

**Division of Occupational Science &
Occupational Therapy
Master of Science Program
Student Handbook
Class of 2024**



www.med.unc.edu/ahs/ocsci



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

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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 2022**

| Time | Location | Activity |
|-------------------------------|----------------------|--|
| FRIDAY, AUGUST 12 | | |
| 9:00-10:30 | Bondurant Rm. 2020 | Welcome and Introductions <i>Nancy Bagatell, Division Director</i> <i>All faculty, PhD students</i> “Our Occupational Selves” introduction activity |
| 10:30-10:45 | | BREAK |
| 10:45-12:00 | Bondurant Rm. 2020 | Overview of curriculum and fall semester <i>Nancy Bagatell, Division Director</i> Related resources: UNC Graduate School Handbook, MSOT Student Handbook |
| 12:00-1:45 | OT Apt. | Lunch and Tour of Bondurant (including overview of DHS), Student Services, campus (Please bring your own lunch). |
| 1:45-3:30 | Bondurant Suite 2050 | Game of Things: Student/faculty conversations |
| WEDNESDAY, AUGUST 17 | | |
| 9:00-12:00 | Bondurant Rm. 2030 | OCCT 736 <i>This will include orientation to fieldwork by Katie Sorensen, Academic Fieldwork Coordinator</i> |
| 1:00-3:00 | Bondurant Rm. 2035 | Beginning your professional development... The UNC OT Professional Behavior and Development Passport (Please review <i>Professional Behavior and Development Plan</i> in your MSOT Student Handbook) <i>Linn Wakeford & Nancy Bagatell</i> |
| WEDNESDAY, AUGUST 24 | | |
| Time TBA (afternoon) | MacNider Rm. 18 | Health Sciences Library (HSL) orientation <i>Barbara Renner, PhD, Library Services Evaluation Specialist and Liaison to the Department of Health Sciences</i> |
| WEDNESDAY, AUGUST 31 | | |
| 1:00-4:00 | Bondurant Rm. G100 | UNC Counseling and Psychological Services (CAPS) <i>Dave Devito, MSW, LCSW</i> Other safety and self-care... <i>Nancy Bagatell, Division Director</i> |
| WEDNESDAY, SEPTEMBER 7 | | |
| 1:00-5:00 | MacNider Rm. 18 | SafeZone Training , conducted by the UNC LGBTQIA+ Center <i>This training is not mandatory but is strongly encouraged. It is designed to expand your understanding of the nature and experiences of people who identify as a part of an LGBTQIA+ community, particularly in health care situations, and to help you in your journey toward providing culturally appropriate care. This training counts for your Professional Development Passport.</i> |

**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 |
| Sue Coppola, OTD, OTR/L, FAOTA, BCG Fieldwork Coordinator Office 2063 919-966-9006 | Professor | OT for Older Adults, Interdisciplinary Practice and Education; Aging |
| Vanessa Jewell, PhD, OTR/L Office 2064 | Associate Professor | Diabetes management and quality of life for children living in rural areas. |
| Khalilah R. Johnson, PhD, MS, OTR/L Office 2062 919-843-4465 | Assistant Professor | Individuals with severe intellectual /developmental disabilities, particularly from minority populations |
| Ryan Lavalley, PhD, MOT, OTR/L Office 2061 919-843-4467 | Assistant Professor | Community-based practice with older adults; dementia care; global health |
| Bridgette LeCompte, MS, OTR/L OT Consultant to NC Department of Public Instruction Office 2060 | Assistant Professor | School-based Practice |
| Micheal Sandbank, PhD Office 2053 | Associate Professor | Early childhood interventions for young children on the autism spectrum |
| 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/MS Program Coordinator Office 2065 919-843-4464 | Associate Professor | Children with I/DD; occupation-based practice; Justice, Equity, Diversity, and Inclusion |
| Adjunct Faculty | | |
| Shelley Seahorn, OTD, OTR/L Darren Peters, MS, OTR/L Heather McKay, PhD, MS, OTR/L Hillary Till, MS, OTR/L | | |
| Retired Faculty | | |
| <u>Professors Emeriti:</u> Ruth Humphry, PhD, OTR/L, FAOTA Virginia Dickie, PhD., OTR/L, FAOTA Catherine S. Nielson, OT, MPH, FAOTA | <u>In Memoriam:</u> Marlys Mitchell, PhD, OTR/L, FAOTA (Division Founder and Professor) Jane Rourk, 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 2024

| SUE COPPOLA | VANESSA JEWELL | KHALILAH JOHNSON | RYAN LAVALLEY | MICHEAL SANDBANK | RAHELEH GHASSEMINIA | LINN WAKEFORD |
|-----------------|-----------------|------------------|----------------|------------------|---------------------|-----------------|
| Paige Atherton | Ashley Layne | Aria Galloway | Hans Erickson | Matthew Cobb | Olive Fujii | Elexsys Junious |
| Claudia Barnett | Sydney Champion | Laura Cain | Whitney Madren | Lauren Griffin | Kaitlyn Quirk | Lauren West |
| Antonia Berlage | | Allie Maxwell | Julia Pulawski | | Alana Zicari | |
| Taylor Bolejack | | Daysha Smith | Chloe Todd | | | |
| Hannah Sherritt | | Taylor Rabon | Jade Pendleton | | | |

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

Academic Year 2022-2023

| FALL SEMESTER 2022 | | |
|--|---|-----------------------------|
| AUG. | OS Division Initial Orientation session | Friday, August 12 |
| | CLASSES BEGIN | Monday, August 15 |
| | Additional Orientation Sessions | Weds: 8/17, 8/24, 8/31, 9/7 |
| SEPTEMBER | Labor Day Holiday | September 5 |
| | Community Meeting | September 6 |
| | Faculty Meeting | September 20 |
| | Level 1 Fieldwork (1 st year students) | September 21 |
| | Wellness Day (1 st year students) | September 26 |
| | Second year students begin Fieldwork 2 | September 26 |
| OCTOBER | Community Meeting | October 4 |
| | Wellness Day | October 5 |
| | <i>UNC OS/OT Mitchell Symposium (Chapel Hill)</i> | <i>October 6-7</i> |
| | Faculty Meeting | October 18 |
| | Level 1 Fieldwork (1 st year students) | October 17-19 |
| | Fall Break | October 20-21 |
| | <i>SSO-USA Conference (San Diego)</i> | <i>October 20-22</i> |
| NOVEMBER | Community Meeting | November 1 |
| | <i>NCOTA Annual Fall Conference (Raleigh)</i> | <i>November 5-6</i> |
| | Level 1 Fieldwork (1 st year students) | November 7-11 |
| | <i>AOTA Education Summit (Orlando)</i> | <i>November 10-12</i> |
| | Faculty Meeting | November 16 |
| | Thanksgiving Break | November 23-25 |
| | Last day of classes | November 30 |
| DEC | Exam Days | December 2,3,5,6,8,9 |
| SPRING SEMESTER 2023 (Faculty and Community Meetings TBA) Please see Fieldwork Manual for Fieldwork Dates | | |
| JAN | Classes Begin | Monday, January 9 |
| | Martin Luther King Jr. Holiday | Monday, January 16 |
| MAR | Spring Break | March 13-17 |
| APRIL | Holiday | Friday, April 7 |
| | <i>AOTA Annual Conference: Kansas City</i> | <i>April 20-23</i> |
| | Classes End | Friday, April 28 |
| | Exam Days | May 1, 2, 4, 5, 8, 9 |

QUICK REFERENCE TO SPECIFIC ACTIVITIES (Fall 2022):

Level I Fieldwork (1st year)

FW I: Wednesday, Sept. 21; Mon-Wed, Oct. 17-19; Mon-Fri, November 7-11

Community Meetings (1st Tuesday of every month)

September 6

October 4

November 1

Faculty Meetings (3rd Tuesday of every month)

September 20

October 18

November 15

Division-Wide Holidays

Labor Day (September 5): No classes

Thanksgiving Holiday (November 23- 25): No classes

Wellness Days

Monday, September 26

Wednesday, October 5

Conferences

Division of OS/OT Annual Mitchell Symposium, October 6-7

Society for the Study of Occupation (SSO:USA): San Diego, CA, October 20-22

NCOTA Fall Conference: Raleigh, NC, November 5-6

AOTA Education Summit, Orlando, FL, November 10-12

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 RECORDS

Admissions data is stored in locked cabinets in the office of the Admissions Coordinator and/or on a password protected shared drive on the School of Medicine secure server. Division-specific student records such as advising notes, Professional Behavior Documents, and any other private documents related to the student's participation in the Occupational Therapy program are stored on a password protected shared drive on the School of Medicine secure server. Access to this information is limited to faculty and staff serving in the Division and is compliant with FERPA. Information about student records maintained by the Graduate School and University can be found at <https://registrar.unc.edu/academic-services/policies-procedures/> and in the Graduate School Handbook.

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 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) are required to have health insurance coverage.

HEALTH, SAFETY, AND SECURITY PROCEDURES

Fall 2022 and COVID

As of this writing (July 2022) students are expected to be able to return to full in-person instruction for the Fall of 2022. Masks currently are optional – please use one if you would feel more comfortable doing so. Use of appropriate handwashing protocols are recommended and consideration of social distancing guidelines is encouraged, especially in crowded venues. However, given the potential for new variants and other factors, these plans could change. The Division will follow the guidelines and requirements of the University and will inform students of changes specific to the OT program when needed. The most current information is provided at <https://carolinatogether.unc.edu/>.

Usual (Non-COVID-19) 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 and Appendix B of this Handbook 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 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 for additional information. <https://studentconduct.unc.edu/honor-system>

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.

As per the University policy, excused absences include the following (for more information, see

<https://uaao.unc.edu/university-approved-absences-request/>):

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

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 AND DEVELOPMENT

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, specific standards have been adopted as expectations for behavior in 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.

In addition to professional behavior standards, there are important areas of professional development that have relevance from the very beginning of the program. These areas are professional writing, teaching and presentation skills, caring for oneself, and expanding one's understanding of non-majority, marginalized, and/or disenfranchised populations in order to build one's capacity to serve those individuals/groups as an occupational therapist.

Professional Behavior and Development Passport Process:

Around mid-term of the first semester of the first year, each student will meet with their advisor in the OT program. The student should come to that meeting having reviewed their status relative to the standards on the Professional Behavior Checklist and in the other four areas of Professional Development. Each student will work with the academic advisor to receive feedback, set goals, and develop action plans. Feedback will represent input from faculty, instructors, fieldwork coordinator, and fieldwork supervisors, as appropriate. Students will meet again with their advisors in the spring semester of the first year to review goals, note progress, and modify goals and/or action plans, and in the final semester to reflect on and document progress relative to the goals set; this documentation will then be included in the student's Master's Comprehensive Self-Assessment (MCSA) portfolio. 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. A copy of the Professional Development Passport document is included as an Appendix, along with a document describing the process in more detail.

A copy of the Professional Behavior and Communication Checklist 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.

SOLIDARITY STATEMENT

The mission of the UNC Division of Occupational Science & Occupational Therapy is to produce outstanding occupational therapists and occupational scientists, and to develop and expand knowledge about occupation as an enactment of our core values, including embracing diversity and community. Similarly, our philosophical perspective highlights human experience as complex and inseparable from participation in occupations in real-world contexts. With these core values and philosophies, we recognize that there exist significant inequities and injustices that characterize the life experiences and participation of many who identify as members of marginalized, stigmatized, and/or disenfranchised groups. Therefore, we must respond in both words and action.

As our country struggles with the tragedies and trauma that stem from centuries of racism and discrimination and continue into the present, we cannot and will not stay silent. The countless deaths, violence, and forms of oppression experienced by racially minoritized individuals and groups, immigrants, the LGBTQ community, disabled people, religious minorities, and others are unjust and unacceptable. We express our deepest sorrow and frustration with both recent and historical incidents of violence and stand firm in our belief that those responsible should be held accountable for their actions.

As occupational therapists and occupational scientists, we stand for justice, equity, and the right of all humans to participate in their choice of life and health affirming occupations. It is our ethical obligation to uphold and enact the seven Core Values of the OT profession: *Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence* (AOTA, 1993). We believe a person's skin color, age, gender identity/expression, sexual orientation, socioeconomic background, citizenship status, religious views, abilities, and other aspects of diversity should never limit their ability to engage in the everyday routines and occupations they find meaningful in the context of associated living, and which are enacted with respect for the rights and well-being of others. Rather, this diversity should be respected, valued, and celebrated to promote meaningful engagement in occupation.

We recognize that statements of solidarity are insufficient. We also must do the work. Therefore, we commit first and foremost to holding ourselves accountable by examining our own biases and contributions to systemic racism and inequities within our Division, our university, and our profession. We commit to ongoing anti-racist and anti-discrimination work among our faculty, in our classrooms, locally, nationally, and globally through the content and processes of our curricula, social and societal engagement, and provision of learning opportunities for faculty, students, and our professional colleagues. We also commit to ongoing action and reflection to prepare faculty, students, and our colleagues to catalyze change in response to injustice.

We invite other occupational scientists, practitioners, academic programs, and organizations to join us in this endeavor. We can ignite change by standing together in solidarity with those who experience racism, injustices, and inequities, and work collaboratively to move forward.

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: <https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>.

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>)

Bookstore (<https://unc.bncollege.com/shop/unc/home>)

The UNC Student Store is located on campus next to the Student Union. Textbooks and other class-related materials are available on the 3rd floor. The Students Stores also have computer and technology equipment, U.S. Post Office, a pharmacy, UNC apparel and other products.

Campus Health Services (<https://campushealth.unc.edu/>)

Campus Health Services partners with the University community to provide expert, student-centered, inclusive, and comprehensive health care and wellness promotion to support academic and personal success.

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.

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

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.

Counseling and Psychological Services (<https://caps.unc.edu/>)

Counseling and Psychological Services (CAPS) provides therapy, psychiatry, referral and academic intervention services for UNC Chapel Hill students and post-doctoral fellows.

DAHS Student Services Office (<https://www.med.unc.edu/ahs/students/>)

Suite 1020 Bondurant Hall

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)

Disability Services (<https://ars.unc.edu/>)

The Office of Accessibility Resources and Services (ARS) 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.**

Diversity & Inclusion (<https://diversity.unc.edu>)

“The University Office for Diversity and Inclusion (D&I) builds understanding across differences, creates conditions to ensure the equitable educational and social benefits of diversity, and cultivates a welcoming and supportive environment for undergraduate students, graduate and professional students, faculty, and staff, positioning them to reach their greatest potential.” (Mission Statement)

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 [School of Medicine] (<https://www.med.unc.edu/it>)

The School of Medicine IT office provides technology support for students, faculty, researchers, and staff with the School of Medicine. This includes classroom technology, data management and security, learning and research-related software, and production of media. HELP requests can be submitted online or by phone call (919-962-HELP) and the website also provides some online self-help guides.

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

For study and time management strategies – Student & Academic Services Building (919- 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: <https://guides.lib.unc.edu/occupationalsci>

UNC Police Department (<https://police.unc.edu/>)

Public Safety Building, 285 Manning Drive, 919- 962-8100 (For emergency call 911)

Sexual Harrassment Policy (<https://eoc.unc.edu/our-policies/policy-on-prohibited-sexual-harrassment-under-title-ix/>)

Student Aid Office (<http://studentaid.unc.edu/>)

“The mission of the Office of Scholarships and Student Aid is to make sure that qualified students have the opportunity to study at The University of North Carolina at Chapel Hill regardless of their ability to pay.”

The main office is located in 111 Pettigrew Hall on main campus, but students in Allied Health can contact the Department’s financial aid officer, Perry Studevent at perry_studevent@med.unc.edu.

Student Mistreatment Policy (School of Medicine) (<https://www.med.unc.edu/md/governance/student-mistreatment-and-learning-environment-concern-policy-and-process/>)

“The University of North Carolina School of Medicine takes allegations of student mistreatment very seriously. Examples of mistreatment include sexual harassment; discrimination based on race, color, gender, national origin, age, religion, creed, disability, veteran’s status, sexual orientation, gender identity or gender expression; purposeful humiliation, verbal abuse, threats, or other forms of psychological mistreatment; and physical harassment, physical endangerment and/or physical harm.”

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.

Transportation and Parking (<https://move.unc.edu/parking/student-parking/>)

University Housing (<http://housing.unc.edu/>) Student & Academic Services Building (919-962-5401)

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 919-962-1385 for information.

Writing Center (<http://writingcenter.unc.edu>)

The UNC-Chapel Hill Writing Center helps students become stronger, more flexible writers. Students can work with coaches face-to-face or online at any stage of the writing process, for any kind of writing project. Online resources include tips about many common writing challenges. Located in the Student and Academic Services Building (SASB); phone 919-962-7710.

HELPFUL DOCUMENTS

1. Graduate School Handbook (<http://handbook.unc.edu/>)
2. Graduate School Catalog (<https://catalog.unc.edu/graduate>)

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 an entry-level educational program for occupational therapists. For more information, visit AOTA's website at: <http://www.aota.org/en/Education-Careers/Accreditation.aspx> or contact: Accreditation Council for Occupational Therapy Education (<https://acoteonline.org>), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, Phone: (301) 652-2682, Email: accred@aota.org.

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.

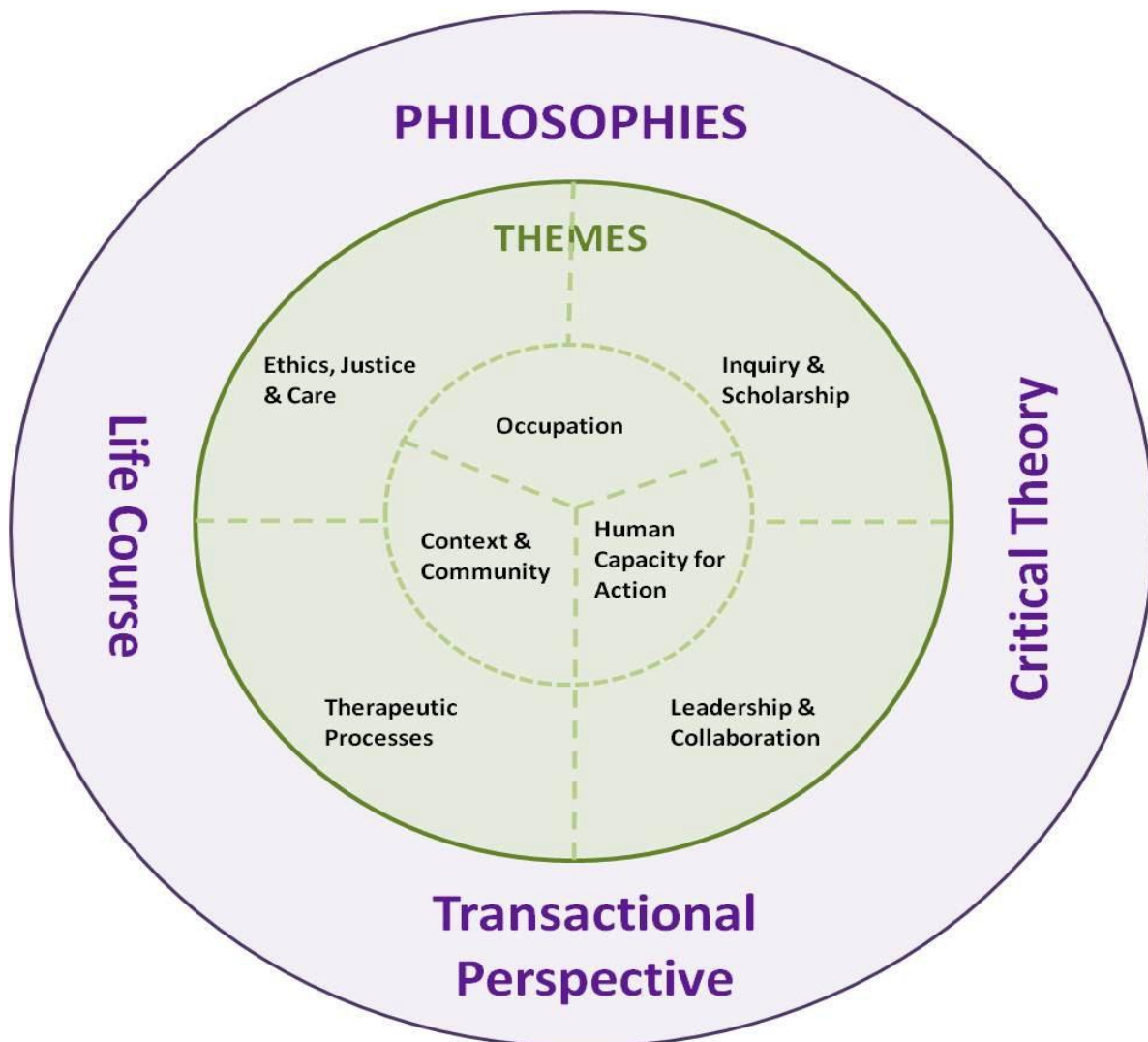
Occupation, therefore, is the embodied enactment of socially constructed habits, formed over time, as well as the creative adjustments to each situation through learning and use of resources. Meanings, values, and emotional experience are part of occupation and come from the ways in which the activity 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 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 | Perspectives on Disability & Health I (2) | | | | |
| | | 765L | Foundations of Occupational Therapy Practice Lab (2) | | | 756 | Therapeutic Processes I (3) | | | | |
| | | 736 | Occupational Therapy Practice Environments (3) | | | 766 | Therapeutic Processes Lab I (2) | | | | |
| | | 770 | Occupational Science (3) | | | 781 | Environments & Technology (2) | | | | |
| | | | | | 704 | Research in OS& OT (3) | | | | | |
| | CREDIT HOURS SEMESTER I: 17 | | | | | 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 (1) | | FIELDWORK II OCCT 720A (6) | 773 | Life Course III & Lab: Aging (3) | | | | FIELDWORK II OCCT 720 B (6) |
| | | 728 | Perspectives on Disability & Health II (2) | | | 729 | Perspectives on Disability & Health III (2) | | | | |
| | | 757 | Therapeutic Processes II (3) | | | 836 | Community Level Practice (3) | | | | |
| | | 767L | Therapeutic Processes II Lab (1) | | | 837 | Professional Development / Transition to Practice (2) | | | | |
| | | 990 | Applied Research (1) | | | 992 | Applied Research II (3) | | | | |
| | CREDIT HOURS SEMESTER III: 8 +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 Perspectives on Disability & Health 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 Perspectives on Disability & Health 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 | 5 |
| 7.5 | 726 | Human Capacities: Body Structures and Functions II | 3 | 2/1 | 5 |
| 15 | 755 | Foundations of Occupational Therapy Practice | 3 | 3/0 | 3 |
| 15 | 765 L | Foundations of Occupational Therapy Practice Lab | 2 | 1/1 | 3 |
| 15 | 780 | Occupational Therapy Practice Environments | 3 | 3/0 | 3 |
| 15 | 770 | Occupational Science | 3 | 3/0 | 3 |
| | | TOTALS | 17 | 14/3 | 22* |
| Spring # weeks | | | | | |
| 15 | 771 | Life Course: Early Years | 2 | 2/0 | 2/0 |
| 15 | 727 | Perspectives on Disability & Health 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 | 1 | 1/0 | 2/0 |
| 7.5 | 728 | Perspectives on Disability & Health II | 2 | 2/0 | 4/0 |
| 7.5 | 757 | Therapeutic Processes II | 3 | 3/0 | 6/0 |
| 7.5 | 767L | Therapeutic Processes Lab II | 1 | 0/1 | 0/6 |
| 7.5 | 990 | Applied Research I | 1 | 1/0 | 2/0 |
| | | Totals for Coursework | 8 | 7/1 | 20** |
| 12 | 720 A | Fieldwork II (Full-time) | 6 | 0/6 | 144*** |
| Spring # weeks | | | | | |
| 15 | 773 | Life Course III: Practice in Aging/Lab | 3 | 2/1 | 2/3 |
| 15 | 729 | Perspectives on Disability & Health III | 2 | 2/0 | 2/0 |
| 15 | 836 | Community Level Practice | 3 | 3/0 | 3/0 |
| 15 | 992 | Applied Research II | 3 | 3/0 | 3/0 |
| 15 | 837 | Professional Development & Transitions to Practice | 2 | 2/0 | 2/0 |
| | | TOTALS | 13 | 12/1 | 15* |
| 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

RESEARCH SERIES

A series of three research-related courses is included in the curriculum, culminating in a final research poster presentation and paper. The poster presentation and paper serve as a part of the approved alternative to a Master's thesis. The first of the three research-related courses is Research Methods, which is taken in the second semester of the first year. Within this course, students start to collect and synthesize relevant professional literature to support the research they will do in their second year. In the fall mini-mester and spring semester of the second year, students take an Applied Research seminar in small groups. Each group is guided by a faculty member or advanced PhD student who can mentor the group in a particular topic area. Because the final paper and poster presentation must be completed successfully (i.e., a grade of at least "P"), the work completed in the Applied Research seminars is very important. Therefore, the following guidelines are in place:

- Any student who does not receive a grade of at least "P" in Applied Research I (OCCT 990) must revise the work to meet the level expected for a "P" before beginning the second Applied Research seminar in the spring.
- Any student who does not receive a grade of at least "P" on the final paper and poster presentation (and therefore in OCCT 992: Applied Research II) must revise the work to meet the expected level for a "P" before being allowed to graduate. This may require continuing to enroll in OCCT 992 in future semesters; a grade of "Incomplete" is not possible for courses at the 992 level.

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.

PETITIONS/APPEALS RELATED TO GRADES AND DISMISSAL DUE TO GRADES (DEPARTMENT OF ALLIED HEALTH POLICIES AND PROCEDURES)

Grounds for a Grade Appeal

A petition for a grade appeal must set forth how the disputed grade resulted from one or more of the following grounds:

- arithmetic or clerical error
- arbitrariness, possibly including discrimination or harassment on the basis of an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, for veteran status.
- personal malice; and/or
- student conduct cognizable under the Instrument of Student Judicial Governance (<http://instrument.unc.edu/>).

The University's Policy on Prohibited Discrimination, Harassment and Related Misconduct

The University of North Carolina at Chapel Hill prohibits discrimination or harassment on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion. The University's Policy is available online at: <https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity and Compliance Office for assistance:

Equal Opportunity and Compliance Office
137 E. Franklin Street, Suite 404, CB #916
Chapel Hill, NC 27599-9160
Telephone: (919) 966-3576
Email: eoc@unc.edu

Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity and Compliance Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity and Compliance Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal.

Consultation with the Course Instructor

Prior to pursuing a grade appeal, the student should first address the student's concerns with the course instructor who assigned the grade. If the instructor detects an arithmetic or clerical error that negatively influenced the grade assignment, the instructor may execute a grade change form reflecting the corrected grade. An instructor may not initiate a change of a course grade as a result of re-evaluating the quality of the student's performance or as a result of additional work performed by the student.

A student who is considering a grade appeal is advised to meet with the course instructor as soon as possible after the grade is posted. The appeals must be submitted no later than 20 calendar days after the grade is officially posted. If the student has difficulty scheduling a meeting with the course instructor, the student should contact the Division Director or the Division Director's designee. If basis for the appeal is arbitrariness, discrimination, harassment or personal malice, the student should submit the appeal directly to the Division Director without meeting with the course instructor.

Appeal to the Division Director

If after consultation with the instructor, a satisfactory resolution cannot be reached, the student may appeal the decision of the instructor who assigned the grade to the Division Director. The appeal must be in writing and must be submitted to the Division Director, copying the Course Instructor. The appeal must describe how the disputed grade resulted from one or more of the grounds provided above. Appeals must be submitted no later than 20 calendar days after the grade is officially posted. If the Course Instructor who assigned the grade is also the Director of the Division, the student must appeal directly to the Chair of the Department of Allied Health Sciences.

Appeal to the Department Chair

In the event that the Division Director does not grant the student's appeal, the student may pursue a formal appeal to the Chair of the Department of AHS. The appeal must be submitted in writing no later than 20 days after the student receives the Division Director's decision. The AHS Chair will refer the appeal to the AHS Appeals Committee for review.

The Appeals Committee will review the student's written appeal and will provide the Course Instructor with the opportunity to reply to the student's petition. The Appeals Committee will share the Course Instructor's reply with the student. The student may request a meeting with the Appeals Committee. The AHS Appeals Committee will make a recommendation to the AHS Chair. The AHS Chair will make the final decision and will inform the student in writing of the decision. The decision of the AHS chair is final, and no further appeals are available.

Appeal of a Dismissal Decision Based on Grades

If the Division Director, in consultation with the Division faculty and in accordance with Divisional policies, determines that a student's academic performance warrants dismissal, the student will be informed of the decision to dismiss the student in writing. If a student wishes to appeal the dismissal decision, the student may appeal to the Chair of the Department of Allied Health Sciences. The appeal must be submitted in writing within 20 days of the date the student received the dismissal letter from the Division Director. The appeal must consist of a written, signed statement by the student, stating the specific grounds and all the supporting facts upon which the student bases the appeal. The appeal must cite evidence that the dismissal was not in accordance with the Division's policies. The Chair of the Department of Allied Health Sciences will refer the appeal to the AHS Appeals Committee. The Appeals Committee will review the written appeal and may seek additional information as needed. The student may request a meeting with the Appeals Committee. The AHS Appeals Committee will make a recommendation to the AHS Chair. The AHS Chair will make the final decision and inform the student in writing. No further appeals of this decision are available.

Appeal of a Grade and a Dismissal Decision Based on that Grade

If a student submits a grade appeal and an appeal of a dismissal decision based on that grade at the same time, the grade appeal will be considered first. If the grade appeal is granted, the Appeals Committee will then consider the appeal of the dismissal decision. If the grade appeal is not granted, the Appeals Committee will consider the appeal of the dismissal decision if the student's appeal cites evidence that the dismissal was not in accordance with the Division's policies.

WITHDRAWING FROM THE PROGRAM

If a student wishes to drop all courses after a semester has started, they must officially withdraw from the University using the process described in the Graduate School Handbook. This includes submitting an electronic withdrawal form in ConnectCarolina and following the steps outlined there. If a student is failing any course at the time they withdraw, an "F" will be recorded for that course and the student becomes academically ineligible to continue in the MSOT program and in the Graduate School. Students who withdraw during the first semester but are passing all courses may request readmission within two years if they decide they wish to pursue the degree. After two years, the student must reapply to the program. More information about withdrawing from the program/Graduate school and the financial implications of this, including tuition payments, can be found in the Graduate School Handbook at <https://handbook.unc.edu/>

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 PROGRESSION, GRADUATION, CERTIFICATION, AND LICENSURE

PROGRESSION THROUGH THE CURRICULUM

Students must complete and earn a passing grade (H, P, or L) in all courses each semester before progressing to the next semester. If a student does not complete Fieldwork II (OCCT 720a) due to health or personal reasons (i.e., reasons other than low passing or failing performance), they will be allowed to continue with academic coursework. Students who complete a fieldwork experience at an “L” level of performance may be required to complete a program of remediation (see Fieldwork Handbook for details).

Also, the evaluation level of Meets Standard (MS) is the expected outcome for all standards listed on the Professional Behavior and Communication Checklist. Students who score Unacceptable (UN) on any standard, have more than 25% of all standards with scores of Needs Improvement (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 the director of the Division of Occupational Science & Occupational Therapy. Failure to meet these expectations, as well as violations of University policies or Honor Code, will result in probation and may lead to dismissal of an enrolled student.

GRADUATION REQUIREMENTS

The requirements for graduation in the occupational therapy academic program, for the Class of 2023 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 2023 who successfully complete the following:

1. The required courses for the Class of 2023 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. Master’s Comprehensive Self-Assessment (MCSA: 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 research questions and methods in the fall semester, and carry out the research in the spring semester. This research project is presented in a poster session and turned in as a publication-length paper. All research seminar work is done under the guidance and instruction of the seminar faculty.

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 AND TIME 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, but must complete all Level II Fieldwork within 24 months following completion of academic preparation in order to graduate from the program. 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. Students should be aware that a felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or to attain state licensure. 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.

COALITION OF OCCUPATIONAL THERAPY ADVOCATES FOR DIVERSITY (COTAD)

<https://www.cotad.org/>

The mission of COTAD is "to empower occupational therapy leaders to engage in practices that increase diversity, equity and inclusion for a more transformative occupational therapy profession." UNC has a student chapter of this organization.

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 A

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
DEPARTMENT OF ALLIED HEALTH SCIENCES
DIVISION OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY
PROFESSIONAL BEHAVIOR AND DEVELOPMENT PASSPORT**

Student: _____

Advisor: _____

SECTION 1: PROFESSIONAL BEHAVIOR AND COMMUNICATION CHECKLIST

Rate each item using the following:

MS = Meets standards in this area NI = Needs Improvement UN = Unacceptable

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.

The evaluation level of Meets Standard (MS) is the expected outcome for all standards. Students who score UN 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 the director of the Division of Occupational Science & Occupational Therapy. Failure to meet these expectations, as well as violations of University policies or Honor Code, will result in probation and may lead to dismissal of an enrolled student.

| COMMUNICATION STANDARDS | Date: | Date: | Date: | Date: |
|---|-------|-------|-------|-------|
| 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 STANDARDS | Date: | Date: | Date: | Date: |
|--|-------|-------|-------|-------|
| 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:

| WORK BEHAVIOR STANDARDS | Date: | Date: | Date: | Date: |
|---|-------|-------|-------|-------|
| 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 STANDARDS | Date: | Date: | Date: | Date: |
|--|-------|-------|-------|-------|
| 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:

| | |
|---|-------|
| <p>I have read and understand the information provided here about the Professional Behavior and Communication Standards. I also have read and understand the UNC-Chapel Hill Honor Code (https://studentconduct.unc.edu).</p> | |
| Student signature: | Date: |

SECTION 2: PROFESSIONAL DEVELOPMENT GOALS AND PLANS

| | | |
|---|------------------|--|
| Target Area: Professional Behavior and Communication (use Professional Behavior Checklist as starting point) | | |
| | GOAL | |
| PLAN | Strategy | |
| | Resources | |
| | Progress/Success | |
| | Target Date | |

Comments:

| | | |
|-----------------------------|------------------|--|
| Target Area: Writing | | |
| | GOAL | |
| PLAN | Strategy | |
| | Resources | |
| | Progress/Success | |
| | Target Date | |

Comments:

| | | |
|---|------------------|--|
| Target Area: Teaching/Presentation | | |
| | GOAL | |
| PLAN | Strategy | |
| | Resources | |
| | Progress/Success | |
| | Target Date | |

Comments:

| | | |
|-------------------------------|------------------|--|
| Target Area: Self-Care | | |
| | GOAL | |
| PLAN | Strategy | |
| | Resources | |
| | Progress/Success | |
| | Target Date | |

Comments:

Target Area: Issues of Justice and Equity

| Date | Topic | Type of Learning Activity | Location | # Hours |
|--------------------------------------|-------|---------------------------|----------|---------|
| | | | | |
| Reflection on key point of learning: | | | | |
| | | | | |
| Reflection on key point of learning: | | | | |

| | | | | |
|---|--|--|--|--|
| | | | | |
| Reflection on key point of learning: | | | | |
| | | | | |
| Reflection on key point of learning: | | | | |
| | | | | |
| Reflection on key point of learning: | | | | |

Comments:

| | |
|---------------------------------|-------|
| Following first meeting: | |
| _____ | _____ |
| Student Signature | Date |
| _____ | _____ |
| Advisor Signature | Date |

| | |
|---------------------------------|-------|
| Following final meeting: | |
| _____ | _____ |
| Student Signature | Date |
| _____ | _____ |
| Advisor Signature | Date |

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
DEPARTMENT OF ALLIED HEALTH SCIENCES
DIVISION OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY
PROFESSIONAL BEHAVIOR AND DEVELOPMENT PASSPORT
Description and Instructions

Purpose: The Professional Behavior and Development Passport is designed to give students the opportunity to begin a habit of life-long learning and growth as an occupational therapy practitioner. This habit of life-long learning and growth incorporates skills in reflection, self-awareness, self-assessment, and the ability to accept and use constructive feedback from others.

Process: Around mid-term of the first semester of the first year, each student will meet with their advisor in the OT program. The student should come to that meeting having reviewed their status relative to the standards on the Professional Behavior Checklist and in the other four areas of Professional Development. Each student will work with the academic advisor to receive feedback, set goals, and develop action plans. Feedback will represent input from faculty, instructors, fieldwork coordinator, and fieldwork supervisors, as appropriate. Students will meet again with their advisors in the spring semester of the first year to review goals, note progress, and modify goals and/or action plans, and in the final semester to reflect on and document progress relative to the goals set; this documentation will then be included in the student's Master's Comprehensive Self-Assessment (MCSA) portfolio. 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

Targeted Areas: The focus of the Passport is on five areas of professional growth that are consistent with Curriculum Themes of the MSOT program and run throughout academic course and fieldwork content.

- *Professional Behavior and Communication* focuses on the knowledge and skills one needs to use multiple forms of communication efficiently, to be an effective team member, to attend to and complete work in a responsible and timely manner, and to work in a way that is both physically and emotionally safe to oneself and to others.
- *Professional Writing* focuses on the ability to use written communication effectively in multiple professional situations, from sending emails to clinical documentation to disseminating knowledge through writing blogs, client education materials, or articles for publication, to name a few. Professional writing includes not only creating clear, accurate content but also using appropriate formatting, grammar, punctuation, sentence structure, and citation style.
- *Teaching and Presentation* focuses on the ability to create learning materials and activities and to deliver oral presentations that are engaging and effective. This includes fluency in the topic, considering the nature and needs of one's audience, the setting in which the presentation will occur, time limits, and other factors such as learning styles and adaptations/modifications for those who learn in different ways.
- *Self-Care* focuses on one's ability to reflect on one's current mental and physical health, identify needs and potential stressors, learn/use habits and activities that optimize one's health and wellness, including coping strategies and social support systems, and seek help as needed. Self-care is an important habit for those in professions in which caring for others is the primary work. It is difficult to care well for others when you are not caring well for yourself.
- *Issues of Justice and Equity* focuses on developing more depth and breadth in one's knowledge and understanding of how individuals, groups, and entire populations are marginalized or disenfranchised, and the effect of these inequities and injustices on their health, occupations and occupational opportunities, and quality of life. Development in this area is an ongoing process with multiple possible foci or paths, starting with where you are in your knowledge and understanding, and proceeding from there...regardless of your own intersectional identities, there is always more to learn about others.

PROFESSIONAL DEVELOPMENT PLAN

First draft (for meeting with advisor, at around the midterm point of the first semester):

- Rate yourself on each item on the Professional Behavior and Communication Checklist.
- Reflect on your current knowledge, abilities, and performance in each of the target areas and identify a goal for growth/development in each (except for Issues of Justice and Equity which is handled differently).
- Goals may be worded generally, but identify specific, behaviorally measurable ways you will know that you have succeeded.
- For each goal, consider two or more strategies or activities that you will use to meet your goal with success by your identified target date.
- Target dates may be between 6 months and the end of the MSOT program.
- Consider the resources that you have or need in order to implement your strategies or meet your goal.

In your meeting with your advisor, you will review your self-ratings and draft of goals, strategies, etc. and edit/modify as needed. After that, you will meet with your advisor at least once per semester to review your progress. In your 4th academic semester, you and your advisor will document your progress and you will include this in your Master’s Comprehensive Self-Assessment portfolio. Each area will have a table like the following in which to document your goals and plans:

| Target Area: | | |
|--------------|-------------|--|
| | GOAL | |
| PLAN | Strategy | |
| | Resources | |
| | Success | |
| | Target Date | |

Target Area: Issues of Justice and Equity

Select 3 of the communities or populations listed below to explore in more depth through webinars, in-person classes or workshops, or other continuing education activities offered outside of the MSOT curriculum.

- These activities must include other learners and have some content related to how that community or population experiences marginalization, discrimination, injustice, inequities, or disenfranchisement.
- You should have a total of 8 hours of learning/educational activities by the end of your last semester in the program.
- Keep in mind that the purpose is to learn specifically about the population or community, not necessarily to connect it directly to OT.
- Keep a record of your learning activities on this Passport document, including one or two statements reflecting on key things you learned by participating in the activity.

Communities/Populations (in alphabetical order)

- Black/African American
- Latinx
- LGBTQ+ communities
- Native/indigenous populations
- Older adults
- People living in poverty/homeless
- People living with disabilities of any kind
- People living with mental illness
- Refugees
- Women

Keep in mind that:

- These are broad categories and that educating yourself about smaller subsets or contexts around that group may be helpful. For instance, people who identify as trans (or transgender) are included in the LGBTQ+ group and learning specifically about their experiences may interest you.
- Intersectionality, or the reality of people having many simultaneous identities, means that what you learn about any one community or population must still be considered in the context of the “whole person” when talking to or working with people.

The Learning Activities Record for this area will look similar to this:

| Date | Topic | Type of Learning Activity | Location | # Hours |
|---|-------|---------------------------|----------|---------|
| | | | | |
| Reflection on key point of learning: | | | | |

Advisors:

- First Meeting:
 - Meet with advisee around mid-term of the first (fall) semester to review their draft plan, provide feedback and possible resources, and revise the plan as needed.
 - Get the student’s signature attesting to having read and understood the Professional Behavior & Communication Plan and having read and understood the UNC-CH Honor Code
 - Also, sign and date the Passport document and get the student’s signature as well.
- Subsequent Meetings:
 - Meet with advisee in *Year 1 Spring and Year 2 Spring* semesters to review and document progress/success in goal areas and learning activities.
 - Continue to use the same document, noting the date of the meeting at the top of the first page. Note there are more blocks than semesters in case there is a need for a meeting related to professional behavior and communication at other times.
 - Note progress in “Progress/Success” line under each goal, and if goals or plans are modified, make note of that under “Comments.”
 - When saving the document to the student’s folder on the J drive, include the date so that while it is the same document each time, there is a progressive record of meetings and progress.
 - Send the student a copy of the document after each meeting, for their own records.
 - After the final meeting in the last semester, sign and date the Passport document and get the student’s signature as well.

AHS Professional Behavior, Criminal Background Check, and Drug Testing Policy

Students will be informed of their Division or Program's professional requirements before they begin a program, either during the admissions process or during orientation. The professional requirements will be provided in writing or on the Division's/Program's website. Students who have questions about their ability to satisfy the Division's or Program's requirements for professional conduct should meet with the Division or Program Director to discuss their concerns.

Specific Division / Program professional requirements and/or Technical / Essential Standards are listed below:

- **Clinical Laboratory Science:**
<https://www.med.unc.edu/ahs/clinical/students/policies>
- **Clinical Rehabilitation and Mental Health Counseling:**
https://www.med.unc.edu/ahs/crmh/current_students/scope-of-practice/view
- **Occupational Science and Occupational Therapy:**
<https://www.med.unc.edu/ahs/ocsci/prospectivestudents/programs/professionalism-policy-2/>
- **Physician Assistant Studies:**
<https://www.med.unc.edu/ahs/unc-pa/technical-standards>
- **Physical Therapy:**
<http://www.med.unc.edu/ahs/physical/programs/technical-standards-and-essential-functions>
- **Radiologic Science:**
<http://www.med.unc.edu/ahs/radisci/ed-programs/medical-imaging/policies-and-procedures>
<http://www.med.unc.edu/ahs/radisci/ed-programs/radiography/policies-procedures>
<http://www.med.unc.edu/ahs/radisci/ed-programs/ra/policies-procedures>
- **Speech and Hearing Sciences:**
<http://www.med.unc.edu/ahs/sphs/programs/ms-slp/ms-slp-technical-standards/view>
<http://www.med.unc.edu/ahs/sphs/programs/aud/technical-standards/view>
<http://www.med.unc.edu/ahs/sphs/files/dshs-technical-standards>

Students who have questions about their ability to meet the professional requirements and/or Technical / Essential Standards due to disabilities or medical conditions should contact UNC Accessibility Resources & Service (<https://ars.unc.edu/>) for evaluation of accommodations and other services.

- Behaviors that appear to be a violation of the Honor Code will be referred to the Honor System.
- Behaviors that appear to constitute prohibited harassment or discrimination based upon a protected status (e.g., race, religion, sexual orientation, disability) will be referred to the Equal Opportunity and Compliance (EOC) Office (<http://eoc.unc.edu/>).
- Additional information regarding the University's Honor Code is available online at <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>.
- Additional information regarding the University's Policy on Prohibited Discrimination, Harassment, and Related Misconduct, including a full list of the protected statuses to which the policy applies, is available online at <http://eoc.unc.edu/our-policies/ppdhrm/>.

If a student demonstrates a violation of the applicable Technical / Essential Standards or professional requirements of their respective Division, Program, or Department that is not addressed by the Honor

System or the EOC Office, the student will receive written documentation of the behavioral concerns from the Division, Program, or Department. If remediation is possible, the student will be placed on probation and given a professional improvement plan. The plan will include a timeline for completion of the remediation plan.

If remediation is not possible or if the student does not successfully complete the remediation plan, the Division or Program faculty will meet to consider dismissing the student from the program. A student who is in good academic standing may be dismissed based on the student's professional behavior. The dismissal decision may be reviewed by the entire faculty or by a faculty committee. The Division or Program faculty or the faculty committee may also meet to consider dismissing a student based on the results of the Honor System or EOC Office investigation. The student may request a meeting with the faculty or faculty committee to present pertinent information. If the Division/Program faculty or faculty committee decides that a student should be dismissed from the program based on violations of the applicable Technical/Essential Standards or professional requirements of the student's respective Division, Program, or Department, the student will be notified by email and/or in writing.

Appeal of a Dismissal Decision Based on Professional Behavior

If a student wishes to appeal the dismissal decision based on professional behavior, the student may appeal to the Chair of the Department of Allied Health Sciences. The appeal must be submitted in writing within 20 days of the date the student received the dismissal letter from the Division Director. The appeal must consist of a written, signed statement by the student, stating the specific grounds and all the supporting facts upon which the student bases the appeal. The Chair of the Department of Allied Health Sciences will refer the appeal to the AHS Appeals Committee. The Appeals Committee will review the written appeal and may seek additional information as needed. The student may request a meeting with the Appeals Committee. The AHS Appeals Committee will make a recommendation to the AHS Chair. The AHS Chair will make the final decision and inform the student in writing. Any further right of appeal will be established by University policies or procedures.

The University's Policy on Prohibited Discrimination, Harassment and Related Misconduct

The University of North Carolina at Chapel Hill prohibits discrimination or harassment on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion. The University's Policy is available online at: <https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity and Compliance Office for assistance:

Equal Opportunity and Compliance Office
137 E. Franklin Street, Suite 404, CB #916
Chapel Hill, NC 27599-9160
Telephone: (919) 966-3576
Email: eoc@unc.edu

Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity and Compliance Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity and Compliance Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's appeal.

Criminal Background Checks

AHS students who participate in clinical rotations must complete a Criminal Background Check. If a student has a positive Criminal Background Check, the clinical site will be informed by the student or the Division/Program clinical coordinator, and the student will have the opportunity to provide additional information to the clinical site explaining the results. The clinical site and not the Division, Program or Department will determine the student's eligibility for the clinical rotation.

Students who have a positive Criminal Background Check may not be able to complete their clinical rotations and may not be eligible for certification and/or licensure examinations. Students are informed of the requirement for a Criminal Background Check before enrollment.

A positive Criminal Background Check may result in referral to the University's Emergency Evaluation and Action Committee (EEAC). Information regarding the EEAC process is available online at <https://odos.unc.edu/reporting-concerns/crisis-response/emergency-evaluation-and-action-committee-eeac>. Students may also be referred to the Honor System or to the Division's/Program's faculty or faculty committee for compliance with the DAHS Professional Behavioral Policy.

Drug Screening for Clinical Site Placements

A student with a positive drug screening test has the right to dispute the positive results by having the original specimen retested by a different laboratory. The student is responsible for the cost of the dispute process. If the positive result is not disputed or if it is confirmed in the dispute process, the student will be referred to Campus Health Services for evaluation. A drug screen may be positive because the student is taking a legally-prescribed medication. This includes drugs prescribed by a licensed practitioner and over-the-counter drugs that have been legally obtained and are being used in the appropriate amount solely by the individual and for the purpose for which the medication was prescribed or manufactured. Students with documentation from Campus Health Services showing that they are legally taking the drug(s) in question will be medically validated to go to their clinical sites.

If a student with a positive drug screening test is not validated by a Campus Health Services evaluation, the clinical site will be informed of a positive drug screen test. The clinical site, and not the Division, Program or Department, will determine the student's eligibility for the clinical rotation.

A positive drug screen may result in referral to the University's Emergency Evaluation and Action Committee (EEAC). Information regarding the EEAC process is available online at <https://odos.unc.edu/reporting-concerns/crisis-response/emergency-evaluation-and-action-committee-eeac>. Students may also be referred to the Honor System or to the Division's/Program's faculty or faculty committee for compliance with the DAHS Professional Behavioral Policy.