



# Occupational Therapy Program Student Manual 2023

A. Mission of the University and Department of Occupational Therapy	3
B. Philosophy of the Occupational Therapy Program	3
C. Curriculum Design	5
D. Occupational Therapy Student Learning Outcomes	6
A. Curriculum Sequence	7
B. Community-Based Learning	8
C. Professional Development Activities Requirement	9
D. Doctor of Occupational Therapy (OTD) Track	9
E. Curriculum Grid	10
F. Course Descriptions for Master's and Doctoral Programs	16
A. Departmental Academic Policies and Procedures	25
a. Advancement and Retention	25
b. Academic Integrity	26
c. Professional Behaviors	26
B. Grading Policy	27
C. Confidentiality Requirement	28
D. Appeal Procedure	29
E. Laboratory Food and Drink Policy	30
A. Professional Organizations	




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Educators: Provide opportunities for experiences for active engagement within a variety of

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

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



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

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

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

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

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

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

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

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

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

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

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

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







# Occupational Therapy Program Student Manual 2023

Major      OT 322/L

Occupational Therapy Program Student Manual 2023

Major	OT 542	Understanding Disability & Therapeutic Relationship	3			
Major	OT 550	Graduate Seminar in Theory			3	
Major	OT 592	Research & Scholarship II	2			
Major	OT 593	Research & Scholarship III			2	
Major	OT 544	Leadership, Ethics & Pragmatics			3	
Major	OT 582	OT Level II Fieldwork II <sup>3</sup>				6
		(undergrad: 125, Grad: 39)				

Occupational Therapy Program Student Manual 2023

Requirement	Course Number	Course Name		Fall Credits	Int	Spring Credits	Sum
Major	OT 120	(FYOC) (FYDT) Foundations of Occupational Therapy		3			
Major	OT 121	Occupational Performance				3	





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

Students will explore and analyze occupations/activities throughout the lifespan and gain experience in activity modification (activity grading, environmental modifications) through collaborative learning, problem-













depth. Through various learning activities students will demonstrate how their analyses of occupational therapy theories and related assessments are used to frame practice.


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

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

(Prerequisite: completion of all undergraduate coursework or academic graduate coursework) Level II fieldwork is designed to provide opportunities for the student to integrate academically acquired knowledge with Occupational Therapy practice in physical, psychosocial, and developmental context. Level II experiences are mentored to facilitate student clinical reasoning in current and e0 0 1 72.024 453.43 Tport Level II

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

In Seminar III: Doctoral Capstone students work with their assigned f



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

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

Students who enter this program as freshman generally proceed through four years o







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

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

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

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


The University, by policy and law, will not share information regarding the activities of its students. Students, therefore,



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

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

Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets or on countertops or



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

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

Accreditation Council for Occupational Therapy Education (ACOTE):

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

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

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

Pennsylvania Occupational Therapy Association: [www.pota.org](http://www.pota.org)

New Jersey Occuon.aspx







St. Thomas Hall 5<sup>th</sup> Floor

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

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



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

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



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

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

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

All students are required to complete a minimum of 24 weeks of full time Level II fieldwork in a facility approved by the department. To ensure continuity of application of academic concepts, (exp)-3(ect)6(ed)-6( )6(t)-4(r). G[(bt912 C-5(OTE[(bt912-2(s)11(t)-3(an)4(d)ar2(ed)-4(s7)-4( n o)5(f)-4(ield)3(w)-4



given consideration ; however, students are obligated to accept their assigned fieldwork placement.

(below).

- Level II Fieldwork is scheduled in the summer after senior year, and in either the summer or fall after the graduate year.
- All attempts are made to assign placements as close as possible to the address(es) provided on the placement worksheet; however, this is not always possible. Students may be assigned a fieldwork placement in the Scranton or surrounding area.
- Any changes to the established Level I or Level II fieldwork schedule must be processed

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

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

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

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



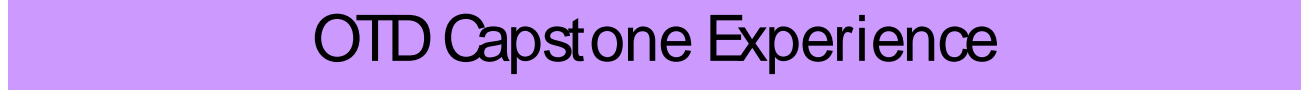


Prior to attending the first Level I fieldwork rotation, all students are required to attend a Fieldwork Orientation and a Professional Behaviors Seminar facilitated by the department's Fieldwork Office. During these mandatory sessions, students will receive important information about the fieldwork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

All students are to review and sign the Essential Functions for Occupational Therapy Students document at the beginning of each academic year. A signature on this document indicates that the student is able to perform all duties required in the classroom and fieldwork setting

course, they will receive a grade U for the course at the end of the term. The student will not be allowed to withdraw from the course and will not receive a tuition refund.

a.



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

The doctoral capstone consists of two parts:

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

(Complete and return to Department)

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

Name: \_\_\_\_\_  
(Please print)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_