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SECTION I - INTRODUCTION

WELCOME-

Welcome to the Department of Occupational Therapy! You are embarking on a challenging journey toward a needed and rewarding career. Occupational Therapists are rehabilitation professionals who care about a person's ability to perform a wide range of daily activities necessary to live an independent, productive, and satisfying life. The occupations of work, self-care, and play/leisure structure and fill lives. They seem simple and unimportant until something happens that prevents us from doing them. OT's work with individuals, groups, and the community to assist people with a variety of disabling conditions in meeting their occupational needs.

OT's need to be knowledgeable about the world in general, and about the physical, psychological, and social aspects of their patients and themselves. They need to develop clinical reasoning, psychomotor, and interpersonal skills. They need to plan and implement treatment based on OT models and theories. Additionally, they need to care about the individuals they serve and the world they live in, comport themselves as ethical professionals, and continue to advance their own knowledge and that of others.

Your education at Ithaca College is designed to prepare you in each of these areas to be an outstanding occupational therapist. You'll work hard and long, but you'll have fun, too. And you will always have the support of the faculty and staff in the Department, School, and the College.

WHAT IS OCCUPATIONAL THERAPY?

Occupational therapy (OT) is a service profession that focuses on the development and recovery of those skills people need to lead satisfying and productive lives. Occupations are the things we do each day which give our lives meaning, purpose, and structure. Work, self-care, play, leisure, education and social participation are the core occupations, or areas of occupation, addressed in OT. These occupations are both the primary end products or goals of occupational therapy (as when we help a child with a disability to develop independence in self-care), and the central methods by which we help people to gain or regain performance skills or patterns needed for occupation (using a game to restore motor, process, or communication/interactive skills for a person who has had a stroke, for example). We work with individuals, groups, or organizations across the spectrum of age, disability, and setting.

To this end, we are responsible for screening, evaluation, development, and implementation of interventions, documentation, supervision and management, and quality control of our services. Because of the uniqueness of each individual and setting, occupational therapists use clinical reasoning and problem solving to collaboratively customize the services to the specific needs and resources found in each instance. This requires the OT to have knowledge and skill in a wide range of areas, and the ability to work with the client in a holistic, contextual manner. In today's world and the world of the future, it also demands high ethical standards and a commitment to on-going personal learning and development.

BECOMING AN OCCUPATIONAL THERAPIST-

You are beginning an educational adventure in pursuit of a career in occupational therapy. This process involves several kinds of education and training. You will be getting a general college education, designed to broaden your horizons, improve and develop your thinking skills, and prepare you for adult life. You are also being prepared to become a professional Occupational Therapist, which involves learning theories and principles, developing specific skills, and becoming socialized into the values and beliefs of the profession. Your education, then, incorporates general education, professional education and training, and professional development components.

This education is a developmental process that will be difficult at times and very exciting at others. It will take you from high school senior to working professional. Initially, it may be hard to understand why you need certain knowledge or courses. But skills and concepts learned each semester will be built on and expanded in those that follow. You will work hard, but will have the support of the department faculty and staff, the College, and your fellow students in this endeavor. You will learn things useful to you as an OT, not only from your classes and individual study, but also from group projects and assignments, community service activities, and your participation in the IC Student OT Association and other clubs and teams on campus.

As an occupational therapist, you will be a licensed professional. You will be responsible for the delivery of competent and ethical service to individuals and communities that may be like, or unlike your own. The faculty, therefore, have a responsibility to prepare you well for the future, to set high standards of performance, and to monitor your progress very closely. We owe this not only to you as our student, but to the OT profession and the community you will serve as well. Although you may have an interest in a particular group or setting, all OT's are educated as generalists, which enables you to better understand the whole person in context, and prepare you to deal with changing and developing areas of practice in the future.

FACULTY OF THE OCCUPATIONAL THERAPY DEPARTMENT-

Carole Dennis, Sc.D, OTR, Associate Professor and Department Chair

Mindy Cozzolino OTD, OTR/L, MS, CRC, BCN, Assistant Professor and Graduate Chair

Diane Long, MS, OTR, BCP, Associate Professor and Program Director

Barbara P. Hansen, MS, OTR/L, Clinical Assistant Professor and Academic Fieldwork Coordinator

Catherine Y. Gordon, Ed.D, OTR/L, FAOTA, Associate Professor (Sabbatic 2004-2005)

Carol John, M.Ed, OTR/L, Assistant Professor

Marilyn A. Kane, MA, OTR, Assistant Professor

Donna Twardowski, MS, OTR, BCP, ATP, Assistant Professor

Kathy Stoklosa, MPA, OTR, Assistant Professor

Carole Dennis, Sc.D, OTR, Associate Professor and Department Chair

Dr. Dennis received her BS degree in Occupational Therapy from the University of New Hampshire, her master's degree in Special Education for Infants and Toddlers from the University of Connecticut, and her doctorate in Therapeutic Studies from the Sargent College of Boston University. She has had extensive clinical experience working with children of all ages in home, clinic, and school-based programs. Research and professional interests include the development of cultural competence in students preparing to work in health-related professions, social interactions and occupations among young children and adolescents with differing abilities and cultural contexts, and the use of a virtual reality game to improve motor control in young children. Dr. Dennis teaches courses related to health care and culture, disability, child development and pediatric practice (including the provision of services to infants and toddlers), and assistive technology. She enjoys working with students on their theses, having served as principal advisor for more than ten students. She holds board certification in pediatrics from the American Occupational Therapy Association, and is certified in neurodevelopmental treatment for children with cerebral palsy, and administration and interpretation of the Sensory Integration and Praxis Tests. Avocational interests include gardening, travel, swing dancing, and improving her Spanish skills

Mindy Cozzolino OTD, OTR/L, MS, CRC, BCN, Assistant Professor and Graduate Chair

Mindy received her BS in Occupational Therapy from Keuka College in 1990 and her MS in Rehabilitation Counseling from the University of Scranton in 1996. Mindy has provided direct OT for inpatient psychiatric populations, acute inpatient neurologically impaired adults, and outpatient orthopedic and neurologically injured adults. She also served as a member of a transdisciplinary brain injury rehabilitation team. She has provided Vocational Rehabilitation Counseling services to Industrial Rehabilitation programs and neurologically impaired adults. She has functioned as an inpatient Medical Rehabilitation Unit Coordinator and Student Fieldwork Coordinator in a Regional Trauma Center. Mindy is a Certified Rehabilitation Counselor and is AOTA Board Certified in Neurorehabilitation Occupational Therapy. Mindy will complete her clinical doctorate degree in May 2004 from Creighton University. Avocational interests include hiking, camping, snow shoeing with her dog, Mooey, golf, soccer and softball.

Diane Long, MS, OTR, BCP, Associate Professor and Program Director

Ms. Long has an advanced master's degree in occupational therapy with an emphasis in pediatrics from the State University of New York at Buffalo. She is certified as a pediatric specialist in occupational therapy by the American Occupational Therapy Association. Her clinical experience has been predominately in school-based OT with a strong focus on use of integrated therapy and transdisciplinary teaming. She has owned and operated a private practice since 1983 and continues to serve as an administrative consultant to the practice. Ms. Long has taught previously at Maria Regina College and Keuka College. Her areas of primary interest are pediatrics, clinical reasoning, and practice administration. When not at Ithaca College, she is busy with family life, Community Theater, and old house renovation.

**Barbara P. Hansen, MS, OTR/L,
Clinical Assistant Professor and Academic Fieldwork Coordinator**

Barbara Hansen received her BS degree in Occupational Therapy from Eastern Michigan University in Ypsilanti, Michigan and her MS degree in Human Services/Counseling from the State University of New York at Oswego. She has 25 years experience as a clinical occupational therapist in a variety of settings. She has worked in early intervention programs, school based OT settings, hospitals, rehabilitation centers, in private practice, outpatient clinics, nursing facilities and in homecare. She has felt greatly rewarded and enriched by her clinical practice and continues to do per diem homecare in addition to her academic responsibilities at Ithaca College. Barbara's main responsibility within the OT department is to coordinate the fieldwork opportunities that all students participate in beginning in the spring semester of their junior year. This includes three Level I experiences and three Level II experiences for each student. Additionally, Barbara teaches one or two classes each semester. These courses have included Freshman Seminar, Introduction to OT, OT in Pediatrics/Seminar, OT in Adults/Seminar, Clinical Orthopedics, Professional Concepts, and Special Topics: Cancer. Barbara has been on thesis committees for projects related to early intervention, cancer and evidence based practice/fieldwork. She is active in the local and state OT association. Currently she is the elected delegate for upstate NY to the AOTA Representative Assembly. Avocational interests include reading novels for discussion in a book club, walking, tennis, and "adventures" whether that be traveling to a new place or just trying something new at home.

Dr. Catherine Y. Gordon, Ed.D, OTR/L, FAOTA, Associate Professor

Dr. Gordon is an Associate Professor and Chair in the OT department. She has been an Occupational Therapist for 30 years. In that time she has worked in acute and chronic physical rehabilitation, developmental disabilities across the life span from infants through adults, as a school based OT. She has been a practitioner, clinical student supervisor, department head, and consultant in OT. She has also worked in hospital administration, personnel and consultation. Her advanced degrees are in public health administration and health education. She is considered a clinical expert in vocational readiness, developmental disabilities, and orthotics. In OT education, she has taught at the University of Missouri, SUNY at Buffalo, and Touro College before coming to Ithaca College in 1994 to start the OT Program. She has also served as a consultant to several new OTR and OTA programs in their development. She is active in state and national OT association activities, having held several offices, served on committees and task forces, and on the editorial board of *AJOT*, and presented nationally and internationally on a wide range of subjects. She was named a Fellow of the American Occupational Therapy Association in 1996 as an “Outstanding Administrator, Educator, and Master Clinician.” Dr. Gordon’s research and teaching interests are eclectic. She is particularly interested in functional activity, its meaning to people, and its practice and effect in OT; and in curriculum development and evaluation.

Carol John, M.Ed, OTR/L, Assistant Professor

Ms. John received a BS in OT from the University of Pennsylvania in 1962 and a M.Ed. in Exercise Science from Cleveland State University in 1992. She has provided direct care in spinal cord injury, adult orthopedics, hand therapy, in-patient rehabilitation, home health, acute in-patient psychiatry, and geriatric rehabilitation. Carol has been a supervisor, a department director, and a clinical practice director for a contract company and is certified in aquatic therapy, aquatics for arthritic patients, and adapted aquatics. She has taught full-time in occupational therapy for 5 years, and as an adjunct instructor for 5 years. Her avocational interests include competitive running, quilting, hiking, camping, and skiing.

Marilyn A. Kane, MA, OTR, Assistant Professor

Ms. Kane is an assistant professor in the Occupational Therapy Program. She is a graduate of Marywood College for her BA and New York University for her Master’s. She taught at Keuka College for five years and was fieldwork coordinator for three years. She has over 25 years experience in mental health, administration, and home health care. At Ithaca College, Marilyn currently teaches Activity Group Process, Clinical Psychiatry in Occupational Therapy, Clinical Administration, as well as adult and geriatric practice courses. Her teaching experience and research also include driver rehabilitation, cognitive rehab., and clinical reasoning. In her other life, Marilyn likes, golf, hand drumming, traveling, reading, and photography.

Donna Twardowski, MS, OTR, BCP, ATP, Assistant Professor

Donna received her BS in Occupational Therapy from Keuka College and her MS in education from SUNY at Brockport. She has 13 years clinical experience and has 9 years teaching experience in academia. Donna has specialty certification as an Assistive Technology Practitioner (ATP) and is AOTA Board Certified in pediatrics. Donna is teaching Occupations I and III as well as providing clinic supervision in the OT/PT Clinic, Assistive Technology Lab, and Center for Life Skills. Currently, she is active in state and national organizations, serving as Assistive Technology SIS liaison for NYSOTA. Avocational interests include spirituality, singing, and various outdoor activities.

Kathy Stoklosa, MPA, OTR, Assistant Professor

Ms. Stoklosa is an adjunct part-time faculty member in the Occupational Therapy Program. She is a graduate of OT from the University of Buffalo and received her Master's degree from SUNY College at Brockport in Public Administration with a health emphasis. Teaching experience has been diverse in the curriculum including Introduction to OT, Occupations & OT (taught in Rochester), Kinesiology Lab, Clinical Pediatrics in OT, Clinical Orthopediatrics in OT, and Occupations II(upper extremity evaluation and splinting). Graduate teaching includes Supervision in OT and Hand Therapy. She is the liaison with the students in the sophomore summer when they are in Rochester to take Gross Anatomy.

FACULTY, STAFF, & CLASSROOM LOCATIONS-**OT Faculty & Staff Designations:**

Lisa Butts	Smiddy 208	OT Administrative Assistant
Melinda Cozzolino	Smiddy 204-I	OT Faculty/Graduate Chair
Carole Dennis	Smiddy 206	OT Faculty/Department Chair
Catherine Gordon	Smiddy 204-B	OT Faculty
Barbara Hansen	Smiddy 207	Fieldwork Coordinator
Carol John	Smiddy 204H	OT Faculty
Marilyn Kane	Smiddy 204D	OT Faculty
Diane Long	Smiddy 204F	OT Faculty/Program Director
Dr. David Newman	Smiddy 204J	Adjunct Faculty
Kathleen Stoklosa	Smiddy 204C	OT Faculty
Donna Twardowski	CHS 401F	OT Clinical Faculty

Classroom Designations:

Computer Classroom	CHS 104
Seminar Room	CHS 201
Tiered Classroom	CHS 202
Multipurpose Lab (OT)	CHS 203
Activities for Daily Living Lab (OT)	CHS 204
Physical Therapy Teaching Lab A	CHS 207
Physical Disabilities Lab (OT)	CHS 208
Physical Therapy Teaching Lab B	CHS 211
Pediatrics Lab (OT)	CHS 212
Exercise Physiology Teaching Lab	CHS 303
Neuromuscular Control Lab	CHS 304
Biomechanics Lab	CHS 308
Physiology Lab	CHS 311
OT/PT Clinic	CHS 401

YOUR ADVISOR-

You are assigned an advisor, who will generally work with you throughout your career. While your advisor may or may not call special meetings individually or in groups, it is wise to get to know this person, and to let your advisor know you. Advisors served as first line liaisons between the students and the College, and can smooth the road in many ways. Particularly, in times of trouble, advisors function as the main spokesman for students in group meetings.

You must meet with your advisor before you register early in your career and annually to review your professional behavior forms.

STATEMENT OF PHILOSOPHY-

The philosophy of the Department of Occupational Therapy has four basic elements - **view of the human being, view of occupation, view of occupational therapy, and view of education**; and is based upon those of the American Occupational Therapy Association and Ithaca College.

The human being is an active, interactive organism, who grows and changes throughout the life span. This complex being is composed of many systems and parts (physical, social, personal, temporal, virtual, and spiritual), but is more than the compilation of these parts. The individual exists both alone, as an individual, and within a larger social system. Human beings interact with the environment constantly, influencing it and being influenced by it.

The things one does to change oneself or the environment, which order, fill, and give meaning to one's life, are the human occupations of education, work, play, leisure, self-care, social participation, and rest. These occupations are a source of motivation and accomplishment for the individual, and a means of interacting with the world. Engagement in occupations is essential to one's health and well-being, and can positively affect the process of growth and change. Each individual is entitled to engage in those occupations which are personally meaningful and productive, regardless of disability, gender, age, race or cultural background. When people are ill or injured, they may be unable to successfully perform these occupations, and the effects of the illness and injury are magnified.

The primary role of an occupational therapist is to work in partnership with the individual to build new occupations or reestablish old ones, so that the individual can reach his or her highest level of health and well-being. Engagement in human occupations is the major tool and the major outcome of occupational therapy intervention. The occupational therapy process is tailored to each individual's strengths, needs, interests, and situation. The practice of occupational therapy requires the occupational therapist to behave compassionately, ethically, and in the best interests of the individual with a disabling condition, to strive to provide the best therapy possible, and to continually evaluate the effectiveness of his or her efforts.

Occupational therapy education is a developmental process of change and growth for the student, particularly the traditional student. It involves not only the transfer of theory, information and skills, but also the development of attitudes and behaviors. This can be seen as a spiraling process of development, where knowledge, attitudes, and skills build upon one another and are observed, learned, practiced, and integrated into the student's identity. Just as one model of occupational therapy cannot meet all patients' needs, no single educational model is best suited for all students or all content in occupational therapy education. This education takes place best within a community of learning where students and faculty learn from and with each other in multiple ways, in traditional classrooms, seminars, and laboratories, at clinical sites, on campus, and within the larger community.

STATEMENT OF MISSION-

Consistent with the mission of the School of Health Sciences and Human Performance and Ithaca College, the Occupational Therapy Program is designed to address *two primary concerns:*

1. to educate competent, skilled and ethical professional occupational therapists, through a carefully designed and rigorous academic program, and
2. to prepare occupational therapy students for the personal and professional demands of society today and in the future, through a sound liberal studies education, co-curricular and extracurricular activities.

RATIONALE-

We believe that occupational therapy professionals are moving toward a greater degree of independence in practice, with an increased emphasis on serving the individual in multiple, diverse settings, including health care, education, industry and the community. Occupational therapists are also increasingly involved in the prevention and management of disability, research, education, multi-disciplinary collaboration, and the management of professional services.

This curriculum is designed to prepare practitioners who are well able to assume these roles, as well as those new ones which may arise in the future. It does so by providing a strong foundation in the basic and social sciences, and by emphasizing professional principles and concepts, clinical reasoning and problem solving, research and education. The five year, BS/MS format was selected to allow students to explore personal interests and develop the aforementioned skills and knowledge, as well as acquiring the essential performance competencies, knowledge and professional attitudes necessary for current practice in health care and education.

Further, higher education must prepare students to live in and contribute to a world that is ever-changing, and increasingly diverse. Part of the education process, then, must include those knowledge, values and skills which foster a commitment to excellence and lifelong learning, integrity and ethical behavior, respect for others and the world in which we live, and an appreciation of diversity of ideas and cultures.

SECTION II- CURRICULUM/ACADEMIC ISSUES

THE CURRICULUM DESIGN-

This curriculum is a five-year, dual degree model. Students enter the program as freshman and complete two years of liberal arts and sciences with prerequisites in preparation for the professional portion of the curriculum. Three years are then spent in professional education and training before the students receive a Master of Science degree in Occupational Therapy. After completing the fourth year, students receive a Bachelor of Science degree in Occupational Science, but this degree essentially marks the entry into the graduate phase of the program and provides a degree for students who are unable or do not desire to complete their professional education in OT. The five-year model was developed to provide additional opportunities for learning and inquiry in the profession, which we believe will better prepare our students for the changing world of OT practice, without sacrificing the broad general education needed to thrive in the larger community.

The curriculum, then, is designed to follow a developmental and integrated progression of courses, experiences, and activities taking the Ithaca College student from high school graduation to his or her entry into the professional world of OT. We hope to educate, as well as train, our students so that they have more than basic preparation in four major conceptual areas. These four areas are the main threads of the curricular design. They are:

1. The Complex Human System
2. Professional Development
3. Occupational Therapy Practice
4. Clinical Reasoning

Each of these threads has led to the development of curricular goals, and is woven through the curriculum. In some cases, whole courses may address a specific thread, and in others, the thread may only appear in the kinds of assignments or classroom activities included in a number of courses. The curriculum combines elements of traditional education with concepts of collaborative, individual, and student-centered learning. Attention has been given to the development nature of education, so that expectations and structures are changed across the curriculum as the student builds one experience on another. Within blocks the courses are coordinated, so that students may examine theory, assessment, and treatment side by side, and can integrate and view patients in a holistic manner.

STATEMENT OF PROGRAM OUTCOMES AND OBJECTIVES-

The faculty of the Department of Occupational Therapy has adopted four conceptual themes which are based on our Mission and Philosophy, and which are the basis for our Goals and Objectives. It is our intention to prepare occupational therapy students who are able to excel in a changing world, and who are, therefore, prepared beyond the basic *Essentials*.

The Complex Human System

The first theme is the understanding and appreciation of the human being as a complex and wonderful system, and of the internal and external forces that shape each person into a unique individual. Included in this theme is an understanding of the basic and applied physical and biological sciences, human development, the pathological and developmental conditions that affect the individual receiving medical services, and the social sciences which help us to understand the personal, social, and cultural dynamics influencing human ideas and behaviors.

The program goal of this theme is for graduates of this program to demonstrate a humanistic and holistic appreciation of the recipients of their services, to develop programs that are meaningful and appropriate, and to demonstrate respect for their uniqueness and diversity.

The related program objectives and competencies are that the graduates of the Ithaca College Occupational Therapy Program will:

1. Develop and use assessment strategies appropriate to the patient's age, developmental stage, culture, diagnosis, and overall treatment program to individuals across the life span;
2. Plan and implement treatment appropriate to the patient's developmental age and stage;
3. Apply a solid knowledge of the basic and applied sciences to the evaluation and treatment of OT service recipients;
4. Respect and accommodate OT services to the unique cultural, social, and personal needs of the individual being served; and
5. Plan and implement OT services for individuals that take into account the interaction of complex systems operating in each human being.

Professional Development

The second theme of the curriculum is the development of the knowledge, attitudes, and skills that embody a true professional in occupational therapy. This theme includes work behaviors and attitudes, research and inquiry, knowledge of the systems in which OT delivery occurs, ethical practice, collaboration, OT identity and leadership, and commitment to lifelong learning.

The program objectives and competencies related to this theme are that the graduates of the Ithaca College Occupational Therapy Program will:

1. Apply high ethical standards to the practice of occupational therapy;
2. Understand the purpose of research in occupational therapy, and possess the skills and abilities to participate in clinical research;
3. Establish effective collaborative relationships with other professionals in health care and other OT practice arenas;

4. Advocate effectively for the health and well-being of the individuals they serve;
5. Demonstrate understanding and respect for organizational prerogatives of their employers or client agencies;
6. Assume leadership roles in the service of their profession, institutions and/or communities;
7. Observe legal and reimbursement regulations;
8. Demonstrate mature, positive, and responsible professional behaviors;
9. Participate in continuing education and professional development activities;
10. Demonstrate effective written, verbal and non-verbal communication skills;
11. Provide and utilize supervision effectively; and
12. Effectively manage personal time and stress.

Occupational Therapy Practice

The third theme relates to the knowledge, attitudes, and skills necessary for the actual delivery of occupational therapy services. This area includes three components. The first component includes the occupational therapy process - evaluation, treatment planning and implementation, reassessment, and documentation - and the ability to tailor these elements to a variety of contexts and models in which they may occur. The second component relates to an appreciation of occupation as the core of the profession, its major means and end; and the third component is the ability to comprehend, select, and utilize a variety of theoretical models and principles to guide practice.

The program goal for this theme is that the Ithaca College graduate will demonstrate competent OT practice that is based on a sound theoretical and empirical base, and that values occupation as the core means and end of therapy.

The related program objectives and competencies are that the graduates of the Ithaca College Occupation Therapy Program will:

1. Demonstrate competency in performing the spectrum of skills required for occupational therapy practice;
2. Demonstrate understanding of, and ability to apply the OT process in various contexts, with all age ranges, and for a variety of goals;
3. Constructively use the OTR/COTA team effectively collaborating, delegating, and supervising the treatment of occupational therapy clients;
4. Demonstrate understanding of the core concepts of occupation, and apply them to the OT process;
5. Skillfully analyze and synthesize human occupations in evaluation and treatment;
6. Utilize occupation as a guiding framework for practice;
7. Utilize research, inquiry and theory to ground and shape practice; and
8. Build effective therapeutic relationships with the recipients of OT services and their significant others.

Clinical Reasoning

The fourth theme of the Ithaca College Occupational Therapy Program is the development of the critical thinking and clinical reasoning skills necessary for reflective, professional practice.

The program goal related to this theme is that graduates of this program will utilize effective clinical reasoning skills in the planning and delivery of occupational therapy services, and possess the initial reasoning skills for a practice based on reflection in action.

The objectives and competencies related to this theme are that the graduates of the Ithaca College Occupational Therapy Program will:

1. Delineate the types of clinical reasoning used in the OT process, and analyze the interactions of these processes in occupational diagnosis, planning and treatment implementation;
2. Articulate how clinical reasoning influences the treatment of OT patients;
3. Apply the processes of clinical reasoning to common clinical scenarios across the life span;
4. Consistently use clinical reasoning with the individuals they serve; and
5. Adapt their intervention plans to meet the changing dynamics of the client, therapist, context relationship as they engage in treatment delivery.

ITHACA COLLEGE
School of Health Sciences and Human Performance
OCCUPATIONAL THERAPY

TYPICAL FRESHMAN YEAR

<u>FALL</u>	<u>SPRING</u>
303-11900 Fundamentals of Biology 4	303-12000 Fundamentals of Biology II 4
313-101(131) Mathematics OR test out [level II] and take open elective 2-4	312-11000 Computers and Information Technologies 3
330-10300 General Psychology 3	331-xxxxx Sociology OR 3 339-xxxxx Anthrology
377-10600 Academic Writing I 3 OR	672-10500 Occupations and You <u>3</u>
377-10700 Academic Writing II	
HS&HP or Open Elective ** <u>2-4</u>	
SEMESTER TOTAL: 14 - 17	SEMESTER TOTAL: 13

TYPICAL SOPHOMORE YEAR

<u>FALL</u>	<u>SPRING</u>
331-xxxxx Sociology OR 3 339-xxxxx Anthrology	304-11000 General Chemistry 3
672-20100 Human Development I 3	640-20500 Critical Health Issues 3
672-20500 Intro. To Occupational Science 3	672-20200 Human Development II 3
314-xxxxx Philosophy Elective 3 (314-101 or 21200 or 23000)	377-2xxxx Writing Elective 3
HS&HP or Open Elective ** <u>3</u>	HS&HP or Open Elective ** <u>3</u>
SEMESTER TOTAL: 15	SEMESTER TOTAL: 15

** For a list of HS&HP electives, see back page.

JUNIOR YEAR

FALL

670-31300	Clinical Physiology	3
330-32100	Abnormal Psychology	3
670-39000	Research I: Intro. To Inquiry	3
672-33500	Individual and Group Work in Health Sciences	<u>4</u>

SEMESTER TOTAL: 13

SPRING

303-20600	Primary Human Anatomy	3
672-41000	Neuroscience	3
672-46000	Research Methods in OT	3
672-32000	Clinical Psychiatry in OT	3
672-30500	Applied Occupations I	<u>3</u>

SEMESTER TOTAL: 15

SUMMER SESSION (10 WEEKS)

Course #	Course Title	Credits
670-31000	Human Anatomy	6
672-31500	Applied Occupations II	<u>2</u>

SUMMER SESSION TOTAL : 8

SENIOR YEAR

FALL

672-31000	Kinesiology	4
672-47100	Adult Clinical Conditions in OT	3
672-43000	Applied Interventions in OT	3
672-44000	Adult Evaluation Processes in OT	4
672-45000	Adult Intervention Processes in OT	<u>3</u>

SEMESTER TOTAL: 17

SPRING

672-42500	Clinical Management in OT	3
672-42600	Professional Practice in Community	3
672-44500	Pediatric Evaluation Processes in OT	4
672-45500	Pediatric Intervention Processes in OT	3
672-47500	Pediatric Clinical Conditions in OT	2
672-46500	Research Seminar	<u>1</u>

SEMESTER TOTAL: 16

15

TOTAL CREDITS: *B. S. in Occupational Science* 129

FIFTH YEAR (MASTERS DEGREE)**Graduate Block O1- Summer**

673-60000 Clinical Fieldwork II- Children and Adolescents (6 Credits)

OR

673-69000 Clinical Fieldwork II- Adult and Geriatric (6 Credits)

Graduate Block O2 (Aug.-Dec)

673-65500 Technological Interventions in OT 3

673-65000 Applied Pediatric Neuroscience 3

OR

673-65100 Applied Adult Neuroscience

673-66500 Gerontic OT 3

673-67300 Individual Thesis I 3**OR**

673-67100 Group Research

SEMESTER TOTAL: 12**Graduate Block O3 (Jan. – Mar.)**

673-62000 Advanced OT Theory and Practice 3

673-67300 Individual Thesis II 3

OR

673-67500 Advanced Program Practice

673-64xxx Clinical Elective I 3

673-68xxx Clinical Elective II 3**SEMESTER TOTAL: 12****Graduate Block O4 (April –June)**

673-69000 Clinical Fieldwork II- Adult and Geriatric (6 Credits)

OR

673-60000 Clinical Fieldwork II- Children and Adolescents (6 Credits)

Graduate Block O5 (July-Aug)

673-69500 Clinical Fieldwork II- Specialty Elective (4 Credits)

OR

673-69600 Elective Internship (4 Credits)

Spring Specialty Seminars

Course#	Course Title	Credit
673-64100	Adaptation & Environmental Modification	3
673-64300	Cognitive Rehabilitation	3
673-64500	Vocational Readiness	3
673-64600	Play & Leisure	3
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	Occupational Therapy in Early Intervention	3

TOTAL CREDITS: *M.S. in Occupational Therapy* 40

Occupational Therapy Undergraduate Restricted Electives

School of Health Sciences and Human Performance Electives:

3 Credits

- 620-10900 Sign Language I - NLA
620-15000 Introduction to Communication Disorders - LA
- 640-10000 Introduction to the Vocabulary of Medicine - NLA **(1 Credit)**
640-10200 Medical Terminology- NLA
640-12900 Introduction to Global Studies- LA
640-21000 Issues in Health Services Administration - NLA
640-25000 International Health Issues - LA
- 660-10300 Physical Education, Exercise, and Sport: Foundations and Careers- NLA **(2 Credits)**
660-15500 Motor Skill Development - NLA
660-20300 Adapted Physical Education and Sport- NLA
- 661-10100 Leisure and Society - LA
661-10300 Challenge of Recreation and Leisure- LA
661-10400 New Games- NLA **(1 Credit)**
661-10500 Leadership
661-12500 Introduction to Special Populations- LA
661-21000 Recreational Dance **(1 Credit)**
661-21500 Youth at Risk
661-23300 Introduction to Therapeutic Recreation - NLA
661-23800 Leisure and Aging - LA
661-25100 Foundations of Outdoor Adventure Pursuits- NLA
661-46000 Seminar: Health Care Teams- NLA
- 662-10500 Health Choices - LA **(1 Credit)**
662-11300 Personal Health - LA
662-12200 Emergency Health Care- NLA **(1 Credit)**
662-15200 Introduction to Health Education - NLA
662-20200 Human Nutrition - LA
662-21300 Wellness for Life - LA
662-22500 Alcohol and Alcoholism - LA
662-22700 Stress: Its Nature and Management - LA
662-22800 Human Sexuality- LA
662-22900 Disease and Lifestyle- LA
662-24000 Health Promotion and the Older Adult- LA
- 663-16200 Introduction to Fitness and Exercise Science- NLA **(2 Credits)**
663-29600 Sport and Exercise Psychology- LA
663-32000 Neuromuscular Control- LA
- 666-31200 Health Care and Culture-NLA
666-31300 Health Care and Culture: An International Field Experience-NLA
- 667-29500 Social Aspects of Sport- LA
667-29700 Sport: Philosophical Perspectives- LA
667-29800 Gender Issues in Sport- LA
- 670-20200 Rehabilitation for Older Adults- NLA **(1 Credit)**
- 672-39900-01 Selected Topics: Cancer (spring only) **(3 Credits)**
672-39900-01 Selected Topics: Culture of Disability (fall only) **(3 Credits)**
- 780-10100 Introduction to Gerontology- LA
680-31900 Aging Policies and Procedures- LA

Open Electives: 8 - 10 Credits (12 credits if math requirement is waived)

PROGRESS THROUGH THE CURRICULUM BEGINNING FALL 2004

Students entering the program as Freshman Fall 2004, will begin a new curriculum sequence for their five-year degree. Fundamentals of Biology, Psychology, Academic Writing and an elective are taken during this semester. If necessary, students take Mathematics during this semester or another elective. These courses provide the foundation for Spring Freshman year, and along with Fundamentals of Biology II, Sociology or Anthropology, computers/information technology and Occupations and You, introduce students to the concept of occupation and its basic tenets.

In the Fall Sophomore year, students take sociology or anthropology, begin the sequence of human development courses, Introduction to Occupational Science, a choice of three Philosophy courses, and an elective. Human Development II follows in the Spring of Sophomore year along with General Chemistry, Critical Health Issues and a writing course. These courses provide a liberal arts education and the foundation for professional work to follow. Students must pass all required courses with C- or better and earn a cumulative QPA of 2.7 to continue in the Occupational Therapy program.

In the Fall of Junior year, students continue foundational level work in the sciences and begin the professional program by looking at research and inter and intra-personal skills necessary for work in OT settings. Spring provides more sciences with Primary Human Anatomy in preparation for summer work, Neuroscience and Clinical Psychiatry, as well as further investigation into research and Occupations.

During the summer following Junior year, students take Human Anatomy, a human cadaver dissection course, and Applied Occupations II at the IC Center at the University of Rochester Medical Center. This intensive 10-week semester usually runs late May through early August, and is taken with Junior level Physical Therapy students.

Fall Senior year, students examine movement in Kinesiology and begin to look at specific populations in relationship to occupational therapy evaluation and intervention, including medical and orthopedics conditions in the adult. Spring follows with occupational therapy with pediatric populations, application of OT in the community, as well as clinical management. A continuing look at research within a specific course takes place at this time as well.

Upon successful completion of the academic requirements to this point, students receive a BS degree in Occupational Science, and move into the first graduate block, participating in a three month Level II fieldwork experience over the summer. To begin this graduate program automatically, students must have a QPA of 3.0 or higher. Students with a QPA of at least 2.7 but less than 3.0 need to meet other requirements to move into the graduate year.

After completing this Level II fieldwork experience, graduate students return to campus for the second graduate block to study technology and its application in OT, neuroscience as applied to the adult or pediatric population, occupations and geriatrics, as well as discern whether they will participate in group or individual research.

The third graduate block begins early in January with a five-day intensive course on Advanced OT Theory and Practice, and continues through March with the study of advanced areas of practice or continuing work on individual theses, as well as two clinical electives. Graduate block four is Level II fieldwork that takes place April-June, and block 5, July-August, is a specialty elective or elective internship. The format for the graduate year provides students with the opportunity to critically inquire into OT practice, build advance skills in an area of interest, or create a mini-specialty track in one area of practice.

Upon successful completion of all course work, fieldwork, and either thesis or group research and evaluation, students receive a Master of Science degree in Occupational Therapy, and are eligible to apply for the national certification examination and state licensure.

PROGRESS THROUGH THE CURRICULUM-

In the freshman year, students begin their study with the Freshman Seminar in OT, which is led by the student's advisor, and introduces several concepts that will carry through the curriculum. Students also take Fundamentals of Biology, Writing, Communications, Psychology and Computers in the first year. If necessary, the students also take Math at this time. These courses provide the foundation for several sophomore requirements and must generally be completed before entering the sophomore year. In addition, there are several other required courses (Anthropology, Sociology, Medical Ethics, Critical Health Issues) that are spread across the first two years of study, and the student will take some of these as well. This second group of courses do not need to be taken in a specific order. In the freshman spring semester or the fall of the sophomore year the student takes Introduction to OT, which explores the basic concepts and practice arenas of OT. Students who are unsure of their career decision should take this course earlier, rather than later.

In the sophomore year, students take Physics in the fall, and Primary Anatomy and Chemistry in the spring. They also take the Human Development sequence in the OT program, Abnormal Psychology, and complete their required courses which precede the professional portion of the program. In addition, students complete 3 credits of Health Sciences electives, and 9-12 credits of general electives in the first two years of study. These courses provide a good general liberal education, and the foundation for later professional course work. Students must pass all requirements with a grade of C- or better and attain a cumulative average of 2.7 to continue in the program past this point.

Over the summer following the sophomore year, OT students take Human Anatomy, which is a cadaver dissection course, and Occupations & OT, their first theory course, at the Ithaca College center at the University of Rochester Medical Center. This is a ten week, intensive course of study that runs from late May through early August.

The fall of the junior year includes a number of foundation courses in the sciences, builds upon OT theory and writing, and begins the study of the clinical condition which affects the individuals who receive our services. In the spring, students take Neuroscience and Group Counseling, but the format changes and the students begin their professional evaluation and treatment courses with the three course block in Pediatrics. This block includes study of the clinical conditions in Pediatrics, theory and principles in lecture/discussion format, laboratory classes in evaluation and in treatment procedures, a Level I fieldwork experience in area pediatric clinics and schools, and an integrating case and problem-based seminar each week. Content and assignments are coordinated among these classes to foster an integrative, holistic view of the treatment of children and adolescents. Case discussions require that students work independently and in groups, begin the process of clinical reasoning, and that they draw from each of the courses in this block.

In the fall of the senior year, students take a case-based course in Clinical Administration with the senior students in physical therapy. They also move into their Adult Block, which includes 2 clinical medicine courses - Medicine and Orthopedics, the adult theory and principles lecture, evaluation, and treatment labs, Level I fieldwork and seminar.

The fieldwork in this semester is done in a one week block at a clinical setting focusing on adult physical and/or psychiatric rehabilitation either in the Ithaca region or near the student's home. The problem-based seminar is structured to increase the student control and responsibility in discussion and learning. The accompanying Occupations course focuses on the theories and skills of orthotics, adapted equipment and adaptation.

In the spring of the senior year, students continue the Clinical Administration sequence, and move to the Geriatric Block. This block is centered around a problem-based seminar, with an evaluation and treatment lab, and a community-based Level I fieldwork experience. Occupations III focuses on environmental adaptation, ergonomics and technology in OT. Students also increase their focus on inquiry in OT through a course in Biostatistics and also take Research Methods where they develop proposals and learn about the issues and principles of research in occupational therapy. The final component of this semester is the Professional Concepts I course that looks at issues and behaviors related to the professional practice of OT and preparation for Level II fieldwork. Upon successful completion of the program to this point, students receive the BS degrees in Occupational Science, and move on to take their first, 3 month Level II fieldwork experience. To begin the graduate program automatically, students must have a QPA of 3.0 or higher. Those with a 2.7-2.994 will be required to pass an examination to move into the next phase of study.

After completing Level II fieldwork in either Pediatrics/Adolescence or Adults/Geriatrics, the graduate students in OT move to their final fall semester. This semester includes advanced course work in either Adult or Pediatric Applied Neuroscience, Activity Group Process, Patient Education and Health Promotion, Professional Concepts II, and a graduate elective in an area of OT that crosses diagnostic boundaries. Three electives will be offered in each fall semester based on student interest. Students may also petition to take an elective outside of the department in one of the other graduate programs at Ithaca College. Additionally, students who have prepared a quality research proposal and wish to do so will complete a master's thesis.

The graduate spring semester has two parts. This first part is a twelve week academic semester beginning in early January and completed in late March. This block includes an advance course in OT Theory, the exploration of OT in non-standard and community practice, and an elective seminar in an area of specialization in OT of interest to the student. Those not electing a thesis will take one course in group research, one course in supervision, and a comprehensive examination. Immediately following this shortened semester, students will begin their second three month Level II fieldwork experience (in the alternative area to their first), followed by a 2-3 month Level II fieldwork in a specialty area of their choice. The format for the graduate year provides students with the opportunity to critically inquire into their practice, to build advanced skills in an area of interest, and if they wish to do so, create a mini-specialty track in one area of practice.

Upon successful completion of all course work and fieldwork, and either the thesis or comprehensive examination, students will receive a Master of Science degree in Occupational Therapy, and be eligible to apply for national certification and state licensure.

SELECTING ELECTIVES-

Occupational Therapy majors are required to complete both HS & HP and open electives. The possible choices for the HS & HP 3 credit electives are listed on the last page of the curriculum sheet. Students must take at least 3 credits from HS & HP elective list, although they may take more.

The open electives are found in the *Ithaca College Undergraduate Catalog* and in specific semester registration materials. Students should discuss elective options with their advisors and check carefully to make sure that it is an appropriate elective and that they meet the prerequisite requirements if any exist.

Students are encouraged to take electives in their area of interest and to broaden their scope of general education. It is possible to take open electives for pass/fail grade rather than letter grade.

INDEPENDENT STUDY-

A student may elect to pursue independent study in OT with a faculty member. Please see the *Ithaca College Undergraduate Catalog*. The OT faculty has approved the Independent Study Contract found on the next 3 pages as the design statement to submit for department and Dean approval. These cover Fall/Spring and Summer sessions.

FALL/SPRING INDEPENDENT STUDY PETITION

Please type or print in ink

A. STUDENT INFORMATION

Name _____ I.D. no. _____

Local Address _____

Permanent address _____

Local Telephone _____ Permanent Telephone _____

School _____ Major _____

B. INDEPENDENT STUDY INFORMATION

Attach a design statement. See instructions on back.

Course no. _____ Course Title _____

Approximate time commitments:

Reading _____ Writing/research _____ Faculty Consultation _____ Exams _____

Other(please explain) _____

Total hours involved _____ Dates of study _____

Name of faculty sponsor _____ Credit hours _____

C. SIGNATURES

Student _____ Date _____

Student's faculty sponsor _____ Date _____

Consultant (if applicable) _____ Date _____

Student's faculty advisor _____ Date _____

Chair of faculty sponsor's dept. _____ Date _____

Faculty sponsor's dean _____ Date _____

Student's dean _____ Date _____

_____ Approved

_____ Approved with the following conditions: _____

_____ Denied _____

INSTRUCTIONS

Petition for Independent Study

1. In consultation with your faculty sponsor, write a design statement and complete Sections A and B on reverse side. Keep a copy of the design statement for your records.
2. Obtain signatures of the persons listed in Section C. These signatures must be obtained in the order listed.

Completion of Design Statement

An independent study is based on a special arrangement between a student and a faculty sponsor. It allows specialized or individual kinds of study that may not be available in regular classroom or laboratory instruction. Regular courses listed in the Undergraduate Catalog may not be taken on an independent study basis. Eligible types of registration include categories such as independent study, directed study, advanced reading, research project, and tutorial.

The required design statement sets forth the specifics of the study arrangement as agreed to by the student and the faculty sponsor. The following component parts should be clearly stated:

1. A description of the learning objectives for the study.
2. The student's preparation for undertaking the study, such as previous related coursework.
3. Reading list. Not necessarily complete, but at least a suggested or partial list sufficient to provide focus and stimulate investigation
4. Form and scope of study, e.g., written paper, problem sets, final exam, film.
5. Method and amount of on-going interaction with faculty sponsor, such as periodic discussion of readings and discussion of outline and drafts of a paper.
6. Approximate time to be devoted to different parts of the study, such as time spent on background reading, writing and research, discussion, in-lab, etc.
7. Grading scheme. Pass/fail or letter grade. State the criteria and procedures for evaluation and weight given to various elements of the study.
8. Course number and title.
9. Amount of credit. An independent study should normally be one to four credits. Credit is based on the formula that one credit hour represents 45 hours of student learning.
10. Consultants (if any). Where the study involves more than one faculty member, one should serve as the faculty sponsor and the others as consultants. The role and contribution of each consultant should be included, but the overall responsibility remains with the faculty sponsor.

INDEPENDENT STUDY PETITION

Please type or print in ink

A.

STUDENT INFORMATION

Name _____ I.D. no. _____

Summer address _____

Permanent address _____

Summer telephone _____ Permanent telephone _____

School _____ Major _____

B.

INDEPENDENT STUDY INFORMATION

Attach design statement. See instructions on back.

Course no. _____ -51 Course Title _____

Approximate time commitments:

Reading _____ Writing/research _____ Faculty consultation _____ Exams _____

Other (please explain) _____

Totals hours involved _____ Dates of study _____

Name of faculty sponsor _____ Credit hours _____

Each faculty member is limited to a total of six credit hours of instruction in independent study per summer.

C.

SIGNATURES

Student _____ Date _____

Student's faculty sponsor _____ Date _____

Consultant (if applicable) _____ Date _____

Student's faculty advisor _____ Date _____

Chair of faculty sponsor's dept. _____ Date _____

Faculty sponsor's dean _____ Date _____

Student's dean _____ Date _____

____ Approved

____ Approved with the following conditions: _____

____ Denied _____

Director of Continuing Education _____ Date _____
and Summer Sessions

For office use only

Bursar _____ Date _____ Registrar _____ Date _____

COPIES: Summer Sessions, Faculty sponsor, Dean's Office, Department File

SUMMER COURSES FOLLOWING SOPHOMORE ACADEMIC YEAR

Sophomore OT students who have successfully completed all of the prerequisite work for the first two years are eligible to attend the summer courses at the University of Rochester. This means the student has a minimum of a 2.7 cumulative GPA and has completed all prerequisite classes with a minimum grade of C-.

Two courses are taught during the summer session. These are:

Human Anatomy	670-31000
Occupations and OT	672-30000

Human Anatomy (670-31000) is taken along with PT students. Occupations and OT (672-30000) is an OT specific class.

General informational meetings are held during the fall and spring semesters of the sophomore year to discuss issues of housing, financial aid, and health record information. Students should plan to attend each of these meetings.

Housing is provided on the University of Rochester campus at a cost. Students wishing to live in this housing will participate in a lottery to choose available rooms. John Fracchia coordinates this on the Ithaca College campus. Housing has in the past included kitchen facilities, furniture, and telephone hook-up. Washers and dryers are available.

Tuition costs for the summer classes are based on the per credit hour rate at Ithaca College. Students continue their eligibility for financial aid during this period.

The University of Rochester Health Office requires a health information form and record of immunizations. The Ithaca College Health Office organizes the forms and will coordinate sending them to the Rochester facility after being completed by the students. Students are required to receive all necessary immunizations. The Health Center will assist in providing these at a cost to the students.

The summer program is for 10 weeks and usually begins the Tuesday after Memorial Day.

Beginning Summer 2007, Human Anatomy (670-31000) and Applied Occupations II (672-31500) will be taken by students following their junior year.

FIELDWORK-

Overview

Fieldwork is an essential part of the preparation to become an occupational therapist. It allows for the opportunity to integrate academic knowledge into real life and treatment situations. Fieldwork is when students observe and practice OT skills. In introductory courses, students will complete observations at clinical settings. Beginning in the junior year there will be more formalized fieldwork experiences.

Level I

Level I Fieldwork is scheduled in pediatrics, adult and geriatric areas. There are specific learning objectives for this experience and the fieldwork experience is graded pass/fail. These experiences take place at hospitals, clinics, schools, nursing homes, the OT/PT clinic on campus and other facilities. In addition to formally scheduled Level I assignments, students will have opportunities to integrate classroom material with clinical experiences that will be developed in individual classes. This may include guest presentations by OT clients, assessments of individuals with disabilities, and other opportunities for observation and hands on experience.

Level II

Level II Fieldwork is composed of three separate experiences totaling 8 months of clinical training in pediatric/adolescent, adult/geriatric and specialty areas. Level II Fieldwork is scheduled for time frames as indicated in the OT course curriculum. These are for 12 weeks during the summer following the senior year, for 12 weeks in the Spring following the graduate year, and for 8 weeks during the Summer or Fall following the second Level II experience. The first two Level II sites are selected during the junior year. Informational meetings and scheduling sessions with the Academic Fieldwork Coordinator will be held beginning in the Fall semester of the junior year. The third fieldwork site is selected during the Fall of the graduate year.

Development of New Fieldwork Sites

Ithaca College will establish clinical affiliation agreements with Occupational Therapy practice settings which demonstrate the ability to effectively provide fieldwork education within their facility. The AOTA standards will be used to determine that a fieldwork placement site meets this requirement. Additionally, site visits, student feedback, and written documentation will be used to determine continued suitability of fieldwork sites.

. Students may inform the Fieldwork Coordinator of potential new sites by completing a Clinical Affiliation Site Recommendation Form. These forms are available in the OT Fieldwork Office. The Fieldwork Coordinator will review the basic information of this site and determine if the process should be continued to develop the site. If process is to be continued the Fieldwork Coordinator will pursue a Fieldwork agreement. If possible, a site visit will be completed by the Fieldwork Coordinator or other faculty member.

Students, their family, or friends, **SHOULD NOT** contact a new clinical facility to inquire if an affiliation agreement may be established. The Academic Fieldwork Coordinator should do this.

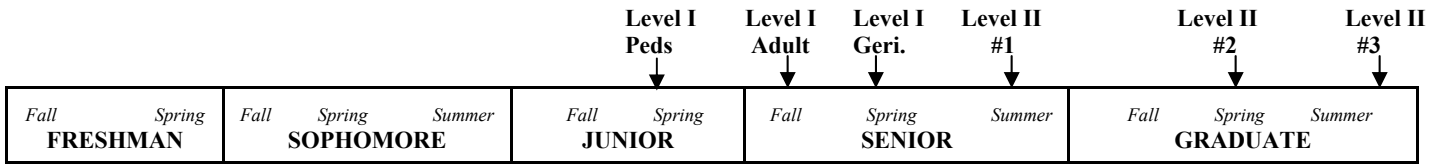
Site Selection

Currently there are fieldwork information folders available for review on approximately 365 clinical sites. These suitable facilities are from locations throughout the United States and 2 other countries. Not all sites are available at all time frames and facilities often contract with numerous academic programs and have limited numbers of students they can accept per year. Therefore, while student preference will be considered when assignments are made, it may be necessary for a student to be placed at a different facility. The Office of Experiential Learning is responsible for securing fieldwork placements and establishing contracts between the facility and Ithaca College. The student is responsible for transportation, housing, and personal expenses when completing fieldwork.

Fieldwork Manual

A Fieldwork Manual is available on-line. Students are encouraged to refer to the Student Fieldwork Manual for information specific to fieldwork.

Ithaca College Occupational Therapy Fieldwork Sequence



- Rochester** 10 week session held at University of Rochester. Exact dates set each year. 6 credits in Human Anatomy and 2 credits in Occupations & OT. Financial aid, housing, health form, and immunization requirements are explained at orientation meetings scheduled throughout the sophomore year. The first meeting is usually held in November.
- Level I Peds** Observation/practical experience in a local pediatric setting for one week in the semester. This is part of course work and is graded pass/fail. Fieldwork Coordinator will provide sign-up session for available local sites.
- Level I Adult** One week (full-time) observation/practical experience attached to Fall Break. Usually completed at facility near home or where student has housing available. Student is responsible to make initial placement inquiry. Fieldwork Coordinator will confirm. Contract with facility is necessary.
- Level I Geriatrics** The student establishes a relationship & performs activities with a person 65 years or older in a local setting.
- Level II #1, #2, #3** 3 fieldworks totaling 8 months. Pediatric/Adolescent is 3 months. Adult/Geriatric is 3 months and the Specialty Fieldwork is 2 months. Specialty Fieldwork is done last. The sequence of the Pediatric/Adolescent or Adult/Geriatric is not an issue. All fieldwork **MUST** be completed within 24 months of completing Graduate Program.

Liability/malpractice insurance is required for Level I and Level II. It will be purchased as a group policy through Ithaca College at a minimal charge and will be billed to the student's Bursar account.

VARIATIONS TO FOLLOWING THE ESTABLISHED CURRICULUM-**Study Abroad**

It may be possible for an occupational therapy major student to study abroad for a semester. The usual semester for this is the fall semester of the sophomore year. It does, however, take advanced and careful planning. Students interested in doing this should speak to their advisors at the earliest possible date. Ideally, this should be done at advanced registration before beginning the OT Program, but may also be done during the fall semester of the freshman year. Students planning to study abroad may want to save their electives for the semester abroad.

Information about opportunities for study abroad can be obtained through the Office of International Programs, Room 214, Muller Center or call the office at 274-3306.

Minor Course of Study

The occupational therapy curriculum structure allows only a limited number of elective credits due to the number of required credits needed to complete the professional program. This makes it difficult to pursue a minor course of study and makes some minors unpractical.

However, students interested in pursuing a minor should discuss this with an advisor in the department in which the minor would be obtained and also with their OT advisor. By applying AP credits from high school, using electives for minor requirements, taking summer school courses, and/or taking a decelerated course schedule in OT, it may be possible to complete a minor course of study in addition to the OT major. In some cases, the department may approve alternatives to requirements, which are part of the minor.

Those students completing a minor course of study need to have a minor advisor in addition to the OT Department Faculty Academic Advisor.

Part-time Study

The OT curriculum was developed to be completed on a full-time basis in 5 consecutive years. It may, however, become necessary for some students to choose for personal or academic reasons to pursue the program on a part-time basis. This requires consultation with your academic advisor and approval of the Department Chair due to prerequisite requirements and numerous courses being offered only in the fall or spring. This decelerated schedule will require careful planning and additional time to complete the degree.

Leave of Absence-

It may become necessary for an Ithaca College OT student to take a standard, medical, or emergency leave of absence. At times it may be a recommended course of action in a decelerated schedule. In general, leaves of a year or less are readily approved. Because of the structure of the program, students taking a one semester leave may delay their graduation for a full year.

Information concerning leave of absence, withdrawals, and readmission is available in the *Ithaca College Undergraduate Catalog*.

Students should follow the procedures outlined there in consultation with their academic advisor.

REPEATING COURSES-

A minimum grade of C- is required for a prerequisite or required course in the OT curriculum. If a student receives a grade of C- or less, the course must be repeated. It is necessary that a student speak with his/her advisor as soon as possible if this should occur. In some cases it may be possible for the student to repeat the course at Ithaca College in a later semester. However, due to the intensity of this major and the fact that many courses are only offered one semester, repeating a course in this way may necessitate extending the student's academic schedule by one semester or one year, or attending summer school.

Some courses may be repeated by taking it at another institution of higher learning. The student should complete the following steps.

1. Find a course that will meet the objectives of the failed course. A copy of the course description from the college you plan to attend is a good beginning.
2. Secure the form "Petition for Transfer Credit" from the Ithaca College Registrar's Office.
3. Get the approval/signature of the Ithaca College department that offered the "failed" course.
4. Get the approval/signature of the OT Department Chair.
5. Get the approval of the Associate Dean of the School of HS & HP.
6. Take the course.
7. Send grades (transcript to Ithaca College Registrar's Office and the OT Department).

The pre-authorization procedure ensures the course (but not the grade) will be credited at Ithaca College. Failure to secure approval may mean no credit.

This procedure is also used to transfer credits to Ithaca College for other reasons (i.e. meet elective requirements or minor requirements).

INTERNAL TRANSFERS TO THE ITHACA COLLEGE OT DEPARTMENT-

Since this is a freshman-entry program, openings for transfer students are rare and highly competitive. Applicants seeking to transfer into the occupational science/occupational therapy program should have a 3.00 minimum GPA and grades of B or better in all science courses, including secondary school biology and chemistry. They should have completed a total of 63 credits applicable to the occupational science degree, including the required college biology, chemistry, and primary human anatomy courses, or be in a position to do so by the end of the fourth semester. Early transfer is encouraged.

Informational meetings are scheduled during the fall semester to provide information and applications to students considering internal transfers. The date of this meeting is posted in the OT department and advertised in the *Ithacan*. Internal transfer applications are processed in the fall. Qualified students will be admitted to the program or assigned a waiting list number, as space allows.

PROFESSIONAL DEVELOPMENT AND BEHAVIOR-

Since we are preparing you to be professionals, we will be working with you and evaluating your progress towards this end. We see this as a developmental process, but we have a responsibility to your future patients and the profession to assure that your education goes beyond courses and grades. We are guided by, but not limited to, the AOTA Code of Ethics, the Ithaca College Student Conduct Code (See *Ithaca College Student Handbook*), and the Professional Development Assessment Form.

The AOTA Code of Ethics

The most recent Code of Ethics was adopted by the Representative Assembly in 2000. It includes seven general principles, each of which can be applied to patient care and professional behavior. They can also be practiced as a student, and in daily life.

Principle 1 - Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being of the recipients of their services.

Principle 2 - Nonmaleficence

Occupational Therapy personnel should take reasonable precautions to avoid imposing or inflicting harm upon the recipient of services or to his or her property.

Principle 3 - Autonomy, Privacy, Confidentiality

Occupational therapy personnel shall respect the recipient and/or their surrogate(s) as well as the recipient's rights.

Principle 4 - Duties

Occupational therapy personnel shall achieve and continually maintain high standards of competence.

Principle 5 - Justice

Occupational therapy personnel shall comply with laws and Association policies guiding the profession of occupational therapy.

Principle 6 - Veracity

Occupational therapy personnel shall provide accurate information about occupational therapy services.

Principle 7 - Fidelity, Veracity

Occupational therapy personnel shall treat colleagues and other professionals with fairness, discretion and integrity.

Student performance can be seen to be within the Code in many ways. The faculty wishes to call your attention to the following:

Principle 1 - Beneficence

We expect our students to care for and respect those individuals they observe during classes, assignments and fieldwork assignments. Awareness of the feelings of these individuals, concern for their comfort and the outcomes of our actions are as important as the learning experiences they provide to us. Students will be expected to demonstrate this ability in their interactions with faculty, staff and peers at the College, as well as with patients and their families.

Principle 2 - Nonmaleficence

We expect our students to develop and maintain a professional relationship with individuals during classes, labs, community assignments, and fieldwork assignments. The student should seek supervision when uncertain or uncomfortable in a relationship to avoid exploiting or harming those receiving our services.

Principle 3 - Autonomy, Privacy, Confidentiality

Patients and families have the right to choose the degree to which they will participate in learning activities, student research and demonstrations. They should be informed in advance about what they are to do, and may withdraw or refuse at any point. Persuasion is okay, pressure or ridicule are not. Some patients may refuse to be treated by a student, or request that the “real therapist” supervise them. This can often be worked out, but it is the patient’s prerogative.

Patient privacy is imperative. Care should be taken that patients and research subjects be given privacy for dressing, appropriately draped and screened during procedures, and touched carefully. Personal information privacy must also be respected by refraining from asking questions out of curiosity, rather than for treatment/learning purposes.

Patient, demonstration and research subject confidentiality is essential. Under no circumstances should a patient’s name, or identifying information be shared with others outside the clinical, classroom or research environment. Students and faculty will talk about patients, but will not do so in elevators, lunchrooms, and public places, and names are never used. Written work should use initials or code names or numbers. Research data should be maintained in anonymous formats. Mimicking patients in fun is also not appropriate.

In classroom settings and labs, these principles will be practiced on classmates, demonstrators and instructors. Comments about conditions, abilities, personal information, and physical attributes are inappropriate.

Principle 4 - Duties

Students are expected to do their own work to the best of their ability. This includes handling a fair share of group projects and assignments. Students are expected to address homework assignments with some care, and to hand in work that is neat and accurate. The department will strongly enforce the College’s “Standards of Academic Conduct”, and academic dishonesty will not be tolerated, because the student is not only cheating him/herself and peers, but also future patients and clients.

In clinical and research settings, students are expected to prepare in advance, and reach a reasonable level of mastery before attempting procedures and techniques on clients/subjects. When students do not feel competent, they should consult with or request supervision from the appropriate party. This is a delicate balance at times - you need to both try new things to learn them, and work with increasing independence; but also to know your limitations, and never endanger a patient.

Principle 5 - Justice

OT students must obey the law. Conviction for a felony may result in refusal of certification and licensure. They must also become familiar with the practice and reimbursement laws and regulations as students, and practice within these. This includes limiting practice to the scope and standards of occupational therapy, billing only for services rendered, and providing treatment only when necessary. Students in clinical settings seeming to encourage them to violate these parameters should discuss the matter with the Fieldwork Coordinator or another OT faculty member.

As students, you are expected to follow Department and College rules, and behave with academic honesty. Unapproved “borrowing” of department resources, abuse of Library privileges and materials, careless or intentional destruction of College property would also violate this principle.

Principle 6 - Veracity

Information about patients, their progress and student activities with patients must be accurate and clear. Misleading information cannot be provided to supervisors or instructors; it can be dangerous, as well as unethical. Research veracity is also essential - “fudging the data” is academic dishonesty and is misleading to those who would use the information. Students need to check their facts and sources, record and report information carefully, and cite sources for ideas and concepts as well as quotes.

Sharing information inappropriately on tests and assignments is as dishonest as taking and using it. See the *Ithaca College Student Handbook* for the student conduct code.

Principle 7 - Fidelity, Veracity

In our excitement about our own profession, we sometimes lose sight of the very real contributions our peer professions make to the welfare of our patients and clients. It is our hope that OT students will develop a respect for the studies, efforts and value of the students at Ithaca College preparing for other careers. Students are encouraged to learn about and interact with students in PT, AT, RT, SLP&A, especially. Part of being able to practice under this principle includes knowing when these individuals can provide service to patients as well as, or even better than you, and referring them when this is the case.

Students are also expected to learn about the roles and functions of Certified OT Assistants, and to develop an understanding and appreciation for their contributions to OT treatment. They are equal partners in patient care. Skills in collaboration and supervision of these individuals are essential parts of your OT education. COTA’s and OTA students are to be treated with respect on clinical assignments.

It is expected that students will treat their fellow OT students, faculty and staff with the same respect they are expected to show for their work peers. Honesty, consideration and good manners are as important with those individuals you don’t like as those you do. The secrets of your peers are also confidential. Embarrassing others in fun is a cheap way to get laughs.

USE OF PROFESSIONAL DEVELOPMENT FORM-

Professional development will be reviewed on an ongoing yearly basis for all junior, senior, and graduate students in the Occupational Therapy Program. At the completion of all occupational therapy courses taught from Spring Semester Sophomore year through Spring Semester Senior Year, the faculty member who taught that class will complete the professional development form for each student in the class. These forms will then be given to the appropriate advisor. At the beginning of the spring semester each year advisors will meet with their upperclass level advisees. It is recommended that advisors notify their advisees that this meeting needs to be completed and to offer opportunities for scheduling. The purpose of this meeting is to discuss the student's professional development behaviors from the prior year. To prepare for this discussion the advisor will compile the information received from other faculty onto one professional development form. This will include the average score for each graded topic area and any comments. The modified Philadelphia Region Fieldwork Consortium Level I Fieldwork Student Evaluation Form will serve as the outline for areas to be discussed. This form with average scores will be filed in the student's academic folder kept in the main occupational therapy office. It will be purged following graduation.

Each student will also complete a self-assessment using this modified PRFC Level I form on a yearly basis. The student is responsible to schedule a professional development advisement appointment with his/her advisor at the beginning of the Spring semester of the junior, senior, and graduate years. The student is responsible to complete and bring the modified PRFC Level 1 form to the advisement meeting. Advisors and students should make every attempt to schedule this meeting.

If student does not attend a professional development meeting by the date mid term grades are due in the spring semester, the student will be required to meet with the Student Affairs Committee and his/her advisor for the purpose of professional development discussion. A summary of this meeting discussion including any plans for remediation will be filed in the student's academic folder.

Procedure for Use of Professional Development Forms

A. Faculty Member teaching Occupational Therapy Courses

(Spring Semester Sophomore Year – Fall Semester Graduate Year)

- Completes the PRFC Level I Fieldwork Student Evaluation form on each student
- Completed forms are given to the student's advisor each semester on the day grades are due(or earlier)

B. Advisor

- Compiles the average for each of the 12 items on the PRFC and includes comments whenever possible.
- Meets with each advisee for purpose of reviewing professional development
- File the summarized PRFC form and write a note in the student's departmental file

Junior, Senior and Graduate students

- Complete a self evaluation of professional development using the PRFC
- Schedule an advisory meeting with advisor

Student Affairs Committee:

Along with student's advisor, meets with any student who has not had a professional development meeting with their advisor by the date Spring mid term grades are due. A summary of this meeting's discussion including plans for remediation will be filed in the student's academic folder.

Ithaca College Occupational Therapy Department Professional Behaviors in the Academic Setting

Student Name: _____

Course/Semester: _____

Date: _____

Faculty Member: _____

<p>1=Well Below Standards: Performance is weak in most of required tasks and activities. Work is frequently unacceptable.</p> <p>2=Below Standards: Opportunities for improvement exist, however, student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.</p> <p>3=Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.</p> <p>4=Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.</p> <p>5=Far Exceeds Standards: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.</p>	
<p>1. Time Management Skills Consider ability to be prompt, arrive on time, and complete assignments on time.</p>	1 2 3 4 5
<p>2. Organization Consider ability to set priorities, be dependable, be organized, and follow through with responsibilities.</p>	1 2 3 4 5
<p>3. Engagement in the Academic Experience Consider student's apparent level of interest, and level of active participation.</p>	1 2 3 4 5
<p>4. Self-Directed Learning Consider ability to take responsibility for own learning; demonstrates motivation.</p>	1 2 3 4 5
<p>5. Reasoning/Problem-solving Consider ability to use self-relection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.</p>	1 2 3 4 5
<p>6. Written Communication Consider grammar, spelling, legibility, and successful completion of written assignments.</p>	1 2 3 4 5
<p>7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources.</p>	1 2 3 4 5
<p>8. Observation Skills (not applicable for all classes) Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations.</p>	1 2 3 4 5
<p>9. Participation in Teaching-Learning Process Consider ability to give, receive, and respond to feedback; seek guidance when necessary; follow proper channels.</p>	1 2 3 4 5
<p>10. Verbal Communication and Interpersonal Skills Consider ability to interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication.</p>	1 2 3 4 5
<p>11. Personal Boundaries Ability to recognize/handle personal frustrations; balance personal/academic obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.</p>	1 2 3 4 5
<p>12. Use of Professional Terminology Ability to appropriately apply professional terminology in written and oral communication.</p>	1 2 3 4 5
<p>13. Use of Safety Precautions (not applicable for all classes) Adheres, anticipates, uses sound judgment, and takes steps for safe environment</p>	1 2 3 4 5

Comments (required if graded 1 or 2): Please see back of page.

GRADING SYSTEM-

The acceptable grades and corresponding points for GPA calculations are as follows. All grades except P, I and W are used in calculating GPA's.

Quality Points

4.00 (Excellent)

3.70

3.30

3.00 (Good)

2.70

2.30

2.00 (Satisfactory)

1.70

1.30

1.00

0.70

0

Not calculated

Not calculated

Not calculated

Pass/Fail Option

A student has the option of enrolling for a maximum of 4 credits in a semester on a pass/fail basis, but may not exceed an overall total of 20 pass/fail credits. Failing grades are calculated in the cumulative GPA; passing grades are not.

Courses designated pass/fail by a department are excluded from both the 4-credit and the 20-credit rules.

Any course required for either a major program or a minor program must be taken for a letter grade unless the course is offered only on a pass/fail basis. In this context, required courses are those that are specified as such by number and title or are selected to fulfill a specified number of department credits.

If a student wishes to exercise the pass/fail option, he or she must complete a pass/fail option form. This form must be submitted to the registrar by the end of the third week of classes in the semester in which the pass/fail is being taken.

A student may choose to revoke the pass/fail option at any time until the end of the 10th week of classes in the semester in which the pass/fail credit is being taken.

OT fieldwork is graded pass/fail.

Grading Disputes

Although OT faculty work and plan collaboratively, each faculty member has the right to assign grades according to personal professional standards, providing these standards are made clear at the beginning of the semester, and are applied fairly among students.

A student concerned about his or her grade should see the course instructor to ask for clarification or discussion. If an OT student feels he or she is being treated unfairly in an OT course, grievance procedures published in this manual may be used.

For further information about grading, students should refer to individual course syllabi and the *Ithaca College Undergraduate Catalog*.

ACADEMIC STATUS POLICY FOR OT MAJORS-

This information is taken directly from the *Ithaca College Undergraduate Catalog*.

Students in occupational science and occupational therapy must obtain a grade of at least C- in all professional courses, including major courses and required courses outside the major.

Successful completion of all prerequisite course work for the first two years is required for admission to the summer semester, and progression through the program for the last three years depends on successful completion (C- or better) of all courses in each sequential semester. A student who fails to complete a required course with a grade of C- or better must repeat the course. Refer to the College policy on repeating a course. Since professional courses are offered once per year and are specifically sequenced, course failure may result in the delay of fieldwork and graduation.

To be eligible for automatic progression into the master of science program in occupational therapy (fifth year), students must have completed the B.S. program in occupational science with a cumulative GPA of 3.00 or better. Students with GPA of less than 3.00 but equal to or more than 2.70 will be required to pass a comprehensive examination for advancement to the graduate year. Students must complete all related course work and be authorized by the faculty before taking clinical fieldwork courses. Students must earn satisfactory ratings in all courses and fieldwork before M.S. degree will be awarded and the student can be eligible for certification and licensure. All level II (graduate) fieldwork must be completed within 24 months of completion of the academic portion of the program.

Academic Warning, Suspension, and Dismissal

A student who fails to meet any of the minimum requirements stated above may be placed on academic warning, suspended, or dismissed from the program. See also College policies on academic warning, suspension and dismissal. Students who have been placed on academic warning or suspension will be expected to meet department standards for all subsequent semesters.

A student who is subject to dismissal from the program may, under extenuating circumstances, be granted a suspension from the program. If the student demonstrates an academic deficiency that is more severe than normal in warning situations, that student may be suspended from the program.

To be eligible for readmission to the program the student may have to fulfill certain conditions, such as remedial course work or clinical assignments prescribed by the faculty at the time of suspension. For students in the final year, readmission may be contingent on the availability of space in succeeding classes.

Students whose academic performance indicates little likelihood of their attaining minimum program or professional standards will be subject to dismissal from the program in the following cases:

1. A freshman or sophomore on warning for the previous semester, or a junior or senior who has been on warning for any semester who receives less than a C- in any major or required course, or fails to remove an incomplete grade in the specified period of time.
2. A student who receives less than a C- in two or more courses in the same block or semester.
3. A freshman or sophomore on departmental warning who fails to complete at least 12 credits in a semester with a C- or better, or a junior or senior who fails to complete the minimum number of hours to progress to the next semester.
4. An occupational science major who has less than a 2.70 cumulative GPA at the completion of the spring semester of the sophomore year.
5. An occupational therapy (graduate) student who earns more than 6 credits of C (C+, C, C-) or more than 3 credits of F.
6. A student who fails two or more clinical fieldwork experiences or practicums.
7. An occupational therapy (graduate) student who fails to complete level II fieldwork (673-60000, 673-69000, 673-69500 or 673-69600) within 24 months of completing all other (didactic) course work.
8. A student who significantly violates the professional code of ethics published in the *Occupational Therapy Department Student Manual*.

In an exceptional case, a student who has been dismissed may be readmitted to the program upon satisfaction of conditions determined by the department faculty.

Dismissal from the occupational therapy program does not always mean dismissal from Ithaca College. In some cases students may be eligible to pursue other Ithaca College majors.

Specifics with regard to these policies and appeals procedures should be discussed with the student's advisor after reading relevant sections of this manual.

SEMINARS-

Problem-Based Seminars

These small group classes use problem based learning format cases to allow students to use clinical reasoning, and to integrate knowledge of conditions, theory, assessments, and treatment.

Seminar classes are held one time per week during the pediatric, adult, and geriatric blocks of the curriculum and in several other courses. Students will frequently be expected to work in groups outside of class sessions and do individual work in location of resources and preparation for group activities. This is a key element in this mode of study. The seminars allow for development of group work skills, as well as individual learning issues. Students learn to use/apply clinical reasoning in common, clinical scenarios across the life span.

PRACTICAL EXAMS-

In order to test student skills, practical knowledge, and ability to apply principals of OT, several courses in the department include practical examinations and/or performance evaluation. Practical exams are offered throughout the curriculum. Some examples of types of practical exams are demonstrating ability to perform ROM, fabricating a splint, or completing a patient transfer.

Students may be expected to take practical exams outside of regular class time, but will not be required to skip other classes for these exams.

Laboratory practical items may be pre-assigned or drawn at random at the time of exam. Faculty will provide students with criteria for grading. Some items on exams may be considered mastery items for which students will be required to pass 100%. This may include examples of mastery items such as safety and infection control. Depending on course outline specifications, students may have a second opportunity to demonstrate knowledge during practical testing. When this occurs it will be at the convenience of the faculty member and may be for reduced grade.

WRITING AND ORAL COMMUNICATION SKILLS-

Effective professionals communicate clearly. The OT program has structured many assignments as opportunities for you to learn to write and speak clearly and effectively. This is difficult for many students initially; some are shy, some have difficulty with spelling, grammar or style. In order to improve these skills, you must practice them. Therefore, the department will monitor your skills in this area, and expect that you work to improve them.

APA Style-

The department requires that student papers are written in the correct format developed by the American Psychological Association (APA), since it is the style used by the AOTA and most of the literature sources related to OT. An introduction to APA style is in the text for the Freshman Seminar, and Professional Writing will also cover this style. Students will be assigned the *Publication Manual of the American Psychological Association, 5th Ed.* at some point in their academic careers. It is strongly recommended that you purchase and keep this book. Using it will save you many rewrites as you move through the curriculum, and particularly in your graduate year. If this style is totally foreign to you, it is suggested that you purchase Diana Hacker's *A Writer's Reference, 4th Ed.* early in your career. Both of these references are available in the Ithaca College Bookstore.

Oral Presentations and Class Participation-

Students are expected to speak up in class, and to present group and individual oral reports. Being able to report and talk in a group is a necessary skill for the promotion of OT and the participation in group team meetings. Afraid to ask questions or speak your opinion in class? Try it, it does get easier, and usually others have similar questions. Public speaking is scary for most of us (faculty, too). Preparation in your personal style is the key. Plan ahead and practice what you will say. Know whether you work better from a complete script or just the key words or phrases. And do enough research to know what you're talking about.

Non-verbal Communication and Appearance-

Not just what you say, but facial expressions and body language speak for you. They can indicate respect, interest and concern, or disinterest and disrespect. Learning to control your non-verbal communication to make you an effective therapist and communicator takes practice, too. Students are expected to communicate with respect to faculty, peers and guests at all times, verbally and non-verbally.

The OT department does not have a dress code, but we do expect students to dress appropriately for the various aspects of their education. That means being prepared with the proper lab clothes so that you can fully participate, and to dress as young professionals when making visits to clinical sites, for guests and special events, and when attending workshops and meetings. You represent yourself, the OT profession, and the program in these cases, and you make a first impression that you want to be favorable.

Policy on Student Writing:

Purpose-

In order to assist students in improving their writing skills and their ability to communicate effectively as professionals, and to provide a consistent standard of performance for written work, the faculty believe that students' need to correct their grammar, spelling and writing errors when identified.

Policy-

Student work is to be submitted, typed or word processed, proofread and consistent with APA style standards. Papers with significant numbers of errors in spelling, punctuation, grammar, word-use, APA format, and style will be returned to students without grading. Students will be required to correct their errors and resubmit their work before the work is graded. Faculty may impose a grade penalty for this re-submission. This policy will apply to all major assignments and to those smaller assignments indicated by the course instructor(s).

Procedure-

Freshman and Sophomore students will be allowed no more than 9 errors before the paper is returned. First return of a paper will not result in a reduced grade.

Juniors will be allowed no more than 7 errors before the paper is returned. Grade reduction is at the discretion of the faculty member.

Seniors will be allowed no more than 5 errors before the paper is returned. Some reduction of grade can be expected, particularly for repeated errors.

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 encourage 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, 5th Ed. APA.
Strunk, and White, EB. The Elements of Style, 4th Ed. Pearson Press

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

IMPORTANT CALENDAR DATES IN THE OT PROGRAM-

Summer Program in Rochester: This summer program is for OT students between the sophomore and junior year in the OT curriculum. Generally the classes begin 2 weeks after the end of the spring semester at Ithaca College and run for 10 weeks, ending approximately 2 weeks before the start of the fall semester at Ithaca College. *Beginning Summer 2007, students will go to Rochester between Junior and Senior years. Format will be as above.*

Pediatric Level I Fieldwork: This level I Fieldwork is a one week full-time experience held during the week following spring break of the student's junior year. No classes are held during that week and fieldwork can be scheduled at sites outside of the Ithaca area. *Beginning Spring 2008, this will take place during student's senior year.*

Adult Level I Fieldwork: This Level I Fieldwork is a one week full-time experience held the week following fall break of the student's senior year. No classes are held during that week and fieldwork can be scheduled at sites outside the Ithaca area. *Beginning Fall 2007, this will take place during student's senior year.*

Graduate Year Spring Semester: This semester is 12 weeks in length instead of 15 weeks. The beginning of the spring semester will be early January (after a shorter winter break than previous years at Ithaca College) and runs through late March.

Fieldwork II: There are three Level II Fieldwork experiences that are part of the OT curriculum. The first two Level II fieldworks are 12 weeks each. The third Level II fieldwork is a specialty experience and is 8 weeks. The first Level II is scheduled for the summer between the senior and graduate year (typically beginning approximately two weeks after graduation and ending two weeks before the start of the fall semester of the graduate year). The second Level II is scheduled to begin immediately after the end of the shortened spring semester of the graduate year (typically early April through late June). The specialty fieldwork is scheduled for July and August immediately following the second Level II, but for students with specific needs such as a request to do school-based OT, this time may need to be adjusted to accommodate the needs of the fieldwork experience.

Due Dates: At several points in the curriculum, students will be expected to make decisions, hand in materials, or complete medical testing, vaccination or forms by a specific due date. Students are expected to meet these deadlines consistently. A timely response reflects on the students professional development. Failure to meet these deadlines may significantly delay department functions. In some cases, students may lose their eligibility for participation in a class activity or opportunity if the deadline is missed. Students may also be penalized by grade reduction, extra fees, or even delay in graduation.

SECTION III – STUDENT ISSUES

STUDENT USE OF OT DEPARTMENT FACILITIES-

OT Department Areas

The OT department areas are open during some weekend and evening hours to allow for study, OT Club meetings and projects, additional work time in labs, review of fieldwork information, and preparation for practicum exams. The hours are posted at the beginning of the semester.

When using classroom areas, students may bring in food or beverage or purchase from the vending machines in the area. However, clean-up is necessary including disposal of any garbage, washing of area, and leaving rooms in class-ready condition. No alcohol is allowed in the building. No food or beverages are allowed in the Assistive Technology Lab.

Students are not to use office phones, copying machine, fax machine, or faculty/staff computers. A campus phone is available on the premises. Video machines are available for use along with instructional videos. Students are expected to rewind any videos used.

ADL Labs

Students are welcome to use the ADL Lab, including refrigerator and microwave for storing and preparing lunches/snacks. The microwave should be wiped clean after each use. The oven, coffee pot, washer and dryer are not for student use. Dishes used are to be washed and put away in correct storage areas.

Thermostat

Refrain from adjusting thermostats in OT department areas.

Bulletin Boards/White Boards

Announcements should be posted on appropriate bulletin boards using tack pins. They should not be taped to the walls. Students should check bulletin boards regularly for important notices.

When writing on the white boards, it is necessary to erase as soon as possible as writing left on the boards will stain over time. Use only dry-erase markers on white boards.

Always check to make sure that the marker is not a permanent marker.

Safety in OT Department Areas

When folding down mat tables, it is necessary for 2 people to do this task together due to the weight of the tables.

No roller blades, skates, cleats, or bikes are allowed in the OT department areas.

Mailboxes

There are student “mailboxes” located in the OT Office. **Students should check these boxes frequently for notices, messages, and items returned by faculty.** Students should observe the privacy of their classmates by refraining from checking the mailboxes of others.

STUDENT REIMBURSEMENT FOR CLASS ACTIVITY EXPENSES

Policy-

The OT department provides supplies for students for most class projects. While it is generally the student's responsibility to provide personal supplies for out-of-class assignments and projects, there are some classes where students will need to use materials for special projects where the department will provide for these expenses. This will usually only occur where the materials will be used up in the process, or the department will own the end product.

Procedures-

1. The faculty member teaching the course will need to budget for this expense and receive advance approval from the chair.
2. The faculty member will instruct students in procedures, policies and limitations for reimbursement.
3. The student is to develop a list of supplies needed with cost estimate and submit it for approval to the course instructor.
4. The instructor will sign and submit “course supply reimbursement form” and include list of supplies with costs, student name and address, student social security number, and all receipts to the department chair or graduate chair for approval. (Department Chair is responsible for undergraduate budget; Graduate Chair is responsible for Graduate Budget)
* NOTE: If student does not obtain a Tax Exempt form to use during purchase(s), tax will not be reimbursed.
5. Submit signed form and receipts to Lisa Butts in Smiddy Hall 208.

SERVICES FOR STUDENTS WITH DISABILITIES-

Ithaca College seeks to ensure that all students are afforded equal access to its programs and activities. Students with disabilities must provide the College with appropriate documentation of their disability before any accommodations can be made. The nature and extent of a student's physical disability must be documented by a physician or health care professional, and the presence of a specific learning disability must be documented by a psychologist, learning disability specialist, or other psychoeducational diagnostician. Once documentation has been received, the affirmative action officer and the coordinator of academic support services for students with disabilities will assist students in accessing reasonable accommodations and in determining which accommodations are appropriate. Reasonable accommodations typically include, but are not limited to, testing modifications, taped materials, note-taking support, special parking permits, and assistance with class registration.

If you have a documented disability or feel you may have an undiagnosed learning problem, please feel free to contact the Office of Academic Support Services for Students with Disabilities at 274-1005. The staff is available Monday through Friday from 8:30 a.m. to 5:00 p.m. to answer your questions or to direct you to the appropriate College resources. All information provided by students is strictly confidential and will not be released without the written consent of the student.

The faculty in the Occupational Therapy Department works with the Office of Academic Support Services for Students with Disabilities to support the study of students with disability. As students progress through the OT Program, they may find that new compensatory skills need to be developed. Course work in OT includes didactic information, problem solving and critical thinking, integration, interpersonal skills, lab and clinical work. Each may require different skills. Students who have not needed assistance in the past might find that they do now with the more challenging academic work of college level courses. Use of Support Services early will help to minimize difficulties of OT study.

HEALTH INSURANCE-

Students are expected to maintain their health insurance through the completion of their last clinical fieldwork assignment. This may be done through a student health policy or your family coverage. Documentation of this coverage may be required at some point in your education and by some fieldwork sites.

SAFETY-

Lab activities may involve heat, electrical equipment, sharp objects, and chemicals. Students will be instructed about safety issues in class, and are expected to comply with safety rules. Further, if a student becomes aware of an unsafe situation in the OT space, he/she is asked to report it as soon as possible to a faculty or staff member.

Please be particularly careful about:

- Turning off stoves, irons, heat guns, frying pans, and other electrical appliances.
- Asking for help and using good body mechanics when moving heavy equipment or attempting therapeutic transfers and lifting.
- Using exacto knives, scalpels, or other sharp instruments.
- Wiping up spills and water.
- Use of power tools.

Fire Safety-

There are fire exits and extinguishers in several locations around the building. Students should familiarize themselves with the locations and use of these extinguishers.

First Aid-

There is a first aid kit and disinfectant in each OT classroom, blood-borne pathogens box, gloves, and disinfectant in the Multipurpose, Pediatric, and Physical Rehab. labs. If a student receives a minor injury these boxes should be used, and the department secretary notified. Universal precautions should be used if body fluids are involved.

In case of a more serious injury, notify a faculty member or use the emergency phone located in the area to call Campus Safety at 274-3333 or to call 911. There is an emergency phone in the hallway.

Personal Protection Habits-

Students are expected to wash hands before and after handling other students or patients during lab experiences.

ILLNESS-

Students may be excused from class due to illness. Students are responsible for any work missed and should document illness via a medical note from physician or Student Health Service. Students missing time due to illness from Level I or II fieldwork experiences should refer to the Fieldwork Manual. Students missing an exam must provide documentation of illness, and should call their instructor as well.

STUDENT MEMBERSHIP IN PROFESSIONAL OT ORGANIZATIONS-

AOTA

All OT students are encouraged to join AOTA (The American Occupational Therapy Association) as student members. The minimal yearly fee of approximately \$50 entitles students to receive publications including *AJOT* (*The American Journal of Occupational Therapy*), the professional journal of OTs, and *JOTS* (*Journal of Occupational Therapy for Students*). Also, by being members, students receive information from a selected special interest group, and discounts on conferences, books and other publications from AOTA.

AOTA is concerned with the enhancement of the profession of occupational therapy. The organization supports research, education, action, service, and the establishment and enforcement of standards. AOTA has an elected president and an executive director. They are responsible for representing the association at the national level and often serve as the organization's spokesperson for outside organizations. A national office is maintained at 7420 Montgomery Lane, Bethesda, Maryland 20814-3400. AOTA has a home page at www.aota.org. This is a good source for information about occupational therapy. There is a special section for students on this web page.

AOTA sponsors two major national conferences each year, one in the fall and one in the spring. At the spring conference there are special pre-conference meetings of occupational therapy students. Each occupational therapy school program is encouraged to send an ASD (Association of Student Delegates) representative. Informational newsletters are sent to ASD representatives throughout the year.

STATE OT ASSOCIATIONS

Students are also encouraged to join state occupational therapy associations. Having students involved in state organizations can help keep our profession current and forward looking. State organization events can allow for networking with other professionals and an increasing of knowledge through in services and presentations offered by the organizations. These state organizations are the primary advocates with regards to state legislation, regulations, and reimbursement issues. Additionally, many state organizations offer scholarships to OT students. Addresses for state OT associations are available through the Occupational Therapy Office and also on the AOTA Home Page. The address for **NYSOTA** (New York State Occupational Therapy Association) is 48 Howard Street, Albany, New York 12207.

Some states also have smaller city or district associations to increase networking and continuing education presentations. NYS does have districts. Ithaca College is located in the Central District of NYSOTA. The current Central District President is Karen Walters. Her contact information is as follows:
(315)687-9662, waltersotr@msn.com. The address for Central District changes annually as the new President is elected.

ICSOTA-

The Ithaca College Student Occupational Therapy Association is a formally recognized club at Ithaca College. Club activities are open to all Occupational Therapy majors and people interested in occupational therapy. The club has a mission to serve the OT department, Ithaca College, and the community. There are elected officers which include president, vice president, secretary, treasurer, historian, and representatives from each academic class. This executive board meets with the club's faculty advisor to plan the club's activities.

Typically, the club organizes both social and educational experiences, and meets about once per month. There are committees that work on tasks of volunteer activities, fund raising, and public relations. Additionally, the club elects an ASD representative. This person is Ithaca College's OT Department representative at the student meetings of the annual AOTA conference.

STUDENT HONORS-**Oracle Society**

Freshman students in the top five percent of their School are invited to become members of Oracle at the end of their first semester of enrollment. At the end of the full freshman year, students in the top ten percent of each School are invited to accept membership. Oracle members believe that these able freshman will indeed contribute leadership, loyalty, and service to Ithaca College during their subsequent years here.

Who's Who Among Students in American Universities and Colleges

The national organization indicates that nominees should be selected “to honor outstanding campus leaders for their scholastic and community achievement.” The College recognizes those students who excel in academic performance, service to the College Community and nation, and represent an exemplary level of accomplishment. The most deserving students representing the whole College will be nominated irrespective of school or departmental affiliation. Any Ithaca College faculty, staff, or student may nominate a student for “Who’s Who” by contacting the Office of Campus Center and Activities.

Pi Theta Epsilon

The Occupational Therapy Department is proud to have a chapter of Pi Theta Epsilon (PTE) here at Ithaca College. PTE is the national honor society for Occupational Therapy. The society promotes respect for learning and commitment to scholarship throughout one’s professional life. The purpose of the society is:

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

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.

The initial induction of members was November 5, 2000 after we received accreditation. The next induction was in April, 2003. The chapter is now determining the specific events and activities it wishes to pursue.

Dean’s List

At the end of each semester students who have shown outstanding academic achievement are placed on the dean’s list. To be included on the dean’s list in HS & HP a student must meet the following standards:

1. Earn a minimum grade point average of 3.50
2. Pass a minimum of 15 credit hours
3. Pass a minimum of 12 letter-graded credit hours
4. Have no grades less than C- and no incompletes
5. End the term in good standing in his/her major

Students registered for more than 4 credits of student teaching, internship, fieldwork, or clinical education are not eligible for the dean’s list for that semester.

STUDENT SCHOLARSHIPS-

The OT department wants to assist students in securing scholarship aid for their OT education. Therefore, students are encouraged to join AOTA and their state OT associations so that they will receive scholarship information from these sources. The department will post scholarship information received in the department office. Additionally, there is information about student scholarships in the *Ithaca College Undergraduate Catalog*. Some scholarships available annually from the school of HS & HP that OT majors are eligible for include:

HEOP Scholarship, p. 262
NYS Scholarships & Awards, p. 260
Susan Brokaw Kimmons Memorial Scholarship, p. 268
Arkell Hall Foundation Scholarship, p. 268
Charles A. Frueauff Foundation Scholarship, p. 268
Philip James Butterfield Scholarship, p. 268

La Fuerza Award - awarded through the Office of Multicultural Affairs for students who have made outstanding contributions in furthering the appreciation and awareness of racial and ethnic differences on campus. Nominations by faculty or staff required. Nomination deadline is in mid-March.

Fulbright U.S. Student Program - For exceptional students, a program of study abroad the year after graduation. Contact Martin Sternstein, IC Math Department at the end of the spring semester of junior year. Potential applicants should think about the program several months in advance to insure strong proposals. Applications due in September.

Also, the American Occupational Therapy Foundation offers scholarships annually. The application form for this scholarship is available on the AOTA home page at: www.aotf.org. Many state organizations have scholarship applications that can be downloaded from this web site, also. Some examples of scholarships and loans noted on this site are:

AMBUCS Scholarship
National Society, Daughter of the American Revolution Scholarship
Sallie Mae Loan Program
The E.K. Wise Loan Program

Students are also encouraged to watch for :

1. Announcements regarding related summer employment such as the, Double “H” Hole in the Woods Ranch internships
2. Requests for projects/proposals open to students from various agencies such as Health Resources and Services Administration for their Innovations in Health Awards.

STUDENT INFORMATION UPDATE FORMS-

All OT students are asked annually to complete the Student Information Update Form. Faculty use this information about a student’s community and school involvement when asked to make nominations for scholarships or to write letters of recommendation for individual students.

Department of Occupational Therapy
Ithaca College

Student Activities Update

Name: _____ Date: _____

Campus Phone#: _____ Home Phone# _____

E-Mail Address: _____

Campus Address: _____

Home Address: _____

Minor or Special Academic Interest _____

College Honors or Awards _____

College Service Activities _____

Extra-Curricular Activities or Teams _____

Other Volunteer or Community Activities _____

Employment _____

Anything Else You Want us to Know About You? _____

<Use back if needed>

APPEALS, GRIEVANCES, AND DISCIPLINARY HEARINGS-

Students are entitled to appeal to the faculty regarding departmental decisions, or for exceptions to department policies. They may also file a grievance against a given faculty member if they believe they have been treated unfairly or unprofessionally. All appeals and grievances are to be made in writing, and comply with the procedures and policies below. In some cases, the faculty may have serious concerns about the behavior or performance of a student. In this case, the faculty may hold a hearing to determine what, if any, action is needed. The general form of these procedures is similar, however some variation is needed due to the differing nature of these hearings. Students should read each procedure carefully before proceeding with action.

Appeals

Upon notification of an adverse departmental decision (i.e. departmental warning, suspension, dismissal, or disciplinary action), the student should immediately contact his/her advisor or the department chair to discuss the matter. This will allow discussion of issues, extenuating circumstances and procedures, and advisement as to options and appropriate actions.

Students who then wish to appeal must do so in writing to the department chair, within 5 working days of notification. The appeal should include the student's concern, extenuating circumstances which may impact on the faculty decision, documentation as appropriate, and possible available times for an appeal hearing.

The department chair will give the grievance to the chair of the department Student Affairs Committee, who will then convene a Faculty Appeals Committee to hear the student's appeal within 10 working days. (In cases where fieldwork assignment or Rochester are in the balance, this meeting will be scheduled at the earliest possible time.) This committee shall be made up of three or more members of the faculty, and include, whenever feasible, the student's academic advisor, and faculty members familiar with the student and the situation. The department chair or academic fieldwork coordinator may also participate in this committee. Other College staff or faculty may be invited if they are relevant to the situation and the appeal.

The Appeal Hearing will be conducted by the student's advisor, fieldwork coordinator or department chair, or a faculty member acceptable to the faculty, if none of these individuals is available, and the student. The student may bring to this meeting relevant documentation and a family member/significant member if so desired, but legal counsel is not appropriate at this level.

Generally, faculty will meet initially to review the student's appeal and academic record. The student will then be asked to present his or her case to the faculty, to explain those extenuating circumstances which may have impacted on the student's performance, to indicate why he or she should be granted the appeal, and to outline the student's plans for future action which would change the student's performance or situation. If relevant to the appeal, the student may also supply supporting documentation, or the faculty may request it. The faculty will then ask questions of the student related to the issues at hand. If the student's parent or advocate wishes to speak, (s)he will be allowed to do so at this time. The faculty will then meet in private and issue a decision.

The student will be notified immediately in person and a follow-up letter will be sent documenting the decision and any stipulations made by the faculty. The student will be expected to sign and return a copy of this letter within 10 working days, indicating that (s)he has been notified and understands the decision.

Should the student wish to appeal this decision beyond the department level, (s)he should refer to the current *Ithaca College Student Handbook*.

Advice about appeals

The faculty has spent some effort and time developing the academic and professional standards of the program. Standards are high, but these reflect our responsibility to the student, the program's integrity, and our responsibility to the patients and communities served by our graduates. The appeal process exists to allow for fair due process, and to allow the faculty to make exceptions to the rules when they feel that these constituencies would be best served by the exception.

The student should realize, however, that in most cases appeals will only be granted if there are truly extenuating circumstances that led to the problem, and if the student is able to demonstrate the self-awareness and skills to recognize the various sources of the problem, and the willingness and ability to take appropriate action, and if the faculty is convinced that the student will be able to succeed if an exception is made. Making an appeal is not tantamount to having it granted.

The quality and thought reflected in the student's letter of appeal and the organization of his or her presentation may be taken into account in the faculty decision. Volume does not equal quality. Being a nice person and really wanting to be an OT is not sufficient for an appeal to be granted. Family or friends may accompany the student for support, and may present relevant information. However, it is the student's responsibility to present his or her case to the faculty.

The faculty may ask students to document circumstances cited as exceptions, and/or to take certain actions as part of faculty decisions. The student is expected to follow through on these items at his or her own expense. Failure to do so may adversely affect the decision or the student's continued enrollment in the program.

Grievances

There may be an occasion where a student or group feels that a faculty or staff member is treating the student arbitrarily or unfairly, behaving insensitively or inappropriately, or harassing him or her. This may relate to a particular assignment grade, or to a pattern of behavior which is troubling to the student. If this occurs, the student is expected to go to the faculty member and discuss the matter with him or her first. Should the situation remain unresolved, or should the situation be such that initial discussion with the involved faculty member is unwise, the student should discuss the matter with his or her advisor, or the department chair. (Should the issue be with the chair, students may elect to discuss the matter with an advisor, or with the Dean of the School of Health Sciences and Human Performance.) In cases where the grievance relates to sexual, racial or disability-related harassment, the student should also consult the *Ithaca College Student Handbook* for the appropriate policies and procedures.

If after discussion the matter remains unresolved, the student may formally grieve the matter by writing a letter to the department chair (or Dean, as above) requesting a Grievance Hearing, and stating the reason for the grievance and the actions taken to date on the matter.

The grievance hearing shall take place within 10 working days of the filing, and will ordinarily be conducted by the department chair (or an individual designated by the Dean), and include at least three faculty members. Both the student(s) and the faculty member will receive written notice of the hearing and will be invited to the meeting to present their points, hear and question the other party. The faculty present may question either party or ask for documentation of statements. The faculty will then convene in private. They may refer the matter to a higher authority, make recommendations for correction, or deny the grievance. Both parties will be notified in writing of the decision within 10 working days. If either party is dissatisfied with the result they may appeal it using College procedures.

Comments on Grievances

The Department of Occupational Therapy recognizes any student's right to grieve faculty performance, and abhors harassment or discrimination based on race, gender, age, sexual orientation, ethnic background, religion, or disability. It will make every reasonable effort to prevent the necessity of a grievance, or to support a student against harassment or discrimination. However, College policies and academic tradition grant the faculty member primary control and authority over classroom and grading procedures and policies under the principle of academic freedom. This is tempered, of course, by College, School and Department policies and procedures. Faculty members operating within these guidelines will generally receive the support of the Grievance Committee.

The department policy of routine course and faculty evaluation also provides students with a mechanism for voicing general concerns or displeasure with a faculty member. These evaluations are reviewed by the faculty member and the department chair. Students wishing to present a grievance, should therefore review the relevant College documents and seek counsel before pursuing matters formally through this mechanism, to assure that another mechanism is not more appropriate. However, they will be granted a fair hearing of grievances if they choose to prepare them.

If preparing a grievance, be aware that organization of ideas, documentation and examples of the problem will strengthen the case. Also be aware that a formal grievance will involve willingness to answer questions about student actions and behaviors as well.

Disciplinary Hearings

While we expect these to be rare, the Occupational Therapy faculty may hold a disciplinary hearing on a student who has demonstrated behaviors which are seen to be in violation of the *Ithaca College Student Conduct Code*, the *AOTA Code of Ethics and Standards of Practice*, relevant laws or regulations, or the department's standards of performance and behavior, or if the student is demonstrating professional or classroom behaviors which are inappropriate of a professional occupational therapy student.

Any student called to a disciplinary hearing will receive written notification of the hearing and the grounds, thereof. A Disciplinary Committee will be formed which will include at least three faculty, usually including the student's advisor. A hearing will be held within 10 working days of this notification. Its purpose will be to determine the facts of the case and to decide upon the appropriate action. The student will be given the opportunity to state his or her case and present relevant documentation, and to question faculty, staff or other students as the case indicates.

The committee will then deliberate on the case and notify the student about their decision within 5 working days. The student will be expected to sign and return a copy of this letter within 5 working days, indicating that the letter has been received and understood. If the student wishes to do so, he or she may appeal this decision, using the procedures listed above and in other College documents.

Comments on Disciplinary Hearings

In most cases, before students would come to a hearing, they will have been counseled by an involved faculty member, their advisor, and/or the department chair. There are cases where the behavior may be deemed serious enough to skip this step, however.

Students may be accompanied by a family member or individuals who can lend information to the proceedings, however, legal counsel is inappropriate at this stage of the process, the student will be expected to be the primary speaker on his/her own behalf. Should a student come to this hearing prepared to admit to the problem of concern, a plan of remediation or action may be of benefit.

SECTION IV- GRADUATE ISSUES

MOVING INTO GRADUATE PROGRAM-

Students are expected to have a 3.0 grade point average to move into the graduate year of the Occupational Therapy Program. Any student with less than a 3.0 cumulative grade point average (between 2.70 and 3.0) at midterm of the senior spring semester should request an exam date for a competency test. This request must be made in writing to the Occupational Therapy Department Chair. Students who don't request the exam or unexpectedly do not have a 3.0 average may need to remain on campus to take the exam before beginning fieldwork. This exam will test general knowledge of OT principles and its purpose is to allow students to demonstrate competency.

GRADUATE REQUIREMENTS FOR M.S. IN O.T. GRADUATION-

To complete the graduate requirements for graduation with a M.S. in Occupational Therapy, the student must complete a bachelor of science program in occupational science at Ithaca College, and complete the required courses in the graduate program curriculum. These required courses include one of the following:

1. A research project or thesis that includes a proposal, data collection or library research, analysis, and presentation. The thesis project is conducted under the supervision of a faculty committee and must meet professional publication standards.
2. A group research class and additional course work in administration and pass a comprehensive examination developed by the faculty. Generally, this exam will be given before students leave campus for fieldwork. The student who fails this exam will be allowed to go on fieldwork, but must make arrangements to retake this exam at a time and date to be arranged by the student's advisor. Only one retake of this exam will be permitted.

CHOOSING ELECTIVES FOR GRADUATE YEAR-

The graduate year courses include some electives that will vary from year to year. Course offerings will be determined by student interest and faculty availability. Students will be able to make choices during the spring semester of the senior year. Preference interests will be solicited at the end of the fall semester of the senior year. Students may use these electives to build a mini-specialty, to enhance skills, or to be more marketable in a specific area.