



Occupational Therapy Professional Master's Student Handbook 2018-2019

Occupational Therapy Department
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Professional Master of Science Degree Program

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Introduction

Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) **Occupational Therapy Department**

Occupational Therapy

Vision

The vision of the Occupational Therapy Department is to be locally and globally recognized for quality occupational therapy education, community engagement, research, and scholarly activity.

Mission

The mission of the Occupational Therapy Department is to establish excellence in occupational therapy education, research, and scholarly activities as well as to prepare culturally knowledgeable entry-level practitioners who will provide evidence-based occupational therapy services to a locally and globally diverse community. The Department's mission reflects the College's mission to teach, conduct research, and serve the community. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

NWCNHS Vision:

The vision of the CNHS is to be globally recognized as the destination organization that is innovative inquiry driven and technologically advanced; drawing diverse faculty, students, staff and others for positive transformation of society with a focus on the health care needs of underserved populations.

NWCNHS Mission:

- To prepare diverse healthcare professionals as providers and leaders in the delivery of high quality, accessible, culturally competent, and compassionate care within a highly technological and global environment.
- To teach, conduct research, and practice in service to the community through inter-professional collaboration.
- To create, promote, expand, and validate scientific knowledge and evidence-based practice through interdisciplinary research.

The Department is aligned with the College and University mission, goals, and vision. The University Mission is: Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to

high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

Program Philosophy

Philosophical Overview

The FIU Occupational Therapy Department embraces and follows the Philosophical Base of OT as stated by the American Occupational Therapy Association (AOTA, 2017a):

Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

Our program philosophy also embodies the profession's 2025 Vision concepts of an evidence-based, client-centered, and cost-effective profession that maximizes health, well-being, and quality of life for all people, populations, and communities (AOTA, 2016).

Core Values

The FIU Occupational Therapy Department follows the 2015 Occupational Therapy Code of Ethics published by the American Occupational Therapy Association (AOTA, 2015a). Embedded in the Code of Ethics are the Core Values of practice. From the Code of Ethics:

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. Altruism involves demonstrating concern for the welfare of others. Equality refers to treating all people impartially and free of bias. Freedom and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. Justice expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and Dignity of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (Truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (Prudence).

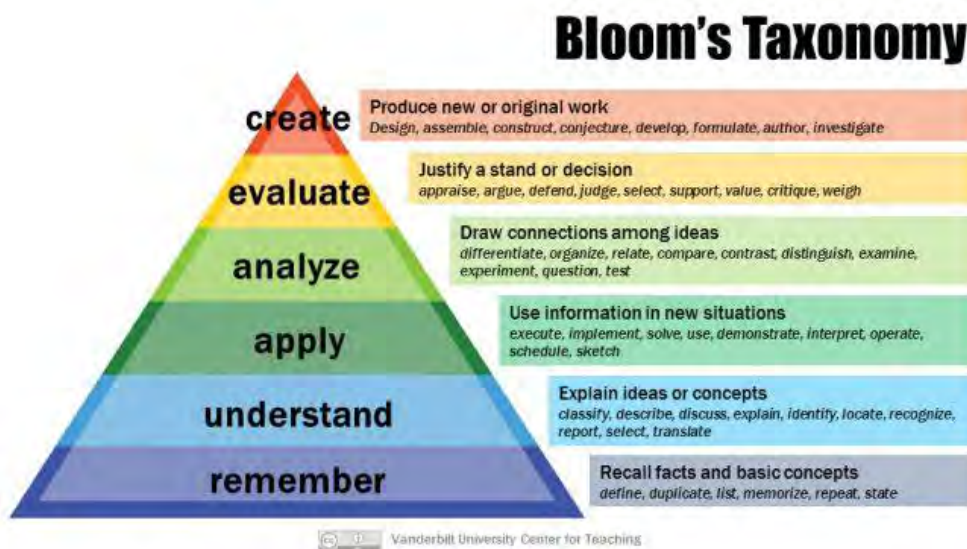
The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they are considered when determining the most ethical course of action. As a department, we embrace, model, and teach these values as central to personal and professional practice. In particular, by serving the diverse community in south Florida, we focus on diversity, equity, and truth. The majority of our students identify as “minority” students, often first generation in their family to attend college, and are bilingual. Many identify a language other than English as their first language. We know from AOTA data that the profession, nationally, does not look like our students (AOTA, 2015b). We are particularly proud to educate students that will reflect the diversity of the world of practice. Many students come from, will do fieldwork in, and take jobs in medically underserved communities as identified by the HRSA Data Warehouse (<https://datawarehouse.hrsa.gov/tools/analyzers/MuaSearchResults.aspx>).

Educational Philosophy

The preparation of entry-level occupational therapists at Florida International University is a collaborative effort between every student, every faculty member, and our fieldwork educators. Graduate students are socialized into the role of a professional through a developmental sequence – building from foundations of the profession, to theory and assessment, to intervention and practice. At each stage, students are encouraged to be active learners in the process, be self-reflective, and develop higher order thinking skills and clinical reasoning. The curriculum sup-

ports active learning through multiple laboratory and fieldwork opportunities and promotes incremental professional growth. Faculty and clinical professionals’ model, support, and guide the students in their journey. Lave and Wenger (1991) described *situated learning* as “a process of participation in communities of practice” that brings new comers into full participation. Experiential learning and fieldwork experiences at FIU offer opportunities for students to participate in OT communities of practice.

Bloom’s Taxonomy is the overarching guide for our educational philosophy. The goal was to ensure that students acquire knowledge at increasingly higher levels of Bloom’s Taxonomy. Using the book *Teach Students How to Learn: Strategies you can incorporate into any course to improve student metacognition, study skill, and motivation*, by Sandra Yancy McGuire, we refined our philosophy and adopted a “Bloom centric” approach.



Our commitment to the teaching and learning process is built on several assumptions (some are described in the revised, 2011, Taxonomy):

1. Learning is an active process. The Taxonomy uses “action words” to describe the cognitive processes by which thinkers encounter and work with knowledge.
2. Building knowledge is the goal. There are different types of knowledge used in cognition: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.
3. Inherent in building knowledge is also learning how to learn – creating life-long learners and the ability to transfer knowledge across contexts.
4. Active learning is facilitated through reflection, critiquing, critical analysis, collaboration and discussion.
5. Teaching students to be reflective and critical thinkers is central to the educational process. The curriculum fosters the acquisition of clinical reasoning, critical thinking, and judgment through teaching and active learning activities that promote reflective and evidence-based decision making in a student-centered learning environment.

6. Teaching and learning is a collaborative process between faculty and students. Faculty who are well-informed educators and scholars foster and model the level of excellence required of the students. As a Department, we are committed to teaching students how to learn by designing learning activities that challenge the student intellectually, convey accurate information and promote the professional development of the student as an occupation-based and client-centered practitioner.

7. Students have a responsibility in the teaching and learning process to ensure that they have a commitment to a consistent level of preparation and participation in the collaborative process that will ensure mastery at the levels of knowledge, skill, and attitude required.

Framework for the Curriculum Design

The professional program is conceptualized around four curricular themes: **culture and cultural diversity, occupational performance, community engagement, and research and evidence-based practice**. Under Curriculum Sequence, courses are presented by semester, by placement in the curriculum by design (i.e. foundations, occupational performance, etc.), and by the course content in relationship to the curricular themes.

Curriculum Themes

The FIU OT curriculum embodies four themes. The themes are interwoven throughout and emphasized in more depth at different points/courses in the curriculum. Student learning and program outcomes are articulated for each of the themes.

Culture and Cultural Diversity: FIU, the College, and the OT Department have mission statements that include serving the diversity of our community and preparing culturally competent entry-level practitioners. The demographics of our OT students is 59% Hispanic, 8% Black, 25% White, 3% Asian, and 5% other – similar to the overall makeup of FIU and Miami Dade County. It is well documented that health outcomes are poorer for minority and medically underserved communities. The OT department is committed, through the education of our students, to promote greater access, equity, and inclusiveness for all populations. Becoming culturally competent and responsive requires students to have self-awareness, knowledge, and skills to respond effectively to diverse individuals and populations. Courses in the curriculum help student examine their own values and beliefs and become more self-aware. As students interact with the content and with the community of practice (OTs, other professionals, clients, families, etc.) there are opportunities to reflect, learn, and engage in more meaningful/thoughtful ways. This responsiveness can lead to improved outcomes through client-centered and client/family centered practices.

Occupational Performance: “Occupation is used to mean all the things people want, need, or have to do, whether of physical, mental, social, sexual, political, or spiritual nature and is inclusive of sleep and rest. It refers to all aspects of actual human doing, being, becoming, and belonging. The practical, everyday medium of self-expression or of making or experiencing meaning, occupation is the activist element of human existence whether occupations are contemplative, reflective, and meditative or action based” (Wilcock & Townsend, 2014, p. 542).

Occupational therapists recognize the complex nature of occupations and the performance skills required to engage in those occupations. There is an abundance of evidence that engagement in meaningful occupations has health prevention and promotion benefits. The curriculum focuses on the PEOP model, recognizing that the person, environment, and occupation work together to support performance. Through the curriculum and course sequence students are progressively taught about the OT process as defined in the OT Practice Framework (AOTA, 2014). Students develop skills in clinical reasoning, therapeutic use of self, and activity analysis. Then, using these skills, students apply this knowledge in their approach to addressing performance issues across the lifespan – first in assessments, then planning and goal writing, intervention, and outcomes.

Community Engagement: Community engagement is explicitly a part of the mission and vision of the University, the NWCNHS, and the OT Department. Community is defined as a broad construct including OT, our interdisciplinary partners and team members, individuals and families, and populations that we serve. This engagement has the potential to benefit all stakeholders – the students, clients, and faculty. South Florida is home to a diverse population – many in identified medically underserved communities and at medical risk secondary to minority or socioeconomic status. The goal of community engagement is to provide students with learning opportunities that support professional growth and, as in the AOTA 2025 Vision, to identify and provide effective solutions that facilitate participation in everyday living (AOTA, 2017b). Engagement can take the form of research, programming, and collaborative projects. Throughout the curriculum, students are provided with opportunities to engage with the community – guest lectures, experts in traditional and emerging practice, community visits, and interactions with people of differing abilities. Teaching, modeling, and assignments assist students to engage, learn, and reflect about community practice skills.

Research and Evidence-Based Practice: Occupational therapy is a science driven profession. ACOTE standards for MSOT programs recognized that curriculum must promote scholarly activity – to promote the profession, establish new knowledge, and have students be able to interpret knowledge to practice. Standard B.8.7 states: Students will be able to: Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). Our curriculum is designed to introduce, develop and foster the appreciation of and use of research and scholarship. Students learn how to choose and apply scientific methodologies to

address questions of interest. Students learn how to find and use evidence to drive clinical decision-making. The clinical decision-making process of question development, literature review, appraisals, application and evaluation of usefulness is broadly applied. Students are asked to provide rationales and supporting evidence when making clinical practice decisions. Research can help inform and support best practices. The curriculum includes a two-semester sequence where students, in collaboration with faculty mentors, develop and implement a research project. The project culminates in a research forum (a sponsored event involving multiple local OT programs and is a CEU event for practitioners) where they can disseminate their findings. The research focus is meant to help students develop skills in their appraisal, use of evidence, and contribute to the knowledge base of the profession with the aim of creating a foundation for lifelong learning and support of OT as a science driven/informed profession working to meet society's occupational needs.

Curricular Sequence

To effectively respond to the demands of dynamic healthcare systems, graduates of entry-level occupational therapy programs must be flexible, autonomous, broadly educated generalists and leaders who utilize creativity and sound clinical reasoning while engaging in solution-focused processes. Bloom's Taxonomy is used as a guide to facilitate progress from beginner to entry-level therapist. The curriculum is sequenced to support students as they move up the Taxonomy to more complex learning and knowledge construction (remembering, understanding, applying, analyzing, evaluating, and creating). There is a planned progression to build upon and develop knowledge and skills at increasing levels of complexity, competence, and integration. The OT Practice Framework is used to define the OT process and help students construct knowledge and skills necessary to help the people or populations we serve fulfill occupational roles. Learning activities shape the student's holistic understanding of the relationship between occupation and occupational performance including the areas of daily living, work or productive activities, as well as, play and leisure.

The curriculum sequence follows a developmental structure from Foundations to the OT Process to Practice. Throughout the stages the four curricular themes are emphasized and learning is facilitated using Bloom's Taxonomy

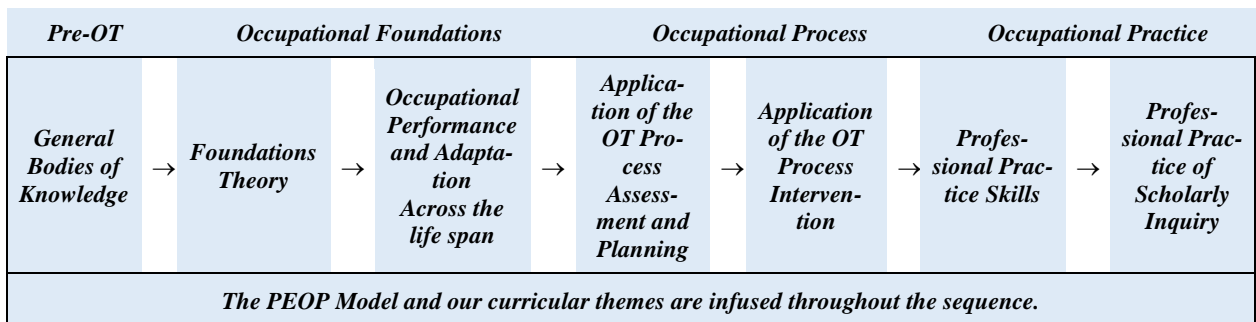
1. General Bodies of Knowledge – Reflects broad areas of study (i.e. social, behavioral, biological and physical sciences, education and contemporary society) which serve as foundations to the basic premises of occupational therapy. This foundational knowledge is about **remembering and understanding** content to use going forward in the program. It includes our pre-professional classes – the prerequisites.
2. Foundations / Theory – At the start of the program, students gain knowledge of various areas such as: the theoretical foundations of the profession, clinical conditions, activity analysis, human behavior and occupational performance across the lifespan. The focus is

to **remember** and **understanding** the interdependent relationship between one's ability or inability to engage in occupation, and participation in life. Students **understand** and begin to **apply** knowledge of practice models and frames of reference to select cases. This requires students to begin to utilize the clinical reasoning process in selecting models and FOR in the **application** process.

3. Occupational Performance and Adaptation across the Lifespan: – Focuses on the influence of factors such as: clinical condition, performance skills, performance patterns, context, activity demands and client factors on occupational performance. Typical and non-typical development is examined through the lens of occupational performance. At this stage, previously constructed knowledge is **organized and applied**. For example, in several courses at this stage students are required to complete a case study assignment where they apply theoretical knowledge, knowledge of conditions, and PEO factors across the lifespan. These are primarily lecture courses where information is shared through lecture, discussion, readings, media, and assignments, interactive experiences. Opportunity for practice is in the smaller lab sections.
4. Application of the OT Process: Assessment and Planning: – These courses are primarily the lab sections of the lecture course. Students learn about performance and adaptation and then learn about **applying** that information in the small group learning labs. Students learn, practice, and demonstrate competence in selecting assessments, administering assessments, and the initial planning and goal writing process. The coursework reinforces prior and co-requisite learning. At this stage, clinical reasoning is advanced and refined. The student applies knowledge gained through didactic coursework to practical simulations – especially as it applies to linking theory, assessment choices, and developing plans of care. This requires students to **apply, analyze and evaluate** OT processes.
5. Application of the OT Process: Intervention: – The intervention courses are primarily in Year 2 of the program. Students are now gaining knowledge in intervention across the major domains of mental health, physical dysfunction, and pediatrics. The student must apply problem solving skills to assorted clinical contexts for the application of knowledge and skills in diversified environments – using skills of **analyzing, evaluating, and now creating** goals and intervention strategies. Student are in fieldwork Level I experiences and begin to create plans, goals, and interventions.
6. Professional Practice Skills: – These courses help the student build a professional identity and instills acceptance of self as a professional with recognition of concomitant responsibilities, duties and rewards. As a part of the program – engaging in presentations, practicum and, fieldwork – the student is expected to embody a professional identity that express the curriculum themes. The Integrative Seminar courses help student think broadly about their learning and applications across multiple contexts including emerging practice areas.
7. Synthesis of practice and evidence – There are four research courses across the five didactic semesters. Within the research curriculum, the student is required to **analyze** and

combine ideas or results from evidence in meaningful ways. Evidence-based practice requires an ability to formulate a clinical question, find and **evaluate** the strength of relevant evidence, and determine how (or if) there is evidence to answer the clinical question. Students have opportunities to practice these skills throughout the program. In collaboration with faculty, the students plan, implement, and do a presentation on a scholarly project. This process, the generation and use of evidence, is a professional responsibility, and students are expected to bring this forward into their Level II FW, and it is a cornerstone of ongoing professional development.

Curricular Sequence / Flow



Curricular Sequence: Courses clustered in relationship to curricular sequence / flow

General Bodies of Knowledge – prerequisites/pre-OT	Credits
Abnormal Psychology	3
Human Growth and Development - Life Span	3
Statistics	3
Biology/Lab*	3
Physiology*	3
Anatomy/Lab: 3000 or above	3-4
Pathology	3

Medical Terminology	1-3
Neuroscience: 3000 or above	3
Anatomy & Physiology I & II can substitute for Bio/Lab and Physiology	6-8

Foundations / Theory

OTH 5011	Theories and Practice in OT	3
OTH 5202	Development Lifespan I	3
OTH 5224	Conditions in Human Performance	3
OTH 5203	Development Lifespan II	3
OTH 5414	Analysis of Human Motion	3

Occupational Performance and Adaptation across the Life Span

OTH 5162	Adaptation of Human Occupation	2
OTH 5202	Development Lifespan I	3
OTH 5203	Development Lifespan II	3
OTH 6195	Technology Evaluation and Intervention	2
OTH 5430	Adaptation of Human Occup/Environment for Musculoskeletal	2
OTH 6431	Adaptation of Human Occup/Environment for Musculoskeletal Disorders II	2
OTH 5301	Psychosocial Practice I	2
OTH 5524	Neuromotor I	3
OTH 5438	Adaptation of Human Occup/Environment for Neuromotor Disorders II	3
OTH 5843	Psychosocial Practice II	2

Application of the OT Process: Assessment and Planning

OTH 5162L	Adaptation of Human Occupation Lab	1
OTH 5202L	Development Lifespan I Lab	1

OTH 5414L	Analysis of Human Motion Lab	1
OTH 6195L	Technology Evaluation and Intervention Lab	1
OTH 5430L	Adaptation of Human Occup/ Environment for Musculoskeletal Lab	1
OTH 5217	OT Engagement Throughout the Continuum of Care	2
OTH 6431L	Adaptation of Human Occup/Environment for Musculoskeletal Disorders II Lab	1
OTH 5301L	Psychosocial Practice I Lab	1
OTH 5524	Neuromotor I Lab	1
OTH 5438L	Adaptation of Human Occup/Environment for Neuromotor Disorders II Lab	1
OTH 5725	Management and Community Based Practice	3

Application of the OT Process: Intervention

OTH 5430L	Adaptation of Human Occup/Environment for Musculoskeletal Lab	1
OTH 5217L	OT Engagement Throughout the Continuum of Care Lab	1
OTH 6431L	Adaptation of Human Occup/Environment for Musculoskeletal Disorders II Lab	1
OTH 5301L	Psychosocial Practice I Lab	1
OTH 5524	Neuromotor I Lab	1
OTH 5438L	Adaptation of Human Occup/Environment for Neuromotor Disorders II Lab	1
OTH 5843C	Psychosocial Practice II	3
OTH 5725	Management and Community Based Practice	3

Professional Practice Skills

OTH 5921L	Integrative Seminar I	2
OTH 5922L	Integrative Seminar II	2
OTH 5430L	Adaptation of Human Occup/Environment for Musculoskeletal Lab – Level I FW	1
OTH 5843C	Psychosocial Practice II – Level I FW	3
OTH 5845	Level II Fieldwork I	6
OTH 5846	Level II Fieldwork II	6

Professional Practice of Scholarly Inquiry

OTH 5760	Current Research in OT	3
OTH 6772	Evidence Based Practice	3
OTH 6972	Master's Project	3
OTH 6973	Master's Project	3

PEOP Model for Practice



The curriculum sequence is developmental. Our educational philosophy and design is based on Bloom's Taxonomy. The taxonomy is a guide to help facilitate the teaching and learning process

as the student progresses from novice to entry-level practitioner and constructs knowledge at increasing levels of depth and breadth. The curricular content is organized around the Person-Environment-Occupation-Performance Model (PEOP) (Christiansen & Baum, 2005) and our curricular themes which reflects the faculty’s beliefs about occupation based client-centered practice. The curriculum scope and sequence is designed to first expose the students to “typical” occupational development and performance. Based on an understanding of typical development and occupational performance, the second year of the curriculum focuses on occupational performance dysfunction and occupational therapy intervention to support participation in life across the lifespan.

Figure 3: Curricular Flow

PREREQUISITES – <i>General Bodies of Knowledge</i>					
Biology with Lab (4 cr), Human Anatomy with Lab (4 cr), Human Physiology (3 cr), Statistics (3 cr), Abnormal Psychology (3 cr), Human Growth and Development (3 cr), Medical Terminology (3), Pathology (3 cr), Neuroscience (3 cr)					
Occupational Foundation		OT Process		Practice	
<i>Foundations/ Theory</i>	<i>Occupational Performance and Adaptation across the Lifespan</i>	<i>Occupational Process: Assessments and Plan</i>	<i>Occupational Process: Intervention</i>	<i>Professional Practice Skills</i>	<i>Professional Practice of Scholarly Inquiry</i>
Fall 1	OTH 5011 Theories and Practice in OT OTH 5202 Development Lifespan I OTH 5224 Conditions in Hum Perform	OTH 5162 Adaptation of Human Occupation OTH 5202 Development Lifespan I	OTH 5162L Adaptation of Human Occup Lab OTH 5202L Development Lifespan I Lab		OTH 5760 Current Research in OT
Spring 1	OTH 5203 Developmental Lifespan II OTH 5414 Analysis of Human Motion	OTH 5203 Development Lifespan II OTH 6195 Technology Eval & Intervention	OTH 5414L Analysis of Human Motion Lab OTH 6195L Technology Eval & Intervention Lab		OTH 5921L Integrative Seminar I OTH 6772 Evidence-Based Practice
Summer 1		OTH 5430 Musculoskeletal Disorders I OTH5217 OT Engagement Throughout the Continuum of Care	OTH 5430L Musculoskeletal Disorders I OTH5217L OT Engagement Throughout the Continuum of Care Lab	OTH 5430L Musculoskeletal Disorders I Lab OTH5217L OT Engagement Throughout the Continuum of Care Lab	OTH 5430L Level I Fieldwork

Fall 2	OTH 6431 Musculoskeletal Disorders II OTH 5301 Psychosocial Practice I OTH 5524 Neuromotor Disorders I	OTH 6431L Musculoskeletal Disorders II OTH 5301L Psychosocial Practice I OTH 5524L Neuromotor Disorders I Lab	OTH 6431L Musculoskeletal Disorders II Lab OTH 5301L Psychosocial Practice I Lab OTH 5524L Neuromotor I Lab		OTH 6972 Master's Project
Spring 2	OTH 5438 Neuromotor Disorders II OTH5843 Psychosocial Practice II	OTH 5438 Neuromotor Disorders II OTH 5725 Management/Community-Based Practice	OTH 5438L Neuromotor Dis II Lab OTH5843 Psychosocial Practice II OTH 5725 Management /Community-Based Practice	Level I Psychosocial Fieldwork OTH 6922L Integrative Seminar II	OTH 6973 Master's Project
Summer 2				OTH 5845 Level II	
Fall 3				OTH 5846 Level II	

Student Learning Outcomes:

The Department prepares competent entry-level occupational therapists through a curriculum that focuses on cultural diversity and globalization, occupational performance, community engagement, and research and evidence-based practice (**Curricular Themes**). Our graduates demonstrate the following core competencies.

A. Culture and Cultural Diversity

Graduates will:

- a. Understand their own cultural background, attitudes and beliefs and demonstrate knowledge and respect of differences – with the ability to modify responses to meet the needs of individuals and populations.
- b. Identify issues related to culture that impact the delivery of OT services in culturally diverse communities both locally and globally.
- c. As a part of the OT process, demonstrate self-awareness, knowledge, and skill in implementing culturally responsive programming.

B. Competent in client-centered, occupation-based practice (**Occupational Performance**)

Graduates will:

- a. Demonstrate entry-level competencies by engaging in a theoretically informed

process of evaluation, screening, and intervention that is client-centered, culturally responsive, and occupation-based across populations, settings, and practice areas.

- b. Utilize clinical reasoning to select relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
- c. Collaborate with client, family, and significant others throughout the occupational therapy process.
- d. Establish an accurate and appropriate plan using clinical reasoning and based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
- e. Demonstrate safe and ethical practice.
- f. Effectively communicate in both oral and written format about the OT process.

C. Community engagement

Graduates will:

- a. Effectively articulate the value of occupation to diverse communities.
- b. Collaborate with stakeholders in developing therapeutic programs based upon the needs identified by the community including emerging practice areas
- c. Influence policies, practice, and education by being advocates for the distinct value of occupational therapy for individuals, populations, organizations, including those who have been marginalized and underserved.
- d. Engage in formal/informal leadership activities at local and global level to enhance the role of occupational therapy and serve communities and communities of OT practice.

D. Competent research and evidence-based practitioners

Graduates will:

- a. Evaluate, synthesize, and apply evidence-based practice (EBP) to create a specific program and/or intervention to promote efficacious, client-centered, culturally relevant practice.
- b. Increase the body of knowledge in OT practice and health-related professions through preparation & dissemination of scholarship.

Program Outcomes:

Graduates of Florida International University Occupational Therapy Program shall:

- A. Understand and appreciate the importance and relevance of human occupation and **occupational performance** to the unique characteristics of the person and environment in which the person is functioning.

- a. Identify, with the client, the personal meaning of occupations that yield unique characteristics of the individual and the context
 - b. Enable the client to perform personally valued and relevant occupations by collaborating with the client to remediate and/or compensate for performance skills that have been barriers
 - c. Design and provide services to ameliorate, maintain, or prevent deficits in occupational performance of self-care, education, work, play, leisure, and social participation
 - d. Solve problems related to occupational performance through creative reasoning skills that regenerate the client's sense of hope.
- B. Be committed to **evidence based practice** and competent in **research**
- a. Assume responsibility to seek evidence for continuously improving practice
 - b. Participate in activities that advance theoretical and practical knowledge through preparation and dissemination of scholarship
 - c. Engage in learning about new development and emerging areas of practice and critically apply new skills into practice
 - d. Select relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice
 - e. Establish an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
- C. Be competent in **culturally aware**, client-centered, occupation-based, interprofessional practice (**local & global**, emerging practice)
- a. Practice with the belief that the most important and valid perspective regarding occupational therapy outcome is that of the client
 - b. Build and maintain collaborative relationships with the client, family, and significant others, other members of the healthcare teams throughout the occupational therapy process
 - c. Demonstrate entry-level competencies by engaging in a theoretically-informed process of evaluation, screening and intervention that is client-centered, culturally-responsive, and occupation-based
 - d. Reflect the values and attitudes of the profession through ethical practice, social justice, and cultural responsibility
 - e. Identify issues related to culture that impact the delivery of OT services in a culturally-diverse community

- f. Influence policies, practice, and education by being advocates for occupational therapy for individuals, populations, organizations, including those who have been marginalized and underserved and for the profession
 - g. Honor the uniqueness of all clients through a non-judgmental relationship that celebrate diversity in cultural expression, age, ethno-racial heritage, sexual orientation and religious practice
 - h. Respect the trust granted by a client and appreciate the responsibility of consensual therapy by exercising sound clinical judgment
 - i. Develop partnerships with groups representing persons who are disabled in order to advocate for social justice and promote full participation in valued roles
 - j. Openly experience the perspective of different cultural groups with the global community
- D. Adopt a stance of life-long **community engagement** and contribute to the **local and global community** in the health and well-being
- a. Collaborate with stake holders in developing programming based upon the needs identified by the community including emerging practice areas
 - b. Act at the local level in one's immediate community recognizing that by participating locally one is also contributing globally.

Florida International University
Nicole Wertheim College of Nursing and Health Sciences
Professional Master of Science in Occupational Therapy
Curriculum Sequence* (Effective Fall 2017)

Fall (Year 1)		
OTH 5011	Theories and Practice in OT	3 credits
OTH 5162	Adaptation of Human Occupation	2 credits
OTH 5162L	Adaptation of Human Occupation Lab	1 credit
OTH 5202	Development Lifespan I	3 credits
OTH 5202L	Development Lifespan I Lab	1 credit
OTH 5760	Current Research in OT	3 credits
OTH 5224	Conditions in Human Performance	3 credits
Total:		16 credits
Spring (Year 1)		
OTH 6772	Evidence Based Practice	3 credits
OTH 5203	Development Lifespan II	3 credits
OTH 5414	Analysis of Human Motion	3 credits
OTH 5414L	Analysis of Human Motion Lab	1 credit
OTH 6195	Technology Evaluation and Intervention	2 credits
OTH 6195L	Technology Evaluation and Intervention Lab	1 credit
OTH 5921L	Integrative Seminar I	2 credits
Total:		15 credits
Summer (Year 1)		
OTH 5430	Adaptation of Human Occupation and Environment for Musculoskeletal	2 credits
OTH 5430L	Adaptation of Human Occupation and Environment for Musculoskeletal Lab	1 credit
OTH 5217	OT Engagement Throughout the Continuum of Care	2 credits
OTH 5217L	OT Engagement Throughout the Continuum of Care Lab	1 credit
Total:		6 credits

**Florida International University
Nicole Wertheim College of Nursing and Health Sciences
Professional Master of Science in Occupational Therapy
Curriculum Sequence* (Effective Fall 2017)**

Fall (Year 2)		
OTH 6431	Adaptation of Human Occupation and Environment for Musculoskeletal Disorders II	2 credits
OTH 6431L	Adaptation of Human Occupation and Environment for Musculoskeletal Disorders II Lab	1 credit
OTH 5301	Psychosocial Practice I	2 credits
OTH 5301L	Psychosocial Practice I Lab	1 credit
OTH 6972	Master's Project	3 credits
OTH 5524	Neuromotor I	3 credits
OTH 5524L	Neuromotor I Lab	1 credit
Total:		13 credits
Spring (Year 2)		
OTH 5843	Psychosocial Practice II	3 credits
OTH 5438	Adaptation of Human Occupation and Environment for Neuromotor Disorders II	3 credits
OTH 5438L	Adaptation of Human Occupation and Environment for Neuromotor Disorders II Lab	1 credit
OTH 5725	Management and Community Based Practice	3 credits
OTH 6973	Master's Project	3 credits
OTH 6950L	Integrative Seminar II	2 credits
Total:		15 credits
Summer (Year 2)		
OTH 5845	Level II Fieldwork I	6 credits
Total:		6 credits
Fall (Year 3)		
OTH 5846	Level II Fieldwork II	6 credits

**Florida International University
Nicole Wertheim College of Nursing and Health Sciences
Professional Master of Science in Occupational Therapy
Curriculum Sequence* (Effective Fall 2017)**

	OT Elective	3 credits
Total:		9 credits
TOTAL CREDITS	FOR MSOT PROGRAM	80 Credits

Accreditation Status:

The Occupational Therapy Program at Florida International University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-3449. ACOTE'S telephone number c/o AOTA is (301) 652-AOTA.

Certification and Licensure

Graduates of the entry-level Professional Master of Science in Occupational Therapy program are eligible to sit for the National Certification Examination for Occupational Therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). All states require licensure to practice. State licensure in Florida requires successful completion of the NBCOT certification examination.

A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure. Students should be aware that it is difficult (or impossible) to obtain a license if they have ever been convicted, plead guilty or nolo contendere to a felony violation. Any student who is in this circumstance should investigate further before attending OT school.

Non-Discrimination Statement

Florida International University affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of

illegal discrimination based on race, color, religion, age, disability, sex (including sexual misconduct), sexual orientation, gender identity or expression, national origin, marital status, veteran status, and/or any other legally protected status (collectively referred to as Protected Status1). The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. (FIU-105 Non-Discrimination Policy and Discrimination Complaint Procedure: <https://law.fiu.edu/students/fiu-nondiscrimination-policy/>)

As a member of the State University System, the Occupational Therapy Department of Florida International University is committed to policies of non-discrimination with respect to race, national origin, color, religion, sex, sexual orientation, gender identity, disability (physical or mental), age, status as a parent, or genetic information.

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Section I: General Information

Occupational Therapy Department Information

Student Performance Standards: If a student cannot demonstrate the skills and abilities identified in the Student Performance Standard document (see Appendix II), it is the responsibility of the student to request an appropriate accommodation. If a student has a documented disability, they MUST register with the Disability Resource Center (DRC) (<http://studentaffairs.fiu.edu/student-success/disability-resource-center/>). It is the student's responsibility to work with the DRC to manage any and all aspects of requested accommodations. FIU will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

Email accounts: You are required to have a FIU email account. All communication from the department, faculty, staff will be via the FIU email. We also expect that when you contact anyone in relationship to your role as a student – faculty, fieldwork, community member – that you will use the @fiu.edu email.

Attendance: Regular attendance is expected. Each faculty member determines the specific attendance policy for his/her respective courses. Students should consult with individual faculty members for specific information on attendance policies.

Tardiness: Entering a classroom/lab late is disruptive to the faculty and other students. Occasional problems prevent punctuality but chronic tardiness is a sign of poor work habits and non-professional behavior. Faculty may refuse entry to the classroom to any student who is tardy.

Duplication Services: The department copy machine may not be used by students.

Borrowing Equipment: All borrowed equipment must be signed out by a faculty member. You are responsible for returning it to its original location and signing it back in with the individual faculty member. You assume financial responsibility for the equipment until it is returned.

Bulletin Boards: There is a student bulletin board in the fourth floor, outside of the Labs, in the Academic Health Center 3 building. One section is reserved for information posted by students.

Posting Grades: Posting individual student grades by name or social security number is strictly prohibited (Buckley Amendment). Grades may not be given over telephone by department staff or

faculty. Faculty will notify you how grades/exams/papers are returned to students in their individual courses.

Cancellations: The faculty of the Occupational Therapy Department makes every effort to avoid cancellation of classes except for holidays recognized by the University. In the event that a class is canceled, advance notification will be given to students, when possible, and an effort will be made to reschedule the class.

Laboratories: Students are responsible for keeping labs clean and neat. At the close of all laboratory sessions, students are responsible for clean-up and for returning the lab to a neat and clean appearance. Students must adhere to the guidelines of the Lab manual (to be distributed in a lab section) outlining all issue of safety and management of materials (i.e. proper hand washing, protective equipment, exposure incidents).

Smoking: FIU is a smoke-free facility. Smoking is not permitted anywhere on campus.

Recording Lectures: Students must ask for the instructor's permission to record lectures. The instructor has the right to refuse.

Phones: Departmental telephones are not available for personal use by students. Cellular phones **MUST** be kept on "silent" mode while class is in session. Use of cellular phones during class is disruptive and is not permitted.

Visitors: If a student wishes to bring a visitor to class, he/she must obtain permission from the faculty member in advance. The instructor has the right to refuse.

Graduation: Check the university calendar to make sure you file the 'intent to graduate' form. Students who miss this deadline will be unable to graduate until the following semester.

Student Services

Occupational therapy students can access FIU student services at:

- <http://www.fiu.edu/current-students/>

Student services offered by the Nicole Wertheim College of Nursing and Health Sciences are located at

- <http://cnhs.fiu.edu/services/index.html>

Bookstore: The FIU Bookstore is located in the GC building on the Modesto Maidique Campus. The bookstore carries all required and recommended occupational therapy texts, general student supplies, and personal items. Payment may be made by cash, personal check, University/debit card or Master Card/Visa.

Library: Libraries are located on both campuses. Most of the material directly related to occupational therapy is found at the Modesto Maidique Campus library. Below is a link to a tutorial that allows you to view library tutorials: <https://library.fiu.edu/researchtools/tutorials>

University Learning Center: Students are highly encouraged to utilize the services offered by the Learning Center. Some of the programs offered include dealing with test anxiety, improving study habits, preparing for examinations, and improving reading and/or writing skills. The Learning Center is located in GL 120, 305 348-2180.

Center for Excellence in Writing: Students are encouraged to utilize the Center for Excellence in Writing. The Writing Center offers personalized attention from trained peer consultants for all writing assignments from brainstorming, drafting, revising or polishing. The Writing Center offers assistance on papers, resumes, group projects, and PowerPoint presentations. The Center for Excellence in Writing is located in GL 125. For more information, please contact <https://writingcenter.fiu.edu/about-us/>

Student Health Services: The Student Health Services office is located at the University Health Services Complex (UHSC). Student Health Services are available for current student use only and may not be utilized for family members. Registered nurses and a family nurse practitioner are available during regular office hours to provide assistance and consultation on a variety of health care concerns. Physician services are available by appointment only. Student Health Services also offers a prescription service at reduced rates to students. For further information, please contact 305-348-2401 or go here: <https://studentaffairs.fiu.edu/health-and-fitness/student-health/>

Counseling: Any student who appears to be experiencing academic difficulty in any course may receive written notification from the Occupational Therapy Department and will be requested to schedule an appointment with his/her faculty advisor. Students who perceive that they are experiencing difficulty or anticipate that problems may occur are encouraged to discuss these problems with their advisors.

The Counseling and Psychological Services (CAPS) Center offers personal and confidential counseling service to students. The counseling center is located at the University Park Campus in UHSC 270, 305 348-2277. At the Biscayne Bay Campus, it is located in room WUC 320, 305 919-5305.

The Victim Empowerment Program's (VEP) mission is to provide free confidential assistance to FIU students, faculty, staff and university visitors who have been victimized through threatened or actual violence and to support the healing process. Confidential support and academic advocacy can be found with the Victim Empowerment Program on their 24-hour crisis line, 305-348-3000 and at <http://vep.fiu.edu>. You may file an anonymous complaint using our Ethical Panther Reporting Line, Conversant by calling 844-312-5358 or online at <https://compliance.fiu.edu/hotline.html>. Reports to law enforcement can be made to Florida International University Police Department at (305) 348-5911.

Health Insurance: Students enrolled in the OT program at FIU are **required to obtain and maintain major medical health insurance** to cover health and medical expenses. FIU offers a Student Accident and Insurance Plan at reasonable rates to currently enrolled students. Application and information may be obtained from the Student Health Services. Benefits are described in the Student Accident and Insurance brochure, also available at the Student Health Services office.

Campus Safety and Emergency Plans:

Policy and procedures for on-campus safety can be found on the FIU Police Website at Campus Security. Campus police: 305-348-5911.

Policy and procedures for emergency management are published on the FIU Emergency Management website at Emergency Management.

Policy and procedures for occupational therapy classroom, laboratory and fieldwork safety and precautions are published in the Occupational Therapy Student Laboratory and Safety Manual. The manual is published on the OT Department website and is reviewed with the students in the first semester.

University Ombudsman:

The University Ombudsman provides a forum for students to address and resolve student issues with faculty, staff, departments, or programs. The University Ombudsman can be the first resource when a student does not know where to get information for a particular situation; or as a last resort, when normal channels of communication have failed to bring resolution to a difficulty. The Ombudsman can be found in GC 219 or by phone at 305-348-2797 or here:

<https://studentaffairs.fiu.edu/get-support/ombudsman/index.php>

Student Organizations

Student Occupational Therapy Association: The mission of the Student Occupational Therapy Association (SOTA) at FIU is aiding and promoting the growth and development of professionalism of both thought and action in students participating in the Occupational Therapy Program. Membership is open to all occupational therapy students who are registered for courses. Officers

of SOTA include President, Vice President, Secretary, and Treasurer. A faculty advisor is selected to offer suggestions and guidance concerning SOTA's goals.

Occupational Therapy Honor Society (Pi Theta Epsilon): The National Occupational Therapy Honor Society is Pi Theta Epsilon (PTE). The purposes of the honor society are:

1. To recognize and encourage scholastic excellence in occupational therapy students;
2. To contribute to the advancement of the field of occupational therapy through scholarly activities; and
3. To provide a vehicle for professional, entry-level students enrolled in accredited programs in occupational therapy to exchange information and to collaborate on scholarly activities.

Specific membership criteria are available from the Pi Theta Faculty Advisor. The faculty advisor will notify eligible students at the start of each semester and invite them to become members. A formal induction ceremony for the Mu Chapter at FIU is held every spring semester.

Section II: Policies and Procedures

This section describes OT Department, Nicole Wertheim College of Nursing and Health Sciences, and University Graduate School policies and procedures for student retention and program progress and completion.

Students may access the FIU Graduate School Policies and Procedures at:

- <http://gradschool.fiu.edu/>

2.1 Requirements for Program Completion

The Professional Master of Science in Occupational Therapy curriculum is designed to be completed in seven semesters on a full-time basis including all clinical fieldwork requirements. All fieldwork must be completed within 24 months following completion of the didactic portion of the program.

Transfer Credits

According to Graduate School policy, a maximum of six semester hours of graduate credit earned from another institution beyond a bachelor's degree may be accepted towards the MS degree in accordance with the Graduate Transfer Credit Policy: <https://policies.fiu.edu/policy/128>

The following circumstances may/will affect a student's progression in the program, delaying program completion, graduation, and credentialing. Section 2.3 specifies policies on retention.

- Failure of required professional curriculum courses including fieldwork.
- Graduate GPA below 3.0.
- Dismissal or disciplinary actions by the department or the University.
- Student withdrawal from the program.

To be eligible for graduation:

- The student must satisfactorily complete all didactic and fieldwork requirements within program guidelines.
- Have a minimum graduate GPA of 3.0.
- Meet University deadlines for graduation applications.
- Students must be enrolled in courses during the semester they graduate. Students cannot graduate the same semester they are re-admitted to the university.

2.2 Faculty Advisors

Upon admission, each student will be assigned a faculty advisor for their professional coursework. It is expected that students meet with their advisors a **minimum of one time each semester** to discuss their progression in the program and review their course GPA. Additional advising sessions are available to students during faculty members' regular office hours or by appointment to discuss issues relating to academic or clinical performance, questions or concerns related to the occupational therapy program, or other issues related to the student's educational program. Faculty may request to meet with a student as indicated. A conference form will be filled out by the faculty advisor after each meeting. You may be asked to sign the conference form to acknowledge its content. Faculty advisors do not provide personal counseling to students, but may serve as a referral source for students desiring counseling of a more personal nature.

It is the department policy that faculty will meet with a student individually when requested by the student. Spouses, parents, and/or significant others are not to be present during these meetings unless the faculty has previously agreed / been notified of such a meeting.

The Academic Fieldwork Coordinator for the program is primarily responsible for assigning students to their fieldwork sites. Other faculty will be responsible, in accordance with their faculty course assignments, to advise students during their Level I and Level II clinical fieldwork. Fieldwork advising is documented in the student's department file.

2.2.1 Student Concerns

When a student has an issue related to any course within the program, he or she must follow a communication chain of command. If you do not feel that your issue has been satisfactorily resolved, then you communicate up the chain of command in this progression:

1. Course instructor (if related to specific course).
2. Academic Advisor
3. Department chairperson.
4. Dean of the College or designee.

If the concern is individual and a specific academic grievance about a course/instructor then the student must follow the specific grievance procedure within the college (see below in section 2.3.8)

If a student has an issue that does not relate to a specific course or does not rise to the level of a specific or formal grievance within the occupational therapy program, he or she may consult his or her advisor or the department chairperson. If several members of the class have an issue or concern within the program, then the elected SOTA class representative shall follow the chain of command listed above.

Concerns or complaints must be documented in writing. The Department will address concerns on an ongoing basis and provide written responses to the student or student group, and keep a record of all complaints.

If a student has a concern that he or she feels they cannot report internally (within the department) they should follow the procedures on the Student Academic Affairs website.

There is a form to use to report any behaviors of concern involving other FIU students here:

<https://cm.maxient.com/reportingform.php?FloridaIntlUniv>

OR: to report a complaint about academics, administrative services or employees, or discrimination go here: <https://studentaffairs.fiu.edu/get-support/ombudsman/student-complaint-routes/index.php>

Dr. Tony Delgado is the Interim Dean of Students and University Ombudsman who handles these complaints, GC 219, 305-348-2797

2.3 Retention

2.3.1 Academic Standing and Retention

Graduate students are required by the University to maintain a cumulative GPA of 3.0 or higher.

Students may not have a cumulative GPA below 3.0 in OT Courses for more than two semesters. The first semester a student's cumulative OT Coursework GPA falls below 3.0 he or she will be

placed on academic warning. The second semester a student's cumulative OT Coursework GPA is below 3.0 he or she will be placed on academic probation. If the student's cumulative OT Coursework is below 3.0 for a third semester, the student will be dismissed from the program. Instances of academic warning, academic probation, and dismissal may or may not occur in consecutive semesters. No student will be dismissed who has not attempted a minimum of 12 credits.

For more information, please visit <http://gradschool.fiu.edu/policies-procedures.shtml>.

2.3.2 Good Standing:

To achieve and maintain a classification of "good standing", the student must maintain a GPA of 3.0 in graduate courses with a minimum of a "C+" (77%) or better in all required OT courses including OT electives.

2.3.3 Course Failure:

Course failure is defined as completion of any course with less than a "C+" (i.e. "C", "D", or "F"). A student who fails a course will come up for faculty review. Faculty will determine if the student will be allowed to continue in the program; continuation in the program is not automatic. If continuation is granted, the student must successfully complete the failed course(s) **with a grade of "B" or better** in order to continue in the OT program. A failure in a course will interrupt the planned course sequence.

OT students have the right to withdraw from the program at any time. The occupational therapy program is a locked-step, full-time course of study. If a student withdraws/drops a course, he or she must withdraw/drop all courses for that semester. Students who withdraw/drop courses for the semester will be considered to be withdrawn from the program.

Students who wish to withdraw must follow the university-wide policy for withdrawal from the university.

2.3.4 Academic Failure:

Any student whose graduate GPA falls below a 3.0 GPA in any semester or who receives a grade lower than a "C+" in any **one** required course comes before the faculty for academic review. Faculty will determine if the student will be allowed to continue in the program; continuation in the program is not automatic.

A student who receives a grade below a C+ in two courses will be dismissed from the OT program.

The Occupational Therapy Department abides by the following grading scale:

Letter Grade	Percentage	Grade points per credit hours
A	93 – 100	4.00
A-	90 – 92	3.67
B+	87 – 89	3.33
B	83 – 86	3.00
B-	80 – 82	2.67
C+	77 – 79 (PASSING LEVEL)	2.33
C	73 – 76	2.00
D	60 – 72	1.00
F	0 – 59	0.00

PASS/FAIL GRADES

Letter Grade	Percentage	Grade points per credit hours
P	77-100	N/A
F	0-76	N/A

2.3.5 Academic Dismissal:

There are several ways to be academically dismissed from the OT Program.

- Recommended dismissal following a faculty review after a course failure
- Two “academic failures” of required courses. Refer to 2.3.4
- Academic probation for a total of 2 semesters (either consecutively or nonconsecutively)
- Violation of the rules of student conduct leading to disciplinary action

If dismissed, the student will meet with the Chair of the OT program and will be given a written dismissal verification notice. A copy will be filed in the student's academic file maintained by the Department. The student may appeal via the NWCNHS grievance process. This process represents dismissal from the OT program (not necessarily the Graduate School). The student may seek other program options at FIU or transfer to another institution.

2.3.6 Re-Admission:

A student who has been academically dismissed or who has withdrawn from the OT program may apply for re-admission to the OT program after one year. There is no automatic readmission to the program after dismissal from the program. Re-admission criteria shall include consideration of previous performance in the graduate program in addition to the current admission requirements.

2.3.7 Curriculum Sequence Disruption:

Students who have an academic failure, academic dismissal or who have withdrawn from the program for a period of time and successfully re-entered the program will have a revised plan of program progression. Students must repeat and pass any class that was failed or not completed prior to moving on to other coursework (i.e. students will not be able to take courses for which they do not meet the prerequisites).

2.3.8 Nicole Wertheim College of Nursing and Health Sciences Student Grievance/Appeal Procedure

NWCNHS students have the right to appeal grading, course requirements, and program progression/dismissal decisions. Students who wish to appeal MUST FIRST follow the CNHS clinical grievance/appeal procedure found in the CNHS website.

CNHS Appeal Process

- Student must speak with the course faculty member(s) about grade or other controversies/course complaints within two working days after the grade is posted
- If unresolved at the faculty level, the student has seven working days to proceed with the appeal to the level of the Department Chair. A signed hard copy of the grievance with the student's contact information must be presented. The Department Chair will respond within 10 business days.

· For more information about the grievance procedure, see the CNHS clinical grievance/appeal procedure found in the CNHS website: http://cnhs.fiu.edu/about-us/faculty-procedures/fac_proc_sagrievance.pdf

FIU Appeal Process

Graduate Students

Grievances that fall outside academic grading/course requirement and academic progression/dismissal decisions may be appealed through the FIU appeal process. See the **FIU Graduate Student Academic Grievance Policies and Procedures** for the appeal procedure at the University level.

<http://gradschool.fiu.edu/academic-grievance.shtml>

2.4 Integrity and Academic Misconduct

Students are expected to adhere to the highest standards of integrity. Any form of cheating is considered a very serious offense. Charges may be filed with the Office of the Vice President for Academic Affairs in accordance with the regulations outlined in "Rights and Responsibilities of Students" Florida International University. Penalties for cheating are severe. The OT faculty is adamant that cheating in any form will not be tolerated. Students should be familiar with the University's code of student conduct.

Please visit:

<http://academic.fiu.edu/AcademicBudget/misconductweb/1acmisconductproc.htm>

Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Pledge

As a student of this university:

- I will not cheat, nor will I aid in another's cheating.
- I will be honest in my academic endeavors.
- I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions, as outlined below.

Academic misconduct includes, but is not limited to:

- Cheating, including unauthorized possession of exam papers or such
- Plagiarism, including sources from internet
- Intentionally lying or misrepresenting
- Unauthorized appropriation of computer services
- Bribery
- Conspiracy and/or collusion
- Falsification of records
- Academic dishonesty

Disciplinary sanctions include, but are not limited to:

- Expulsion, including record on transcript
- Suspension, including record on transcript
- Disciplinary probation
- Failing or reduction of grade
- Restitution or reimbursement for damages
- Restriction of University privileges
- Service to the University
- Counseling
- Enrolling in a specified course

2.5 Guidelines for Exams

Departmental procedure is that when exams are administered, students are required to store all personal belongings this is including but not limited to any books, bags, phones, PDAs, all watches, including digital, analog and smartwatches, and other electronic, recording, listening, scanning or photographic devices. ALL cellular phones and electronic devices MUST be put on "silent" mode, not vibration. If you are seen using or accessing any of these electronic devices and/or transmitting data, including but not limited to text messaging, email, and photographs, your device will be inspected and confiscated. You may not access your phone during testing or during breaks. University policy also states that students do not wear caps during exams. Failure to comply will result in the student receiving a failing grade (F) in the test.

2.6 Professional Behavior:

Students are expected to exhibit professional behaviors necessary for occupational therapy practice. These behaviors include, but are not limited to: arriving in class on time, staying for the duration of the session, notifying the instructor prior to an absence, demonstrating active listening, participating in class discussions, asking for clarification when needed, and showing respect for the instructor and fellow classmates and the environment by **not** using email, social media, and text messaging during class sessions.

Students are required to purchase a minimum of 1 navy blue polo embroidered with the FIU OT logo. The polos are sold by Pi Theta Epsilon (PTE). The dress code will be enforced for various class activities, site visits, field trips, etc. is the navy blue FIU OT polo, pants (no jeans) and closed toed shoes.

Use of Laptops and Other Technology

Use of electronic technology in the classroom will be limited to note-taking or for the purpose of enhancing learning of the topic under discussion. Laptops and other electronic media may not be used in class to check email, surf the web, text message, or complete other instructors' assignments, etc. Use of laptops and other electronic devices is at the instructor's discretion.

2.7 Online Courses:

Some occupational therapy courses may be offered as on-line and/or hybrid courses.

2.8 Program Policies on Written Work:

The occupational therapy faculty established the following policies on written assignments. These policies will be followed in all occupational therapy classes:

1. Assignments, so designated, are to be submitted in typed form. Instructors may refuse to accept handwritten papers.
2. Grades on papers may be lowered by one letter or up to 10% of the numerical grade for the following types of deficiencies:
 - Spelling errors
 - Poor sentence structure
 - Poor grammatical usage
 - Poor organization of paper
 - Redundancy
 - Inappropriate use of technical terminology
 - Typographical errors
 - Hand corrected typing errors, or messy corrections

Failure to effectively proofread papers

The style of organization and referencing which is required for all papers written in this program is the **American Psychological Association (APA) Style Manual (sixth edition)**. It is available in the campus bookstore.

Students who have problems with writing, or are unsure of their grammar or spelling should make full use of the services at the Learning Center.

<http://learningcenter.fiu.edu/>

Section III: Fieldwork

3.0 Students must satisfactorily complete all Level I and Level II fieldwork placements and assignments. The policies and procedures for fieldwork education are in the Student Fieldwork Manual located on the Occupational Therapy Department website. Students are responsible for reading and following all policies and procedures contained in the Student Fieldwork Manual.

http://cnhs.fiu.edu/ot/field_work_info.html

3.1. Students are required to attend all fieldwork meetings. It is the student's responsibility to personally contact the fieldwork coordinator if they are unable to attend any meetings. Students will be placed on fieldwork ONLY if they are on good academic standing. Students must complete all didactic training prior to initiating their Level II fieldwork experiences.

3.1.1 Students will be placed on fieldwork ONLY if all requirements are met by established deadlines. This includes all health, background information, forms submitted, etc. Failure to submit required information in a timely manner may jeopardize your placement and delay graduation.

3.1.2 Students must meet the demands of the program and possess the abilities reflected in the Student Performance Standards (SPS) (see Appendix II) with or without accommodation for successful completion of degree requirements

3.1.3 Accommodation:

Students with disabilities that may affect their clinical performance may request reasonable accommodation for clinical placements. Students must be eligible under the definitions of the Americans with Disabilities Act (ADA) in order to request accommodation. Students requesting accommodation should contact the fieldwork coordinator prior to placement. It is highly recommended students disclose a disability prior to starting fieldwork. The fieldwork coordinator will

work with students requiring accommodation to provide the student equal opportunities in fieldwork while meeting their individual needs. Students who neglect to do so may find that the site cannot accommodate their needs at the last minute.

3.1.4 Students must follow facility/ FIU dress code requirements (See Appendix I).

3.1.5 Students must conduct themselves in an ethical and professional manner at all times and abide by the current occupational therapy code of ethics.

3.1.6 Drug Testing/Criminal Background Checks:

Fieldwork facilities may require drug testing or a current (within a year) criminal background check prior to a clinical affiliation. Students will be required to cover any costs associated with these requirements.

3.1.7 Withdrawal or Termination of Fieldwork Due to Inadequate Performance:

Students who withdraw from an internship or are asked to withdraw due to inadequate performance will receive a failing grade for that fieldwork. Inadequate performance may include unprofessional workplace behaviors, poor skill performance, poor clinical judgment, and any behaviors that put a patient/client at a safety risk. There is no credit for partial time served in an internship that must be terminated due to inadequate performance. Students who fail an internship may repeat one and only one internship. Students who fail two clinical internships will be dismissed from the program. Students who have not completed six months of Level II fieldwork will not be eligible to receive their master's degree in occupational therapy. Students must complete all Level II Fieldwork within 24 months of the completion of didactic coursework.

Students who withdraw from fieldwork due to illness are required to provide a physician's statement indicating the student's ability to resume full duties before being rescheduled for a clinical internship.

Any student who fails or withdraws from a clinical internship loses the right to choose clinical placement sites. Students will be placed a maximum of three (3) times for clinical sites. The student will be required to meet with the clinical coordinator and may be required to sign a contractual letter regarding responsibilities for subsequent clinical placements. Credit for time served will NOT be granted. Students who withdraw or are withdrawn from a scheduled fieldwork are not eligible to start another fieldwork until the next scheduled rotation. Students who marginally pass may be required to complete additional fieldwork.

A student who is having difficulty during fieldwork should attempt to discuss the issues with the supervisor and should immediately contact the Academic Coordinator. The Academic Coordinator will discuss options for a successful continuation and completion of fieldwork. For specific information regarding fieldwork please refer to the Fieldwork Handbook.

3.2 Preparation for NBCOT

National Certification Review Course:

All students enrolled in the MSOT program will be enrolled in a PasstheOT review course in OTH 5846. **Failure to complete the review course will constitute a failing grade in OTH 5846.** Additional resources may be made available. Students will have a variety of opportunities to prepare for the required NBCOT exam.

APPENDIX I

STUDENT PERFORMANCE STANDARDS

Successful participation and completion of the Occupational Therapy Program requires that the student must be able to meet the demands of the program. Occupational therapy students must be able to perform academically in a safe, reliable and efficient manner in classrooms, laboratory and clinical situations. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the AOTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the progression in the program. Those abilities that the student must possess to practice safely are reflected in the standards that follow.

Occupational Therapy students must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

	STANDARD	EXAMPLES
Critical Thinking	Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.	<ul style="list-style-type: none">- Applies critical thinking processes to work in the classroom, laboratory and the clinical experiences.- Exercises judgment in decision making abilities during class, laboratory and in clinical experiences.- Follows safety procedures established for each class, laboratory and clinical experience.- Demonstrates the ability to self-evaluate.- Demonstrates the ability to identify problems and offer possible solutions.

Interpersonal	<p>Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions.</p> <p>Cooperates with others.</p>	<ul style="list-style-type: none"> - Demonstrates interest in classmates, faculty, patients/clients. - Demonstrates the ability to get along with and cooperate with others. - Demonstrates the ability to listen to others - Demonstrates the ability to provide suggestions/ recommendations to others. - Demonstrates ability to maintain poise and flexibility in stressful or changing conditions. - Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds.
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<p>Communication</p>	<p>Demonstrates the ability to communicate clearly with patients/clients, physicians, other health professionals, family members, significant others, care givers, community or professional groups and colleagues. Communication includes: speech, language, nonverbal, reading, writing and computer literacy.</p>	<ul style="list-style-type: none"> - Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention - Participates in group meetings to deliver and receive information and respond to questions from a variety of sources. - Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms. - Responds to patient calling or any other warning call and machine alarm. - Demonstrates skill in utilizing various computer programs to prepare assignments, presentations, and documentation as required in the classroom, laboratory and clinical environments..
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<p>Motor Skills</p>	<p>Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.</p>	<ul style="list-style-type: none"> - Moves around in classroom, laboratory, patient/client's room, therapy/treatment area. - Moves to and from departments to patient/client's rooms. - Provides for patient/client safety and well-being in all therapeutic or transporting activities by utilizing proper body mechanics. - Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions. - Knowledge of how to perform CPR
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Hearing	Demonstrates functional use of hearing to monitor and assess health needs.	<ul style="list-style-type: none"> - Demonstrates ability to obtain and utilize information directly from instructors, fieldwork supervisors and classmates in lecture, laboratory simulations/ activities and clinical experiences. - Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client, caretaker and/or family member. - Responds to monitor alarms or cry for help and/or assistance.
Visual	Demonstrates visual acuity and perception sufficient for observation and assessment.	<ul style="list-style-type: none"> - Demonstrates ability to obtain and utilize information directly from lectures, and laboratory demonstrations/activities. - Demonstrates the ability to obtain and utilize information via observation from patients/clients, e.g. movement, posture, body mechanics, etc, necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions. - Receives information from treatment environment.

Tactile	Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.	<ul style="list-style-type: none"> - Demonstrates the ability to senses changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature. - Demonstrates the ability to gather accurate objective evaluative information via tactile abilities in a timely manner. - Demonstrates the ability to obtain and utilize information about an individual via tactile abilities during treatment activities.
Self-Care	Maintains general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical setting.	<ul style="list-style-type: none"> - Maintains hygiene while in lectures, laboratory experiences, and clinical experiences. - Demonstrates safety habits and work area neatness. - Understands components of a healthy lifestyle. - Meets all health requirements of the OT Program.

Intellectual Abilities	Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.	<ul style="list-style-type: none"> - Demonstrates ability to comprehend and follow verbal and written instructions. - Consistently meets course requirements of all courses in the OT Program, passing each course with a grade of “C” or better. - Can learn to reconcile conflicting information - Written communication: Demonstrates ability to use proper punctuation, grammar, spelling; work is neat and legible.
Commitment to Learning	Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.	<ul style="list-style-type: none"> - Completes readings, assignments, and other activities outside of class hours. - Demonstrates initiative, motivation and enthusiasm related to course requirements. - Demonstrates ability to complete all work without evidence of cheating or plagiarism. - Attends all class/ laboratory/clinicals as assigned. - Is consistently punctual to all class, laboratory, and clinical assignments.

<p>Affective Learning Skills (behavioral & social attitudes)</p>	<p>Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical setting.</p> <p>Acknowledges and respects individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients/clients.</p>	<ul style="list-style-type: none"> - Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints. - Demonstrates willingness to accept challenges. - Open to feedback. - Listens actively. - Follows guidelines and rules for the program and university.
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(Adapted from D. Chasanoff, MEd., 2007, Manatee Community College, FLOTEC)

If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. FIU will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

In order for a student to receive reasonable accommodations, they must be registered with the Disability Resource Center.

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