

**Florida A&M University**  
**School of Allied Health Sciences**  
**Division of Occupational Therapy**

**Welcome and congratulations...**

...on your acceptance into the master's program in occupational therapy at Florida A&M University. You are embarking on an exciting new era in your life: one in which you will be challenged to examine your assumptions, identify and build upon your strengths, face your fears, and grow into competence as an entry-level occupational therapist.

This student manual is your guide to the policies and procedures that provide the organizing framework for how things are done in this program and for what expectations the faculty has of you. A certain amount of structure and common expectations are necessary for any joint undertaking to proceed smoothly. You will see that within this structure there is latitude for accommodating your individual needs and goals. All students are responsible for understanding and adhering to the contents of this manual. You are also responsible for meeting registration requirements, deadline dates, and other academic and University requirements for your degree in a timely fashion and for following the policies and procedures outlined in the FANG, the FAMU Student Handbook. Questions about the contents of this manual, or about other master's program matters as they come up, should be addressed to your advisor or to the Director of the Division.

The faculty will guide, consult, teach, model, facilitate, push, encourage, introduce, make connections, work with you, hold up a mirror for you, support, critique, give constructive feedback, and help you to grow as a self-directed learner in occupational therapy. Your responsibility is to take initiative, to be clear in your communication, to seek out, follow-up and follow-through, and to accept that whether you ultimately succeed in reaching your goals is up to you.

**About the Profession**

Occupational therapy is a health profession that promotes life-long health and well-being of individuals, groups and communities through engagement in *occupation*. The primary objective embodied within the concept of "occupation" is the practitioner's use of activities meaningful to the client within their own particular environment. Hence, occupational therapy services are provided within the contexts of activities of daily living, education, work, play, leisure and social participation. Practitioners provide services to individuals to increase their daily function, enhance/support health and development and prevent disability through promotion of effective performance skills within environments and using tasks adapted to meet their individualized abilities and needs.

Practitioners work with persons of all ages and cultural backgrounds whose independence has been impacted by physical and/or mental injury or illness,

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developmental or learning disabilities, or adverse environmental conditions. Occupational therapy services are provided in a variety of settings including general and psychiatric hospitals, rehabilitation centers, intermediate care facilities, nursing homes, individual's homes, school systems, community centers and agencies, and private practice. Occupational therapists function as clinicians, educators, consultants, researchers and administrators. Services to individuals, families and communities include: evaluation and treatment planning and implementation; assessment of home, work and community environments; training in the use of adaptive equipment; community needs assessment and program planning; and referral to appropriate follow-up services.

## **History of OT at FAMU**

The Division of Occupational Therapy, one of the five Divisions within the School of Allied Health Sciences, was established in 1989. The State of Florida, in its' 1988-1993 strategic plan, identified as one of its *critical problems in the rapidly growing State of Florida* the need for an increased number of allied health practitioners. The Division, consistent with the mission of the University and the State of Florida, has conferred more than 200 baccalaureate degrees in occupational therapy. The last class of undergraduate students received their baccalaureate degrees in 2006. The Division has now transitioned to an entry-level master's degree program from which the first student graduated in 2007.

## **Philosophy of the Division**

We believe that humans are complex and active beings whose development is dependent upon participation in occupations. This participation is context dependent and involves the whole person. Humans continually adapt as they grow. When this adaptation process is interrupted, occupational therapy utilizes occupation to facilitate change and renewal.

We believe students should develop a solid base of knowledge that facilitates critical thinking, clinical reasoning and problem-solving skills, all of which are essential to transition from student to competent occupational therapy practitioner. Recognizing that all interventions must be focused on client priorities, we emphasize client-centered evaluation and intervention. We believe that occupation shapes health and that human beings grow and develop through occupation to participate fully in life, with engagement in occupation as a critical outcome of the occupational therapy process.

The curriculum is designed to provide students with an educational experience which focuses on a modified problem-solving philosophy of education and general concepts about adult learners. This process acknowledges that skills must be achieved and maintained through research in a self-directed independent manner; foundational knowledge is best retained and applied when learned in a meaningful context of practice problems; and graduate education must respect the uniqueness of individuals and honor a variety of perspectives, backgrounds and learning styles that enhance the richness of the graduate experience.

## **Mission**

The Mission of the Division of Occupational Therapy at Florida A&M University is to:

- Offer students a curriculum designed to create an environment that nurtures intellectual growth and scholarship through interactive and thoughtful discourse, self-directed learning and development of links between faculty and professionals to establish collaborative community partnerships.
- Prepare entry-level occupational therapists equipped with skills, knowledge and attitudes necessary to demonstrate excellence with care in all professional practice contexts.
- Prepare entry-level practitioners capable of serving as leaders and contributors in an ever evolving society.
- Promote critical thinking, reasoning and problem-solving skills to further knowledge of occupational science and the efficacy of occupational therapy practice, research and education
- Prepare students to become skilled practitioners who provide occupational therapy services aimed at promoting health and wellness, and at enabling individuals' meaningful and satisfactory participation in life activities.
- Graduate students who are prepared to embrace life long learning concepts that reflect current theory, evidence-based practice and an understanding of individuals from different racial, ethnic and cultural backgrounds.

## **Program Accreditation**

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  
P.O. Box 31220  
Bethesda, MD 20824-1220  
301-652-2682  
[www.aota.org](http://www.aota.org)

The ACOTE on-site evaluation awarded the program full accreditation status as of December, 2004. Graduates are eligible to take the National Certification Examination for Occupational Therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). Upon successful completion of this examination the individual is certified to use the title, Occupational Therapist, Registered (OTR). A score of more than 70% is required for passing. Most states require licensure to practice; however, state licenses are usually based on results on the NBCOT Certification Examination.

## **Organization of the Curriculum:**

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Prior to admission to the program, students must establish an educational base in liberal arts and sciences through baccalaureate programs and additional prerequisite coursework. These requirements introduce students to modes of inquiry and subject matter of the major branches of knowledge that include the factual information and theoretical/artistic constructs that impact on kinds of questions to ask and how insight, knowledge and data are acquired and used. These experiences include a core curriculum of physical and biological sciences, history and social sciences, art, humanities, mathematical thinking, and general liberal arts education. Students are expected to have writing skills, an appreciation for cultural diversity, a worldview of their environment, reasonable ethical viewpoints, and a sense of citizenship.

The concepts and methods utilized to organize the curriculum strongly reflect the mission and educational philosophy of the program. The curriculum follows a modified problem-based learning model of teaching and learning. Students are required to solve practice problems through self-directed and peer group study. Use of this system allows students to integrate their acquired theoretical and foundational knowledge base into occupational therapy practice.

### **Curriculum Design**

The curriculum is designed with five threads and four levels. In each thread the curriculum follows a developmental sequence of learning from understanding through synthesis. This process is conceived as a spiral of increasingly more complex learning. This complex learning will start with the foundational knowledge courses as prerequisites to the more complex theory and tenants of occupational therapy and practice. These foundational courses include Gross Anatomy, Functional Human Motion, Foundation of Occupational Therapy, Occupation Across the Lifespan, Concepts of Occupational Therapy, and Therapeutic Communications. The completion of these courses will assist with the understanding, analysis, and integration of the occupational therapy process. The successful completion of these courses is mandatory to progress to the next level of the curriculum, including but not limited to Biosychosocial Development I. Biosychosocial Development II, and Neuroanatomy.

The five Threads of the Curriculum:

- Foundational knowledge
- Theory and tenets of occupational therapy and healthcare practice
- The occupational therapy practice process
- Professional behaviors and communication
- Critical analysis, problem solving and research.

The four Levels of the Curriculum:

- Understanding
- Analysis
- Integration
- Synthesis

**Curriculum Design Table**

	Understanding	Analysis	Integration	Synthesis
Foundational Knowledge	Understand the structures, functions and conditions that affect body, mind and emotions	Analyze the complex and integrated nature of humans.	Integrate concept of occupation into life view	
Theory and Tenets	Understand development and importance of theories in occupational therapy practice	Analyze theories and FOR's for use in evaluation and treatment	Integrate principles of theory to enhance fit between person, environment and occupation	Synthesize understanding of occupation to enable persons and populations to fulfill occupational roles.
Occupational Therapy Process	Understand use of screenings, evaluations and occupations	Analyze occupation-centered means for reaching treatment goals	Integrate evidence from research into decision-making	Synthesize occupational therapy perspective with knowledge of community and service delivery models
Professional behaviors and communication	Understand and demonstrate professional behaviors and ethics and communicate effectively	Analyze validity of practice through continual learning and reading	Integrate own strengths with leadership skills to work with diverse teams.	Synthesize professional behaviors with excellent communication skills
Critical analysis, problem solving and research	Understand process of critical analysis	Analyze literature	Integrate literature with problem solving of cases	Synthesize research evidence with practice

## Curriculum

### MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

#### **FIRST YEAR - MSOT**

##### Fall Semester

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	3533/5206	Occupation Across Life Span	3
HIM	3437/5xxx	Fundamental of Medical Science	3
RCS	4060/5080	Psychosocial Aspects of Disability	3
OTH	4721/5723	Professional Development I	3
OTH	4030/5032	Foundations of Occupational Therapy	3
		<b>TOTAL</b>	<b>15</b>

##### Spring Semester

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	4035/5033	Concepts in Human Occupation	3
HIM	3438/5xxx	Fundamentals of Medical Science II	3
OTH	4140/5142	Therapeutic Communication Skills	3
OTH	3992/5245	Neuroanatomy/alternative course	3
		<b>TOTAL</b>	<b>12</b>

**TOTAL UNDERGRADUATE CREDITS 120**

**MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**

**SECOND YEAR - MSOT**

**Fall Semester**

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	5243	Functional Human Motion w/Lab	4
OTH	5241	Human Gross Anatomy w/Lab	4
OTH	5766	Scientific Inquiry I	1
<b>TOTAL</b>			<b>9</b>

**Spring Semester**

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	5205	Biopsychosocial Development w/Lab: Infancy thru Adolescence	5
OTH	5935	Seminar I: Infancy thru Adolescence	1
OTH	6767	Scientific Inquiry II	1
OTH	5141C	Communication and Interaction with Groups w/Lab	3
OTH	5245	Neuroanatomy	3
OTH		Practicum	1
<b>TOTAL</b>			<b>14</b>

**Summer Semester**

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	5207C	Biopsychosocial Development II: Adulthood thru Aging	2
OTH	5207L	Biopsychosocial Development II: Adulthood thru Aging	2
OTH	6936	Seminar II Adulthood thru Aging	1
OTH	6768	Scientific Inquiry III	1
OTH	6715	Leadership and Management	3
<b>TOTAL</b>			<b>9</b>

**Fall Semester**

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	6830	Biopsychosocial Development III: Community Models	3
OTH	6833	Practicum III: Community Models	1
OTH	6937	Seminar III: Community Models	1
OTH	6715	Occupational Pharmacology	2
OTH	6002	Health Care Foundations	2
<b>TOTAL</b>			<b>9</b>

**Spring Semester**

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	6941	Fieldwork: Rotation 1	8
OTH	6938	Advanced Topics	1
<b>TOTAL</b>			<b>9</b>

**Summer Semester**

	<u>Course</u>	<u>Name</u>	<u>Credits</u>
OTH	6942	Fieldwork: Rotation II	8
OTH	6727	Professional Development II	1
<b><u>TOTAL</u></b>			<b>9</b>

<b>TOTAL GRADUATE CREDITS with HEALTH SCIENCE (Occupational &amp; Wellness) DEGREE</b>	<b>56</b>
<b>TOTAL UNDERGRADUATE CREDITS – HEALTH SCIENCE (Occupational &amp; Wellness) DEGREE</b>	<b>120</b>
<b>(Occupational &amp; Wellness) DEGREE TOTAL CREDITS</b>	<b>176</b>
<b>TOTAL GRADUATE CREDITS with BACHELOR DEGREE other than HEALTH SCIENCE</b>	<b>83</b>

### MSOT Curriculum Required Course Prerequisites

Course Number	Course Name	Required Prerequisites	Recommended Prerequisites
5206	Occupation Across Lifespan		PSY 2012; ANT 2000; SYG 2000
5080	Psychological Aspects of Disability		
4721	Professional Development I		
4030	Foundations of Occupational Therapy		PSY 2012; ANT 2000; SYG 2000
4035	Concepts in Human Occupation	OTH 3533; OTH 4030	
4140	Therapeutic Communication Skills	OTH 3533; OTH 4030	
5241	Human Gross Anatomy	BSC 2093, BSC 2093L, BSC 2094, BSC 2094L	
5241L	Human Gross Anatomy Lab	OTH 5241 Human Gross Anatomy-Co-requisite	BSC 2093, BSC 2093L, BSC 2094, BSC 2094L
5243	Functional Human Motion	OTH 5241 Human Gross Anatomy-co-requisite OTH 5241L Human Gross Anatomy Lab-co-requisite	BSC 2093, BSC 2093L, BSC 2094, BSC 2094L, PHY 2053, PHY 2048L, PET 4312C
5245	Neuroanatomy	OTH 5241 Human Gross Anatomy OYH 5241L Human Gross Anatomy Lab	BSC 2093, BSC 2093L, BSC 2094, BSC 2094L
5205	Biopsychosocial I: Infancy thru Adolescent	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy (or in conjunction with class)	BSC 2093, BSC 2093L, BSC 2094, BSC 2094L, PHY 2053, PHY 2048L, PET 4312C
5205L	Biopsychosocial I Lab: Infancy thru Adolescent	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy (or in conjunction with class)	
5935	Biopsychosocial I Seminar: Infancy	OTH 5241 Human Gross Anatomy	

	thru Adolescent	OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy	
5870	Biopsychosocial I Practicum: Infancy thru Adolescent	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy	
5766	Scientific Inquiry I	HSA 4700 Health Care Research	
5141C	Communication in Groups	OTH 4140/5032 Therapeutic Communication	
5207	Biopsychosocial II: Adults & Aging	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy Biopsychosocial I: Infancy thru Adolescent all classes	
5207L	Biopsychosocial II Lab: Adults & Aging	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy Biopsychosocial I: Infancy thru Adolescent all classes	
6936	Biopsychosocial II Seminar: Adults & Aging	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy Biopsychosocial I: Infancy thru Adolescent all classes	
6788	Scientific Inquiry II	HSA 4700; OTH 5766	
6715	Leadership and Management		
6768	Scientific Inquiry III	HSA 4700; OTH 5766; OTH 6788	
6830	Biopsychosocial Development III: Community Models	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy Biopsychosocial Development I	
	Biopsychosocial Development III Lab: Community Models	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy Biopsychosocial Development I	
6833	Biopsychosocial Development III Practicum: Community Models	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy Biopsychosocial I: Infancy thru Adolescent all classes	
6937	Biopsychosocial Development III Seminar: Community Models	OTH 5241 Human Gross Anatomy OTH 5241L Human Gross Anatomy Lab OTH 5245 Neuroanatomy Biopsychosocial I: Infancy thru Adolescent all classes	
6715	Occupational Pharmacology		
6002	Health Care Foundations		
6938	Advanced Topics	Successful completion of all didactic coursework	
6727	Professional Development II	Successful completion of all didactic coursework	
6941	Occupation Therapy Fieldwork : Rotation I	Successful completion of <b>all</b> coursework	
6942	Occupation Therapy Fieldwork: Rotation II	Successful completion of Rotation I; Completion of all coursework – Capstone.	

**The School of Allied Health Sciences, as recommended by faculty within the Division of Occupational Therapy, reserves the right to revise the curriculum at any time to facilitate students' receipt of current knowledge.**

**NBCOT Exam Preparation Course:** During the week before commencement graduating students are required to be on campus and participate in a three day exam preparation course. This course enables the student to understand what, how and for how long they must review and study in order to pass the NBCOT examination. You are also required to pass a comprehensive examination prior to graduation. The exam is given three times, all tied to courses. The last class, Professional Development II is your third time to take the exam. A passing score of 70 or above is required to pass the exam and be eligible for graduation.

### **Grading Scale**

The following grading scale will be used in all courses in this Division:

90 – 100	A	(4.0)
80 – 89	B	(3.0)
70 – 79	C	(2.0)
60 – 69	D	(1.0)
59 and below	F	

### **Academic Requirements:**

To progress through the professional master's program, the graduate student must maintain a grade point average of at least a **3.0**. If the grade point average falls below a 3.0 the student will be issued an academic warning by the Graduate School and will have to raise the overall GPA back up to at least a 3.0 by the end of the following semester. R By the second semester of a GPA of below a 3.0 the student will be placed on academic probation. Failure to raise the cumulative GPA to a 3.0 or above by the end of the following semester will result in suspension from the program.

#### **Papers:**

Papers are to be referenced following the APA style, as published in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> edition*. This is the reference style required by most publications in our field and related ones. Points will be deducted from papers which do not use the APA referencing style correctly.

#### **Class Attendance:**

Students are expected to be prompt and regular in attendance at all classes. This has been shown to correlate with higher academic standing. Students are expected to discuss with the course instructor any unusual circumstances which may require absence from class. If a student is too ill to attend class or will be detained, s/he is expected to

notify the professor before the class period begins. Because of the nature of professional education, it is difficult to make up work that is missed. It is the student's responsibility to talk with the professor and satisfactorily make up specific assignments that were missed during an absence.

Examinations, papers, case studies, lab quizzes and other methods of evaluation are an integral part of the educational program. Course objectives will be given to each student as part of the syllabus at the beginning of each course, and evaluations will assess how well those objectives have been met. Scheduled examinations, lab tests and such will be allowed to be "made up" **only** if the instructor agrees. Such excuses must also follow the guidelines included in the "SOAHS Excused Absence Policy". Make-up examinations will be conducted at the instructor's discretion following the guidelines documented in each course syllabus.

### **Instruction and Classroom Activities:**

Many types of instruction and activities are used to facilitate student learning. Active participation is expected, and figured into grades. Students are expected to develop increasing abilities in critical thinking and problem solving, which are cornerstones of the successful therapist.

In many situations, students are expected to work together in groups: to explore, to learn, to do research, to develop presentations and to share what they have learned with their classmates and faculty. This kind of productive teamwork will be a crucial part of your professional life, and learning to be a contributing member of a group is key to your success.

A number of courses have both lecture and lab components. Each hour of lecture contact is counted as one credit. For labs, two hours of contact are counted as one credit. Experiences in the community (Fieldwork I) will have varying hours of contact per credit, depending upon the situation.

### **Philosophy of Student Conduct**

Florida A&M University, School of Allied Health Sciences, and the Department, strives to encourage and foster ethical behaviors and a sense of pride in students. Consequently, enforcement of the Universities' Student Code of Conduct encourages the personal and professional growth of students and facilitates the provision of an environment conducive to learning.

### **Academic Honesty Defined**

Academic dishonesty includes any act designed by students to fraudulently obtain, either for themselves or others, academic credit, grades, or other recognition that is not authorized and/or properly earned, or that adversely affects another student's

grade. The following behaviors are examples of academic dishonesty, but do not constitute an exhaustive list:

1. **Cheating**: To cheat on exams or assignments with the use of unauthorized books, electronic devices, notes, or other aids. Students must not intentionally use or attempt to use unauthorized materials in any academic exercise. The following constitute evidence of cheating:
  - A. Use of unauthorized external assistance (tutors, books, calculators, notes, formula lists, computer cues, photographs or symbolic representations) during examinations.
  - B. A student must not copy from another student's work, to include, but not be limited to tests, papers, and projects.
  - C. A student must not take a test for another student or permit someone else to take a test for him or her.
  - D. Students must not discuss contents of tests with students scheduled to be tested on the content of the same exam.
  - E. A student must not knowingly allow another student to copy their work during a test.
  - F. Students must not submit another's work as their own. This prohibition includes, but is not limited to the use of commercial term-paper companies.
  - G. Students must not submit substantial portions of the same academic work for credit more than once without permission from all instructors involved in the academic work.

2. **Plagiarism**

Students must not intentionally or knowingly adopt or reproduce the ideas, words, or statements of another person without acknowledgment. Students must give credit to original authors (Refer to current APA manual). The following areas must be properly referenced:

- A. The actual words of others must be properly quoted.
- B. The ideas, opinions and theories of others.
- C. Borrowed facts, statistics, or other illustrative material, unless said information is "common knowledge", must be properly referenced.

**3. Interference**

Students must not steal, change, destroy, or impede another student's work. To impede another student's work includes, but is not limited to: theft, defacement, or mutilation of common resources so as to deprive others of the information contained therein.

**4. Facilitation of Academic Dishonesty**

A student must not intentionally or knowingly assist or attempt to assist another to commit an act of academic dishonesty.

**5. Evidence**

Academic dishonesty may be determined on the basis of direct and/or circumstantial evidence. For example: dramatic change in writing style, possession of accessible notes, devices or use of unauthorized materials during exams, observed communication between students during exams, or unusual similarity among exams, papers or other assigned work.

**6. Penalties and Procedures**

Acts of academic dishonesty or misconduct, even first offenses, place students in jeopardy of the most severe form of sanction that may include expulsion from the University.

A. A faculty member who has observed an act of dishonesty, believes a violation of the policy has occurred, or has evidence that supports the commitment of such acts, should outline the nature of the violation to the student, and allow the student an opportunity to respond.

B. A faculty member who finds that a student has been academically dishonest may take one or more of the following courses of action:

- Give the student a warning
- Require the student to redo the assignment
- Require that the student provide supplementary work
- Assign a grade penalty less harsh than an "F"
- Assign a failing grade of "F."

C. Penalties must not be imposed until students have been informed of the charge, informed of the evidence upon which such charges are based, and have been given an opportunity to respond.

Students may appeal penalties through use of administrative channels in the following order stated: Faculty, Division Director, Director of Student Affairs, and the Dean of the School of Allied Health Sciences.

#### **7. AOTA Code of Ethics**

Students are expected to be familiar with and to follow the AOTA Code of Ethic.

#### **8. Grievance Procedures**

All students in the School of Allied Health Sciences have the right to appeal any grade or decision in which they feel a gross error in judgment has occurred. Before entering the formal Appeals process, students are strongly encouraged to discuss the situation with the individual faculty member with whom the student is in disagreement, with the goal of resolving the issue immediately. At this time, the faculty member is expected to explain and review the methods, process of evaluation, and the rationale for the decision that was made. If the issue cannot be resolved as a result of that discussion, and the student continues to feel that an error has occurred, then the student may begin a formal Appeals process. A description of the appeals process can be obtained from the Assistant Dean for Student Services office.

A graduate student, who is appealing a grade, is dissatisfied with the decision at the college or school level, then the student may appeal the decision to the School of Graduate Studies (SGS) before doing so at the level of the Provost. Before filing a formal complaint with SGS, it is hoped that a student's concerns can be addressed and resolved within the college or school in which the student is enrolled. If the complaint cannot be resolved at this level, then the next step in the process is for the student to submit his or her grievance, in writing, to the SGS Dean within five (5) working days after the decision has been rendered. Following the receipt of the written complaint, the SGS Dean will officially begin the grievance process, according to university policy and the grievance procedures of the School of Graduate Studies, and notify the Graduate Council Committee for graduate student grievances.

Once the grievance process has begun, the SGS Dean and the Graduate Council Committee for graduate student grievance will review all documents presented as evidence of the alleged complaint, and in turn render a decision in writing to the school or college and to the student within ten (10) working days of receipt of the appeal in the School of Graduate Studies. If at this point, the student deems that further review is needed, then he or she may appeal, in writing, to the Provost within five (5) working days. The Provost's decision will be final.

## **Books and Supplies:**

The books required for MSOT courses comprise the foundation for your professional library which you will use and add to for the rest of your career. Even though some of them are expensive, they are a vital part of your investment in your current education and your future practice. Also, you will want to purchase some of the “recommended” books that are in areas of your particular interest. A number of the texts are published by or available through AOTA at reduced prices for members. You are expected to come to class having read and thought about the assigned material, and prepared to discuss it.

## **Classroom Behavior**

You attend classes to learn and grow so that you may achieve your goal of becoming a professional occupational therapist. Do not engage in behaviors which will jeopardize that goal for yourself or others. To wit:

1. Attend and be on time to all classes
2. Do not eat or drink in classrooms, labs or clinical settings
3. Note passing, whispering, conversations, and such during class are disruptive and distracting behaviors for both the instructor and your fellow classmates.
4. Respect must be shown to each individual in the class. You are expected to engage in discussions with your instructor and classmates without abrupt interruptions, raising your voice, personal attack or speaking in a demeaning manner.
5. Cell phones are to be turned completely off and not used during classes. Computers are to be used for classroom activities only.

## **Dress Code for SOAHS**

At no time will the following items of clothing be acceptable for students in SOAHS:

1. Wearing hats, caps, or other head wear in the building \*
2. Wearing sunglasses in the building \*
3. Fish net and other see-through clothing
4. Crop tops and other bare midriff tops, including spaghetti strap blouses
5. Short shorts
6. Athletic-type wide armhole tank tops that expose the chest, back or midsection
7. Any clothing with holes and cuts (i.e., jeans, shirts, tops)
8. Bare feet, thongs or flip flops (i.e., beach wear)
9. Suggestive, revealing or tight fitting clothing, or clothing with inappropriate pictures or slogans.
10. Pants worn below the waistline and/or dragging the floor.
11. Wrinkled, dirty, or unsafe attire
12. Extreme personal presentation of any type (i.e., body piercing, hair style, tattoos.)

\*Wearing these items for medical or religious purposes is acceptable, with documentation.

Students violating this dress code may be subject to dismissal from class and may not return until that violation is corrected. In addition, students should remember that the wearing of excessive jewelry and strong perfume is not professional. Fingernails must be kept clean and of reasonable length. Cosmetics should be worn modestly. Hairstyles are expected to be in good taste and well kept. Be aware that many clinical sites require more stringent standards of professional dress, which students are expected to meet.

### **Professional Development Assessment**

In addition to successful completion of coursework, students are expected to display behaviors consistent with the standards of the profession. The expected behaviors are consistent with typical expectations in the work world and are based on research regarding factors critical to successful completion of fieldwork. In order to provide students with support in developing and maintaining their professionalism, students are routinely evaluated using the Occupational Therapy Student Professional Development Form.

This form is completed each semester by all faculty teaching classes attended by the student. The advisor reviews these forms for trends and communicates to the student the faculty perceptions regarding that student's strengths and areas needing improvement. This is done in conjunction with a review of the student's portfolio of work and personal goals for the semester. Because professional behaviors are a critical aspect of being an occupational therapist, a student can be dismissed if they consistently score poorly on this assessment.

## PROFESSIONAL DEVELOPMENT ASSESSMENT

Name: \_\_\_\_\_

Evaluator: (Other than self) \_\_\_\_\_

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

**Instructions:** For each professional behavior below, review the descriptors and rate 1 through 4 by circling the selected number.

- Rating Scale:**
1. Rarely (50% or less of the time)
  2. Occasionally (50 – 75% of the time)
  3. Frequently (75 – 95% of the time)
  4. Consistently (95% or more of the time)

1. *Dependability* as demonstrated by:

- |  |   |   |   |   |
|--|---|---|---|---|
| a. Being on time for classes, work and meetings            | 1 | 2 | 3 | 4 |
| b. Handing in assignments when due                         | 1 | 2 | 3 | 4 |
| c. Following through with commitments and responsibilities | 1 | 2 | 3 | 4 |

Comments:

2. *Professional Presentation* as demonstrated by:

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Presenting yourself in a manner that is accepted by all                          | 1 | 2 | 3 | 4 |
| b. Using body posture and affect that communicates respect, interest and attention. | 1 | 2 | 3 | 4 |
| c. Displaying a positive attitude about occupational therapy                        | 1 | 2 | 3 | 4 |

Comments:

3. *Initiative* as demonstrated by:

- |  |   |   |   |   |
|--|---|---|---|---|
| a. Showing an energetic, positive and motivated manner | 1 | 2 | 3 | 4 |
| b. Self-starting projects, tasks and programs          | 1 | 2 | 3 | 4 |
| c. Taking initiative to direct your own learning       | 1 | 2 | 3 | 4 |

Comments:

4. *Empathy* as demonstrated by:

- |  |   |   |   |   |
|--|---|---|---|---|
| a. Being sensitive to the feelings and behaviors of others | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

- b. Listening and considering the ideas and opinions of others 1 2 3 4
- c. Rendering assistance to all without bias or prejudice 1 2 3 4

Comments:

5. *Cooperation* as demonstrated by:

- a. Working effectively with others 1 2 3 4
- b. Showing consideration for the needs of the group 1 2 3 4
- c. Facilitating group cohesiveness 1 2 3 4
- d. Assisting others to develop knowledge and awareness 1 2 3 4

Comments:

6. *Organization* as demonstrated by:

- a. Prioritizing self and tasks 1 2 3 4
- b. Managing time and materials to meet requirements 1 2 3 4
- c. Using organization skills to contribute to the development of others. 1 2 3 4

Comments:

7. *Clinical Reasoning* as demonstrated by:

- a. Using an inquiring or questioning approach to learning 1 2 3 4
- b. Analyzing, synthesizing and interpreting information 1 2 3 4
- c. Giving alternative solutions to complex issues/situations 1 2 3 4

Comments:

8. *Supervisory Process* as demonstrated by:

- a. Giving and receiving constructive feedback 1 2 3 4
- b. Modifying performance in response to feedback 1 2 3 4
- c. Operating within the scope of your own skills and seeking guidance when needed 1 2 3 4

Comments:

9. *Verbal Communications* as demonstrated by:

- a. Verbally interacting in class and clinic 1 2 3 4
- b. Sharing perceptions and opinions with clarity and quality of content 1 2 3 4
- c. Verbalizing opposing opinions with constructive results 1 2 3 4

Comments:

10. *Written Communication* as demonstrated by:

a. Organizing thoughts logically	1	2	3	4
b. Using correct punctuation, grammar and APA style	1	2	3	4
c. Communicating complex subject matter clearly and concisely,	1	2	3	4

Comments

### **Classroom and Laboratory Facilities**

Occupational therapy classes are held in the Lewis-Beck Allied Health Sciences Building. On the ground floor are several rooms used for teaching, including 005, the functional activities lab and classroom; 011, the work hardening and pediatrics lab; 012, the splinting lab; and 013, the ADL/IADL lab and classroom.

Students are expected to leave their work areas clean and to return supplies to their proper place when leaving. It is the student’s responsibility to see that all equipment, assessments, and tools are properly used and kept in good repair. If you notice a problem with any of these, report it right away to one of the faculty.

For security purposes, classrooms and labs are kept locked at all times when not in use. The Gross Anatomy Lab is a limited access room. Student may NOT be in this lab unless a faculty member is present. We hope that you will take a personal interest in the appearance of these facilities and help keep them attractive, enjoyable places in which to work and learn.

### **Academic Learning Compact (ALC)**

The ALC is a document faculty use to assess the effectiveness of the program of study and from which faculty continually monitor and make plans to improve the program. Seven areas of expected student outcomes are assessed, including:

1. Communication Skills
2. Critical Thinking Skills
3. Specific Content Knowledge
4. Technology Proficiency
5. Cultural Competence
6. Professional Behavior/Ethics
7. Fieldwork Performance.

### **Academic Advisement**

Advisement is an important, continuous and active process in the Division of Occupational Therapy. Each student is assigned a faculty member for advisement on matters related to the student’s academic program, progress and professional activities. Students must meet with their advisor at least once each semester, to discuss progress in

the program and ensure proper planning and registration for continuing to graduation. Written documentation of advisement activities will be maintained in each student's folder.

### **Student Guidance and Counseling Services**

If guidance and counseling is needed beyond what the faculty can offer, the University provides counseling, self-development and testing services through the Counseling and Assessment Center. These services are designed to help students adjust to the college experience as well as to assist them in resolving interpersonal conflicts, deep seated emotional concerns, negative reactions to stressful situations, and other concerns that tend to interfere with the learning process. The number is 599-3145 and the email address is [counseling@famu.edu](mailto:counseling@famu.edu).

The Office of Student Services within SOAHS also offers student support services such as advocacy/mediation in grade disputes, provision of excused absence forms, course withdrawals, change of grade, change of major, and workshops on career and financial planning. This office is located in room 306-H, and the phone number is 561-2003. Dr. William Hudson is the present Director of Student Services for SOAHS.

### **Disabled Students**

It is up to the individual student whether to disclose a disability. The student cannot expect to be given special accommodation, however, unless such disclosure has been made, confirmation of a disability has been received from a licensed physician and the FAMU ADA Liaison Office has confirmed the need for special arrangements. The Special Programs Office is prepared to assist disabled students to meet their unique needs while at the University. The Clinical Coordinator cannot discuss the disability /situation with prospective fieldwork sites unless the student has completed a release form giving permission to do so.

### **Library Facilities:**

Coleman Library is the main FAMU library. It is staffed during day and evening hours, and students should acquaint themselves with the schedule. The Coleman Library has a collection of materials related to the occupational therapy profession, available both online and in hard copy in the library. The library located in the Humphries Science and Research Building also contains resources to support research in health areas.

Students are expected to have the desire and develop the skills to utilize all aspects of FAMU's library services. Many courses in our curriculum require library research, developing skills for entry-level practice as well as for lifelong learning throughout your career. Students should realize and remember that reference librarians

are highly trained professionals whose job is to help you understand the system and find the information you need. Be sure to ask for their help when you need it.

### **Background Check**

Due to passage of HIPAA and heightened security in all areas, health care facilities, schools, law enforcement agencies and other entities in which our students observe and learn out in the community now require students to pass a background check with identified criteria. Students will not be scheduled for experiences at affiliating facilities until the clinical coordinator has received official documentation that the student has passed the background check. Therefore, the student must pay for and complete the background check early in the first semester of the program, and at other times as required.

### **Fieldwork**

Students in the master's program participate in two levels of fieldwork: Level I and Level II. Level I fieldwork is completed as part of course experiences, to provide exposure to the practice of occupational therapy and opportunities to observe (and at times assist) clients/patients, families, other health professionals and/or members of the community as directed by the course instructor in accordance with course objectives. Students are evaluated on Level I fieldwork by the course instructor using an assessment tool developed by the Division.

Level II fieldwork is completed at the end of campus-based coursework and consists of a minimum of two full-time placements for a minimum of twelve weeks each in at least two different settings. The student functions under the direct supervision of a registered occupational therapist and progresses from uncertain graduate student to competent entry-level therapist. Students are evaluated on Level II fieldwork by their direct occupational therapy supervisor(s) using the FWPR developed by the American Occupational Therapy Association. The student must earn a passing score on this evaluation, or repeat the fieldwork experience. Students also complete an evaluation of the fieldwork site and their experience on another form developed by AOTA. See the Fieldwork Manual for copies of these assessments.

### **Scheduling of Fieldwork**

Fieldwork placements are arranged at approved sites by the Academic Fieldwork Coordinator. If, due to unforeseen circumstances, changes in scheduling must be made, they must be done through the Academic Fieldwork Coordinator.

Occupational Therapy students can perform research regarding potential fieldwork sites, but the communication with the site must be done through the Academic Fieldwork Coordinator.

Students must provide their own transportation to/from both Fieldwork Level I and II sites. An attempt is made to evenly distribute distance and scheduling challenges amongst the students for both Fieldwork Levels I and II. Consideration regarding locations of Fieldwork II will be given to those students who are primary caretakers for significant others, including young children and elderly parents. A request for a change in assignment needs to be submitted in writing to the Academic Fieldwork Coordinator and will be discussed during a scheduled meeting.

## **Graduation Requirements**

The School of Allied Health Sciences administration and faculty recognize their responsibility to graduate only the student whom they judge ready to accept the challenges of the allied health professions academically, ethically and professionally. In order to be considered for graduation, the student must have successfully completed all the requirements of the program and submit an application for graduation to the Division Director by the deadline published by the Dean's office that semester. The Master of Science in Occupational Therapy degree will be awarded, upon recommendation of the faculty, and through the Dean of the School of Allied Health Sciences.

## **NBCOT Certification Examination**

A student who graduates with an MSOT degree from FAMU is eligible to sit for the National Certification Examination developed and administered by the National Board for Certification in Occupational Therapy. This is a computer-based multiple-choice examination that is comprehensive and requires high level critical thinking skills. The exam is offered throughout the year through Silvan learning centers. Passage of this exam allows one to then use the professional credential, OTR (Occupational Therapist, Registered) after her/his name and practice as an occupational therapist. It is also the credential required by most states for licensure as an occupational therapist.

## **Pinning Ceremony**

The "Pinning Ceremony" is an annual spring event during which all students graduating within that calendar year, from all divisions within SOAHS, are recognized. Also, special recognition is given to an outstanding undergraduate student, graduate student and distinguished alumnus. Family members and friends are invited to attend. It is after the Pinning Ceremony that photos are taken for the 3<sup>rd</sup> floor photo gallery.

## **Graduation**

All graduating students are expected to attend the graduation ceremony with their class. This is a very special event held in the Tallahassee Civic Center. Our MSOT students usually graduate at the spring ceremony.

## **Professional Organizations**

Occupational therapists belong to the American Occupational Therapy Association (AOTA). This organization was founded in 1917 and is currently actively preparing for the celebration of its 100<sup>th</sup> anniversary. The national offices of AOTA are at 4720 Montgomery Lane in Bethesda, Maryland, 20824-1220. The phone number is 301-652-2682 and the website is at [www.aota.org](http://www.aota.org).

It is recommended that students join AOTA early in their first year in the program. Student membership entitles one to receive the publications of AOTA (which are often used as required texts and references in OT courses), access to research support, evidence-based practice materials and the expertise of AOTA staff, and discounts on textbooks, conference registrations and other products and services which are available to AOTA members.

The Florida Occupational Therapy Association (FOTA) is the state association affiliated with AOTA. The state organization hosts at least one conference per year, and these meetings provide opportunities for students to become acquainted with other occupational therapy students and practitioners, and to learn about the profession outside the academic atmosphere.

The Student Occupational Therapy Association (SOTA) is the local FAMU student organization affiliated with AOTA. SOTA provides a dynamic and fun way to work with other students in fund raising activities, educational events, community work and social activities, and to network with other students across the country at state and national conferences. To join, one must be a junior or senior in the BSHS/OW program with a minimum GPA of 2.5, or be an MSOT student. Being a part of SOTA starts you on a life long commitment to your profession. It is a wonderful way to participate in activities important to occupational therapists and the people we serve.

Pi Theta Epsilon is a national honor society for occupational therapy. Graduate students who maintain a grade point average of 3.5 or above are qualified to be inducted into this honorary organization, the purpose of which is to promote research and scholarship among occupational therapy students. FAMU hosts the Beta Mu chapter of Pi Theta, and holds an induction ceremony each spring.

The World Federation of Occupational Therapists (WFOT) is an international organization with 75 member nations. A WFOT Congress is held every four years, with the next one planned for 2010. The website provides access to information about every member country, and its occupational therapy educational programs, at [www.wfot.org](http://www.wfot.org).