

ITHACA COLLEGE
DEPARTMENT OF OCCUPATIONAL THERAPY
GRADUATE MANUAL



GRADUATE YEAR 2004 - 2005

**DEPARTMENT OF OCCUPATIONAL THERAPY
GRADUATE STUDENT MANUAL**

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SECTION I - INTRODUCTION

INTRODUCTION TO GRADUATE PROGRAM:

The Graduate Student Manual is intended to provide important and helpful information specific to graduate students in the Occupational Therapy Program. Included in this manual is information regarding events, policies, and procedures related to the Division of Graduate Studies and to the graduate program in Occupational Therapy. The intent is not to repeat what is printed in the Graduate Catalog, which is distributed by the Division of Graduate Studies of Ithaca College, but to provide more detailed information where necessary, as well as information that is specific to requirements in this department.

1. Matriculation into the Graduate Occupational Therapy Program:

Students eligible for entrance into the graduate program will have completed all of the requirements for the Bachelors of Science in Occupational Science with a minimum of a 3.0 cumulative grade point average. Students who do not meet this grade requirement, but have achieved a 2.70 or higher grade point average may enter the graduate program upon successfully passing a comprehensive examination at the end of the senior year of undergraduate study. Academic probation in the undergraduate program continues into the graduate program. Refer to the Occupational Therapy Academic Policies in the *Ithaca College Undergraduate Catalog*.

2. Academic Standards:

Students are expected to maintain a cumulative grade point average of 3.00 or higher during their graduate studies. Students who receive more than 6 credits of C (C+, C, or C-) or more than 3 credits of F can be subject to dismissal from the graduate program. It is required by the Occupational Therapy Department at Ithaca College that all Level II Fieldwork be completed within 24 months following completion of academic courses.

“With the exception of the thesis, graduate students must complete all course work prior to the start of the final specialty/elective fieldwork. If a student has a grade of ‘incomplete’ prior to the start of the specialty/elective fieldwork, the fieldwork will be cancelled. The student may meet with the fieldwork coordinator to reschedule this fieldwork after incomplete course work has been successfully completed. It is important to note that rescheduling a fieldwork may take several months and students are therefore strongly encouraged to have all coursework completed in as timely a manner as possible. It is also important to note that ACOTE requires fieldwork to be completed within two years of the completion of coursework. Students are urged to meet with their advisors to determine the need for a remediation plan if courses are not completed by the conclusion of the graduate spring semester.”

A student who fails any Level II fieldwork (673-60000, 673-69000, and 673-69500 or 673-69600) will be placed on academic warning. The faculty will outline a plan for the student, which may include remedial work and time lines. In addition, an alternate fieldwork assignment scheduled by the academic fieldwork coordinator must be successfully completed. However, no more than one Level II fieldwork can be repeated. Students are expected to maintain professional behavior standards published in the Occupational Therapy Student Manual and the Fieldwork Manual.

3. **Graduation Requirements:**

Students must complete the B.S. program in occupational science at Ithaca College, and complete all required courses in the Graduate Program to meet the requirements for graduation from the masters program. This includes successful completion of all Level II fieldwork requirements, and completion of the Thesis or Non-thesis options within the Graduate Program.

The OT department recognizes that Ithaca College grants students 6 years to complete a masters degree. In an effort to assist students through this process, a review of progress will be conducted at the conclusion of the second year of thesis work beyond course completion. For that 2-year review, students will submit a summary statement describing the work done to date, as well as a timeline and plan for the completion of the thesis. The graduate chair of the OT department and the student's thesis advisor will review the status of the thesis in progress and approve or recommend changes in the student's projected timeline to completion. A 4-year review will be conducted if the thesis is still outstanding and a remediation plan put in place if it is determined that the student is in danger of failing to complete the thesis in the allocated 5-year time span. At that time, the student will be made aware of the ramifications of non-completion on degree conferral as per Ithaca College policy. The graduate chair will be responsible for tracking student progress through this process.

Graduate Curriculum:

Graduate classes are organized on a 5-block system, as outlined below:

Block O1:	<i>Immediately following graduation from the B.S. in Occupational Science</i>	
	<u>Level II internship</u> (from May through August)	<u>credits</u>
	673-60000: Children and Adolescents Internship <u>or</u>	6
	673-69000: Adult and Geriatric Internship	(6)
Block O2:	<i>Fall semester (late August through December)</i>	
	<u>Required Courses</u>	
	673-63000: Preventative Health Care and Patient Education	3
	673-64000: Activity Group Process	3
	<u>Either:</u> 673-65000: Applied Pediatric Neuroscience <u>or</u>	3
	673-65100: Applied Adult Neuroscience	(3)
	<u>Either:</u> 673-67200: Individual Thesis Research I <u>or</u>	3
	673-67100: Group Research	(3)
	<u>Electives: students select <u>one</u> of the following--</u>	
	673-64100: Adaptation & Environmental Modification	(3)
	673-64300: Cognitive Rehabilitation	(3)
	673-64400: Technology in Occupational Therapy	(3)
	673-64500: Vocational Readiness	(3)
	673-64600: Play & Leisure	(3)
Block O3:	<i>Spring semester (early January through March)</i>	
	<u>Required Courses</u>	<u>credits</u>
	673-62000: Advanced Theory and Practice	3
	673-61100: Professional Concepts II	1
	673-63100: Consultation, Community, & Alternative Models	2
	<u>Either:</u> 673-67300: Individual Thesis Research II** <u>or</u>	2
	673-61000: Supervision in Occupational Therapy	(2)
	<u>Specialty Seminars: students select <u>one</u> of the following--</u>	
	673-68100: Advanced Concepts in Physical Disabilities	(3)
	673-68200: Advanced Concepts in Psychosocial OT	(3)
	673-68300: Advanced Concepts in Geriatric Rehabilitation	(3)
	673-68400: School-Based Occupational Therapy	(3)
	673-68500: Hand Therapy	(3)
	673-68800: Early Intervention in Occupational Therapy	(3)
Block O4:	<i>All internships following completion of the graduate course work</i>	
	<u>Level II Internship</u>	<u>credits</u>
	673-60000: Children and Adolescents <u>or</u>	6
	673-69000: Adult and Geriatric	(6)
	<u>Specialty Internship</u>	<u>credits</u>
Block O5	673-69500: Elective Specialty <u>or</u>	4
	673-69600: Elective Internship	(4)

** Choose one depending upon Graduate Program Option Selected.

**ITHACA COLLEGE
DEPARTMENT OF OCCUPATIONAL THERAPY
ACADEMIC/CLINICAL SCHEDULE
GRADUATE CLASS OF 2005**

BLOCK 01	Clinical Fieldwork (12 weeks)	May 24 - August 16, 2004
BLOCK 02	Fall Graduate Coursework (15 weeks)	August 25 - December 17, 2004
BLOCK 03	Advanced Theory Course	January 3 - January 7, 2005
	Spring Academic Coursework (12 weeks)	January 5 - March 21, 2005
	Thesis Defense Day & Research Presentations	March 22 & 23, 2005
BLOCK 04	Clinical Fieldwork (12 weeks)	April 4 - June 24, 2005 (dates may vary)
BLOCK 05	Specialty Fieldwork (8 weeks) .	Beginning July 2005 (dates will vary)

GRADUATE LIFE:

As a student who has already spent a considerable amount of time at Ithaca College, you may anticipate that policies, procedures, academics, and socialization will continue as you have known them. However, there are a number of differences between undergraduate life and graduate life on campus. One of the greatest differences is in academic expectations. Students at the graduate level will find that they are expected to work much more independently than undergraduates. Many assignments require independent research and integration of concepts from a number of diverse sources of information. Students can expect to read much more original research than they have in the past, and use this research to make informed decisions related to theory, practice, and research. Many assignments are long-term and sometimes more loosely constructed, requiring the student to organize and manage their time effectively.

Policies and procedures pertaining to the graduate student have been established by the Division of Graduate Studies, and are reflected in the *Ithaca College Graduate Catalog*. Policies developed by the Occupational Therapy Department have been developed as part of this framework; be sure to read the *Graduate Catalog*, because its contents are not reproduced here. In this section of the manual, we will outline policies and events that are particularly pertinent or unique to the Occupational Therapy Department.

Professional Behavior:

Students in the graduate year are spending increasing time in professional and community settings representing Ithaca College and the profession of occupational therapy. Therefore, it is important to comport yourself professionally and dress appropriately for all environments. It is also important to remember that clients have the right to confidentiality. Always treat clients and other professionals with full respect when in their presence and when speaking about them out of their presence.

Honors:

The Department of Occupational Therapy has established a chapter of Pi Theta Epsilon, the national occupational therapy honor society.

Eligibility requirements: At Ithaca College, the Beta Phi Chapter of PTE is open to junior, senior and graduate students whose GPA is at least 3.5 and who are in the top 20% of their class.

Tuition and Fees:

Tuition for the graduate year is established in February of the prior year; students must check with the Division of Graduate Studies for the current tuition. A fee of \$25.00 is required of all students who complete a master's degree, and is paid when the student files for the degree in the Registrar's Office.

Continuing Registration:

A fee of \$50.00 is required of all graduate students to maintain active status when they are not enrolled in course work for academic credit. This may be necessary for students who interrupt their studies, and for those students who require additional time beyond fieldwork to complete thesis requirements.

Health Insurance:

Students are responsible for maintaining their health insurance. A health and accident insurance policy is available through the Health Center for graduate students. Students are encouraged to contact their family insurers directly for information related to personal insurance.

Financial Aid:

See the *Ithaca College Graduate Catalog* for information specific to graduate students. Information on scholarship opportunities for occupational therapy students is filed in the front office of the Occupational Therapy Department. Students should contact the occupational therapy association within their state of residence and the American Occupational Therapy Association for information about funding that may be available to them.

Graduate Work-Study Opportunities:

The Department of Occupational Therapy is able to employ a limited number of students who are eligible for work-study. Students are often needed to staff evening open lab hours, to work in the tech lab, and to work on specific projects for the department and for individual faculty members. Assignments are usually made in early April of the senior year. Students should contact the Graduate Chair for more information.

Computer Services:

Students receive a free account for e-mail, library services, and the world-wide Internet. Numerous computer labs found throughout campus are accessible to students, however, many will find the lab in the lower floor of the Center for Health Studies to be well-equipped for their use.

Graduate students are required to maintain an active Novell Account with ITS to allow convenient printing of documents and statistical data from the computer centers.

Graduate students may find that their e-mail accounts are terminated after graduation from the bachelor's program. We are working with ITS to ensure that your e-mail accounts remain active without interruption until you graduate from the master's program. Some students will find that their e-mail accounts are inaccessible because they have exceeded their quota. Therefore, it is very important to delete unnecessary information on your e-mail account regularly. However, be sure to contact ACCS if you encounter difficulties with your e-mail. It is vital that students on internship who are still working on the thesis be able to contact their Thesis Advisors by computer.

Parking:

Parking for graduate students is free, but students must receive a parking permit. Temporary parking permits can be secured through the Division of Graduate Studies.

Identification Cards:

The Division of Graduate Studies will give each duly registered student a three-week graduate student ID, which is necessary for a permanent ID card. The graduate student ID provides more inclusive library benefits for students than the undergraduate ID.

Graduate Student Events:

Fall Semester (Block O2) Events:

Occupational Therapy Mandatory Meeting: Students are required to attend this meeting, which is scheduled at the very beginning of the fall semester. Students will meet with the Graduate Chair at this time for specific information about the graduate program.

Luncheon: The Division of Graduate Studies hosts a welcome luncheon for graduate students in late August or early September each year. Invitations and RSVP forms are mailed to students' permanent addresses during the summer.

ROPES Course: This course is a required activity of the Activity Group Process course, and is scheduled by the course instructor in the early fall. The date and time vary from year-to-year.

Spring Semester (Block O3) Events:

Graduate Colloquium: This event, held each spring, presents the work of graduate students throughout the college. Students are strongly encouraged to submit proposals to present their research or projects and/or to attend the seminar, which is usually scheduled in February.

Research Presentation Days: At the end of the fall semester a time will be scheduled for presentation of graduate group research projects. In addition, in the final days of the spring semester, a thesis defense day will be scheduled to provide an opportunity for students to present their thesis research to occupational therapy faculty and students, and to the college community as a whole.

Exit Interviews: These interviews are scheduled with the Division of Graduate Studies at least one month prior to completion of the spring semester, and are required of all students.

SECTION II - PROGRAM OPTIONS

GRADUATE PROGRAM OPTIONS:

The graduate program provides two options for students in the graduate year: the Non-Thesis and the Thesis Option. Both options provide the student with research experience, however the amount of independent work required and the degree of guidance provided by the faculty vary in each option. The two options are described more fully below. Students electing either option will be required to prepare a research paper in APA style, and will present their research to the faculty.

All students are required to develop a research proposal in the Research Methods course, which provides the opportunity to read the literature around a given topic in significant depth. Students should seek out faculty who have an expertise or interest in the student's topic, to help focus their readings and to help them formulate a research question. To help students determine which faculty members they might wish to contact, a list of faculty research interests is included in this manual.

1. The Non-thesis Option:

The Non-Thesis Option provides significant faculty support for students, who will complete research designed by faculty members. Students selecting this option also have the opportunity to develop additional skills in supervision and administration. Students who elect the Non-thesis Option may have a stronger interest in practice and administration than in clinical research, or may prefer the support from faculty and other students offered by group research (as opposed to the individual thesis). This option requires completion of a 3-credit Group Research Project (673-67100) in the fall semester and a 2-credit Supervision in Occupational Therapy (673-61000) in the spring semester. Non-thesis students must also take a Graduate Comprehensive Examination, which is scheduled usually in February.

The Group Research Project: Toward the end of the spring semester, faculty will announce group research projects they would like to complete in the following fall semester. Entering graduate students selecting the non-thesis option have the opportunity to indicate which projects interest them the most, and those projects that receive the greatest student support will be offered. The number of projects offered depends upon the number of students selecting this option; some projects may be canceled if there is insufficient student interest.

In the group research project, the sponsoring faculty will have outlined the problem, formulated the research questions or hypotheses, developed the methodology, and secured Human Subjects Committee approval. Students will divide responsibilities to carry out the research according to the methodology outlined by the faculty. Each student may be asked to consider a different aspect of the research question or questions. Students will analyze the data and write individual papers outlining the research questions they addressed, the methodology, results, discussion, and conclusion, per instructions from faculty sponsors. Writing policies, academic honesty, and proofreading guidelines will be followed for all projects, as specified on page 9 of this manual. Each project may have slightly different parameters and different expectations for the students: these will be outlined by the faculty in the project syllabus.

The Graduate Comprehensive Examination

Successful completion of the Graduate Competency Examination is a requirement for the Masters of Science degree in Occupational Therapy for students who do not select the thesis option. The comprehensive examination will be scheduled during the spring semester (Block O3) of the graduate year. The purpose of the examination is to ensure adequate development of professional skills in the following areas:

- a. Ability to critically analyze professional research;
- b. Ability to articulate complex issues as they relate to occupational therapy practice;
- c. Ability to write in a professionally acceptable manner;
- d. Ability to integrate and synthesize knowledge related to theory, research, contemporary issues, and practice.

Examination Format:

The format and content of the comprehensive examination will be announced to students by December 1 of the fall semester. The examination will include questions related to theoretical concepts, practice of occupational therapy, research, and current issues in occupational therapy through an examination of published research. Students will be given a list of sample questions and a reference list of research articles that may be the focus of inquiry on the examination. Students will be allowed three hours to complete the examination. Answers will be typed by computer in the computer classroom during designated times. Students may record their answers in blue books when they request this option, or in the event that the computer room cannot be reserved. Students may bring any desired written resources to the test site, but will not be allowed to access to materials on disk or on the web.

Grading:

Each question on the examination will be graded pass/fail by at least two faculty members. In the event that significant differences in scoring exist, a third faculty member will review the examination. Students who fail any section(s) of the comprehensive examination will have one opportunity to retake the examination. The student must schedule this at a time convenient to the student and the Graduate Chair.

2. **The Thesis Option:**

The Thesis Option allows the student to pursue research of personal interest, but requires a significant amount of independent initiative and effort. Students electing the Thesis Option should have a well-formulated research question that will hold their interest for the duration of the thesis. Students must submit a written Thesis Proposal to the Graduate Chair for review by a committee for graduate faculty by no later than October 30. Students who select the thesis option must register for a 3-credit Individual Thesis Research I course in the fall semester followed by a 3-credit Individual Thesis Research II course in the spring semester. Each faculty member will have a separate course section number. The thesis option requires that the students at the end of their research, defends their theses in a 30 minute oral presentation and write a Master's thesis upon successful defense of their theses. The guidelines for thesis defense and thesis writing are attached in the manual. The thesis is graded on a Pass/Fail basis.

3. **General Guidelines for Writing the Group Research Paper and the Thesis:**

Procedures for completing the graduate thesis are explained more full in the following pages. General guidelines for writing research papers for both the Group Research paper an the Individual Thesis are compiled below:

- I. **Writing Policy:** The Occupational Therapy Program at Ithaca College has developed a policy regarding student writing which applies to all written assignments, including the group research paper and the thesis. According to this policy (See your student manual) graduate students will be allowed no more than 3 errors before the paper is returned. Grade reduction for resubmitted papers will be standard practice.

Resources:

Students are encouraged to use spell-check and grammar-check functions. Assistance in writing papers is available from the College Writing Center, 228 Park Hall, 247-3315. Students are also encouraged to purchase and use the following references:

A good academic dictionary

A good medical dictionary

Hacker, D. A Writer's Reference, 3rd Ed. Bedford Books/St. Martin's Press.

Publication Manual of the American Psychological Association, 4th Ed. APA.

Strunk, and White, EB. The Elements of Style, 5th Ed. Pearson Press

Additional resources for writing are available at the Ithaca College Bookstore.

- II. **Academic Honesty:** The thesis and the group research paper are expected to conform to the Ithaca College standards for academic honesty. Citation and proper and accurate recognition of the work of others is essential to the thesis process. If in doubt, check with your advisor and the *Ithaca College Student Manual*.

- III. **Proofreading:** Proofreading: All writing is expected to conform to the highest standards of form, spelling, grammar, and punctuation. Students are expected to proofread and check their work for spelling and grammar. It is often difficult to see one's own mistakes, particularly when materials have been read many times. Therefore, it is often helpful to have someone else proofread for errors, omissions, and lack of clarity. Work will not be considered complete until it is acceptable to the thesis advisor or course instructor.

SECTION III
THESIS PREPERATION GUIDLINES

THESIS PREPARATION GUIDELINES

Master of Science Degree in Occupational Therapy

The process of writing a master’s thesis combines previous research and academic writing skills that you have developed during your undergraduate and graduate study. To facilitate that process and to ensure that your thesis is of the best academic quality, the following checklist has been developed by the graduate faculty of Ithaca College and Occupational Therapy.

Checklist for Completion of the Thesis

1. Identification for the problem and research questions will determine the research design for the thesis. Acceptable research designs include the scholarly literature review, single subject, survey, correlational, quasi-experimental or experimental design. Qualitative design will generally not be acceptable, because the OT Graduate Committee has determined that the nature of this design requires depth of knowledge and clinical experience in occupational therapy beyond the level of the typical graduate student. Familiarize yourself with the current research literature on your topic of interest, including unpublished materials (theses and dissertations) as well as published books and articles. Be sure to read the “future recommendations” sections of these works. Talk to faculty for ideas.
2. Discuss potential thesis topics with faculty members with expertise in topic area. In consultation with your graduate chair, identify a potential faculty thesis advisor and faculty readers for your thesis committee (which normally consists of two or three members including advisor). Present your thesis idea to these individuals and obtain their consent to serve on your thesis committee. Included at the end of this section is a list of faculty and their research interests.
3. Work with your thesis advisor to prepare a Thesis Proposal as well as a proposal for the Human Subjects Review Committee (HSRC) where needed (this process is outlined in item number 6 (below). Students must also submit a thesis proposal form (T2) with their proposal. In the form, the thesis advisor should approve the proposal and sign in the relevant section before submitting to the graduate committee. The thesis proposal will consist of the following (please limit it to 2-3 pages single spaced with wide margin).
 - Title of the proposal
 - Name of the student, advisor, and advisory committee
 - A synopsis paragraph of the proposal that will include in bulleted format, problem statement, hypothesis or objective of the study and expected outcome, and relevance to occupational therapy.
 - A paragraph on the methodology arguing the feasibility of the completion of the study within the time limit of the Individual Thesis I & II course.
 - A paragraph on the rationale of financial assistance needed from the Graduate program with complete R1 form.

- Status of the IRB on human subject proposal.
 - Copies of all measures administered.
4. Work with your thesis advisor and committee members to review and finalize the proposal. Submit proposal to graduate committee following approval of you thesis advisor.
 5. Give an oral presentation of your thesis proposal to your thesis advisor and committee members. Approval of the thesis proposal is contingent upon HSRC approval, if necessary.
 6. HSRC approval is required for any research that involves the use of human subjects. To submit the Human Subjects Research Proposal, complete the following steps:
 - a. Complete application for HSRC and submit to thesis advisor for review and signature, allowing time for review by advisor and revisions. The HSRC Proposal is prepared in accordance with the procedures outlined in the *Guidelines for Proposals* document. These guidelines are changed frequently, so please access the document on the Web [<http://www.ithaca.edu/frg/section7.htm>] or by contacting the Provost's office (274-3837).
 - b. Submit application to HSRC in accordance with deadlines (a schedule of meetings for the All-College Review Board can be obtained by calling the Provost's office). **Please note** that Students and advisors may also need to go through the Institutional Review Boards (IRB) of institutions whose support will be needed for completion of the research (i.e. to secure participants). Many IRBs meet Irregularly, so sufficient time must be allowed for proposal modification and approval. It is imperative to contact the appropriate person at each facility and follow up on the status of the proposal.
 - c. Following approval by HSRC, begin subject recruitment and data collection. Retain all documentation of approval: copies of letters of approval from HSRC and institutional IRBs must be included in the final thesis document. Data must be stored as indicated in the Human Subjects Research proposal. Copies of all measures and data files must be retained by the Thesis Advisor.
 7. Limited funds are available to students for duplicating, mailing, securing mailing lists, and other costs related to their research. Students must submit a statement itemizing anticipated costs to the Graduate Chair included in their proposal using Form R1 (Section V). Funding must be approved by the Graduate Chair and the Dean of the Division of Graduate Studies. Students who are conducting survey research may wish to purchase mailing lists from the American Occupational Therapy Association according to specific criteria that you may require. Information regarding AOTA's Direct Mail Services are included in Section VII of this manual.
 8. With your thesis advisor, select a thesis format (traditional or manuscript), depending on program requirements. A description and model of the key elements of each format are included in this document.
 9. Work with your thesis advisor, and committee members where appropriate, to complete analysis and writing thesis.

FACULTY RESEARCH INTERESTS:

Specific areas of faculty research interests in the Department of Occupational Therapy are highlighted below. Thesis titles from past graduate students for whom the faculty served as thesis advisors are noted as well.

Melinda Cozzolino: Industrial rehabilitation/vocational counseling, and interdisciplinary outcome study (Center for Life Skills Program), alternative treatment approaches for instrumental musicians, community mental health.

Carole Dennis: Early Intervention services and family-centered care, adolescent and child occupations (including play), the development of cognitive complexity and clinical reasoning in students.

Kimberly Arndt: *Occupational Therapy and the Child with a Terminal Illness*

Marissa Brown: *Physical Environments of Neonatal Intensive Care Units*

Karri Fisher: *Play and Social Interactions: A Time Use Study of Children with and without Learning Disabilities*

(Janet Wigglesworth was on the thesis committee)

Corrine Iverson: *Parental Locus of Control and Parents' Perceptions of the Quality of Family-Centered Care*

Jennifer Kinsley: *A Comparison of Social Interactions in Children with Developmental Disabilities and their Typically Developing Peers*

(Janet Wigglesworth was on the thesis committee)

Jane McGown: *Assessment of Father's Needs in Early Intervention Care*

Don Shekailo: *Locus of Control, Personal Causation, and Occupational Functioning with Implications for the Model of Human Occupation*

Jennifer Yeamans: *Family-centered Care in Early Intervention: Perceptions of Practice*

Catherine Gordon: ***Note: Dr. Gordon is on sabbatic during the 2004-2005 school year and her availability is very limited.*

Normal human development, developmental disabilities, vocational and other assessment, sensory defensiveness in adults with stroke/head trauma, curriculum issues.

Janira Arce: *Descriptive Survey of Collaborative Care Education in Professional Entry Level Occupational Therapy Programs*

Andrea Fadel: *Transitional Living and Individuals with Mental Retardation*

Janine Mallis: *Occupational Therapists – Use of Play as a Therapeutic End*

Emily Wilson: *The Role of Occupational Therapy in Welfare to Work*

Barbara Hansen: Early intervention and family-centered care; cancer and how Occupational Therapy can interface with persons with cancer; determining the competencies of home care occupational therapists and fieldwork issues.

Committee member for the following students:

Jane McGowan: *Assessment of Father's needs in Early Intervention Care*

Amy Holvey: *Occupational Therapists' Perceptions of Family-Centered Care in the Neonatal Intensive Care Unit*

Alisha Picarsic: *Level II Fieldwork Educator's Familiarity, Knowledge, Comprehension, Utilization, and Value of Evidence Based Practice.*

Carol John:

Occupational engagement of persons after moving to a retirement community, environment-behavior interaction of retired persons, environmental modification, occupational engagement as a method to enhance life span transitions, aquatic therapy and use of Labyrinths as therapy for person with memory loss.

Lindsey Crichton: *Sensory Interventions and the Elder with Dementia.*

Megan Deskin: *Increasing Motivation in Older Adults*

Alison Eisnor: *Determining the Benefits of an Aquatic Program for Individuals with Arthritis*

Patrica Gonzalez: *Comparison of Nursing Home Residents who Reside in an Eden Alternative Nursing Home and Residents who do not Reside in an Eden Alternative Nursing Home*

Marilyn Kane:

Driving and Community Mobility

Interested in anything related to this topic from rehab to adaptation to cessation for this highly complex, valued occupation. Up and coming practice area for OTs. Secured a grant from AOTA/NHTSA to complete an education module on driving and the older adult. Current activity in this area is a research project (with Sue Leicht) that has been a group research course too:

“Effectiveness of using self-awareness techniques with selected driving assessment tools to increase confidence in elderly drivers’ self-report of driving ability”

Self-Awareness/Metacognition

I believe that self-awareness/metacognition influences the engagement, motivation, and performance of occupations by anyone from client, therapist, student, teacher, well-elderly, adolescent, etc. in any of our treatment / teaching domains/settings. Some past (McDaniel, Robinson, Barras and Ferris) and current (Wurm, Lowenwirth, Arsenault, Roth) thesis research activity that would fit in here includes the following as well as one current research project with faculty (Donna Twardowski):

Donna Twardowski: *Effectiveness of using a disability simulation learning experience with occupational therapy students to change attitudes towards individuals with disabilities*

Maureen McDaniel: *Essential characteristics of preventative educational programs targeting the industrial and service worker populations*

Amy Robinson: *Psychologists’ perceptions of occupational therapy in the treatment of eating disorders* (accepted for publication in OTMH)

Debbie Ferris: *The effect of occupational therapy curriculum on student attitudes towards individuals with mental illness*

Diane Barras: *Flow experiences of participants in adaptive skiing programs*

Kristine Lowenwirth: *Sexual dysfunction in post-CVA patients*

Rebecca Wurm: *Aspects of spirituality in occupational therapy*

Brooke Arsenault: *The Effects of Domestic Violence on Women’s Occupations*

Lauren Roth: *Client-Centered Evaluation in American Occupational Therapy*

Marilyn Kane:

Vision

I think that remedial training techniques such as used with the Dynavision 2000 can be linked to improve performance in occupations that have meaning and purpose to the individual – again this is across populations, disability (or not), and our typical domains of occupation. Current activity is a joint research project “A pilot study of visual retraining using the Dynavision 2000 for improving perceived performance in post-CVA clients”

Virtual Reality

As part of a grant by Sharon Stansfield in the Math/Computer Department and with Sue Leicht and grad students, we began a project to develop a virtual client who will exhibit medical condition such a CVA/stroke for training students and eventually training clients. Current work is in motor control of upper extremity such as reaching for a glass and emotional (facial) expression such as would occur during an interview or intervention session.

Diane Long:

Interested in research related to provision of OT services in school-based practice: handwriting assessment and remediation, effect of school environments on fine motor function, alternative forms of service provision and discharge criteria.

Simon Carson: *Occupation Based Constraint Induced Therapy*

Jillian Bergeron: *Influences on School Readiness Skills: A Look at Play Activities*

Sara Gillis: *In-Classroom Versus Pull-Out OT Services: The Opinions of Children within Three Public School Systems in Upstate New York*

Amy Holvey: *Occupational Therapists’ Perceptions of Family-Centered Care in the Neonatal Intensive Care Unit*

Kathleen Stoklosa:

Research on physical dysfunction and hand therapy issues.

Donna Twardowski:

Main areas of interest and continuing education include: human development; pediatric occupational therapy (especially sensory integrative dysfunction); assistive technology; spirituality, and changing student attitudes toward disability, and sensory integration.

SECTION IV - THESIS FORMAT

TRADITIONAL THESIS FORMAT
&
MANUSCRIPT THESIS FORMAT

THESIS FORMAT OPTIONS:

TRADITIONAL THESIS

Preliminary pages: Should be in sequence numbered with lowercase Roman numerals (i, ii, iii, iv, etc.) centered above the bottom margin. Count the title page as page one but do not print a page number. Number the approval page as ii, the abstract page as iii, etc.

There are no blank pages. The ordering of preliminary pages is as follows:

- a. Title page (not numbered)
- b. Approval page (ii)
- c. Abstract page (iii)
- d. Acknowledgments and Dedication (optional)
- e. Table of Contents
- f. List of Tables
- g. List of Figures

Text: Beginning with the first page of the text and continuing to the end of the manuscript, number the pages in sequence with Arabic numerals. Count all pages and number them. Do not insert numbers such as “106a” or leave uncounted pages. Except for the first page of each chapter where the page number appears centered above the bottom margin, page numbers are positioned uniformly at the top, right margin with the running header. No running header is put on the 1st page of each chapter.

Chapter 1. Introduction

Chapter 2. Review of Literature

Chapter 3. Methods and Procedures

Chapter 4. Results (Analysis of Data) including Tables and Figures

Chapter 5. Discussion

Chapter 6. Summary, Conclusions, and Recommendations

Appendix/ces

References/Bibliography

Style manuals used in thesis preparation are at the discretion of the respective graduate program. The Occupational Therapy Department uses the APA Style Manual (latest ed.)

NOTE: Examples of the traditional format can be obtained from the graduate program chair or your thesis adviser.

(Sample Thesis Title Page--Applicable to both Traditional and Manuscript formats)

**THE TITLE OF YOUR THESIS
ORGANIZED IN LOGICAL PHRASES**

5 single spaces

5 single spaces

**A Masters Thesis presented to the Faculty of the
Graduate Program in Occupational Therapy
Ithaca College**

5 single spaces

6 single spaces

**In partial fulfillment of the requirements for the degree
Master of Science**

5 single spaces

3 single spaces

by

Name of Student

Month/Year

Certificate of Approval (signature page):

Section IV – Thesis Format

This page also must be according to a standard format, and centered between the margins.

Ithaca College

School of Health Sciences and Human Performance

Ithaca, New York

4 spaces

3 spaces

CERTIFICATE OF APPROVAL

3 spaces

4 spaces

This is to certify that the Thesis of

Your name

**Submitted in partial fulfillment of the requirements for the degree of
Master of Science in the Department of Occupational Therapy, School of Health Sciences
and Human Performance at Ithaca College has been approved.**

3 spaces

Thesis Advisor: _____

Committee Members: _____

3 spaces

Candidate: _____

3 spaces

Chair, Graduate Program in Occupational Therapy _____

3 spaces

Dean of Graduate Studies: _____

4 spaces

Date: _____

Abstract:

This is a short summary of your total thesis, which should include the problem purpose questions, methodology, results and summary. It is usually written last and rarely exceeds 1 page in length.

Acknowledgments:

This page is where you can thank the people who you feel were significant in helping you finish school and/or the thesis. It is usually a fairly short list, sometimes with comments. It is optional. If you use it, however, be careful that you do not forget anyone who may be hurt by his or her omission.

Dedication:

The dedication page allows you to dedicate the thesis to someone important to the completion of your thesis. This page is not required.

TABLE OF CONTENTS:

Your Table of Contents lists the sections of text - your chapters, subsections and appendices with the specific page numbers flush right on the page. Not every subsection needs to be listed, especially if you used several layers, but major subsection headings should be included. The page is most easily edited when the paper is finished, although preliminary drafts should also include this section, so your advisor can check the format.

LIST OF TABLES:

The List of Tables follows the Table of Contents. Any tables used in your thesis are numbered and their page numbers are identified in this section. As with the Table of Contents, you may need to edit this section at the end of the writing process after the final draft has been printed.

LIST OF FIGURES:

If you include illustrations, models, or other boxed data from tables in the body of your thesis, they must be numbered and their page numbers identified in this section.

CHAPTER 1 INTRODUCTION:

- Background
- Problem
- Rationale/Significance
- Basic Definitions of terms
- Purpose of the Study

Basically this chapter is designed to capture the reader and set the state for the rest of the paper. It explains what you are interested in and why it is important to O.T., the client, and the community.

CHAPTER 2 REVIEW OF LITERATURE:

Theoretical and research data related to your topic
Organized by topic, concept
Moves from broad to narrow, concept to research, old to new

This chapter is where you indicate that you understand the subject and share with the reader what is known and not known, believed and/or questioned about your topic. It supports the specific research hypotheses and methodologies you will use. It is based on scientific reading and research.

CHAPTER 3 METHODS AND PROCEDURES:

Hypotheses or research questions
Limitations, Delimitations, Assumptions
Subjects and selection method
Operationalization of concepts into variables
Measurement instruments - design, reliability, validity, field testing, etc.
Design gathering, analyzing and interpreting data
Scope and limitations of studies

This chapter describes the process of what you did. It demonstrates that you have a good plan, and that you have thought out the issues, problems, etc. It is the chapter that varies the most based on the methodology and questions you have, but all studies will need to have a specific plan of attack described. It may include a review of literature on tools or methods, including reliability and validity of measures. It also includes any procedures you used in instrument development or adaptation, and the process used in analyzing the data. Copies of the instruments and forms used should be included in the Appendices and referred to in this chapter.

CHAPTER 4 RESULTS:

This section of the paper addresses the objective findings of your study (the numbers and details, but not the meaning and impact). It includes tables and figures (see APA for a discussion of tables and figures) that support the text discussion of the findings. Tables and figures are included when they explain the data better and more succinctly than can be done in the text. Avoid redundancy; do not repeat in the text the same data displayed in a table or figure.

This chapter often begins with a description of the research participants (note: APA prefers the use of the term “participants” rather than “subjects”) who responded or were tested, and the demographic data you collected on them. Research questions or hypothesis should be addressed in the same order as they were stated earlier in the paper. Describe the data collected and the analyses that were performed. The data analysis system you used is sometimes included here. Check the APA manual to ensure that your tables are in concordance with APA format. Tables are numbered consecutively as they are discussed in the text. Small tables are usually inserted in text immediately following the section where they are first discussed. Large tables must be placed on separate pages, and are inserted into the document following the page where they are first described in the text.

CHAPTER 5 DISCUSSION:

This is the section where you discuss your results and what they mean conceptually. Here you talk about ideas, not numbers. If there is new literature, or if your findings support or disagree with the findings of previous researchers, you may want to discuss this as well – with appropriate citations. Following the same general format of the chapter preceding it is a good idea for clarity. Also included in this section are the discussions of your questions/ hypotheses, the discussion of your assumptions, limitations, delimitations and any possible meanings related to them, and critique of your own work.

CHAPTER 6 SUMMARY, CONCLUSIONS & RECOMMENDATIONS:

This chapter summarizes your findings, makes general statements about your study, and recommendations for further research. It usually is not long and does not require citations.

APPENDIX/CES:

Appendices will vary somewhat with the kind of study you performed and the instruments you used. Appendices are numbered, and should generally follow a logical flow from the text of the paper. Things that should be included are:

- Human subjects proposal materials, if applicable.
- Surveys should include copies of the materials in all mailings.
- Recruitment materials or information given subjects (unless identical to human subjects materials).
- Instruments used.
- Forms and procedure guidelines used for data recording or analysis.
- Other relevant attachments covered in the text, or too detailed for the text.

REFERENCES:

This section includes all references cited anywhere in the preceding pages of the thesis. References should be listed alphabetically by author, using APA format. Monograph and journal titles may be underlined or in *italics*, but format should be consistent. Citation format for the WWW is not well developed in the manual, since this is so new. The APA has a web site (www.apa.org/journals/webref.html), however, with additional information on the citation format needed for Internet research.

BIBLIOGRAPHY:

This section is also written in APA format, and includes all background reading materials that were used to help write the proposal, but were not cited in the text.

THESIS FORMAT OPTIONS:

MANUSCRIPT FORMAT

In agreement with your thesis committee, this document should be prepared for journal submission and publication. A sample outline follows.

Preliminary pages: same as Traditional Format

Proposal

Section 1. Introduction

Section 2. Review of Literature

Section 3. Methods and Procedures

Proposal References

Manuscript

Introduction

Methodology

Results

Discussion

Manuscript References

Tables

Figures

Appendices (both proposal and manuscript)

Thesis title and thesis approval pages

Samples of the thesis title and thesis approval pages are the same as Traditional Format. -

REFERENCES:

For the Manuscript Format of the thesis, two separate reference sections are included. The first section includes all references used in the first three chapters of the thesis. References should be listed alphabetically by author, using APA format. Citation format for the WWW is not well developed in the manual, since this is so new. The APA has a web site, however, with additional information on the citation format needed for Internet research.

Following the Manuscript, a second REFERENCE section is included at the end of the manuscript itself. This second section includes only those references used in the preparation of the manuscript.

Chapter 4 – MANUSCRIPT:

This section replaces Chapters 4, 5 and 6 in the Traditional Format. What you are essentially doing here is preparing a manuscript of your research. The entire manuscript should not exceed 18 pages, included references. Usually you will format it for either *AJOT* or *OTJR*, but another format may be used if you are targeting a different journal. You will select a journal for initial submission and follow the format outlined in the *Author's Guide* (often published in the first issue of the journal for the year). The manuscript usually includes a section on background and an introduction that explains the problem and purpose of the research, a literature review of the most relevant literature specific to the study, the hypotheses or questions, a discussion of the methodology used in the study (participants, instruments, procedures, etc.), presentation of relevant results (positive and negative), a discussion of the results including critique of your own work and suggestions for further research, and references cited in the manuscript.

The introduction, literature review, and methodology of the manuscript may be very similar to what is reported in Chapters 1, 2 and 3 but are usually more succinct and directed. The results section of the manuscript addresses the objective findings of the study (the numbers and details, but not the meaning and impact). Tables and figures are included in the manuscript when they explain the data better and more succinctly than can be done in the text. Avoid redundancy; do not repeat in the text the same data displayed in a table or figure.

The results section often begins with a description of the research participants (note: APA prefers the use of the term “participants” to “subjects”) who responded or were tested, and the demographic data you collected on them. Research questions or hypothesis should be addressed in the same order as they were stated earlier in the paper. Describe the data collected and the analyses that were performed. The data analysis system you used is sometimes included here. Check the APA manual to ensure that your tables are in concordance with APA format. Tables are numbered consecutively as they are discussed in the text. For publication, tables and figures are usually submitted on separate pages in separate sections following the references.

The discussion section relates the importance of your results and what they mean conceptually. Here you talk about ideas, not numbers. If your findings support or disagree with the findings of previous researchers, you may want to discuss this (with appropriate citations). It is a good idea to discuss findings in the same order as they were presented in your results (to improve clarity). In this section you will also address any limitations of your study, critique your work, and suggest directions for future research.

An abstract of the manuscript is usually written last, but in the manuscript precedes the introduction. The abstract is less than one page (the *Author's Guide* usually specifies word count) and summarizes the problem, question, methodology, results, and discussion.

In the manuscript, tables usually follow the reference list, and are followed in turn by figures if used, and the appendices, if any, used in the manuscript. Tables and figures are used when they explain the data better and more succinctly than can be done in the text. Avoid redundancy; do not repeat in the text the same data displayed in a table or figure. In the manuscript, remember to include only those tables, figures, and appendices referred to in the body of the paper. Many publishers limit or exclude appendices.

APPENDICES (Supporting the total thesis):

Appendices will vary somewhat with the kind of study you performed and the instruments you used. Appendices are numbered, and should generally follow a logical flow from the text of the paper. Things that should be included are:

Human subjects proposal materials, if applicable.

Surveys should include copies of the materials in all mailings.

Recruitment materials or information given subjects (unless identical to human subjects materials).

Instruments used.

Forms and procedure guidelines used for data recording or analysis.

Copies of data tables not used in manuscript, but related to study.

Other relevant attachments covered in the text, or too detailed for the text.

DEFENSE AND FINAL THESIS PREPARATION SUBMISSION

1. Upon completion of the thesis, prepare presentation for a thesis defense. The thesis defense is a half-hour presentation that is advertised and open to all members of the college community. Students may invite family and other guests if they wish. The student should prepare a twenty-minute professional presentation, utilizing appropriate audio-visual support. Questions should be invited from the audience. Faculty may request further information, and may require revision of the thesis following the thesis defense. The presentation should include:
 - a. An explanation of why the topic was selected, and why it is relevant to occupational therapy.
 - b. A brief review of key literature and research related to the study.
 - c. A statement of the problem investigated and the purpose of the study
 - d. The research question or hypothesis.
 - e. Summary of the methodology.
 - f. Results (with statistical information, if appropriate): indicate whether the hypothesis was supported, or questions answered.
 - g. Discussion: what is the meaning of your findings; how do they relate to other research or practice.
 - h. Summary: what were the limitations of your study; what would you suggest for future research.
2. Defend the thesis according to program guidelines.
3. Make final revisions to the thesis.
4. Submit final revisions to the thesis adviser and committee members for final approval and signatures. Be sure to submit at least five original copies of your CERTIFICATE OF APPROVAL page since each must have an original signature. If you desire additional copies, provide them at the same time.
5. Following approval and signatures from your thesis adviser (and committee members, where required), submit the thesis to the graduate program chair for approval and signature. NOTE: The graduate chair must have the signed thesis at least six (6) weeks prior to your desired degree posting date to allow time for remarks from the chair and approval by the Dean of Graduate Studies before the degree posting date. Although these dates vary from year to year, you may assume March 15 (for May graduation), July 15 (September graduation), and November 1 (December graduation) as the submission deadlines to the graduate program chair.
6. Following approval and signature by the graduate program chair, the thesis must be submitted with all signatures to the Dean of Graduate Studies at least 30 days before graduation (April 15, August 15, or December 1). NOTE: It is your responsibility to check specific dates and deadlines. A thesis turned in after these dates cannot be guaranteed a proper review or approval for the degree posting date.

7. Following approval from the Dean of Graduate Studies. You need to bind your thesis. Student's grades will not be complete until the bound copies are submitted to the Graduate Chair. NOTE: It is common to have one final revision in order to incorporate changes requested by the Dean of Graduate Studies.
8. Hardbound copies of the thesis can be obtained at Page Book Binder, Inc. in Jacksonville, NY (te. 1-800-880-3940), Ridley's Printing in Ithaca, NY (te. 1-607-257-0212), or from sources in closer proximity to the students. Hardbound copies should be prepared on (25% rag content paper).
 - A. Hardbound copies shall be submitted to the Graduate Chair as follows:
 - 2 copies for the Ithaca College Gannett Library.
 - 1 copy to the Graduate Chair for the O.T. Department Library.
 - 1 copy to the student's advisor.
 - B. Softbound copies shall be submitted to the Graduate Chair as follows:
 - 1 soft bound copy for the Wilma West Library, American Occupational Therapy Assoc.

Committee members may require a hard or soft copy depending upon their preference. The student may also wish to bind a copy for him – or herself and for parent or significant others.

9. The thesis should be bound in black and the cover imprinted in gold lettering as follows: MASTER'S THESIS; thesis title; author's first name, middle initial, and last name; year. The letter size should be approximately one-quarter inch high. An example is:

MASTER'S THESIS

**The Title of this Thesis
In a Format
That Centers the Details
Thus**

Your name and Degree Initials

Year

The spine of the thesis should be printed in the same style with gold letters and contain: the student's name, degree (abbreviated), year of completion, short title.

10. The department policy is that any articles or publications resulting from thesis research are the joint effort of the student and the faculty involved. Initial publication rights go to the student, but the advisor should be listed as second author, and any other faculty or area professionals providing significant input should also be listed as authors.

If the student fails to pursue or stops pursuit of publication, however, the faculty advisor may pursue publication one year after the completion of the thesis. In this case, the student should be notified of this action, and the order of authorship changed, with the faculty member as first author, and the student as second author.

11. Students and thesis advisors are strongly encouraged to present thesis findings to professional audiences at conferences, workshops, and other public forums. When possible, the student and faculty advisor may elect to present the information together. However, if either the student or the thesis advisor choose to present the material independently, every effort should be made to contact the other party and inform them of the presentation.

“Do’s” and “Don’ts” for your thesis project

- DO:**
- * Complete a literature review on your topic and keep it updated with monthly searches of new research.
 - * Review other theses in your concentration area before writing your proposal.
 - * Learn to use appropriate computer software yesterday!
 - * Make sure you have backup copies of your work on separate disks at all times.
 - * When submitting a draft of anything, allow two (2) weeks for your thesis adviser or committee members to read it. Many times it will be read earlier, but two weeks is reasonable.
 - * Prepare. Thoroughly understand your topic, previous literature, methodology, data collection, use of any required equipment, etc.
 - * Before each meeting with your adviser or committee member, prepare a list of your questions or concerns. Prior to your meeting, have a clear understanding of your goal and the problems you are encountering. You are responsible for actively participating in these meetings and are expected to present your ideas.
BE PREPARED!!

DON’T:

- * Don’t try to conquer the world by yourself. Seek advice from your adviser during all stages of the project to keep on the right track.
- * Don’t hesitate to seek assistance from others--classmates, friends, when in need. They will be in need someday and will come calling on you.
- * Don’t waste anyone’s time. If you are using human subjects, know your data collection procedures well and practice them in advance.

SECTION V - FORMS

Ithaca College
Department of Occupational Therapy

Appointment of Thesis Committee Members

Student's Name: _____ Date: _____

Campus address: _____ Phone: _____

_____ Email: _____

Permanent address: _____

As a student in the Occupational Therapy Program preparing for the Master's Thesis, I have shared my proposed topic of investigation, time frame, and design of the investigation with the individuals named below, who have agreed to serve on my thesis committee:

Student signature: _____

Date: _____

Thesis Advisor:

Name: _____

Department: _____

Address: _____

Phone: _____

Email: _____

Advisor's signature

Date

Additional thesis committee members (please note: committee members are named only when you and your thesis advisor feel their assistance is warranted):

1. Name: _____

Department: _____

Address: _____

Phone: _____

Email: _____

Committee member's signature

Date

2. Name: _____

Department: _____

Address: _____

Phone: _____

Email: _____

Committee member's signature

Date

Ithaca College
Department of Occupational Therapy
Approval of Thesis Proposal

TO BE COMPLETED BY STUDENT:

Student's Name: _____ Date: _____

Campus address: _____ Phone: _____

_____ Email: _____

Permanent address: _____

Title of the Proposed Thesis: _____

(To be completed by Advisor)

Thesis Advisor:

Name: _____ Phone: _____

Approval Signature _____ Email: _____

TO BE COMPLETED BY GRADUATE COMMITTEE:

Action: The Graduate Committee has reviewed your thesis proposal and has made the following determination:

_____ The thesis proposal is approved, pending review by the Human Subjects Research Committee if necessary. The thesis proposal appears to represent an appropriate area of inquiry, with a methodology that suggests they can be completed within the time allowed in the graduate program.

_____ The thesis proposal requires additional information in order to be approved. Specific concerns are listed below:

_____ The thesis proposal is not approved. Potential problems with execution of the study or writing of the proposal suggest that the thesis may not be successfully completed within the time allowed in the graduate program.

Graduate Chair: _____ Phone: _____

Graduate Chair's Signature

Date

Ithaca College
Department of Occupational Therapy

Appointment of Thesis Committee Members – CHANGE FORM

Title of Proposed Thesis:

Student:

Student's Name: _____ Date: _____

Permanent address: _____

Campus address: _____

Phone: _____ E-mail: _____

Student's Signature: _____ Date: _____

Thesis Advisor:

I have reviewed this student's proposed topic of investigation, methodology, time frame, and design, and agree to supervise and support this student's research activities and writing of the Master's Thesis. I agree to work with the student through completion an acceptance of the thesis.

Name: _____ Department: _____

Address: _____

Phone: _____ E-mail: _____

Advisor's Signature: _____ Date: _____

Additional Thesis Committee Members:

I have shared my proposed topic of investigation, methodology, time frame, and design of the investigation with the individuals named below, who have agreed to serve on my thesis committee:

1. Name: _____ Department: _____

Address: _____

Phone: _____ E-mail: _____

Committee Member's Signature: _____ Date: _____

2. Name: _____ Department: _____

Address: _____

Phone: _____ E-mail: _____

Committee Member's Signature: _____ Date: _____

Ithaca College
Department of Occupational Therapy

Request for Funds to Support Graduate Research

Requested by: _____

Date Requested: _____ **Date Needed:** _____

Title of Research Project: _____

Thesis Advisor: _____

<u>Items requested:</u>	<u>Anticipated costs:</u>
_____	_____
_____	_____
_____	_____
_____	_____

Total: _____

Note how these items will be purchased (Quick check, purchase and seek reimbursement, etc.)

Approved by: _____
Graduate Chair Date

**SECTION VI - HUMAN SUBJECTS
RESEARCH**

Guidelines:

<http://www.ithaca.edu/hsr/guidelines.htm>

Dates:

<http://www.ithaca.edu/hsr/schedule.htm>

**COPIES ARE AVAILABLE IN THE
OFFICE OF THE PROVOST**

**SECTION VII - LICENSURE &
NBCOT CERTIFICATION**

TEMPORARY LICENSURE - NEW YORK STATE

A valid, current license **or** limited permit is necessary **before** any occupational therapist may practice occupational therapy in New York State. A limited permit is granted for a period up to one year, to a new therapist waiting to take the NBCOT exam, or to one who is waiting for results of the examination. The permit is granted only after the individual has been offered a position in a public, voluntary or propriety hospital, health care agency, or in a preschool, elementary or secondary school. The permit is applicable only to practice in the agency or institution listed on the approved limited permit application. If the individual fails the NBCOT exam, the permit must be surrendered immediately. However, in this situation the individual may apply for state certification as an OT assistant and work in that capacity, under OTR supervision, until the NBCOT exam is retaken and passed.

Generally, an entry-level therapist in New York State applies and pays for a permit once offered a position, and simultaneously applies and pays for state licensure. The approval permit allows the individual to practice under supervision until the NBCOT test is passed and its results are received and approved by the State Education Department. At that point a permanent license is issued. It is important to understand that **it is illegal to practice occupational therapy in New York State before the individual has received either a limited permit number or a permanent license number.**

Once licensed, therapists in New York State are responsible to renew their license registration every three years. Application forms, procedures and answers to specific questions may be obtained by contacting the State Education Department. Please do not call the New York State Occupational Therapy Association for this information, as you will be referred to:

**State Board for Occupational Therapy
Education Building
West Wing, 2nd Floor
Albany, NY 12234**

**Phone: 518-474-3817 X100
FAX: 518-486-4846
E-mail: otbd@mail.nysed.gov**

Licensure or limited permit is necessary for practice in most states. The above listed regulations are for New York State. Students obtaining employment in states other than New York are advised to call the State Education Department of that state for specifics.

TEMPORARY LICENSURE - OTHER STATES

Occupational therapy practice is regulated in most states across the country, primarily through licensure. The purpose of state licensure is to safeguard the public against unqualified and incompetent practitioners. Each state has its own rules and regulations governing practice and therapists need to seek out the information that is applicable in the state in which they practice.

Students may wish to secure employment as an occupational therapist during the time period between completion of all academic requirements and sitting for the National Certification Examination. In states that require licensure, the student will need to secure a temporary license for employment. Information necessary for temporary licensure is obtained by contacting the individual state licensing board. The AOTA website www.AOTA.org maintains information on licensure requirements. This is found in the member area “licensure.” Please refer to this for additional information.

NATIONAL CERTIFICATION

The National Board for Certification in Occupational Therapy, Inc. administers a national certification examination to students graduating from an accredited Occupational Therapy Program. NBCOT maintains a roster of all certified occupational therapists.

Students must register for this examination directly with the testing agency, and pay all required fees. The NBCOT will provide these forms to eligible students. To be eligible to sit for the examination all academic and clinical work must be complete.* Students should check the NBCOT website www.nbcot.org for the latest information regarding the NBCOT certification examination. Information is updated regularly on this site.

It is the responsibility of the examination candidate to request the Candidate Handbook and Examination Application from NBCOT's Distribution Center. This can be done by mail, Internet, phone, or fax. It is also possible to complete the application on-line. The specific addresses or phone numbers are as follows:

1. NBCOT Candidate Handbook
c/o Capitol Fulfillment
P.O. Box 70
Waldorf, MD 20604-0070
2. www.nbcot.org
(Follow instructions for requesting Candidate Handbook or for submitting application.)

3. Fax: (301) 869-8492
(To request a Candidate Handbook.)
 4. Phone: (301) 990-7979
(Special voice mail for information about NBCOT Candidate Handbook.)
- A**
M The handbook will give you directions and deadlines for applying to take the registration exam. **N** complete transcript will not be available from Ithaca College until you have completed all academic work (including thesis) and all fieldwork. **E**valuations from the fieldwork educators at site **Q**eed to be completed and returned to the Ithaca **N**ollege Fieldwork Coordinator before grades can **b**e submitted to the Registrar.

** it is not necessary to have a diploma per se. The Registrar's office at Ithaca College will issue a letter saying all coursework has been completed and you may sit for the NBCOT exam once they have received this letter.*

NATIONAL CERTIFICATION
EXAMINATION: (Continued)

To be eligible to take the exam, candidates must have graduated from an accredited Occupational Therapy Program. This is verified by having an official transcript sent directly from the registrar's office to the examination agency. The registrar's office can **currently** use the following address to submit transcripts, but be sure to **always check the website for the latest information:**

Transcripts are to be sent directly from the registrar to:

Professional Examination Service
NBCOT Testing Office
111 8th Avenue, Room 526
New York, NY 10011-5290

The application can be completed and sent in before the official transcript is ready, but you should be pretty sure about graduation (i.e. know that there is

time for thesis approval). Applications should be filed approximately 4 months before the date of the exam. No reminders are sent by the school, NBCOT, or anyone. It is your responsibility to apply to take the exam.

At the present time, there is no limit to the number of times the exam may be taken. Temporary licensure is faulted by a failed exam.

The transmittal of score reports to state regulatory boards is not automatic. Please be sure to request that the score report be sent and that required fees have been paid.

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SECTION VIII - AOTA'S DIRECT MAIL SERVICES

THREE EASY STEPS TO ORDER

1. Complete the List Rental Service order form (we also accept purchase orders). Please notify the List Rental Service Department immediately with any changes and confirm these changes in writing within 3 working days of the original order.
2. Provide a sample or draft of the mail piece that you will be sending using your customized AOTA membership mailing list. Your mailing piece must be of professional use or interest to AOTA members.
3. Read carefully, sign and return the AOTA List Rental Agreement with your order. **AOTA mailing lists are rented for one-time use only and shall not be published or duplicated in any way.**

RATES

Cheshire Labels: \$115/1000 names
Pressure Sensitive Labels: \$125/1000 names

Magnetic Tape: \$115/1000 names
Diskette or e-mail transfer: \$115/1000 names
Minimum Order: \$145 for Cheshire Labels;
\$125 for Pressure Sensitive Labels

Optional Selections: Key Code: \$5/1000 names
Random (nth) select: \$25 per

order
Magnetic Tape/Diskette/E-mail
special format fee: \$30 per order
72-hour turnaround fee: \$25
plus overnight shipping cost

(domestic orders only)

DISCOUNTS

Available to state occupational therapy associations, and occupational therapy student researchers.

You can obtain one additional use or copy of a list at \$10/M off the base price if ordered at the same time as the original list. (Inquire about certain conditions before ordering).

TERMS

Net 30 days from invoice date.
Prices are subject to change without notice. All orders are final.
Prepayment required for all foreign orders

SHIPPING/HANDLING

Allow up to 3 weeks to process an order.
Economy: \$10.00
Second Day: \$15.00
Overnight: \$20.00

For more information, call the List Rental Service Department at 800-888-1383, ext. 2749, or fax questions to 301-652-1046.

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LIST RENTAL SERVICE ORDER FORM

Check appropriate boxes in each section below:

Products

- Cheshire Labels: Ungummed
 Pressure Sensitive Labels
 Magnetic Tape:
 PC Diskette (ASCII comma, quote, de-limited text format):
 E-mail transfer (ASCII comma, quote, de-limited text format):

Category

- Occupational Therapists (OT)
 Occupational Therapy Assistants (OTA)

Occupational Therapy Students (OTS)

Geographical

- US and Foreign
 US only (includes Puerto Rico)
 State(s) (Specify):

If requesting a portion of a state or states, please list ZIP code prefix (first 3 digits) ranges below. Limit 6 ranges per order.

1. _____ - _____ 3. _____ - _____ 5. _____ - _____
2. _____ - _____ 4. _____ - _____ 6. _____ - _____

Other Selection Criteria

- Special Interest Section(s)
(Specify):
 Other
(Specify):
 Key Code
(Specify):
 Random Select
(Specify #): _____
 Add'l Sets/Uses
(Specify #): _____

When ordering several selections (i.e., Special Interest Sections, member categories or states), labels will be run as one order. If separate lists are requested, billing will be done as separate orders and fees will be assessed at the current rates.

Sequence

- Numeric ZIP* Alphabetical
* U.S. Postal Service prefers ZIP sequence for large mailings

Shipping/Handling Requirements

- 72 hr. turnaround
 Economy (Standard shipping)
 Second Day
 Next Day
 Federal Express FE#
(if FE# is supplied, only handling charge will appear on invoice)

Bill to

Name

Institution
Street
City
State/ZIP

Ship to

(no post office box numbers, please)

Name
Institution
Street

City
State/ZIP

Purchaser's Phone (____)
Purchaser's Fax (____)
Contact Person

Contact E-mail _____

Planned Mailing Date

Purchase Order Number
(if required by your facility for payment)

Attach a sample mailing piece. Orders will not be processed without a draft or final copy.

Mail or Fax order form, signed rental agreement, and a sample of the mailing piece to:

The American Occupational Therapy Association
List Rental Service
4720 Montgomery Lane, PO Box 31220
Bethesda, MD 20824-1220
Phone (301) 652-2682 Fax (301) 652-1046

Prices are subject to change without notice.
All orders are final.
Prices effective March 2002

DEAR LIST RENTER:

AOTA'S LIST RENTAL SERVICE REQUIRES FOR OUR PERMANENT FILES A SIGNED *LIST RENTAL AGREEMENT* FOR ALL MAILING LIST ORDERS. TO EXPEDITE PROCESSING OF AN ORDER, FAX A SIGNED COPY OF THE LIST RENTAL SERVICE AGREEMENT TO MY ATTENTION AT (301) 652-1046. MAIL THE SIGNED ORIGINAL TO THE ADDRESS SHOWN BELOW.

PLEASE MAIL "LIST RENTAL AGREEMENT" ONLY TO AVOID DUPLICATION OF YOUR ORDER.

THANK YOU IN ADVANCE FOR YOUR COOPERATION IN THIS MATTER.

AOTA LIST RENTAL SERVICE
4720 MONTGOMERY LANE
PO BOX 31220
BETHESDA, MD 20824-1220

SINCERELY,

CLAIRE L. FOSTER
LIST RENTAL SERVICE MANAGER

AOTA List Rental Agreement

(please type or print clearly)

In consideration of the premises contained herein, this Agreement is made as of the date first written below, between the American Occupational Therapy Association, Inc. (AOTA), a District of Columbia non-profit corporation having its principal offices at 4720 Montgomery Lane, PO Box 31220, Bethesda, Maryland 20849-1220, hereafter referred to as **List Owner** and

(your company name and address)

hereafter referred to as **List Renter**, acknowledging and agreeing to comply with the stipulations and limitations governing the use of the **AOTA Membership Mailing List** rented pursuant to this Agreement.

1. The **List Renter** shall rent the AOTA Membership Mailing List for the fee and terms stated in the invoice and this Agreement.
2. The **List Renter** acknowledges and agrees that the AOTA Membership Mailing List, and any portions thereof, is the exclusive property of List Owner.
3. The **List Renter** shall provide the **List Owner** a sample of the mailing piece for approval prior to release of the mailing list.
4. The **List Renter** agrees that all names and addresses furnished are provided on a **rental basis for one-time use only**. The **List Renter** guarantees the names and addresses shall not be copied, reused, sold, electronically reproduced, or used by any party except as specified in the written order to **List Owner**. The **List Renter** shall mail only the sample mailing piece which has been approved by **List Owner**. The **List Renter** or its agents shall not transfer names or information to its own customer files or re-contact names derived from the mailing list, or provide the names for another to make such contact, without prior written approval of **List Owner**.
5. Upon completion of each one-time mailing, the **List Renter** shall immediately destroy all unused mailing labels, letters, envelopes, and other typed or printed matter which contain names and addresses supplied by the **List Owner**.
6. The **List Renter** shall make a full payment for the mailing list in the amount specified in the **List Owner's** invoice for each order within 30 days of date of invoice.
7. The **List Renter** agrees that the rental conditions described herein shall apply to any present and future rentals of the mailing list.
8. If the completed order is determined to be incorrect, **List Renter** must notify the **AOTA List Rental Service** within 30 days after receipt of order. Otherwise, the order shall be determined correct and payment in full shall be due.
9. The **List Renter** understands that there is a **NO RETURN POLICY** on all label orders. If **List Renter** has any doubts of how the order will be perceived when processed, then the **AOTA List Rental Service** must be contacted for clarification before placing the order. No refunds or credits will be made after an order has been processed.
10. All label counts received by the **List Renter** from **List Owner** prior to completion of the actual mailing list are approximate and subject to change daily. **List Owner** shall not be responsible for shortages or overruns of materials based on estimates.
11. **List Owner** reserves the right to "seed" their lists using decoy names to protect against unauthorized use.
12. **List Owner's** liability for any damages or losses incurred by **List Renter** through the use of any list shall be limited to the actual cost of the mailing list rental paid by **List Renter** to **List Owner**.
13. If **List Renter** receives the **AOTA** mailing list on computer tape(s), the **List Renter** shall return the tape(s) to AOTA within 30 days of receipt.

Name

Title _____

Address _____

Signature _____

Date _____

Make a copy of this agreement for your records.

Questions? Call the AOTA List Rental Service Manager at 800-888-1383, Ext. 2749.

By Special Interest Sections

	<u>OTR</u>	<u>COTA</u>	<u>STUDENT</u>
Developmental Disabilities	3,272	440	871
Mental Health	1,689	328	539
Gerontology	3,800	998	446
Physical Disabilities	7,069	1,021	1,358
Home/Community Health	2,014	238	325
Sensory Integration	5,812	512	932
School Systems	5,921	767	992
Education	1,171	80	87
Technology	1,125	110	212
Work Programs	1,064	86	166
Administration	2,314	58	168

Updated 7/2001

Membership counts change daily, therefore these counts should be used for estimation purposes only. Counts shown were current as of 12/00. Special Interest Sections can also be targeted by state(s). Estimated counts may be obtained from a List Rental Service representative. Counts will decrease slightly when multiple Special Interest Sections are combined on one mailing list.

Occupational Therapist Treatment Area Data Sheet

You can obtain customized mailing lists by targeting occupational therapists based on their treatment area. We primarily provide the home addresses of the therapists. This information was compiled from a survey that accompanied the 1999/2000 membership invoices. (Not all members join using an invoice, so we do not have information for all therapists). Use these figures for estimation purposes only.

<u>Treatment Area</u>	<u>Occupational Therapists</u>	<u>OT Assistants</u>
Alzheimer's	716	173
Arthritis/Collagen disorder	663	75
Back Injury	355	26
Cerebral Palsy	1,974	165
CVA/Hemiplegia	4,753	887
Developmental Disabilities	6,601	642
Dysphagia/Feeding Disorder	356	27
Orthopedics or fractures	4,535	705
Hand Injury	1,940	167
Spinal Cord Injury	244	164
Mental Health Disorder	806	96
Traumatic Brain Injury	694	73
Visual Deficit	640	61
Well Population	212	14
Neurological & Neuromuscular Disorder	3,176	267
Learning Disabled	3,009	248
Respiratory (COPD,CHF)	769	132
Autism	1,268	99

Updated 7/2001

Occupational Therapist Work Setting Data Sheet

You can obtain customized mailing lists by targeting occupational therapists based on their work setting. We primarily provide the home addresses of the therapists. This information was compiled from a survey that accompanied the 1999/2000 membership invoices. (Not all members join using an invoice, so we do not have information for all therapists). Use these figures for estimation purposes only.

<u>Work Setting</u>	<u>Occupational Therapists</u>	<u>OT Assistants</u>
Academic	1,882	156
Early Intervention	1,528	82
Freestanding facility	867	46
Home Health	2,510	199
Hospital (non-mental health)	3,627	337
Neonatal unit of hospital	159	6
Private Practice	2,888	99
School Setting (public/private)	4,793	503
Rehabilitation Hosp/Center	2,444	412
Sub-acute Facility/Unit	757	154
Mental Health Setting	949	163
Work/Industry/Ergonomic	959	81
Community Based (e.g., Easter Seals, homeless)	602	50
Skilled Nursing/Long Term Care/ Assisted Living	3,126	866

Updated 7/2001

PRACTICE AREAS

The categories below are new selections we have available through our List Rental Service. The information was gathered from a question on our 2001 Membership Invoices.

	<u>OTR</u>	<u>COTA</u>
Assistive Technology	773	62
Behavioral Health	998	134
Home/Community Modification	942	97
Prevention/Health Problems	449	66