SECTION I: GENERAL INFORMATION

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Division of Occupational Science
http://www.med.unc.edu/ahs/ocsci/
Class of 2012

STUDENT HANDBOOK

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SECTION I – GENERAL INFORMATION

DIVISION OF OCCUPATIONAL SCIENCE FACULTY AND STAFF		
FACULTY	**TITLE**	**SPECIAL INTERESTS/SKILLS**
Virginia Dickie, PhD, OTR/L, FAOTA Office 2066 966-2452	Associate Professor and Director	Creative Occupations, Qualitative Research, Sensory Experiences of Children with Autism – qualitative study
Ruth Humphry, PhD, OTR/L, FAOTA Office 2053 843-4468	Professor	Developmental Disabilities, Model Development, Caregivers and Families
Grace Baranek, Ph.D., OTR/L, FAOTA Office 2065 843-4467	Professor Associate Chair for Research, DAHS	Autism: Early Identification and Intervention, Sensory Processing (Behavioral, Developmental & Neurophysiological Aspects), Social-Communication, and Play Occupations.
Brian Boyd, PhD Office 2063	Assistant Professor	Autism, Repetitive behaviors
Malcolm Cutchin, Ph.D. Office 2054 843-4472	Associate Professor	Geographical dimensions of occupation, social gerontology, philosophy (pragmatism)
Sue Coppola, MS, OTR/L, FAOTA, BCG Office 2063 966-9006	Associate Professor	OT for Older Adults, Interdisciplinary Teamwork, Fieldwork
Lauren Holahan, MS, OTR/L Office 2060 843-4466	Assistant Professor	School-based Practice, Special Education Policy, Ethics
Jenny Womack, MS, OTR/L Office 2052 843-4463	Associate Professor	Community Based Practice, Physical Rehabilitation, Driving and Community Mobility, Participation post-stroke, Aging
Linn Wakeford, MS, OTR/L Office 2061 843-4464 FPG 966-8983	Assistant Professor	Early Intervention, Preschool Children, Camp Programs
Chinyu Wu, PhD, OTR Office 2063	Assistant Professor	Mental Health
Cathy Nielson, MPH	Professor Emerita	
Jane Rourk	Professor Emerita	
STAFF		
Jonathan Stephenson Suite 2050 966-2451	Program Assistant	

STUDENT ADVISEMENT

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 Division Director will assign students academic advisors on a random basis. 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.

The University of North Carolina at Chapel Hill
Division of Occupational Science

Key Dates 2010-2011

Fall Semester 2010	
OS Division Initial Orientation sessions	Friday, August 20
Classes Begin	Tuesday, August 24
Labor Day Holiday	Mon., Sept. 6
1st year students: Fieldwork I Fall Semester	September 15: 1 day October 18, 19, 20: 3 days November15-19: 1 week
NCOTA (Winston Salem)	October 2, 3
Fall Break Begins 5:00 PM	Wed., Oct. 20
Classes Resume 8:00 AM	Mon., Oct. 25
Thanksgiving Recess	Wed-Fri., Nov. 24-28
Classes Resume 8:00 AM	Mon., Nov. 29
Classes End	Wed., Dec. 8
Exam Days	Dec. 10, 11, 13, 14, 16, 17
Spring Semester 2011	
Classes Begin	Mon., Jan. 10
Martin Luther King Day	Mon., Jan 17
Fieldwork I Spring Semester Note: Spring break will be the week not assigned to fieldwork	Feb. 7-11, **AND** Mar. 7-11 **OR** Mar. 14-18
AOTA (Philadelphia)	April 14-17
Holiday	Fri., April 22
Classes End	Wed., April 27
Second Year Student Presentation Day (**First Year Students must attend**) and Graduation Celebration	Fri. April 29
Exam Days	Apr. 29, 30, May 2, 3, 5, 6,
First & Second Summer Sessions 2010	
OS Division Fieldwork II	May 7 – July 29.

DIVISION ADDRESS AND TELEPHONE NUMBER:

Division of Occupational Science
Department of Allied Health Sciences
School of Medicine CB#7122
UNC-CH
Bondurant Hall Suite 2050
321 South Columbia Street 27599-7122
(919) 966-2451

STUDENT E-MAIL ACCOUNTS

Students are required to have and maintain a UNC-CH School of Medicine email address, 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 library searches and internet access for class assignments. Your SOM email account will be given to you prior to orientation. 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.

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. Sue Coppola is the Division's representative to the EAC. If you would like information on this service, contact Sue 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.
- 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 it is absolutely necessary to use 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.

IMMUNIZATIONS AND CLINICAL SAFETY (from Fieldwork Manual)

Students must submit verification of current immunizations prior to starting the program. Required immunizations are: measles (2 doses of live vaccine), mumps, rubella, tetanus (within 10 years), varicella (vaccine or negative lab test. A report of chicken pox is not sufficient). Additional health reports may be required by certain fieldwork sites.

A tuberculosis test must be performed every 12 months (2-step Tuberculin Skin Test (TST) PPD or chest x-ray if TST is positive). Some fieldwork sites require a TB test within 30 days of fieldwork.

The hepatitis B series is optional but strongly encouraged. If students choose not to have this immunization, they must sign a statement to this effect.

OSHA Training

Students must complete the following on-line OSHA training and print test results and submit to the division:
http://www.ehs.unc.edu/training/self.shtml

- Bloodborne Pathogens
- Tuberculosis Training and Infection Control
- Healthcare Worker/JACHO Safety Information

CPR TRAINING

Students must maintain current CPR Certification and submit documentation of completed re-certifications. Sources: American Heart Association (preferred) http://www.americanheart.org or American Red Cross http://www.redcross.org. We prefer CPR for the Health Care Professional.

FIRST AID

Basic first aid supplies are available from the OS Division Program Assistant. Report any injuries in classes to the instructor.

EMERGENCY CONTACT

All students must provide a current emergency contact number to the program assistant. This must be updated if it changes.

REPORTING EMERGENCIES
Use the telephone in the OS apartment, or 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.

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 turned off 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 in which students can make copies for a small fee per page. 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. **Please do not ask Division staff or faculty to make exceptions**.

Occupational Science Apartment
Students are welcome to use the apartment when it is not being used for classes, providing that they also clean the area. This includes wiping out the microwave, washing dishes, disposing of trash, wiping off table tops, and removing personal items from the refrigerator each week.

COURSE AND FIELDWORK ATTENDANCE POLICIES

Attendance, preparation and punctuality are considered professional behaviors expected of all students. Students are expected to attend all scheduled class and fieldwork sessions on time. Part of professional development is achieved through class discussion and alternative learning activities in classes. Work is not easily "made-up" by copying a classmate's notes or listening to a tape recording. Learning opportunities are missed when a student is not present to contribute to the class' development. Therefore, attendance policies are established by the Division and monitored by the instructor. The general attendance policy for all OT courses states:

"If you must miss class, you must notify the instructor as soon as possible, preferably prior to the absence. Missed class sessions result in a choice of two options:

1. 5% deduction from your total course grade for each absence OR
2. Satisfactory completion of a make-up assignment that excuses the absence.

It is the responsibility of the student to contact the instructor to discuss the option that will be implemented. An exceptional number of absences, to be determined by the instructor and based on the frequency the class meets, will impact on the student's grade without the option of a make-up assignment".

If a student is not able to attend a scheduled FW I session, the student is expected to contact the site and to make arrangements with the course instructor and FW coordinator to make up the experience. Absences during FW II are under the attendance policy of the FW Site.

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 business. 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 or Sunanda Dillon at 966-9037.

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 in Daniel's Building 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.

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 School of Public Health

Information Technology Services (http://its.unc.edu/its/index.htm)

Learning Center(http://learningcenter.unc.edu//)
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

Connect Carolina http://accesscarolina.unc.edu/dt
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.

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

Health Insurance

Mandatory Health Insurance 2010-2011

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 fee) will be required to have health insurance coverage beginning Fall Semester 2010.

Counseling and Wellness Services
Counseling, psychological and prevention services are to assist students with problems they may encounter in their efforts to manage the social, academic, and personal demands accompanying their attendance at a major university.
Visit the Counseling and Wellness Services web page at **http://studenthealth.unc.edu/** to learn more about the types of services they provide.

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 962-7710

Sexual Harrassment Policy (http://deanofstudents.unc.edu/index.php/educational-programming-mainmenu-82/48-sexual-harrassment.html)

HELPFUL DOCUMENTS
1. Graduate School Handbook (http://handbook.unc.edu/)
2. Graduate School Record (http://www.unc.edu/gradrecord/)

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 reflect the academic knowledge base of practice.
- The new (and current) course of study in occupational therapy built upon the foundation of occupational science was phased in from the fall of 1998 to 2000.
- 2003-2005: Ph.D. in occupational science planned and approved.
- The first doctoral students in occupational science were admitted in 2006.

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 and 2001. 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/Educate/Accredit.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 form more information about accreditation.

DIVISION OF OCCUPATIONAL SCIENCE MISSION STATEMENT

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 DESIGN AND FOUNDATION

An entry level professional curriculum is the course of study that students will follow until graduation. While the accreditation standards determine the basic content to be covered, the faculty of the Division of Occupational Science have developed an approach to occupational therapy education that is based on the mission and philosophical beliefs of the Division of Occupational Science at UNC-CH. The resulting curriculum design defines our unique emphasis on content, clarifies relationships among core concepts and identifies the progression of learning through discrete courses and the culminating outcomes for our graduates.

ORGANIZING IDEAS AND INTEGRATED CURRICULUM THEMES

Occupational science generates information about patterns of human activities, how occupations meet needs, produce change, and provide meaning to life. As an academic discipline, occupational science provides the core body of knowledge that guides occupational therapy. Thus, the course of study in becoming an occupational therapist immerses the student in occupational science. The faculty shares a vision of a time when all people, including those experiencing disability will be valued for their ability to engage in meaningful occupations and participate fully in society. We anticipate that occupational therapists will have a major role to play in the community, beyond the domains now considered health services. Occupational therapists have the potential to work in educational, welfare, wellness programs and other social service systems. To achieve this potential a curriculum that prepares graduates for a variety of different settings is essential.

Seven curriculum themes occur throughout a student's course of study. These themes give the curriculum organization and coherence.

1. Clinical Reasoning
2. Ethical Reasoning
3. Investigative Reasoning
4. Occupation
5. Human Beings as Occupational Beings
6. Occupational as a Medium of Change
7. Occupational Therapist as Scholar & Change Agent in Systems

The curriculum design determines the order of courses and how learning opportunities will be provided. Advanced practice in occupational therapy first requires establishing the ability to think about and frame issues the individual is likely to face. The three themes representing different ways of reasoning or strategies to organize information, solve problems, answer demands for innovation, and a way of viewing oneself are interwoven throughout the curriculum and touch all courses. The next 4 themes emerge from the Mission and Philosophy statements as well as from the definition of occupational therapy. Starting from the beginning and core to all studies is the concept of *occupation*. Early in the curriculum students are introduced to themes related to *humans as occupational beings* and *occupation as the medium for change*. These curriculum themes are supported by the academic discipline, occupational science. Later in their course of study students further develop professional skills to enact occupational therapy in a wide variety of potential roles.

To guide the focus of course work, determine course objectives, and capture the students' success in their educational program the faculty have identified a set of terminal objectives which reflect the anticipated characteristics of graduates of our program. The curriculum themes, their definitions, overall goals, and associated terminal objectives are in the next section. The objectives are based on Bloom's Taxonomy of Learning (1956). The Level of cognitive, affective or psychomotor learning is indicated in parenthesis for each objective.

CURRICULUM THEMES AND TERMINAL OBJECTIVES

I. CLINICAL REASONING

This is the integrated use of multiple forms of reflection to understand clinical relationships and problems in terms of the individual client. Integrated clinical reasoning allows the formulation of therapeutic responses that are sound procedurally while addressing unique concerns and meanings of the individual.

Through clinical reasoning the therapist can quickly adapt to changes while continuing to work within the present and future contexts of the client.

<u>General goal</u>: To value and engage in reflective clinical reasoning with clients throughout

the intervention process in order to enable clients to better construct daily occupational patterns that are satisfying and consistent with their values and goals.

The student will be able to:

I.1. differentiate discrete forms of reasoning. (cognitive: analysis)

I.2. combine multiple forms of reasoning simultaneously with appropriate emphasis on specific reasoning forms given a practice situation. (cognitive: synthesis)

I.3. use clinical reasoning to explain a comprehensive picture of the client. (cognitive: evaluation)

I.4. demonstrate self awareness to identify the personal emotional and intellectual demands of enacting the various forms of clinical reasoning. (affective: value complex)

II. ETHICAL REASONING

The process of developing and enacting the highest standards of professional conduct and knowledge; analyzing problems and generating solutions based on a careful and systematic study of morality.

General goal: To develop and act on personal and professional standards of conduct that are based on a commitment to the greater good and humanism.

The student will be able to:

II.1. analyze the nature of ethical issues within the profession from a sound understanding of biomedical ethics. (cognitive: analysis & synthesis)

II.2. evaluate ethical issues that arise in all aspects of professional activities integrating information from multiple sources to formulate options and evaluate the merit of responses. (cognitive: synthesis & evaluation)

II.3. analyze the ethical problems of practicing with insufficient systems of professional support and demonstrate self awareness of optimal methods of establishing such support to insure life long learning. (cognitive: analysis & synthesis; affective: value complex)

II.4. enact the ethical responsibilities of a professional to contribute to the profession, to uphold and enforce the highest standards of practice and conduct. (affective: value complex)

III. INVESTIGATIVE REASONING

The attitudes and processes of inquiry that underlie acquisition of knowledge, motivate a commitment to life long learning, and insure that adopted clinical methods are evidence-based.

General goal: To seek, assess, and apply scientific research and scholarly literature to questions and problems that arise in the practice and science of occupation.

The student will be able to:

III.1. critically evaluate practice, identifying core assumptions and corresponding interventions and evaluating the legitimacy of each based on sound rules of evidence. (cognitive: evaluation)

III.2. critically evaluate diverse areas of knowledge in order to inform and expand the developing science of occupation and its application to occupational therapy. (cognitive: synthesis & evaluation)

III.3. demonstrate effective habits of scholarly behavior. (affective: value complex).

IV. OCCUPATION

Occupation 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.

General goal: To use occupation as a frame for all professional interactions and activities.

The student will be able to:

IV.1. compare and critically evaluate varying views of occupation in occupational therapy, occupational science, and other relevant disciplines. (cognitive: synthesis and evaluation)

IV.2. explain the relationship of occupation and human development, health, adaptation, functioning, and quality of life. (cognitive: synthesis)

V. HUMANS AS OCCUPATIONAL BEINGS:

Humans occupations fulfill needs and to create purpose and meaning in life. Engaging in occupations allows us to adapt to challenges, make choices and use our time, organize daily routines, and influence our health. The consideration of humans as occupational beings directs attention to the transaction of people and their physical, social & cultural environments across the life span.

General goal: To value the core relationship of occupation to human existence and construct a personal model of how people engage in occupation.

The student will be able to:

V.1. explain the biological and evolutionary bases of human occupational behavior. (cognitive: evaluation)

V.2. explain the emergence and transformations of occupational patterns across the life span. (cognitive: evaluation)

V.3. explain from a situational perspective how occupational performance emerges from dynamic transactions of people and their environment. (cognitive: evaluation)

VI. OCCUPATION AS A MEDIUM OF CHANGE

Occupation is used therapeutically to enhance, sustain, or improve quality of life and health. The use of occupation within therapy results in multiple functional outcomes as the individual progresses from disability to ability. Occupation serves as the basis for change in various intervention approaches including habitation & development, remediation, compensation, adaptation, education and supporting & working with families and caregivers.

General goal: Value and collaborate in the use of occupation as a powerful means of establishing or reestablishing health and well-being

The student will be able to:

VI.1. use contemporary models of ablement and disablement to discriminate factors that facilitate, enhance, or impede occupational performance. (affective: value complex)

VI.2. apply understanding of the complexity of occupational function and dysfunction by creatively modifying the physical environment, social context, tool use, or methods of performing life activities for the purpose of:
- promoting competence, independence, and inter-dependence in a manner satisfying to self and others;
- preventing disability and promoting health;
- promoting adaptation for successful living;
- favorably influencing components of occupational performance. (affective: value complex)

VI.3. solve issues of orchestration of activities in time in order to support engagement in healthful habits and routines as well as infrequent occupations that are highly meaningful. (affective: value complex)

VI.4. engage clients in a collaborative and dynamic process of lifestyle redesign to achieve a pattern of satisfying occupations that is meaningful and culturally relevant to the client. (affective: value complex)

VI.5. use knowledge of life span changes, disease processes, and ontogeny of occupations in order to engage family and client in a proactive process of life planning. (affective: value complex)

VI.6. explain rationale for all occupational therapy interventions. (cognitive: evaluation)

VI.7. evaluate and enact appropriate methods for delivery of occupational therapy services including models of direct service and consultation. (cognitive: evaluation; psychomotor: guided response)

VII. OCCUPATIONAL THERAPIST AS SCHOLAR AND CHANGE AGENT IN SYSTEMS

As change agent and scholar, the occupational therapist confronts multi-level problems with innovative solutions that are grounded in theory, empirical research and clinical reasoning skills; novel programs and state of the art models of practice are conceptualized, developed and implemented to meet the changing needs of the community.

General goal: To value, innovate and consistently enact state of the art practice and professional leadership

The student will be able to:

VII.1. critically evaluate the legitimacy of existing patterns of practice, including assumptions, interventions, and models of service delivery, based on sound rules of evidence. (cognitive: evaluation)

VII. 2. integrate occupational therapy principles, current theory, and research within innovative models of service delivery that are evidence- based and responsive to the changing needs of the community. (cognitive: evaluation)

VII.3. share innovative ideas, programs, and solutions through participation in professional and

scientific meetings. (affective: value complex)

VII.4. evaluate potential applications of occupational therapy to unmet areas of human need, design and prepare to implement services to address those needs through system consultation, policy development, program development, supervision, or education. (cognitive: evaluation; psychomotor: guided response)

VII.5. recognize opportunities for leadership and change agent roles within the profession. (cognitive: analysis)

Bloom, B., et al., Ed., (1956). *Taxonomy of Educational Objectives: Handbook I Cognitive Domain*. New York: D. McKay.

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 test version of the "Instrument of Student Judicial Governancy 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, including but not limited to the following: a. Using unauthorized materials and 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, unless they are placed on reserve in the Library or otherwise made available to all students.

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.

Faculty Council Legislation is the author.

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 2009 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 the Graduate School's Handbook for details on procedures. A Master's of Science degree in Occupational Therapy will be conferred upon those members of the Class of 2009 who successfully complete the following:

1. Required courses:
   - The listing of required courses for the Class of 2011are on the next page.
   - Within the courses required for graduation students must complete the equivalent of six months of FW II (OCCT 720A & B) and a research project as an Approved Substitute for a Thesis (OCCT 890 and 992) or a Thesis (OCCT 993).
2. Comprehensive Master's Examination: Master's Comprehensive Self Analysis
   - After the courses in the spring semester of the second year the student must completed the Comprehensive Master Examination. It must be submitted to the academic advisor no later than 3 weeks before the result must be reported to the graduate school.
   - To meet the written comprehensive exam requirement, candidates for graduation in the Division must complete a Master's Comprehensive Self Analysis. An orientation to this final assignment will be provided in the spring semester of the second year. To prepare for this project, it is suggested that students:
     1. save copies of assignments, exams, papers, etc. that have been completed while in the OT program.
     2. review the curriculum objectives at the end of each semester and note the progress made in each area of the curriculum.
3. Approved Substitute for a Master's Thesis
   - Students are expected to complete OCCT 992: Applied Research Experience by the end of the spring semester of the second year. Within this course, students give a poster presentation and prepare a written manuscript in fulfillment of their research requirement.

4. 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 of OCCT 890 and OCCT992. 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 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 August 1 prior to beginning the second year.
3. The student request is 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 OCCT 350 prior to the start of the fall semester of the second year.

GRADUATION
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 students complete graduation requirements by the end of the second summer session, 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 $560.00 at the present time.

When candidates apply for the certification examination with NBCOT, they will be asked to answer questions related to the topic of felonies. 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 WORK 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.

Course Requirements for Graduation
For the Class of 2010

Course No.	Semester and Year	Credits	Total
	Fall Semester I		
OCCT 748	Fundamentals of Occupation-Centered Practice	4	
OCCT 826	Occupational Science I: Adulthood and Aging	3	
OCCT 718	Musculoskeletal Dimensions of Occupational Performance	4	
OCCT 736	Occupational Therapy Practice Environments	2	
			13
	Spring Semester I		
OCCT 722	Biomedical & Phenomenological Perspectives on Illness & Disability	4	
OCCT 750	Occupation Based Practice I: Adults	5	
OCCT 720	Neuroscience: Processes Supporting Occupation	3	
OCCT 751	Occupation Based Practice II: Older Adults	2/3	
			14/15
	Summer Semester I		
OCCT 720A	Fieldwork II in a setting working with adults	6	
			6
	Fall Semester II		
OCCT 828	Occupational Science II: Childhood and Adolescence	3	
OCCT 704	Research in Occupational Science & Therapy	3	
OCCT 738	Political, Administrative and Financial Contexts of Service Delivery	3	
	Special Focus Elective (required elective taken in another department)	3	
OCCT 890	Independent Study: Occupational Therapy and Science	2	
			14
	Spring Semester II		
OCCT 752	Occupation Based Practice III: Children	3	
OCCT 842	Historical Evolution of Occupational Therapy & Science	3	
OCCT 740	Evolution of Community Based Practice: Developmental, Implementation & Evaluation	2	
OCCT 992	Applied Research Experience	2	
			10
	Summer Semester II		
OCCT 720B	Fieldwork II in an area consistent with special focus	6	
			6
	Grand Total		63/64

SPECIAL FOCUS CURRICULUM

The occupational therapy curriculum is designed to prepare students as generalists across practice areas while also allowing each student to develop a special focus within occupational therapy. The special focus may concentrate on a population such as older adults or children or a diagnosis such as Alzheimer's or autism or a service delivery model such as community-based practice or working with families and caregivers. The student develops their special focus through the choice of their elective course in the fall of the second year, the development of their research project, and the completion of the second FW II. The student has the opportunity through these experiences to acquire an in-depth knowledge base from the literature within and outside of occupational science and therapy and to synthesize and apply the knowledge in a supervised clinical experience.

CERTIFICATE IN AGING

One option for the special focus is through participation in the Certificate in Aging. The Certificate in Aging is a campus wide interdisciplinary program for graduate students and community professionals with special interest in working with older adults. The certificate requires fifteen credit hours of study in aging, eleven of which are required for the Occupational Science course of study. Five three-credit courses required of the certificate are health and aging (OS elective), human behavior (OCCT 826), policy elective (OCCT 751), and a practicum (OCCT 720A). Students must also attend a monthly seminar for two semesters. Students can complete the certificate program during enrollment in the OS program, or complete the requirements following graduation. For further information, contact Sue Coppola and visit http://www.aging.unc.edu/certificate/index.html

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 student registers for 1-3 credit hours of OCCT 850 using the faculty advisor's section number.

ELECTIVE COURSES

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 which are of special interest that 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 OS Division Faculty. Grades are assigned in the evaluation of student performance as follows:

Grade Assigned	Intrinsic Value	Numeric Value
H	High = Clear Excellence	95-100
P	Pass = Entirely Satisfactory	85-94
L	Low = Low Pass	75-84
F	Fail	Below 75

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.

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 OS 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 OS Division Director (or if the OS 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.

SECTION IV – PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

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. Officers are elected in November from the first year class. Dues were $15/year in 2002.

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 NCOTA Newsletter, reduced rates at the annual conference and the NCOTA Membership Directory. Student dues are currently $37.50.

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. Student dues are currently $53/$75.

> The Association of Stdeunt 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 November.

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 OS Division liaison.