loose-leaf notebooks contain the AOTA Fieldwork Data Forms organized geographically by state. A separate notebook contains information on sites that accept students only for Level I placements.

Separate files on each fieldwork site are organized alphabetically by state in the file cabinet drawers. Each file contains a fieldwork data form, a student assignment timeline, brochures or descriptions of the site's programs, and former student evaluations of the fieldwork experience. These are not to be removed from the LRC.

3. Fieldwork Dress Requirements (Level I & II)

It is your responsibility to find out about the dress code requirements for your placements and to wear the appropriate attire. You must be in compliance with the dress code for the facility. If a lab jacket is worn, you should attach the TU student patch approximately two inches below the left shoulder seam. These patches will be supplied to you. Two labcoats are recommended. Students must be properly and modestly dressed. Cleanliness, professionalism, good taste, and safety are the primary considerations for your appearance.

- a. All clothing should be clean, neat, and unspotted.

- b. Perfume/aftershave (if worn) must be mildly scented, not excessive. Any obvious scent can be offensive or cause an allergic reaction in a sensitive patient/coworker.
- c. Fingernails should be kept clean with filed, smooth edges. Long nails that could gouge a patient's skin or that could be broken in the course of work are not acceptable. No brightly colored, flashy polish/designs or chipped nail polish.
- d. Long hair must be tied back during patient care. Front and sides of long hair may be pulled back if that is sufficient to prevent hair from falling forward.
- e. Appropriate leg and foot covering, as deemed by the facility will be worn.
- f. Tops should be of opaque fabric (not see-through), fit appropriately, not too tight or too loose, and long enough to remain tucked in with movement (i.e. no bare midriffs). T-shirts that convey a casual appearance may not be worn; they may not have imprinted wording. For men, collared shirts and ties may be appropriate in many settings.
- g. Pants should fit appropriately, loose enough to allow for mobility but not to present a safety hazard by getting caught in equipment. Pant hems should not touch the floor or be more than 2" above the ankle. Denim jeans or comparable jean styles, leggings, or skintight stretch pants are typically not acceptable.
- h. Skirts or skorts may be worn, but should be no shorter than 2" above the knee and have no slits above the knee.
- i. Jewelry should be simple and minimal to avoid snagging on patient's clothing, scratching patient's skin or getting entangled in equipment. Piercing- other than ears- should not be visible while working with clients. All tongue jewelry must be removed.

revised Fall 2002

4. Full Background Check (fingerprinting)

Students assigned to placements where they will be working with children or patients with psychiatric problems may be required to obtain a background check. This can occur for both Level I and Level II fieldwork experiences and is at the student's expense.

The following directions were obtained in spring 1999.

- a. Contact Towson University Police @ 410-704-2134 to schedule an appointment for fingerprinting. The cost of \$5 per fingerprint card is payable

at the Bursar's Office. Two cards are required (one for state and one for federal).

- b. Complete information on the fingerprint cards, including authorization number of the fieldwork site where the results will be sent. This number must be obtained from the fieldwork site prior to the fingerprint appointment. If the site coordinator has concerns about providing the authorization number, they should contact Sondra Graham at CJIS, 410-764-4501.
- c. Mail the full background check application (fingerprint cards) to the P.O. Box address designated on the fingerprint card. Enclose a check or money order of \$42 to CJIS Central Repository for state and federal fees.
- d. Results of the full background check will be sent to the student and the facility in 6-12 weeks.
- e. NOTE: Another option for students is to go directly to the State Police facility located on Reisterstown Road at Reisterstown Plaza, Room 200, Monday through Friday between 8:00 a.m. and 3:30 p.m. for fingerprinting. No appointment is necessary. Results of the full background check will be sent in 6-12 weeks. Students must bring a check or money order for \$52 and the authorization number. If any questions, call 410-764-4501.

E. Health Policies

Due to requirements of clinical facilities, all occupational therapy majors must provide the Department with documentation of the following no later than two weeks after the semester begins:

1. Health Insurance

A current policy must be carried throughout the entire program. A student insurance plan is available through Towson University. Contact the Dowell Health Center at 410-830-2467.

2. Hepatitis B

Completion of at least the first two of the series of three hepatitis B vaccines or completion of the declination form for this vaccine series. The series does not need to be repeated during your enrollment in the OT program.

3. CPR

Certification in adult and child CPR, with current renewal, is required. Courses must have a practical / mannequin component; therefore on-line courses are not accepted.

4. PPD Test

Results of a PPD test, with annual documentation, is required. All documentation must be complete in order for students to be placed in any clinical course.

5. Towson University required Immunization Policy

In addition to the above specified health policies, the Department of Occupational Therapy & Occupational Science adheres to the Towson University Immunization Policy. All students are expected to follow this policy upon admission to the University. Details of the Towson University Immunization Policy can be found at <http://wwwnew.towson.edu/dowellhealthcenter/immunizationpolicy.pdf>

6. Health and Insurance Requirements

Rationale: 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.

Policy: Contracts with fieldwork facilities require that students in placements show proof of current health insurance and documentation of current health status. The findings of the health examination will not necessarily exclude students from fieldwork placement. In order to participate in any fieldwork experience, students must present

evidence of current health insurance, a recent health examination*, and results of an annual PPD test. 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 and Hearing Clinic each semester.

Procedures:

1. Students must turn in their health forms and annual updates to the Fieldwork Secretary by the first Friday in September.**
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 disenrolled from occupational therapy classes until after they have met the health and insurance requirements. The students' advisors will receive a copy of the letter.
4. Students who do not remain in compliance with on-going health and insurance requirements will not be provided fieldwork placements or seat codes for future semesters until they have satisfied the requirements.
5. Students who do not have the necessary documents on file by the first Friday in September for fall semester and the first Friday in February for spring semester will not be permitted to enter clinical experiences. Inability to complete clinical experiences will necessitate withdrawal from the associated clinical course and rescheduling in another semester.

* Health exam must be completed no earlier than one year prior to admission to Towson University.

**For students starting in the Spring semester, the due date would be the first Friday in February.

Approved 12/1/04

F. Course and Grading Policy

1. General Requirements for the Major

In addition to the General Education requirements, Occupational Therapy majors must complete 45 credits in occupational therapy courses, 13 credits in other required courses, and 20 credits in clinicals and internships. Additional elective credits may be required to earn the total of 120 credits necessary for graduation.

Students must maintain a cumulative quality point average of at least 2.50 following admission into the Occupational Therapy major. Students who have less than a 2.50 in occupational therapy courses and/or who do not demonstrate appropriate professional behaviors and necessary clinical skills will not be permitted to enroll in OCTH 435/436. A grade equivalent of 1.00 in a required course will not count for major credit. A student receiving a grade equivalent of 1.00 in a major course or a U in OCTH 435/436 may retake the course once to improve his or her standing.

The following are general statements concerning Occupational Therapy & Occupational Science Department grading guidelines.

- a. Grades are given according to the guidelines set forth by the instructor for each individual assignment.
- b. There are no set numbers of As, Bs, or Cs in any of the occupational therapy courses.
- c. The faculty rarely grade "on the curve" in this program, so competition with other students for grades is not necessary.
- d. Letter grades represent the following quality points per credit hour:

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	F	0.00
- e. Assignments are graded according to the requirements and guidelines set forth by the American Psychological Association (APA).

***Note: This manual includes two helpful articles for students on grades and study skills. Please see pages 43-45.

2. Final Exam Policy

Rationale

Comply with University examination policy and promote a fair and equitable testing procedure.

University Policy From Towson University *Faculty Handbook*

XXIII. Towson University Policy on Final Examinations

The University shall provide for final examinations at the end of each semester. When giving final examinations, faculty members must adhere to the specific days and times published in the Schedule of Courses (online only). In courses that do not lend themselves to final examinations (such as seminars and colloquia) faculty members must meet their classes during the time scheduled for the examination.

Department Policy

Examinations are required. Make-ups or alternate final examination schedules are only available in extreme extenuated circumstances and must be approved by the chairperson. When a request is approved, faculty are required to make an alternate test.

Students should be available during the entire examination week since exams may need to be rescheduled due to inclement weather or faculty illness. See procedures below.

Procedures from Towson University *Faculty Handbook*

XXIV. Towson University Faculty and Student Procedures Regarding Emergency Absence or Lateness of Faculty During Final Examinations

A. Student Procedure When Faculty Member is Late/Absent for the Final Examination

If, because of an emergency, the faculty member is late, the absence of the faculty member should be reported to the Department chairperson or designate immediately. Unless dismissed by the department chairperson or designate and instructed about makeup examination procedures, students should wait for thirty minutes after the beginning of the examination period. After waiting for this length of time, all students should sign an attendance list and include their telephone numbers. Students should designate two students as class representatives to take the attendance list to the department chairperson/office. If the department office is closed, the class representatives should take the attendance list to the University Police office and ask to have it forwarded to the appropriate department chairperson.

3. APPEAL OF FACULTY DECISIONS AND GRADES

POLICY: 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: If a student disagrees with any decision regarding grades or adherence to course policies, the student should follow these procedures for appeal:

1. Meet with the faculty member and discuss concerns.
2. If concerns remain after the meeting, 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.
5. 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.
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. (Disagreement Related to Grading, p. 26, *Undergraduate Catalog 2003-2004* and Appendix E Graduate Student Procedures for Appeals, Hearings and Grievances, p. 303, *Graduate Catalog 2003-2004*.)

Revised 2/18/04

4. Class Attendance/Absence Rationale, Policies, and Procedures

- a. Rationale: The Department's Philosophy Statement is based on the assumption that individuals learn best by doing. The curriculum design requires achievement of basic competencies at each level in order to successfully manage more complex theoretical material. Therefore, class attendance is required for learning and integration of course content.
- b. The Class Attendance/Absence Policy: All students taking undergraduate courses in the Department must abide by the University Class Attendance/Absence Policy found on page 25 of the *Towson University Undergraduate Catalog 2002-2003*.
- c. Extended Absence Policy: Group work, presentations, and in-class lab experiences are integral to a course. Therefore, absences may result in an inability to meet course objectives. In such cases, the instructor will determine on a case-by-case basis whether the student can realistically make up work sufficiently to pass the course. If a student expects a period of prolonged absence, he or she must submit a plan for completion of missed experiences for the approval of the faculty.

An extended absence is defined as equal to or greater than 3.5 consecutive hours of a class. Any weekend absence of more than 3.5 hours will be considered an extended absence. This is the equivalent to Friday night or half a day on Saturday or Sunday.

- d. Procedures for an Extended Absence:
 - (1) A written plan for how you will complete missed work is required. This plan is initiated by the student and needs to be approved by the instructor of the course, your adviser, and your program coordinator.
 - (2) This plan should be completed as soon as you are aware that you will miss class. The sooner you have this plan approved, the more likely it is that reasonable accommodations can be made. Please note that University policy states, "students requesting an excused absence must provide documentation to the instructor two weeks prior to the scheduled absence..."
 - (3) If your plan involves decelerating to take the course over again with another cohort of students, you must first meet with your adviser and then complete a remediation plan and revised program of study as detailed in the *Student Manual*.

- e. Absences from Practice Courses: The practice courses are offered in pairs, one is a lecture/lab based course and the other is the Level I fieldwork 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 OT services. Because of this, any absences in one of these paired courses can impact your ability to complete the other course.

OCTH 314 Psychosocial Dysfunction
OCTH 320 Psychosocial Dysfunction Clinical

OCTH 313 Neurological Conditions
OCTH 317 Musculoskeletal Conditions
OCTH 320 Physical Disabilities Clinical

OCTH 325 Pediatric OT
OCTH 326 Pediatric Clinical

5. Professional Development Forms

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. Therefore, documentation of key observations that relate to students' academic and clinical performance will be made by faculty.

Ongoing feedback concerning professional behavior and development is done in an effort to better prepare students for Level I and Level II fieldwork experiences. A copy of the Professional Development Assessment Form is on page 28.

Student professional development is assessed to provide students with the experience of receiving feedback about his/her behaviors through identifying students' strengths as well as areas in which improvement is needed. The Professional Development Form aims to:

- a. aid students in developing clinical and professional behaviors for their roles as occupational therapists.
- b. encourage continued self-assessment of demonstrated behaviors.
- c. develop an understanding of the relationship between one's self perceptions and other's perceptions.
- d. provide a link between the academic setting, fieldwork setting, and work setting.

The professional development forms are used for students enrolled in most undergraduate level occupational therapy courses. In addition to faculty completing the form, it is common for them to have students complete the form as part of a process for facilitating self-assessment.

This information will be used in assisting students in planning sites for Level II internships (and Level I clinical experience as appropriate). This information will be kept in the student's file. Behaviors and skills will be shared with clinical facilities when the student's advisor and the fieldwork coordinator believe that this information is necessary in order to plan an appropriate clinical experience for the student.

PROFESSIONAL DEVELOPMENT ASSESSMENT

Name: _____

Evaluator (other than self): _____

Date: _____

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

Rating Scale:

1. Rarely (50% or less of the time)

2. Occasionally (50-75% of the time)

3. Frequently (75-95% of the time)

4. Consistently (95% or more of the time)

<p>1. Dependability as demonstrated by:</p> <p>a. Being on time for classes, meetings, and appointments</p> <p>b. Handing in assignments and papers when due</p> <p>c. Following through with commitments and responsibilities</p> <p>Comments:</p>	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4
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<p>2. Professional Presentation as demonstrated by:</p> <p>a. Presenting oneself in a manner that is accepted by peers, clients & Employers</p> <p>b. Using body posture that communicates interest or engaged attention</p> <p>c. Displaying a positive attitude towards becoming a professional</p> <p>Comments:</p>	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4
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<p>3. Initiative as demonstrated by:</p> <p>a. Showing an energetic, positive, and motivated manner</p> <p>b. Self-starting projects</p> <p>c. Taking initiative to direct own learning</p> <p>Comments:</p>	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4
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<p>4. Empathy as demonstrated by:</p> <p>a. Being sensitive and responding to the feelings and behaviors of others</p> <p>b. Listening to and considering the ideas and opinions of others</p> <p>c. Rendering assistance to all individuals without bias or prejudice</p> <p>Comments:</p>	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4
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<p>5. Cooperation as demonstrated by:</p> <p>a. Working effectively with other individuals</p> <p>b. Showing consideration for the needs of the group.</p> <p>c. Developing group cohesiveness by assisting in the development of the Knowledge and awareness of others.</p> <p>Comments:</p>	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4
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<p>6. Organization <i>as demonstrated by:</i></p> <p>a. Prioritizing self and tasks</p> <p>b. Managing time and materials to meet program requirements</p> <p>c. Using organization skills to contribute to the development of others</p> <p>Comments:</p>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>
<p>7. Clinical Reasoning <i>as demonstrated by:</i></p> <p>a. Using an inquiring or questioning approach in class and clinic</p> <p>b. Analyzing, synthesizing, and interpreting information</p> <p>c. Giving alternative solutions to complex issues and situations</p> <p>Comments:</p>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>
<p>8. Supervisory Process <i>as demonstrated by:</i></p> <p>a. Giving and receiving constructive feedback</p> <p>b. Modifying performance in response to feedback</p> <p>c. Operating within the scope of ones own skills and seeking guidance When needed.</p> <p>Comments:</p>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>
<p>9. Verbal Communication <i>as demonstrated by:</i></p> <p>a. Verbally interacting in class and clinic</p> <p>b. Sharing perceptions and opinions with clarity and quality of content</p> <p>c. Verbalizing opposing opinions with constructive results</p> <p>Comments:</p>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>
<p>10. Written Communication <i>as demonstrated by:</i></p> <p>a. Writing clear sentences</p> <p>b. Communicating ideas and opinions clearly and concisely in writing</p> <p>c. Communicating complex subject matter clearly and concisely in Writing, with correct punctuation and grammar</p> <p>Comments:</p>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>

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a. Student/Faculty Responsibilities

- (1) 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) Student develops a written outline of the proposed project and sufficient substantiation of number of credits (see page 2) for which the student wishes to register. This outline should be formulated prior to registration.
- (3) 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) 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 objectives
- type of assignments and due dates (due date no later than the last day of classes)
- grading criteria for assignments (i.e. for a paper: depth, thoroughness, writing skills, APA format; for a presentation: choice of material for presentation, effectiveness of speaking style, time use, handout and audiovisual use)

Examples of additional items which may be included in this proposal/contract:

- specific workshop to be attended.
 - when an oral presentation is the assignment: the type of audience, size of audience, and the date of presentation.
- (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 credits 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.
 - (6) The final grade is assigned by the faculty member with:

- A = representing outstanding performance
B = representing good performance
C = representing fair performance

b. Independent Study

OCTH 791 (3-6 credits)

In-depth investigation specific to area of concentration. 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.

Options for Independent Studies:

(1) Clinically Based Experiences Basic requirements:

- Hours may be arranged weekly as indicated below with longer periods per day over fewer weeks for the semester.
- Clinical experience: 20 hours of clinical time per credit hour (i.e. 60 hours for 3 credits, 80 for 4 credits)
- Written assignments are required. The specifics are to be determined by faculty member and student and may include: treatment plans, case studies, audiovisual materials or some combination the above or alternate assignments. Assignments are to be selected to illustrate accomplishments of the goal(s) of the independent study.
- Presentations may be utilized in place of or in conjunction with written assignments.

(2) Teaching-Based Experiences Basic requirements:

- Classroom teaching experience and presentations to be determined by student in collaboration with faculty member. Examples include laboratory assistance in kinesiology.
- Written assignments to be determined by student in collaboration with faculty member.

(3) Workshop Based Experience Basic requirements:

- Workshop attendance
- Assignments to be determined by student in collaboration with 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 be utilized.

(4) Research Experience Basic requirements:

- Participation in one or more aspects of a research study.
- Written assignments are required and must reflect the objectives of the independent study.

(5) Other: To be determined as needed.

c. Directed Readings

OCTH 691 (3 credits) Study of selected topics in occupational therapy. Directed readings should include some combination of the following or an alternative determined by faculty member and student.

(1) Written assignments:

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

(2) Oral presentations:

- Presentation 3-6 hours in length. Suggested integration activities: presentations in classes and/or workshops and preparation and submission of papers based on independent study/directed readings for journal publication.

Guidelines for Directed Reading Assignments

(1) Annotated Bibliography

- References may be partially from bibliography(ies) provided by workshop/conference speakers. However, no more than 1/2 of all citations should be from these bibliographies.
- Summary of article (objective) and brief critique of article (analysis, opinion) are included.
- Paper is type written and in APA format.

(2) Critical Analysis Paper

- References may be partially from bibliography (les) provided by workshop/conference speakers. No more than 1/2 of all citations should be from these bibliographies.

- References must be related to one main concept.
- Paper provides introduction to topic, summaries of each reference with brief critique of each, comparison/contrast of at least one half of references with at least one other references, and a conclusion.
- Paper is type written and in APA format.

(3) Oral Presentation

- Length is appropriate and allows for questions without extending over or under allotted time.
- Outline/handout is provided which includes key points of presentation; bibliography of 8-10 or more key references is provided.
- Quality visual and/or audiovisual material(s) are used to complement the presentation.
- Other Assignments
- As developed by student/faculty member.

7. Policy Regarding Cheating and Plagiarism

A student who engages in cheating and/or plagiarism and/or other academic dishonesty will face disciplinary action by the Department. A failing grade for at least the assignment or test will be given. Faculty members also may determine that failure of the course is appropriate. In some cases, depending upon the nature of the cheating/plagiarism/dishonesty, the student may be dismissed from the occupational therapy program.

Plagiarism includes: taking three or more words directly from a source and not using quotation marks and giving credit or using an idea from another source within your paper but not crediting the source. Please remember that plagiarism is equivalent to stealing - it is stealing another person's work. You may use others' work, but you must credit it appropriately. **All handouts, directions for activities, and visual aids for all class projects must have sources clearly identified using APA format.**

Please keep in mind that cheating in any form is not compatible with professional behavior and violates the Occupational Therapy Code of Ethics. In addition, the Department's policy adheres to Towson University's Student Academic Integrity Policy. For a copy of this policy, go to:

<http://www.towson.edu/studentlife/judicialaffairs/academicintegrity.html>

8. AOTA Copyright Permissions Procedures

See article on the following two pages

9. Repeating Courses/Internships

A student who receives a C-, D or F in a major course or clinical or a U in an internship may be given permission to take the course a second time. However, the student will be required to complete the following process prior to receiving permission to repeat the course/clinical/internship.

- a. Meet with the advisor and/or other faculty/staff deemed relevant by the Department Chairperson to review the situation and plan strategies
- b. Write a self-assessment of the situation
- c. Develop measurable goals for remediating the difficulties
- d. Develop implementation strategies
- e. Review the document with the advisor or assigned faculty/staff member
- f. Receive approval of the Advisor, Department Chairperson, assigned faculty/staff
- g. Implement plan
- h. Demonstrate evidence of goal attainment to assigned faculty/staff

10. Remediation Procedures Following Professional Behavior Incident in Clinical or Community Setting

Professional behaviors are expected of students in all academic activities, including in the classroom, on field trips, and during fieldwork experiences. These behaviors are described in the Professional Development Form which is available in the *Student Manual* or available from the OT & OS office staff. A professional behavior incident is any example of unprofessional or unethical behavior that impacts directly on the recipient of care (individual, family, group).

When such an incident occurs or is reported to the Department, the following procedures will be followed:

- a. The Chair and Program Director/Coordinator are informed.

- b. A meeting with the student, Chair or Program Director, adviser, and other related faculty will be scheduled as soon as possible. The adviser facilitates the scheduling of this meeting.
- c. Following the meeting, the student will be asked to, at a minimum:
 - (1) make an apology (written or verbal depending on the scope of the incident).
 - (2) write and submit a prevention plan to the Chairperson or Designee (Program Director/Coordinator) by specified deadline prior to next Level I or Level II placement.

Remediation Procedures
Revised: 2/7/02

11. Policy Regarding Students with Disabilities

Any student who has a disability that may affect his/her performance in the occupational therapy academic or clinical program must register with the Office for Students with Disabilities, located in Dowell Hall, prior to working with individual instructors regarding accommodations. Once notification is received by the instructor of a student having a disability, the student and instructor will develop a plan for accommodation that is appropriate for that particular course or clinical experience. The plan of accommodation may be shared with the student's advisor if this is determined to be appropriate by both the student and the instructor.

Due to the responsibilities and duties required of occupational therapists, it is imperative that all occupational therapy students develop the ability to produce writing of professional quality. The importance of accuracy in documentation in medical and health records is paramount for client safety and professional credibility. Therefore, the Department of Occupational Therapy & Occupational Science will not overlook spelling and grammatical errors on papers and assignments for any student.

The Department of Occupational Therapy & Occupational Science does recognize the need for flexibility in examination methods. Therefore, students with a documented learning disability, as communicated by the Office for Students with Disabilities, will be given additional time to complete in-class examinations. Faculty will also be available upon request to assist students in their development and use of compensatory skills.

12. Inclement Weather Policy

EMERGENCY CLOSING POLICY: 2002-2003

Radio and TV Stations

The following radio and television stations are notified:

In the Baltimore area: WBAL Radio 11 (1090 AM/97.9 FM), WCAO/WXYV (600 AM/103FM), WLIF (101.9 FM), WBAL-TV (11), WJZ-TV (13) and WMAR-TV (2)

In the Washington, D.C. area: WTOP (1500 AM/ 107.7 FM), WMZQ (98.7 FM) and WRC-TV (4) Note that WRC-TV has replaced WJLA-TV (7).

In addition, the Associated Press (AP) wire service disseminates the information to other stations.

Morning Closings

When an emergency occurs overnight or during early morning hours, the vice president for administration and finance will make a decision before 6 a.m. to close campus or delay classes. University Relations will call radio and television stations and the Associated Press wire service immediately with one of the following announcements. In addition, University Relations will post an announcement on the TU home page (www.towson.edu) and send an e-mail announcement to all e-mail users for the benefit of those who have e-mail at home.

DIAL 410-704-2000 or 410-704-NEWS FOR EMERGENCY UPDATES Please do not call the University Police with emergency closing-related questions.

A special voice-mail line, 410-704-NEWS, provides brief recorded updates during campus-wide emergencies. The service will be available 24 hours a day, seven days a week, throughout the calendar year. With 20 telephone lines allocated to 410-704-NEWS, callers are less likely to get a busy signal.

Although campuswide emergencies are most likely to be weather-related, 410-704-NEWS may be used for any unforeseen event affecting the entire university. The decision to use the line will be made by Susanna Craine, assistant vice president for University Relations, in consultation with the University Police Department, the Office of the President and/or other appropriate agencies.

Updated 12/3/02

G. Change of Program of Study Policy

Unless major administrative problems occur, students will be able to enroll in courses which are on the plan of study to which the students were admitted (the plan of study published for the class of students admitted). When a plan of study deviates from the admission plan, students must have an approved alternative plan of study signed by the student, adviser, fieldwork coordinator, and the department chairperson. While an effort will be made to accommodate the student's officially signed plan, places in a class are on a space available basis.

Towson University

Department of Occupational Therapy & Occupational Science

CHANGE OF PLAN OF STUDY REQUEST FORM

Name: _____ Date: _____

Student Identification Number: _____

Preferred Address: _____

Local Phone: _____ E-Mail _____

Faculty Adviser: _____

Year of Entry: _____

Current Program of Study:

- | | |
|---|--|
| <input type="checkbox"/> Track I MS (for OTRs) | <input type="checkbox"/> BS |
| <input type="checkbox"/> Track II MS (for non OTs with BS degree) | <input type="checkbox"/> Weekend BS/MS |
| <input type="checkbox"/> Track III BS/MS without a BS degree) | <input type="checkbox"/> Weekend MS |
| | <input type="checkbox"/> ScD |

Request:

- Single Semester Change in Plan of Study (within Track)
 - Course Sequence Change (within Track)
 - Program Change (requires formal petition in addition to this form)
 - Other change
- _____

Reason for Request:

Current Course Enrollment:

<u>Course Number</u>	<u>Title</u>	<u>Instructor's Signature</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Proposed Plan (include the following attachments):

Plan Checklist

Single Semester Change Request:

- _____ current program of study
- _____ proposed written plan for semester completion (typed)
 - time frame
 - change requested
 - rationale
 - plan for missed work
 - written consent of instructor
 - adviser's written approval

Program Change Request:

- _____ current program of study
- _____ proposed written plan for program
- _____ proposed written plan for program completion (typed)
- _____ rationale for change
- _____ petition request letter with adviser's signature

Course Sequence Change Request:

- _____ current program of study
- _____ proposed written plan for program completion (typed)
- _____ rationale for change
- _____ petition request letter with adviser's signature

SIGNATURES:

Student

Date

PLAN FOR SEMESTER CHANGE:

Program Coordinator

Date

Adviser

Date

PLAN FOR PROGRAM CHANGE:

Program Coordinator

Date

Adviser

Date

Fieldwork Administrator

Date

Chair

Date

PLAN FOR COURSE SEQUENCE CHANGE:

Program Coordinator

Date

Adviser

Date

Fieldwork Administrator

Date

Chairperson

Date

Forms/Change of Program Request
06/01

H. Program Withdrawal

1. Permanent Leave

Students who wish to permanently withdraw in good standing must notify the Chairperson in writing.

2. Leave of Absence

Students who wish to request a leave of absence from the program for one or more semesters must petition the executive committee for permission to do so. Re-entry after withdrawal of more than one year will necessitate review by faculty to insure that the student has maintained the necessary competency to complete subsequent coursework. The student may be required to complete specific types of coursework, independent study, and/or practical experience prior to re-entry into the program. Previous degree candidates who have missed one semester or more must apply for readmission through Enrollment Services.

3. Emergency Withdrawal

Students who withdraw from the occupational therapy program during the first semester after admission for emergency reasons may be granted a place in the next occupational therapy class, pending petition of and approval by the faculty. Withdrawals of greater than one year will require that the student be screened again before re-admission into the program.

I. Studying and Working

The occupational therapy faculty are committed to this Occupational Therapy program being the best program it can be. We want our students to become highly qualified occupational therapists -- the type of therapist we would want any of our family members to have if they were in need of occupational therapy services. Therefore, we have designed the program to meet accreditation standards, to prepare graduates to sit for the certification examination, and to prepare graduates who are excellent therapists.

To achieve these goals, the program is demanding in terms of the amount and quality of work we expect students to do. Students can expect to need approximately two hours of preparation for each hour spent in an undergraduate class/lab/clinical situation and at least three hours of preparation for each hour spent in a graduate course. Many semesters, students spend 20 or so hours in class/lab/clinical per week and must allow for at least 40 hours of study time; this does not account for travel time, time to find a parking space, etc.

Because the program is demanding, students should seriously consider the amount of work for pay that can realistically be done. Work of 20 hours or more per week is difficult or impossible for full-time students to manage. The financial implications of education as well as all of the other responsibilities must be considered very carefully. Faculty stipends are often designed to cover tuition, fees, and provide some cash. (See our scholarship/stipend binder for information about occupational therapy student stipends).

J. Advising Policies

1. Faculty Responsibilities:

“Because faculty have the most direct and frequent contact with students, each faculty member is expected to play a significant role in student advising. Faculty advisors must be prepared to assist students in many ways including, but not limited to, developing the student's program within a curricular major; charting progress in fulfilling the requirements of the major; selecting elective courses; preparing for post-baccalaureate studies; fulfilling General university Requirements; and counseling about personal matters which are directly related to academic progress.”

“The University considers student advising to be an essential part of faculty responsibility. Therefore, contribution to the area of advising by each faculty member shall be considered as service to the University in evaluations for tenure, promotion, merit pay, and to other forms of compensation.”

Source: Academic Advising Manual, p. 20.

2. Department Responsibilities:

“Each department (or program) is responsible for advising its majors. When a student declares a major, the student is assigned to, or allowed to select, an advisor in the department or program. The student receives a packet describing the requirements for the major and, if appropriate, a sample program outlining the sequence in which major requirements should be fulfilled.”

“The department supports the advising activities of each faculty member. Some departments designate faculty for specific student groups within the major.”

Specific Department Policies on Faculty Advising Responsibilities

- a. Each semester, the advisor will facilitate group meetings to coordinate track divisions and materials for the following semester's/summer course registration.
- b. The advisor will meet individually with each advisee once a semester during the students' first year and a minimum of one time per year thereafter. The advisor is responsible for initiating/scheduling this meeting. During this meeting the advisor and advisee will review all PDF and clinical feedback forms in the student's file.
- c. The advisor will follow Occupational Therapy Faculty handbook guidelines when a student earns a C-, D or F in a course, is unsuccessful in a clinical or an internship, or has other difficulties in the program.



Department of Occupational Therapy and Occupational Science
Professional MS Program & Combined BS/MS Program
Graduate Elective Request Form

Students must complete this form prior to registering for any graduate elective course to have it approved as a part of the student's plan of study. Please note per departmental policy electives can NOT be taken until after the completion of OCTH 435.

Name: _____ **Date of entry:** _____

Adviser: _____ **Date of graduation:** _____

Program: _____ **Specialization:** _____
(MS or BS/MS) **(gero,peds...)**

Elective(s):

Rationale:

Student signature

date

Approved

Adviser

Date

cc: Professional Program Director

K. Expenses

Students are required to purchase required books and materials. These expenses can be as high as \$600+ per semester. Other required expenses are initial CPR certification and Hepatitis B immunization, and annual PPD testing and CPR re-certification. Additional expenses, such as travel to clinical sites, copying, and lab coats may be required.

L. Employment of Students by Faculty

Student employment is available through the University for departmental duties. However, OT/OS students are not to be employed by a member of the OT/OS faculty, including part-time or clinical faculty, while that student is enrolled in the program. This prohibits employment of students for child care, domestic services, or other personal work. This will avoid any potential conflict of interest between instructors and students.

M. General Safety Information and Policies for Classrooms and Labs

1. No OT & OS classes are to be held without a faculty member present.
2. No OT & OS student activities may take place in the building unless a faculty member is in the building, and the faculty member assumes responsibility for the activity.
3. The University Police are called (x42133) when someone becomes seriously ill or injured. The police will escort the person to the appropriate place – the Health Center/hospital.
4. First aid kits are located in Rooms LT 306, 304, and 101 and should be stocked with bandaids and tape. First aid kits lacking the supplies should be reported to the Department's Administrative Assistant.
5. CPR masks are located in LT 306 (bathroom vanity) and LT 101 (woodworking area on top of first aid kit).
6. All flammable products and other hazardous materials must be stored and locked in the yellow cabinet in LT 101.
7. Only water-based paints and finishers are to be used in OCTH 217 and 218 and any other occupation-based class activity.
8. Safety goggles are available for activities requiring eye protection. These goggles are located in LT 101.
9. The sharps disposal containers are located in LT 101 and in LT 301.
10. Batteries must be disposed of in the recycle bin located next to the copier in the main hallway.
11. Faculty teaching OCTH 217 and OCTH 218 must undergo Hazardous Waste Training.
12. Posters summarizing the hazardous waste disposal policy shall remain posted in LT 101 and LT 304.
13. Escort service is available for faculty and students by calling x47233.

Revised 11/01

N. Hazardous Waste Disposal

1. Hazardous materials include:

- rubber cement
- oil-based stains
- ceramic glazes
- paint thinner/remover
- splint solvents
- acrylic paints
- batteries
- sprays (paints/solvents, etc.)
- liver of sulphur
- *anything that says toxic/flammable on the container

2. Disposal Policy and Procedures:

- a. Place empty and DRY containers in the trash.
- b. Place containers of hazardous waste in the basin labeled “Hazardous Wastes.”
- c. All containers with hazardous waste must be labeled with the date and name of the waste.
- d. Dispose batteries in recycle bin, which is located next to the student copier on the third floor.

3. Rationale

As an OT student, you are responsible for:

- a. Keeping clinic/lab space safe.
- b. Reading labels on all materials to determine if hazardous.
- c. Labeling containers properly.
- d. Storing hazardous materials in the flammables cabinet in Lida Lee Tall Room 101.
- e. Disposing of waste properly.

III. PROFESSIONAL ORGANIZATIONS

A. 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 a national professional society established in 1917 to represent the interests and concerns of occupational therapy practitioners, and to improve the quality of occupational therapy services" (AOTA, 1993. About AOTA. Rockville, MD: American Occupational Therapy Association).

Currently, the student membership fee for one year is \$53.00. It is highly recommended that you consider joining AOTA. There are many 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/conference
- Development of a professional network
- "Fellowships, scholarships, research grants, educational loans, and student liability and health insurance"

B. 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 where you live and where you would like to work, you 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).

C. The Student Occupational Therapy Association

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.

IV. SCHOLARSHIPS/STIPENDS/ASSISTANTSHIPS

A. Awards Criteria

1. Warren Internship Award

The Warren Internship Award is administered by the Towson University Foundation. This award was established in 1987 upon the retirement of Harriet Warren, Towson University Occupational Therapy Department's first academic fieldwork coordinator. Between 1989 and 1999 thirteen students have received monetary assistance to do a third Level II fieldwork placement or to do one of their two placements away from home.

Applicants must be in the final year of the program; most of those eligible to apply will have already completed their first Level II Internship. Applications are available in the fall from the fieldwork secretary and the awarded amount will be applied to tuition the semester when the Internship is taken. The amount of the award(s) varies each year.

Contact Jerry Bentley-Donnelly (410-704-2253; jbentleydonnelly@towson.edu) if you have questions.

2. Robertson Award in Occupational Therapy in Mental Health

This award was initiated in 1994 by Susan Robertson, previously a Towson University faculty member. The intent of the award is to recognize a student who has an interest in the psychosocial practice area and has demonstrated success in the classroom, laboratory, and Levels I and II Fieldwork experience. One graduate and one undergraduate student will be recognized. In the case of no eligible nominees, the award will be deferred.

Students may be nominated for this award by peers, faculty, or self. A brief form is completed by the nominating individual and submitted to the awards committee. Jerry Bentley-Donnelly will make the forms available to students in her pre-internship meeting with them. The awards committee will review the nominations and select one recipient to be awarded at the Graduation Tea.

3. Award of Recognition

This award is selected based on the nominations of student peers. The recipient is identified as a student who demonstrates an outstanding level of collaboration and teamwork in relationship with other students. Eligible students are those identified as being particularly helpful and showing a high degree of empathy and respect for others. Nomination forms for this award will also be made available to students at the pre-internship meeting with Jerry Bentley-Donnelly. The award recipient will be selected by the awards committee based on number and quality of nominations received. In the case

of two equally qualified nominees, two awardees may be selected and the presentation will be made at the Graduation Tea.

4. Award of Excellence

Students will be selected for this award based on nominations by faculty. The intent is to recognize a student who exemplifies academic excellence balanced with outstanding professional behaviors and a high level of commitment to the profession. In the case of two equally qualified candidates, two awards may be given. In the case of no eligible students, the award will be deferred.

Students appropriate for nomination demonstrate a number of the following:

- well-balanced
- leadership skills
- community involvement
- committee participation
- teamwork
- academics
- personal and professional growth
- collaboration with faculty and peers
- volunteerism
- professional behaviors

All of these awards will be presented at the graduation teas in December and May.

B. State Scholarships

The State of Maryland each year awards scholarships in several categories to legal residents of the State. These scholarships are awarded based on financial need and/or academic achievement. Students may apply for State Scholarships by using the Free Application for Federal Student Aid (FAFSA) or Renewal Application. An application may be obtained from Maryland Higher Education Commission's website at www.mhec.state.md.us. (*Towson University Undergraduate Catalog 2002-2003*, p. 19)

C. American Occupational Therapy Foundation Scholarships

American Occupational Therapy Foundation (AOTF) scholarships are available to students who are juniors and seniors in undergraduate occupational therapy programs, students enrolled in the final year of an occupational therapy assistant program, and graduate students pursuing entry-level and advanced degrees in occupational therapy. The Foundation seeks to grant 50% of the scholarships it awards annually to graduate students. Awards are made on the basis of financial need and scholastic ability. Application forms are available after September 1st. (Occupational therapy scholarships, loans, and financial aid. The American Occupational Therapy Foundation)

You may contact AOTF at 301-948-9626 to request a brochure detailing the AOTF scholarship and loan programs or a scholarship application.

1. The Henrietta Price Scholarship

The Henrietta Price Scholarship is awarded by the Maryland Occupational Therapy Association through the American Occupational Therapy Foundation. Applicants must be members of the Maryland Occupational Therapy Association.

A \$500 scholarship is given to a Maryland resident enrolled in the occupational therapy educational program at Towson University in the junior year at the baccalaureate degree level or second year at the professional master's degree level.

Deadline for applications is January 15; the scholarship is awarded at the Maryland Occupational Therapy Annual Conference, usually held in the fall. Contact S. Maggie Reitz (410-704-3499, mreitz@towson.edu) if you have any questions.

D. Other Scholarships/Stipends

Many facilities which employ occupational therapists offer scholarships and stipends to qualified occupational therapy students. Many of these programs give students a specified amount of money to offset the cost of tuition. In return students must agree to work as occupational therapists for the particular facility for a specified time period following graduation. The programs vary in their requirements and amounts of assistance given. The Veteran's Administration offers a scholarship like this to occupational therapy students in the final two years of the undergraduate program or masters program. Applications can be requested between March 1 and May 19 at 1-800-517-9876 (mountain time). The state of Maryland has a scholarship program which offers \$2000 to occupational therapy students.

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://cgeewebdb.towson.edu/CGER/grad/gsa/awards.htm>.

Students are encouraged to check the scholarship/stipend bulletin board and the Tuition Assistance Handbook (located in the Occupational Therapy & Occupational Science Department). The scholarship/stipend board contains the most recent opportunities received by the Occupational Therapy & Occupational Science Department while the tuition assistance handbook contains a more complete listing. In addition, students should explore the scholarship books in the reference section of Cook Library and inquire at Towson University's Women's Center.

E. Graduate Assistantships

A limited number of graduate assistantships on and off campus are available to qualified graduate students recommended by the appropriate department. The stipends vary according to length of the period of employment and the number of hours worked. The full stipend is \$4,800. In addition to the stipend the assistant receives a waiver of tuition for regular courses. Waivers are prorated according to the terms of the assistantship. Graduate assistants are required to provide appropriate work each week during the semesters in which assistantships are in effect. Application forms for assistantships may be obtained from the graduate office. Detailed information may be obtained by writing to the Associate Dean, Graduate Studies. (*Towson University Graduate School Catalog 2002-2003*, p.20)

F. Web Site Information

For up-to-date financial aid information visit the web site at <http://www.towson.edu/finaid>

V. RESOURCES

A. Video and Equipment Loans

1. Videos may be loaned to faculty, students, and clinical educators if we have a duplicate copy.
2. Loaner bags of ADL (Activities for Daily Living) equipment are available for use by Faculty, students, and clinical educators for use in the community. These resources must be reserved through the secretary.
3. Assessments may be borrowed on a one-to-one basis by faculty and students after contacting the faculty member who is teaching the content area. Students must show evidence of supervision while using assessments.

B. Journals in Cook Library

The following is a list of journals in Cook Library that students may find helpful in conducting research. Articles from journals not held by TU may be requested through document delivery or interlibrary loan. A charge may apply. See a reference librarian for information. The most recent issues of these journals are located on the shelves in the periodical room on the second floor.

American Journal of Occupational Therapy

V. 6(1952)-___ Bound

An additional set of the AJOT (1980-1992) is located behind the desk in the periodical room. These issues must be signed out using your student ID.

American Journal of Physical Medicine and Rehabilitation

1988-1992, Bound

Archives of Physical Medicine and Rehabilitation

V. 56(1975)- __ Bound

Australian Occupational Therapy Journal

V. 23(1976)-__ Bound

British Journal of Occupational Therapy

Bound V. 39(1976) and V. 41(1978)-

Incomplete and unbound V. 40(1977)

Missing V. 40(1979) n9

Canadian Journal of Occupational Therapy

Bound V.44(1977) - V.49(1982) and V. 52(1985)-

Incomplete and Unbound- V. 42(1975) and V. 51(1984)

Complete and Unbound- V. 43(1976)and V. 50(1983)

Missing- V. 51 n1; V. 42 n1 and n2; V. 40 n9

Community Mental Health Journal

Bound V. 1(1965) - V. 22(1986) and V. 24(1988) -

Incomplete and Unbound- V. 23(1987)

Missing- V.29 n4; V.23 n1

Journal of Rehabilitation

Bound- V. 26(1960)- V.53(1987)-

Incomplete and Unbound- V. 51(1985) and V. 56(1990)

Complete and Unbound V. 52(1986), V. 55(1989), and V. 57(1991)

Missing- V. 56 n2 and n3; V. 51 n4

Occupational Therapy Journal of Research

Bound V.1(1981) - V. 4(1984) and V. 6(1986)-

Incomplete and Unbound- V. 5f(1985)
Missing- V.5 n2 and n3

Occupational Therapy in Mental Health

Bound V. 2(1982)-
Incomplete and Unbound V. 11(1991)
Missing- V. 11 n2 and n3

Physical and Occupational Therapy in Geriatrics

Bound 1982-

Physical and Occupational Therapy in Pediatrics

Bound V. 2(1982)-
Missing- V. 13 n1; V. 11 n1

Physical Therapy

Bound V. 55(1975) - V. 60(1980)
 V. 61(1981) n7-12 - V. 64(1984)
 V. 65(1985) n7-12 - V. 68(1988) n1-6
 V. 69(1989) - V. 70(1990)
 V. 71(1991) n7-12 -
Incomplete and Unbound V. 61(1981) n1-6
 V. 65(1985) n1-6
 V. 68(1988) n7-12
 V. 71(1991) n1-6
Missing- V. 71 n3; V. 68 n9; V. 65 n2; V. 61 n1

Sexuality and Disability

Bound V. 7(1984) -

C. Guidelines for Use of Learning Resource Center and Materials

The Learning Resource Center (LRC) for the Occupational Therapy & Occupational Science Department is located in room 303 in Lida Lee Tall. This room is strictly for the use of occupational therapy staff and students only for the purposes of research and studying. Students are to use the student lounge and room 306 (when available) for socializing, relaxing, and eating. The LRC is staffed by a dept. technician at various hours during the week.

1. What's available:

- eight personal computers (labeled "A," "B," and "C")
- one color DeskJet printer hooked up to computer A
- one color Laser printer hooked up to computers B-H
- all computers have access to e-mail and the Internet
- fieldwork placements file
- graduate projects from past students
- *American Journal of Occupational Therapy* (AJOT)
- selected issues of: *Occupational Therapy Journal of Research*
- OT periodicals: *OT Week*, *Advance*, *OT Practice*
- reference books on various topics
- service learning materials
- faculty reserve materials
- electric hole puncher, stapler, and dictionary

2. Rules and Responsibilities:

- a. Students are expected to be considerate of others who are using the materials in the LRC. This means that:
 - (1) there should be no loud talking if others are working on assignments;
 - (2) no books or journals should be returned in bad condition (i.e., no pages missing or notes written in the text);
 - (3) all materials returned in a timely fashion
- b. Books are loaned out on a honor system. You need to sign out the book on the sheet located on the LRC bulletin board inside the room. Please return these within 2 weeks.
- c. *AJOTs* are loaned out only with a request to the LRC technician. You may make this request in person if the tech is on duty at the time. Or you may make a request via the request form and placing it in the request folder located just outside the LRC. There is an index of *AJOT* articles for the issues we carry located on top of the bookcase. Use this index to make your *AJOT* requests.

ONLY THE LRC TECHNICIAN IS ALLOWED TO LOAN OUT THE *AJOTs*. DO NOT REQUEST THE OFFICE STAFF TO DO THIS FOR YOU.

For requests that are not done in person, the LRC tech will place the requested *AJOT* in the pick up holder located in the OT office next to the faculty mailboxes. There is also a box where *AJOTs* can be returned located here if you are unable to give your *AJOT* to the tech in person.

AJOTS ARE LOANED OUT ONLY FOR 1-2 DAYS AT THE MOST.

Many students request the same issues of journals. In order for everyone to have the opportunity to use the journals, we request that you only keep the *AJOT* issue for as long as it takes to copy the article.

- d. Students are expected to be aware of and follow copyright laws and the OT Code of Ethics when using all resources in the LRC.
- e. Graduate projects are signed out in a similar fashion as the *AJOTs*. The graduate projects have a separate request form located next to the *AJOT* request forms. The LRC Tech will fill requests for projects. Projects may be checked out for 2 weeks.
- f. Food and drinks are prohibited.
- g. Hours of the LRC are typically 8-4:30 pm. There may be some exceptions during semesters when evening classes need access to the LRC after 4:30 pm. Late hours will be posted. You can also expect that the LRC will be reserved for classes at various times during the semester. These times will be posted ahead of time. **Please plan accordingly, as the LRC will not be opened at any other times.**
- h. If you have a book or journal overdue, a notice will be left for you on the communication board giving you a reminder. We really do not want to “hound” people about returning items.

D. Job File

The Occupational Therapy & Occupational Science Department maintains job file binders located in the LRC.

These binders include recently listed job opportunities as well as detailed information concerning the various places of employment (general hospitals, rehabilitation hospitals, etc.). Consider these binders a good source of information for locating occupational therapy employment opportunities.

E. Campus Resources

The following is a partial list of the resources available to you as a Towson student. For a more complete listing consult the *Towson University Undergraduate Catalog 2002-2003* or the *Towson University Graduate Catalog 2002-2003*.

1. University Academic Advising Center, Lecture Hall, (410) 704-2472

This center can provide you with information concerning the university's policies, procedures, and requirements. Advisors are available to help students review their progress toward the fulfillment of general university requirements.

2. Computing Service, Cook Library, Ground Floor, (410) 704-5151

Computer support for instruction and research is provided by the Computing and Network Services Department. The Department operates open laboratories for use by faculty and students which provide on-line terminals and printers; a graphics work-station and X-terminal; a demonstration classroom; a networked pc lab; various other microcomputers and printers; and video viewers. Special equipment has been installed to assist students with disabilities. Software available on the networked microcomputers consists of WordPerfect, Lotus, DBase, Saber Menuing, HTML Assistant, Netscape and Windows for Work-groups software. (*Towson University Undergraduate Catalog 2002-2003*, p. 46).

3. Copy Center, Cook Library, main lobby, (410) 704-3254
4. Educational Technologies Center, Hawkins Hall 210, (410) 704-2541
5. Tutorial Services Center, Administration Building 235, (410) 704-2291
6. The Writing Lab, Lida Lee Tall 308, (410) 704-3426
7. Student Health Service, Dowell Health Center, (410) 704-2466

The Health Center is open 8:30 a.m. to 4:30 p.m. Call to make an appointment for non-urgent problems. Most services are free or offered at a minimal cost. Fees must be paid through a retail account or by check. No cash is accepted. The Health Center also has information to assist students in obtaining student health insurance.

8. Student Day Care Center, Lida Lee Tall, first floor, (410) 704-2652
9. Multi-Cultural and International Services
 - SAGE Program (Students Achieve Goals through Education), University Union 317, (410) 704-3789
 - International Education, Administration Building, second floor, (410) 704-2919

- English Language Center, Media Center 201, (410) 704-2552

10. Parking Services, University Union 118, (410) 704-2284

Students may park on campus if they are commuters or resident students (except first year undergraduates). They may purchase their permits by the semester or by the academic year. A permit does not guarantee a space on campus but is necessary in order to park on campus. Current cost is \$80 per year or \$50 per semester. The LLT parking garage fills up by 8:10 a.m. Spaces are usually available near the Administration Building until 9:00 a.m. After 9:00 a.m., park at the Towson Center. An on-campus shuttle service circles the campus, taking students between the classroom buildings and the parking lots.

11. Career Center, Enrollment Services Center, Room 332, (410) 704-2233

The Career Center helps students prepare and search for meaningful and satisfying careers, and provides services and information leading to on-and-off-campus full-time and part-time employment. Services include workshops on resume writing, interview techniques and job search tips, job fairs, resume referral services, and graduate school information.

12. Natural Sciences Tutorials, Smith Hall, Room 538, Coordinator: Liina Ladon, (410) 704-3054

Assists students who are enrolled in biology, chemistry, physical science and physics courses through individual and small-group tutoring, as well as computer-assisted instruction. The location of each tutorial is listed below.

- Biology Tutorial, Smith Hall 360
- Physical Science Tutorial, Smith Hall 538
- Chemistry Tutorial, Smith Hall 538
- Physics Tutorial, Smith Hall 538

13. Helene Fuld Learning Resource Center, Burdick 106

This learning resource center is open only for students enrolled in courses in the College of Health Professions. The center has eight study carrels and six computers.

F. HELENE FULD LEARNING RESOURCE CENTER: POLICIES AND STANDARDS OF BEHAVIOR

The Helene Fuld Learning Resource Center (LRC), located in Burdick Hall, Room 106, was developed for students enrolled in courses offered by the College of Health Professions. So that all students may use the room as it was intended, the following policies and standards of conduct were developed.

1. Since students are learning, a quiet atmosphere shall be maintained. Speak softly and refrain from playing radios or tapes (with or without headphones).
2. The LRC and its contents shall be available to students during posted hours.
 - a. The use of the LRC is limited to students enrolled in courses offered by the College of Health Professions.
 - b. Students may use the facilities of the LRC only during posted hours when a student monitor or faculty member is present.
 - c. The facilities are available on a first come, first served basis.
 - d. Students shall sign in and sign out so that we may evaluate the use of the room.
 - e. A suggestion box is available for ideas to improve the functioning of the LRC.
 - f. Nursing students only may use the designated HELENE FULD NURSING computers. (They were purchased with a grant stipulating they be used only by nursing students.)
 - g. The printer paper has been purchased for use with the computers in the LRC. The paper is not to be used for other purposes.
 - h. Faculty may remove computers for class use in Burdick Hall with permission of their respective department chairperson. Designated NURSING computers (purchased with the Fuld Grant) may only be used by nursing faculty.
 - i. Computers which are removed for class use must be signed out in the notebook on the monitor's desk.
 - j. Faculty may schedule classes related to computer use, with the LRC coordinator, at times other than open LRC hours.
3. The reading and computer materials shall be maintained in usable condition.

- a. There shall be no eating or drinking in the LRC at any time. Any food or fluids (e.g., a lunch) must be kept in closed containers in a place other than on the computer table or study carrel.
 - b. Materials are to remain in the LRC and MAY NOT be removed.
 - c. No changes may be made to computer programs or reading materials at any time.
4. Computer hardware and software is expensive and may be complex to use. Care must be exercised to insure that they remain in usable condition. The following standards were written to assure that the users of the hardware and software are familiar with their operation as well as the ethical and legal issues involved with software use.
- a. Students must demonstrate the capability to use a computer prior to using the LRC computers. If a student is not familiar with either the computer or the program the student monitor is available to assist.
 - b. University policy states that copyrighted software is assigned to one person who accepts responsibility for its use on University/College/Department computers only. Thus, copyrighted software is not available for use on another computer.
 - c. Any disks used in the LRC must be checked using the anti-virus program prior to use.
 - d. Students must supply their own disks for the purpose of saving their work.
 - e. Hard drives will be cleared of all student work at closing time.
 - f. Computer manuals may be signed out for use in the LRC by relinquishing a TU identification card and must be returned at the end of the computer use period.
 - g. Whenever possible, programs will be loaded on the hard drive. When this is not possible (rarely) working copies of original disks will be made for regular use. The original disks (master copies) will be kept locked in the LRC.
5. Anyone found to be in violation of the above policies or standards shall be asked to leave the LRC immediately and may be denied future privileges.