



College of Health Professions

STUDENT HANDBOOK

Master of Science
Degree Program
In
Occupational Therapy

August 2008

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INTRODUCTION TO THE GVSU GRADUATE EXPERIENCE

Welcome to a new venture in your life. This is a special opportunity for you to engage in a most rewarding educational experience - one that combines the elements of a health care profession and the intellectual growth associated with a graduate curriculum.

The primary aim of a professional curriculum is to facilitate the passage of students from preprofessional coursework to active participation in a professional group. Once you have been offered, and accepted, a seat in this program, you have taken the first step in this journey. At this juncture, you assume a new role - that of "colleague-in-training," and with that new role come attendant privileges and responsibilities.

By your acceptance of the offer to attend this program, you automatically agree to comply with these attendant privileges and responsibilities.

As a colleague-in-training, the privileges granted you include: (a) the right to hold a membership in the professional association, (b) the right to work with certain client groups, under appropriate supervision, (c) the right to an "educational partnership" with your faculty, and (d) the right to an education that prepares you effectively for contemporary practice in a changing health care system.

The obligations that go with these rights include: (a) the obligation to maintain a professional demeanor, inside and outside the practice setting, whenever you may be considered a representative of the Occupational Therapy Program, or the profession, (b) the obligation to know and accept the Occupational Therapy Code of Ethics and its application to you, as a colleague-in-training, (c) the obligation to maintain an attitude of compassion and "welfare of the client first", in all of your dealings with consumers of occupational therapy services, and (d) the obligation to commit yourself as an active member of the "educational partnership", through which you will become a full-fledged professional, knowing that this commitment will require extra time and work on your part, and the development of a new perspective on the learning process.

Members of the Occupational Therapy Program faculty represent the other half of the partnership in your education, and include full-time educators as well as members of the professional community who serve as adjunct faculty. These individuals are committed to providing you with the knowledge and skills necessary to help you successfully complete the Occupational Therapy Certification Examination, which will allow you to practice as a registered occupational therapist. Our task is to work with you to achieve this goal, and to ensure that you have the professional competencies, attitudes, and values needed to practice as an entry-level occupational therapist.

Because professional education is considered the first phase of your professional development, this is where you can expect to encounter consistent demands for professional behavior and attitudes, similar to the demands of a paid professional position. These behaviors and attitudes include becoming more self-directed in your learning style, taking initiative appropriately, rather than waiting for direction, learning to work comfortably and effectively in collaboration with others, taking responsibility for your decisions, including the consequences of unwise decisions, and maintaining consistent attendance to convey an attitude of enthusiasm as you develop your professional self.

Student Initials & Date

Update 08/08

THE MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT) GRAND VALLEY STATE UNIVERSITY

Vision and Mission of the MSOT

Vision: Through innovative educational strategies, creative partnerships and faculty scholarship, faculty and graduates of the Occupational Therapy Program at Grand Valley State University will create and lead the future of the profession.

Mission: Graduates of the program will proactively address professional and societal needs through practice, leadership and research in occupation and its role in health and wellness.

The Master of Science in Occupational Therapy will promote and enhance the mission of the University. The Program will provide education consistent with liberal learning.

The MSOT Program Philosophy

The Occupational Therapy Program philosophy is grounded in the American Occupational Therapy Association Philosophical Base of Occupational Therapy (1979), which affirms that:

Occupational Therapy is based upon the premise that occupation, i.e. purposeful activity, physical and mental, provides the primary vehicle for human growth and development. This basic theme is the foundation on which major professional theories are formulated.

Occupation, then, is a vehicle for symbolism, and as such requires an individual engaged in an occupation to be self-aware, to recall and project events, and to elaborate personal and cultural meanings. According to Clark and her colleagues at the University of Southern California, occupation among human beings has a symbolic content, which allows them to attach meaning to activity, and to reflect on the value of their engagement in particular occupations (1991).

The Occupational Therapy Program at GVSU supports the concept that occupation, this symbolically meaningful and purposeful activity, is the primary modality of occupational therapy. Furthermore, it is the use of occupation—common, everyday activities—as treatment, which is the unique and defining contribution that occupational therapy makes to health care. "Occupational Therapy honors the power of ordinary experiences within the context of health care" (Clark et al., 1991, p. 300).

The view of humanity that is supported and implied in this occupational therapy philosophy is that humanity is made up of individuals with distinct needs, goals and perceptions, which must be taken into consideration by those who choose to work in service professions. It is a view of humanity that expects the individual to have his/her own interests, but which also expects the individual to be able to take responsibility for his/her own choices. It is a view of humanity that is applied to students in this program as well as potential consumers of their services.

The MSOT Educational Philosophy

The educational philosophy, which this Occupational Therapy Program embraces, is humanistic and progressive. This philosophy encourages active experimentation, along with independent and critical thinking. This philosophy also defines learning as self-directed, emancipatory and transformative, and presents professional preparation as an interactive, integrated experience which impacts the whole individual to produce a combination of skill and attitude competencies which emerge simultaneously during the educational process.

This humanistic and progressive education philosophy is well-suited to professional preparation that intends to exceed that of technical training. It is a philosophy that supports the use of learning objectives that can be explained using the cognitive, affective, and/or psychosocial realms of learning. The nature of learning activities endorsed by this philosophy includes a wide variety which incorporates learner input, require learners to set their own educational goals, and which encourage student inquiry. This philosophy also tends to support principles that are considered adult-oriented, in that the learning experiences are designed to be highly practical, relevant to the learners' experience, appropriate to the attendant outcome, and to build upon the knowledge that learners bring to the learning environment.

Some examples of common learning activities that may be used within this philosophical approach include free form discussion, panel discussion, formal debate followed by questions and answers, student presentations which are inquiry based, faculty and/or guest presentations, evaluative and interpretive tasks, group work, and observation and interview experiences outside the classroom. These examples represent only a handful of the most commonly used learning activities, and are not intended to represent the full scope of activities an educator might use to facilitate learning in the classroom of this program.

Curriculum Design and Goals of the MSOT Degree Program

The MSOT curriculum is built around the concept of occupation as the core knowledge base, which is predicated upon the assumption that occupational therapists must operate from a common base of knowledge, skills, values, and philosophy. The curriculum is designed to produce professional practitioners and socially conscience citizens who appreciate the unique perspective of individuals and the cultures that influence them, value a democratic perspective of health care and social services delivery, and apply problem-solving, critical thinking, and lifelong learning towards meeting the needs of society.

Important concepts that undergird the MSOT curriculum include: a) developing an occupational perspective of health (Wilcock, 1998), b) the evolving discipline of occupational science, (Zemke & Clark, 1996), c) dynamic systems theory (Neuman, 1989; Zemke & Clark, 1996), d) critical reasoning and independent learning (Brookfield, 1987), e) competent service delivery (Stark, Lowther & Hagerty, 1986; Law, 1998), and f) socially responsive practice (Kronenberg, Algado & Pollard, 2005).

The MSOT curriculum has been conceived as a model for professional graduate education that is responsive to the needs of our profession, the health care system and its consumers, and program graduates. The program is a two-year endeavor that leads to a Master of Science (M.S.) degree, and reflects beliefs about graduate education that are supported by The Council of Graduate Schools (1994). One of these beliefs is that the master's degree should permit the graduate to achieve a level of academic accomplishment and subject mastery that is more extensive than that which is required by the bachelor's degree.

In order to create a comprehensive graduate entry-level program that meets the criteria set by the Council of Graduate Schools (1994), the program identified three major components. Each of these components is presented below, so the potential graduate student can see the structural model of the OT Program.

The first major component of comprehensive graduate education is a curriculum structure that is comprehensive and extensive enough to incorporate knowledge beyond that of the profession, to include

elements of the system in which they will be delivering OT services. So, in addition to knowledge about the profession of Occupational Therapy, the Program incorporates knowledge about health care systems, societal needs, ethics in treatment, and research in the profession. Students will be expected to integrate these different knowledge areas as part of the graduate educational process.

A second major component of comprehensive graduate education includes a focus on the development of professional graduates who demonstrate the characteristics that are considered desirable by those who will be using our services. These users include other health care professionals, institutions, community groups, and educational institutions, as well as the general public, which represents our clients. These characteristics include: a) contextually appropriate communication and professional behaviors, b) integration and synthesis of knowledge, c) commitment to professional identity, with advocacy and marketing skills, d) ability to solve complex and ill structured problems in the real world, and e) application of disciplinary knowledge for individuals, groups, and communities.

A final major component of comprehensive graduate education concerns an approach to teaching and learning that is focused on the teaching of "best practice", innovative and student centered, grounded in adult learning principles, yet academically rigorous enough to be considered graduate level education. This approach to teaching and learning is demonstrated through: a) faculty shared educational philosophy and goals, b) immersing students in content with experiential learning, c) encouragement of critical thinking and self-directed, student-centered learning, d) creating a challenging environment offering both support and individualized mentoring, and e) providing a culminating experience with a tangible end product. A graphic of our model for graduate education can be seen on page 14.

Using this model, the program has identified six major goals with attendant descriptive objectives that the curriculum endeavors to facilitate. These are as follows.

Program Goals and Curriculum Objectives:

Program Goals:

The program goals that were developed from the curricular themes are designed to reflect new health care directions, new directions for the profession, and accepted professional education theory and practice.

Curriculum Objectives: These objectives represent what the curriculum is designed to foster and encourage in its students, or **what the curriculum will do (by its design) to achieve the previously identified goals.** The curriculum objectives represent a more explicit focus on occupation, client-centered and evidence-based practice. The Occupational Therapy Program at GVSU will foster the objectives as identified below.

Program Goal I: The graduate will demonstrate a view of humanity that supports the role of occupation as critical to health and wellness, and as uniquely experienced within varied contexts. To this end, the curriculum will foster:

- A. A respectful attitude toward clients' cultural and spiritual values and beliefs.
(requires conceptual and contextual competence and the attitude of ethical standards)
- B. An understanding of the interaction between the person, the environment, and occupational performance.
(requires conceptual, contextual, interpersonal communication and integrative competencies)

- C. An historical perspective on OT practice and its importance to future practice.
(requires conceptual, integrative and adaptive competencies, and the attitudes of professional identity and motivation for continued learning)
- D. An understanding of basic concepts of occupation including occupation as both a science and a therapy, occupational behavior and performance, the role of rules, habits, and skills, and meaning and purpose in occupation,
(requires conceptual and integrative competence, and the attitude of professional identity)
- E. An understanding of the appropriate use of health and wellness promotion concepts.
(requires conceptual, contextual, adaptive, and interpersonal communication competencies, and the attitudes of career marketability and professional identity)
- F. An understanding of the individualized meaning of health and wellness and its relationship to life satisfaction.
(requires conceptual, contextual, integrative and adaptive competencies and the attitude of professional identity)
- G. A commitment to the study and application of occupation as a therapeutic method.
(requires technical and integrative competencies, and the attitudes of professional identity, ethical standards, and motivation for continued learning)
- H. An understanding of basic learning theories, and their relationship to content, individual motivation, and the context in which learning and occupational performance occur.
(requires conceptual, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of ethical standards, and motivation for continued learning)
- I. An understanding of the role that culture and context play in occupational performance.
(requires conceptual, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of career marketability, ethical standards, and motivation for continued learning)

Program Goal II: The graduate will effectively translate concepts of an occupational perspective of health and wellness to the person-centered delivery of occupational therapy services to individuals, groups, and populations. To this end, the curriculum will foster:

- A. A person-centered approach with clients and the attainment of his or her goals.
(requires conceptual and technical competencies and the attitudes of professional identity and ethical standards)
- B. The ability to identify populations in need of OT services and design appropriate services for those populations.
(requires conceptual and integrative competencies and the attitude of professional identity)
- C. An understanding of occupational science and Occupational Therapy and the relationship of these to each other.
(requires conceptual and integrative competencies and the attitude of professional identity)

- D. An understanding of the relationship between human development and occupational performance from a lifespan perspective.
(requires conceptual and contextual competencies)
- E. An understanding of the relationship between health and wellness and occupational performance, including the use of occupation to enhance wellness and prevent disease.
(requires conceptual, technical, and integrative competencies, and the attitude of professional identity)
- F. An understanding of the effects of disease and disability on occupational performance.
(requires conceptual, contextual, and integrative competencies)
- G. An understanding of how occupation supports and enhances a variety of Occupational Therapy practice models and frames of reference.
(requires conceptual and integrative competencies, and the attitude of professional identity)
- H. An understanding of the importance of a positive, supportive environment to maximize client and/or learner responsiveness to and synthesis of knowledge.
(requires conceptual, contextual, integrative, and adaptive competencies, and the attitudes of career marketability, ethical standards, and motivation for continued learning)

Program Goal III: The graduate will demonstrate well-developed reflective judgment, based in critical thinking, rational inquiry, the challenge of assumptions, and appropriate use of emotional-intuitive experiences. To this end, the curriculum will foster:

- A. The development of the critical evaluation of assumptions within multiple contexts.
(requires conceptual, contextual, and adaptive competencies and the attitudes of ethical standards and motivation for continued learning)
- B. The understanding and incorporation of emotional-intuitive experiences in clinical reasoning.
(requires conceptual, contextual, and integrative competencies and the attitude of professional identity)
- C. The development of the skills necessary to critically analyze the differences among Occupational Therapy practice models, their theoretical bases, and their appropriate application.
(requires conceptual, technical and adaptive competencies)
- D. The development of the skills and judgment necessary to interpret therapeutic, interpersonal and/or contextual factors for the appropriate application of the Occupational Therapy process.
(requires conceptual, technical, contextual, interpersonal communication, and adaptive competencies, and the attitude of ethical standards)
- E. The development of critical thinking and reflective judgment skills to facilitate and enhance personal and professional growth experiences.
(requires conceptual, contextual, and integrative competencies, and the attitudes of career marketability and motivation for continued learning)

- F. The development of rational inquiry skills to identify and solve both well and ill structured problems.
(requires conceptual and technical competencies and the attitudes of ethical standards and motivation for continued learning)

Program Goal IV: The graduate will demonstrate competencies and attitudes required to deliver safe, effective and creative entry-level Occupational Therapy through mastery of the art and science of professional practice. To this end, the curriculum will foster:

- A. Acquisition of the knowledge and skills to facilitate competent occupational performance, commensurate with the individual's environmental and personal structures.
(requires conceptual, contextual, integrative and adaptive competencies and the attitudes of professional identity and ethical standards)
- B. The development of ethical and moral standards for service delivery.
(requires conceptual and integrative competencies and the attitude of ethical standards)
- C. The development of a habit of lifelong learning for continuing competence and professional development.
(requires conceptual and integrative competencies and the attitude of motivation for continued learning)
- D. The development of the knowledge and skills to perform a comprehensive analysis of consumer needs in a variety of contexts.
(requires conceptual, technical, conceptual and adaptive competencies and the attitudes of professional identity, ethical standards and career marketability)
- E. The development of the skills and knowledge to design intervention to support the individual needs of the client.
(requires conceptual, technical and adaptive competencies and the attitudes of professional identity and ethical standards)
- F. The ability to develop, implement and evaluate service delivery systems from an occupational perspective.
(requires conceptual, technical and adaptive competencies and the attitudes of professional identity and career marketability)
- G. The development of evidence-based practice skills.
(requires conceptual, technical and integrative competencies and the attitude of ethical standards)
- H. The development of competence in the role of educator with clients, families, and professional colleagues.
(requires conceptual, technical, integrative, interpersonal communication and adaptive competencies and the attitudes of professional identity and career marketability)
- I. The development of the skills to competently apply the OT process (assessment, intervention and measured outcomes).

- (requires conceptual and technical competencies and the attitude of professional identity)*
- J. An understanding of the basic anatomical structures and functions of the human body and their relationship to occupational performance
(requires conceptual and contextual competencies)
- K. An understanding of the physiological mechanisms, which underlie occupational performance.
(requires conceptual and integrative competencies)
- L. An understanding of the relationship between neurological function and occupational performance.
(requires conceptual, technical, contextual and integrative competencies)
- M. An understanding of human sensorimotor, cognitive, and psychosocial abilities and their relationship to occupational performance.
(requires conceptual, technical, and contextual competencies)
- N. The development of the skills necessary for screening, assessing, and evaluating clients using appropriate occupations and the selection/creation of assessment measures, guided by appropriate practice models.
(requires conceptual, technical, contextual, interpersonal, communication, integrative, and adaptive competencies, and the attitude of professional identity)
- O. The development of the skills necessary to critically analyze, interpret, and assess screening, assessment, and evaluation data for the creation of appropriate, occupationally based intervention strategies.
(requires conceptual, technical, integrative, and adaptive competencies, and the attitude of professional identity)
- P. The development of the skills necessary for setting person-centered therapeutic goals, including those for personal perspective transformation, compensation, and primary prevention, within the realm of theory-based practice.
(requires conceptual, technical, integrative, interpersonal, communication, contextual, and adaptive competencies, and the attitude of professional identity)
- Q. The development of the skills necessary to work collaboratively with clients, their families, other professionals, services and agencies, in the planning and implementation of appropriate interventions based in Occupational Therapy theory.
(requires conceptual, technical, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitude of professional identity)
- R. The development of the skills necessary for reassessing, grading, and restructuring Occupational Therapy theory-based interventions to enhance meaning and purpose for the client, occupational performance, and therapeutic value.
(requires conceptual, technical, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitude of professional identity)
- S. The development of the skills to recognize the need to terminate intervention
(requires conceptual and adaptive competencies and the attitude of ethical standards)

- T. The development of the knowledge necessary to determine and facilitate referral to other professions.
(requires conceptual, integrative and interpersonal communication competencies and the attitudes of professional identity and ethical standards)
- U. The development of necessary communication skills for appropriate oral, written, and nonverbal interchanges with clients, their families, other professionals, and the community.
(requires technical, interpersonal communication, contextual, and adaptive competencies, and the attitudes of professional identity and ethical standards)
- V. The development of the skills necessary to report, document, and disseminate pertinent client data appropriately and accurately.
(requires technical, contextual, and interpersonal communication competencies, and the attitude of ethical standards)
- W. An understanding of the role of professional standards of health, safety, and confidentiality for the protection of the institution, the clients and their families, and the profession.
(requires conceptual and contextual competencies, and the attitudes of ethical standards and motivation for continued learning)
- X. The use of basic instruction techniques and media to facilitate learning.
(requires technical, contextual, interpersonal communication, and adaptive competencies, and the attitudes of career marketability, ethical standards, and motivation for continued learning)
- Y. The development of the skills necessary to implement and evaluate an educational plan for a specific learner population.
(requires technical, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of career marketability, professional identity, and motivation for continued learning)
- Z. The development of the skills necessary to structure an educational program that includes well-defined purposes, organizational threads, and evaluation in its planning.
(requires conceptual, technical, contextual, integrative, and adaptive competencies, and the attitudes of professional identity and motivation for continued learning)

Program Goal V: The graduate will demonstrate socially conscious citizenship as a representative of the community, through leadership in public service and advocacy for positive change in the profession and in society. To this end, the curriculum will foster:

- A. The ability to develop a comprehensive business plan.
(requires conceptual, technical, integrative and adaptive competencies and the attitudes of professional identity, ethical standards and career marketability)
- B. Integration of OT practice with business operations.
(requires conceptual, technical, integrative and adaptive competencies and the attitudes of professional identity and career marketability)

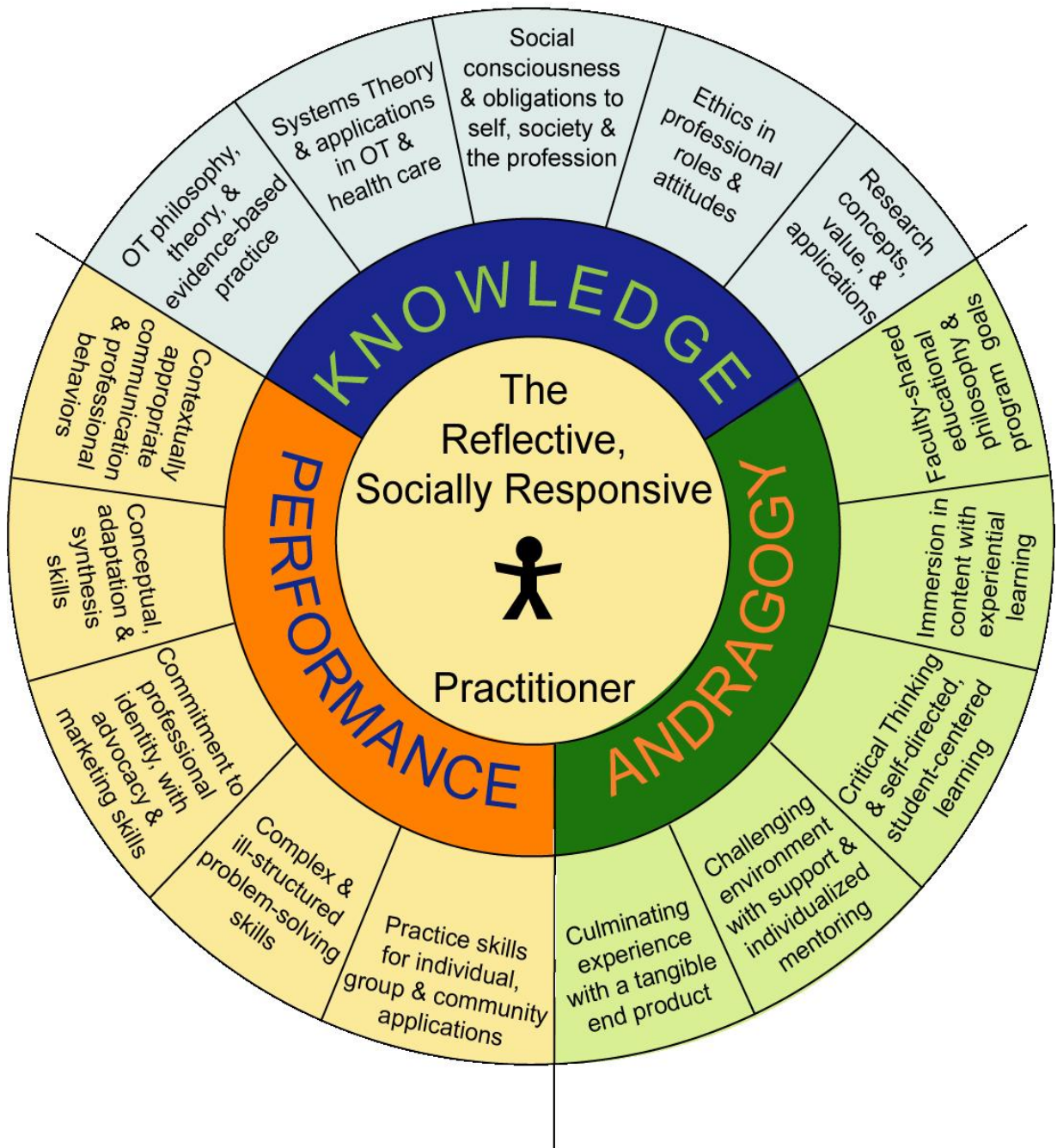
- C. The development of skills in identifying and accessing new and varied funding sources.
(requires conceptual, technical and integrative competencies and the attitudes of professional identity, ethical standards, scholarly concern for improvement, and career marketability)
- D. Advocacy for services to the underserved nationally and internationally.
(requires conceptual, contextual and contextual competencies and the attitudes of ethical standards and scholarly concern for improvement)
- E. Advocacy for changes that will enhance service delivery.
(requires conceptual, contextual and integrative competencies and the attitudes of ethical standards and scholarly concern for improvement)
- F. The importance of participation in professional organizations and engagement in the political processes of the profession.
(requires conceptual, integrative and adaptive competencies and the attitudes of professional identity, scholarly concern for improvement and career marketability)
- G. The development of the skills necessary for effective and efficient management of an Occupational Therapy Program, include both material and human resources.
(requires conceptual, technical, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- H. An awareness of the characteristics of effective leaders, and how to develop and encourage/mentor these characteristics in his/her self and others.
(requires conceptual, contextual, interpersonal communication, and integrative competencies, and the attitudes of professional identity, career marketability, and motivation for continued learning)
- I. An understanding of the impact of current trends and issues in health and human service fields on Occupational Therapy, and how to address these trends and issues for efficient, effective service delivery.
(requires conceptual, technical, contextual, and adaptive competencies, and the attitudes of professional identity, career marketability scholarly concern for improvement, and motivation for continued learning)
- J. An understanding of the basic principles of health care economics, and the impact of socioeconomic factors on the health and human service industry, and how to use these principles to influence health care delivery.
(requires conceptual, technical, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- K. An understanding of how to generalize one's skills and talents for roles in professional organizations and programs, which will help to further the goals of Occupational Therapy and health, related service delivery.

- (requires conceptual, technical, integrative, and interpersonal communication competencies, and the attitudes of professional identity, career marketability, ethical standards, and motivation for continued learning)*
- L. The development of a sense of personal responsibility for the direction of the profession, which can be displayed through research, education, and service efforts.
(requires conceptual, technical, integrative, interpersonal communication, and contextual competencies, and the attitudes of professional identity, career marketability, ethical standards, and scholarly concern for improvement)
- M. A willingness to take a proactive stance on issues and trends that impact the field of Occupational Therapy and/or health care in general, either directly or indirectly.
(requires conceptual, interpersonal communication, and adaptive competencies, and the attitudes of professional identity, career marketability, and ethical standards)
- N. The development of an attitude of personal responsibility for lifelong learning.
(requires contextual, integrative, and adaptive competencies, and the attitudes of ethical standards, career marketability, scholarly concern for improvement, and motivation for continued learning)
- O. The development of an attitude of personal responsibility for the dissemination and active promotion of new learnings that will advance and support the field.
(requires conceptual, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, and scholarly concern for improvement)
- P. An understanding of the value and role of professional organizations as advocates for Occupational Therapy and health care, and how to serve these organizations effectively.
(requires conceptual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- Q. An understanding and appreciation for the organization as a social system, requiring the use of persuasive and visionary skills to help meet the needs of an ever-changing population and health care delivery system.
(requires conceptual, contextual, integrative, interpersonal communication, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, and scholarly concern for improvement)
- R. An understanding of the value of collaboration with other professionals to establish new programs, goals, etc., for the overall purpose of improving the effectiveness of the health care delivery system.
(requires conceptual, technical, integrative, interpersonal communication, contextual, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, and scholarly concern for improvement)
- S. An understanding of the basic principles of teaching/learning across the lifespan.
(requires contextual, integrative, and adaptive competencies, and the attitudes of career marketability and motivation for continued learning)

Program Goal VI: The graduate will demonstrate the ability to engage in scientific inquiry to enhance theory and practice for the benefit of the profession and society. To this end, the curriculum will foster:

- A. An appreciation of the importance of dissemination of scholarly work.
(requires conceptual and interpersonal communication competencies and the attitudes of professional identity and scholarly concern for improvement)
- B. An appreciation for the importance of research that reflects the critical analysis of significant issues in the field.
(requires conceptual and integrative competencies, and the attitudes of career marketability, professional identity, and scholarly concern for improvement)
- C. An understanding of how to apply research results to Occupational Therapy services, both education and intervention oriented.
(requires conceptual, technical, contextual, and integrative competencies, and the attitudes of career marketability, professional identity, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- D. The development of the skills necessary to describe and apply basic investigative techniques in professional, clinical, educational, or administrative areas.
(requires conceptual, technical, contextual, integrative, and adaptive competencies and the attitudes of career marketability, professional identity, scholarly concern for improvement, and motivation for continued learning)
- E. The development of the skills necessary to discern significant problems in the field, through a critical examination of the art and science of occupation.
(requires conceptual, technical, contextual, interpersonal communication, and adaptive competencies, and the attitudes of professional identity, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- F. The development of the skills necessary to articulate a specific area for investigation, and apply appropriate methodologies and strategies for data collection and analysis.
(requires conceptual, technical, contextual, integrative and adaptive competencies, and the attitudes of professional identity, ethical standards, and scholarly concern for improvement)
- G. The development of the skills necessary to analyze, evaluate, and apply the efforts of critical inquiry, as well as to identify areas for further study.
(requires conceptual, technical, contextual, integrative and adaptive competencies, and the attitudes of career marketability, professional identity, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- H. The ability to design, carry out and disseminate basic research in occupational science and occupational therapy.
(requires conceptual, technical, contextual, integrative and adaptive competencies and the attitudes of ethical standards and scholarly concern for improvement)

A Comprehensive Model For Graduate Entry-level Professional Education



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**Occupational Therapy
Professional Program Sequence of Courses**

Fall I

OT 550	Foundational Perspectives in Occupational Therapy	2 cr.
OT 551	Meaningful Living through Occupation	3 cr.
OT 552	Meaningful Living Laboratory	2 cr.
OT 553	Level I Fieldwork (Part 1)	2 cr.
OT 680 B	Professional Socialization	3 cr.
STA 610	Statistics for the Health Professions	<u>3 cr.</u>
		15 cr.

Winter I

OT 560	Foundations of Child and Adolescent Practice	2 cr.
OT 561	Child and Adolescent Practice	3 cr.
OT 562	Child and Adolescent Laboratory	2 cr.
OT 563	Level I Fieldwork (Part 2)	2 cr.
OT 564	Occupational Therapy Research Methods	4 cr.
OT 680 A	Health Care Administration	<u>3 cr.</u>
		16 cr.

Spring/Summer I

OT 570	Foundations of Adult Practice	2 cr.
OT 571	Adult Practice	3 cr.
OT 572	Adult Laboratory	2 cr.
OT 573	Level I Fieldwork (Part 3)	2 cr.
HPR 688/690	Health Professions' Research I/Master's Thesis Proposal	3 cr.
PA 535	Grant Writing	<u>3 cr.</u>
		15 cr.

Fall II

OT 650	Foundations of Older Adult Practice	3 cr.
OT 651	Older Adult Practice	3 cr.
OT 652	Older Adult Laboratory	2 cr.
OT 653	Level Fieldwork (Part 4)	2 cr.
HPR 689/695	Health Professions' Research II/Master's Thesis	3 cr.
	Elective	<u>2 - 3 cr.</u>
		15 - 16 cr.

Winter II

OT 660	Level II Fieldwork (Part 1)	9 cr.
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Spring/Summer II

OT 661	Level II Fieldwork (Part 2)	9 cr.
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TOTAL CREDITS 79 - 80 cr.

GRADUATE SCHOOL AT GRAND VALLEY STATE UNIVERSITY
Graduate Academic Policies and Regulations

Academic Review

Please see the 2008-09 *GVSU Undergraduate and Graduate Catalog* for current University policies regarding academic review, credit load, independent study, degree requirements, second Master's degree, and catalog limitations and guarantees.

OCCUPATIONAL THERAPY PROGRAM POLICIES

General Program Policies

1. Throughout their matriculation in the OT program, students are expected to demonstrate behaviors and attitudes consistent with that of a professional. The demonstration is specific, using a list of professional behaviors as described in this manual.
2. Professional behaviors and attitudes are considered part of the academic experience and failure to meet standards for such behaviors and attitudes, as determined by the OT Program Faculty, will affect academic performance and be reflected in course grades.
3. Classes start on time; at the beginning of class and after break. Students are responsible for timeliness and for material missed. Specific consequences of lateness will be handled by the individual instructor.
4. Assignments are due on the date and time stipulated by the course instructor. Late submissions cannot earn a grade higher than 84%.
5. Students who are asked to resubmit work by the instructor cannot earn a grade higher than 84%.
6. Attendance at all classes is expected and anticipated absences need to be cleared with the course instructor well in advance. Students who do not make advance arrangements for needed absences will be considered unexcused. Policy for unexcused absences is the purview of each individual course instructor.
7. Students are to make plans in advance for dependent and/or child care during class sessions. Emergency situations may be accommodated by the instructor as determined on a case-by-case basis.
8. All written work is to be submitted in the format preferred by the instructor, using APA style.
9. Program policies will be considered in force unless otherwise stipulated by the Program Director. Failure to adhere to program policies will be considered a breach of professional behavior and will be addressed on a case-by-case basis by the program faculty.

10. Occupational Therapy Program faculty are readily accessible to students through the use of scheduled appointments and regular office hours. However, do not schedule an appointment or drop in to see an instructor during the times you are scheduled to be in class. Please be considerate of the many demands on faculty time by using advance scheduling whenever possible.
11. Fieldwork placement is determined by the program faculty based on a variety of considerations and limitations. Once you have made your wishes known about your fieldwork preferences, a meeting will be scheduled with the Fieldwork Coordinator to discuss any special needs or issues you may have. Once this meeting has occurred, your job is done. The program will let you know when you have been placed.
12. For security purposes, students are expected to wear their GVSU ID badges in plain view and, at all times, within the building and in the community when representing the program or university.

Please recognize that program policies are in place for the general good of all concerned. If you have questions, please make an appointment to see the Program Director to discuss your concerns.

Professional Behaviors and Attitudes

Professional behaviors and attitudes are attributes and characteristics that are not explicitly part of a profession's core of knowledge and technical skills but are nevertheless required for success in the profession. A professional behaviors worksheet will be provided to all students at orientation. Students will schedule appointments with their advisors to review professional behaviors each semester.

Felony Conviction Statement

A felony may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Occupational Therapy Degree Program Requirements

1. Students admitted to the OT Program with less than a 3.0 GPA will be accepted on conditional admit. This conditional admit will be removed after the student achieves a 3.0 GPA or better during the first semester.
2. Students must successfully complete all 79 - 80 credits of the Occupational Therapy Program, including all level I and level II fieldwork, in order to earn the Master's Degree in Occupational Therapy. Fieldwork correlates to the university requirement for demonstration of ability to integrate and synthesize curriculum content. Level II Fieldwork must be completed within 24 months after the end of the academic portion of the program, as required by AOTA.
3. All 79 - 80 credits must be taken at Grand Valley State University; unless credits from another Occupational Therapy Program was accepted for transfer into this program.

4. Students are expected to earn a minimum grade of "B" (3.0 or 84%) in all professional course work in order to qualify for the master's degree. Any course grade less than 3.0 will require remediation or repetition of the course to ensure minimum competence, as determined by the course instructor. Any module within a course with a grade less than 3.0 will require remediation or repetition to ensure minimum competence, as determined by the course instructor.
5. Students must demonstrate satisfactory completion of each course at the level of B or 84% in order to move to the next course in the sequence.
6. All candidates for the Master's Degree in Occupational Therapy must do research which culminates in a **thesis or research project of publishable quality**, as determined by the faculty of the Occupational Therapy Program. The thesis or research project must be completed before students go to their Level II fieldwork placements. This research expectation correlates to the university requirement for students to demonstrate the ability to generate new knowledge and/or apply existing knowledge to specific practical situations. Research projects and theses may be submitted for publication by a student and the major research advisor as co-author. Committee members may also be co-authors as negotiated at the final defense of a student's project or thesis.

Occupational Therapy Program Grading Scale

A	(4.0) = 94-100	C	(2.0) = 74-77
A-	(3.7) = 90-93	C-	(1.7) = 70-73
B+	(3.3) = 88-89	D+	(1.3) = 68-69
B	(3.0) = 84-87	D	(1.0) = 64-67
B-	(2.7) = 80-83		
C+	(2.3) = 78-79	Failure (0.0)	= < 60

Academic Probation in the Occupational Therapy Program

1. Any grade below a "B" (3.0) in any course in the Occupational Therapy Program will result in academic probation.
2. A total GPA below a 3.0 for any semester will result in academic probation.
3. A grade of NC for any fieldwork experience, level I or II, will result in academic probation.
4. Students placed on academic probation due to inadequate performance in a single academic or fieldwork course will be required to remediate their work or to repeat the course, as determined by the course instructor, in conjunction with either the Program Director, or the Academic Fieldwork Coordinator. The course instructor will determine the nature and degree of remediation needed to ensure competency in the course content. A contract will be developed and signed by both faculty and student detailing work to be done and deadlines for completion. Students will be allowed one semester to complete remedial work, and will remain on academic probation until the remedial work is completed and approved by the course instructor. The maximum grade that remediation of a course will achieve is "B", or 84%, which is the required level of competency demanded in each course.

5. Academic probation could be one of the alternatives imposed, if a student has broken the *GVSU Student Code* or the University policy on academic dishonesty, per the *GVSU Undergraduate and Graduate Catalogs*.

Dismissal from the Occupational Therapy Program

The following situations will result in dismissal from the program:

1. Failure of a student with conditional admit to earn a 3.0 GPA or better in the first semester of the Occupational Therapy Program.
2. Two consecutive semesters of academic probation.
3. Failure to successfully complete remedial work for removal from academic probation, as set down in a written contract, including adherence to deadlines.
4. The need to repeat more two or more of the Occupational Therapy Professional Program courses, or the need to repeat any fieldwork experience more than once.
5. Any violation of the *GVSU Student Code* or policy related to academic dishonesty, as outlined in the *GVSU Undergraduate and Graduate Catalog*, deemed "flagrant" by the course instructor or Academic Fieldwork Coordinator, in conjunction with Program Director.

Academic Review for Students Challenging Academic Decisions

1. An Academic Review Committee will be organized, after a written memorandum challenging the decision is received by the Program Director. The Committee will include:
 - a. Occupational Therapy Program Director
 - b. An academic full-time faculty member in Occupational Therapy
 - c. A faculty member of the student's choice to represent the student (must be faculty in the College of Health Professions)
 - d. If appropriate, the Academic Fieldwork Coordinator.
2. The Committee will convene to review the academic information, determine the facts of the student's situation, and assess whether there may be legitimate mitigating circumstances to consider. **The students will be required to present appropriate documentation to the Committee**, either through their chosen faculty representative, or by petitioning to appear before the Committee.
3. If it is determined that there may be mitigating circumstances operating, the Committee will then consider and offer alternatives to dismissal as appropriate.
4. Once the Committee has identified the alternative action, a plan for implementation will be developed, including specific requirements and time lines as necessary for the student to be readmitted and to continue in the program. **This plan must be approved by the Director of the OT Program, prior to presentation to the student.**
5. The approved plan must then be signed by the student and the Committee members.

6. A student's refusal to sign the plan, or failure to follow the plan as agreed upon, including adherence to deadlines, will void the appeal and the dismissal will stand.
7. Students who wish to appeal an academic decision (either grade or program dismissal) shall follow *Grievance Procedures* as outlined in the *GVSU Undergraduate & Graduate Catalog*.

Readmission to the University

The Occupational Therapy Program is under no obligation to assist students who have been dismissed from the university and wish to be readmitted. The Program may decide, though to support a student's application for readmission, if it is determined that circumstances warrant such action. **Regardless, the student has the right to appeal for readmission to the university with or without the Program's support.**

Leave of Absence

Students may be granted a leave of absence in cases of illness or other extenuating circumstances. To request a leave of absence, the student must submit a letter of request to the Program Director detailing the length of leave requested, and the reason for this request. The director will then review the request with faculty and inform the student within 15 days of receipt of the request. If a leave of absence is granted, the student will be informed of the steps necessary to move the process forward. No leave of absence will be granted for more than one calendar year. Determination of any remedial work needed will be made on a case-by-case basis.

Fieldwork Experiences

Level I Fieldwork

As stated in the *AOTA Standards for an Accredited Educational Program for the Occupational Therapist* (2006), the purpose of the Level I fieldwork experience is to provide the student with experiences in relating to and understanding various client populations and various service agencies. The goal of Level I Fieldwork is to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the Occupational Therapy process. The focus of these experiences is not intended to be independent performance. Level I fieldwork experiences may or may not occur in an Occupational Therapy setting with an occupational therapist. Qualified personnel for supervised Level I fieldwork include, but are not limited to, Occupational Therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

Level I Fieldwork will occur in four semesters, beginning with the fall semester of the first professional year, and ending with the fall semester of the second professional year. The onsite fieldwork experiences are part of the four-course Level I Fieldwork sequence. Students must successfully complete all Level I Fieldwork courses in order to meet the eligibility requirements to enter Level II Fieldwork.

Students will have onsite fieldwork experiences as part of the fieldwork coursework in the Winter semester, Spring/Summer semester of the first professional year and the fall semester of

the second professional year. Each semester is 12 - 15 weeks long, and it is planned that each student will be in a Level I practice setting for a total of approximately 40 - 80 hours per semester. Actual days and times of a fieldwork experience will be determined by the Academic Fieldwork Coordinator, with the fieldwork sites and the fieldwork educators, to maximize the benefits for students, and to ensure that fieldwork educators are available to meet student needs.

All fieldwork experiences utilize a service learning model and at least one Level I fieldwork experience will be in a community-based setting. That is, students will provide service to a community agency that will assist that agency in meeting its service needs. Community agencies may include day care programs, respite programs, homeless shelters, nursing homes, support group associations, or any other organizations not associated with a hospital or rehabilitation program. In providing service to the agency, students may work one-on-one with clients, may develop programs for a group of clients, may conduct surveys or needs assessments, may plan and deliver educational activities, may write proposals for programming, implement new programs, or participate in evaluating the outcomes of a program. Regardless of the specific nature of the service, students will work to identify what services the agency provides, how those services match OT service, how OT could compliment what the agency provides, and propose/implement services consistent with Occupational Therapy's core philosophy.

Level II Fieldwork

As stated in the *AOTA Standards for an Accredited Educational Program for the Occupational Therapist* (2006), the goal of Level II fieldwork is to develop competent, entry level, generalist occupational therapists. Level II fieldwork shall include an in-depth experience in delivering Occupational Therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of Occupational Therapy services. The fieldwork experience shall be designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities. Level II fieldwork is scheduled to occur in the winter and spring of the second professional year of the program, on a full-time basis, for 12 weeks each semester. Alternative scheduling will be considered in extenuating circumstances, on a case-by-case basis. Level II fieldwork experiences will total 960 hours, to meet the requirement of the AOTA Standards (2006). Level II fieldwork will occur following successful completion of the student's didactic course work to include thesis or research projects. After successful completion of Level II fieldwork and grades are posted to the official transcript students will be eligible to take the NBCOT examination.

General Fieldwork Policies

The fieldwork portion of the academic program is the most important practice element of the curriculum, because it is the element that allows students to have intensive and extensive contact with clients and to move toward professional competence. It is the goal of the Program to provide students with a variety of experiences, which support the occupational science focus of the program. Thus, each student will have either a Level I or a Level II experience with Occupational Therapy interventions in a wellness, pediatric, geriatric, physical rehabilitation, or a mental health rehabilitation environment. In addition, each student will have at least one Level I community-based, service learning experience. The Level I experience may occur at a site without an occupational therapist. All Level II experiences will include supervision by an occupational therapist.

This approach has been taken to ensure that students experience client contact in some of the major areas of Occupational Therapy intervention. We are aware that these areas do not cover every possible treatment environment in which occupational therapists work, however, we hope that we will give students maximum general exposure to the most common environments. To this end the following policies have been developed:

1. All didactic courses must be satisfactorily completed, demonstrating 84% competency in order for students to proceed to the next level.
2. Level I fieldwork placements will be made by the Academic Fieldwork Coordinator based on the nature and availability of fieldwork sites. The Academic Fieldwork Coordinator will work each class to ensure student placement in a quality Level I site. Students will be informed of these assignments in the first week of each semester in which Level I fieldwork is to occur.
3. Every effort will be made to provide students with a Level I fieldwork experience that is no more than one hour's driving time from their homes. However, due to the utilization of fieldwork sites, the number of students needing placement, and facility staffing requirements, the Program may have to arrange for sites that are more distant, regardless of the students' homes. Students will have an opportunity to discuss their needs individually with the Academic Fieldwork Coordinator, who will make all final decisions.
4. Students involved in Level I fieldwork are expected to invest time researching and reading and talking with student colleagues to understand the role of OT in a particular setting. Students must construct their schedule, their learning activities and their service goals for each Level I experience. Students are expected to be self-directed and goal-oriented in each placement in order to maximize their own learning and development.
5. Level II fieldwork sites can be completed at any location worldwide. However, the fieldwork educator (occupational therapist) must be a graduate of a WFOT accredited school. Additionally, the Academic Fieldwork Coordinator must review and approve the site. Students will be asked to have 3-4 preferences for Level II placement, and every effort will be made to arrange a placement at one of those sites. However, due to the utilization of fieldwork sites, the number of students needing placement, and facility staffing requirements it is impossible for every student to be assigned to their preferred choices. The Academic Fieldwork Coordinator will work with each student individually to ensure placement in a quality Level II site, which will meet the student's needs.
6. For the Level II experience, if a student wishes to be assigned to a particular facility with which GVSU does not have a contract; it is possible for that site to be developed. If the site is subsequently developed and the assignment is arranged for the student, that student is obligated to use that assignment as his or her fieldwork placement. Exceptions to this policy will be made only in the most extreme circumstances, as determined by the Academic Fieldwork Coordinator and the Program Director.
7. Students should be informed about Level II placements within three months prior to beginning Level II fieldwork. However, there are often extenuating circumstances in which placements are not finalized until much nearer the Level II fieldwork start date
8. Consistent with AOTA requirements, all Level II Fieldwork must be completed within 24

months of completion of the didactic program.

9. In order to provide accessibility to Level I and Level II Fieldwork sites for students with mobility restraints due to physical or socioeconomic limitations, those students who have dependent family (children or elderly) or other special needs to remain at home, will be given priority for placement at facilities close to their homes. All other students should plan on being assigned more distant placements. Again, students will have an opportunity to discuss their needs with the Academic Fieldwork Coordinator in advance of this planning, to determine if they qualify for this accommodation.

10. Students are not to contact potential Level I and/or II Fieldwork sites/supervisors on their own until they have consulted with the Academic Fieldwork Coordinator. That is, if a student has a specific request, s/he must present this request for approval to the Academic Fieldwork Coordinator. Attempts to bypass this process will be considered a breach of professional behavior.

11. Once a fieldwork assignment has been made, it will not be changed, except in the event of extreme extenuating circumstances, as determined by the Academic Fieldwork Coordinator and the Program Director.

12. While students are on fieldwork, the policies of the fieldwork facilities in use will apply to them, such as requirements for dress, professional behavior, health, safety, hours of practice, etc. Students are to make themselves aware of any such policies, and be prepared to comply, prior to the start of their fieldwork experiences.

13. The objectives of the Level I and II Fieldwork experiences, and the learning activities designed to meet these objectives, are developed collaboratively between the site fieldwork supervisor, the fieldwork educators and the Academic Fieldwork Coordinator. This ensures that fieldwork objectives are collaboratively developed, and are appropriate and adequate to prepare students for entry-level competency, as required in the Standards, (AOTA, 1998).

14. Students are expected to be in attendance for all assigned fieldwork hours. In the case of illness or other circumstances, which cause an absence in a Level I setting, students must contact both the Academic Fieldwork Coordinator and the Fieldwork Educator to be granted an excused absence. In a Level II setting, contacting the Fieldwork Educator for an excused absence is sufficient. Make-up requirements for excused absences are to be negotiated with the Fieldwork Educator and approved by the Academic Fieldwork Coordinator. Unexcused absences will not be granted make-up privileges, and more than one unexcused absence will result in a grade of NC for that fieldwork experience.

15. The determination of passage or failure of a fieldwork experience is ultimately the purview of the Academic Fieldwork Coordinator, with input from the fieldwork educator. This determination is based upon performance in the field and in related clinical reasoning demonstrations/discussions.

Student-Faculty Communication

Advisor/Mentor Assignment

Each student who is admitted to the Occupational Therapy Program will be assigned an advisor/mentor is a member of the full-time Occupational Therapy faculty. Advisee assignments will be announced at student orientation. Students will be asked to meet with their advisor/mentor at

the beginning of the program, and each semester of the academic portion of the program, to address program planning and professional development issues, as necessary. Advising sessions will be confidential, documented, signed by both faculty and student, and kept in the student's file.

Advising/Mentoring Appointments

All students are encouraged to set up appointments to see their advisor at least once per Semester. It is the student's responsibility to arrange that appointment with the individual faculty member. Advising hours of faculty will be posted on their door, or written in course syllabi. The faculty is willing and able to provide mentorship to the students upon request.

E-Mail Usage

There will be many times when Occupational Therapy Program faculty will need to get messages to you. You are provided with a Grand Valley e-mail account, which you must use in all correspondence with the University. The Program faculty will use University student e-mail addresses only to contact students. Please make sure you are acquainted with how to access and use you're assigned e-mail account. Many messages and important communications will be sent to you via this method.

Confidentiality

The Occupational Therapy Program adheres to Federal law ensuring confidentiality of information regarding students. Accordingly, we do not release lists of names, grades, or status in the program to any individual other than the involved students. We also release **NO INFORMATION OVER THE TELEPHONE**, since specific identification is not possible.

It is understood, however, that the faculty can and must discuss student performance among themselves in the privacy of faculty meetings. It is necessary for all faculty to be apprised of any information that may affect academic performance, and it is in the best interest of students since not all faculty share the same perspective on student issues.

Students are also responsible for maintaining confidentiality appropriately. Avoid sharing academic or any information of a personal nature unless you are willing to have it known by all. Any information that is shared in the classroom under the auspices of confidentiality may also not be shared elsewhere. In all written or oral work, do not use any client names. Use only first initial or first names. Do not use any other identifying information related to the client, such as name of institution where the client was seen. **Breaches of confidentiality may be considered a violation of ethics and possibly grounds for dismissal from the Program.**

Outside Employment and Activities

It is not recommended that students work while attending the OT Program. However, it is understood that school is expensive, and many students need to work to support themselves and/or families. **The program recommends not more than 20 hours per week of employment, and it must be flexible enough for students to take advantage of short notice learning opportunities that may come available. The Program expects that graduate education will take a reasonable priority in the lives of students, in order to insure success in the program.** Students may need to limit outside activities if they are found to interfere with study time or other Program commitments.

Office Behavior

The College of Health Professions office (Suite 200) is responsible for seven programs, of which Occupational Therapy is only one. Because space is at a premium, noise level and congestion can become an issue for faculty and staff. Please be courteous in your use of the office by following these simple rules:

1. Refrain from using the office unless you have a specific purpose or appointment. **Please enter through the main door only.**
2. If the office is crowded, please come back at another time to complete your business.
3. Remember that the office copy machine is not available for student use. Please arrange to use a copy machine elsewhere on campus designated for student use.

Occupational Therapy Program Expenses

Tuition and Fees

Tuition is calculated based on whether you are a graduate resident or nonresident. Please see the *Grand Valley State University Undergraduate and Graduate Catalog* for a current outline of tuition costs.

Books

Books cost approximately \$700 per semester. Expect that first semester books will cost at least one third more, because you will purchase books to be used throughout the program. Please be very careful if you decide to purchase textbooks off campus. You risk purchasing the wrong books and they are often not returnable. Your instructors will advise you as to what texts you need for your courses and these will be available at the University Bookstore. Be careful you do not "sell back" texts that are planned for use in upcoming courses. Many of these texts are considered appropriate for the development of a personal library, and textbook selection is often based on the potential for that future use in mind.

Approximate Related Expenses

Health Insurance—GVSU students may subscribe to a health insurance plan offered through a commercial health insurance company. Call extension 12257 for information.

CPR License	\$~15.00 per year
Student membership in AOTA - check AOTA website for costs (www.aota.org)	
Student membership in MiOTA (includes association publications, and special fees for conference attendance)	\$ 25.00 per year
Fieldwork Housing and/or transportation	Variable

Financial Aid

There are a number of types of financial aid available for students, including student loans, grants and scholarships. Most of this information can be found in the *Grand Valley State University Undergraduate and Graduate Catalog* or from the Office of Financial Aid. In addition, there are specific scholarships that are designed for Occupational Therapy students, which may be available if you meet the criteria. Some of these are offered by potential employers, some are offered by private organizations and foundations, and some are offered by the State or Federal government. The Program will attempt to have some of this information available to students, however, it is important to remember that we may not be fully current in this area, so it is to your advantage to apprise yourself of what kind of scholarships might be available, by checking at the Library, and following up on any other potential scholarship leads through the Office of Financial Aid.

OCCUPATIONAL THERAPY PROGRAM ADMINISTRATION AND SUPPORT

College of Health Professions Support Staff

Diane Alexander Lisa Mulvihill Sheryl O'Neal Toni Postema Valinda Stokes

Occupational Therapy Program Faculty

Full-Time Faculty

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William M. Sisco, M.A., M.S., OTR
Assistant Professor
Academic Fieldwork Coordinator

Visiting Faculty

Denise Meier, M.S., OTR
Visiting Assistant Professor

OCCUPATIONAL THERAPY PROGRAM ACCREDITATION STATUS

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. The AOTA phone number is (301) 652-AOTA. Graduate of the program will be able to site for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

AFFIRMATIVE ACTION

Grand Valley State University is committed to equal opportunity, affirmative action, and nondiscrimination on the basis of race, creed, age, sex, national origin, handicap, disability, or other prohibited matters, in all educational programs, activities, and conditions of employment. Questions and concerns should be directed to the Director of Affirmative Action, AuSable Hall, extension 1-2245. If you believe any accommodation of a handicap or disability is necessary, Michigan and Federal law requires that you notify GVSU after you know or should have known that the accommodation was needed. Questions and concerns regarding an accommodation should be directed to the Americans with Disabilities Act Coordinator, Kirkhof Center, extension 1-3585.

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APPENDIX

A

Core Values and Attitudes of Occupational Therapy Practice

Elizabeth Kanny, MA, OT

for Standards and Ethics Commission - Ruth A. Hansen, PhD, OT, FAOTA, Chairperson

Introduction

In 1985, the American Occupational Therapy Association funded the Professional and Technical Role Analysis Study (PATRA). This study had two purposes: to delineate the entry-level practice of OTs and OTAs through a role analysis and to conduct a task inventory of what practitioners actually do. Knowledge, skills, and attitude statements were to be developed to provide a basis for the role analysis. The PATRA study completed the knowledge and skills statements. The Executive Board subsequently charged the Standards and Ethics Commission (SEC) to develop a statement that would describe the attitudes and values that undergird the profession of occupational therapy. The SEC wrote this document for use by AOTA members.

The list of terms used in this statement was originally constructed by the American Association of Colleges of Nursing (AACN) (1986). The PATRA committee analyzed the knowledge statements that the committee had written and selected those terms from the AACN list that best identified the values and attitudes of our profession. This list of terms was then forwarded to SEC by the PATRA Committee to use as the basis for the Core Values and Attitudes paper.

The development of this document is predicated on the assumption that the values of occupational therapy are evident in the official documents of the American Occupational Therapy Association. The official documents that were examined are: (1) "Dictionary Definition of Occupational Therapy" (April 1986), (2) *The Philosophical Base of Occupational Therapy* (AOTA, Resolution C #531-79), (3) *Essentials and Guidelines for an Accredited Educational Program for the Occupational Therapist* (AOTA, 1991a), (4) *Essentials and Guidelines for an Accredited Educational Program for the Occupational Therapy Assistant* (AOTA, 1991b), and (5) *Occupational Therapy Code of Ethics* (AOTA, 1988). It is further assumed that these documents are representative of the values and beliefs reflected in other occupational therapy literature.

A **value** is defined as a belief or an ideal to which an individual is committed. Values are an important part of the base or foundation of a profession. Ideally, these values are embraced by all members of the profession and are reflected in the members' interactions with those persons receiving services, colleagues, and the society at large. Values have a central role in a profession, and are developed and reinforced throughout an individual's life as a student and as a professional.

Actions and attitudes reflect the values of the individual. An attitude is the disposition to respond positively or negatively toward an object, person, concept, or situation. Thus, there is an assumption that all professional actions and interactions are rooted in certain core values and beliefs.

Seven Core Concepts

In this document, the **core values and attitudes** of occupational therapy are organized around seven basic concepts--altruism, equality, freedom, justice, dignity, truth, and prudence. How these core values and attitudes are expressed and implemented by occupational therapy practitioners may vary depending upon the environments and situations in which professional activity occurs.

Altruism is the unselfish concern for the welfare of others. This concept is reflected in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

Equality requires that all individuals be perceived as having the same fundamental human rights and opportunities. This value is demonstrated by an attitude of fairness and impartiality. We believe that we should respect all individuals, keeping in mind that they may have values, beliefs, or life styles that are different from our own. Equality is practiced in the broad professional arena, but is particularly important in day-to-day interactions with those individuals receiving occupational therapy services.

Freedom allows the individual to exercise choice and to demonstrate independence, initiative, and self-direction. There is a need for all individuals to find a balance between autonomy and societal membership that is reflected in the choice of various patterns of interdependence with the human and nonhuman environment. We believe that individuals are internally and externally motivated toward action in a continuous process of adaptation throughout the life span. Purposeful activity plays a major role in developing and exercising self-direction, initiative, interdependence, and relatedness to the world. Activities verify the individual's ability to adapt, and they establish a satisfying balance between autonomy and societal membership. As professionals, we affirm the freedom of choice for each individual to pursue goals that have personal and social meaning.

Justice places value on the upholding of such moral and legal principles as fairness, equity, truthfulness, and objectivity. This means we aspire to provide occupational therapy services for all individuals who are in need of these services and that we will maintain a goal-directed and objective relationship with all those served. Practitioners must be knowledgeable about and have respect for the legal rights of individuals receiving occupational therapy services. In addition, the occupational therapy practitioner must understand and abide by the local, state, and federal laws governing professional practice.

Dignity emphasizes the importance of valuing the inherent worth and uniqueness of each person. This value is demonstrated by an attitude of empathy and respect for self and others. We believe that each individual is a unique combination of biologic endowment, sociocultural heritage, and life experiences. We view human beings holistically, respecting the unique interaction of the mind, body, and physical and social environment. We believe that dignity is nurtured and grows from the sense of competence and self-worth that is integrally linked to the person's ability to perform valued and relevant activities. In occupational therapy we emphasize the importance of dignity by helping the individual build on his or her unique attributes and resources.

Truth requires that we be faithful to facts and reality. Truthfulness or veracity is demonstrated by being accountable, honest, forthright, accurate, and authentic in our attitudes and actions. There is an obligation to be truthful with ourselves, those who receive services, colleagues, and society. One way that this is exhibited is through maintaining and upgrading professional competence. This happens, in part, through an unfaltering commitment to inquiry and learning, to self-understanding and to the development of an interpersonal competence.

Prudence is the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's affairs, to temper extremes, make judgments and respond on the basis of intelligent reflection and rational thought.

Summary

Beliefs and values are those intrinsic concepts that underlie the core of the profession and the professional interactions of each practitioner. These values describe the profession's philosophy and provide the basis for defining purpose. The emphasis or priority that is given to each value may change as one's professional career evolves and as the unique characteristics of a situation unfold. This evolution of values is developmental in nature. Although we have basic values that cannot be violated, the degree to which certain values will take priority at a given time is influenced by the specific situation and the environment in which it occurs. In one instance dignity may be a higher priority than truth; in another prudence may be chosen over

freedom. As we process information and make decisions, the weight of the values that we hold may change. The practitioner faces dilemmas because of conflicting values and is required to engage in thoughtful deliberation to determine where the priority lies in a given situation.

The challenge for us all is to know our values, be able to make reasoned choices in situations of conflict, and be able to clearly articulate and defend our choices. At the same time, it is important that all members of the profession be committed to a set of common values. This mutual commitment to a set of beliefs and principles that govern our practice can provide a basis for clarifying expectations between the recipient and the provider of services. Shared values empowers the profession and, in addition, builds trust among ourselves and with others.

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APPENDIX

B

OCCUPATIONAL THERAPY CODE OF ETHICS (2005)

PREAMBLE

The American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics* (2005) is a public statement of principles used to promote and maintain high standards of conduct within the profession and is supported by the *Core Values and Attitudes of Occupational Therapy Practice* (AOTA, 1993). Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community.

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

The historical foundation of this Code is based on ethical reasoning surrounding practice and professional issues, as well as empathic reflection regarding these interactions with others. This reflection resulted in the establishment of principles that guide ethical action. Ethical action goes beyond rote following of rules or application of principles; rather it is a manifestation of moral character and mindful reflection. It is a commitment to beneficence for the sake of others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. It is an empathic way of being among others, which is made every day by all occupational therapy personnel.

The AOTA *Occupational Therapy Code of Ethics* (2005) is an aspirational guide to professional conduct when ethical issues surface. Ethical decision making is a process that includes awareness regarding how the outcome will impact occupational therapy clients in all spheres. Applications of Code principles are considered situation-specific and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution.

The specific purpose of the AOTA *Occupational Therapy Code of Ethics* (2005) is to:

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

The AOTA *Occupational Therapy Code of Ethics* (2005) defines the set principles that apply to occupational therapy personnel at all levels:

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

Occupational therapy personnel shall:

- A. Provide services in a fair and equitable manner. They shall recognize and appreciate the cultural components of economics, geography, race, ethnicity, religious and political factors, marital status, age, sexual orientation, gender identity, and disability of all recipients of their services.
- B. Strive to ensure that fees are fair and reasonable and commensurate with services performed. When occupational therapy practitioners set fees, they shall set fees considering institutional, local, state, and federal requirements, and with due regard for the service recipient’s ability to pay.
- C. Make every effort to advocate for recipients to obtain needed services through available means.

- D. Recognize the responsibility to promote public health and the safety and well-being of individuals, groups, and/or communities.

Principle 2. Occupational therapy personnel shall take measures to ensure a recipient's safety and avoid imposing or inflicting harm. (NONMALEFICENCE)

Occupational therapy personnel shall:

- A. Maintain therapeutic relationships that shall not exploit the recipient of services sexually, physically, emotionally, psychologically, financially, socially, or in any other manner.
- B. Avoid relationships or activities that conflict or interfere with therapeutic professional judgment and objectivity.
- C. Refrain from any undue influences that may compromise provision of service.
- D. Exercise professional judgment and critically analyze directives that could result in potential harm before implementation.
- E. Identify and address personal problems that may adversely impact professional judgment and duties.
- F. Bring concerns regarding impairment of professional skills of a colleague to the attention of the appropriate authority when or/if attempts to address concerns are unsuccessful.

Principle 3. Occupational therapy personnel shall respect recipients to assure their rights. (AUTONOMY, CONFIDENTIALITY)

Occupational therapy personnel shall:

- A. Collaborate with recipients, and if they desire, families, significant others, and/or caregivers in setting goals and priorities throughout the intervention process, including full disclosure of the nature, risk, and potential outcomes of any interventions.
- B. Obtain informed consent from participants involved in research activities and ensure that they understand potential risks and outcomes.
- C. Respect the individual's right to refuse professional services or involvement in research or educational activities.
- D. Protect all privileged confidential forms of written, verbal, and electronic communication gained from educational, practice, research, and investigational activities unless otherwise mandated by local, state, or federal regulations.

Principle 4. Occupational therapy personnel shall achieve and continually maintain high standards of competence. (DUTY).

Occupational therapy personnel shall:

- A. Hold the appropriate national, state, or any other requisite credentials for the services they provide.
- B. Conform to AOTA standards of practice, and official documents.
- C. Take responsibility for maintaining and documenting competence in practice, education, and research by participating in professional development and educational activities.
- D. Be competent in all topic areas in which they provide instruction to consumers, peers, and/or students.
- E. Critically examine available evidence so they may perform their duties on the basis of current information.
- F. Protect service recipients by ensuring that duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.

- G. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with Association official documents, local, state, and federal or national laws and regulations, and institutional policies and procedures.
- H. Refer to or consult with other service providers whenever such a referral or consultation would be helpful to the care of the recipient of service. The referral or consultation process shall be done in collaboration with the recipient of service.

Principle 5. Occupational therapy personnel shall comply with laws and Association policies guiding the profession of occupational therapy. (PROCEDURAL JUSTICE)

Occupational therapy personnel shall:

- A. Familiarize themselves with and seek to understand and abide by institutional rules, applicable Association policies; local, state, and federal/national/international laws.
- B. Be familiar with revisions in those laws and Association policies that apply to the profession of occupational therapy and shall inform employers, employees, and colleagues of those changes.
- C. Encourage those they supervise in occupational therapy-related activities to adhere to the Code.
- D. Take reasonable steps to ensure employers are aware of occupational therapy's ethical obligations, as set forth in this Code, and of the implications of those obligations for occupational therapy practice, education, and research.
- E. Record and report in an accurate and timely manner all information related to professional activities.

Principle 6. Occupational therapy personnel shall provide accurate information when representing the profession. (VERACITY)

Occupational therapy personnel shall:

- A. Represent their credentials, qualifications, education, experience, training, and competence accurately. This is of particular importance for those to whom occupational therapy personnel provide their services or with whom occupational therapy personnel have a professional relationship.
- B. Disclose any professional, personal, financial, business, or volunteer affiliations that may pose a conflict of interest to those with whom they may establish a professional, contractual, or other working relationship.
- C. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, or unfair statements or claims.
- D. Identify and fully disclose to all appropriate persons errors that compromise recipients' safety.
- E. Accept responsibility for their professional actions that reduce the public's trust in occupational therapy services and those that perform those services.

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

Occupational therapy personnel shall:

- A. Preserve, respect, and safeguard confidential information about colleagues and staff, unless otherwise mandated by national, state, or local laws.
- B. Accurately represent the qualifications, views, contributions, and findings of colleagues.
- C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and report any breaches of the Code to the appropriate authority.

- D.** Avoid conflicts of interest and conflicts of commitment in employment and volunteer roles.
- E.** Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.
- F.** Familiarize themselves with established policies and procedures for handling concerns about this Code, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints. These include policies and procedures created by AOTA, licensing and regulatory bodies, employers, agencies, certification boards, and other organizations having jurisdiction over occupational therapy practice.

Note. This *AOTA Occupational Therapy Code of Ethics* is one of three documents that constitute the *Ethics Standards*. The other two are the *Core Values and Attitudes of Occupational Therapy Practice* (1993) and the *Guidelines to the Occupational Therapy Code of Ethics* (2000).

Glossary

Autonomy—The right of an individual to self-determination. The ability to independently act on one’s decisions for their own well-being. (Beauchamp & Childress, 2001)

Beneficence—Doing good for others or bringing about good for them. The duty to confer benefits to others.

Confidentiality—Not disclosing data or information that should be kept private to prevent harm and to abide by policies, regulations, and laws.

Dilemma—A situation in which one moral conviction or right action conflicts with another. It exists because there is no one, clear-cut, right answer.

Duty—Actions required of professionals by society or actions that are self-imposed.

Ethics—A systematic study of morality (i.e., rules of conduct that are grounded in philosophical principles and theory).

Fidelity—Faithfully fulfilling vows and promises, agreements, and discharging fiduciary responsibilities (Beauchamp & Childress, 2001).

Justice—Three types of justice are:

Compensatory—Making reparation for wrongs that have been done.

Distributive justice—The act of distributing goods and burdens among members of society.

Procedural justice—Assuring that processes are organized in a fair manner and policies or laws are followed.

Morality—Personal beliefs regarding values, rules, and principles of what is right or wrong. Morality may be culture-based or culture-driven.

Nonmaleficence—Not harming or causing harm to be done to oneself or others the duty to ensure that no harm is done.

Veracity—A duty to tell the truth; avoid deception.

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APPENDIX

C

Criteria for Engagement in the Learning Process

Engagement in the learning process refers to the student's level of involvement in activities in and out of the classroom. It represents more than responding to questions in class, and considers a number of other factors. The following criteria represent expectations for credit at various level of engagement.

Average Level of Engagement - to be considered as engaged at this level, the student must display all the following characteristics:

- Prompt attendance for the full duration at all class meetings,
- Preparation for class discussion with readings and/or assignments complete,
- Respectful attention to the discussions and activities in class, with appropriate responses to questions, when asked.

Above Average Level of Engagement - to be considered as engaged at this level, the student must display all the characteristics noted above, as well as:

- Professional behavior, including but not limited to, active listening in the classroom, respect for the concerns/opinions of others, non-verbal behaviors, gestures, postures/expressions projecting this respect, and equally respectful verbal communications,
- Active participation in group work inside and outside of class, as evidenced by attendance at all group meetings, taking personal responsibility for completing one's share of the group work, assisting other group members as needed, and sharing one's own knowledge freely.

Outstanding Level of Engagement - to be considered as engaged at this level, the student must display all the characteristics noted above as well as

- Initiative and enthusiasm for the learning experience, as evidenced by voluntarily taking a leadership role in class discussion and in group work, encouraging other members of the class to participate and share in the workload, willingness to go beyond the minimum requirements of the course for maximum learning, and self-direction to seek out additional pertinent information that has not been offered in class.
- Demonstrated recognition of the importance of the course content for the development of a professional who is aware of and responsive to the legal, ethical and social responsibilities associated with professional life.

APPENDIX

D

Grading Rubric for Oral Presentations

- 50 pts** **Content** - Major areas of significance should be included here, either as presented in class, or as researched. These include an introduction that relates the presentation to course topics and demonstrates a logical progression through the content. Degree of detail should cover all facets of the topic, to the extent possible. Content of handouts should contain information the audience can use in the future, and include references. Degree of depth presented should provide audience with enough information for them to carry out or otherwise make use of the presentation topic. Presentation must include a summary conclusion and an opportunity for audience to ask questions.
- 25 pts** **Presentation Style/Skill** - Includes the basics of a good presentation, including voice - adequate to be heard by all, moderate pace, smoothness of transitions, eye contact, enthusiasm, ability to present using brief notes (not reading your presentation), flow of presentation, good posture, appropriate movements, gestures and facial expressions that engage the audience in the presentation, but are not distracting. Attire should be professional (work casual, minimally).
- 15 pts** **Instructional Technology/Handouts** - Includes the quality and use of technology selected, which may be slides, overheads, PowerPoint, flipchart, smart board or blackboard, and posters, their size and clarity for easy reading and synopsis by audience, and relationship to topic as presented (it should enhance the presentation, rather than just be added on to meet the requirement). For handouts, grading will consider the quality of the handouts as well as the substance (ability to enhance the presentation), resources and references as appropriate. A printout of the PowerPoint is not an adequate handout.
- 10pts** **Personalization/Uniqueness** - Includes ways in which the presentation helped to engage the audience. Could include such things as a unique perspective, a different perspective on the content, appropriate personal experiences, a skit or other humorous element, audience participation, or any number of innovative approaches to the presentation that will make it stand out/memorable.
- 100 pts** **Overall Grade** - Based on the scores generated in the above categories, a final grade is calculated, based on 100 points, using the standard OT Program Grading Scale as shown in the Student Handbook.

C.Grapczynski, EdD, OTR 2005

Grading Rubric for Written Papers

- 50 pts** **Content** - This category needs to be complete and include an appropriate introduction to the paper, indicating what the paper is about and what can be found in it. This should be followed by a well-developed discussion on each of the main topics presented. This would include breadth beyond one's own perspective, depth that allowed the reader to identify underlying assumptions, if appropriate, to see that all of the major aspects of the topic has been covered. Once each section has been completed, the paper should end with a conclusion or summary that tells the reader what this paper has been about, and what implications it has for the course/content being studied.
- 25 pts** **Writing Style/Skill** -This category needs to demonstrate clear, concise sentence structure that allows the reader to follow the train of thought of the writer. All work will be in APA style, unless otherwise indicated by the instructor. Appropriate citations must be made when using the work/ideas of others, and it should be clear in the paper who is speaking (the writer or someone else for whom there is a citation). Plagiarism will not be tolerated (see Student Handbook).
- 25 pts** **Grammar/Mechanics** - The final written product should demonstrate good grammar, composition, and form, using words and expressions correctly, matching nouns and their pronouns, singulars and plurals, and structures of sentences in paragraphs or sections of the paper as appropriate. All papers should be corrected for spelling, punctuation and other mechanical flaws. It is recommended that students take advantage of the Graduate Consultants available at the downtown Writing Center at GVSU to get assistance with basic writing if needed. Also, use a dictionary and thesaurus as a matter of course. The writer or others should proofread all final papers prior to submission to the instructor, to ensure that all such errors have been caught and corrected.
- 100 pts** **Overall Grade** - Based on the scores generated above, a final grade is calculated, based on 100 points, and using the standard OT Program Grading Scale as shown in the Student Handbook. Outstanding papers (A) have no mechanical or grammatical errors, use a style that is consistent with program requests, and shows mastery of sentence and paragraph composition and form. Content is well developed, demonstrating a breadth of perspective and depth of thinking appropriate to the topic. One-half point deductions will be made for errors of grammar, style, form and mechanics. Content deficiency will be addressed on a case by case basis, at the instructor's discretion.