College of Health & Human Services

Occupational Therapy Department

Undergraduate Policies & Procedure Manual

Academic Year 2011-2012
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## Policies and Requirements

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Introduction

This manual includes the policies and procedures that apply to the occupational therapy major and is designed as a reference manual for occupational therapy students. It serves as a supplement to the Salem State University (SSU) Student Handbook. It is expected that students will become familiar with the contents of both manuals. Students are encouraged to discuss questions they may have about the contents of this manual with their advisor. Revisions to this manual are made annually. **A student interested in becoming a registered Occupational Therapist will need to complete the BS/MS degree in Occupational Therapy to be qualified to take the national certification examination.**

The Occupational Therapy Department

The Occupational Therapy Department is located in the Harrington Building on the South Campus of Salem State University. The Department is committed to excellence in occupational therapy education and is prepared to assist students in a transition from practicing as an occupational therapy assistant to practicing as a registered occupational therapist.

**Occupational Therapy Department Faculty and Staff:**

<table>
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<th>Name</th>
<th>Title</th>
<th>Phone</th>
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<tr>
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**Mission Statement**

The Mission of the Salem State University Occupational Therapy Department is congruent with the Salem State University (SSU) mission that emphasizes cultural diversity with a commitment to continuing education, research, and life-long learning. The focus of the occupational therapy program is to prepare the OTA adult learner for transition to registered therapist through a flexible, part-time evening and weekend program that encompasses a philosophy of progressive education. The philosophy of the occupational therapy curriculum encourages both short and long-term development of professional skills and knowledge in the areas of clinical reasoning, communication and leadership, scientific inquiry, and the occupational therapy paradigm. The curriculum also supports and develops student expertise in the areas of research, education, and professional competence.
Program Philosophy

The philosophy of the Occupational Therapy Program at Salem State University seeks to engage the student in a journey of transition from OTA to OT. The creation of a professionally enhanced, culturally competent, and critically thinking practitioner is a major objective of the academic program. The faculty acknowledges the student’s previous knowledge and skills and believes that each student should be prepared with a “generalist” and “holistic” perspective in both academic and clinical preparation. An important outcome of the program will be to instill the value and importance of life-long learning for a profession that is continuously changing and growing in its complexity and scholastic advancements. This concept will be incorporated throughout the curriculum as emphasis is placed on continued professional development. Students will learn to embrace their commitment to the profession and work toward setting and attaining both personal and professional goals. The acquisition of leadership skills, appreciation of alternative treatment directions taking place in the profession, and the formation of solid foundation skills in the area of research will be critical in the development of entry-level clinicians graduating from Salem State University. The attainment of such goals will lead to an individual who appreciates, values, and is committed to the future prosperity of occupational therapy.

Occupational Therapy Program Objectives

The objectives for the Occupational Therapy Program at Salem State University constitutes the infrastructure of the program and represent the dynamic interrelationship that exists in conjunction with the program mission, model, and philosophy. The objectives stated are derived from the six major themes or strands that exist throughout the occupational therapy core curriculum. The six major strands incorporated into the program are:

- Professional Development
- Clinical Reasoning
- Occupational Science
- Research
- Civic Advancement
- Educational Leadership

The objectives specifically relate to the Accreditation Council for Occupational Therapy Education (ACOTE) standards developed and enacted in 1998. Listed below are overall program objective outcomes and specific student objective outcomes.

Combined BS to MS Program Outcome Objectives

1. Design, develop, and implement a Master of Science degree program for occupational therapy assistants that broaden and advance the multiple skills required by students to be competent entry-level practitioners.

2. Design, develop, and implement a Master of Science degree program for occupational therapy assistants that promote an impassioned commitment to cultural, educational and civic leadership responsibilities within and outside of the occupational therapy profession.
3. Design, develop, and implement an occupational therapy program that emphasizes learning from a generalized versus specialized perspective, offering students a broad exposure to multiple service delivery models, treatment contexts, and practice domains including emerging practice arenas.

4. Design, develop, and implement an occupational therapy program that endorses and educates students about the occupational therapy practice framework, articulating the core principles and constructs as the language of the occupational therapy profession.

5. Design, develop, and implement an occupational therapy program that encourages a student-centered learning model; one that promotes further construction of skills and knowledge attained from previous OTA educational and work experience while stimulating new learning and cognitive capabilities.

6. Design, develop, and implement an educational model that acknowledges and develops in its students a passion and commitment to the occupational therapy profession, while building on the commitment and goal of becoming or remaining a life-long learner.

7. Design, develop, and implement the Master of Science occupational therapy program that incorporates flexible alternatives to meet program objectives for the adult learner; developed through class assignments and fieldwork opportunities that will promote independent thinking and problem solving capabilities through broad and diverse academic and clinical realms.

Strand # 1 Professional Development

Encouraging development of professionalism is an essential component of the Occupational Therapy Program at Salem State University. To be a competent practitioner, students must display specific behaviors that are expected and required of them. Occupational therapists must be dependable, act professional, show empathy and concern for others, be cooperative in one to one and in group situations, appear organized, to demonstrate an ability to take initiative, demonstrate excellent verbal and written communication skills, and employ clinical reasoning in therapeutic and non-therapeutic situations.

In addition, professionalism requires that the practitioner attain greater knowledge about state, national, and international Occupational Therapy Associations, policies, regulations, and legal and ethical positions. Professional development includes being committed to the profession through continuing education opportunities and acknowledgement of life-long professional responsibilities. This may include but not be limited to student supervision, OTA/OT partnerships, consumer advocacy, research, entrepreneurial pursuits, management, education, and the demonstration of outcome analysis in all OT practice arenas. Developing an awareness of professional behaviors is a key strand emphasized in the SSU OT curriculum.

Strand # 1 Professional Development

Upon completion of the Salem State University Occupational Therapy Program, students will be able to:

- Demonstrate proficient oral and written communication skills in a professional manner when interacting with clients, family members and significant others, colleagues, health providers, and members of the public.

- Show competency in basic computer use and acknowledge state, national and international resources via the Internet and in participation in computer enhanced coursework.
• Display an understanding of the importance of being dependable and working cohesively with others for benefit to the consumer and family, colleagues, and professional organizations.

• Exhibit a complete understanding of the referral process and additional resources available for the development of holistic and client-centered and occupationally based intervention plans.

• Display an understanding of the implications and effects that federal and state regulatory and legislative bodies have on practice and acknowledge national and state requirements for OT credentialing.

• Demonstrate knowledge of reimbursement mechanisms and value the importance of OT professional documents such as the AOTA Code of Ethics, Core Values, Uniform Terminology, and AOTA Standards of Practice.

• Reveal to educators, supervisors, colleagues, and classmates, effective use of time management skills, the ability to be organized and set priorities, and maintain timely record keeping while managing caseload assignment.

• Create an individualized occupational therapy development plan that includes professional goals related to OT/OTA/student supervision, continuing education opportunities, state and national OT service opportunities, scholarly and research pursuits, entrepreneurial endeavors, and professional advocacy and marketing.

• Demonstrate initiative through the organization and implementation of a student OT conference illustrating scholarly and professional work to others within and outside of the OT profession.

• Create an appreciation and acceptance of traditional as well as emerging OT practice models to enhance the future growth and prosperity of the occupational therapy profession.

**Strand #2 Clinical Reasoning**

Mattingly & Flemming (1994) refer to clinical reasoning as the process used by practitioners to plan, direct, perform, and reflect on client care. Whenever one is engaged in thinking about, doing or planning occupational therapy services, he or she is involved in the clinical reasoning process. Clinical reasoning refers to the relationship that exists between formal theory and actual practice. It involves a total body process that uses our senses to help make clinical decisions. Flemming refers to this as “knowing more than we can tell.” This is referred to as tacit knowledge. It is the practical knowledge, the common sense knowledge or the intuitive knowledge that binds the theoretical components to the “doing” aspect of treatment (Mattingly & Flemming, 1994).

**The clinical reasoning process is complex and contains many components. The four major areas of clinical reasoning include:**

1) **Scientific reasoning**—used to understand the condition affecting the individual and decide treatment interventions in the best interest of the client.
2) **Narrative reasoning** - Goes beyond scientific reasoning by allowing the clinician to understand the meaning of the illness or disability from the client’s perspective as you enter their “life world.”

3) **Pragmatic reasoning** - Addresses the whole world in which therapy occurs. It considers the personal as well as the practice context in every given clinical situation.

4) **Ethical reasoning** - It asks what should be done. What is the eventual outcome? It deals with the ethical issues that are involved in the client experience.

Synthesis of all four processes occurs through two components of reasoning that are intertwined throughout the process. These types of reasoning are referred to as:

**Interactive process** - This involves “doing with” not “doing to” the client. It is a crucial process that clinicians use to gain the trust of their clients. It helps the clinician to enter the clients “life world” to help reduce performance deficits and promote meaningful experiences with each client.

**Conditional process** - Refers to the flexibility needed by practitioners to modify treatments and interventions with changing conditions. Novice therapists tend to rely on a more systematic approach to treatment versus the expert clinician that quickly adapts to any given situation.

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**Strand #2 Clinical Reasoning**

Students must develop an understanding of the clinical reasoning process to assist them in making competent and sound judgments when caring for clients. Understanding how the process applies to the entire scope of client treatment prepares them for their professional journey.

1) **Scientific Reasoning**

   Upon completion of the Salem State University Occupational Therapy Program, students will be able to:

   - Enhance the ability to address problems from a logical and holistic perspective when assessing client performance areas, performance components, and performance contexts during the assessment/intervention process.

   - Demonstrate an ability to apply and interpret frames of reference and models of practice to the evaluation and intervention process with clients.

   - Display an ability to utilize standardized and non-standardized screening tools and employ information received from consultants, health professionals, and family/client/significant others to determine need for occupational therapy services.

   - Select and administer a variety of standardized and non-standardized assessment tools using appropriate procedures and protocols that assist the clinician in fostering a creative problem solving approach.
• Discuss ways to adapt life skills, occupations, and the environment of clients that are served and demonstrate the ability to instruct client/caregivers/family members/significant others on compensatory strategies for task completion.

Narrative Reasoning

Upon completion of the Salem State University Occupational Therapy Program, students will be able to:

• Display an appreciation for an individual’s perception of illness or disease process and assist them to foster the promotion of health and wellness according to client need and respected culture and values.

• Create occupationally and goal priority-based intervention plans that meet the individual, “life world,” needs of the client while acknowledging the client as an active participant in the intervention and discharge planning process.

• Understand the importance of client-centered occupations associated with the intervention process before, during, and upon the discontinuation of occupational therapy service.

• Produce evidence-based intervention plans that attend to performance areas, performance components, and performance contexts that are meaningful for the client.

3) Pragmatic Reasoning

Upon completion of the Salem State University Occupational Therapy Program, students will be able to:

• Demonstrate ability to use safety precautions in professional situations including during client screening, evaluation, and intervention process.

• Express the ability to collaborate with other professionals through documentation, oral communication, and client problem solving opportunities.

• Display an understanding of socioeconomic, cultural, education, and models of health care and the relationship to occupational therapy practice.

• Acknowledge the importance of the referral process to both internal as well as external specialists for assessment and intervention to best meet the needs of the client.

• Recognize treatment resources available in the environmental context; acknowledge reimbursement regulations, time constraints, and social and institutional constraints that may impact the client treatment process.

4) Ethical Reasoning

Upon completion of the Salem State University Occupational Therapy Program, students will be able to:

• Develop an appreciation of OT practice trends while demonstrating a personal commitment and positive attitude towards the profession.
• Promote home and community services as an adjunct plan to support client adjustment to home or work setting, or alternative work or home situation.

• Display the ability to effectively communicate, educate, and train clients, family members, caregivers, or significant others in facilitating skills that will enhance occupational success, ensure safety and promote goal attainment.

• Demonstrate ability to plan appropriately for discharge from occupational therapy services and terminate services in a timely and cost effective manner as goals and objectives are attained.

5) Interactive Process

Upon completion of the Salem State University Occupational Therapy Program, students will be able to:

• Display an understanding of the importance of “doing with” not “doing to” the client receiving occupational therapy services.

• Acknowledge the relevance of establishment of trust in the client-therapist relationship in order to reduce performance deficits and enhance meaningful life experiences.

6) Conditional Process

Upon completion of the Salem State University Occupational Therapy Program, students will be able to:

• Develop an awareness of the importance of allowing for flexibility in clinical, professional, and non-professional situations, and the importance of making sound decisions within or outside of the practice environment, or in relationships with client, family, caregivers, and other professionals and or co-workers.

Strand # 3 Occupational Science

Occupational Science defines the profession as an academic discipline. It is concerned with the study of the human as an occupational being. A complete understanding of the philosophy of occupational science is a core requirement of the Occupational Therapy Program at Salem State University and is accentuated in all professional courses. Providing students with a solid theoretical foundation in occupational science will enhance their perception of occupation and its association and vitality to client health, health prevention and wellness. The following occupational therapy student goals have emerged from this strand in the curriculum.

Upon completion of the Salem State University Occupational Therapy Program students will be able to:

• Apply the theoretical foundations of occupational therapy while integrating the knowledge gained through the study of biological, behavioral, and health sciences in meeting the needs of diverse clients within the performance context of their unique physical, social and cultural environments.

• Utilize understanding of and appreciation for human occupation and develop culturally relevant, occupation-based, intervention plans.
Integrate the frames of references and models to deliver occupational therapy service in traditional and emerging practice areas for individuals, groups and agencies.

Demonstrate preparation in assessing, designing, implementing, modifying and terminating client-centered, evidence-based occupational therapy intervention.

Utilize their knowledge of the determinants of occupational performance on human behavior to assess and foster client recovery.

Relate knowledge of theories, models of practice and frames of reference to the models of health care, education, community and society as they relate to practice of occupational therapy.

Develop an understanding of the importance of current policy issues that impact the health care system and its influence on the practice of occupational therapy.

**Strand # 4 Research**

Research is an essential component of the Occupational Therapy Curriculum at Salem State University and is incorporated into each of the ten courses throughout the program. Students will present a research paper or project at a student conference that will be held as part of their occupational therapy capstone course. The research component of the program will provide students with a general understanding of: 1) how the research process works, 2) the components of research, 3) how to implement a basic research design, and 4) comprehend the relevance of research in occupational therapy practice. The following occupational therapy student goals emerged from this strand in the curriculum.

**Upon completion of the Salem State University Occupational Therapy Program students and be able to:**

- Demonstrate the ability to find and utilize appropriate national and international resources and professional literature for occupational therapy practice.

- Utilize and integrate their knowledge of quantitative and qualitative research designs to understand, create and critique beginning level research studies.

- Produce scholarly papers related to examples of scientific investigations or inquiry in occupational therapy practice settings.

- Understand the importance of research to the application of evidence-based intervention planning and practice.

- Students will actively participate in various professional settings that promote scholarly activities that contribute to the profession.

- Students will present a scholarly research project that meets the required components for publication.

- Critique and apply research findings to the practice of occupational therapy.
Strand # 5 Educational Leadership

Occupational therapists are teachers. To be an effective practitioner, an occupational therapist must educate all associated recipients of their care. This includes family members of clientele, affiliates of alternative disciplines, and the general public. Occupational therapy education surrounds every aspect of clinical practice. The clinician utilizes educational methods to project messages and instructions pertaining to client care. Education occurs daily in the clinical setting and through many additional venues. Occupational therapists are taught to educate the public about the importance of our service, to educate colleagues and others about the theoretical principles that guide and develop the profession in a variety of ways.

Upon completion of the Salem State University Occupational Therapy Program students and be able to:

- Understand multiple learning theories and teaching methods that will foster critical thinking and skillful presentation ability
- Develop positive intra and interpersonal skills that will benefit self and community
- Articulate the founding core principles and theoretical framework of occupation to others in oral and in written format
- Understand multiple methods and tools that may be used to project new learning and establish areas of clinical expertise
- Create a professional development plan that acknowledges the areas of research, professional responsibility and accountability, education, and continued self-exploration and learning.

Strand # 6 Civic Advancement

Upon completion of the Salem State University Occupational Therapy Program students and be able to:

- Develop an appreciation for servicing multiple global communities that may benefit from Occupational Therapy intervention.
- Describe traditional and non-traditional realms of practice that may utilize occupational therapy services.
- Understand the complexities of cultural differences and the relationship of occupation to ethnicity.
- Acknowledge the necessity for practitioners to develop cultural competence and its vital role in clinical preparation and education.
- Recognize the importance of promoting human rights, respect and equality to persons different from oneself.
- Identify methods that will promote understanding of diverse environments and cross-cultural relationships.
• Utilize local communities to service and promote occupational therapy as a unique and valuable discipline

• Explain to community members in oral and written communication forms the benefits of providing occupational therapy services in current areas where no OT service is offered

• Discover viable alternatives and methods to offer funding to prospective occupational therapy sites

• Articulate the scope of professional values and ethics that supports development in emerging areas of OT practice

• Develop partnerships with diverse communities outside of Salem State University that promotes collegiality and professional contacts

• Support technology as an additional tool in the education for others on health prevention and wellness options

• Examine research parameters and statistical measures for findings assessment and interpretation.

The Occupational Therapy Curriculum
Bachelor of Science in Occupational Health Studies

The combined occupational therapy program BS to MS consists of part-time evening courses that typically meet 2 times/week. The program has integrated several online and hybrid courses to meet the needs of the adult learner. Upon completion of all undergraduate and graduate requirements (see felony statement pg. 27), students will be eligible to sit for the Occupational Therapy Certification Examination administered by the National Board for Certification in Occupational Therapy (NBCOT) www.nbcot.org. It is important to note that any student that has been convicted of a prior felony may be considered ineligible by NBCOT to sit for the NBCOT examination and may be unable to attain an OT license from the State Licensure Board.

BS Program Admission Policy

1. Educational Requirements:

   • An Associates of Science Degree in Occupational Therapy from an accredited institution.

   • A minimum of a 3.0 grade point average is recommended for entrance into the program.

   • All transfer and prerequisite courses to be transferred in from other academic institutions will be determined by the Transfer Admissions Office
2. Work Related Experience:
   - Candidates must be OTA certified and licensed upon admission to the program and will submit a copy of his/her credentials to the Admissions Office.
   - OTA licensure must be maintained while enrolled in the program.

3. Competency Requirements:
   - Candidates must pass all sections of the student competency entrance examination within three attempts prior to the December before beginning the professional OCT coursework.

4. Other:
   - Candidates must meet all other Salem State University admission policies as stated in the occupational therapy undergraduate transfer program application.
   - Students must be admitted into the Occupational Health Studies Major at least one year prior to beginning the professional OT coursework.

Requirements to begin Professional OT Coursework

1. All prerequisite coursework must be completed

2. Students must meet with their OT advisor (by telephone or in person) a minimum of two semesters (including summer) prior to beginning the professional OT coursework.

3. Written permission from the OT advisor to take the OT competency exam.

4. All sections of the OT competency examination must be passed by the December prior to beginning the professional OT courses.

5. If all sections of the competency examination are not passed by December, enrollment the OT professional coursework may be delayed by one year.

6. Prior to taking the OT competency exam, students requiring accommodations must have documentation obtained from the Office for Students with Disabilities. Contact the Director of the Office for Students with Disabilities at (978) 542-6217.

Please use website address below to locate OT undergraduate course flow sheet

https://www.salemstate.edu/assets/documents/registrar/OT-9-2010.pdf
MS Program Admission Policy

1. Educational Requirements:
   - Complete all coursework for completion of the Bachelor of Science Degree in Occupational Health Studies from Salem State University
   - Must complete all processes related to graduation for the undergraduate degree in Occupational Health Studies by May 31st.
   - Complete all of master’s prerequisite coursework which includes OCT 611, 613, and OCT 622
   - Must maintain a minimum of a 3.0 grade point average. (Students with a grade point average of less than 3.0 may petition the SSU Occupational Therapy Academic Review Committee for consideration for admission.)

2. Work Related Experience:
   - Must demonstrate clinical related knowledge through ongoing work experience
   - Candidates must maintain and provide a current copy of their OT license and their AOTA membership card prior to admission to the Master’s Program.

3. Other:
   - Pass the Undergraduate Professional Behaviors expectations
   - Complete the portfolio reflection paper to assess master level academic writing. Students must achieve a grade of B or better on the rubric to be considered for admission to the program
   - Meet all other Salem State University admission policies as stated in the occupational therapy graduate program manual and SSU graduate handbook.

Program of Study

MS Degree in Occupational Therapy

Purpose: The focus of the occupational therapy program is to prepare the OTA adult learner for transition to a master’s entry-level practitioner through a flexible, part-time evening program, which encompasses a philosophy of progressive education. This program will meet the standards, skills, values and ethics set forth by the Accreditation Council of Occupational Therapy Education (ACOTE). ACOTE is located at 4720 Montgomery Lane, P.O. Box 331220, Bethesda, MD 20282-1220. AOTA’s telephone number is (301) 652-AOTA.

Prerequisites: Bachelor of Science in Occupational Health Studies from Salem State University with a minimum of a 3.0 grade point average. In addition, students must successfully complete the following master’s prerequisite coursework; OCT 611, OCT 613 and OCT 622. The Bachelor of Science in Occupational Health Studies provides theoretical knowledge and skills in occupational science, health, technology, wellness promotion, and activity analysis within a variety of multicultural arenas. The curriculum’s emphasis is
placed on a holistic client-centered approach to individuals across the developmental spectrum.

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<td>First Year- Bachelor of Science Degree</td>
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<tr>
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<td>OCT 400N Pathways for Occupational Therapy Practice</td>
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<td>OCT 401 Effective Documentation in OT Practice</td>
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<td>OCT 402 Critical Thinking &amp; Professional Judgment</td>
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<td><strong>Electives (Up to 6 Credits)</strong></td>
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<tr>
<td>*OCT 912 Special Topics in Occupational Therapy</td>
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<td>*OCT 915 Thesis Seminar</td>
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<td><strong>(Total Credits 42-48)</strong></td>
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*Note: Graduate students have the option of taking up to six additional credits of independent study with Department Chair approval.
Accreditation

The Occupational Therapy Program at Salem State University was granted initial accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in December 2002 and reaccredited in 2008. A student interested in becoming an occupational therapist will need to complete the BS/MS degree in Occupational Therapy to be qualified to take the national certification examination. For information regarding program accreditation contact The Accreditation Council for Occupational Therapy Education located at 4720 Montgomery Lane, P.O. Box 331220, Bethesda, MD 20824-1220. The telephone number for AOTA is (301) 653-AOTA

Level I and Level II Fieldwork

Fieldwork experience is a vital component of both the educational process and professional preparation. Fieldwork is designed to provide the occupational therapy student with an opportunity to evaluate theories, develop critical thinking skills, refine documentation abilities, enhance interpersonal relationships with others, utilize problem solving strategies, and create additional insight into personal learning style to benefit self and the profession. The integration of these learning experiences combined with occupational therapy course work is a determinant to becoming a competent, entry-level practitioner. Listed below is a brief overview of fieldwork policies and procedures. In addition to the OT student handbook, the OT student fieldwork manual includes additional information for students beginning Level I and Level II fieldwork.

Fieldwork Requirements

Prior to every fall semester, the following documents must be obtained and submitted to the occupational therapy department administrative assistant.

- Liability insurance certificate receipt
- Current CPR certificate (photocopy)
- Completed personal data sheet
- Complete CORI paperwork
- Updated immunizations and health records (submitted to Student Health Services)
- Current AOTA membership card

Level I Fieldwork

Level I fieldwork will provide Salem State University OT students with opportunities to gain clinical experience while completing their undergraduate course work. Level I fieldwork is a required component in the following courses: OCT 407N, and OCT 413, (BS aspect of the program) OCT 715 & OCT 720 (MS aspect of the program). Level I fieldwork will be completed on a part-time basis consisting of four (20 hour) placements in the areas of psychosocial, physical dysfunction, pediatric and geriatric practice. Emerging community practice areas such as homeless shelters, group homes, YMCA’s, or after school enrichment programs will be encouraged for students to take part in during level one experience.
Level II Fieldwork

Salem State University OT students are required to complete two, full-time or part-time fieldwork experiences totaling 480 hours per fieldwork experience. (Part-time consists of at least twenty hours per week). The fieldwork coordinator is responsible for obtaining fieldwork sites for students in all clinical specialty areas. The fieldwork coordinator will begin planning Level II placements with students upon completion of first year requirements. The fieldwork coordinator will work closely with students to determine the appropriate clinical sites and will follow the students’ progress while attending the clinical internship. Students will attend OT seminar in conjunction with each internship to enhance integration of skills and knowledge and to reflect on current practice. No student will be allowed to begin a level II fieldwork placement until all prerequisite and professional coursework have been successfully completed. Please review the Student Fieldwork Manual for complete policies, procedures and resources regarding fieldwork.

Advising

Upon admission to the Occupational Health Studies major, students will be assigned an academic advisor from the Occupational Therapy Department. It is important that students develop a working relationship with his/her advisor and it is expected students will meet with their advisor each semester. However, it is **mandatory** that students meet with their OT advisor (by telephone or in person) a minimum of two semesters (including summer) prior to beginning the professional OT coursework. The meetings will be used to update each student’s professional development plan and document progress towards academic and professional goals. It is the student’s responsibility to contact his/her advisor each semester. The advisor will act as a resource aid throughout the academic program and can assist students with any difficulties he/she may be having with academic or fieldwork performance. In addition to the advisor, the OT Department Chair is available to students for both academic and administrative concerns. The Academic Fieldwork Coordinator may also provide assistance related to fieldwork issues. Course instructors may be consulted regarding academic concerns related to a specific course.

The Office of the Dean of the College of Health and Human Services is located on the first floor of the Harrington Building. The Dean is concerned with the academic needs and performance of students and is prepared to assist if necessary.

Student Memberships

Students are required to become a member of the American Occupational Therapy Association (AOTA). Students will need to present their current AOTA membership card at the start of each fall semester. If you are not currently a member, please go to [www.aota.org](http://www.aota.org). It is recommended students become the Massachusetts Association for Occupational Therapists (MAOT). Faculty will issue information to students about joining each association in September of each academic year.
Communication

College Email Policy – All email communications must be conducted through your Salem State University Email Address when corresponding with OT faculty and staff.

Current Address/Telephone Number – Each advisor has a copy of student local addresses and telephone numbers. Students that move or have a telephone number or address change must contact their advisor and the department administrative assistant to inform them of the change. Addresses and telephone numbers are kept confidential. Students are also responsible for notifying the Registrar’s Office of any address change.

Faculty Office Hours/Schedule – Faculty members will post office hours on their office door. Students may leave messages in the outside box located on the door. Faculty members also may schedule alternative appointment times to meet with students.

OT Department Newsletter – The OT Department Newsletter will be emailed to your SSU email address each semester. The newsletter will contain announcements about scheduled student meetings, special programs, courses, scholarships, updates, and general faculty advising information.

OT Department Bulletin Board – The OT Department Bulletin Board is located outside of the resource room. The bulletin board will post upcoming events, conferences, continuing education opportunities, AOTA and MAOT subscription information and general departmental announcements. Students may post items on the bulletin board with permission from the faculty.

OT Resource Room – The OT Department resource room is located in HB 322. The room is equipped with wireless internet access, fieldwork files, AJOT journals, and additional reference materials. The room is open daily and four evenings per week each semester.

OT Department Undergraduate/Graduate Web Pages http://www.salemstate.edu/oct/ – The OT Department web page includes admission requirements, the OT Missions Statement, OT Philosophy, OT Program Objectives, OT Curriculum, Accreditation Status, and current faculty members. Additional information will be added to the web page as more information becomes available.

Writing Across the OT Curriculum

The Occupational Therapy Department endorses the concept of writing throughout the OT curriculum. The expected outcomes for students are to integrate theoretical and clinical information through articulate written communication. It is expected that each student will utilize proper grammar, correct spelling of words, and appropriate sentence structure throughout his or her academic course work. Each student will develop a writing style within the context of professional and scholarly writing. Professional course papers will be done in APA (American Psychological Association) format and in accordance with AOTA standards. Students exhibiting difficulty in writing skills will be referred to appropriate resources.
available at Salem State University. Student academic support services are available at http://www.salemstate.edu/academics/2425.php

**Fees/Insurance/Expenses**

In addition to Salem State University tuition and fees, students will be responsible for the following expenses:

- Text Books
- Laboratory Fees – Course specific
- Liability Insurance – This is mandatory for participation in both Level I and Level II fieldwork. The insurance is purchased in the fall semester for each academic year (for students beginning Level I or Level II fieldwork). Student liability insurance may be purchased at Financial Services on North Campus.
- Level II Fieldwork Fee(s) – as required
- Level II Fieldwork Health Insurance – required
- AOTA Student Membership – required
Occupational Therapy Code of Ethics and Ethics Standards (2010)

PREAMBLE

The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2010) (“Code and Ethics Standards”) is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community.

Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. “Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well being, and quality of life” AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) was tailored to address the most prevalent ethical concerns of the profession in education, research, and practice. The concerns of stakeholders including the public, consumers, students, colleagues, employers, research participants, researchers, educators, and practitioners were addressed in the creation of this document. A review of issues raised in ethics cases, member questions related to ethics, and content of other professional codes of ethics were utilized to ensure that the revised document is applicable to occupational therapists, occupational therapy assistants, and students in all roles.

The historical foundation of this Code and Ethics Standards is based on ethical reasoning surrounding practice and professional issues, as well as on empathic reflection regarding these interactions with others (see e.g., AOTA, 2005, 2006). This reflection resulted in the establishment of principles that guide ethical action, which goes beyond rote following of rules or application of principles. Rather, ethical action is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage.

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993): altruism, equality, freedom, justice, dignity, truth, and prudence. Altruism is the individual’s ability to place the needs of others before their own. Equality refers to the desire to promote fairness in interactions with others. The concept of freedom and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (justice). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and dignity of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment,
and reflection to make decisions to direct them in their area(s) of practice (*prudence*). These seven core values provide a foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

The specific purposes of the *Occupational Therapy Code of Ethics and Ethics Standards (2010)* are to

1. Identify and describe the principles supported by the occupational therapy profession.
2. Educate the general public and members regarding established principles to which occupational therapy personnel are accountable.
3. Socialize occupational therapy personnel to expected standards of conduct.
4. Assist occupational therapy personnel in recognition and resolution of ethical dilemmas.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* define the set of principles that apply to occupational therapy personnel at all levels:

**DEFINITIONS**

**Recipient of service:** Individuals or groups receiving occupational therapy.

**Student:** A person who is enrolled in an accredited occupational therapy education program.

**Research participant:** A prospective participant or one who has agreed to participate in an approved research project.

**Employee:** A person who is hired by a business (facility or organization) to provide occupational therapy services.

**Colleague:** A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.

**Public:** The community of people at large.
BENEFICENCE

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term beneficence connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2009). Forms of beneficence typically include altruism, love, and humanity. Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
E. Provide occupational therapy services that are within each practitioner’s level of competence and scope of practice (e.g., qualifications, experience, the law).
F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.
H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.
I. Refer to other health care specialists solely on the basis of the needs of the client.
J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor’s subject area of expertise and level of competence.
K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.
L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.
M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.
N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession’s body of knowledge.
NONMALEFICENCE

Principle 2. Occupational therapy personnel shall intentionally refrain from actions that cause harm.

Nonmaleficence imparts an obligation to refrain from harming others (Beauchamp & Childress, 2009). The principle of nonmaleficence is grounded in the practitioner’s responsibility to refrain from causing harm, inflicting injury, or wronging others. While beneficence requires action to incur benefit, nonmaleficence requires non-action to avoid harm (Beauchamp & Childress, 2009). Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This principle often is examined under the context of due care. If the standard of due care outweighs the benefit of treatment, then refraining from treatment provision would be ethically indicated (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment.

C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity.

D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer.

E. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.

F. Avoid any undue influences, such as alcohol or drugs, that may compromise the provision of occupational therapy services, education, or research.

G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.

H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.

I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.

J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one’s own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.

K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.

L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.
AUTONOMY AND CONFIDENTIALITY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination.

The principle of autonomy and confidentiality expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care and to protect the client’s confidential information. Often autonomy is referred to as the self-determination principle. However, respect for autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a “person’s right to hold views, to make choices, and to take actions based on personal values and beliefs” (Beauchamp & Childress, 2009, p. 103). Autonomy has become a prominent principle in health care ethics; the right to make a determination regarding care decisions that directly impact the life of the service recipient should reside with that individual. The principle of autonomy and confidentiality also applies to students in an educational program, to participants in research studies, and to the public who seek information about occupational therapy services.

Occupational therapy personnel shall

A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.

B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.

C. Respect the recipient of service’s right to refuse occupational therapy services temporarily or permanently without negative consequences.

D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution.

E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.

F. Respect research participant’s right to withdraw from a research study without consequences.

G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and non-verbal communications, including compliance with HIPAA regulations.

I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).

J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.
SOCIAL JUSTICE

Principle 4. Occupational therapy personnel shall provide services in a fair and equitable manner.

Social justice, also called distributive justice, refers to the fair, equitable, and appropriate distribution of resources. The principle of social justice refers broadly to the distribution of all rights and responsibilities in society (Beauchamp & Childress, 2009). In general, the principle of social justice supports the concept of achieving justice in every aspect of society rather than merely the administration of law. The general idea is that individuals and groups should receive fair treatment and an impartial share of the benefits of society. Occupational therapy personnel have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). While opinions differ regarding the most ethical approach to addressing distribution of health care resources and reduction of health disparities, the issue of social justice continues to focus on limiting the impact of social inequality on health outcomes.

Occupational therapy personnel shall

A. Uphold the profession’s altruistic responsibilities to help ensure the common good.
B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.
C. Make every effort to promote activities that benefit the health status of the community.
D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.
E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.
F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.
G. Consider offering pro bono (“for the good”) or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

Principle 5. Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure “fair treatment” (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While the law and ethics are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.
Occupational therapy personnel shall
A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.
B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.
C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.
D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.
E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.
F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.
G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.
I. Obtain all necessary approvals prior to initiating research activities.
J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.
K. Use funds for intended purposes, and avoid misappropriation of funds.
L. Take reasonable steps to ensure that employers are aware of occupational therapy’s ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.
M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.
N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.
O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.
P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

VERACITY

Principle 6. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The principle of veracity in health care refers to comprehensive, accurate, and objective transmission of information and includes fostering the client’s understanding of such information (Beauchamp & Childress, 2009). Veracity is based on respect owed to others. In communicating with others, occupational
therapy personnel implicitly promise to speak truthfully and not deceive the listener. By entering into a relationship in care or research, the recipient of service or research participant enters into a contract that includes a right to truthful information (Beauchamp & Childress, 2009). In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided. Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle also requires thoughtful analysis of how full disclosure of information may impact outcomes.

**Occupational therapy personnel shall**

A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.

D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

E. Accept responsibility for any action that reduces the public’s trust in occupational therapy.

F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.

G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

I. Give credit and recognition when using the work of others in written, oral, or electronic media.

J. Not plagiarize the work of others.

**FIDELITY**

**Principle 7. Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.**

The principle of fidelity comes from the Latin root *fidelis* meaning loyal. *Fidelity* refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client’s reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision-making and professional practice.
Occupational therapy personnel shall
A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.
B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.
C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.
D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.
E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
F. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.
G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.
H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

References


Authors

Ethics Commission (EC):

Kathlyn Reed, PhD, OTR, FAOTA, MLIS, Chairperson
Barbara Hemphill, DMin, OTR, FAOTA, FMOTA, Chair-Elect
Ann Moodey Ashe, MHS, OTR/L
Lea C. Brandt, OTD, MA, OTR/L
Joanne Estes, MS, OTR/L
Loretta Jean Foster, MS, COTA/L
Donna F. Homenko, RDH, PhD
Craig R. Jackson, JD, MSW
Deborah Yarett Slater, MS, OT/L, FAOTA, Staff Liaison

Adopted by the Representative Assembly 2010CApr17.


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Graduation

Upon successful completion of all academic and fieldwork requirements, a student will be eligible to participate in the Salem State University graduation and receive the Bachelor of Science Degree in Occupational Health Science and a Master of Science Degree in Occupational Therapy.

Certification to Practice Occupational Therapy

After successful completion of Level II fieldwork, graduates of the program are eligible to sit for the Occupational Therapy Certification Examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). It is the Fieldwork Coordinator’s responsibility to distribute information regarding dates, locations, application information, and requirements for the certification examination.

It is the students’ responsibility to contact NBCOT and request an application for the examination. Students must also apply for the certification examination in a timely manner. Students will be notified of scores by NBCOT within six weeks after taking the examination. Successful completion of the examination leads to certification by the American Occupational Therapy Association to practice occupational therapy as a registered therapist. Most facilities will hire occupational therapy students after successful completion of fieldwork pending certification.

License to Practice Occupational Therapy

Many states including Massachusetts require that occupational therapists be licensed to practice. It is against the law to practice without a license in a state with licensure laws. A temporary license may be obtained after registering to take the certification examination.
This allows the students who have successfully completed fieldwork to begin working while waiting to take the examination. An updated list of licensed states may be obtained through AOTA (1383 Piccard Drive, PO Box 1725, Rockville, MD 20850-4375 – Telephone number 1-800- SAY AOTA or at www.aota.org in the members area). Additional information regarding licensure is located in the OT Student Fieldwork Manual.

**Felony Statement**

Students meeting all academic and fieldwork requirements are eligible to sit for the NBCOT Certification examination and be eligible to obtain a state license to practice. ***It is important to note that any student that has been convicted of a prior felony may be considered ineligible by NBCOT to sit for the NBCOT examination and may be unable to attain an OT license from the State Licensure Board.***

**Additional Policies and Requirements**

**Grading Policy**

Any student in the Occupational Therapy Program who receives a failing grade (F) in one course may be dismissed from the major. If a student does receive a failing grade, the following policy will apply.

a. If the course is not repeated and a second failure (F) is received in an additional course, the student shall be dismissed from the major. When a course is repeated due to a failing grade, the new grade will replace the old grade. This will improve overall grade point average (GPA), but the previous grade remains on the official transcript.

b. Students must have an overall GPA of 2.0 to graduate from Salem State University.

c. Students must achieve a grade of C or better in all OT major courses to maintain good academic standing in the OT Program. Any student that is unable to maintain good academic standing will be subject to probationary action as determined by the OT Academic Review Committee.

d. Students must pass the Professional Behaviors Assessment in each undergraduate class to move forward to the Master’s level. Students unable to maintain a passing level with the Professional Behaviors Assessment will be subject to probationary action as determined by the OT Academic Review Committee.

e. Students must receive a grade of C- or better in Kinesiology, SMS 300, and in Neuroanatomy, BIO 400, to maintain good academic standing in the OT major. Any student that is unable to maintain good academic standing will be subject to probationary action as determined by the OT Academic Review Committee.
f. Incomplete Grades – A student may request an incomplete grade for a course with the primary course instructor based on individual needs. A student must complete all course work during the beginning six weeks of the following semester. Failure to complete course requirements in the allotted time frame will result in a failing grade (F) for the course and will place the student in poor academic standing.

g. Petition Policy – (Detailed information may be found in the undergraduate student handbook.)

**Student Rights and Responsibilities**

Students have the right, under the Family Educational Rights and Privacy Act to have access to their educational records and to prevent disclosure of their contents to third parties without formal authorization. Records may be requested in writing through the Registrar’s Office.

The Occupational Therapy Department faculty may discuss a student’s academic and fieldwork performance with potential employers and others, only if the student has given formal, written permission to do so. Such disclosure occurs only in the best interest of the student and is used to benefit his or her educational experience.

Students with special needs (physical, emotional and/or learning disabilities) who need accommodations related to completing academic or fieldwork requirements are responsible for discussing such needs with their academic advisor. Students needing assistance should initiate contact with the Office of Students with Disabilities at (978) 542-6217. Please refer to the undergraduate student handbook for additional information.

**Miscellaneous**

1. It is the students’ responsibility to inform his/her academic advisor if he/she cannot continue in their professional course work. Any student not returning after two years will need to repeat all previously taken professional courses in order to remain in the occupational therapy major.

2. Any student wishing to withdraw from the Occupational Therapy Program should first discuss his/her reasons with their academic advisor. The student will then be referred to the Academic Advising Center for appropriate withdrawal forms.

3. Please refer to the undergraduate student handbook for specific policy and procedure clarifications. All students are expected to work closely with his/her academic advisor to ensure that all academic service needs are met and that issues are addressed.
4. Salem State University Institutional Review Board (IRB): All empirical research involving human beings or vertebrate animals conducted at Salem State University, or by Salem State University faculty, staff or students under the sponsorship of Salem State University, must be submitted to the Salem State University IRB for review. This must be done **before** the start of the research. Additional IRB information and application forms can be found at [https://www.salemstate.edu/academics/irb.php](https://www.salemstate.edu/academics/irb.php)

5. Upon acceptance to the Undergraduate Major in Occupational Health Studies, students must demonstrate that they have read the OT student policies and procedure manual. The back page must be signed and sent back to the administrative assistant for your file. Failure to do so may impede your ability to move forward in your coursework.
Salem State University  
Schools of Human Services  
Professional Behaviors Assessment

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Faculty name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course number:</td>
<td>Student ID code:</td>
</tr>
</tbody>
</table>

Semester:  ( ) Midterm  ( ) End of Semester

Course number:

Indicate the student’s level of performance using the scale below.
1= Well Below Standards: Performance is weak in most required tasks and activities. Work is frequently unacceptable
2= Below Standards: Opportunity for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable
3= Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
4= Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
5= Far Exceeds Standards: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

<table>
<thead>
<tr>
<th>1. Time management Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ability to arrive on time, complete assignments on time:</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ability to set priorities, be organized, follow through with responsibilities</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Engagement in the classroom experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider student’s apparent level of interest, level of active participation while in class, Investment in class activities or group work</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
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<tr>
<th>4. Self-Directed Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ability to take responsibility for own learning, demonstrate motivation</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>5. Reasoning/Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ability to use self-reflection, willingness to ask questions: ability to analyze, synthesize And interpret information; understand the OT process</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
6. **Written Communication**  
Consider grammar, spelling, legibility, successful completion of written assignments and correct Use of APA format  
Comments:  

| 1 | 2 | 3 | 4 | 5 |

7. **Initiative**  
Consider initiative, ability to seek and acquire information from a variety of sources.  
Comments:  

| 1 | 2 | 3 | 4 | 5 |

8. **Observation Skills**  
Consider ability to discuss performance areas and performance components and to verbalize Perceptions regarding case studies or other in class activities  
Comments:  

| 1 | 2 | 3 | 4 | 5 |

9. **Participation in the teacher/student Process**  
Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow Proper channels.  
Comments:  

| 1 | 2 | 3 | 4 | 5 |

10. **Verbal communication and Interpersonal skills with students/teacher**  
Consider ability to interact appropriately with individuals such as eye contact, empathy, limit Setting, respectfulness, use of authority, degree/quality of verbal interactions; use of body Language and non-verbal communication  
Comments:  

| 1 | 2 | 3 | 4 | 5 |

11. **Professional and Personal Boundaries**  
Consider ability to recognize/handle personal/professional frustrations, balance personal/professional obligations; handle responsibilities: work with others cooperatively considerately, effectively; responsive to social cues in the classroom  
Comments:  

| 1 | 2 | 3 | 4 | 5 |

12. **Use of professional terminology**  
Consider ability to appropriately apply professional terminology (such as Occupational Therapy Framework, appropriate medical acronyms, abbreviations) in written and oral communications  
Comments:  

| 1 | 2 | 3 | 4 | 5 |

Final score:___________________________  
( ) Pass  
( ) Fail  

Student Signature _____________________________________  
Faculty Signature _____________________________________  

**Requirements for passing**  
- No more than one item below a “2”, OR  
- No more than two items below a “3”  
- A Failing score requires completion of a Professional Behaviors Action Plan  
- Until Professional Behaviors Action Plan is completed student will receive an Incomplete Grade for course and will not be able to register for the next group of courses
I have received and read the contents of this Salem State University Occupational Therapy Department Student Manual and will seek out a faculty member with any additional questions or concerns that I may have regarding Salem State University Occupational therapy Department Policies and Procedures.

Signed

Date