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# SECTION I – GENERAL INFORMATION

## DIVISION OF OCCUPATIONAL SCIENCE FACULTY AND STAFF

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>TITLE</th>
<th>SPECIAL INTERESTS/SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Humphry, PhD, OTR/L, FAOTA</td>
<td>Professor and Director</td>
<td>Developmental Disabilities, Model Development, Caregivers and Families</td>
</tr>
<tr>
<td>Office 2066</td>
<td></td>
<td></td>
</tr>
<tr>
<td>919-966-2452</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bagatell, Nancy, PhD, OTR/L</td>
<td>Associate Professor</td>
<td>Adolescents and Adults with Autism; Neurodevelopment, the Scholarship of Teaching and Learning</td>
</tr>
<tr>
<td>Office 2052</td>
<td></td>
<td></td>
</tr>
<tr>
<td>919-843-4463</td>
<td></td>
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</tr>
<tr>
<td>Grace Baranek, PhD, OTR/L, FAOTA</td>
<td>Professor Associate Chair for Research, DAHS</td>
<td>Autism: Early Identification and Intervention, Sensory Processing (Behavioral, Developmental &amp; Neurophysiological Aspects), Social-Communication, and Play Occupations.</td>
</tr>
<tr>
<td>Office 2065</td>
<td></td>
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</tr>
<tr>
<td>919-843-4467</td>
<td></td>
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</tr>
<tr>
<td>Antoine Bailliard, PhD, OTR/L</td>
<td>Assistant Professor</td>
<td>Mental Health, Immigration</td>
</tr>
<tr>
<td>Office 2053</td>
<td></td>
<td></td>
</tr>
<tr>
<td>919-843-4468</td>
<td></td>
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</tr>
<tr>
<td>Brian Boyd, PhD</td>
<td>Associate Professor</td>
<td>Autism, Repetitive behaviors, Classroom-based interventions</td>
</tr>
<tr>
<td>Office 2063</td>
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<tr>
<td>919-843-4465</td>
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<tr>
<td>Sue Coppola, MS, OTR/L, FAOTA, BCG</td>
<td>Associate Professor</td>
<td>OT for Older Adults, Interdisciplinary Teamwork, Fieldwork</td>
</tr>
<tr>
<td>Office 2063</td>
<td></td>
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</tr>
<tr>
<td>919-966-9006</td>
<td></td>
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</tr>
<tr>
<td>Lauren Holahan, MS, OTR/L</td>
<td>Associate Professor</td>
<td>School-based Practice, Special Education Policy, Ethics</td>
</tr>
<tr>
<td>Office 2060</td>
<td></td>
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</tr>
<tr>
<td>919-843-4466</td>
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</tr>
<tr>
<td>Linn Wakeford, MS, OTR/L, PhD Can.</td>
<td>Associate Professor</td>
<td>Early Intervention, Preschool Children, Camp Programs</td>
</tr>
<tr>
<td>Office 2061</td>
<td></td>
<td></td>
</tr>
<tr>
<td>919-843-4464</td>
<td></td>
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</tr>
<tr>
<td>Jenny Womack, MA, MS, OTR/L, C/PH, CAPS, SCDCM, FAOTA</td>
<td>Associate Professor</td>
<td>Community Based Practice, Physical Rehabilitation, Driving and Community Mobility, Participation post-stroke, Aging</td>
</tr>
<tr>
<td>Office 2054</td>
<td></td>
<td></td>
</tr>
<tr>
<td>919-843-4472</td>
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</tbody>
</table>

**Professors Emeriti**
- Virginia Dickie, Ph.D., OTR/L, FAOTA
- Cathy Nielson, MPH, FAOTA
- Jane Rourk OTR/L, FAOTA

Division Founder and Professor in Memoriam:
- Marlys Mitchell PhD OTR/L FAOTA

## STAFF

<table>
<thead>
<tr>
<th>STAFF</th>
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<tbody>
<tr>
<td>Vacant</td>
<td>Student Services Administrative Support</td>
</tr>
</tbody>
</table>
The Division of Occupational Science provides academic and professional advisement for all students enrolled in the program. General academic advisors must be members of the OT teaching faculty. To assure an equitable workload for faculty and accessible advisors for students, the following procedure will be used:

1. The Program Director will assign students to academic advisors in the Division. The assigned faculty member becomes the student's first year academic advisor. Advising assignments may change in the second year in relation to faculty workload or student request.
2. Students and academic advisors will meet as often as is necessary to assure a sound course of study. Frequency and methods of contact will be determined mutually by the student and faculty. The academic advisor will document each appointment.
3. The academic advisor is responsible for providing general advice on academic affairs. The academic advisor's duties do not include medical or psychiatric counseling of students. (See University procedures on referral for counseling).
4. All questions regarding specific courses or course requirements should be directed to the instructor of the course.
5. Students may change faculty advisors in the following manner:
   • The student requesting a change of faculty advisor shall obtain permission from their current advisor as well as from the preferred advisor.
   • The student shall provide a written statement to both parties explaining the reasons for the change. Written requests will remain in the student's file.
   • Both faculty members must agree to the change.
   • Faculty advisement loads will be taken into consideration. Therefore, every effort will be made to maintain an equitable distribution of students among advising faculty.
6. Student-faculty contact will be documented as necessary and included in the student's academic record.

ADVISING ASSIGNMENTS - CLASS OF 2016

<table>
<thead>
<tr>
<th>NANCY BAGATELL</th>
<th>ANTOINE BAILLIARD</th>
<th>LINN WAKEFORD</th>
<th>JENNY WOMACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adasme, Ryan</td>
<td>Allende, Oyoana</td>
<td>Bayley, Meg</td>
<td>Bermel, Julia</td>
</tr>
<tr>
<td>Crisp, Rebekah</td>
<td>Christopher, Michelle</td>
<td>Biglow, Caryn</td>
<td>Dunn, Tyler</td>
</tr>
<tr>
<td>Davis, Stephanie</td>
<td>George, Anna</td>
<td>Dallman, Aaron</td>
<td>Hopper, Emily</td>
</tr>
<tr>
<td>Shapiro, Sarah</td>
<td>Miller, Rachel</td>
<td>Jones, Lauren</td>
<td>Norris, Katy</td>
</tr>
<tr>
<td>Rosenthal, Emma</td>
<td>Triplett, Benjamin</td>
<td>Mooneyham, Erin</td>
<td>Stiller, Jamie</td>
</tr>
<tr>
<td></td>
<td>Voorhees, Lindsay</td>
<td>Proctor, Lauren</td>
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### Fall Semester 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>OS Division Initial Orientation session</td>
<td>Monday, August 18</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Tuesday, August 19</td>
</tr>
<tr>
<td>Community Meeting</td>
<td>Tuesday, August 19 12-1 pm</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>Mon., Sept. 1</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year students: Fieldwork I</td>
<td>September 10</td>
</tr>
<tr>
<td>Faculty Meeting 1:00-3:00</td>
<td>Friday, September 19</td>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year students: Fieldwork I</td>
<td>October 6, 7, 8</td>
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<tr>
<td>Visitors from Luleå University of Technology OT Department, Luleå, Sweden</td>
<td>October 6 - 15</td>
</tr>
<tr>
<td>Fall Break Begins 5:00 PM</td>
<td>Wed., October 15– Fri. October 17</td>
</tr>
<tr>
<td>SSO Conference – Minneapolis MN</td>
<td>Thurs October 16- Sat. 18</td>
</tr>
<tr>
<td>NCOTA Annual Conference – Winston-Salem NC</td>
<td>Sat October 18 – Sun October 19</td>
</tr>
<tr>
<td>Community Meeting</td>
<td>Tuesday, October 21, 12-1 pm</td>
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<tr>
<td>Faculty Meeting 1:00-3:00</td>
<td>Friday, October 24</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year students: Fieldwork I</td>
<td>November 17-21</td>
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<tr>
<td>Faculty Meeting 1:00 – 3:00</td>
<td>November 21</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 26-28</td>
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<tr>
<td>Community Meeting</td>
<td>Tuesday Dec. 2, 12-1 pm</td>
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<tr>
<td>Classes End</td>
<td>Wed., Dec. 3</td>
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<tr>
<td>Exam Days</td>
<td>Dec. 5, 6, 8, 9, 11, 12</td>
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<tr>
<td>Note* First Year Presentation Day Dec 5</td>
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<tr>
<td>AOTA Specialty Conference on Aging (Charlotte NC)</td>
<td>Dec 6</td>
</tr>
<tr>
<td>Faculty Meeting 1:00-3:00</td>
<td>Friday, December 12</td>
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</tbody>
</table>

### Spring Semester 2014 (Faculty and Community Meetings TBA)

Please see Fieldwork Manual for Fieldwork Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Wed., Jan. 7</td>
</tr>
<tr>
<td>Martin Luther King Jr. Holiday</td>
<td>Mon., Jan 19</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 6-10</td>
</tr>
<tr>
<td>So Gero. Society</td>
<td>April 4-7</td>
</tr>
<tr>
<td>Holiday</td>
<td>Fri., April 3</td>
</tr>
<tr>
<td>AOTA Annual Conference – Nashville TN</td>
<td>April 16-19</td>
</tr>
<tr>
<td>Classes End</td>
<td>Fri., April 24</td>
</tr>
<tr>
<td>Exam Days</td>
<td>April 27, 28, 30 May 1, 4, 5</td>
</tr>
<tr>
<td>Commencement</td>
<td>Mothers Day May 10</td>
</tr>
<tr>
<td>IMFAR Conference – Salt Lake City Utah</td>
<td>May 14- 17</td>
</tr>
<tr>
<td>OS &amp; OT Division Retreat</td>
<td>Week of May 12&lt;sup&gt;th&lt;/sup&gt;?</td>
</tr>
<tr>
<td>Holiday</td>
<td>May 26, 2014</td>
</tr>
</tbody>
</table>

**NOTE:** Fall 2015 semester will begin for the MSOT Program on August 1, 2015
QUICK REFERENCE TO SPECIFIC ACTIVITIES:

FACULTY MEETINGS – FALL 2014
September 19
October 24
November 21
December 12

FW I
Fall 2014:
September 10
October 6, 7, 8,
November 17-21

MAJOR CONFERENCES
SSO Annual Conference October 16-18, 2014
NCOTA Annual Conference October 18-19, 2014
AOTA Specialty Conference on Aging December 6, 2014
AOTA Annual Conference April 16-19, 2015
Southern Gerontological Society April 15-18, 2015
IMFAR (Autism Research Conference) May 14-17

DIVISION ADDRESS AND TELEPHONE NUMBER:
Division of Occupational Science and Occupational Therapy
Department of Allied Health Sciences
School of Medicine CB#7122
UNC-CH
321 South Columbia Street (Use this street address for FedEx and UPS deliveries)
Bondurant Hall Suite 2050
Chapel Hill, NC 27599-7122
(919) 966-2451

STUDENT E-MAIL ACCOUNTS
Students are required to have and maintain a UNC-CH email address, preferably with the suffix med.unc.edu, and are expected to check their e-mail daily. Faculty and staff use e-mail for messages, announcements and some class assignments. This account will also be used for registration in Sakai sites, library searches and internet access for class assignments. Please change your UNC directory information to specify this email account.

STUDENT MAILBOXES
Each student is assigned a mailbox in the Division of Occupational Science suite. Any mail, messages, graded assignments, memos and announcements received for a student will be placed in his/her box. Students are encouraged to check their mailboxes regularly. Student mailboxes should not be used for storage and should be cleaned out on a regular basis. Graded assignments that are too large for the student mailbox will be placed on the counter in the OS Division Suite. Please return all campus mail envelopes to the top of the mailboxes.
STUDENT LOCKERS
At orientation, each student will be assigned an individual locker in Bondurant Hall. Students will need to empty their lockers before leaving for fieldwork in May. There is a fee charged to replace a lost lock.

REGISTRATION
The student will be responsible for his or her own registration after receiving registration information from the Division. It is the student’s responsibility to make certain that their account is clear of any holds and to correct any registration errors.

EDUCATIONAL ASSISTANCE COMMITTEE
The Department of Allied Health Sciences (DAHS) receives scholarship and loan money from the UNC Hospitals Auxiliary. Students may apply for emergency loans or regular loans for up to $300. Loans are interest free and payment is expected after the first year of employment. The EAC also administers fellowships. Fellowships are based on scholarship, professional potential and financial need. Linn Wakeford is the Division's representative to the EAC. If you would like information on this service, contact Linn for information and application forms at any time.

STUDENT ALCOHOL POLICY
Students and their guests aged 21 or older may possess and consume alcoholic beverages in individual campus residence hall rooms or apartments on campus, but not in common areas of residence halls on campus. Common source containers of alcohol (kegs) are not permitted on the UNC-CH campus. No public possession or consumption of alcohol is allowed at any time. No person, organization, or corporation may sell or indirectly sell any kind of alcoholic beverage on campus. **No alcohol may be served or consumed in any University building or open space except as provided in the University’s Guidelines.**

No Student Activity Fees or other University collected fees shall be used to purchase alcohol for use either on campus or off campus. No other funds of an officially recognized student group deposited or administered through the Student Activities Fund Office (from dues, donations, etc.) may be used to purchase alcohol for use either on campus or off campus. **(Consult the University Guidelines on Alcohol Use and Possession for clarifications and/or exceptions.)**

HEALTH, SAFETY AND SECURITY PROCEDURES:
• Anyone who notices something suspicious or out of the ordinary should notify University Police at 911.
• Yellow posters indicating emergency procedures are located in all university classrooms.
• Emergency call boxes with direct lines to the University Police are located around campus. Yellow and red call boxes are operated by opening the door and lifting the telephone receiver. Other call boxes are activated by pushing a button.
• The Point-to-Point Campus Shuttle (P2P) is available to transport faculty, staff, and students around campus and to their cars in campus parking lots between dusk and dawn seven days a week. To arrange a ride, call 962-P TO P (962-7867) (TDD 962-7142).
• When walking on campus at night, Safe Escort is available to and from campus libraries. To arrange an escort, call 962-SAFE (962-7233).
To receive emergency text messages from campus safety, you can register your cell phone number at https://dir.unc.edu/dir/update/home.jsp

If using campus labs or libraries in the evenings or on weekends, the Division stresses the use of safety precautions and available University services. When walking at night, plan your routes in advance, stay in well-lit areas, remain alert to your surroundings, and never walk alone! If at all possible, meet your classmates at a central location or at someone’s home and ride to campus together.

CLINICAL SAFETY AND HEALTH REQUIREMENTS
Please refer to the Fieldwork Manual for all information concerning:
- Required Immunizations
- OSHA Training
- CPR Training
- Certified Background Checks

These requirements are to be strictly followed in order to be eligible for participation in fieldwork experiences, which are a required part of your academic preparation as an occupational therapist.

FIRST AID
Basic first aid supplies are available in the OS Division. Report any injuries that occur during class to the instructor.

EMERGENCY CONTACT
All students must provide a current emergency contact number to the program director and student services. This must be updated if it changes.

REPORTING EMERGENCIES
Use your mobile phone, the telephone in the OS apartment, or a phone in an open office near the classroom to call 911 in case of an emergency.

EVACUATION ROUTES
Building evacuation routes are posted on each floor of Bondurant Hall across from the elevators and bathroom entrances. Stairways at each end of the building should be used in case of fire. Do not use elevators. In the event of a fire alarm, leave the classroom and proceed to the nearest stairway. Exit the building and wait in the courtyard outside until the fire alarm ceases (when the fire department resets it).

SCHOOL OF MEDICINE NAME BADGES
All students will be issued a picture name badge through the School of Medicine. These badges grant passage to the rooms to which MSOT students have access. Please do not share or give your badge to other parties.

BONDURANT HALL
Bondurant Hall is open 7:30 am -5:30 pm., M-F. Entry at other times is limited to individuals with approved card access. Classrooms are shared with other Allied Health and medical programs. Students may not leave personal items in the classrooms.

STUDENT USE OF DIVISION RESOURCES
Supplies and Equipment
Office supplies and equipment are funded at a level to meet the needs of faculty and to
enhance the educational process. Students must request permission from a faculty member to use supplies or equipment belonging to the Division. Equipment must be signed out and returned within the agreed upon time frame. The student is responsible for loss or damage incurred.

Telephones
Students are not permitted to use Division telephones for personal use. Faculty must approve student use of Division telephones for research, fieldwork, or Student Occupational Therapy Association purposes. The Division’s support staff will receive and deliver emergency personal messages only. Cell phones are to be silenced during classes.

Laptops
Laptops are welcome in the classroom, but texting and other non-class related uses of them are not.

Copiers
There are copy machines in the Health Sciences Library and other campus libraries where students can make copies for a small fee per page (or as included in student fees). Students are responsible for making copies of records (e.g., health insurance, CPR cards) submitted for fieldwork. Students are not permitted to use the DAHS copiers for personal use.

Occupational Science Apartment (Bondurant 1120) and AT Lab
Students are welcome to use the apartment and AT lab when they are not being used for classes or meetings, providing that these areas are kept clean. For the kitchen this includes wiping out the microwave, washing dishes, disposing of trash, wiping off table tops, and removing personal items from the refrigerator each week. Do not leave unwashed dishes in the sink.

CLASS ATTENDANCE AND PARTICIPATION
Active participation in class is crucial to the learning process in a graduate program. Each class is planned carefully to provide students with optimal learning opportunities. Much of the learning is interactive and depends on student’s active engagement with their peers and instructors. Active participation includes active listening, taking notes, asking questions about class content, offering comments and responses to the questions of others in large and small group discussions, and contributing to the successful completion of group work.

Absences
Students are expected to attend all class sessions with readings and assignments completed prior to class. The student is responsible for communicating with the instructor about any absences. Students are encouraged to do so prior to class.

Make-up Assignments
The general purpose of any make-up assignment is to ensure the student has an understanding of the content that s/he missed as a result of being absent. The assignments are designed so that students “stay on track” with class peers. However, because the content and instructional methods vary greatly by course, it is not possible to have a definitive list of make-up assignments.
Except when there are extreme extenuating circumstances, it is the responsibility of the student to contact the instructor within 2 days of the absence to determine the best way to cover the content missed. This may include:

- Completing a summary of class content based on readings, handouts, and notes/audio recording taken by a classmate.
- Meeting with/collaborating with a fellow group member to make sure that one’s own work is continuing to contribute fairly to the work of the small group overall (when absence involves the work of an ongoing group).
- Completing any in-class assignments missed as a result of the absence.
- Meeting with the instructor. Preparation for this meeting may include reflecting on each of the learning objectives for the missed class, and being prepared to discuss or demonstrate understanding of that content with the instructor.
- Other methods appropriate to content missed, determined via student/instructor discussion.

Any make-up work should be completed within 1 week from the date it was assigned, unless the course instructor/student have agreed upon an alternative due date. The course instructor has the discretion to decide how absences potentially affect the student’s overall participation grade for the course.

**Videoconferencing**
Although videoconferencing offers opportunities for gathering information and participating in class on some levels, it is not adequate for all class sessions (e.g., those in which there are hands-on activities). The OT curriculum is designed for in-person participation and to make use of the social context to enhance learning experiences. Therefore, the use of videoconferencing (or other methods of remote participation) as a form of class attendance should be minimal, and at the discretion of the instructor in terms of whether or not it constitutes full class participation for the class session in question. If the instructor determines that videoconferencing does not constitute full participation in class, the policy regarding make up assignments will apply.

**Professional behavior**
Professional behavior is expected at all times; this includes arriving and being prepared to start class on time, having cell phones turned off except for emergency circumstances (please let the instructor know if you need to leave your phone on), using laptops/tablets only for educational purposes, and being respectful of both classmates and the instructor by limiting social conversations to breaks, or before and after class times, and keeping trips to restroom/water fountain minimal to avoid distracting others as you leave class. If you bring food and/or drinks into the classroom, you must remove them and any trash when you leave class that same day.

**INCLEMENT WEATHER**
In the event of snow, ice, or other severe weather, the faculty will confer and decide whether to reschedule or cancel classes. One faculty member will then call a designated student who will activate the student telephone tree. Any classes that are cancelled may be rescheduled. Students may also contact CAROLINE at 962-UNC1 (8621) and select the Weather and Disaster option or visit the University's homepage: http://www.unc.edu.

**FACULTY MEETINGS**
The Division of Occupational Science faculty meets monthly to discuss Division
An elected student representative from each class is in attendance during the fall and spring semesters. The student representative brings issues to the faculty and reports decisions back to the students. A doctoral student representative is also invited to attend the meeting.

UNIVERSITY RESOURCES

Academic Integrity (http://gradschool.unc.edu/publications/ethics.html)

DAHS Student Services Office
Suite 1020 Bondurant Hall  
http://www.med.unc.edu/ahs/student-services
The mission of the Office of Student Services is to promote positive relations between the students of the Department of Allied Health Sciences and their many constituents on campus and in the community. Contact Brenda Everett Mitchell  
(Brenda_mitchell@med.unc.edu)

Bookstore  (http://www.store.unc.edu/hab/)
The Health Affairs Bookstore is located on the bottom level of the Student Stores. The Textbook Division of the Student Stores offers an additional selection of text and other books, which may be helpful to you. Student Stores is open every day of the week. Call 962-5066 or 962-5024 for specific hours.

Career Services (http://careers.unc.edu/)

Campus Recreation (http://campusrec.unc.edu/)
A wide variety of services geared toward physical activity and health are available through this office. Call 843-PLAY for more information regarding campus leagues, gyms, pools and other services available.

Computer Labs (http://help.unc.edu/1908)
There are a number of computer labs available for student use on campus. There are computers designated for occupational therapy student use in the OT Lab. School related work takes priority. Call ATN’s Computer Training Center (962-0101) for more information on campus computer labs and their locations.

Connect Carolina http://connectcarolina.unc.edu

Students can access their grades, register online, and make changes to their personal information at the Connect Carolina Website. It can be accessed easily from the UNC homepage.

Food
Here are a few of the options for coffee and food near Bondurant Hall:

- The Beach Cafe: first floor of Brinkhous-Bullitt, offers a variety of breakfast, lunch and snack items.
- The Tar Heal Café, located in the Thurston Bowles building
- Terrace Café on the 2nd floor of the Children’s Hospital
- Corner Café on the 1st floor of Memorial Hospital
- Friend’s Café in the Health Sciences Library serves coffee, pastries, and lunch items.
- Café in the Atrium of the Michael Hooker Building: School of Public Health
Information Technology Services (http://its.unc.edu/its/index.htm)
For study and time management strategies - SASB 962-3782

Libraries (http://www.lib.unc.edu/)
There are two main libraries that you will utilize while in this program: Health Sciences Library (HSL) (http://www.hsl.unc.edu/), which is located in front of the MacNider Building of the Medical School on Columbia Street and Davis Library, the graduate library, which is located on main campus behind the Student Union. There are many other departmental and specialty libraries on campus. These can all be accessed from the main library website. The Health Sciences Library has a web page devoted to Occupational Therapy and Occupational Science resources: http://www.hsl.unc.edu/services/guides/OccupationalSci.cfm

Academic Success Program for Students with LD and ADHD (http://www.unc.edu/depts/lds/)

Disability Services (http://disabilityservices.unc.edu/)
The Department of Disability Services (919-962-8300) is responsible for assuring that programs and facilities are accessible to all members of the University community. Students with disabilities/medical conditions may receive accommodations and services that are designed to remove barriers, so that they may independently meet the demands of University life. Accommodations and services are provided on an individual-need basis, but must be requested through the Office of Disability Services. There is no charge for any accommodations or services. Students will be asked to provide documentation of the disability/medical condition from an appropriate primary care provider.

Public Safety Department http://www.dps.unc.edu/
Security Services Building 962-6565

Student Aid Office (http://studentaid.unc.edu/)
300 Vance Hall 962-8396

Student Wellness https://studentwellness.unc.edu
Student Wellness at Carolina seeks to enhance the individual and collective health of the community through a wide range of programs, services, and resources. Through partnerships with other campus departments, community agencies, student organizations, and peer mentors they work to develop and advocate for a campus and community environment that creates, emphasizes, and supports healthy choices and positive decision making regarding health, safety, and wellness.
Partner with Counseling and Psychological Services: http://campushealth.unc.edu/caps

Medical Services (http://studenthealth.unc.edu/)
Student Health Services Building 966-2281

Health Insurance
Mandatory Health Insurance
All students enrolled in UNC system colleges and universities, including UNC-Chapel Hill, who meet three specific criteria (enrolled in 6 credit hours if an undergraduate or 1 credit hour if a graduate student, degree-seeking, and eligible to pay the student health
University Housing (http://housing.unc.edu/)
SASB 962-5401

UNC-ONE Card (http://www.onecard.unc.edu/)
The UNC One Card is the official identification card for students, faculty, and staff of The University of North Carolina at Chapel Hill. Every regularly admitted student is required to have a One Card. It will serve as your library and copy card and will allow you access to certain facilities. The UNC One Card also acts as a debit card and allows the cardholder to initiate financial transactions at a number of on-campus and off-campus locations. Contact the UNC One Card Office at 962-1385 for information.

Writing Center (http://www.unc.edu/depts/wcweb/)

Student and Academic Services Building (SASB) 962-7710


HELPFUL DOCUMENTS
1. Graduate School Handbook (http://handbook.unc.edu/)
2. Graduate School Record (http://www.unc.edu/gradrecord/)
SECTION II – THE OCCUPATIONAL THERAPY CURRICULUM

HISTORY

The Division of Occupational Science is one of seven divisions in the Department of Allied Health Sciences in the School of Medicine at the University of North Carolina (UNC) at Chapel Hill. The Division offers an MS in occupational therapy (entry level professional degree) and a PhD in occupational science, a research degree.

• The academic program in occupational therapy was established in 1976. Dr. Marlys Mitchell was the first Program Director and the faculty admitted their first group of graduate students in 1978. This was the first entry-level master’s program in North Carolina and one of the first programs in the United States that were not taught alongside an undergraduate entry-level program.
• In 1995 faculty started a multiyear process of a self-study to further refine their vision of occupational therapy and the role of occupational science in the mission of the Division. In addition to changes in healthcare services and clinical practice faculty members recognized that occupational therapy services could build on the knowledge base generated by occupational science and move beyond the medical arena into the community and provide services to underserved populations, where problems in occupational performance limited participation.
• 1998: the name of the Division was changed to The Division of Occupational Science to reflect an emphasis on the academic knowledge base of practice.
• A new course of study in occupational therapy built upon the foundation of occupational science was phased in from the fall of 1998 to 2000 and has been in place until the fall of 2014.
• Between 2003 and 2005, the doctoral program in Occupational was planned and approved; the first students were admitted in 2006 and the first graduates completed the program in 2011.
• Between 2011 and 2014, another revision of the Master of Science curriculum was undertaken in order to address emerging practice priorities and advance scholarship in occupational therapy. The curriculum was approved in the Fall of 2013 for implementation beginning Fall 2014. The MSOT class of 2016 will be the first cohort to graduate under the newly revised curriculum.

ACCREDITATION OF THE ENTRY LEVEL MASTER’S PROGRAM

Although the faculty determines the specific design for a curriculum, programs are reviewed to certify the content is consistent with a profession’s body of knowledge and practice. The initial accreditation of the program was granted by the AOTA/AMA in 1980. The program has been re-accredited 1986, 1993, 2001, and 2011. In 1994, the Accreditation Council for Occupational Therapy Education* assumed responsibility for occupational therapy educational programs. Accreditation is granted to those occupational therapy educational programs that demonstrate substantial compliance with the ACCREDITATION STANDARDS FOR A MASTER’S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST. (Visit AOTA’s website at: http://www.aota.org/en/Education-Careers/Accreditation.aspx or contact: Accreditation Council for Occupational Therapy Education of the AOTA, 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220, Phone: (301) 652-2682 for more information about accreditation.)
Our mission is first, to produce outstanding occupational therapists and occupational scientists, and second, to develop and expand knowledge about occupation and translate that knowledge to various therapeutic arenas.

We accomplish this mission through enacting our core values:

- the fundamental worth of occupation and its exploration,
- critical engagement with ideas and the world, and
- embracing diversity and community.

These values inform the evolution of creative and committed pedagogy focused on occupation and based in partnerships with students. Our mission requires a faculty who excel in research, theory, and translation to practice. This community of faculty, students, and graduates collaborates with individuals, groups, institutions, and populations to enhance well-being through occupation.

This mission is consistent with the UNC School of Medicine’s focus on excellence in education of health care professionals through an innovative and integrated curriculum. Our mission also echoes the School’s promise to achieve excellence in research and its translation to applied settings. We align closely with the UNC mission and its fundamental goals to graduate leaders, to extend our expertise to the citizens of North Carolina, and to enhance the quality of life for the state’s residents.

**PHILOSOPHY**

The Division of Occupational Science is rooted in a philosophy that upholds the complex and holistic nature of human experience as a fundamental way to understand occupation, occupational therapy, the science of occupation, and the education of therapists. This focus on complexity and holism means that occupations are viewed first and foremost as the ongoing activities through which relationships of people and their situations are coordinated. Such coordination requires negotiations among individuals and the social, cultural, political and economic dimensions of situations—the complex, whole environment through which people live.

*Occupation*, therefore, is the embodied enactment of socially constructed habits, formed over time, as well as the creative adjustments to each situation through learning and use of resources. Meanings, values, and emotional experience are part of occupation and come from the ways in which the activity creates new relationships or sustains existing ones. Although health and well-being may be seen as outcomes of such transactions, we view the enactment of occupations as indicators of (positive or negative) well-being and worthy of attention in and of themselves.

This orientation toward occupation and the situations in which it happens means that families, institutions, and communities cannot be ignored in the assessment of, and intervention into, occupation. *Occupational therapy*, therefore, is the process of evaluating the relationships of occupations and complex situations in order to enhance occupations and situations through interventions. *Occupational science* is the study of occupation and situation relationships, as well as interventions based on them, in order to generate knowledge and inform practice.
We view the educational process from the same transactional perspective. Our program continually refines a curriculum that is designed to engender active learning through engagement in collaborative processes of understanding occupations, situations, and their transactional relationships. Learning takes place through doing; therefore, coursework and fieldwork experiences are created so that students are forced to employ critical inquiry into these dynamics both for the development of practical and scholarship skills. While we must prepare occupational therapy students for entry-level practice, we believe we must challenge them to create habits of lifelong inquiry and learning as well as application of new knowledge to practice.
CURRICULUM THEMES AND LEARNING OUTCOMES

CONTEXT & COMMUNITY
This theme addresses core concepts of time, place, social relationships, political governance, and culture in their dynamic relationship with human action, participation in occupation, and the practice of occupational therapy. These concepts apply to situations in which individuals, groups, and populations live, work, and make use of occupational therapy services, as well as to situations in which occupational therapists and their colleagues learn and work. The concept of community includes local, state, regional, national, global and virtual groups through which both diversity and commonality among participants exists.

Learning outcomes:
- Critically evaluate the interplay of social, political, economic, cultural, physical, and temporal contexts on occupational engagement for individuals and groups.
- Analyze the concept of community as it influences and is influenced by participation in occupation for individuals and groups.

HUMAN CAPACITY FOR ACTION
Human beings function as actors through physical, social, and cultural worlds by integrating embodied capacities for action with interpretation of occupational situations. The extent to which a person lacks the capacity to act in accordance with the presses of a given situation is regarded as disability and the occupational situation becomes a focal point for occupational therapy. Although educational practices may foreground different aspects of human capacities (e.g. physiology, perceptual, structural), they are understood with an appreciation of interdependence in the functional system of action that includes the interpretation of the situation.

- Understand how transaction of mental, physical, emotional and social structures and processes shape the capacity for human action.
- Analyze and interpret factors that enable or limit occupational performance from multiple perspectives including biological, observational and phenomenological
- Understand changes in body functions and structures over the lifespan, and as impacted by injury, illness, or disability, and their potential influence on human capacity for occupation
OCCUPATION

Occupations represent patterns of time use across the life course enacted by individuals, groups and communities situated through relevant life contexts. Occupations include the coordination of everyday routines as well as exceptional life events. People experience occupations from the framework of past experiences and in anticipation of the future. In addition, occupations are comprised of shared activities that are recognized in the immediate social and cultural contexts.

- Understand occupations as complex transactions among individual, contextual, cultural and societal factors.
- Understand how occupational performance, habits and occupational development emerge from dynamic transactions joining people and the environment through the stream of time and across the life span.
- Analyze occupation and habits as they relate to health, development, and well-being, and how contemporary models of ablement and disablement [ICF] discriminate factors that facilitate, enhance, or impede participation for individuals and groups.

ETHICS, JUSTICE AND CARE

This curriculum theme is comprised of three interwoven terms which together form the foundation as to how practice is enacted: Ethics, Justice and Care. Ethics refers to the values, motivation, and principles that shape behavior within the practices of individuals, professions, and across organizations. Justice refers to ensuring the protection of human rights, and equal access to occupational participation regardless of their socioeconomic circumstances, demographic characteristics or other situational factors. Care refers to embodied motivation, values, practices, and relational capabilities informing response to the needs of others to promote human flourishing.

- Evaluate the protection of human rights and dignity, equitable distribution of resources and equal access to occupation.
- Apply ethical principles in practice through advocacy and client-centered approaches to promote justice. in occupational opportunities and access to care.
- Apply the AOTA professional Code of Ethics to guide conduct.
- Evaluate ethical issues that arise in practice and research, integrating information from multiple sources, and collaborating with others to formulate and evaluate possible courses of action.
- Understand human diversity and demonstrate respect and interest in in all its forms.
LEADERSHIP AND COLLABORATION
This theme addresses the importance of collaboration, vision, communication and lifelong professional development in carrying out effective professional relationships and enacting leadership roles. Leadership, in this view, focuses on habits of character, service, innovation, and wisdom, applied to informal, emergent and traditional leadership roles. Supervision and management of personnel and programs, stewardship of resources, professional development and innovation in practice are areas of emphasis within this theme.

- Apply principles of professional conduct, communication and collaboration to optimally meet societal, community and individual needs.
- Apply principles of professional behavior, standards and roles in occupational therapy to represent the values of the profession to external audiences.
- Create, evaluate, and implement potential applications of occupational therapy to areas of human need through system consultation, policy development, program development, supervision, and/or education.
- Apply entry-level skills in personnel management, facilitation of others’ professional development and organizational leadership.
- Understand professional responsibility in acquisition and stewardship of resources—including fiscal/capital assets, people, and the natural environment—to meet the occupational needs of present and future clients.

INQUIRY, SCHOLARSHIP AND INNOVATION
This theme integrates concerns of occupational therapy and occupational science through the process of inquiry. Inquiry is fostered through the understanding of various research methodologies, the applications of those methodologies to practice and active engagement in scholarly endeavors. Inquiry is seen as an iterative process that is fostered first through purposeful exploration, assessment, and application, and then through critical self-evaluation of each of those process components. The skills of inquiry are applicable to issues of scholarship about occupation, evidence based practices and the ongoing systematic appraisal of the relevance of those practices to individual clients (broadly defined) as well as the communities and contexts in which they participate. A long-term goal is to develop habits of intellectual curiosity, scholarly rigor, life-long learning, innovation and dissemination of knowledge.

- Evaluate, analyze, and apply scientific research and clinical evidence to enact best practice and advance the science of occupation and its translation to therapeutic practice. Apply critical thinking skills relevant for the consideration of arguments, evidence, research methods, inferences, and other matters for evidence-based practice.
- Understand the importance of developing scholarly habits of life-long learning and intellectual curiosity for evidence based practice and scholarship about occupation.
- Understand the value of and need for occupational therapy practitioners to create, apply and disseminate professional knowledge.
THERAPEUTIC PROCESSES
This theme addresses the methods of thought, action and interaction employed by occupational therapists while engaged with clients* in the process of assessment, intervention planning and implementation, and evaluation of therapeutic outcomes. It includes the use of theories and conceptual models, tools and materials, intervention techniques, collaborative relationships, therapeutic use of self, procedural knowledge, and creative reasoning to engage clients in successful and satisfying return to meaningful occupation and/or improved quality of life. Content addressed by this theme is built upon a core understanding of areas of occupation, human capacity for action, context and communities, and ethics, justice and care. It is supported by an attitude of inquiry and scholarship and a willingness to engage in roles of leadership and professional collaboration.

*Clients as defined in the OT Practice Framework (AOTA, 2008)p 625.

**Persons** including families, caregivers, teachers, employers and relevant others.

**Organizations**, such as businesses, industries or agencies; and

**Populations** within community, such as refugees, veterans who are homeless and people with chronic health disabling conditions (Moyers & Dale, 2007)

- Apply and evaluate theoretical frameworks to inform clinical and professional reasoning throughout the OT process.
- Create therapeutic relationships to optimize client satisfaction, agency and outcomes.
- Create, implement, monitor, evaluate and modify therapeutic interventions that are occupation-centered, evidence-based and formulated in collaboration with clients.
- Apply and critique occupational therapy services, including screening, therapeutic use of self, consultation, education, and advocacy.
- Collaborate effectively with team members, colleagues, and others in service to the interests and needs of clients.
- Apply standards of safety, accountability, documentation, and professional judgment.
- Create and modify services to meet client needs and interests, using a systematic program development process.
### MSOT CURRICULUM PLAN EFFECTIVE FALL 2014

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<td><strong>TOTALS 16 14/2 20</strong></td>
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<tr>
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<td>Perspectives on Disability and Health II</td>
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<td>1/3</td>
</tr>
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<td><strong>15 12/3 21</strong></td>
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<td>Summer</td>
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<td>144**</td>
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<td></td>
<td><strong>TOTAL CREDITS 69</strong></td>
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* Denotes contact hrs/week for 15 weeks  
** Denotes contact hrs/week for 7.5 weeks  
*** Denotes contact hours for fulltime (12 week – 40 hours/week) Level II Fieldwork
THE HONOR CODE
Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific faculty responsibilities parallel students' responsibilities. The full text version of the “Instrument of Student Judicial Governors for the University of North Carolina at Chapel Hill” is available on-line at http://instrument.unc.edu/. Visit the Honor System website at http://honor.unc.edu/.

A tutorial on plagiarism is available on line at http://www.lib.unc.edu/plagiarism/. Please complete this in the first week of your first year.

STUDENT RESPONSIBILITIES

From the Instrument of Student Governance (http://instrument.unc.edu/) :

A. General Responsibilities.
It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

B. Academic Dishonesty.

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
4. Cheating on examinations or other academic assignments, whether graded or otherwise.
methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods); b. Violating or subverting requirements governing administration of examinations or other academic assignments; c. Compromising the security of examinations or academic assignments; d. Representing another’s work as one’s own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

8. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II. B.

Visit the Honor System Website, Instrument of Student Governance for additional student responsibilities and information on how the honor system works.

**FACULTY RESPONSIBILITIES**

To inform students at the beginning of each course and at other appropriate times that the Honor Code, which prohibits giving or receiving unauthorized aid, is in effect. Where appropriate, a clear definition of plagiarism and a reminder of its consequences should be presented, and the extent of permissible collaboration among students in fulfilling academic requirements should be explained.

To identify clearly in advance of any examination or other graded work the books, notes or other materials or aids which may be used; to inform students that materials or aids other than those identified cannot be used; and to require unauthorized materials or aids to be taken from the room or otherwise made inaccessible before the work is undertaken.

To require each student on all written work to sign a pledge when appropriate, stating that the student has neither given nor received unauthorized aid. Grades or other credit will not be awarded for unpledged work.

To take all reasonable steps consistent with the existing physical classroom conditions - such as requiring students to sit in alternate seats to reduce the possibility of cheating on graded work.

To exercise caution in the preparation, duplication and security of examinations (including make-up examinations) to ensure that students cannot gain improper advance knowledge of exam content.

To avoid, when possible, reuse of instructor-prepared examinations, in whole or in part,
To exercise proper security in the distribution and collection of examination papers. To be present in the classroom during an examination when the instructor believes that his/her presence is warranted or when circumstances, in his opinion, make his/her presence necessary.

To report to the Office of the Student Attorney General or the Office of Student Affairs any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. When possible, consultation with the student should precede reporting. Private action as a sanction for academic cheating, including the assignment for disciplinary reasons of a failing grade in the course, is inconsistent with faculty policy and shall not be used in lieu of or in addition to a report of the incident.

To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon.

The student and faculty responsibilities are not all inclusive. They constitute but the minimum required of members of the faculty and of the student body. Nor are they mutually exclusive. The obligation of a faculty member or a student to uphold the values of academic integrity in this University shall not be lessened or excused by any failure of the other to comply with his or her responsibility.

GRADUATION REQUIREMENTS

The requirements for graduation in the occupational therapy academic program, for the Class of 2016 are listed in this section of the handbook. Any discrepancies between the Division brochure, Graduate School Record or other printed documents are a result of the production timetables of those printed documents. Students should also refer to the Graduate School’s Handbook for details on procedures. A Master of Science degree in Occupational Therapy will be conferred upon those members of the Class of 2016 who successfully complete the following:

Required courses:
- The listing of required courses for the Class of 2016 on the preceding pages
- Within the courses required for graduation students must complete the equivalent of six months of FW II and a research project as an Approved Substitute for a Thesis or a thesis with prior approval from the faculty.

Comprehensive Master's Examination: PROFESSIONAL DEVELOPMENT PORTFOLIO

The Professional Development Portfolio is begun in the first semester and developed across the two years of the program. It includes artifacts reflecting professional development of the student as well as reflective essays in the areas of core knowledge, scholarship, entry-level practice, and plans for continuing professional development. The portfolio will be reviewed in several courses, and completed early in the second level II fieldwork. It must be submitted to the academic adviser by the assigned due date, for a pass-fail grade.
Approved Substitute for a Master’s Thesis

The research seminar series in the 2nd year consists of a small group seminar in which students develop individual research projects and further work to carry out the research completed in the spring semester. This research project is presented in a poster session, and turned in as a publication-length paper.

Thesis Option

With permission from the occupational science faculty as a whole, a student may elect to do a thesis rather than the usual guided research experiences. The decision to permit the thesis option is based upon the following criteria:

1. The student has selected a research topic closely related to the work of a research faculty member.
2. That faculty member is willing to act as a thesis mentor for the student.
3. The student has the ability to do high quality work as demonstrated by grades in first year courses.
4. The student has demonstrated good writing skills as evidenced by work in first year classes.

The thesis option is an exception to the normal course of study for students in the entry level Master’s degree program in occupational therapy. Generally, it should only be considered by students who anticipate going on to do Doctoral work and/or pursuing a research career. Students who elect to take a thesis option must be aware that they will not graduate until the thesis is complete and defended. This has implications for taking the OT certification examination and for employment.

Thesis Option Procedure

A student who is interested in a thesis option should identify the appropriate research faculty member and meet with that person to determine the potential for doing a thesis. Faculty members have the prerogative to accept or decline the role of thesis advisor.

1. The initial meeting of a student and potential thesis advisor should include a discussion of the timeline for completing a thesis and the implications for the date of graduation.
2. With an identified faculty mentor in place, the student submits a written request to the occupational science faculty, asking to write a thesis rather than completing the typical research requirements. This must be submitted no later than July 1 prior to beginning the second year.
3. The student’s request will be considered by the faculty as a whole and the student is notified of the decision prior to beginning the summer fieldwork following the first academic year.
4. The student must register for thesis credit for both the fall and spring semesters of the second year, and will need to register for additional credit if the work is not complete by the Graduate School’s deadline for submission of final signed copies of the thesis for the spring semester. The student must be registered during any semester in which she/he is working on the thesis and must be registered in the semester in which the work is defended and turned in to the Graduate School.
5. If a student is approved for a thesis but then decides not to take this option, he or she must notify the division and register for the standard research seminar prior to the start of the fall semester of the second year.

GRADUATION, LENGTH TO COMPLETION OF DEGREE

A master’s degree candidate at UNC-CH has 5 calendar years starting with the date of initial registration to complete the degree requirements. Most occupational therapy
two calendar years after beginning the program. During the first summer session of the
last year, the student must submit an on-line application for Candidacy for Graduation.
Occupational therapy students who complete all requirements by the end of July will
officially graduate in mid-August and receive their diplomas by mail in the fall. Upon
completion of degree requirements, graduates are eligible to sit for the NBCOT
certification examination.

NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT)
In order to obtain the professional credential of Occupational Therapist, Registered
(OTR), graduates of the UNC OS Division are eligible to sit for the national certification
examination for the occupational therapist administered by the NBCOT. After successful
completion of this exam, the individual will become an Occupational Therapist,
Registered (OTR). Many states require licensure in order to practice; however, state
licenses are usually based on the results of the NBCOT Exam.

The NBCOT examination is now offered in a computer delivered format on an on-
demand basis. The NBCOT CANDIDATE HANDBOOK and examination application are
available online at http://www.nbcot.org/. Follow directions on the website. The
application fee is approximately $600.00 at the present time.

When candidates apply for the certification examination with NBCOT, they will be asked
to answer questions related to the commission of a felony. For a fee the Qualification
Review Committee can be asked to review the background of potential program
applicants or students prior to their eligibility to apply for the certification examination.
For further information on these limitations or an early determination, contact NBCOT
at:

   National Board for Certification of Occupational Therapy
   800 S. Frederick Avenue, Suite 200
   Gaithersburg, MD 20877-4150
   (301) 990-7979
   http://www.nbcot.org/

NORTH CAROLINA LICENSURE
Occupational therapists and occupational therapy assistants practicing in North Carolina
must be licensed by the North Carolina Board of Occupational Therapy (NCBOT). Upon
completion of all Division and Graduate School requirements and successful
performance on the certification exam, a student can apply for a license. IT IS ILLEGAL
TO PRACTICE AS AN OCCUPATIONAL THERAPIST IN NORTH CAROLINA
WITHOUT A LICENSE. It is the student's responsibility to contact the NCBOT to obtain
information regarding licensure. The Board's address is:

   North Carolina Board of Occupational Therapy
   PO Box 2280
   Raleigh, NC 27602
   (919) 832-1380
   http://www.ncbot.org/

The current license application fee is $10, and the regular license fee is $100. The
annual renewal fee is $50.
INDEPENDENT STUDY
A student may work with faculty independently on specific projects or topics. Final advisement agreements will be made by the faculty member and student involved. The faculty member responsible for an independent study course and the student(s) involved must prepare a written agreement for work to be completed. Generally, a statement of goals, objectives, activities, and evaluation should be included. Tangible evidence of goals accomplished should be in evidence at the end of the semester or within the specified period of time. The students is required to register for Independent Study credit under the advisor’s name.

ELECTIVE COURSES
In the spring of the second year, and elective is required that has a focus on population health or systems level organizational issues. Further information will be provided about this elective prior to that time. Generally, there is little space in the two-year curriculum for elective courses beyond the required elective in the fall of the second year. Many courses are available at UNC and the opportunity to enroll in a special course in another department at other times does exist. There may be sessions within courses that are of special interest and may be audited with special permission. All electives must be selected with the help and approval of a faculty advisor.

AUDITING COURSES
In accordance with university policies, students wishing to audit a course must receive permission from the instructor.

GRADING
There is a uniform numeric grading scale used by all OSOT Division Faculty. Grades are assigned in the evaluation of student performance as follows:

<table>
<thead>
<tr>
<th>Grade Assigned</th>
<th>Intrinsic Value</th>
<th>Numeric Value</th>
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</thead>
<tbody>
<tr>
<td>H</td>
<td>High = Clear Excellence</td>
<td>95-100</td>
</tr>
<tr>
<td>P</td>
<td>Pass = Entirely Satisfactory</td>
<td>85-94</td>
</tr>
<tr>
<td>L</td>
<td>Low = Low Pass</td>
<td>75-84</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Below 75</td>
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</table>

A grade of L should be cause for concern and every effort should be made by the student to determine and correct any deficiencies in study habits, writing ability, background knowledge, or other contributing factors. A master's student becomes ineligible for continued graduate study upon receiving any grade of F or 9 or more hours of L. A grade of Incomplete may be given when a student cannot complete a course within the allotted time. Faculty is encouraged to give Incompletes only in exceptional circumstances such as in the case of illness. Students are discouraged from seeking Incompletes because these grades become a permanent part of the student's transcript. More importantly, a delay in finishing a course usually causes an overload of work in subsequent semesters. A graduate student has one calendar year to remove a grade of Incomplete. If an Incomplete is not removed after one year, and an extension has not been granted, the Incomplete automatically becomes an F, thus making the student ineligible to continue in graduate studies. Faculty will determine if a grade of Incomplete will prevent a student from taking subsequent course work.
The Graduate School Handbook has additional information on grading. Students with concerns about grades should first see the instructor. Those who feel that there has been an error in grading can follow the steps described below for grievances and petitions.

GRIEVANCES AND PETITIONS
Reinstatement
The Graduate School Handbook outlines the procedures for petitioning for reinstatement after a student is declared academically ineligible.

Grade Appeal
The Graduate School Handbook outlines a multi-step process for student appeal of a grade. Briefly, the steps to be followed by the students in the OSOT Division include:

1. address concerns with the instructor who assigned the grade;
2. if concerns are not resolved, lodge an appeal in writing with the OSOT Division Director (or if the OSOT Director is the grading instructor, continue to Step 3);
3. if concerns are not resolved, lodge an appeal in writing with the Chair of the Department of Allied Health Sciences;
4. if concerns are not resolved, lodge an appeal in writing with the Dean of the Graduate School.

For more in-depth information on either the petition or appeal process, refer to the Graduate School Handbook. All students must follow the procedures set forth in the Graduate School Handbook for any grievances or petitions.

COURSE EVALUATION
Students at the end of each course evaluate course content and instructor effectiveness. Evaluations are given anonymously under a confidential procedure. Each student is encouraged to give their opinion about the strengths and concerns of each course. Student feedback is an important component of overall curriculum evaluation. The faculty member and the Division Director read course evaluation forms annually. Student evaluation is one element of a faculty member’s Teaching Portfolio, and summaries of course evaluations are used in decisions regarding the instructor’s reappointment and/or promotion.

STUDENT REVIEW
Retention of all students admitted into the program is a concern for faculty. At mid-term of each semester, the faculty reviews each student’s academic and professional development. The review is conducted to: 1) identify any potential problem areas of any student and a strategy to address problems proactively, 2) discuss students overall progress in the program; and 3) to provide direction and focus to subsequent advising sessions if there are identified concerns.
STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)
http://www.med.unc.edu/ahs/ocsci/current-students/sota
SOTA’s mission is to advance occupational therapy through research, education, action, and the establishment of ethical standards. Activities supporting such objectives are diverse and include fund raising, attending the national conference and social and public relations. SOTA meets 1-2 times a month. Committee meetings are scheduled separately. It is the responsibility of the SOTA officers to invite the faculty liaison to meetings when faculty participation is desired. SOTA is currently operating under a horizontal leadership structure. Information about SOTA will be provided by the current second year students during the orientation period.

NORTH CAROLINA OCCUPATIONAL THERAPY ASSOCIATION (NCOTA)
http://www.ncota.org/
NCOTA encourages student membership and activity in all association events. Some of the benefits of membership include the NCOTA Newsletter, reduced rates at the annual conference and the NCOTA Membership Directory, as well as professional networking within the state.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)
http://www.aota.org/
AOTA is the national professional organization, which supports and promotes the profession of occupational therapy. AOTA member publications include the American Journal of Occupational Therapy (AJOT) and OT Week. Student members receive reduced rates on conference, continuing education fees, publications, and are eligible for many other member services.

The Association of Student Delegates (ASD) is the official national student organization of AOTA. Each occupational therapy program selects one ASD Representative. ASD meets for several days prior to the annual conference to conduct business. ASD representatives are elected from the first year class in the fall of the first year and are provided financial support from SOTA to attend the annual AOTA conference as representatives from the division.

GRADUATE AND PROFESSIONAL STUDENTS FEDERATION (GPSF)
The GPSF is the university organization for all graduate and professional students. Each year a representative is elected from the first year class in November. The GPSF representative is responsible for attending the monthly meetings and serving as the OSOT Division liaison.