

**Division of Occupational Science &
Occupational Therapy
Master of Science Program
Student Handbook
Class of 2019**



www.med.unc.edu/ahs/ocsci



**THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL**

Revised 8/25/17

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WELCOME TO THE UNC MASTER'S PROGRAM IN OCCUPATIONAL THERAPY!

We are delighted to have you join us as students and future colleagues, and we look forward to engaging with you in a dynamic and thought-provoking teaching/learning process over the next two years. The purpose of this Student Handbook is to provide you with information and resources that will be helpful and relevant during your tenure as students, but may be particularly so in your first semester as you get oriented to the program and to the profession of occupational therapy. It is formatted so that if you would like to print it and put it in a binder, the left margin allows this, but otherwise the margins are narrow to use the space. There likely will be things you want to know that for whatever reason did not get included here, and we encourage you to seek out your advisor or any faculty member and ask those questions!

We also encourage you to join your professional organizations (the Student OT Association, NCOTA, and AOTA) and begin to take advantage of the activities and learning opportunities they provide. In addition, if you have ideas about student-led activities or initiatives that you believe would provide important service or learning opportunities, please bring these ideas to SOTA and/or to a faculty member. Becoming an innovator and agent of change in the profession can start early!

Again, welcome to the OS/OT Community at UNC-Chapel Hill!

SECTION I – GENERAL INFORMATION

Division of Occupational Science & Occupational Therapy
ORIENTATION SCHEDULE
FALL 2017

| MONDAY, AUGUST 21 | | |
|-------------------------------|--|-------------------------------------|
| Time | Activity | Place |
| 8:15-8:30 | Gather and mingle | Bondurant 2035 |
| 8:30-9:55 | Welcome and Introductions - <i>Nancy Bagatell</i> Our "Occupational Selves" - <i>Sue Coppola</i> <ul style="list-style-type: none"> Please bring an item that represents one of your key occupations – you will use it to introduce yourself! | |
| 9:55-10:05 | Break | |
| 10:05-10:55 | Overview of Curriculum and Fall Semester – <i>Nancy Bagatell</i> Related Resources: <ul style="list-style-type: none"> UNC Graduate School Handbook MSOT Student Handbook | |
| 11:00-12:15 | LUNCH with 2 nd year students | |
| 12:30-1:30 | Medical School ID Badges and DAHS Photos <ul style="list-style-type: none"> If your last name begins with A-H, go get Med School ID first, then head out to do your DAHS photo If your last name begins with I-Z, go get your photo taken first and then head over to MacNider 41 for your badge | Badges: MacNider 41 Photos: TBA |
| 1:45-4:00 | Fieldwork Training – <i>Sue Coppola and Kayla Gardner</i> Please bring your laptop to this training! Eclipse viewing at around 2:30! | Health Sciences Library Room 527 |
| WEDNESDAY, AUGUST 23 | | |
| 1:15 – 4:00 | Orientation continued – <i>Sue Coppola and Brenda Mitchell</i> <ul style="list-style-type: none"> Fieldwork Professional Behavior DAHS Policies, Procedures, Resources | Bondurant 2020 |
| WEDNESDAY, AUGUST 30 | | |
| 11:30-12:30 | Discussion with Sue and 2 nd year students about Fieldwork | OT Apartment |
| 1:00-3:50 | Health Sciences Library Orientation – <i>Barbara Renner</i> | HSL 527 |
| WEDNESDAY, SEPTEMBER 6 | | |
| 9:00-11:30 | Expectations and Supports for Quality Writing – <i>Linn Wakeford, Nancy Bagatell</i> (OCCT 736 will not meet today) | Bondurant 2035 |
| WEDNESDAY, OCTOBER 11 | | |
| 1:00-3:00 | Your own Health and Wellness... - <i>multiple faculty</i> | OT Apt. & AT Lab |

**DIVISION OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY
FACULTY AND STAFF**

| Faculty | Title | Special Interests/Skills |
|--|---|---|
| Bagatell, Nancy, PhD, OTR/L, FAOTA Division Director Office 2066 919-843-4463 | Associate Professor | Adolescents and Adults with Autism; Neurodevelopment, the Scholarship of Teaching and Learning |
| Antoine Bailliard, PhD, OTR/L Office 2053 919-843 - 4468 | Assistant Professor | Mental Health, Immigration |
| Brian Boyd, PhD Office 2062 919-843-4465 | Professor | Autism, Repetitive behaviors, Classroom-based interventions |
| Sue Coppola, OTD, OTR/L, FAOTA, BCG Fieldwork Coordinator Office 2063 919-966-9006 | Professor | OT for Older Adults, Interdisciplinary Teamwork, Fieldwork |
| Lauren Holahan, MS, OTR/L, FAOTA OT Consultant to NC Department of Public Instruction Office 2060 919-843-4466 | Associate Professor | School-based Practice, Special Education Policy, Ethics |
| Caroline McCarty, PhD, OTR/L Office 2061 | Adjunct Instructor | School-based Practice, Families |
| Katie Sorenson, OTD, OTR/L Office 2052 919-966-7618 | Assistant Professor | Physical disabilities, Global health, Universal design and accessibility, Adaptive sports |
| Linn Wakeford, PhD, OT/L, FAOTA Admissions and MS Program Coordinator Office 2065 919-843-4464 | Associate Professor | Early Intervention, Scholarship of Teaching & Learning |
| Jenny Womack, MA, MS, OTR/L, C/PH, CAPS, SCDCM, FAOTA Office 2054 919-843-4472 | Professor | Community Based Practice, Physical Rehabilitation, Driving and Community Mobility, Participation post-stroke, Aging |
| <u>Professors Emeriti:</u> Ruth Humphry, PhD, OTR/L, FAOTA Virginia Dickie, PhD., OTR/L, FAOTA Cathy Nielson, MPH, FAOTA Jane Rourk, OTR/L, FAOTA <u>Division Founder and Professor, in Memoriam:</u> Marlys Mitchell, PhD, OTR/L, FAOTA | | |
| STAFF | | |
| Tamara Mesko | Student Services Administrative Support | |
| Tin Lay Nwe | Business Services Support | |
| Kayla Gardner | Fieldwork Support | |

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 MS Program Coordinator 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 2019

| NANCY BAGATELL | ANTOINE BAILLIARD | KATIE SORENSEN | RAHELEH TSCHOEPE | LINN WAKEFORD |
|-------------------|----------------------|-------------------|---------------------|-------------------|
| Meredith Berk | Cassie Ball | Mollie Bland | Anna Benfield | Kyle Keahey |
| David Clatterbuck | Lisa Bruckner | Bryce Krzenski | Nicole Huntley | Dana McDowell |
| Kendyl Cole | Laura Carroll | Alli Little | Sydney Kalin | Brianna Rambo |
| | Raquel Fisher | Cassie Violand | Serenity Kingsbury | Emma Rettew |
| | Sarah Ginter | | | Kelli Sittser |
| | Jonathan Hidalgo | | | Katherine Thomson |

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

Academic Year 2017-2018

| FALL SEMESTER 2017 | | |
|---|--|--------------------------------------|
| AUG. | OS Division Initial Orientation session | Monday, August 21 |
| | Classes Begin | Tuesday, August 22 |
| SEPTEMBER | Labor Day Holiday | Mon., Sept. 4 |
| | Community Meeting | Tuesday, Sept. 5 (11:30-12:30 pm) |
| | <i>AOTA Mental Health Specialty Conference</i> | September 15-16 |
| | Faculty Meeting | Tuesday, Sept. 19 (11:30-1:00 pm) |
| | 1 st year students: Fieldwork I | Wednesday, September 27 |
| OCTOBER | Community Meeting | Tuesday, October 3 (11:30-12:30 pm) |
| | 1 st year students: Fieldwork I | October 16-18 |
| | Faculty Meeting | Tuesday, October 17 (11:30-1:00 pm) |
| | Fall Break (Begins 5:00 PM Wednesday, Oct. 18) | October 19 - 20 |
| | <i>SSO Conference – Seattle, WA</i> | October 19 - 21 |
| | <i>AOTA Education Summit - Fort Worth, TX</i> | October 27-28 |
| NOVEMBER | <i>AOTA/NBCOT Student Conclave – Birmingham, AL</i> | November 3-4 |
| | Community Meeting | Tuesday, Nov. 7 (11:30-12:30 pm) |
| | <i>NCOTA Annual Conference – Raleigh, NC</i> | November 10-12 |
| | 1 st year students: Fieldwork I | November 17-21 |
| | Faculty Meeting | Tuesday, November 21 (11:30-1:00 pm) |
| | Thanksgiving Break | November 22-24 |
| DECEMBER | <i>AOTA School-Based Practice Specialty Conference – Orlando, FL</i> | December 1-2 |
| | Community Meeting | Tuesday Dec. 5 (11:30-12:30 pm) |
| | Classes End | Wed., Dec. 6 |
| | Exam Days | December 8,9,11,12,14,15 |
| SPRING SEMESTER 2018 (Faculty and Community Meetings TBA) Please see Fieldwork Manual for Fieldwork Dates | | |
| JAN | Classes Begin | Wed., Jan. 10 |
| | Martin Luther King Jr. Holiday | Mon., Jan 19 |
| | Spring Break | March 6-10 |
| APRIL | Holiday | Fri., April 3 |
| | <i>AOTA Annual Conference – Salt Lake City, UT</i> | April 16-19 |
| | Classes End | Fri., April 27 |
| | Exam Days | April 30, May 1,3,4,7,8 |
| NOTE: Fall 2018 semester will begin for the MSOT Program on August 1, 2018 | | |

QUICK REFERENCE TO SPECIFIC ACTIVITIES (Fall 2017):

Level I Fieldwork (1st year)

September 27

October 16 – 18

November 13 - 17

Community Meetings (1st Tuesday of every month)

September 5

October 3

November 7

December 5

Faculty Meetings (3rd Tuesday of every month)

August 15

September 19

October 17

November 21

Division-Wide Holidays

Labor Day (September 4): No classes

Fall Break (October 19-20): No classes

Thanksgiving Holiday (November 22- 24): No classes

Conferences

AOTA Mental Health Specialty Conference: September 15-16

SSO:USA: October 19-21 (Seattle)

AOTA Education Summit: October 27-28 (Fort Worth)

AOTA/NBCOT Student Conclave: November 3-4 (Birmingham)

NCOTA: November 10 -12 (Raleigh)

AOTA School-Based Practice Specialty Conference: December 1-2 (Orlando)

DIVISION ADDRESS AND TELEPHONE NUMBER:

Division of Occupational Science and Occupational Therapy

321 South Columbia Street (Use this street address for FedEx and UPS deliveries)

Bondurant Hall Suite 2050

CB#7122

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 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.

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, CPR, HIPAA, and Site-specific 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.
- ❑ **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.

THE UNC 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 Governance 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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

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.

Attendance Policy

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.

You should be able to evaluate your participation by answering the question: “Did I actively contribute to the seminar/class discussion in a substantial and effective manner?” That is:

1. You engaged in discussion with classmates and the instructor on an ongoing basis, without waiting to be called on by the instructor or facilitator
2. Your observations, questions, and comments during the discussion were appropriate, relevant, integrative and clearly indicative of preparation
3. Your contributions moved the conversation forward and/or clarified the group’s understanding of the topic
4. You demonstrated respect for the ideas of other group members, whether or not you agreed with them

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.

Fieldwork

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.

MATERNITY/PATERNITY LEAVE:

We are always delighted when babies are on the way, via birth or adoption! However, this definitely has an effect on how the student is able to participate in classes and/or fieldwork, and in order to meet the needs of both the student and the educational program, we have established some procedures for maternity or paternity leave. These are intended as guidelines that will apply to most such situations, but are flexible in instances that require different or special attention. Our procedures were developed based on past experiences of students and faculty, UNC Graduate School policies, and information from several other OT programs who provide specific guidelines for maternity/paternity leave for their students.

Procedures/Guidelines:

- At least 8 weeks prior to the anticipated birth or adoption, the student meets with his/her advisor to begin planning for the absence.
- The plan is reviewed, either in person with the student or via other methods (email, phone, etc.), by the Division Director, FW Coordinator, and all instructors for the semester in which the student will take leave.
- The **initial plan** (developed with the advisor, but drafted by the student prior to meeting) should include:
 - Anticipated (due or adoption) date
 - Medical restrictions or concerns that could influence student participation
 - Class attendance and completion of assignments in the period up to the birth or adoption
 - The length of leave anticipated after the birth or adoption
 - No more than one week of absence (not attending class via any method)
 - No more than an additional three weeks of "distance" participation in class (via Skype, etc.)
 - How the student will maintain regular communication with advisor/faculty as needed
 - Plans for caring for the child after birth/adoption, including potential for bringing the baby to classes, time/space for pumping breast milk, etc.
- **Follow-up** meetings with advisor/instructors will result in a more specific identification of needed supports:
 - Methods by which the student will attend and participate in class, complete assignments, and communicate regularly with the instructor.
 - Identification of extended deadlines or other accommodations/alternative learning methods that may be required while the student is on leave (delayed practicum testing, etc.)

PROFESSIONAL BEHAVIOR (Adopted Summer 2016)

Foundation:

Professional behaviors are core features of any graduate program that seeks to educate practitioners in a discipline. In the Master of Science curriculum in occupational therapy at UNC-CH, the following standards have been adopted as expectations for successful completion of the program. Standards for professional behaviors and conduct address fundamental skills inherent in ethical and competent practice. In addition to these standards, students must abide by all applicable University policies (e.g., Policy on Prohibited Discrimination, Harassment and Related Misconduct) and must comply with the American Occupational Therapy Association Code of Ethics.

Process:

During mid-term of the first semester of the first year and the start of spring semester of the second year, each student will evaluate his/her status relative to the standards on the Professional Behavior Plan, and work with the academic advisor to receive feedback, set goals and develop an action plan. Feedback will represent input from faculty, instructors, fieldwork coordinator, and fieldwork supervisors. Based on this feedback, each student will revise goals/plans in conjunction with his/her advisor. More frequent meetings may occur at the advisor's or student's request, or if deemed warranted because of other concerns that arise during the student's time in the program. Each student will also meet with their advisor in the final semester in the program and evaluate his/her growth relative to the goals set in the prior semesters.

A copy of the rating form is provided as an Appendix to this Student Handbook. Each standard is evaluated based on the following scale:

MS = Meets standards in this area

NI = Needs Improvement

UN = Unacceptable

The evaluation level of Meets Standard (MS) is the expected outcome for all standards. Students who score NI on any standard, have more than 25% of all standards with scores of NI, or persist with a score of NI or UN across a semester will be referred to the Division's Promotion and Retention Review Committee, which will determine the course of action. The Committee consists of the student's advisor, the Fieldwork Coordinator, and Division of Occupational Science and Occupational Therapy Director. Failure to meet these expectations as well as violations of University policies or Honor Code will result in probation which can lead to dismissal of an enrolled student.

DIVERSITY STATEMENT

Courses in the MSOT program are intended to promote mutual respect, diversity, and inclusion in the classroom. Diversity includes consideration of, for example, race/ethnicity, gender, sexual orientation, spiritual beliefs and/or religious affiliations, social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations. Learning to understand and appreciate views different from our own can create a sense of community and promote excellence in the learning environment.

STATEMENT OF NONDISCRIMINATION

It is the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religions, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. The complete text of the Policy Statement on Non-Discrimination, including a list of contacts to whom concerns and questions may be presented, can be found at: <http://www.unc.edu/campus/policies/nondiscrim.html>.

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 (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>)

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. **No formal classroom accommodations can be put into place without consultation from the Office of Accessibility Resources and Services.**

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

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

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/>)

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.
- In 1998, the name of the Division was changed to The Division of Occupational Science & Occupational Therapy 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 was 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 was 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 form more information about accreditation.

DIVISION OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY 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.

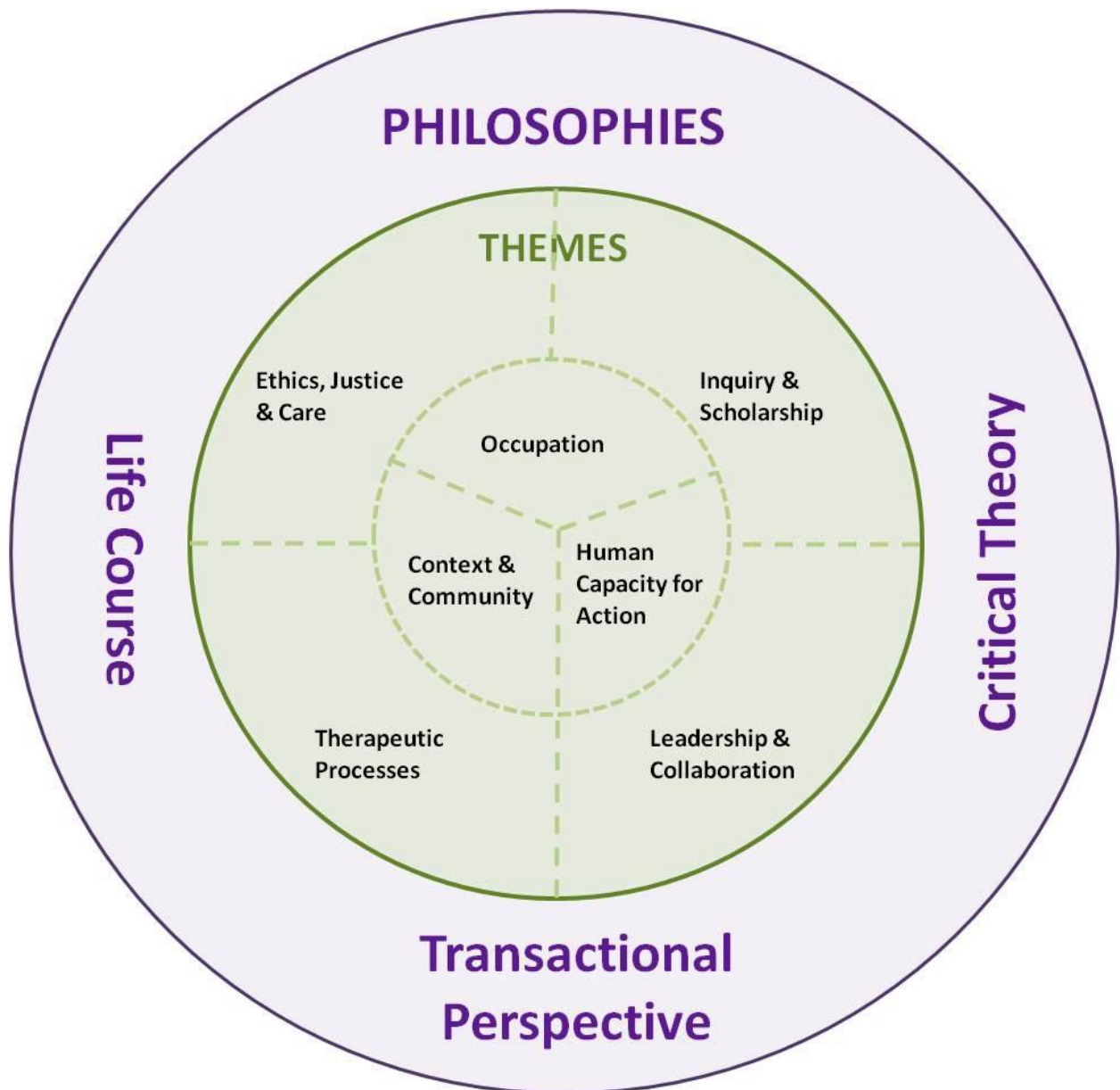
Occupation, therefore, is the embodied enactment of socially constructed habits, formed over time, as well as the creative adjustments to each situation through learning and use of resources. Meanings, values, and emotional experience are part of occupation and come from the ways in which the activity 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 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.



Wakeford, 2014

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

Learning Outcomes:

- 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.

Learning Outcomes:

- 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.

Learning Outcomes:

- 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.

Learning Outcomes:

- 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.

Learning Outcomes:

- 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 *Occupational Therapy Practice Framework: Domain & Process-3rd Edition* (AOTA, 2014; p. S3):

- *persons* (including those involved in care of a client)
- *groups* (collectives of individuals, e.g., families, workers, students, communities)
- *populations* (collectives of groups of individuals living in a similar locale—e.g., city, state, or country—or sharing the same or like characteristics or concerns)

Learning Outcomes:

- 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.
- Evaluate clients' occupational profile, analysis of occupational performance and occupational environments, using best available evidence.
- 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.

**UNC-CH Division of Occupational Science and Occupational Therapy
MSOT CURRICULUM PLAN EFFECTIVE FALL 2014**

| | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY - JULY | |
|---------------|---|-------------|--|-----|----------------------------------|-------------------------------------|---|-------------|------------|-------------------|-----------------------------------|
| YEAR 1 | ACADEMIC SEMESTER I : FALL | | | | | ACADEMIC SEMESTER II: SPRING | | | | | |
| | OCCT # | | COURSE NAME | | | OCCT # | | COURSE NAME | | | |
| | | 725/726 | Human Capacities 1 & 2 (3/3) | | | 771 | Life Course I: Early Years (2) | | | | |
| | | 755 | Foundations of Occupational Therapy Practice (3) | | | 727 | Health Conditions I (2) | | | | |
| | | 765L | Foundations of Occupational Therapy Practice Lab (2) | | | 756 | Therapeutic Processes I (3) | | | | |
| | | 736 | Occupational Therapy Practice Environments (2) | | | 766 | Therapeutic Processes Lab I (2) | | | | |
| | | 770 | Occupational Science (3) | | | 781 | Environments & Technology (2) | | | | |
| | | | | | 704 | Research in OS& OT (3) | | | | | |
| | CREDIT HOURS SEMESTER I: 16 | | | | | CREDIT HOURS SEMESTER II: 14 | | | | | |
| YEAR 2 | ACADEMIC SEMESTER III: FALL | | | | | ACADEMIC SEMESTER IV: SPRING | | | | | FINAL SEMESTER: FW II |
| | OCCT # | | COURSE NAME | | | OCCT # | | COURSE NAME | | | |
| | | 772 | Life Course II: Adulthood (2) | | FIELDWORK II OCCT 720A (6) | 773 | Life Course II & Lab: Aging (3) | | | | FIELDWORK II OCCT 720 B (6) |
| | | 728 | Health Conditions II (2) | | | 729 | Health Conditions III (2) | | | | |
| | | 757 | Therapeutic Processes II (3) | | | 836 | Community Level Practice (2) | | | | |
| | | 767L | Therapeutic Processes II Lab (2) | | | 837 | Professional Development / Transition to Practice (3) | | | | |
| | | 990 | Applied Research (1) | | | 992 | Applied Research II (3) | | | | |
| | CREDIT HOURS SEMESTER III: 10 +6 | | | | | CREDIT HOURS SEMESTER IV: 13 | | | | | |
| | AUG | SEPT | OCT - DEC | | | JAN | FEB | MAR | APR | MAY - JULY | |

SECTION III – COURSES AND GRADING

UNC Division of Occupational Science & Occupational Therapy Master of Science in Occupational Therapy Curriculum: Course Descriptions

| YEAR 1 | |
|---|---|
| Fall Semester | |
| <p>OCCT 725 Human Capacities: Body Structures and Functions 1 takes place in the first half of the semester and explores the structures, functions, and processes of the human body that support participation in occupation. The course will focus on neurological systems, mental processes, sensory processing, digestion, reproduction, endocrine, and immune responses that support human occupation</p> | <p>OCCT 726 Human Capacities: Body Structures and Functions 2 takes place in the second half of the semester to address the structures, functions, and processes of the human body that support participation in occupation. The course will focus on movement and somatosensory capacities and the structures related to those functions.</p> |
| <p>OCCT 770 Occupational Science introduces the philosophical tenets of Occupational Science and their application to Occupational Therapy. The course highlights the multiplicity of interconnected factors which generate participation in occupational situations.</p> | |
| <p>OCCT 755 Foundations of Professional Practice introduces core foundations for occupation-centered occupational therapy practice. Students learn fundamentals of professional communication and behavior, therapeutic use of self, clinical reasoning, activity analysis, theory, and evidence-based practice. Includes Level 1 fieldwork experiences.</p> | |
| <p>OCCT 765L Foundations of Professional Practice Lab provides opportunities for students to practice and begin developing key clinical skills in observation, analysis, interpersonal interactions/communication, documentation, and applying concepts related to theory-based and evidence-based practice.</p> | |
| <p>OCCT 736 Occupational Therapy Practice Environments introduces fiscal, regulatory, ethical, legal, interdisciplinary, temporal, and cultural factors that transact in practice systems. Explores pragmatic reasoning as applied to varied settings where OT services are delivered.</p> | |
| Spring Semester | |
| <p>OCCT 771 Life Course Development I focuses on the changing capacities for engagement with occupations of children and young adults, examining how young people shape and join with families, educational programs, and communities. Development is viewed as involving a transactional relationship of the “person-in environment as a whole” thus the social, physical, cultural, and historical contexts and individual characteristics are considered.</p> | |
| <p>OCCT 727 Perspectives on Disability & Health I addresses the biological and phenomenological aspects of specific mental and physical health conditions that may be experienced by children, adolescents and young adults. Introduces concepts of disability, public health, and prevention.</p> | |
| <p>OCCT 756 Therapeutic Processes I focuses on OT practice with children, adolescents and young adults that have disabilities or health conditions that inhibit occupational performance and/or social participation, across a variety of situations. Includes Level 1 fieldwork experiences.</p> | |
| <p>OCCT 766L Therapeutic Processes Lab provides opportunities for students to practice and begin developing key clinical skills in assessment, intervention planning, intervention strategies, and documentation in practice with children, adolescents, and young adults.</p> | |
| <p>OCCT 781 Environments & Technologies highlights the environmental dimensions of occupational performance and environmental, assistive and rehabilitation technologies used in occupational therapy practice. Students will learn to assess various environmental characteristics and their impact on occupational performance, modify the environment for therapeutic effect, and utilize technology as a means to access, engage in and control the environment.</p> | |
| <p>OCCT 704 Research Methods focuses on understanding the scientific process, and the application of different methodologies, including qualitative and quantitative methods.</p> | |
| Summer | |
| <p>No course work May-July</p> | |

| |
|--|
| YEAR 2 |
| Fall Semester: August 1 – September 21, 2018 |
| OCCT 772 Life Course Development II focuses on human life in the decades between childhood and old age, and considers changing perspectives in this part of the life course, which has recently been characterized as more varied than previously thought. Concepts of establishment, commitment and bridging to both past and future life periods will be highlighted as students consider issues of identity, culture, role fulfillment and individual and group relationships in context. |
| OCCT 728 Health Conditions II addresses the biological and phenomenological aspects of specific mental and physical health conditions that may be experienced by adults. Addresses prevention, public health and disability. |
| OCCT 757 Therapeutic Processes II focuses on OT practice with adults who have disabilities or health problems that inhibit occupational performance and/or social participation, across a variety of situations. |
| OCCT 767L Therapeutic Processes Lab provides opportunities for students to practice and begin developing key clinical skills in assessment, intervention planning, intervention strategies, and documentation in practice with adults and older adults. |
| OCCT 990 Applied Research continues the work started in the Research Methods course on understanding the process of scientific inquiry and the application of different methodologies, including qualitative and quantitative methods, to address clinical concerns. Each student will refine a research question/area of inquiry and develop a research proposal. |
| Fall Semester: September 26-December 18, 2018 |
| OCCT 720A Level 2 Fieldwork (12 weeks, full-time) |
| Spring Semester |
| OCCT 773 Life Course Development III explores diversity older adults' engagement in occupation as a result of changing capacities and environments, including public policies related to aging. It will highlighting the impact of major life transitions such as retirement from paid employment, caregiving and care receiving, losses, and changes in community mobility. End of life experiences, although not only occurring in old age, will be addressed here. Lab content provides students with experiential learning activities that supplement course content. |
| OCCT 729 Health Conditions III addresses the biological and phenomenological aspects of complex mental and physical health conditions, when experienced by older adults. Special emphasis will be on prevention of decline, dementia, 'geriatric syndromes', and the impact of age-associated changes on service delivery |
| OCCT 836 Community Level Practice focuses on the role of social systems in occupational performance and on the principles for population and system level practice in occupational therapy. Students learn to understand and analyze how systems are created, reproduced, and altered through the coordinated action of people, as well as content related to needs assessment, program development and evaluation processes, policy, and community health. |
| OCCT 992 Applied Research supports each student to continue the learning and research processes of the two previous research courses by collecting, analyzing, and interpreting data, preparing a poster to disseminate findings, and completing a final research paper of publishable quality. |
| OCCT 837 Professional Development/Transition to Practice addresses professional development from perspectives that include the history of the profession itself, engaging as a professional in local, state, national and international OT organizations, maintaining professional competence, and the practical aspects of becoming a beginning practitioner. |
| Summer |
| OCCT 720B Level 2 Fieldwork (12 weeks, full-time) |

COURSE CREDIT HOURS AND CONTACT HOURS

| Semester | Course OCCT | Title | Total Course Credits | Credits: Lecture/ Lab | Contact Hours per week |
|-------------------|-------------|--|----------------------|-----------------------|------------------------|
| Fall # weeks | | | | | |
| 7.5 | 725 | Human Capacities: Body Structures and Functions I | 3 | 2/1 | 4/6 |
| 7.5 | 726 | Human Capacities: Body Structures and Functions II | 3 | 2/1 | 4/6 |
| 15 | 755 | Foundations of Occupational Therapy Practice | 3 | 3/0 | 3/0 |
| 15 | 765 L | Foundations of Occupational Therapy Practice Lab | 2 | 1/1 | 1/3 |
| 15 | 780 | Occupational Therapy Practice Environments | 2 | 2/0 | 2/0 |
| 15 | 770 | Occupational Science | 3 | 3/0 | 3/0 |
| | | TOTALS | 16 | 13/3 | 22* |
| Spring # weeks | | | | | |
| 15 | 771 | Life Course: Early Years | 2 | 2/0 | 2/0 |
| 15 | 727 | Health Conditions I | 2 | 2/0 | 2/0 |
| 15 | 756 | Therapeutic Processes I | 3 | 3/0 | 3/0 |
| 15 | 766 | Therapeutic Processes Lab I | 2 | 0/2 | 0/6 |
| 15 | 781 | Environments and Technologies | 2 | 2/0 | 2/0 |
| 15 | 704 | Research Methods | 3 | 3/0 | 3/0 |
| | | TOTALS | 14 | 12/2 | 18* |
| Fall # weeks | | | | | |
| 7.5 | 772 | Life Course II: Adulthood | 2 | 2/0 | 4/0 |
| 7.5 | 728 | Health Conditions II | 2 | 2/0 | 4/0 |
| 7.5 | 757 | Therapeutic Processes II | 3 | 3/0 | 6/0 |
| 7.5 | 767L | Therapeutic Processes Lab II | 2 | 0/2 | 0/12 |
| 7.5 | 990 | Applied Research I | 1 | 1/0 | 2/0 |
| | | Totals for Coursework | 10 | 8/2 | 28** |
| 12 | 720 A | Fieldwork II (Full-time) | 6 | 0/6 | 144*** |
| Spring # weeks | | | | | |
| 15 | 773 | Life Course II: Aging | 3 | 2/1 | 2/3 |
| 15 | 729 | Health Conditions III | 2 | 2/0 | 2/0 |
| 15 | 836 | Community Level Practice | 2 | 1/1 | 1/3 |
| 15 | 992 | Applied Research II | 3 | 2/1 | 2/3 |
| 15 | 837 | Professional Development & Transitions to Practice | 2 | 2/0 | 2/0 |
| | | TOTALS | 12 | 9/3 | 18* |
| Summer # weeks | | | | | |
| 12 | 720 B | Fieldwork II (Full-time) | 6 | 0/6 | 144*** |
| | | TOTAL CREDITS | 64 | | |

* Contact hrs/wk for 15 weeks

** Contact hrs/wk for 7.5 weeks

*** Contact hours for full-time (12 week – 40 hours/week) Level II Fieldwork

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 is required to register for Independent Study credit under the advisor's name.

ELECTIVE COURSES

Generally, there is little space in the two-year curriculum for elective courses. However, many courses are available at UNC and the opportunity to enroll in a special course in another department may exist. All electives must be approved by the faculty advisor and Program Director.

AUDITING COURSES

In accordance with university policies, students wishing to audit a course must receive permission from the instructor, and audited electives must be approved by the faculty advisor in the OT program.

GRADING

There is a uniform numeric grading scale used by all OS/OT 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. Instructors are encouraged to give an *Incomplete* only in exceptional circumstances, such as in the case of illness. Students are discouraged from seeking a grade of *Incomplete* because a delay in finishing a course usually causes an overload of work in subsequent semesters. A graduate student has one calendar year to complete the work required in the incomplete course. 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 listed below for Grade Appeal.

GRIEVANCES AND PETITIONS

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/OT 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/OT 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.

Reinstatement

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

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 – REQUIREMENTS FOR GRADUATION, CERTIFICATION, AND LICENSURE

GRADUATION REQUIREMENTS

The requirements for graduation in the occupational therapy academic program, for the Class of 2019 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 2019 who successfully complete the following:

1. The required courses for the Class of 2019 listed on the preceding pages
2. The equivalent of six months of FW II (full-time)
3. A research project as an *Approved Substitute for a Thesis*, or a thesis with prior approval from the faculty.
4. Comprehensive Master's Exam (Professional Development Portfolio)

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.

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.

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 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 MSOT program 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). Most 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/>

Those applying for a North Carolina license must apply online. The current fee to obtain an application is \$10, and the license fee is \$100. The annual renewal fee is \$50, and renewals must be submitted by June 30 of each year, regardless of when the initial license was obtained.

SECTION V – 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. 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.

WORLD FEDERATION OF OCCUPATIONAL THERAPISTS (WFOT)

<http://www.wfot.org/>

WFOT "promotes occupational therapy as an art and science internationally. The Federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society."

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/OT Division liaison.

APPENDIX

PROFESSIONAL BEHAVIORS ASSESSMENT & PLAN

Rate each item using the following:

MS = Meets standards in this area

NI = Needs Improvement

UN = Unacceptable

| STANDARDS | Midterm Fall 1 | Additional: Date_____ | Additional: Date_____ | Additional: Date_____ | Midterm Spring 2 |
|---|---------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------|
| COMMUNICATION | | | | | |
| Communicates to relevant others in a timely manner regarding changes in established plans. | | | | | |
| Speaks and writes effectively and clearly. | | | | | |
| Respects others' points of view, opinions, and feelings. | | | | | |
| Actively and meaningfully contributes to professional conversations and discussions. | | | | | |
| Expresses disagreement, concerns and/or dissatisfaction in a respectful manner and time. | | | | | |
| Refers to syllabi, policies, manuals and other documents before inquiring about included material. | | | | | |
| Makes timely and appropriate contact with fieldwork sites in advance of and during FW and returns required documentation to FW Coordinator. | | | | | |
| Informs key faculty (advisor, FW Coordinator) of issues affecting performance, as possible. | | | | | |

COMMENTS:

| | | | | | |
|--|--|--|--|--|--|
| TEAMWORK | | | | | |
| Is open to constructive feedback and makes adjustments accordingly. | | | | | |
| Provides constructive feedback to others. | | | | | |
| Seeks guidance relative to professional behaviors when needed. | | | | | |
| Demonstrates flexibility with schedule changes and meetings outside usual class times. | | | | | |
| Contributes equitably to class, group, and community efforts. | | | | | |

COMMENTS:

| STANDARDS | Midterm Fall 1 | Additional: Date_____ | Additional: Date_____ | Additional: Date_____ | Midterm Spring 2 |
|---|---------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------|
| WORK BEHAVIORS | | | | | |
| Displays professional appearance including dress, body language, and posture appropriate to context. | | | | | |
| Completes all student requirements for fieldwork by deadlines, including special contract requirements. | | | | | |
| Informs faculty of changes in contact information and utilizes UNC email address. | | | | | |
| Arrives on time for class, meetings, and appointments. | | | | | |
| Meets assignment, project, and documentation deadlines. | | | | | |
| Proposes reasonable solutions when facing problems. | | | | | |
| Assumes responsibility for behavior. | | | | | |
| Demonstrates flexibility when faced with unexpected situations. | | | | | |
| Applies professional skills consistently across learning environments. | | | | | |
| Demonstrates responsible use of social media and technology. | | | | | |
| Adheres to the Health Insurance Portability and Accountability Act (HIPAA) policy | | | | | |

COMMENTS:

| | | | | | |
|--|--|--|--|--|--|
| SAFETY | | | | | |
| Carries out therapeutic procedures and handles equipment safely and responsibly. | | | | | |
| Acts in ways that promote the safety , health and well-being of self and others | | | | | |

COMMENTS:

PROFESSIONAL BEHAVIORS PLAN

#1

| | |
|--|--|
| GOAL What do you want to change? What will success look like? | ACTIONS What specific tasks/activities will you do to help reach your goals? |
| SUPPORTS What supports will you need to accomplish your goal? | TARGET DATE When do you plan to accomplish your goal? |

#2

| | |
|--|--|
| GOAL What do you want to change? What will success look like? | ACTIONS What specific tasks/activities will you do to help reach your goals? |
| SUPPORTS What supports will you need to accomplish your goal? | TARGET DATE When do you plan to accomplish your goal? |

Student Signature

Date

Faculty Signature

Date