

*Marieb College of Health & Human Services*

*Department of Rehabilitation Sciences*

A photograph of a sandy beach with waves crashing in the background. The sand is covered in numerous footprints, suggesting a busy beach scene.

# ***Occupational Therapy Student Handbook***

## ***Class of 2023***

This guidebook contains policies and information you will need to know as a student in the Occupational Therapy Program. This document is a supplement to the Florida Gulf Coast University Student Guidebook and/or University policies, procedures, rules, requirements, and publications.

Revised August 2021

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## **WELCOME**

August 17, 2021

Dear FGCU Occupational Therapy Student,

It gives me great pleasure to welcome you to the Occupational Therapy Program. The faculty, staff, and I look forward to the next two years with excitement and eagerness. Your class comes to us with a diversity of background and knowledge that promises to create opportunities for enhanced learning, and we hope to make your educational experience with us interesting and rewarding.

This handbook has information about the program and about occupational therapy. You will need some of this information immediately, and some you will want to reference in the future. It is not a novel, so you do not need to read it straight through...but you will want access to it for future programmatic and professional requirements.

Graduate study brings new challenges with increased expectations beyond those encountered as an undergraduate. You are preparing to enter a profession in an increasingly demanding health care environment. You must have the knowledge, skill, and integrity required to provide best practice with individual clients and with client groups. This requires that you obtain detailed knowledge, and that you are able to engage in strong clinical reasoning utilizing that knowledge when faced with specific client situations. Asking the right questions will often serve you better than having a wealth of information. You will need to develop skill in discussing/presenting issues, information, or cases in scholarly and less formal contexts. Finally, you will need to develop professional behaviors that will serve you well in your future career. We believe you are equal to the task.

Welcome to the Program!

*Lynn Jaffe*

Lynn Jaffe, ScD, OTR/L, FAOTA  
Professor & Program Director, Occupational Therapy

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## **ACCREDITATION, CERTIFICATION, LICENSURE NOTICE, AND LIABILITY**

### **Program Accreditation**

The FGCU entry-level program in occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, c/o AOTA is 301-652-6611 and the web address is [www.acoteonline.org](http://www.acoteonline.org).

### **National Certification Examination Requirements**

The National Board for Certification of Occupational Therapy (NBCOT) is a non-profit organization, founded in 1987, to protect the public from incompetent and unethical occupational therapists and occupational therapy assistants. The board uses two primary mechanisms to carry out their mission. One is by requiring that an individual make a minimum passing score on the National Certification Examination for Occupational Therapist in order to become certified and be able to practice in the United States; the other is by requiring evidence of candidates' continuing education before granting recertification. After successfully passing the certification examination, an individual may use the initials OTR (Occupational Therapist Registered) after his/her name. In states with licensure, individuals cannot identify themselves as an OTR unless they are also licensed in the state. In some states, therapists may elect not to recertify through NBCOT, but can retain their license after initial certification; in this case, therapists use OTL (not OTR), indicating an occupational therapist fully licensed to practice in that state.

An occupational therapist is certified for three years by NBCOT. After three years, an occupational therapist may apply for recertification by NBCOT.

Specific information regarding the application process for taking the exam will be provided during the final year of the student's program, although it is available online. For more information on the certification or recertification program, please contact NBCOT, One Bank Street, Suite 300, Gaithersburg, MD 20878. Telephone: (301) 990-7979 Website: [www.nbcot.org](http://www.nbcot.org).

**NOTE 1: Students should create an account with NBCOT as soon as possible. This allows for access to the OTKE (discussed further along) and Degree Verification Form (DVF).**

**NOTE 2:** Students who think they may need extra time for taking the certification exam due to learning disabilities should contact FGCU's Adaptive Services office and establish a record of need for this type of accommodation while here. This history will facilitate the process for obtaining this accommodation for the board exam.

**NOTE 3: A felony conviction may affect a graduate's ability to sit for the certification exam required by the National Board for Certification in Occupational Therapy. NBCOT will perform an early determination for persons who question whether this might apply to themselves.**

### Licensure/Trademark

Licensure laws vary from state to state. Students are responsible for familiarity with the licensure requirements of the state in which they plan to practice. Currently, all 50 states, Washington D.C., Puerto Rico, and Guam have some form of professional regulation affecting the practice of occupational therapy in that state/territory. All the states that have licensure use the passing score on the NBCOT exam as one of the criteria for licensure. Some states have a trademark law rather than licensure. A trademark law automatically recognizes a registered occupational therapist and a person does not have to apply individually for this recognition.

For the specific statutes that regulate the practice of occupational therapy in Florida, go to <http://floridasoccupationaltherapy.gov/resources/>. Specific sections pertaining to the practice of occupational therapy can be found in Chapter 468, Part III. Also see Chapter 64B11 regarding the Florida Administrative Code. The Statute can be located from a link in [Appendix IV](#).

**NOTE: A criminal background can affect an individual's ability to obtain a license to practice in most states, including Florida. Prospective students should investigate whether incidents in their own background would preclude obtaining a license prior to enrollment in the Occupational Therapy Program.**

### Liability Insurance Information

The Department of Rehabilitation Sciences has contracted through Healthcare Providers Service Organization (HPSO) for liability insurance. The blanket rate is about half the cost of the individual rates. Students must purchase their own liability insurance, which is currently priced at \$15. The coverage will begin the first day of classes for this calendar year and needs to be purchased at the beginning of each academic year (August). The liability insurance coverage is purchased by each student through the department storefront. A link is provided on the main department webpage:

[https://secure.touchnet.com/C20748\\_ustores/web/store\\_main.jsp?STOREID=30&SINGLESTORE=true](https://secure.touchnet.com/C20748_ustores/web/store_main.jsp?STOREID=30&SINGLESTORE=true) Click on Professional Liability Insurance (Are you Covered?)

Professional liability insurance must be maintained until graduation. *Failure to comply with liability insurance requirements will result in professional behaviors probation, specifying that students are NOT permitted to participate in a class/lab/experiential learning session(s). Failure to comply will result in students being dropped administratively from a course and require students to request a new plan of study.*

**A student should communicate to the course faculty, Occupational Therapy Program Director (OTPD), or Academic Fieldwork Coordinator (AFWC) any incident or situation in which a student is involved in that potentially holds the student or university liable or at risk.**

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**CALENDAR OF IMPORTANT OCCUPATIONAL THERAPY DATES****2021-2023 Calendar**

August 19, 2021	The FGCU Occupational Therapy Class of 2021 begins study Fort Myers, Florida. Set up your <a href="#">myNBCOT account</a>
October 27, 2021	World Occupational Therapy Day 'Belong. Be You'
November 13-14, 2021	Florida Occupational Therapy Association (FOTA) Annual Conference, VIRTUAL
November 23, 2021	Class of 2021 Research presentations
January 10, 2022	Spring semester classes begin
March 6-12, 2022	FGCU Spring Break ( <b>first year FWI week</b> )
April 2021	National Occupational Therapy Month
March 31-April 3, 2022	American Occupational Therapy Association (AOTA) Annual Conference, San Antonio, Texas
May 8, 2022	2021 Commencement Ceremony (tentative)
May 16, 2022	Summer C Classes begin
August 19, 2022	Fall Classes begin
October, 2022	OTKE (NBCOT Occupational Therapy Knowledge Exam) will be scheduled
November 22, 2022	Class of 2022 Research presentations (tentative)
January, 2023	Spring Classes begin – FWII begins (TBD)
April 20-23, 2023	American Occupational Therapy Association (AOTA) Annual Conference, Kansas City, Missouri
May, 2023	Summer Semester A begins (FWII continues)
May/August, 2023	2023 Commencement Ceremony (TBD)

## **INTRODUCTION TO PROGRAM FOUNDATIONS**

### **Mission Statement**

The mission of the Occupational Therapy Program is to prepare students to embrace the art and science of the profession, thus enabling graduates to provide creative, ethical, and evidence-based services in an increasingly diverse and technologically advanced world. The Program and its community partners collaborate to promote client-centered, occupation-based practice and provide leadership within multiple communities. We value an active learning environment that fosters the personal and professional development of students, faculty, and community members.

### **Statement of Philosophy**

The Florida Gulf Coast University faculty of the Occupational Therapy Program subscribe to a set of beliefs about the nature of human beings, the effect of occupation on their health and well-being, and the value of the teaching/learning process in the development of entry-level occupational therapists.

Humans are complex, dynamic, and adaptable beings, who need to be engaged in meaningful and purposeful occupations (Wilcock, 1993; 2005). They have an innate drive to explore and master the environment. This drive is essential to their development and adaptation throughout their lives. In the course of development, humans assume multiple roles within a variety of contexts influenced by the expectations of the culture and society; they define themselves in terms of the roles they assume in life, and the quality of their performance in those roles. As individuals, humans find fulfillment by making choices about their lives, establishing and pursuing goals, and engaging in occupations that are personally and socially meaningful.

Occupations are the daily life activities that “people do to occupy themselves, including looking after themselves...enjoying life...and contributing to the social and economic fabric of their communities” (Law, Polatajko, Baptiste, & Townsend, 1997). An individual becomes fully engaged in occupation through a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments (AOTA, 2020, 2018; OTPF-4 2020).

Promotion of health and life satisfaction is determined by the balance of occupations in one’s life (AOTA, 2015). These occupations change over the lifespan in response to changing role expectations, values and priorities, physical capacities, and environmental contexts (Law et al, 1997). Healthier individuals select and engage in occupations that prevent disease, disability, injury, and premature death while promoting an environment that supports wellness. Selection of these beneficial occupations leads to a higher quality of life, greater personal contentment, and improved productivity (OTPF-4, 2020).

However, we recognize that an individual’s performance and roles may be disrupted by engaging in occupations that prohibit a healthy lifestyle as well as factors including developmental delays, diseases, and physical or emotional traumas. Occupational therapy embraces occupation as the central focus of meaning and health for humans and utilizes occupation and purposeful activity to promote healthy adaptation to the challenges of incapacity or a constricting environment (Wilcock, 2005). Purposeful occupation serves as a major tool to evaluate, facilitate, restore, or maintain an individual’s ability to function competently in daily occupations.

The role of the occupational therapist is to assess the needs of individuals and populations for occupational engagement and to identify barriers to full occupational participation. Though direct patient care is perhaps most obvious, other roles of the therapist include that of educator, consultant,

researcher, supervisor, and advocate. Occupational therapists, along with occupational therapy assistants, engage in occupations to restore, compensate, and modify performance deficits, prevent disabilities, and promote wellness. We affirm Vision 2025 of the American Occupational Therapy Association in that occupational therapy practitioners have a client-centered, evidence-based, and science driven focus (AOTA, 2020). To function effectively in these roles, occupational therapists must uphold strong ethical standards, which require practices supported by sound reasoning and continuously updated knowledge of evidence and technology (see Code of Ethics, 2020 in Appendix II; Standards of Practice, 2015 in Appendix III).

Individuals have a natural potential and motivation for learning. The occupational therapy faculty recognize the importance of fostering an educational environment that respects different student learning styles and prior knowledge and experience of the student body (AOTA, 2020). Adult learning theory and frameworks of thinking informs our beliefs about andragogy and helps shape plans for learning experiences (Knowles, 1998; Moseley, Elliott, Gregson & Higgins, 2005). The adult learner's life experiences enable him or her to actively engage in self-directed learning activities, establish personal learning goals, and stimulate clinical reasoning skills. Critical thinking that leads to professional reasoning must be taught explicitly.

The Florida Gulf Coast University faculty subscribe to the importance of integrating the students' prior knowledge with academic knowledge and experiential learning opportunities in a manner that is meaningful and authentic. We engage the students with multiple approaches that encourage personal growth, self-actualization, and a desire for lifelong learning (Philosophy, 2018). Employing relational and affective learning allows students human connection and transformation of personal identities (Schaber, 2014). We promote highly contextualized, active engagement in community-campus partnerships that apply the skills learned in the classroom to better prepare the student to function effectively in a diversity of environments and cultures.

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### **Diversity, Equity, and Inclusion**

With a commitment to strengthening the occupational therapy profession and contributing to healthy and engaged communities, the FGCU Occupational Therapy Program embraces AOTA's lead in moving the profession to be more diverse, equitable, and inclusive. See resources on <https://www.aota.org/About-Occupational-Therapy/diversity.aspx>

### **Professional Resources/Helpful Links**

[American Occupational Therapy Association \(AOTA\)](#)

[Accreditation Council for Occupational Therapy Education \(ACOTE\)](#)

[AOTA Fieldwork Resources](#)

[AOTA CommunOT](#)

[American Journal of Occupational Therapy \(AJOT\)](#)

[FGCU Occupational Therapy Program](#)

[FGCU Library](#)

[FGCU Eagle Mail Login](#)

[FGCU OT Curriculum Map](#)

[FGCU Academic Calendar](#)

[FGCU Campus Recreation](#)

[National Board for Certification in Occupational Therapy \(NBCOT\)](#)

### **Student Learning Outcomes**

The Occupational Therapy Program at FGCU have established the following learning outcomes to enable the individual to progress professionally from the role of the student to that of an experienced, active member of the occupational therapy community and the community at large.

Graduates of the occupational therapy program will:

1. Use clinical reasoning skills to determine appropriate assessments for a given client, conduct and interpret those assessments, and establish a treatment plan consistent with best practices in occupational therapy.
2. Utilize content knowledge and clinical reasoning gained in the program of study to determine appropriate practice responses to various challenges in clinical context.
3. Interact with clients, caregivers, other professionals, representatives of funding sources, and support staff in a respectful manner, using language appropriate for the context.

### Faculty & Staff Directory

<b><u>Name</u></b>	<b><u>Office</u></b>	<b><u>Phone</u></b>
<b>Denise Allen</b> , OTD, OT/L, CHT Assistant Professor email: <a href="mailto:deallen@fgcu.edu">deallen@fgcu.edu</a>	MAR444	590-7556
<b>Brigitte Belanger</b> , DSc, OTR/L Assistant Professor email: <a href="mailto:bbelanger@fgcu.edu">bbelanger@fgcu.edu</a>	MAR417	590-7508
<b>Maria Colmer</b> , OTD, OTR/L Assoc. Professor/Academic Fieldwork Coordinator email: <a href="mailto:mcolmer@fgcu.edu">mcolmer@fgcu.edu</a>	MAR409	590-7555
<b>Annemarie Connor</b> , PhD, OTR/L Assistant Professor email: <a href="mailto:aconnor@fgcu.edu">aconnor@fgcu.edu</a>	MAR430	590-7552
<b>Sarah Fabrizi</b> , PhD, OTR/L Associate Professor email: <a href="mailto:sfabrizi@fgcu.edu">sfabrizi@fgcu.edu</a>	MAR338	590-1854
<b>Lynn Jaffe</b> , ScD, OTR/L, FAOTA Professor/Program Director email: <a href="mailto:ljaffe@fgcu.edu">ljaffe@fgcu.edu</a>	MAR412	745-4315
<b>Edwin Myers</b> , OTD, OTR/L Assistant Professor email: <a href="mailto:emyers@fgcu.edu">emyers@fgcu.edu</a>	MAR405	590-7551
<b>Sharon VanDevander</b> Administrative Specialist email: <a href="mailto:svandevander@fgcu.edu">svandevander@fgcu.edu</a>	MAR413	590-7550

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***Biographies of Faculty & Staff*****Denise Allen, OTD, OT/L, CHT  
Assistant Professor**

Dr. Allen earned her Bachelor's degree from the University of Florida in occupational therapy. She received her Master's degree from Nova Southeastern University in health science with a concentration in education. Dr. Allen completed her doctorate in occupational therapy through Thomas Jefferson University, where she also received a teaching certificate. She is a certified hand therapist with most of her experience in outpatient, but has also worked in in-patient rehabilitation, outpatient neurological, acute care, pediatrics, and home health. Dr. Allen started teaching as an adjunct at FGCU in the upper extremity lab instructing on splint fabrication and upper extremity assessment. She is a member of AOTA, FOTA, and ASHT. She is a true Floridian and enjoys the outdoors with boating, fishing, kayaking, and scuba diving. Indoors, she enjoys cooking, reading, and spending time with her animals.

**Brigitte Belanger, DSc, OTR/L  
Assistant Professor**

Dr. Belanger earned her Bachelor's degree from Concordia University (Montreal, Canada) in French-English Translation. She received her teacher certification through Georgia Southern University in 1989. She received a Master's in Bilingual & Bicultural Education from the University of Texas at San Antonio and spent five years teaching in the public-school system until she discovered occupational therapy. She received her Master of Health Science (MHS) degree in occupational therapy from the University of Florida in 1997, and joined the U.S. Military as an Occupational Therapist, where she specialized in orthopedics and mental health. She created one of the first Warriors in Transition O.T. programs at Fort Gordon, GA and developed a passion for helping young service members find meaning for their lives as they transitioned from the military by exploring job skills and entering higher education. As a result of extended deployments to the Sinai, Iraq and Afghanistan Dr. Belanger witnessed the power of animals to enhance the therapeutic rapport with concussion care and traumatic brain injury as well as with mental health diagnoses. Dr. Belanger received a Doctor of Science degree (DSc) in occupational therapy from Baylor University in 2011 and certification in Animal Assisted therapy through the University of Denver. Dr. Belanger retired from the U.S. Army having reached the rank of Associate Professor and Interim Program Director for the U.S. Army Baylor OT Doctoral Program. Dr. Belanger has practiced in both outpatient and inpatient acute, sub-acute, long-term care and home health settings. Research interests include animal assisted therapy, cognition and physical evolution across the lifespan. She is a member of the American Occupational Therapy Association, the World Federation of Occupational Therapists, the Florida Occupational Therapy Association, and an affiliate member of Animal Assisted Intervention International.

**Maria Colmer, OTD, OTR/L  
Associate Professor  
Academic Fieldwork Coordinator (AFWC)**

Dr. Colmer earned an Associate of Science degree in the occupational therapy assistant curriculum from Mount Aloysius College (Cresson, PA), Bachelor of Science degree in occupational

therapy from Towson University (Baltimore, MD), Master of Education degree from Saint Francis University (Loretto, PA), and Doctor of Occupational Therapy degree from Chatham University (Pittsburgh, PA). Dr. Colmer has over 30 years of experience in occupational therapy; areas of expertise include: Industrial Rehabilitation, Ergonomics, Functional Capacity Assessments, and Back School/Body Mechanic Training. Dr. Colmer's main practice areas include inpatient rehabilitation and outpatient therapy. Dr. Colmer's research areas include: Office Ergonomics for the Administrative Professional.

Dr. Colmer served as a Fieldwork Educator during three Level I mission trips in Monte Cristi, Dominican Republic; Mao, Dominican Republic; and Maggoty, Jamaica. Dr. Colmer was the Academic Fieldwork Coordinator in the Department of Occupational Therapy program at Saint Francis University for 17 ½ years where she initiated and developed the fieldwork program. Dr. Colmer joined the occupational therapy faculty at Florida Gulf Coast University in January of 2016. She is a member of AOTA, FOTA, and FLOTEC.

**Annemarie Connor, PhD, OTR/L**  
**Assistant Professor**

Dr. Connor earned a Bachelor of Arts in Biology and English from Lehigh University, a Master of Science in Occupational Therapy from Western Michigan University, and a Doctor of Philosophy in Rehabilitation Counselor Education from Michigan State University. Dr. Connor has been a registered and licensed occupational therapist for nearly 20 years with a clinical emphasis on pediatric practice and additional experience in home healthcare, skilled nursing, and adult outpatient settings. Her research and teaching interests focus on evidence-based, interdisciplinary assessment and intervention, therapeutic use of self, and the biopsychosocial aspects of disability. Her topical area is neurodevelopmental disabilities, with an emphasis on postsecondary transition, vocational rehabilitation, and mental health. Dr. Connor is director of the Community Autism Network at FGCU, an interdisciplinary group focused on harnessing interdisciplinary university and community partnerships to: (1) provide world-class training and educational opportunities for FGCU faculty, students, community providers, and family members, (2) generate interprofessional research focused on the holistic health and inclusion of individuals with autism and their families across the lifespan, and (3) promote accessible, evidence-based services, activities, and information with and for the community and in partnership with local providers. Dr. Connor is an active member of the American Occupational Therapy Association, the Florida Occupational Therapy Association, and the National Council on Rehabilitation Education.

**Sarah Fabrizi, PhD, OTR/L**  
**Associate Professor**

Dr. Fabrizi received her Master of Health Science (MHS) degree in occupational therapy from the University of Florida and her PhD in occupational therapy from Nova Southeastern University. She has more than 10 years of experience working with a variety of clients including adult rehabilitation and pediatric NICU, Early Intervention, PPEC, outpatient, and private practice. Dr. Fabrizi currently collaborates with Early Steps of Southwest Florida, the local Early Intervention program. Dr. Fabrizi has presented both nationally and internationally on her research areas of interest, which include early intervention in pediatrics, play and playfulness, play participation,

caregiver sensitivity and responsiveness, and occupational therapist-lead community playgroups for young children and their families. She is a member of WFOT, AOTA, and FOTA.

**Lynn Jaffe, ScD, OTR/L, FAOTA**

**Professor & Program Director**

Dr. Jaffe earned a Bachelor of Arts in Theatre Arts from Mt Holyoke College (South Hadley, MA), a Master of Science in Occupational Therapy from Columbia University, and a Doctor of Science in Therapeutic Studies from Boston University. Her clinical work was primarily school system practice in MA, Early Intervention and Head Start in MA and GA, and administration with the MA Easter Seal Society.

Dr. Jaffe has been an academic well over twenty years, primarily at the Medical College of GA/Augusta University (Augusta, GA), where she was Program Director from 2013-2014 and retired as a Professor Emerita. Dr. Jaffe's areas of interest include pediatrics, mental health, and research. She is a life-long learner, fascinated by instructional strategies and technology. Her current research interests include effectiveness of teaching strategies in occupational therapy education, and development of critical thinking. She is a member of WFOT, AOTA, and FOTA. Dr. Jaffe's husband prefers sun over snow, which prompted their geographical progression from Massachusetts to Florida. She has adult twin sons.

**Edwin Myers, OTD, OTR/L, ATP, RA(FL)**

**Assistant Professor**

Dr. Myers earned a Bachelor of Science in Occupational Therapy from the University of Findlay and his Master's and Practice Doctorate degrees in occupational therapy from Boston University. In his 30 years of occupational therapy service, Dr. Myers has practiced in a wide variety of healthcare organizations with a focus on adult physical dysfunction as well as mentoring over 100 fieldwork students. His professional area of expertise is in assistive technology, with a focus on seating and wheeled mobility, and earned an Assistive Technology Professional certification from the Rehab Engineering Society of North America. He is very active in the community by performing wheelchair evaluations for Lee Health. He is currently the Credentials Review & Accountability Chair (CRAC) for the American Occupational Therapy Association engaging in legislative issues affecting his profession. Dr. Myers is also the faculty advisor for the Student Occupational Therapy Association (SOTA), a two-time FGCU Registered Student Organization of the Year. Dr. Myers moved to Florida from Ohio with his wife, who is a physical therapist, and his twin girls to teach at FGCU. He enjoys playing tennis and juggling.

**Sharon VanDevander**

**Administrative Specialist**

Ms. VanDevander joined FGCU in March of 2017. She lived in West Virginia, where she raised her two sons, until she moved to Florida. Sharon has worked in a college setting since 2001. She loves going to the beach and spending time with family when they visit.

**Faculty Office Hours & Appointments**

All faculty allocate a minimum of five office hours/week that are available on a first-come first-served basis. Office hours are noted in course syllabi and/or posted near each faculty member's door. In the event of an emergency or if a student is unable to meet with a faculty member during office hours, the student is responsible for arranging an appointment with the faculty member. To make an appointment with a faculty member, (1) e-mail the faculty member, (2) call the faculty member at his/her office phone number, or (3) leave a message on the faculty member's office door. Messages with a stated purpose, name, phone number, and several time options for a call back, are easier to return. *Come see us!*

**Academic Advising**

Each student has an assigned Academic Advisor. Your Academic Advisor will counsel you regarding your academic and professional development program and advise you regarding your academic progress toward fieldwork and graduation. Use the Professional Behavior Self-Assessment in [Appendix V](#) to self-appraise before the first meeting and bring it with you each semester for a formal advisor-advisee meeting. In cases where intervention is required for academic, professional behavior or disciplinary issues, the Advisor will be consulted and engaged in the process, as appropriate. The Academic Fieldwork Coordinator will provide advising for all students' fieldwork placements. Your advisor will additionally be your research mentor and will follow you throughout the program with meetings each semester. Should you want a different academic advisor, in addition to or instead of your research mentor, please discuss this with the OTPD for re-assignment of academic advisor. Know that all faculty are available for discussing career options.

Academic and clinical education faculty members are sensitive to the need for the adequate educational preparation of students. The faculty-student role should not be confused with a therapist-patient relationship. Students who experience major personal crises or long-term interpersonal problems are encouraged to seek appropriate counselors outside of the Occupational Therapy Program to protect student confidentiality and rights. The University provides counseling services for enrolled students through Student Health, Counseling, and Psychological Services, (239) 590-7950.

**General Program Information****Address/Telephone Changes**

It is the responsibility of each student to maintain a current residential address and phone number with the Occupational Therapy Program, whether the student is on campus or off campus for fieldwork. The program will not be held responsible for consequences incurred due to address changes that are not reported within five (5) working days. Please inform us of name changes as well.

### **Computers**

Many of the courses in the program are web-enhanced, meaning that course web pages are utilized for learning modules, class handouts, resource links or storage, discussion boards, etc. Students are expected to have sufficient computer skills to utilize these educational resources. Students are required to have free access to a computer and are expected to check e-mail at least daily for communications from faculty. FGCU provides each student with an official e-mail address, and all program-related communications should go through that system (see FGCU policy regarding technology in the University Student Guidebook).

Students are permitted to use a laptop in class for taking notes or conducting searches assigned in class; **surfing the web, checking e-mail or social networks is strictly prohibited while class is in session**, but allowed during formal breaks. Students who violate this rule are subject to revocation of laptop privileges for the remainder of the class session and may have laptop privileges revoked for that course at the instructor's discretion.

There are numerous computer labs on campus; please refer to the FGCU catalog for the locations of these labs. Computers in the offices of the Marieb College of Health & Human Services are not available for use by students except for student workers.

### **Student IDs; Copies; Lunch Area, Vending Machines**

Students must have a Student ID in order to access library resources, including electronic resources. It is the student's responsibility to ensure that the ID is obtained. Student ID cards are obtained from Cohen Center 137, next to the FGCU Bookstore.

Please refer to the FGCU catalog for locations of copiers throughout the campus (library, etc.). Copy machines in the Marieb College of Health & Human Services work areas are not available for student use.

There are eating areas on the FGCU Campus in the Cohen Center, Howard Hall, connector between Lutgert and Holmes Halls (*The Link, Dunkin' Donuts*), and vending machines are located in most buildings on campus. Starbucks is located in the library annex. Students have permission to heat up food during lunch hour in microwaves located in rooms 203 and 205 in Marieb Hall.

### **Graduate Assistant/Work Study**

The program hires up to two graduate assistants and one work study student per year who support the faculty and have card access to labs. Inquiries are accepted before the program begins.

### **Graduate Tuition Support**

Graduate tuition support is assistance for in-state tuition. Graduate tuition support does not cover any fees other than tuition. In-state tuition supports are highly competitive. These awards are available on a semester-by-semester basis, and students must apply by the deadline to be eligible. Students must also have a FAFSA on file with the Financial Aid office. **Application must be submitted to the Office of Graduate Studies, with a copy to the OTPD along with a short letter addressing need for the waiver, especially factors that were not captured on the FAFSA.**

To apply for tuition support, students must:

- Be admitted to FGCU as a degree-seeking graduate student or have a pending application for admission.
- Refer to individual program requirements **BEFORE** submitting the application. Additional information and/or documents may be needed at the time of submission.
- Submit the application form and supplemental materials, as required by the individual program, by the deadline.
- Incomplete applications (e.g. incomplete application form, missing supplemental materials) will not be processed.

**Deadlines** (\*Deadline may be extended only for out-of-state students who are in the process of re-classifying their Florida Residency.)

Fall Deadline: June 15

Spring Deadline: November 15

Summer Deadline: March 15

Graduate Tuition Support Application Form can be found at this link: [ORGS Form Library](#).

**Students of MCHHS are expected to participate in 10 hours of department service for each credit of tuition support received** during the term; for instance, assisting with department sponsored events, assisting with departmental service activities on campus or in the community, assisting with department or faculty projects, etc. For example, if a student receives three credits of tuition support, they will be required to complete 30 hours of department service.

**SPECIAL NOTE:** The **FGCU Foundation** has a variety of scholarships to award with varying criteria. Be sure to apply during their application window (October 1 – March 15) to be eligible.

### ***Social Networking***

The Occupational Therapy Program strongly recommends that students using any social networking sites do so only after implementing the highest levels of privacy settings available to ensure confidentiality. When using Facebook, be sure you configure the privacy settings so as to allow only your Facebook “friends” to view your profile and photos. Never discuss any confidential information (particularly regarding patients or clients) from classes, fieldwork, or course activities on any social networking site. Under no circumstances are students to record or post on the internet any class member or class activity without the express consent of the instructor and the individuals included. Violation of this rule will be considered a serious conduct violation and may result in disciplinary action. Repeat: Do not post photos or videos of FGCU faculty or staff, fieldwork instructors, or classmates without first obtaining their permission. Please keep in mind: your posts today may be perceived negatively by potential employers and professional colleagues in the future.

### ***Classroom Etiquette & Tapes: Audio, Video***

This is a professional program preparing you for clinical work. As such, students are expected to be in their seat and attending to the speaker throughout the class session. Respect for the speaker, whether the instructor or a class member or guest, dictates that students pay attention

and refrain from leaving the room during the presentation. There will be regular breaks for students to attend to personal needs. If a student has a medical problem that involves an urgent need for water or a bathroom, the student should alert the instructor to the possibility that he or she may have to leave the room quickly for the emergency; the student should then sit near the door to be able to exit and re-enter with a minimum of disruption.

In the case of self-paced labs, and at the instructor's discretion, student groups may be allowed to take breaks as and when the group determines a convenient time.

**We expect students to reply to faculty email requiring a response within twelve hours. This is a professional program and timeliness is a professional behavior.**

The faculty do their best to ensure all classwork is relevant and necessary to your success as a clinician. Please do not schedule activities, appointments, or events that conflict with your goal of becoming an occupational therapist. Should you find you will be missing a class, you must inform the instructor(s) in advance. Make-up work for the topic missed is expected, though if a graded assignment it will be subject to deductions according to the syllabi.

Some courses may employ technology that will allow for audio and/or video recording of live class sessions. Class recordings may be made in a physical classroom using webcams or classroom cameras and microphones, as well as in distance classes delivered via Canvas BigBlueButton, MS Teams, or Zoom. This recording technology should be utilized for the sole purpose of enhancing student learning. It may provide for supplemental student instruction via secure links to recorded session(s), the live stream of courses, presentations of off-site guest speakers and/or the delivery of course instruction utilizing "flipped classroom" methodologies. Student questions and/or comments may be included as a part of any session being recorded.

Consistent with new Legislation most recently effective as of July 1, 2021, a student may, without prior notice, record (video or audio) a faculty lecture for the limited purpose of 1) personal educational use, 2) for use in a complaint against the institution, or 3) for use as evidence in a civil or criminal proceeding. Recordings for any other purpose (except as a permitted accommodation) are not permitted. Recordings that are accomplished in such a way as to cause disruption to the learning environment can be prohibited. Such a recorded lecture may not be made public to a third party (i.e. publish) without the faculty member's prior, written consent. Moreover, students are expressly prohibited from recording any other student in such a manner that personally identifies the student. Some negligible/inconsequential recording of a student's voice as a by-product of recording will not be deemed a violation of a permitted recording. The University does videotape some class activities, and these may be available to students.

**Study Note:** Evidence has shown that knowledge retention improves with hand-written notes in class, rather than typed notes on an electronic device. Evidence also demonstrates that multi-tasking is a myth – we can actually only focus on one activity at a time and splitting attention between multiple cognitive tasks degrades all. Additionally, it is a best practice to quiz yourself on material newly learned – much better than highlighting – to ensure moving information from short term to long-term memory. Finally, sleep is an important factor in moving information to long-term memory (and in general health) – ensure that you get full nights' sleep consistently throughout this program and the rest of your life.



## Curriculum Design

The entry-level degree program is designed to be consistent with the missions of the University, the Marieb College of Health & Human Services, the Department of Rehabilitation Sciences, and the philosophy embraced by the faculty in the Occupational Therapy Program. All of these entities include themes of quality education, fidelity to students, and the development of their personal and career potential, and to community partnerships in addressing the needs of the Southwest Florida region and of a diverse society-at-large. A complete description of the curriculum design is located in Appendix I.

### *Graphic representation of FGCU MSOT Curriculum Design*



In addition to the curricular framework, an internal structure of themes is woven throughout the curriculum. These themes are introduced early in the educational process, then modeled and reinforced throughout the curriculum, as the curling bamboo shoot “student” wraps around the themes, embracing the model framework. The themes reflect the core values and opinions of the profession and the faculty regarding appropriate professional conduct. The core values of the profession are: altruism, equality, freedom, justice, dignity, truth, and prudence (AOTA, 2010).

The themes within the curriculum are:

- Professional behavior
  - Ethical practice (encompasses many of the core values and other named threads)
  - Life-long learning
  - Cross-cultural understanding and sensitive practice
- Occupation-centered practice
  - Evidence-based practice
  - Client-centeredness
  - Clinical reasoning and reflective practice
  - Therapeutic use of self

- Community engagement
  - Collaborative practice
  - Advocacy for clients and client groups
  - Community outreach and support

These themes are introduced to students in the first semester course, Occupational Therapy History and Foundations, and are revisited at various points throughout the curriculum. Performance on Level II Fieldwork should reflect these integrated themes.

### **Fieldwork Experience**

The Accreditation Council for Occupational Therapy Education (ACOTE) states that Level I and Level II Fieldwork are crucial in the development of the occupational therapist. The FGCU Fieldwork experiences are designed to complement class experiences (on-site assignments) in order to expose the student to a variety of traditional and non-traditional practice settings with client populations across the life span. The fieldwork experiences are fully developed in the Occupational Therapy Fieldwork Manual and are briefly described below.

Level I Fieldwork is designed to offer the students opportunities to begin integrating academic learning with clinical practice. The Occupational Therapy Program faculty have developed a three-course sequence of Level I fieldwork experiences which take the form of directed observation and participation in selected aspects of the practice of occupational therapy.

Level II Fieldwork experiences are designed to immerse students in all aspects of the occupational therapy process and the culture of the profession. The Occupational Therapy Program has established a two-course sequence of Level II Fieldwork experiences, each 12 weeks in length. Fieldwork placements will be assigned in a manner that provides each student with opportunities to work in a variety of occupational therapy settings that serve clients across the lifespan.

ACOTE standards recommend that Level II experiences be completed on a full-time basis and consist of 24 weeks. Fieldwork is a very time intensive component of the program, and generally does not include a stipend or other form of payment. Students are advised not to plan on being employed during this time and that they will need their own transportation. Students are consulted and encouraged to submit their preferences for placements. However, the program cannot promise or guarantee that one or both Level II placements will be at their preferred site.

Students must complete all didactic and Level I Fieldwork courses with a grade of B or S (satisfactory) before they may begin Level II Fieldwork. Students must complete all Level II fieldwork within 2 years of completion of the didactic program.

**Students are advised to read the FGCU Occupational Therapy Fieldwork Manual for specific requirements, policies, procedures, and syllabi of all fieldwork experiences.**

### ***Summary of Curriculum Design***

The goal of the faculty when designing the curriculum is to impart clinical competence and personal confidence in graduates through comprehensive multi-modal instructional efforts. The omission of any element would leave the graduate poorly prepared for professional practice. In order to achieve these goals, we engage in numerous experiential learning exercises and critically evaluate student performance through multiple modes. We develop opportunities to practice what is being learned, along with opportunities for reflection and feedback. These experiences help

students to develop along both axes. Feedback from various interested parties is sought regarding outcomes of the program, and continuous monitoring of program effectiveness provides input which drives revisions to course activities, curricular structure, and other programmatic factors as we continuously strive to maintain and improve quality of the program.

Approved by the Faculty, 5/4/21

## **CURRICULUM POLICIES & PROCEDURES**

### **Program Standards & Requirements for Progression**

All Program standards are designed to augment the existing University standards. The Occupational Therapy Program reserves the right to remove any student from the program if *professional behavior and/or academic standards* are not maintained.

Students in the Occupational Therapy Program are admitted for full-time study, and are expected to complete their degree requirements approximately 23 months following admission. Faculty are committed to providing a high-quality educational experience, which should prepare students well for successful performance on the National Certification Examination and for clinical practice. Students are responsible for their own learning, and are expected to participate fully in the educational experiences planned for them.

Students are admitted each fall within a class cohort, and are **expected to register for all classes planned for the cohort each term**. Failure of students to progress with the cohort interferes with the efficient operation of the program as well as the timely graduation of students, and is therefore a central topic within the Program standards.

### **Transfer of Credit**

The Occupational Therapy Program does not accept transfer credits from other programs. All required coursework must be completed at FGCU with a grade of B or better.

### **Proficiency Requirements (Clinical Competency)**

The Occupational Therapy Program schedules a number of clinical check-outs, and requires that students pass a comprehensive Clinical Proficiency Checkout before beginning their Level II Fieldwork experiences. The checkout involves basic clinical skills such as transfers and muscle testing, as well as other basic evaluation and intervention techniques—all material is covered in prior course work. It is performed as a Practical Exam, given in the fall semester prior to the scheduled Level II Fieldwork. Students will not be allowed to begin Level II Fieldwork until this requirement is met.

Sessions are scheduled in the fourth semester of study; students are notified in advance so they may plan around the dates. At the time of the check-out, students demonstrate skills learned in the program related to specific assessment and treatment skills. A list of skills to review will be provided to students in advance so that they have time to review and practice. Failure to pass a clinical competency requirement will result in the student being placed on academic probation (see below).

### Technical Requirements for Success in the Program

Success in the Program is measured through

- 1) completion of all coursework with the grade of B or S (satisfactory),
- 2) completion of Level II fieldwork with clinical performance judged appropriate for entry-level practice by an experienced supervising therapist at the clinical placement site, and
- 3) passing the national certification exam thereby earning the right to obtain a license to practice in the State of Florida. In order to be able to achieve success, each student must have the inherent capacities or abilities that may be further developed in order to benefit from the program of study. These include, but are not limited to:

- Cognitive skills
  - Intellectual capacity to measure, calculate, reason, and the ability to develop higher cognitive functions of analysis of information, application of learning in various contexts, interpretation of multiple types and sources of data, and synthesis of information, critical thinking and problem solving
  - The ability to monitor clinic activities and react quickly to intervene when patient safety is threatened, despite environmental distractions
  - The ability to develop skilled observation of movement, position, function, and the fit and/or effectiveness of devices utilized to achieve therapeutic goals
  - The ability to acquire, retain, recall, prioritize, organize information in a useful and efficient manner, to conceptualize and integrate abstract information
  - The ability to comprehend three-dimensional relationships and to understand the spatial relationships of structures, equipment, and people in the environment
- Physical capacities
  - The ability to handle clients for the purposes of evaluation and/or treatment of injuries or conditions that limit their function
  - The ability to position oneself optimally to perform evaluations and/or treatment interventions with various client populations
  - The ability to manipulate materials, construct devices such as splints, fit and/or adjust devices to patients for optimum function
  - The visual acuity for observations of client performance to ensure accurate assessment and safety
  - Sufficient auditory ability to monitor and assess health needs and to hear information given by the client to answer inquiries
- Interpersonal / communication skills
  - The ability to communicate verbally and in writing to multiple audiences including clients or families who often need ordinary language, and other professionals who expect communication of technical information utilizing formal, professional terminology—this includes formal documentation of evaluations or interventions entered into the medical record
  - The ability to listen constructively, and to modify plans or other behaviors when appropriate
  - The ability to respond appropriately to the verbal and non-verbal communication of others, encoding and decoding nonverbal messages
  - The ability to initiate and guide conversation in a way that encourages others to engage in the discourse

- The ability to communicate effectively with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
- The ability to adjust one's own actions and communication as appropriate to the situation
- The ability to project confidence and instill trust in others
- Ethical behaviors
  - A history unblemished by legal/ethical transgressions as evidenced by arrest records, criminal convictions or documented academic dishonesty (minor youthful indiscretions excluded)
  - A willingness to learn the requirements of ethical practice, and the ability to behave ethically as stipulated by the professional code of ethics
  - An open mind and ability to accept, respect, and effectively interact with persons from varied racial, cultural, or ethnic backgrounds
  - A commitment to performance of classroom and clinic responsibilities unimpaired by alcohol, prescription drugs or other illegal substances
- Behavioral and Social Skills
  - Demonstrate emotional stability
  - The ability to exercise sound judgment
  - The graceful acceptance of professional responsibilities
  - The ability to complete all responsibilities in a timely manner
  - The ability to develop mature and effective interpersonal relationships with others
  - The ability to function under stress, to tolerate physically and emotionally taxing workloads
  - The ability to be flexible and to adapt to unpredictable and rapid changes in the work environment

Entering students will review these technical requirements and document that they intend to fulfill each, or provide evidence of need for exception, within the first week of the program.

### ***ADA Compliance***

The Occupational Therapy Program does not discriminate against applicants on the basis of disability, and recognizes that applicants who have medical limitations or handicapping conditions may be perfectly capable of performing safely and competently in the role of an occupational therapist with reasonable accommodations. Students who need reasonable accommodations in order to be able to participate in the program should contact the Office of Adaptive Services at 239-590-7956 or TTY 239-243-9453 in order to arrange such accommodations.

### **Academic Standards**

Students must earn a grade of B or S (satisfactory) in all courses. Failure to achieve a minimum grade of B or S (satisfactory) will result in interruption of progression through the program. Additionally, students must maintain a GPA of 3.0 or higher on a 4.0 scale (each semester) to remain in the occupational therapy program. Failure to achieve this standard will result in dismissal from the program; students so dismissed may re-apply for admission to a subsequent class cohort, but will not be given preference over new applicants to the program. See section on Progression, Probation, Dismissal, and Grievance for detailed information.

### ***Grading Scale***

The following grading scale is used for all OTH courses:

A =	95-100
A- =	90-94
B + =	85-89
B =	80-84
B- =	75-79 (not passing in this program)
C =	70-75
F =	69 and below

Faculty are responsible for fully informing students of performance requirements and grading weights for assignments (typically communicated through the syllabus). They are also expected to supply grades and provide feedback on assignments in a timely fashion. **Be pro-active if you have questions and seek out the faculty for information.** Clinical educators will provide formal mid-term evaluations of students on Level II Fieldwork. Students are responsible for monitoring their performance in courses and obtaining sufficient grade information to enable them to meet the minimum grade requirements of the program.

### ***Final Course Grade***

The student has the right to utilize the formal grade appeals process detailed in the University Student Guidebook and in the Grievance section of this document. In instances where a grade below B or 'pass' is earned, the student can decide if he/she would like to discuss the grade with the instructor. If this does not resolve the issue and meets the criteria for review, the student may utilize the formal grade appeals process for academic courses. However, according to university policy, grades based on a Fieldwork Educators' judgment of a student's clinical performance are not subject to appeal (see section on "Grievances").

### ***Incomplete Course Grade***

Students may request a grade of Incomplete (I) if bona fide personal or family health problems prevent completion of a course, **AND** the student was performing at a passing level prior to the problem. A student must make the request of the course instructor and notify his/her Academic Advisor and the OTPD if a grade of I is being requested for any required course(s). Such notification is to be received by the Academic Advisor and the OTPD in writing prior to a decision regarding the request, and no later than two weeks before the end of the semester.

According to University guidelines, a student has one year to complete a course if a grade of I has been assigned. If the course is not completed within one year, the grade of I will be converted automatically to an F. If a grade of I has been assigned, the student must develop and sign an Incomplete Grade Agreement Form with the course instructor and his/her Academic Advisor for successful completion of the course by a designated date.

A grade of I in program coursework will, in most cases, interrupt progress in the program unless the course requirements are completed prior to the beginning of the following term. This is necessary because early courses provide the foundation for subsequent courses in this curriculum design (see section on "Progression").

**Level II Fieldwork**

Level II Fieldwork is graded on a pass-fail basis. A student who fails to earn a “pass” grade on a Level II Fieldwork experience will have to repeat that experience, as soon as an adequate site is available. A student may not withdraw from a Level II Fieldwork experience (OTH6845 or OTH6846) without the negotiated agreement by the FGCU Occupational Therapy Program’s Academic Fieldwork Coordinator and the site’s Clinical Fieldwork Educator. Level II Fieldwork cannot extend beyond 24 months from the end of the successful completion of the didactic portion of the curriculum. **Note: More information on fieldwork is available in the FGCU Occupational Therapy Fieldwork Manual located on the program website.**

**Part-Time Status**

The Occupational Therapy Program is designed as a full-time course of study; therefore, students will not be admitted on a part-time basis.

**Leave of Absence**

A student may request a leave of absence from the Occupational Therapy Program where military duty or serious personal circumstances prevent the student from continuing. The request must be made in writing to the student's Academic Advisor. The Academic Advisor shall forward the request and his/her written recommendation to the OTPD.

The OTPD shall review the request and recommendation of the Academic Advisor, and provide the student with a written approval or denial of the request. A leave of absence shall be granted for a maximum of one year. The student must notify the OTPD of his/her desire to return to the program by the first day of registration for the semester he/she intends to return. If the student does not notify the OTPD by the designated date, he/she will not be permitted to re-enter the program.

**Return to the Program**

In cases where the student takes a leave of absence or is suspended from the program until a course is repeated successfully, the student will be expected to audit one or more of the foundational courses prior to resuming the program unless granted a waiver by the OTPD. This policy is designed to maximize the potential of the student to successfully complete the program and the national exam.

**Professional Behavior Standards**

Professional behaviors are those actions by which Occupational Therapy students and practitioners demonstrate the values and beliefs that are commonly held by members of the profession. These behaviors reflect the individual’s personal ethics, and stem from his/her sense of personal integrity, acceptance of opposing points of view, respect for self and others, and commitment to the welfare of others. Professional behaviors are demonstrated through the student’s and practitioner’s dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, participation in the supervisory process, and verbal and written communication.

Students entering the Occupational Therapy Program possess a personal perception of the meaning of these behaviors. The depth of understanding and commitment to the

importance of these behaviors in occupational therapy practice settings may not be as clear for students as they are for experienced occupational therapists. These behaviors are developed over time as students are mentored and nurtured by faculty within the academic setting. This nurturance is continued by fieldwork educators who model professional behaviors in occupational therapy practice settings, and students are expected to continue to develop and demonstrate these behaviors in their daily fieldwork activities.

The Occupational Therapy Program utilizes an adaptation of the Philadelphia Region Occupational Therapy Fieldwork Consortium Professional Behavior Form (Modified with permission) to assess students' professional behaviors (PBFE/PBSE) (see Appendix V). Students complete a shortened form of the PBFE in each of the four academic semesters of the program and share with their academic advisor. Additionally, the program faculty collaborates on the assessment of each student's professional behaviors at the end of each semester. The faculty provides students with clear and direct feedback regarding their demonstration of professional behaviors in the classroom and in course related activities in various community settings. Students meet with their academic advisor during each semester to discuss the similarities and differences between their self-assessment and the faculty's assessment of their demonstrated professional behaviors. Students who do not receive ratings of at least a 4 in each area will work with their faculty advisor to determine strategies for achieving these expected ratings during the current semester. These strategies, expressed as personal objectives with timelines for achievement, will be documented on the program Corrective Action Plan form (Appendix VI). The form will be entered into the student's file, with a copy provided to the student. Achievement of the Corrective Action Plan objectives will be discussed at follow-up meetings between the student and his/her advisor. Students' professional behaviors are also assessed by the fieldwork educators on each of the Level I and Level II rotations.

Failure to correct or modify behaviors identified in the academic or fieldwork settings and described in a formal [Corrective Action Plan \(Appendix VI\)](#) will result in disciplinary proceedings as described in the Disciplinary Action section of this document. Students must also be aware that in fieldwork courses, the fieldwork educator or service administrator at the placement agency may demand removal of a student from the fieldwork placement when the student's behavior is problematic. They have the right to do this even without a Corrective Action Plan if they believe the student's behavior warrants it. If this should occur, the student will receive a failing grade in the course and will be required to meet corrective action requirements imposed by the Academic Fieldwork Coordinator before being placed in a subsequent field experience and/or referred to the Committee on Academic Progress and Professional Standards for a decision on the appropriate course of action.

## References

American Occupational Therapy Association, Inc. (2020). *Fieldwork performance evaluation for the occupational therapy student* ©. Bethesda, MD: Author.

## Academic Honesty

Occupational Therapy Program students are expected to demonstrate the highest standards of honesty, including academic honesty, consistent with the Code of Conduct espoused by the profession. Any student caught cheating (which includes plagiarizing) will be dismissed from the program. Written assignments are routinely screened by anti-plagiarism software available through [www.turnitin.com](http://www.turnitin.com). See **Academic Integrity** under University Academic Standards.

## Student Responsibilities in Event of Arrest, Conviction for Violations of Law

As developing professionals, FGCU Occupational Therapy Students are held to the highest standards of professional conduct. Students are expected to abide by all federal, state, and local laws, the Occupational Therapy Code of Ethics and Ethics Standards, as well as all university, college, and departmental policies, regulations, and standards. In particular, violations of any laws or standards may compromise a student's ability to be placed in fieldwork, to sit for the NBCOT exam, and/or obtain licensure in various states. If arrested, charged with a crime (misdemeanor or felony), convicted of a crime, or charged with a violation of any standard, policy or code of conduct, the student **MUST** notify the Academic Fieldwork Coordinator (AFWC) **immediately** and schedule a meeting to discuss the implications of the violation and course of action. The student will need to provide a copy of all documentation regarding the violation to the AFWC on a timely basis. The student may also be required to complete another background check and may need to submit documentation regarding violation and/or background check to potential fieldwork placements.

- Examples of legal offenses include:
  - Arrest/conviction for driving under the influence
  - Arrest/conviction for possession of illegal drugs/substances

## Professional Dress

Students are expected to dress professionally for all educational experiences in the Occupational Therapy Program. Specific dress requirements for Level I and Level II Fieldwork are outlined in the **Fieldwork Manual**, and these requirements are also in effect for off-campus class experiences (such as field trips).

For **all** attire, please, no bare midriffs, plunging necklines, or outfits with suggestive statements on them. On campus, students are expected, during lecture days, to dress in professional attire though relaxed somewhat from fieldwork attire. This includes the use of a department approved embroidered polo shirt. Pants must loosely cover ankles and socks worn at all time; lower legs or ankles should not be exposed. Non-denim trousers are considered appropriate for wear, though please no "skinny" pants. Non-denim shorts no higher than 4" above the knees may also be worn. Casual shoe attire is also approved.

During lab days, gym shorts or athletic pants are allowed along with t-shirts or other athletic tops. For the safety of our lab experiences, closed toed shoes must be worn on lab days. Please have hair pulled back on lab days in such a manner that it would not fall in front of your face or come in contact with another person when you change positions or engage in patient handling techniques.

**Name Tag**

Students will be provided one program name tag upon entry into the program.

**Replacements will be provided at cost through student payment.** Name tags are required for all community site experiences, including class assignments and fieldwork; it is necessary that students wear their name tag in all situations where the student is involved in observation and laboratory education off campus.

**Occupational Therapy Knowledge Exam (OTKE)**

During the fourth semester of the program, students will be required to take the OTKE, a national exam, for the purpose of identifying knowledge gaps. This enables the student to find areas of weakness in their knowledge and target them for more in-depth study during preparation for the national certification exam, which will follow graduation. The program will use the aggregate data from this exam to evaluate the curriculum and identify changes that might be needed. Access to the OTKE occurs in [myNBCOT](#) – be sure you have created an account.

**Progression, Probation, Corrective Action Plan, Dismissal, and Grievance*****Failure to Progress in the Program***

Academic Advisors will review students' progression in the Occupational Therapy Program at the end of each semester, as needed. A student is progressed to the next semester of the Occupational Therapy Program upon earning a grade of B or S (satisfactory) in all courses taken within a semester. If a grade of C is earned, the student will be placed on Departmental Academic Probation (see below). If a grade of D or F is earned, the student will be dismissed from the program.

If a student falls below the required 3.0 semester GPA, the student will be dismissed from the program. In such cases, students will not be automatically eligible to re-enroll in the course the following year, but may re-apply for admission into the next class cohort.

***Departmental Academic Probation***

A student is placed on Departmental Academic Probation when he/she fails to pass a course or competency assessment with a grade of B or S (satisfactory). When a student is placed on probation, he or she must meet with the assigned Academic Advisor to discuss development of a corrective action plan. This plan shall be forwarded to the OTPD for review and approval. The student will not be allowed to register for any subsequent occupational therapy course until he/she has repeated the course in which he/she failed to earn a B (typically not available for repeat until the following year except in the case of fieldwork courses). The student must retake the course at the first opportunity (typically within one year) in order to guarantee his/her place in the program. Failed Competency Requirements must be remediated and passed within six weeks of initial attempt. The student shall be removed from academic probation when he/she has repeated and passed the course or competency. Students who fail to repeat the course within one year or who repeat and fail to meet the minimum B grade requirement will be dropped from the program.

As with Leave of Absences, students who repeat a course in order to resume the program may also be required to audit one or more courses already successfully completed in

order to refresh foundational knowledge and maximize the student's potential to complete the program and pass the national exam.

### ***Corrective Action Plan***

A student requiring a Corrective Action Plan will have ten business days to use the form (see Appendix VI) to document the reason for the need and plan of correction. The student's advisor will review and, in conjunction with the OTPD, approve the plan and timeframe for completion. Failure to comply with the plan in a timely manner will result in dismissal from the program.

### ***Committee on Academic Progress and Professional Standards***

FGCU occupational therapy students who are experiencing problems meeting academic and/or departmental standards (including Technical Requirements for Success in the Program), and/or who may have violated any regulation, policy, and/or code of conduct such that they interfere with the educational process or jeopardize the welfare of a client, fellow classmate, faculty, or staff member within the Marieb College of Health & Human Services, the University, or any fieldwork or community placement site, may be referred to the Committee. The OTPD, after conducting a preliminary review, may convene a Committee to review the student's situation.

- The Committee consisting of at least 2 faculty members (one of whom is the student's advisor), an outside observer, and the OTPD shall review all documentation related to the situation/behavior(s) in question
- Any student referred to the Committee will be invited to meet with that Committee in order to assist the group to determine the facts of the situation
- The Committee shall elect to take any of the following (but not limited to) actions:
  - formulate a corrective action plan
  - decide to dismiss the student from the program, or
  - refer the case to the Dean of Students for disciplinary action as outlined in the [University Student Code](#)
- The student shall be notified in writing within 10 school days of the Committee's decision

**EXCEPTION: Any student deemed by a fieldwork supervisor to be a danger to patients due to careless or unsafe practices will be sent home from the fieldwork site forthwith, and will receive a grade of 'U' (unsatisfactory) for the course. Other special fieldwork rules apply, and can be found in the Fieldwork Manual.**

### ***Dismissal from the Program***

A student may be dismissed from the Program for any of the following reasons:

- Failure to pass a repeated course with a B or S (satisfactory)
- Failure to earn at least a C on any course (probation is bypassed)

- Failure to meet the minimum B grade requirement in more than one course (e.g., fails a course, retakes it and passes, then fails a subsequent course, including Level II Fieldwork)
- Failure to maintain a semester GPA of 3.0 or higher (Students may reapply for admission to a subsequent class cohort after dismissal for GPA reasons, but will not be given preference over other applicants)
- Failure to notify the OTPD prior to returning from a leave of absence (see sections related to Leave-of-Absence)
- Failure to meet professional behavior or other expectations following counseling and corrective action planning
- Failure to comply with provisions of a corrective action plan approved by the OTPD
- Failure to meet technical requirements for skills, abilities, and behaviors needed for success in program and as a professional (see Handbook section re: Technical Requirements for Success in Program) and/or conduct violations that threaten the safety/security of individuals within the academic or community learning environments, including fieldwork sites
- Academic dishonesty or other behavior specifically prohibited in the University's Code of Conduct

### ***Departmental Grievances***

Students are entitled to formal grievance and potential reversal of Instructor, Program, or Departmental rulings that are or may be perceived as detrimental to the student. This may include grades received decisions regarding probation or dismissal from the program, or other decisions. (<https://www.fgcu.edu/catalog/generalinformation?fmid=Records+%26amp%3B+Registration#138>) The Occupational Therapy Program encourages the informal resolution of grievances directly as stated in the University Catalog.

Steps for informal grievance resolution within the Occupational Therapy Program include the following:

- The student and faculty member attempt to informally resolve the grievance
- Failing an informal resolution, the next step is arbitration by the OTPD

If the student is dissatisfied with the arbitration decision, the student may proceed within 10 school days of receipt of the OTPD's decision to file a written appeal with the Office of the Dean of the Marieb College of Health & Human Services. The Dean shall ask the Academic and Admission Appeals Committee (MCHHS Student Affairs Committee) to conduct a formal review, in accordance with the Academic Procedures as outlined in the [University Student Code](#).

In the event a student fails to complete a Level II Fieldwork course successfully, or the student is dismissed from the Occupational Therapy Program based on unsuccessful completion of Level II Fieldwork, the student should be aware that FGCU Policy 1.010, Section IV Procedures, Student Course & Credits Grievance Policy, states that these are not appealable events. The policy states, "This policy provides a procedure whereby students appeal decisions related to *access to course* and *credit granted* toward a degree." The procedure specifies,

however, “The professional judgment of licensed practitioners in the health-related professions as it is exercised regarding a student’s fitness to continue in a program is not appealable under this policy.”

### ***Formal Complaint Against the Program***

Should the preceding grievance policy be unsatisfactory, complaints against the Florida Gulf Coast University Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson:

ACOTE Chairperson  
C/o the AOTA Accreditation Department  
6116 Executive Boulevard, Suite 200,  
Bethesda, Maryland, 20852-4929  
Phone: 301-652-6611 (<https://acoteonline.org/> )

Letters of complaint against educational programs must:

- a. describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program;
- b. document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and
- c. be signed by the complainant.

**NOTE:** The confidentiality of the complaining party is protected by AOTA Accreditation staff, unless release of identity has been authorized, or disclosure is required by legal action.

### **Equipment and Procedure Safety Policy**

Some of the laboratory and clinical experiences will involve the use of equipment, supplies, and/or procedures that could pose a safety hazard if safety precautions are not followed. In the case of equipment use or patient care procedures, the instructor will demonstrate and instruct students in the safe use of equipment or implementation of a procedure. It is the student’s responsibility to attend to the instruction and to follow proper safety precautions.

If a student is unsure about the safe use of equipment or of the safe implementation of a procedure, it is the student’s responsibility to seek clarification from the instructor. At fieldwork sites, students must follow instructions of fieldwork educators regarding safety, and modify behavior immediately if the fieldwork educator corrects them on a safety issue. A student can be withdrawn immediately from a fieldwork site for violations of safety precautions, with a resulting grade of F in the course.

In the event of an accident or injury on the premises of FGCU, the student and faculty member will complete the FGCU Incident Report within 24 hours of the incident’s occurrence. In case of an accident, personal injury or injury to a client while on fieldwork or at an off-campus site for a class, the student will report the accident or injury to her/his immediate

supervisor at the site and complete the necessary paperwork for that organization. In addition, the student will notify the Academic Fieldwork Coordinator or course faculty member immediately, and complete the FGCU Incident Report for Non-Employees.

## **UNIVERSITY ACADEMIC STANDARDS**

### **Academic Integrity Statement**

Students at Florida Gulf Coast University have the responsibility to practice academic integrity. Students who engage in activities such as cheating, plagiarism, knowingly furnishing false research data and being in unauthorized areas after hours will subject themselves to violations of the Student Code of Conduct and could result in dismissal from the Occupational Therapy Program. Students are also expected to comply with all requirements and expectations for behavior as laid out in the course syllabus. Faculty reserve the right to use anti-plagiarism software to analyze papers and other written works. For more information on university behavioral and academic standards, the Conduct Process, and the Academic Integrity Process, see the [FGCU Student Code of Conduct](#).

### **ADA Compliance and Accommodations for Disabilities**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or TTY 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

### **Assignment Deadlines**

An instructor may ask that an assignment be turned into the program's Administrative Specialist. When the assignment is handed to the program Administrative Specialist, the assignment will be initialed and time stamped by the Administrative Specialist. Professors retain the right to assess grade penalties for late assignments.

### **Class Attendance/Participation**

Class attendance and participation is important for academic success. Each faculty member establishes attendance requirements, make-up procedures, and guidelines for excused absences at the beginning of a course. Students are expected to attend all class meetings for courses in which they are enrolled. Each student is responsible for complying with the

announced procedures for making up missed work (if feasible) or may receive no grade if a make-up is not possible.

**Confidentiality**

All information regarding fellow students, FGCU personnel, and/or patient (client) records, communications, and activities are strictly confidential. Any confidential information should only be discussed for educational purposes within an educational/professional private area. NEVER discuss confidential information with family, friends (who do not have a need to know). It is your responsibility to demonstrate professional responsibility and maintain confidentiality.

**Conduct**

Students are expected to demonstrate high standards of performance and integrity during classroom, laboratory and fieldwork activities. Florida Gulf Coast University's Occupational Therapy Program students are always representing Florida Gulf Coast University as a student and a future member of the health profession. Behavior must always be consistent with the highest professional code of ethics appropriate for the setting. Remember, photos or videos that you post on social networking sites may be accessed in the future by potential employers, always exercise good judgment with what you share.

**Course Scheduling**

The Occupational Therapy Program, Marieb College of Health & Human Services, reserves the right to cancel, postpone, or reschedule any course, course section, practice or fieldwork experience. Please refer to semester schedules posted in Marieb classrooms for accurate class schedules.

**Illegal Use of Alcohol and Drugs**

The unlawful or unauthorized possession, use, consumption, sale or distribution of illicit drugs and /or alcohol by employees and students within the Occupational Therapy Program on FGCU property or at community based educational sites is strictly prohibited, and may result in dismissal from the program.

**Letters of Reference**

A student may request a letter of reference from faculty/staff in the Occupational Therapy Program while they are still enrolled as a student. Faculty/staff then decide whether they can provide such a reference. If the faculty/staff member agrees, it is suggested that the student provide topics or general information to be covered in the letter of reference.

**Questions during Exams**

All students have the right to ask for clarification of test items. Student questions and instructor responses will be shared with the entire class verbally or written on the board if the instructor deems the answer important for clarification or correction of the test. The instructor will use his/her discretion to determine which terms will be defined.

**Release of Information**

Student information is private by law, except for directory information, unless a student requests such information to be kept confidential. If a student wants specific information to be provided to outside parties including parents, employers, or scholarship-granting organizations, the student needs to provide written consent for the information to be released. A letter must be signed by the student, dated, and must specify what information and to whom the information may be released.

**Sexual Harassment**

Sexual harassment includes any unwelcome sexual behavior and is not limited by the gender of either the alleged victim or perpetrator. Sexual harassment may include physical or verbal conduct. Members of the Occupational Therapy Program and the educational community at FGCU are entitled to an environment that enables them to learn and contribute to their full capacity. When sexual harassment occurs, the learning environment is disrupted. Sexual harassment committed within the Occupational Therapy Program or at clinical sites by a student, faculty or staff member against any student, faculty, staff member or visitor will not be tolerated. Allegations of sexual harassment should be reported to the University Ombudsman, 239-590-1022.

**University Withdrawal and Readmission**

See University catalog at <https://www.fgcu.edu/catalog/> or click on General Graduate Academic Policies at [https://www.fgcu.edu/admissionsandaid/graduateadmissions/files/ggap\\_8\\_17\\_18\\_ada.pdf](https://www.fgcu.edu/admissionsandaid/graduateadmissions/files/ggap_8_17_18_ada.pdf)

**STUDENT RESOURCES****OT Resource Books Information and Procedures****MAR 206 & 203: Occupational Therapy Program Holdings**

In the interest of making occupational therapy resource materials available to our faculty, students and area OT clinicians, the Occupational Therapy Program has reserved books, CD-ROMs and DVDs in the colleges' health professions library. OT assessments and equipment are reserved in other rooms for checking out. In order for students or area clinicians to access these resources for checking out, they must contact the Office Manager of the Occupational Therapy Program. The rooms are not to be unlocked or door propped. Students may email ahead to ensure access is available when needed.

**Sign Out Procedure**

- Holdings are listed on CANVAS, on hard copy in the library or with the Administrative Specialist
- Assessments and their kits are to be signed out in the blue binder in 206.
- Books, audio and video resources contain an index card. OT student borrowers sign the card attaching a paper clip to the top and file the card in the file box. Clinicians add email.

- Clinical supervisors of fieldwork and other area clinicians can check out equipment or books for one week. Assessments require prior approval from the Administrative Specialist two weeks before checkout. These materials are for review by the outside clinician for potential usefulness and not to be used for generating billable units.

### **General Books/Items**

- Students may check out up to five books or assessments at a time.
- Assessments may be borrowed for one week unless for research group with prior faculty approval. Other items may be borrowed for up to three weeks unless they are on reserve status. Reserve items are held at the Administrative Specialist's desk. Books or assessments needed for current class instruction by faculty may not be taken.

### **Reserve Books/Items**

- Books/items on reserve are for student use only
- Students may check out one reserved book/item at a time. Students must be enrolled in the class for which the resource is reserved. Reserved books are kept with the Administrative Specialist
- Reserved items may not leave the campus and must be returned before 4:30 PM each day Monday through Friday. Exceptions to this rule will require permission of the faculty member who has reserved the resource.
- All books/items must be returned to the Administrative Specialist. Do not return items to faculty. Faculty are not responsible for misplaced or lost materials you check out. Unless you sign the card or assessment log returning the item, you are still responsible for replacement value.
- Failure to return items on time or violation of other HP Library rules may result in forfeiture of borrowing privileges. Repeated violation of the rules *will* result in said forfeiture.
- Borrowing privileges may only be reinstated by the OTPD.
- All books/items must be returned by the last day of classes each semester unless approval for Level I or Level II preparation study has been obtained.
- If a book or other item is damaged upon return, the borrower shall be responsible for the cost of having the book/item repaired or replaced. The decision to repair or replace shall be made by the OTPD.

### **Student Government Association (SGA)**

Students are encouraged to be active in student government on the FGCU campus since this is an opportunity to develop interdisciplinary activity and leadership. Vote for changes that are important to you and the future of this University.

### **Student Occupational Therapy Association (SOTA)**

FGCU MSOT students are encouraged to join SOTA. SOTA creates opportunities for students to have a collaborative relationship with other student health professional organizations and encourages participation in the national organization of the American Occupational Therapy Association and the state association and conference.

**Student Representative - Program**

Each class will have a representative who will act as a liaison to the program faculty and attend program meetings in which general student issues are discussed. This representative will be elected by each entering class approximately 1 month following the start of the first term, and will serve for the duration of the program.

**Responsibilities:**

- The class representative will represent the occupational therapy class, during the Occupational Therapy Program faculty meetings, as needed
- The class representative will communicate concerns/points of view/questions from class members' perspective, rather than from a personal one
- The class representative will report to the class all information/ decisions/ suggestions/ inquiries from faculty, in a timely manner
- The class representative will make sure that items to be brought to the attention of the Occupational Therapy Program faculty are not related to the management of a specific course, as these need to be discussed with the individual professor(s) in charge of the course. Matters pertaining to broader curricular or instructional issues are appropriate to be brought to the faculty in this manner
- Sensitive issues should be brought directly to the Program Director who will determine the appropriateness for open faculty meeting versus more confidential handling of the matter

**Procedure (Process):**

- The class representative shall notify the OTPD of the Occupational Therapy program of agenda items to be discussed, at least 1 week prior to a faculty meeting
- The agenda items related to student issues shall be placed first on the agenda
- The class representative shall attend the faculty meeting for the duration of the discussion related to the issues brought forth on behalf of students
- If the class representative is unable to attend the faculty meeting, he/she shall notify the Administrative Specialist of the program and let her know if an alternate class representative will be in attendance

**Safety on Campus**

Students who may be concerned about walking to their car at night, may call the University Police Department at 239-590-1900 and request an escort. The student will be asked to state which building s/he is in and where her/his car is located.

**Health and Academic Resource Phone Numbers**

The academic program in occupational therapy is rigorous and requires student commitment. Although some students may work and have other responsibilities or time commitments, our primary focus in the occupational therapy program is the acquisition of knowledge, skills and abilities for professional practice as an occupational therapist. It is anticipated that students will study approximately 3 hours per week for every academic credit hour.

Several resources for time and stress management are available to any FGCU student and you are encouraged to use any of the following support services:

[Adaptive Services](#), 239-590-7956

[Counseling and Psychological Services \(CAPS\)](#), 239-590-7950

[Campus Recreation](#), 239-590-7860

[Prevention & Wellness Services](#), 239-590-7733

[Student Health Services/Clinic](#), 239-590-7966; immunization appts 239-590-1254

[Writing Center, \(Library West 202\)](#), 239-590-7141

## **APPENDIX I FGCU OCCUPATIONAL THERAPY CURRICULUM DESIGN**

### Curriculum Design

The entry-level degree program design is consistent with the missions of the University, the Marieb College of Health & Human Services, and the Department of Rehabilitation Sciences. All include themes of quality education, fidelity to students and the development of their personal and career potential, and to community partnerships in addressing the needs of the Southwest Florida region and of a diverse society at large. The program is also designed to be consistent with the philosophy embraced by the faculty in the Occupational Therapy Program.

Consistent with the missions of the University and its divisions, and the philosophy of the faculty, the program in occupational therapy focuses on the development of both clinical competence and personal confidence of its students, recognizing that development along both these axes is crucial to professional performance. The development of both competence and confidence requires focused study of requisite knowledge and opportunities to apply the knowledge in context. Case simulations, laboratory practice, and experiences in the community are utilized to leverage the knowledge into competent practice; as students practice and receive steady feedback, they develop confidence in their ability to perform in the practice context. Level I fieldwork experiences provide a supportive environment in which students can apply knowledge as they learn, and Level II fieldwork experiences enable students to increase their confidence and independence in the therapist role.

The content of the curriculum covers the scope of the domain and process of occupational therapy, as described in the *Occupational Therapy Practice Framework 4<sup>th</sup> ed.* (2020), henceforth referred to as the Framework or OTPF, as well as that specified in the Standards from an Accreditation Council for Occupational Therapy Education (ACOTE, 2018). It reflects our beliefs about the nature of humankind, the power of occupation, and the practice of occupational therapy in its many and varied expressions.

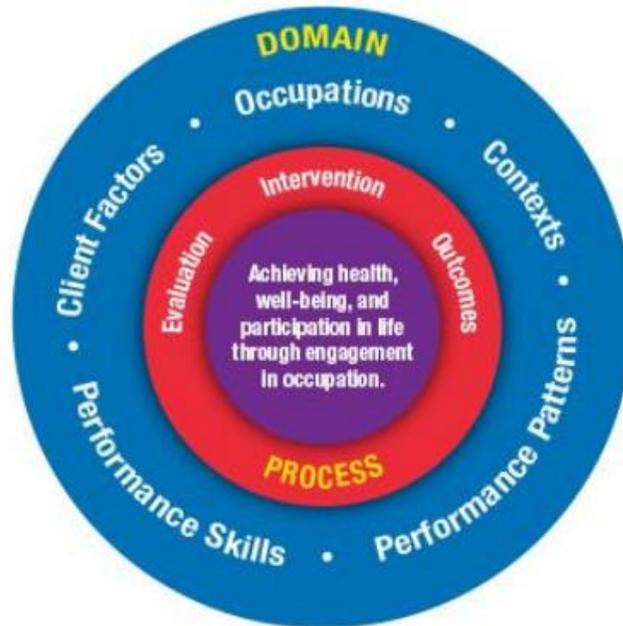
**Domain:** The domain of occupational therapy is broad; it addresses many aspects of the human experience, as well as the elements of human capacity that enable participation, and the environmental contexts that influence experience. “Occupational therapists are skilled in evaluating all aspects of the domain, the interrelationships among the aspects, and the client within the context. Occupational therapy practitioners recognize the importance and impact of the mind-body-spirit connection on engagement and participation in daily life” (AOTA, 2020, p.7). This statement implies that occupational therapists must have foundational knowledge in order to understand the elements of human performance. They need to know about many aspects of humans (e.g., biological, psychological, and social capacities); the context of human functioning (e.g., physical, social, and cultural environments); and about the meaning and importance of occupation. A combination of pre-requisite and foundational coursework within the formal program is used to address the domain of the profession.

**Process:** “The OT Process is the client-centered delivery of occupational therapy services. This three-part process includes (1) evaluation and (2) intervention to achieve (3) targeted outcomes and occurs within the purview of the occupational therapy domain. The process is facilitated by the distinct perspective of occupational therapy practitioners engaging in professional reasoning, analyzing occupation and activities, and collaborating with clients. The cornerstones of OT practice underpin the process of service delivery” (AOTA, 2020, p.19-20)

**Outcome:** At the heart of the Framework model is the intended outcome of “achieving health, well-being, and participation in life through engagement in occupation.” This addresses the fact that

occupational therapists work with clients, caregivers, and other professional and non-professional personnel in the practice environment to achieve meaningful goals with clients.

Figure 1: Occupational Therapy Domain and Process



OTPF-4 pg 5

The linkage of Domain and Process in Figure 1 is unique to the field of occupational therapy:

- Client outcomes are at the center of the model
- All steps of the process (evaluation, intervention, outcomes) involve the client's perspective
- Occupation, Context, Client Factors, Performance Skills and Patterns impacts function, and encompasses process at all stages
- The process is dynamic, each part impacting and being impacted by the other parts

The FGCU curriculum uses the Framework for content guidance, but also as a guide to conceptualizing the process of educating individuals to embrace the roles of occupational therapists. Students and faculty members are occupational beings, students engaging in the role of learner, developing the skills they will need to function in the role of therapist, and faculty engaging in the role of facilitator of that learning process, guiding students in their study, demonstrating and shaping skills, and modeling behaviors of the professional. We recognize that we are engaged with each other in a dynamic system where we impact and are impacted by all members of the group and that the context of our interactions influences performance. This understanding of ourselves and our students as occupational beings influences our approach to the teaching-learning process.

The curriculum can be described as having both a concrete structure comprised of courses and topics covered within the courses that address knowledge and skill (domain, process, roles, and context) objectives, and a parallel structure or co-curriculum comprised of themes (or curricular threads) that address behavioral and affective (role-relevant) objectives. The faculty articulated three major student learning outcomes that integrate in context the requisite knowledge, skill, affective, and behavioral competencies important for our graduates. The following student learning outcomes have been established by the Occupational Therapy Program at FGCU to enable the

individual to progress professionally from the role of the student to that of an experienced, active member of the occupational therapy community and the community at large.

Graduates of the occupational therapy program will:

1. Use clinical reasoning skills to determine appropriate assessments for a given client, conduct and interpret those assessments, and establish a treatment plan consistent with best practices in occupational therapy.
2. Utilize content knowledge and clinical reasoning gained in the program of study to determine appropriate practice responses to various challenges in clinical context.
3. Interact with clients, caregivers, other professionals, representatives of funding sources, and support staff in a respectful manner, using language appropriate for the context.

### **Curriculum Structure**

The domain of occupational therapy is broad in scope, and includes knowledge and beliefs about human beings, about environments, and about the nature of occupation. Much of the foundational knowledge important in the domain of occupational therapy is addressed through the basic requirement for a baccalaureate degree, which includes a broad spectrum of liberal arts coursework coupled with specific major and related coursework. In addition, specific pre-requisite course requirements include:

#### On the Nature of Humans:

- Human Anatomy and Physiology, I and II (8 credits)
- General Psychology (3 credits)
- Human Development (life-span) (3 credits)
- Abnormal Psychology (3 credits)
- Gross (musculoskeletal) Anatomy (3-4 credits)
- Neuroanatomy/Neurophysiology (3-4 credits)
- Medical Terminology (credit or CEU)

#### On the Nature of Environments:

- Anthropology or Sociology (with a multicultural theme) (3 credits)
- Physics or Physical Science (including the laws of mechanics) (3 credits)

In addition, other skills are needed for successful engagement in graduate study, so additional courses required for admission to the program include:

- Statistics
- Research (survey or foundations course in health care or behavioral science field)
- English (including writing)

The required coursework in this degree program extends the focus on the domain of occupational therapy through exploration of the nature of occupation (which includes concepts about humans, environments, specific conditions, and about the human/environment interaction), and covers the process of occupational therapy: the roles, skills, and functions of the occupational therapist in a variety of service delivery contexts. Occupation- and client-centered, theory-driven, evidence-based practice is the focus of program instruction.

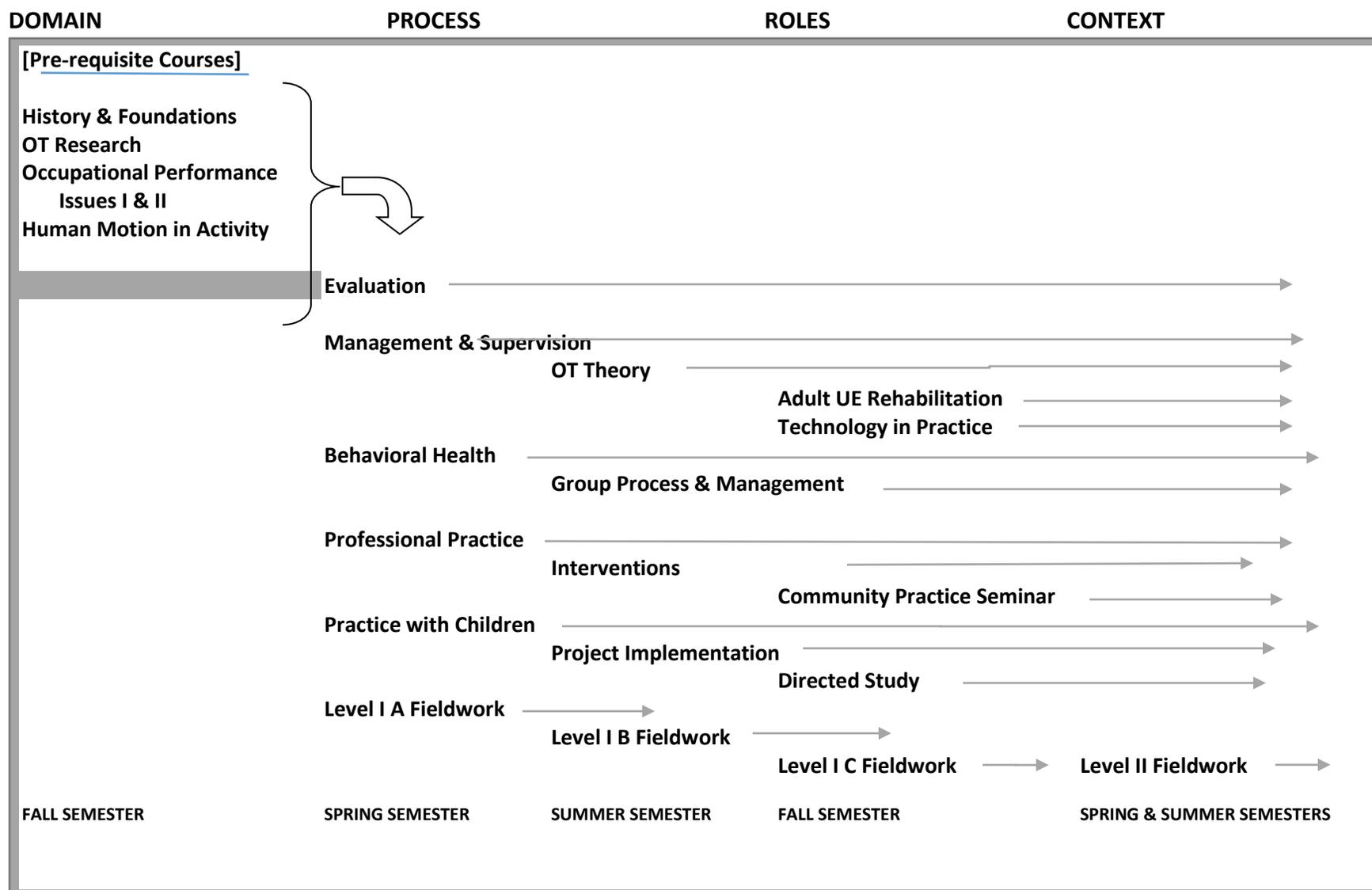
The program follows a developmental process model consistent with the Framework (AOTA, 2020). Courses are presented in sequence, with early courses providing a foundation for the following courses. As a general rule, foundational work focuses on the domain of occupational

therapy; focus progresses to occupational therapy processes, then explores various roles of occupational therapists and considers context of delivery systems and client populations.

Figure 2 displays the curriculum model in text. Figure 3 illustrates the curriculum model as perceived by the faculty graphically – the three major themes (stalks of bamboo) that the student (the curling bamboo shoot) is facilitated to embrace. Students enter the program with a strong foundation in pre-requisite coursework which address elements within the domain of occupational therapy. The **first semester** coursework focuses on specific foundational knowledge, but begins introducing concepts regarding occupational therapy process, roles, and context across the lifespan, as well as research applications in occupational therapy. These foundational courses all support learning in subsequent courses. **Second semester** courses primarily focus on occupational therapy processes, including evaluation, intervention planning and implementation, documentation, and outcomes assessment. Topics within the courses include issues of role and/or context. There is a focus on behavioral health and practice with children and role- and context-relevant topics in Management and Supervision. Level IA fieldwork allows students to observe occupational therapy processes in context, and to practice some of the skills they have developed in class. In the **third semester**, students continue with process topics in Interventions. Their skills with group process are enhanced and they lead groups with a psychosocial focus in Level IB fieldwork. Occupational therapy theories will be explicitly applied to a variety of case studies. The **fourth semester** focuses primarily on role and context topics (Community Practice Seminar and Level IC Fieldwork), however, more advanced intervention areas are addressed in Adult Upper Extremity Rehabilitation and Technology in Practice, which incorporate some domain and significant elements of process within them. In the Community Practice Seminar class students engage in projects in groups that focus on entrepreneurship with community agencies/areas that do not currently have OT services or that desire program expansion in an occupational therapy practice area. The student groups conduct needs assessments and plan programming for the agency/program that would address elements of a mission using occupational therapy. Level II fieldwork (**fifth & sixth semesters**) provides the capstone experience in which students pull together information and skills to apply in the practice context, and to develop fully into the professional role.

Embedded within the curriculum design is the strategy for integrating teaching, scholarship, and community service for the benefit of students, faculty, community partners, and the University. Teaching and scholarship are addressed in the research course sequence. Beginning with Occupational Therapy Research in the first semester of the program, students are sorted into group topics that faculty members have as their scholarship content agendas. With guidance from the faculty mentor, students prepare a plan to study that topic, and meet Institutional Review Board (IRB) requirements for implementation of the study. The planned study takes place during the Summer in Project Implementation. In the Fall, students continue in their research groups through the Directed Study course, completing their data collection, analyzing their findings, preparing a “publishable quality” manuscript on the project, creating and often presenting a poster at the Florida Occupational Therapy Association Annual Conference, and presenting the project before an audience of faculty, students, and clinical professionals.

**Figure 2 Curriculum Model Framework, Florida Gulf Coast University, Entry-Level Occupational Therapy Program**



**Figure 3. Graphic representation of FGCU MSOT Curriculum Design**



In addition to the curricular framework, an internal structure of themes is woven throughout the curriculum. These themes are introduced early in the educational process, then modeled and reinforced throughout the curriculum, as the curling bamboo shoot “student” wraps around the themes, embracing the model framework. The themes reflect the core values and opinions of the profession and the faculty regarding appropriate professional conduct. The core values of the profession are: altruism, equality, freedom, justice, dignity, truth, and prudence (AOTA, 2010).

The themes within the curriculum are:

- Professional behavior
  - Ethical practice (encompasses many of the core values and other named threads)
  - Life-long learning
  - Cross-cultural understanding and sensitive practice
- Occupation-centered practice
  - Evidence-based practice
  - Client-centeredness
  - Clinical reasoning and reflective practice
  - Therapeutic use of self
- Community engagement
  - Collaborative practice
  - Advocacy for clients and client groups
  - Community outreach and support

These themes are introduced to students in the first semester course, Occupational Therapy History and Foundations, and are revisited at various points throughout the curriculum. Performance on Level II Fieldwork should reflect these integrated themes. **Table 1** provides a description of when the themes are presented and re-visited, though many other less formal “teachable moments” occur throughout the curricular span, and are utilized by faculty to reinforce these ideas.

**Table 1 Curricular Theme Reinforcement after Introduction in OTH 6002 (Level II Fieldwork reinforces all or most of these themes)**

Curricular Theme	Semester 1	Semester 2	Semester 3	Semester 4	Other
<p><b>Professional Behaviors:</b></p> <p>Ethical Practice;</p> <p>Life-long learning;</p> <p>Cross-cultural awareness and sensitive treatment</p>	<p><b>6415C</b> – Conducting a physical examination of someone unknown (quality of touch, interaction)</p> <p><b>6536C, 6605C</b> – Case studies incorporating cultural themes</p> <p><b>6751C</b> – Research ethics; evidence-based practice</p>	<p><b>6018</b> –Ethics in documentation of services; NBCOT &amp; AOTA instruments for self-evaluation of CE needs</p> <p>Cultural influences on activities &amp; occupations</p> <p>Discussion of member benefits re OT literature</p> <p><b>6226C</b> – Ethics associated with assessment</p> <p><b>6707</b> – Legal and ethical issues surrounding licensure, billing, etc. Continuing education requirements for continuing certification &amp; licensure</p> <p><b>6523C</b> Continuing education for advanced practice; Reflect changes in practice over time &amp; need for keeping current on practice trends</p> <p><b>6853</b> – Ethical conduct in the clinic setting Utilizes PDA for self-assessment Web board discussion</p>	<p><b>6009</b> – Professional Development Assessment (PDA); Content on ethical reasoning</p> <p><b>6026</b> – Professional behaviors in community-based experiences</p> <p><b>6973C</b>- ethical conduct of research project</p> <p><b>6026</b> – Culture of community site clients</p> <p><b>6235C</b> – Practice competency; Reflect changes in practice over time &amp; need for keeping current on trends</p>	<p><b>6725</b> – Professional conduct required at community sites Cultural make-up of community agency clientele</p> <p><b>6106C</b> – Technology cases; response to technology</p> <p><b>6855</b> - Ethical conduct in clinic; Web board discussion</p>	<p>Professional Behaviors Code (PBC) as set out in the Student Handbook; Faculty model these behaviors in all formal and informal interactions with students</p> <p>Ethical dimensions of academic honesty in all coursework; respect for others reflected in PBC);</p> <p>Faculty model values by conducting research, attending workshops or other continuing ed experiences and bringing back the information and excitement to students and other faculty members</p> <p>Use of examples incorporating cultural aspects through many courses</p>

Curricular Theme	Semester 1	Semester 2	Semester 3	Semester 4	Other
<p><b>Occupation-centered Practice:</b></p> <p>Evidence-Based Practice</p> <p>Client-centeredness</p> <p>Clinical Reasoning &amp; Reflective Practice</p> <p>Therapeutic Use of Self</p>	<p><b>6415C</b> – Establishes Biomechanical/ Motor Control bases for reasoning; Performance variations based on occupation; Use of their own body for bracing client in evaluation of muscle strength – presence of self &amp; effects when evaluating by touch</p> <p><b>6536C, 6605C</b> – Occupational aspects related to developmental stages</p> <p><b>6751C</b> – Literature Review; Occupationally relevant outcomes</p> <p><b>6002</b> – Establishes context and process of occupational therapy, introduces therapeutic use of self</p>	<p><b>6226C</b> – Occupation-based assessments; Evidence; Observation, analysis, interpretation of assessment findings; identification of goals; Establishing rapport for effective data gathering</p> <p><b>6325C</b> – Purposeful activity, exercise; work assessment; Case study reflection, ongoing evaluation in practice</p> <p><b>6018</b> – Therapeutic use of self &amp; written communication; Activity &amp; task analysis</p> <p><b>6853</b>– Web board discussion Transfer training</p>	<p><b>6009</b> – Covers multiple theory bases for reasoning and client-center practice; Literature review; case studies</p> <p><b>6026</b> – Occupational-centered group intervention plans; Impact of self on group process</p> <p><b>6854</b> – Group leadership skills; reflection on practice</p> <p><b>6235C</b>– Evidence-based Intervention; Occupationally relevant interventions; Client-centered evaluation &amp; treatment activities; therapeutic activity; Interpretation of assessment; intervention plans</p>	<p><b>6910</b> – Publishable-quality article</p> <p><b>6436C</b> - Critical thinking through case analysis, advanced therapeutic skills</p> <p><b>6725</b> – Occupation-centered program development project Population as ‘client’ – needs assessment involving all stakeholders &amp; program development</p> <p><b>6855</b> – Web board discussions of fieldwork experiences</p>	<p>APA style documentation requirements for all written assignments; incorporation of evidence in course content</p> <p>Occupation is stressed as fundamental in every class</p> <p>Use of client-centered language in all formal and informal interactions</p> <p>Coaching students through reasoning when responding to questions; use of reflective journaling and/or debriefing with all experiential learning activities;</p> <p>Self-evaluation of strengths and weaknesses through PBSE activities; this factor is generic to all experiential and field learning activities</p>

Curricular Theme	Semester 1	Semester 2	Semester 3	Semester 4	Other
<p><b>Community Engagement:</b></p> <p>Collaborative Practice;</p> <p>Community outreach &amp; support</p> <p>Advocacy for clients and client group</p>	<p><b>6751C</b> – Group research project collaborating with other students and agency professionals</p> <p>Outcomes research projects often serving community agencies</p>	<p><b>6226C</b> – Home evaluation project</p> <p><b>6523C</b> – Advocacy for services for children</p> <p><b>6325C</b> – Advocacy in mental health</p> <p><b>6853</b> – Collaboration with various professionals in a clinic setting—discussion board reflection</p> <p><b>6707</b> – Licensure laws and changes to the practice act; other legislative impacts on practice &amp; professional</p>	<p><b>6009</b> – Literature review is focused; applying theory to specific client needs</p> <p>Group project</p> <p><b>6026</b> – Collaborative groups at community agency sites</p> <p><b>6973C</b> – Implementation of research projects</p>	<p><b>6725</b> – Collaborative groups working with community agency personnel on needs assessment and program development</p> <p>Advocacy for populations associations’ actions to influence these</p> <p><b>6106C</b> – Group technology project with a client</p> <p>School technology project</p> <p>6910 Encouragement toward poster presentation at professional conference</p>	<p>Multiple group assignments stressing collaborative behaviors; Professional Behaviors Code of Conduct</p> <p>All faculty have service/scholarship relationships with community agencies</p> <p>All faculty are engaged in FOTA and AOTA &amp; regularly attend &amp; present at annual conferences &amp; discuss conference events with students; some faculty participate on community boards or serve in office or committees of professional associations</p> <p>Many classroom and out-of-class encounters lend themselves to discussion of advocacy issues</p> <p>AOTA conference: encouraging student attendance; reporting activities</p>

## Fieldwork Experience

The Accreditation Council for Occupational Therapy Education (ACOTE) states that Level I and Level II Fieldwork are crucial in the development of the occupational therapist. The FGCU Fieldwork experiences are designed to complement class experiences (on-site assignments) in order to expose the student to a variety of traditional and non-traditional practice settings with client populations across the life span. The fieldwork experiences are fully developed in the FGCU Occupational Therapy Fieldwork Manual.

**Students are advised to read the Fieldwork Manual for specific requirements, policies, procedures, and syllabi of all fieldwork experiences.**

### *Summary of Curriculum Design*

The faculty goal when designing the curriculum is to impart clinical competence and personal confidence in graduates through comprehensive multi-modal instructional efforts. The omission of any element would leave the graduate poorly prepared for professional practice. In order to achieve these goals, we engage in numerous experiential learning exercises and critically evaluate student performance through multiple modes. We develop opportunities to practice what is being learned, along with opportunities for reflection and feedback. These experiences help students develop. Feedback from fieldwork educators and employers is sought regarding outcomes of the program, and continuous monitoring of program effectiveness provides input which drives revisions to course activities, curricular structure, and other programmatic factors as we continuously strive to maintain and improve quality of the program.

### References

- Accreditation Council for Occupational Therapy Education (2018). *Standards for an accredited educational program for the occupational therapist*. Bethesda, MD: American Occupational Therapy Association. <https://acoteonline.org/accreditation-explained/standards/>
- American Occupational Therapy Association (2020). Occupational therapy practice framework: Domain and process (4<sup>th</sup>ed). 7412410010. <https://ajot.aota.org/article.aspx?articleid=2766507>
- American Occupational Therapy Association. (2020). Occupational therapy code of ethics and ethics Code of Ethics. <https://ajot.aota.org/article.aspx?articleid=2767077>

Approved by the Faculty, 8/4/20

## Course Descriptions

### Fall, Year 1:

- **OTH 6002 - Occupational Therapy History and Foundations**  
History, philosophy, evolution, and core values of occupational therapy. The Occupational Therapy Framework, professional behaviors, ethical issues, and roles of occupational therapists and certified occupational therapy assistants are introduced.
- **OTH 6415C - Human Motion in Activity**  
Analysis of human movement incorporating mechanical, biological, developmental and environmental factors. Basic skills in assessment of motor performance are developed.
- **OTH 6536C - Occupational Performance Issues I**  
Examination of infant through adolescent development of motor, process and interaction skills; occupational performance issues and patterns related to atypical development or disease; impact of an individual's developmental and occupational performance needs on the family.
- **OTH 6605C - Occupational Performance Issues II**  
Examination of typical changes in motor, process and interaction skills due to aging and disease processes, relationships to successful occupational performance patterns throughout adulthood, implications for changes in occupational performance and impact of changes on family.
- **OTH 6751C - Occupational Therapy Research**  
Applied research in occupational therapy. Critical analysis of published research, development of a research proposal, and planning for the implementation of a research project.

### Spring, Year 1:

- **OTH 6018 - Professional Practice**  
Introduction to skills for management of client's physical and occupational needs. Includes analysis of activity, therapeutic use of activity, therapeutic use of self, and basics of documentation.
- **OTH 6226C - Evaluation of Occupational Performance**  
Comprehensive study of evaluation processes in occupational therapy using a top-down approach; assessments of occupational performance within developmentally appropriate contexts; assessment of performance skills and patterns.
- **OTH 6325C - Practice in Behavioral Health**  
Occupational therapy interventions focusing on functional performance outcomes for clients with psychosocial problems; evidence-based and client-centered methods for use in community, hospital, or rehabilitation-based programs are emphasized.
- **OTH 6523C - Practice with Children**  
Continuation of OTH 6226C and OTH 6235C. Evidence-based evaluation and interventions for children and their families; school-based traditional hospital or rehabilitation based, or community-based practice settings. Outcomes assessment and ethical decision-making are emphasized.
- **OTH 6707 - Management and Supervision in Occupational Therapy**  
Program planning, budgeting and evaluation; supervision of occupational therapy personnel; engagement in professional associations and promotion of occupational therapy.
- **OTH 6840 - Level I Fieldwork A**  
Level IA Fieldwork introduces students to the fieldwork experience. Students begin development of clinical skills and professional behaviors working directly with clients under the supervision of an occupational therapy practitioner. ~ Program Permission.

### Summer, Year 1:

- **OTH 6009 - Theory in Occupational Therapy**  
Comprehensive study of theory underpinning current occupational therapy practice; clinical reasoning; application of theory in context.
- **OTH 6026C - Group Process and Management**  
Theory and practice of group dynamics; development of self-awareness and interpersonal communication skills necessary for successful management of therapeutic groups.
- **OTH 6235C - Occupational Therapy Interventions**  
Selection and implementation of therapeutic interventions consistent with occupational therapy theory as applied in specific context. Evaluation of client outcomes, review of occupational performance process, and ethical decision-making are emphasized.
- **OTH6854 - Level I Fieldwork B**  
Level IB Fieldwork continues the students' immersion into the fieldwork experience. Students further develop selected clinical skills by working directly with clients under the supervision of an occupational therapy practitioner.
- **OTH 6973C - Project Implementation**  
Continuation course to implement research protocols in OTH 6751C, Outcomes Research; students will participate at selected community sites under the supervision of a faculty mentor and a designated member of the community agency staff; schedule and site varies with the project assignment.

### Fall, Year 2:

- **OTH 6106C - Technology in Practice**  
Examination of assistive technology and applications to enhance performance and prevent injury; analysis of need for assistive devices or environmental modification; application of technology in context; exploration of computer technology to enhance occupational therapy intervention.
- **OTH 6436C - Adult Upper Extremity Rehabilitation**  
Continuation of OTH 6226C and OTH 6235C. Evidence-based evaluation and interventions for individuals with acute and chronic injuries or conditions of the upper extremity. Emphasis on splinting skill development.
- **OTH 6725 - Community Practice Seminar**  
Explores the role of occupational therapy in community settings. Students develop proposals for occupation-based or occupational therapy services that support desired outcomes of service agencies the community. Field experience included.
- **OTH 6855 - Level I Fieldwork C**  
Level IC Fieldwork continues the students' immersion into the fieldwork experience. Students further develop selected clinical skills by working directly with clients under the supervision of an occupational therapy practitioner or another licensed service provider.
- **OTH 6910 - Directed Study**  
Student group carry out research planned in OTH 6772, Outcomes Research, under the supervision of a faculty advisor, and write an article of publishable quality according to manuscript guidelines of an occupational therapy publication appropriate for research.

### Spring and Summer, Year 2:

- **OTH 6845 - Level II Fieldwork A**  
Twelve-week, full-time fieldwork placement in a clinical or community setting under the direct supervision of a licensed and/or registered occupational therapist. Includes pre-fieldwork seminars, a portfolio, and web board discussions
- **OTH 6846 - Level II Fieldwork B**  
Twelve-week, full-time fieldwork placement in a setting different from the first internship (in service delivery context or population) under the direct supervision of a licensed and/or registered occupational therapist. Includes web board discussions.

**APPENDIX II OCCUPATIONAL THERAPY CODE OF ETHICS (2015)**

<https://ajot.aota.org/article.aspx?articleid=2767077>

**APPENDIX III STANDARDS OF PRACTICE FOR OCCUPATIONAL THERAPY**

<https://ajot.aota.org/article.aspx?articleid=2477354>

**APPENDIX IV FLORIDA STATUTES: OCCUPATIONAL THERAPY PRACTICE**

[https://www.flsenate.gov/Laws/Statutes/2012/Chapter468/Part\\_III](https://www.flsenate.gov/Laws/Statutes/2012/Chapter468/Part_III)

**APPENDIX V PROFESSIONAL BEHAVIOR SELF-EVALUATION**

(Note – this form should be used by students to assess their progression in development of professional behaviors each semester and shared with academic advisor; it is also used by Fieldwork Educators to assess student performance.)

Student’s Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

**CIRCLE THE NUMBER THAT RELATES TO YOUR PERFORMANCE FOR EACH OF THE 12 PROFESSIONAL BEHAVIORS.**

Professional Behaviors	Exceeds Standards	Meets Standards	Needs Improvement	Unsatisfactory	N/A
Points	5.0	4.0	3.0	2.0	(4.0)
<b>1. Time Management Skills:</b> Consider ability to be prompt, arrive on time, and complete assignments on time. Comments:	5	4	3	2	N/A
<b>2. Organization:</b> Consider ability to set priorities, be dependable, be organized, follow through with responsibilities Comments:	5	4	3	2	N/A
<b>3. Engagement in the coursework:</b> Consider student’s apparent level of interest, level of active participation while in class; investment in individuals and learning outcomes. Comments:	5	4	3	2	N/A
<b>4. Self-Directed Learning:</b> Consider ability to take responsibility for own learning; demonstrate motivation. Comments:	5	4	3	2	N/A
<b>5. Reasoning/Problem solving:</b> Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process. Comments:	5	4	3	2	N/A
<b>6. Written Communication:</b> Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills. Comments:	5	4	3	2	N/A
<b>7. Initiative:</b> Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments:	5	4	3	2	N/A

Professional Behaviors	Exceeds Standards	Meets Standards	Needs Improvement	Unsatisfactory	N/A
<b>Points</b>	<b>5.0</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>(4.0)</b>
<b>8. Observation skills:</b> Consider ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations. Comments:	5	4	3	2	N/A
<b>9. Participation in Group Process:</b> Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels. Comments:	5	4	3	2	N/A
<b>10. Verbal communication and Interpersonal skills with clients/staff/caregivers:</b> Consider ability to interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence. Comments:	5	4	3	2	N/A
<b>11. Professional and Personal Boundaries:</b> Consider ability to recognize and handle personal / professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; responsiveness to social cues. Comments:	5	4	3	2	N/A
<b>12. Use of professional terminology:</b> Consider ability to respect confidentiality; appropriately apply professional terminology (i.e. Occupational Therapy Practice Framework, acronyms, abbreviations, etc) in written and oral communication. Comments:	5	4	3	2	N/A

Student's Signature: \_\_\_\_\_

I have heard the student appraisal. Advisor's Signature: \_\_\_\_\_

Comments:

**STUDENT PROFESSIONAL BEHAVIOR SELF-EVALUATION GRADING GUIDELINES**

(Modified with the permission from the Philadelphia Region Occupational Therapy Fieldwork Consortium)

**Indicate your level of performance using the scale below.****5 – Exceeds Standards:** Performance is highly skilled and self-initiated. Carries out tasks and activities consistently. Performance is the best expected from any student.**4 – Meets Standards:** 80% of the time carries out tasks and activities that meet expectations. This rating is used more frequently than others.**3 – Needs Improvement:** 70% of the time carries out required tasks and activities.**2 – Unsatisfactory:** Opportunities for improvement exist however student has not demonstrated adequate response to feedback.**N/A – Not Applicable:** Did not require this Professional Behavior and unable to rate.

<b>1. Time Management Skills</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to be prompt, arrive on time, and complete assignments on time.
<b>Meets Standards</b>	4.0	80% of the time needs no supervision or encouragement to be prompt, arrive on time, and complete assignments on time.
<b>Needs Improvement</b>	3.0	70% of the time needs no supervision or encouragement to be prompt, arrive on time, and complete assignments on time.
<b>Unsatisfactory</b>	2.0	Requires continual encouragement to be prompt, arrive on time, and complete assignments on time.
<b>N/A</b>	(4.0)	Professional Behavior was not observed, unable to rate.
<b>2. Organization</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently sets priorities, is dependable, organized, and follows through with responsibilities
<b>Meets Standards</b>	4.0	80% of the time sets priorities, is dependable, organized, and follows through with responsibilities
<b>Needs Improvement</b>	3.0	70 % on the time sets priorities, is dependable, organized, and follows through with responsibilities
<b>Unsatisfactory</b>	2.0	Does not set priorities, is not dependable, unorganized, and does not follow through with responsibilities
<b>N/A</b>	(4.0)	Professional Behavior was not observed, unable to rate.
<b>3. Engagement in the classroom</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates apparent level of interest and active participation; and is always invested in the clients and treatment outcomes.
<b>Meets Standards</b>	4.0	80% of the time demonstrates a level of interest, a level of active participation, and an invested interested in the clients and treatment outcomes.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates a level of interest, a level of active participation, and an invested interested in the clients and treatment outcomes.
<b>Unsatisfactory</b>	2.0	Does not demonstrates any level of interest, level of active participation, and is not invested in clients and treatment outcomes.
<b>N/A</b>	(4.0)	Professional Behavior was not observed, unable to rate.
<b>4. Self-Directed Learning</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to take responsibility for own learning and demonstrate motivation.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to take responsibility for own learning and demonstrate motivation.

<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to take responsibility for own learning and demonstrate motivation.
<b>Unsatisfactory</b>	2.0	Does not demonstrates the ability to take responsibility for own learning and does no demonstrate motivation.
<b>N/A</b>	(4.0)	Professional Behavior was not observed, unable to rate.
<b>5. Reasoning/Problem solving</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
<b>Meets Standards</b>	4.0	Frequently demonstrates the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
<b>Needs Improvement</b>	3.0	Occasionally demonstrates the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understands the OT process.
<b>Unsatisfactory</b>	2.0	Does not demonstrate the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; does not understand the OT process.
<b>N/A</b>	(4.0)	Professional Behavior was not observed, unable to rate.
<b>6. Written Communication</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to use proper grammar, spelling, legibility, successful completion of written assignments, documentation skills.
<b>Meets Standards</b>	4.0	80% of the time, demonstrates the ability to use proper grammar, spelling, legibility, successful completion of written assignments, documentation skills.
<b>Needs Improvement</b>	3.0	70% of the time, demonstrates the ability to use proper grammar, spelling, legibility, successful completion of written assignments, documentation skills.
<b>Unsatisfactory</b>	2.0	Does not demonstrates the ability to use proper grammar, spelling, legibility, or successful completion of written assignments, documentation skills.
<b>N/A</b>	(4.0)	Professional Behavior was not observed, unable to rate.
<b>7. Initiative</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently exhibits initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.
<b>Meets Standards</b>	4.0	80% of the time, exhibits initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.
<b>Needs Improvement</b>	3.0	70% of the time, exhibits initiative, ability to seek and acquire information from sources; demonstrates flexibility.
<b>Unsatisfactory</b>	2.0	Does not exhibit initiative or the ability to seek and acquire information from a variety of sources; or does not demonstrate flexibility as needed.
<b>N/A</b>	(4.0)	Professional Behavior was not observed, unable to rate.
<b>8. Observation skills</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.

<b>Meets Standards</b>	4.0	80 % of the time demonstrates the ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.
<b>Unsatisfactory</b>	2.0	Does not demonstrate the ability to observe relevant behaviors related to occupational performance and client factors, and cannot verbalize perceptions and observations.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to rate.
<b>9. Participation in Group Process</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to give, receive, and respond to feedback; seeks guidance when necessary; follows proper channels.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to give, receive, and respond to feedback; seeks guidance when necessary; follows proper channels.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to give, receive, and respond to feedback; seek guidance when necessary; and follows proper channels
<b>Unsatisfactory</b>	2.0	Does not demonstrate the ability to give, receive, or respond to feedback; does not seek guidance when needed; and does not follow proper channels
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to rate.
<b>10. Verbal communication and Interpersonal skills</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Constantly demonstrates the ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and exhibits confidence.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and exhibit confidence.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and exhibit confidence.
<b>Unsatisfactory</b>	2.0	Does not demonstrate the ability to interact appropriately with individuals, does not have good eye contact, empathy, use good limit setting abilities, have respectfulness or use of authority appropriately; does not have quality verbal interactions; does not have appropriate body language or non-verbal communication skills; and does not exhibit confidence.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to rate.

<b>11. Professional and Personal Boundaries</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Constantly demonstrates ability to recognize and handle personal / professional frustrations; balance personal / professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; responsiveness to social cues.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to recognize and handle personal / professional frustrations; balance personal / professional obligations; handle responsibilities; work w/others cooperatively, considerately, and effectively; responsiveness to social cues.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to recognize and handle personal / professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; responsiveness to social cues.
<b>Unsatisfactory</b>	2.0	Does not demonstrates the ability to recognize or handle personal / professional frustrations; balance personal / professional obligations; handle responsibilities; work with others cooperatively, considerately, or effectively; and is unresponsive to social cues.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to rate.
<b>12. Use of professional terminology</b>		
<b>Rating</b>	<b>Points</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently respects confidentiality; appropriately applies professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.
<b>Meets Standards</b>	4.0	80% of the time respects confidentiality; appropriately applies professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.
<b>Needs Improvement</b>	3.0	80% of the time respects confidentiality; appropriately applies professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.
<b>Unsatisfactory</b>	2.0	Does not respect confidentiality; does not appropriately apply professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written or in oral communication.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to rate.

**APPENDIX VI CORRECTIVE ACTION PLAN**



**Occupational Therapy Program**

**Corrective Action Plan**

Date: \_\_\_\_\_

Student Name (printed): \_\_\_\_\_

Faculty Advisor (printed): \_\_\_\_\_

Reason for Corrective Action: \_\_\_\_\_

\_\_\_\_\_

Outline of Corrective Action Plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Expected Outcome (include date/time frame for completion):

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_