

Doctor of Occupational Therapy Student Handbook Supplement 2024-2025

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PROGRAM WELCOME

Welcome to the College of Pharmacy and Health Sciences (COPHS), Doctor of Occupational Therapy (OTD) Program at Western New England University. Our program will prepare you to be an occupational therapy practitioner and a professional leader who is an agent of change. As an occupational therapist, you will impact the lives of individuals by supporting them to improve their functional performance and participation in meaningful life roles. As a professional leader, you will be positioned to impact populations, advance community health outcomes, and influence the development of future occupational therapists as members of collaborative inter-professional practice teams. You will be prepared to practice in current healthcare settings, educational and social service settings, as well as emerging practice areas.

As you begin your graduate education, the administration, faculty, and staff in the Department of Occupational Therapy encourage you to make the most of your academic experience and to utilize the excellent academic and student support services available through the university and the college. Students are referred to the College of Pharmacy and Health Sciences (COPHS) Student Handbook for college-wide standards and behavioral expectations for learners including Academic Integrity; Plagiarism; Early Advisory System; Honors; Dean's List; Academic Support Services; Transportation; Technology; Health Documentation and Insurance; Leave of Absence/Withdrawal and Readmission, etc. General academic and curriculum requirements are also included (e.g. Class attendance/absence; excused absences; academic probation; remediation procedures; suspension and dismissal; attire; professional organizations, etc.).

This Doctor of Occupational Therapy Student Handbook Supplement Handbook is designed to describe our program and curriculum in detail, delineate policies and procedures specific to the occupational therapy program, and provide information that will permit you to maximize your potential for a successful graduate experience. The supplement provides information about the academic department and specifics about the program/curriculum (e.g. core values and philosophy; curriculum design; student learning outcomes, etc.). For information about Fieldwork or the Doctoral Experiential Capstone component, please see the Fieldwork Manual and/or the Doctoral Experiential Capstone Manual.

We look forward to learning with you as we support your entry into the exceptional professional field of occupational therapy.

Brittany Adams, OT, OTD, MS, OTR
Associate Professor
Department Chair & Program Director

ACCREDITATION INFORMATION

The Entry-Level Doctor of Occupational Therapy (OTD) Program was established to support Western New England University's (WNE) commitment to advancing doctoral education in the health professions. The Center for Graduate and Advanced Studies supported the preliminary development of the academic Department of Occupational Therapy.

The application process was initiated on October 5, 2015, with a letter of intent to the American Occupational Therapy Association's (AOTA) Accreditation Council for Occupational Therapy (ACOTE). ACOTE granted candidacy status in December 2016, permitting the program to accept student applications, and to proceed forward with program development as part of the ongoing accreditation process. The OTD Program joined the newly restructure College of Pharmacy and Health Sciences (COPHS) and admitted the inaugural class in August 2017.

The OTD Program continued the accreditation process and was granted ACOTE Pre-Accreditation Status on August 12, 2019, and successfully submitted to an ACOTE On-Site Evaluation visit on November 4-6, 2019. Finally, on December 11, 2019, ACOTE granted the "Status of Accreditation for a period of 7 years" to the Doctor of Occupational Therapy Program at Western New England University.

On April 17, 2024, the entry-level OTD program was approved for the addition of a Distance Learning Cohort (DLC). The first cohort in this pathway began in Fall 2024 and demonstrates the WNE OTD commitment to innovation and excellence for the benefit of our students and the profession.

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), is located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number is (301) 652-6611, email address is accred@aota.org, and its web address is www.acoteonline.org.

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ACADEMIC DEPARTMENT INFORMATION

OCCUPATIONAL THERAPY VISION

As the profession of occupational therapy reached its 100th anniversary in 2017, its members have developed a vision for 2025 and beyond. The vision statement reads:

“Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2016).

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM AT WESTERN NEW ENGLAND UNIVERSITY

As the first occupational therapy program in Western Massachusetts to offer an entry-level doctorate, we recognize our responsibility to deliver a graduate professional education that is committed to the future of health care. Our commitment begins by providing an academic environment and distance pathway that is conducive to the development of ethical, autonomous, collaborative, evidence-driven, and culturally competent scholars of practice. Guided by population health and interprofessional practice/education perspectives this commitment is exemplified by:

- course content on occupational justice, health inequities and disparities, health literacy, and cultural humility;
- case-based laboratory simulation experiences that promote the development of real-time problem-solving and clinical reasoning;
- opportunities for multiple fieldwork experiences in traditional and community-based practice areas; and
- student-driven collaborative team building that students utilize in their fieldwork experiences to assist healthcare practitioners in adopting an interprofessional framework for site-specific healthcare practice.

The program has developed a blended learning environment with cutting-edge technology in classrooms and performance laboratories, creative instructional formats, active teaching methods, and fieldwork opportunities in traditional and community-based practice settings. We further pledge to prepare independent leaders who can direct the profession’s future and are primed to transform health care delivery systems using innovative client-centered, population health models, and interprofessional collaborative methods and practice strategies.

PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

In 2017, the American Occupational Therapy Association stated that the philosophical base of the profession is as follows:

“Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation. Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation. The focus and outcome of occupational therapy are clients’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy. Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.”

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.716S06>



MISSION AND CORE VALUES OF WESTERN NEW ENGLAND UNIVERSITY

The Doctor of Occupational Therapy program has been designed to reflect the mission and core values of Western New England University. The WNE Mission is stated as follows.

“The hallmark of the Western New England University experience is an unwavering focus on and attention to each student’s academic and personal development, including learning outside the classroom. Faculty, dedicated to excellence in teaching and research, and often nationally recognized in their fields, teach in an environment of warmth and personal concern where small classes predominate. Administrative and support staff work collaboratively with faculty in attending to student development so that each student’s academic and personal potential can be realized and appreciated. Western New England University develops leaders and problem-solvers from among our students, whether in academics, intercollegiate athletics, extracurricular and cocurricular programs, collaborative research projects with faculty, or in partnership with the local community.

At Western New England University, excellence in student learning goes hand in hand with the development of personal values such as integrity, accountability, and citizenship. Students acquire the tools to support lifelong learning and the skills to succeed in the global workforce. Equally important, all members of our community are committed to guiding students in their development to become informed and responsible leaders in their local and global communities by promoting a campus culture of respect, tolerance, environmental awareness, and social responsibility. We are positioned well to accomplish these goals as a truly comprehensive

institution whose faculty and staff have historically collaborated in offering an integrated program of liberal and professional learning in the diverse fields of arts and sciences, business, engineering, law, and pharmacy. (Western New England University [WNE], 2016, paragraph 2)”

The Core Values of Western New England University are:

- ✓ ***Excellence in Teaching, Research, and Scholarship***, understanding that our primary purpose is to provide an outstanding education supported by faculty with the highest academic credentials, and with national prominence in their fields.
- ✓ ***Student-Centered Learning***, providing an individualized approach to education which includes a profound commitment to small class sizes, personalized student-faculty relationships, and student engagement and personal growth both within and beyond the classroom.
- ✓ ***A Sense of Community***, treating every individual as a valued member of our community with a shared sense of purpose and ownership made possible by mutual respect and shared governance.
- ✓ ***Cultivation of a Pluralistic Society***, celebrating the diversity of our community, locally and globally, and creating a community that fosters tolerance, integrity, accountability, citizenship, and social responsibility.
- ✓ ***Innovative Integrated Liberal and Professional Education***, constituting the foundation of our undergraduate and graduate curriculum, providing global education, leadership opportunities, and career preparation.
- ✓ ***Commitment to Academic, Professional, and Community Service***, promoting opportunities for all campus community members to provide responsible service of the highest quality to others.
- ✓ ***Stewardship of our Campus***, caring for the sustainability and aesthetics of the environment both within and beyond the campus (WNEU, 2016, paragraph 4).”

MISSION STATEMENT: DEPARTMENT OF OCCUPATIONAL THERAPY/ DOCTOR OF OCCUPATIONAL THERAPY (OTD) PROGRAM

By advancing the mission of Western New England University (WNE), the Department of Occupational Therapy is well positioned to deliver an innovative entry-level doctoral program that prepares its graduates to be transformative agents of change in the healthcare marketplace of today and tomorrow, by supporting a professional faculty who combine practice expertise, teaching excellence, and a commitment to scholarship.

Beyond the educational preparation of ethical, autonomous, culturally competent, and client-centered occupational therapy practitioners, the Doctor of Occupational Therapy (OTD) Program is unique in its commitment to developing professional scholars and community leaders who will shape new visions of occupational therapy practice.

PHILOSOPHY OF OCCUPATIONAL THERAPY PROFESSIONAL EDUCATION AND PRACTICE

Academic occupational therapy programs are committed to the integrity and standards of the profession. The OTD Program is specifically committed to the education of practitioners who believe that health and wellness is achieved by engagement in occupations (i.e., meaningful and purposeful activities and roles) throughout the lifespan. The faculty in the program understand that disruptions in health and life patterns occurring as a result of illness, injury, or disability can negatively impact occupational performance and participation in these meaningful roles and occupations.

Beyond these important beliefs which underlie all entry-level practice, is the understanding that Doctor of Occupational Therapy programs must assume responsibility for building advanced knowledge in the field, adopting technology to transform learning and practice, increasing access to the profession, and fostering interpersonal skills that are necessary for tomorrow's healthcare leaders. It is also incumbent upon health-related educational programs to create a responsive intraprofessional and interprofessional healthcare workforce that is prepared for 21st Century collaborative practice.

PHILOSOPHY OF TEACHING AND LEARNING

The faculty members in the Department of Occupational Therapy believe that learning is a developmental process. Thus, the curriculum has been designed to scaffold didactic coursework, simulation laboratory competencies, and fieldwork learning experiences for students, from exposure to independence in each aspect of entry-level occupational therapy education. Bloom's taxonomy of learning provides a framework for articulating a student's learning progression as she/he advances through the educational program (APPENDIX A).

The faculty in the Department of Occupational Therapy also believe in the importance of self-efficacy in the teaching and learning process, particularly in advanced/doctoral level education. Self-efficacy is developed in learning situations that:

- promote the belief that ability is not an innate characteristic, but rather something that can be acquired;
- promote personal accomplishment rather than social comparison; and
- afford the learner the opportunity to exercise some control over the learning environment (Stage, Muller, Kinzie, & Simmons, 1998; Weimer, 2013).

One method of fostering self-efficacy is to engage students in learner-centered, experiential opportunities and learning activities that provide them with exploration, problem-solving, and case-based clinical challenges. This methodology empowers and provides students with the confidence for higher-level problem solving, rationalizing clinical decision-making, and contributing to the profession (McLaughlin et al., 2014; Weimer, 2013). The cultivation of self-efficacy is also guided by principles of ungrading for select assignments throughout the program, where the achievement of objectives is attained through practice, feedback and growth (Meinking, Kristina, & Hall, 2022).

The faculty further believe in the concept of transformative education and the role of the instructor in facilitating self-directed, reflective learning experiences that foster change (Cranton, 2006). The faculty believe that transformative education can support students as they progress from student to scholar and leader within the field of occupational therapy. By the time they have completed the OTD program, students will be equipped to meet the varied needs of individuals who have a range of occupational strengths and needs and to effect meaningful change in the healthcare, educational, and social service systems. In support of this perspective, the OTD program integrates academic and clinical/experiential activities early and throughout the curriculum. This approach facilitates understanding of course content, enhances the ability to collaborate, supports interprofessional practice, and fosters the development of independent and cooperative problem solving and decision-making skills.

PERSPECTIVES IN UNIVERSAL DESIGN

The WNE OTD program has adopted Universal Design for Learning (UDL) as a guiding principle for curriculum and instruction. The National Center on Universal Design for Learning (UDL) at CAST (2024) describes the purpose of UDL as an educational framework that goes beyond access to curriculum and instruction. Learning goals, methods, and assessments do not stop at expecting students to simply acquire a specific body of knowledge and skills. Instead, UDL focuses on helping students to become “expert learners.” Expert learners have lifelong habits of inquiry and mastery and, according to CAST, they are “strategic, skillful, and goal-directed, knowledgeable, and purposeful and motivated to learn more.” By incorporating UDL principles into our curriculum design, equity and excellence in education is assured (See APPENDIX B).

ACADEMIC DEPARTMENT GOALS

1. Develop and implement an innovative, entry-level Doctor of Occupational Therapy (OTD) Program that prepares entry-level graduates for leadership roles in a global healthcare marketplace, by educating them to be responsive to diversity; culturally sensitive; population health-focused; and outcomes-driven healthcare practitioners.
2. Ensure that a critical outcome of the OTD program is that graduates are provided with a conceptual framework and applied strategies to excel at client-centered, evidence-based, collaborative interprofessional practice, as a means to innovatively transform the way that patients/clients receive care in current medical, educational and community-based settings.
3. Academically develop and support high-quality graduate occupational therapy faculty members who will excel in professional teaching, learner mentorship, and scholarship roles in ways that will enhance the reputation of the Department, the COPS, and Western New England University (WNE).
4. Enhance the image and visibility of the Department of Occupational Therapy within the newly formed College of Pharmacy and Health Sciences and the larger WNE community.

PROFESSIONAL PROGRAM INFORMATION

REQUIREMENTS

Refer to the COPHS Student Handbook for policy information related to health clearance, insurance and certifications, immunizations, and criminal background checks. Prior to matriculation, and again prior to attending Level II Fieldwork and the Doctoral Experiential Capstone, OTD students must provide verifying documentation of a physical examination by a health care professional, updated immunizations, current health insurance coverage, and updated criminal background check information. Additional health clearances may be required by fieldwork sites.

Upon matriculation, students are expected to participate in and maintain current certifications in Cardio-Pulmonary Resuscitation (CPR), Blood Borne Pathogens, and the Health Insurance Portability and Accountability Act (HIPAA) and provide the program with a copy of the certifications.

CURRICULUM DESIGN: OVERVIEW

The OTD Program faculty view learning as an uninterrupted process, without a clear beginning or conclusion, but with endless connections and intersections. The OTD program has developed a curriculum design that operationalizes this belief by intentionally designing and sequencing courses that:

1. Promote the integration of knowledge across practice settings and contexts;
2. Have sufficient depth and breadth to comprehensively address current and future practice realities; and
3. Cumulatively lead to the development of clinical reasoning and competent, advanced clinical knowledge, skill, and performance.

CURRICULUM DESIGN: CONCEPTUAL MODEL



Not unlike a tapestry, this curriculum design represents a series of interconnected conceptual themes (outer border), programmatic threads (inner border), and interwoven filaments (core).

These core components are exemplified in AOTA's Vision 2025, operationalized in the Occupational Therapy Practice Framework (AOTA, 2020), and codified in the AOTA Occupational Therapy Official Documents. The curriculum model is evident in all academic and field experiences offered by the program.

CURRICULAR DESIGN: THEMES AND THREADS

INTERPROFESSIONAL PRACTICE/EDUCATION

The OTD program is committed to the World Health Organization's (WHO) position on interprofessional education and collaborative practice:

"Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, careers, and communities to deliver the highest quality of care. It allows health workers to engage any individual whose skills can help achieve local health goals."(WHO, 2010)

The OTD program is also committed to the Interprofessional Educational Collaborative's (IPEC) definition of interprofessional education and important conceptual understandings (IPEC, 2011):

"Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes."(WHO, 2010)

Interprofessional education is viewed as:

1. *"an innovative strategy that will play an important role in mitigating the global health workforce crisis;*
2. *a necessary step in preparing a "collaborative practice-ready" health workforce that is better prepared to respond to local health needs;*
3. *a collaborative practice-ready health worker is someone who has learned how to work in an interprofessional team and is competent to do so."*
(IPEC, 2011)

POPULATION-BASED/COMMUNITY HEALTHCARE PRACTICE

Consistent with the basic tenets of occupational therapy, health care systems are moving to provide collaborative services within the community. Population Health has been defined as "the health outcomes of a group of individuals, including the distribution of such outcomes within the group." (Kindig and Stoddart, 2003). The Institute of Healthcare Improvement (IHI) has developed a strategy for Population Health, called the Triple Aim, which calls for "simultaneously improving the health of the population, enhancing the experience and

outcomes of the patient, and reducing per capita cost of care for the benefit of communities.” (“Institute for Healthcare Improvement: Triple Aim for Populations,” n.d.) With an increased focus on prevention and wellness through legislative initiatives such as the Patient Protection and Affordable Care Act (2010), the OTD Program is designed to prepare students to be part of the population health initiatives and actions.

TECHNOLOGY

Nothing has or will impact the health care, educational, and social systems quite as dramatically as technology. Diagnosis, treatment, and documentation have been revolutionized. Information and communication technologies, including telehealth applications, coupled with the use of assistive technologies, can help people live healthy, meaningful lives in ways that were previously unimaginable. Twenty-first-century practitioners need to be skilled designers and users of technology. OTD students will depend upon technology in their student role, and they will utilize it throughout their research and community work during and after the OTD program.

HEALTH LITERACY, DIVERSITY, AND CULTURAL COMPETENCE

The OTD Program has been designed to prepare practitioners who can address and reduce the disparities that exist within healthcare systems and practices, at both national and global levels. Specifically, the curriculum will enact a vision of healthcare practice that serves diverse populations in a changing world. In 2000, the U. S. Department of Health and Human Services identified health literacy as, “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.” It is essential, however, that these health literacy skills be employed in the context of what Munoz (2007) calls “culturally responsive caring.” Because the cultural competence of a practitioner can make a significant difference in healthcare access and quality, health literacy, diversity, and cultural competence are curricular themes. The aim is for OTD graduates to empower people from all backgrounds to lead connected, healthy lives. As suggested by Munoz, OTD students will be taught about building cultural awareness; generating cultural knowledge; applying cultural skills; engaging culturally diverse others; and exploring multiculturalism. Underlying these broad conceptual themes are four program threads that further articulate the foundations of the curriculum.

The threads are:

- a. Leadership, as defined by Facebook executive Sheryl Sandberg is “making others better as a result of your presence and making sure that impact lasts in your absence.” Leadership opportunities and expectations are woven through the OTD curriculum. Successful leadership requires students to step out of their “comfort zone” to engage in effective and meaningful collaboration with clients, other professionals and key stakeholders; and to not only adapt and adjust to changing systems and practices but to become transformational in their leadership outcomes;
- b. Scholarship as a means for personal and professional development and as a way to effect change is also an inherent part of the OTD program. It is believed that educational programs have a professional responsibility to engage students in research and scholarly activities with the goal of fostering lifelong learning. This highlights the importance of evidence to practice as well as the importance of contributing to the knowledge base of the profession;
- c. Clinical Excellence, which graduates are expected to demonstrate within the context of professional integrity and ethics. Clinical excellence requires current theoretical and practical knowledge; skill performance; professional education; clinical reasoning; cultural competence; effective use of evidence; communication; collaboration; therapeutic use of self; and the ability to be client-centered;
- d. Autonomy/Identity, OT practitioners, educators, and researchers need to be able to collaborate effectively with professionals, consumers, and other stakeholders. The OTD program faculty believe that successful occupational therapists have a strong personal and professional Identity and Autonomy. This is grounded in distinctive theory and conceptual frameworks specific to occupational therapy, as well as occupation-based assessment and intervention. At the same time, it is important to be able to learn with others and as appropriate, to release some or all of one’s role to others. Professionals with strong identity and autonomy can effectively collaborate. They can share responsibilities and decision-making in ways that are both responsible to their profession and considerate of their clients.

Encased within the broad themes and binding threads and interwoven throughout the course sequences are the filaments that bind the doctoral curriculum. These are:

- Healthcare Policy

- Traditional and transformative fieldwork settings
- Ethical Standards
- Client-centered, team-focused, and evidence-based practice
- Occupational performance and participation
- Effective management strategies in a changing healthcare market
- Advocacy for the profession and patient/client populations
- Professionalism through leadership, scholarship, and clinical excellence

CURRICULUM: COURSE FRAMEWORK

The Doctor of Occupational Therapy Program (OTD) requires five prerequisite courses. The rationale for selecting the prerequisite courses for entering applicants was to ensure that OTD students could demonstrate an introductory level of knowledge regarding the structure and function of the human body; human development and psycho-social principles of behavior throughout the lifespan; and statistics for the purpose of establishing and/or delivering evidence-based practice.

Consistent with the OTD Program's philosophy, and exemplifying the curriculum design, an organizational framework was utilized to structure the curriculum. The 109-course credits in the curriculum include didactic/lab, fieldwork, and doctoral experiential capstone courses. OTD students must successfully complete all didactic coursework, on-site/immersive lab competencies, fieldwork, and experiential components of the program to be eligible for graduation.

The framework used to support course categories, content and sequencing and design includes the following premises:

- fostering an understanding of the development of occupations across the lifespan;
- focusing on population-based and culturally competent health perspectives in evaluation and intervention;
- furthering health literacy and health technology applications for prevention, health and wellness; and
- facilitating evidence-driven and occupation-based intra/interprofessional practice outcomes in a variety of traditional service delivery contexts and transformational community-based settings.

Please refer to the following appendices that provide additional curriculum information

including a listing of all courses by semester, the course descriptions, and the explanation for the positioning and sequencing of courses in the curriculum: OTD PROFESSIONAL CURRICULUM (See APPENDIX C); COURSE CATALOG DESCRIPTIONS (See APPENDIX D); and OTD CURRICULUM: COURSE FRAMEWORK (See APPENDIX E).

STUDENT LEARNING OUTCOMES

The curriculum design themes and threads are operationalized in the curriculum framework, explicitly documented in the individual course objectives, and measured for outcomes achievement using multiple formative and summative tools. This process ensures that OTD students will:

1. Articulate the philosophical, theoretical, and conceptual foundations upon which the occupational therapy process is based;
2. Define the value of occupations to performance and participation in life;
3. Exemplify the profession's core values/principles;
4. Provide competent, considerate, and collaborative occupational therapy services for diverse groups of consumers/communities, and other professionals;
5. Design and provide occupational therapy services in diverse systems of service delivery including medical, social, educational, and community-based practice settings, both traditional and nontraditional;
6. Identify and understand the importance of collaborative social, educational, and healthcare service;
7. Represent occupational therapy as part of intraprofessional and interprofessional teams of social service, educational, and health care providers;
8. Be able to articulate the clinical reasoning (procedural, interactive, narrative, ethical, scientific, pragmatic) used in planning and delivering occupation-based and evidence-driven occupational therapy;
9. Design and provide direct and indirect services such as screening, evaluation, planning, intervention, consultation, advocacy, & policy/program development;
10. Demonstrate cultural sensitivity and awareness in professional and interpersonal activities;

11. Demonstrate an understanding of the principles, and implement the corresponding practices necessary to focus on the triple-aim of health care, to:
 - a. improve the health of populations;
 - b. enhance the experience and outcomes of the individual patients/clients; and
 - c. reduce the cost of care for the benefit of individuals and communities;
12. Utilize conceptual models to develop occupational therapy programs that are focused on prevention, wellness, primary care, health literacy, and reducing health disparities in existing and emerging practice settings;
13. Employ technology to engage students, collaborators, and consumers in the coordination of services;
14. Utilize specific learning platforms and other technology (i.e. online databases, electronic health records, telehealth) to foster health literacy in a variety of contexts;
15. Based on evaluation findings, recommend the use of adaptive equipment and assistive technology to promote functional performance and participation across the lifespan;
16. Gather, analyze, and interpret the results of evaluations and scholarly projects that will provide benefit to individual consumers and the health of populations;
17. Identify personal goals, interests and appropriate outcomes as a basis for planning a multi-component doctoral experiential capstone project;
18. Design a doctoral experiential project that focuses on clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development;
19. Synthesize knowledge from preparatory coursework to support the development of a doctoral experiential capstone project;
20. Engage in leadership development by utilizing faculty and site mentors to integrate didactic learning, experiential education and scholarship experience in a community setting;
21. Successfully implement an on-site doctoral experiential experience;

22. Complete an evidence-based professional paper and deliver a professional presentation (e.g., manuals; policy documents; publications) that represents the findings and recommendations of the doctoral experiential.

FIELDWORK EDUCATION

In addition to the coursework/academic requirements of the program, all students must successfully complete level I and level II fieldwork. Fieldwork provides students with the opportunity to synthesize classroom learning and use it in a clinical or community setting. Through fieldwork, students have the opportunity to apply critical thinking and clinical reasoning skills. Fieldwork provides each student with a variety of experiences that include: observations of individuals across the lifespan and population groups; experiences in traditional and non-traditional practice settings; and exposure to a range of human abilities and disabilities. The primary goal of both Level I and Level II fieldwork is to prepare students for practice as entry-level generalist practitioners. Level I fieldwork experiences run concurrently with didactic and lab courses. After successfully completing all professional coursework and five (5) Level I fieldwork courses, students then complete two (2) Level II fieldwork courses. **Please refer to the Fieldwork Education Manual for specific descriptions and procedural requirements. This can be found on the Fieldwork site of the WNE OTD webpage: www.wne.edu/otd**

DOCTORAL EXPERIENTIAL CAPSTONE

After successfully completing all classroom, lab, and Level I and Level II fieldwork requirements, Doctor of Occupational Therapy students complete a 14-week (640-hour) Doctoral Experiential. The Doctoral Experiential (DEx) includes a community experiential and a scholarly project in one or more of the following areas: leadership, program and policy development, advocacy, or education. A faculty mentor and a community site mentor supervise and assist each OTD student to design and implement an individualized doctoral experiential learning plan. Planning for and implementation of the Doctoral Experiential Capstone takes place over the last two years of the OTD program. **Please refer to the Doctoral Experiential Capstone Manual for specific descriptions and procedural requirements. This can be found on the Doctoral Experiential Capstone (DEx) section of the WNE OTD webpage: www.wne.edu/otd**

GENERAL ACADEMIC POLICIES AND PROCEDURES

ESSENTIAL FUNCTIONS FOR THE DOCTOR OF OCCUPATIONAL THERAPY STUDENT

In accordance with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE), professional occupational therapy education programs prepare students for entry-level practice as generalists. Graduates of such programs are expected to possess a foundation of the knowledge and skills necessary to participate in fieldwork and ultimately to practice in the field. The necessary skills include physical, cognitive, social/emotional, cultural, communication, and professional skills. The Essential Functions document (See APPENDIX F), describes the minimal abilities required for matriculation, successful participation in, and completion of the Doctor of Occupational Therapy (OTD) Program. Students are expected to meet these Essential Functions, with or without reasonable accommodations.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION CODE OF ETHICS (2020)

Students and faculty in the WNE OTD program are expected to understand and abide by the Occupational Therapy Code of Ethics. As occupational therapy practitioners, ethical practice must be of the utmost importance and is, therefore, a foundational tenet of the WNE OTD program. This Code is intended to provide aspirational Core Values to guide OT Practitioners toward ethical outcomes in all roles. Additionally, it serves as the Principles and Standards of Conduct all practitioners are expected to follow. All students and faculty in the WNE OTD program are members of AOTA. The Code of Ethics can be located by AOTA members at the following link: <https://www.aota.org/practice/practice-essentials/ethics>

ACCOMMODATIONS FOR THE DOCTOR OF OCCUPATIONAL THERAPY STUDENT

The WNE OTD program is committed to creating an inclusive curriculum that is universal by design. (See APPENDIX B). If students encounter barriers, they are advised to let program faculty and/or administrators know immediately so that they can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. The OTD program is happy to consider creative solutions if they do not compromise the intent of the assessment or learning activity. The program welcomes feedback that will assist in improving accessibility and the overall experience for all students. Students are also encouraged to view the Student Accessibility Services webpage and/or contact the office at (413)782-1258 to begin a conversation about establishing any potential academic needs and accommodations. Through collaboration with Student Accessibility Services, the Department of Occupational Therapy is able to

fulfill both the letter and the spirit of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2016.

ACADEMIC STANDARDS

GRADING POLICY

Grades on individual assignments, quizzes, and exams will be calculated according to the following point structure.

Letter Grade	Percentage	Point Value	Pass/Fail
A	100 - 93	4.0	P
A-	92.99 - 90	3.7	P
B+	89.99 - 87	3.3	P
B	86.99 - 83	3.0	P
B-	82.99 - 80	2.7	P
C+	79.99 - 77	2.3	F
C	76.99 - 73	2.0	F
F	Below 73	0.0	F

Matriculated OTD students are subject to the **Academic Policies, Requirements, and Expectations as outlined in the College of Pharmacy and Health Sciences (COPHS) Student Handbook**. There are also OTD program-specific policies and procedures that require student compliance. To remain in good standing in the OTD program, students must:

- earn a minimum of a B- grade in all didactic coursework;
- maintain a minimum cumulative GPA of 3.0;
- achieve a passing grade in all Level I and Level II fieldwork courses (graded using the Pass/Fail option);
- achieve a passing grade in all Doctoral Experiential Capstone courses (graded using Pass/Fail option).

Students are not permitted to withdraw from required didactic or fieldwork courses due to the integrated nature of the curriculum design. The courses in each semester have content and application linkages and are prerequisites for the courses in the following semester. A grade of “I” (incomplete) is awarded only when circumstances beyond the control of the student (i.e., serious medical illness, death in the family) prevent her/him from completing required didactic coursework or fieldwork. The student has four weeks from the last day of the final exam or fieldwork completion date to successfully complete all course requirements. If the course work remains incomplete at the end of the four weeks, the grade becomes an “F.”

GRADUATION REQUIREMENTS

Eligibility for the Doctor of Occupational Therapy degree requires that students remain in good standing in the academic program, by maintaining a minimum cumulative GPA of 3.0, meeting didactic course grade requirements (B- minimum), and passing Level I and Level II fieldwork courses and the doctoral experiential residency courses (pass/fail). In addition, students must satisfactorily complete Level II fieldwork and doctoral experiential implementation courses within 18 months following the completion of the last didactic courses in the curriculum. Furthermore, students must meet the COPHS standard for being of “good moral character,” and must fulfill her/his university obligations for payment of tuition, fees, and other costs.

ACADEMIC PROBATION AND DISMISSAL

Refer to the COPHS Student Handbook for *Academic Probation and Academic Dismissal and Academic Progression/Dismissal Appeals Process* information. See below for OTD program-specific information:

The OTD program requires a minimum grade of “B-” to pass didactic courses, and a “P” to pass fieldwork/doctoral experiential courses. Students with a grade of “C+” or below in a didactic course, or “F” in fieldwork/doctoral experiential courses will be placed on academic probation. Earning a failing grade in more than one didactic, fieldwork or experiential course in one semester will result in dismissal from the program. Earning a failing grade in a third didactic, fieldwork or experiential course over the duration of the program, will result in dismissal.

In addition to course grade requirements, the OTD program requires students to maintain a cumulative GPA of 3.00. Students with GPA’s below 3.00 at the end of a semester/session will be placed on academic warning and remain on academic warning until the CGPA is raised to the required level. A student has one term to increase the CGPA to 3.0 or they will risk dismissal from the program.

ACADEMIC PROGRESSION

The Program Director for the OTD Program will review each student’s academic progress at the end of each semester and report the findings to the COPHS Assistant/Associate Dean for Academic Programs. Students who do not meet course grade and/or GPA requirements are automatically placed on academic probation. The Chair of the Academic Standards Committee will inform OTD students, academic advisors, and the Academic Standards Committee (ASC) of the COPHS regarding the probationary status. The Program Director will provide the ASC with academic progress information for all OTD students who have

been placed on academic probation. The ASC is responsible for determining whether the circumstances that resulted in a student's academic probation, meet the conditions of the Remediation Policy for courses or qualify for dismissal from the program. Only those students who have been active participants in their educational program, including regular class attendance, demonstrating individual initiative, and utilizing available academic resources are offered the option to remediate a course. Students should be prepared to pay the appropriate tuition/fees associated with an approved course remediation. Students in the OTD Program are permitted to remediate only one failed didactic, fieldwork or experiential course per semester, and two courses overall during the academic program. Please refer to the Remediation Policy in the COPHS Student Handbook.

OTD Program-specific procedures related to course remediation for didactic, Level I Fieldwork (not Level II OTD 675/775), and Doctoral Experiential courses (except OTD 780/785) include the following:

1. development of a remediation plan by the:
 - a. instructor of record for didactic courses;
 - b. faculty member and fieldwork educator/or site supervisor for fieldwork courses;
 - c. faculty mentor and site mentor for doctoral experiential courses; and
2. establishment of a planning timeline that designates course remediation completion within 2-4 weeks from the end of the semester during which the course failure occurred; and

3. documentation of specific objectives that identify the content knowledge, competency outcomes, required assignments/examinations, designated meeting times, and clear timelines that must be met for successful completion of the course remediation; and
4. approval of the remediation plan that includes the signatures of the faculty member and the student, and the date that the plan is activated;

A student who successfully meets the conditions/requirements of a remediation plan will have their failing grade changed to a “B-” or a “P” grade. It should be noted that remediating a course may require students to remain on campus or return to campus outside of the typical dates of the semester to effectively demonstrate competence in hands-on, clinical content. The changed grade will appear on their transcript as the final course grade. A student who fails a course remediation plan will have the failed course grade remain on their transcript. In this case, the student will be re-evaluated by the Academic Standards Committee (ASC) to make a determination regarding academic progression. A student who has failed course remediation qualifies for dismissal from the program.

DISMISSAL/APPEALS

Students who are dismissed from the OTD program for failure to remain in good standing according to a determination by the Academic Standards Committee (ASC), may initiate a “dismissal appeals process.” **Refer to the COPHS Student Handbook for full Academic Progression/Dismissal Appeals Process.** Students who are dismissed from the OTD program will not be readmitted to this program.

CLASS ATTENDANCE/ABSENCE POLICY

Refer to the COPHS Student Handbook for Class Attendance/Excused Absence Policies and Processes According to the OTD Program’s philosophy of teaching and learning, the faculty believe that students learn best through a developmental process that relies on interactive learning experiences. The online curriculum of the DLC pathway mirrors that of the campus-based program, including our Level I Fieldwork experiences which take place in semesters one through five. Students can expect the same quality, content, and rigor regardless of pathway. Courses are offered online and synchronously (at the same time as on-campus students) through a blended learning model during which distance students and on-campus students simultaneously engage in face-to-face learning. Optimum learning is achieved when basic knowledge and competencies are progressively supported by more advanced experiential opportunities and learning activities. Class attendance is vital to initiate and advance learning and to integrate course content with fieldwork experiences. Therefore, students are expected to make every effort to attend classes and fieldwork experiences.

Our blended learning model utilizes Zoom and simulation platforms and is scheduled between

the hours of 9:00 a.m. and 5:00 p.m. ET on Monday, Wednesday, and Thursday each week. Level I Fieldwork takes place one day per week for six to eight weeks during each semester and is an opportunity for students to interact with clients in a variety of settings that mirror the content they are learning in their coursework. Distance students will engage in Level I Fieldwork on-site at locations close to their own home.

Additionally, campus-based immersive sessions will be required during the program. A one-week immersive session for orientation will occur at the beginning of the program. At the midpoint and final week of most semesters, there will be three to six days of hands-on learning and assessment.

It is the policy of Western New England University that learners are expected to attend all class sessions in which they are enrolled. Attendance at all regularly scheduled classes, laboratories, and examinations is a learner's obligation to the attainment of professional excellence. Learners must comply with the faculty member's method of monitoring attendance (class roll, pre-class assessments, etc.). While each instructor is free to evaluate the importance of attendance in the determination of course grades, unexcused absences from class activities may result in academic penalties.

DLC IMMERSIVE SESSION ATTENDANCE POLICY

Attendance at immersive sessions designed for the DLC pathway is mandatory. Absences for any immersive session or portion(s) of an immersive session may result in a delay in program enrollment or progression. In instances of planned or unplanned absence, students will appeal to the Dean of Student Affairs with documentation to determine whether the absence is excused. The decision of the Dean of Student Affairs will be considered final and is not subject to appeal. If the Dean of Student Affairs excuses the absence, all efforts will be made to maintain the student's normal progression through make-up sessions. The delivery and scheduling of make-up sessions will be determined by the DLC Coordinator and course instructors and will incur a financial penalty of \$500 per make-up day(s). Unexcused absences may result in a rescinded offer of admission or course failure.

STATEMENT ON OTD PROGRAM READINGS AND ASSIGNMENTS

All readings and assignments in every course are mandatory and must be completed by all students. These assignments and readings are intentionally designed and assigned to instill knowledge and competency in essential areas of occupational therapy practice. Assignments turned in past the deadline will receive zero credit (unless otherwise stated in the course syllabus); however, must still be submitted to fulfill course requirements and demonstrate completion of all coursework, and knowledge of all material. Failure to submit any assignment will result in an incomplete grade for the course. Please manage your time effectively and adhere to all deadlines to ensure credit is earned for your hard work.

USE OF ARTIFICIAL INTELLIGENCE

In this program, all assessments must be written, researched, verified, and completed by the student. Students may not use Artificial Intelligence (AI), including ChatGPT or other related tools to plagiarize, complete quizzes/exams, nor generate any portion of assignments.

While generative AI may help to brainstorm ideas and allow students to analyze alternative perspectives in instructor-approved settings*, creating content using these types of platforms is academically dishonest and can lead to penalties as described in the student handbook. If AI is used in an instructor-approved manner, it must be cited as a reference along with in-text citation.

* Faculty may add AI expectations/limitations to specific assignments

NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT)

1. NBCOT Examination

Upon completion of all coursework, fieldwork, and the Doctoral Experiential, OTD students are eligible to sit for the NBCOT Exam. Information about registration for the exam will be made available to OTD students as they prepare for Level II Fieldwork. OTD students have an academic course that specifically prepares them for the NBCOT Exam and they will be advised of other opportunities for exam preparation. General information about NBCOT and the NBCOT Exam is available at <https://www.nbcot.org/>

2. Special Considerations for Students with Disabilities Regarding the NBCOT Examination

Students who wish to request accommodations for the National Board for Certification in Occupational Therapy (NBCOT) exam should follow the most recent NBCOT requirements that are available on their website at www.nbcot.org. NBCOT has published a Testing Accommodations Handbook which is available at: <https://www.nbcot.org/exam/accommodations>

3. NBCOT Policy on Criminal Records

Students should be aware that a criminal record with felony-related charges and/or convictions may preclude them from sitting for the NBCOT exam, which ultimately

prevents the ability to obtain a state license. Students should contact NBCOT if there is a prior criminal record that may interfere with their ability to sit for the Board exam (www.nbcot.org).

PROFESSIONAL DEVELOPMENT AND BEHAVIOR

As a healthcare profession, occupational therapy practitioners are expected to engage in an ongoing process of professional development and self-assessment. The ability to engage in honest self-reflection and assessment is an important component of professional development. To facilitate the development of professional self-assessment and reflection in OTD students, the program utilizes a survey tool, T.I.P.S. Assessment, that is completed by each student in the second semester of the program. Students assess themselves on variables related to professional development, and faculty members/advisors utilize the same self-assessment tool to evaluate each student. The information from the student and faculty is analyzed with respect to the similarities and differences between scores. Advisors discuss the findings with students in order to enhance their opportunities for personal and professional development.

Significant discrepancies in self versus faculty scores may result in the development of a Professional Behavior Plan outlining specific objectives for the student to achieve. It also includes resources and activities the student chooses to use to assist them in achieving their planned objectives. Once a Professional Behavior Plan has been implemented, students are expected to meet as directed with their advisors to discuss behavioral strategies and progress and are expected to meet the objectives established in the plan within the academic year. Failure to do so may result in disciplinary action or dismissal from the program.

Students and faculty complete the survey tool again in the second year of the program just prior to Level II Fieldwork. Data from the two survey administrations is compared to assess student improvement in meeting behavioral objectives, and in the ability to self-reflect on important variables of professional development.

COMMUNICATION POLICY

All oral and written communication must meet standards for professional interaction. Because verbal, nonverbal, and written communication are such an inherent part of occupational therapy practice, students are expected to:

- a. Demonstrate the ability to clearly articulate clinical reasoning through written communication (assignments, etc.) and oral presentations using language appropriate to the target audience and demonstrating a coherent thought process.

- b. Use APA format for all written assignments using the most recent edition of the APA manual.
- c. Complete organized written documentation using professional standards outlined by the faculty and/or clinical site.

LABORATORY SAFETY & EQUIPMENT AND SUPPLIES

The safety of students, faculty, patients/clients, and guests who utilize the OTD assessment and performance laboratories, is paramount. Lab safety procedures are prominently posted in all performance laboratories and included in the appendices (APPENDIX G). Program faculty and staff enforce universal precautions for infection control and standard behavior that is conducive to maintaining a safe learning and working environment. Knowledge of universal precautions is essential for the prevention of infection and its transmission. According to the World Health Organization, universal precautions include standard precautions, hand hygiene, personal protective equipment, use and disposal of sharps, cleaning and disinfection, cough etiquette, waste disposal, & safe injection practices (www.who.org). Infection Control Policies can be located in the appendices, as well (APPENDIX H) Students are expected to use sound judgment concerning the safety of themselves and others in the conduct of laboratory learning.

Dedicated OTD equipment and supplies are strictly intended for educational use. This equipment and supplies are made available to students in the OTD program to optimize applied learning experiences. Students are expected to be responsible with respect to the operation of equipment, and the use and management of laboratory supplies and materials. Broken equipment should be immediately reported to a faculty member, and equipment that is not in good working order should not be used.

Students are not permitted to remove equipment or supplies from the laboratory environment without written permission from a faculty member. Students who have been permitted to sign out laboratory supplies must log the supplies back in upon their return. Students should expect to be charged for released equipment/supplies that have been lost or returned in a damaged condition. Students are expected to take responsibility for returning laboratory spaces to pre- session status at the end of each laboratory session. Tables, chairs, and other equipment should be returned to designated areas after use.

The OTD Incident Report can be found in the appendices (Appendix I). This report must be complete for any incident occurring during any OTD sanctioned courses, open

labs, events, etc.

FACULTY OFFICE HOURS

Faculty office hours are listed on course syllabi and also available by appointment. Students should contact the faculty member directly to schedule an office hour appointment. Meeting outside of posted office hours is at the discretion of the faculty member and may not conform to a student's request for a timelier meeting. Students are not excused from classes to meet with other faculty or mentors/advisors. Meeting with a faculty member or academic advisor during a time when the student should be in class is considered a violation of professional behavior.

STATE AND NATIONAL ORGANIZATIONS

Student membership in the American Occupational Therapy Association (AOTA), as well as state and local occupational therapy associations is strongly encouraged. The Program also demonstrates support for student participation at the national level by supporting Student Occupational Therapy Association (SOTA) Club. This includes fundraising efforts to send student delegates to the AOTA national conference and providing approved release time from class for students to attend conferences. Students must initiate a request in writing to the Program Director/Department Chair for absences from class for state and national conference attendance. Some of the local, state and national organizations include:

- The American Occupational Therapy Association (AOTA): This is a national professional organization established in 1917 and celebrating its centennial in 2017. Its purpose is to represent the interests and concerns of OT practitioners and students and to improve the quality of OT services. AOTA advances the profession and educates the public by providing resources, setting standards, and serving as an advocate to improve healthcare. AOTA is based in Bethesda, Maryland (www.aota.org).
- The Association of Student Delegates (ASD): ASD is made up of the student representatives of AOTA. Each year, delegates from each academic institution represent the college/university at the ASD pre-conference delegates meeting. The ASD is a standing committee of the Representative Assembly and provides a means for students to express their concerns and provide input into AOTA. (www.aota.org).

- The Student Occupational Therapy Association (SOTA): SOTAs are local OT student groups at colleges and universities across the nation. SOTAs are active in promoting intercollegiate relationships among students interested in better understanding occupational therapy. As a social group, SOTA promotes communication among and between OT students, serving as an advocate for student concerns. It also assists its members to advance their knowledge about the profession by encouraging and promoting participation in state and national conferences. SOTA is also committed to community service through volunteer and service-oriented activities (www.aota.org).
- The American Occupational Therapy Foundation (AOTF): This organization was created in 1965 and is for charitable, scientific, and educational purposes. It supports the profession through research aimed at increasing public understanding of the connection between meaningful activity and health. It supports a program of scholarship awards for OTR and OTA students in entry-level programs, as well as graduate fellowships for students in advanced degree programs (www.aotf.org).
- The World Federation of Occupational Therapists (WFOT): WFOT was founded in 1951 and serves as the official international organization for the promotion of occupational therapy as an art and science. The Federation is committed to supporting the development, use, and practice of OT worldwide. It maintains the ethics of the profession and promotes internationally recognized standards for the education of occupational therapists (www.wfot.org).
- The New England Occupational Therapy Education Council (NEOTEC): NEOTEC is comprised of members from educational programs in the six New England states. It is a consortium of member OT programs committed to supporting the academic and clinical aspects of OT education. One purpose of NEOTEC is to enhance the quality of fieldwork education and supervision, as well as provide continuing education opportunities related to fieldwork and current clinical practice (www.neoteccouncil.org).
- The Massachusetts Association for Occupational Therapy (MAOT): MAOT is the Massachusetts state OT organization. It is a volunteer organization committed to serving the needs of OT practitioners and students throughout the state. MAOT includes OTRs, OTAs, OT aides, students, educators, and others interested in advocating for the profession. MAOT also sponsors two annual conferences as well as other professional development opportunities (www.maot.org).
- Coalition of Occupational Therapists Advocating for Diversity (COTAD): In 2019,

WNE OTD program established one of the first student chapters of COTAD. COTAD's stated mission is "to meet society's occupational needs by developing local and national initiatives and aligning with key stakeholders to create a socio-culturally diverse workforce that is able to provide culturally sensitive and client-centered services to occupational therapy consumers."

(<https://www.cotad.org/about-cotad-chapters>, 2019). The WNE COTAD Chapter will offer social, educational, and service opportunities intended to engage OTD students and the greater campus community in fulfilling the COTAD mission.

- The National Board for Certification in Occupational Therapy (NBCOT): NBCOT is the independent, national credentialing agency that certifies individuals as occupational therapy practitioners. NBCOT is responsible for developing and administering the professional certification exam based on current and valid standards that provide reliable indicators of competence for the practice of occupational therapy. The Board exam is a computerized testing process. Students must pass the Board exam in order to become licensed. Students are encouraged to visit their website at www.nbcot.org and download the NBCOT Candidate Handbook. The Handbook provides necessary information regarding the procedures for completing the application for the exam as well as other requirements for exam eligibility and scheduling. Information regarding exam accommodations and eligibility is also available on the website (www.nbcot.org).

STATE LICENSURE INFORMATION

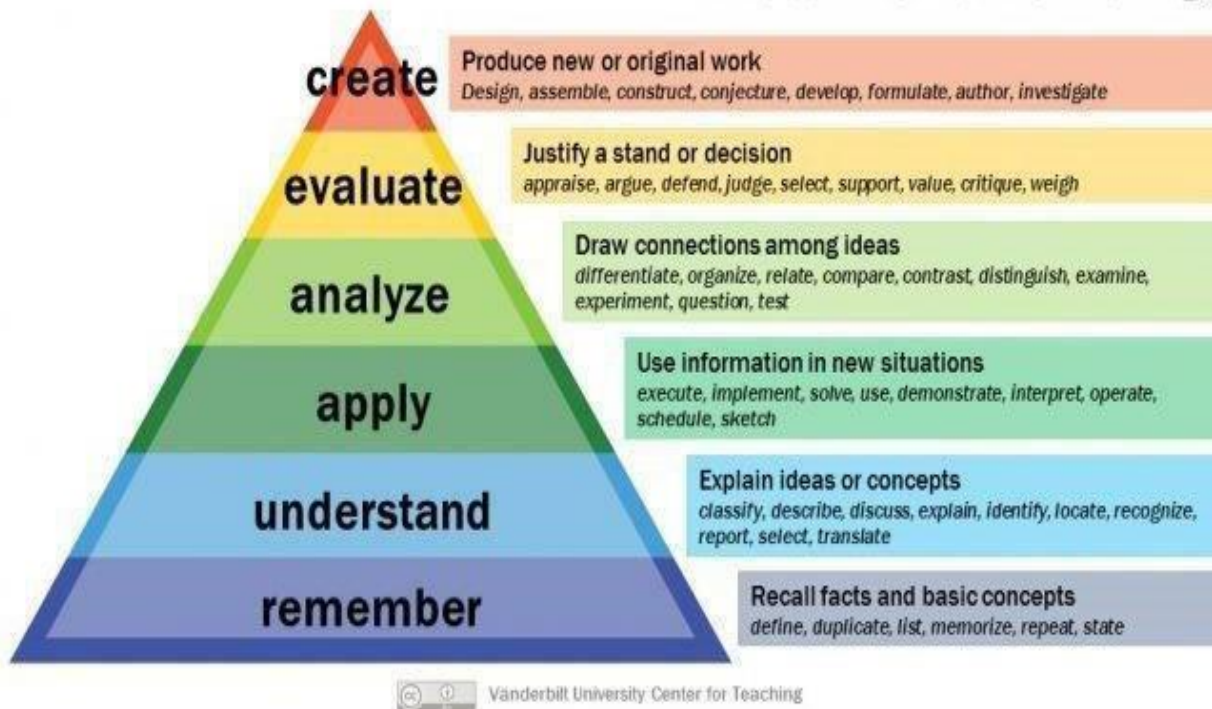
Most states have licensure laws requiring OTs and OTAs to be licensed (a few have certification or registration by state agencies). While the laws and procedures are similar in each state, they are not identical. The process for obtaining a license in the state or states in which an individual may wish to work can be found through the state occupational therapy regulatory agency. The AOTA website has a link to the state boards at <http://state.aota.org/reglist.aspx>. To obtain a license, individuals must:

- a. Graduate from an accredited educational program;
- b. Complete the required fieldwork;
- c. Apply for and pass the NBCOT exam;
- d. Apply for a state license and pay a fee for each state/jurisdiction in which the individual wishes to practice or be licensed.

Some states allow individuals to practice with a temporary license or limited permit while waiting to sit for the NBCOT exam or while awaiting the results. The regulations and requirements related to temporary licenses and limited permits is available through the state regulatory agency of the state in which the individual

wishes to be licensed.

Bloom's Taxonomy



Universal Design for Learning Guidelines

I. Representation

Use multiple means of representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Entry-level Doctor of Occupational Therapy Program

Department of Occupational Therapy

Professional Curriculum		Year One		Credit Total: 45	
FALL		SPRING		SUMMER	
OTD500 Occupational Therapy/Occupational Science	2	OTD523 Assessment: Theory and Measures	2	OTD541 Doctoral Experiential 1: Needs Assessment & Program Development	2
OTD504 Foundations of Occupational Therapy Practice	2	OTD525 Research/Evidence-Based Practice 1	3		
OTD506 Group Interventions & Therapeutic Use of Self	2	OTD527 Occupational Performance: Acute & Chronic Care OT	4	OTD544 Doctoral Experiential 1: Mentorship Seminar	1
OTD509 Functional Anatomy & Kinesiology	4	OTD531 Clinical Applications of Neuroscience	4	OTD545 Lifestyle, Health Equity, and Occupational Justice	2
OTD512 Evaluation: Occupational Profile & Analysis of Occupations	2	OTD537 Occupational Performance: Post-Acute and Outpatient OT	4	OTD547 Occupational Performance: Infants & Young Children	4
OTD517 Occupational Performance: Mental Health	4	OTD539 Level 1B Fieldwork Experience	1	OTD549 Level 1C Fieldwork Experience	1
OTD518 Level 1A Fieldwork Experience	1				
TOTAL:	17	TOTAL:	18	TOTAL:	10
<i>DLC Immersive Sessions at Orientation, Midterm, and Final</i>		<i>DLC Immersive Sessions at Midterm and Final</i>		<i>DLC Immersive Sessions at Final</i>	
Professional Curriculum		Year Two		Credit Total: 42	
FALL		SPRING		SUMMER	
OTD625 Transformational Leadership & Management	3	OTD645 Population Health & Interprofessional Practice	2	OTD675 Level II Fieldwork 1	9
OTD631 Doctoral Experiential 2: Proposal Development	3	OTD649 Level 1E Fieldwork Experience	1		
OTD634 Doctoral Experiential 2: Mentorship Seminar	2	OTD651 Doctoral Experiential 3: Pre-Implementation Planning	3		
OTD635 Research/Evidence-Based Practice 2	3	OTD653 Professionalism in OT Practice	2		
OTD637 Occupational Performance: Childhood & Adolescence	4	OTD654 Doctoral Experiential 3: Mentorship Seminar	3		
OTD639 Level 1D Fieldwork Experience	1	OTD655 Board Exam Preparation	2		
		OTD657 Occupational Performance: Community-Based OT	4		
		TOTAL:	17		
TOTAL:	16	<i>DLC Immersive Sessions at Midterm and Final</i>		TOTAL:	9
<i>DLC Immersive Sessions at Midterm and Final</i>					
Professional Curriculum		Year Three		Credit Total: 22	
FALL		SPRING			
OTD775 Level II Fieldwork 2	9	OTD781 Doctoral Experiential 4: Implementation/Capstone	10		
		OTD784 Doctoral Experiential 4: Mentorship	3		
TOTAL:	9	TOTAL:	13		
		<i>DLC Immersive Sessions at Orientation and Program Culmination</i>		TOTAL PROGRAM CREDITS: 109	

The curriculum outline above is the same for campus-based students and distance learning cohort (DLC) students. DLC students have the addition of immersive sessions as noted each semester.

07.24

WNE OTD COURSE DESCRIPTIONS**FALL 1****OTD500: Occupational Therapy/Occupational Science (2 cr.)**

Prerequisite: Admission to program

This course introduces key concepts related to occupational therapy and occupational science, including the study of the role of occupation in the profession and the innate desire for humans to engage in meaningful and purposeful occupations throughout life. In addition, the history and guiding philosophy of occupational therapy will be introduced, as well as the principles and theories guiding practice. Key legislation and professional documents, including the OT Practice Framework, Code of Ethics, Standards of Practice, etc., will be introduced and established as frameworks for practice. Requirements for licensure and certification will also be introduced.

OTD504: Foundations of Occupational Therapy Practice (2 cr.)

Prerequisite: Admission to program

This course covers the fundamentals of occupational therapy practice, including universal precautions, body mechanics, vital sign monitoring, patient/client handling and transfer techniques, functional mobility, and use of assistive devices including wheelchairs. Throughout the course, there is a focus on maintaining safety within all contexts and with all patient/client care.

OTD509: Functional Anatomy and Kinesiology (4 cr.)

Prerequisite: Admission to program

This course will review the basics of skeletal and musculoskeletal anatomy as they relate to the biomechanics of human movement. The anatomical, physiological, and mechanical principles of movement will be analyzed and evaluated relative to occupational performance. Students will conduct physical and occupational analyses of human movement using biomechanical assessment methods including goniometry, manual muscle testing, and grip and pinch measurements. Students will examine major joint movements and consider the physical forces that influence human movement and functional performance. The course material will be presented via lecture and will be supplemented with hands-on laboratory experiences that include the use of: anatomical models; online videos; live demonstration and hands-on practice sessions with peers.

OTD512: Evaluation: Occupational Profile & Analysis of Occupations (2 cr.)

Prerequisite: Admission to program

This course focuses on using a top down approach to evaluation by assessing clients' abilities to engage in desired roles and activities in their primary environments (home, school, work, and the community). Students will learn methods of developing client occupational profiles using specific measures (COPM, KELS, etc.) designed to understand the meaning of occupation in maintaining occupational identity, the value of occupation, and the components of occupational performance related to functional participation. Students will learn to identify meaningful occupations, as well as the barriers to participation in these occupations through activity analysis. Throughout this course, students will learn to grade/adapt activities to meet client-centered goals and abilities. Finally, students will learn how to incorporate this information into formally documented occupational therapy evaluations.

OTD518: Level IA Fieldwork Experience (1 cr.)

Prerequisite: Admission to program

Students experience occupational therapy practice in settings that provide mental/behavioral health services (e.g. inpatient/outpatient psychiatric units; community-based behavioral health), and/or in settings that espouse mental health practices at their foundation (e.g. alternative educational facilities; memory units). Opportunities to observe and interact with clients who utilize these services are provided. Through this experience, students will understand that mental health is at the core of the occupational therapy profession

and is relevant across all populations.

OTD506: Group Interventions & Therapeutic Use of Self (2 cr.)

Prerequisite: Admission to program

This course focuses on group and individual treatment methodologies in mental health and psychosocial settings. Using the OTPF as a guide, students will learn a variety of psychosocial treatment methods, including those addressing the areas of social skills, relaxation, cognition, sensory integration, and other areas. These methodologies and intervention techniques are considered in a variety of settings, including inpatient, outpatient, and community-based. The course also focuses on the group process and the relationship of the self to the group. Group dynamics/group development is also emphasized, including group stages, leadership roles, conflict resolution, and problem solving. Therapeutic use of self is woven throughout the course as a therapeutic tool in occupational therapy.

OTD517: Occupational Performance: Mental Health (4 cr.)

Prerequisite: Admission to program

This course is focused on evaluation and interventions appropriate for inpatient and community mental health settings for clients of all ages with mental health diagnoses and conditions. Theories and models of practice appropriate to the diagnosis, practice settings, and age groups guide the selection and use of specific assessment tools and evidence-based intervention methods, as well as social or community support needed to meet client occupational needs. These approaches include trauma-informed care, cognitive behavioral therapy (CBT), motivational interviewing techniques, sensory activities, Wellness Recovery Action Plans, traditional occupation approaches, harm reduction techniques, mindfulness, and diagnosis focused assessment measures. These approaches are advocated as appropriate to meet client occupational needs and reduce stigma and social/institutional barriers to performance and participation. The course also stresses the effects of medication on occupational performance, and ethical practice related to intervention planning, implementation, documentation, and discharge appropriate to the setting and client needs. Content relevant to legislative, legal, political, economic, and management/billing/documentation considerations for these service delivery areas is also covered.

Spring 1

OTD523: Assessment: Theory and Measures (2 cr.)

Prerequisite: OTD 500, 512, 517

In this course, students will be introduced to general concepts related to the theory and development of assessment tools/measures used for occupational therapy evaluation. Students will learn about various types of assessment tools and methods (standardized, non-standardized, interview, observation, survey/questionnaire, etc.), as well as the psychometric properties of and methodological research for assessment tools. Principles of administration and scoring will be covered, as well as challenges in the use of specific measures, including cultural bias.

OTD527: Occupational Performance: Acute & Chronic Care OT (4 cr.)

Prerequisite: OTD 500, 504, 509, 512, 517, 518

This course is focused on evaluation and intervention in medical, acute, and rehabilitation, settings for clients with medical and neurological diagnoses and conditions. Theories and models of practice appropriate to diagnosis and practice setting guides the selection and use of evidence-based assessment tools, intervention methods, and assistive technology. The course also stresses ethical practice and the use of precautions with this population/in these settings, as well as intervention planning, implementation, documentation, and discharge appropriate to setting and client's occupational needs. Content relevant to legislative, legal, political, economic, and management/billing/documentation considerations for these service delivery areas is also covered.

OTD531: Clinical Applications of Neuroscience (4 cr.)

Prerequisite: OTD 500, 509, 517

This course covers the anatomy and physiology of the adult nervous system as a foundation for the

evaluation, interpretation, and treatment of clients with disorders of the nervous system. Following a review of neural cell physiology and neuroanatomy, the course will focus on the manner in which basic cognitive behavioral processes are disrupted due to neurodevelopmental, or neurodegenerative disorders, or subsequent to brain injury. The students will learn to read and comprehend articles from a variety of scientific journals and integrate literary sources from physiological and behavioral approaches centered on a common clinical topic.

OTD537: Occupational Performance: Post-Acute and Outpatient OT (4 cr.)

Prerequisite: OTD 500, 504, 509, 512, 517, 518

This course is focused on evaluation and intervention appropriate for inpatient and outpatient rehabilitation settings for clients with motor and orthopedic conditions and diagnosis. This course will be guided by current evidence-based practice, theories, and therapeutic models commonly used in these practice settings. Common orthopedic conditions and diagnoses will be discussed along with proper evaluation techniques, interventions, and discharge planning. Lab sections will include hands-on competence training including diagnosis specific patient handling, elastic therapeutic taping, safe modality use, orthotic fabrication, and assistive technology evaluation. This course also stresses ethical and safe practice and the use of precautions specific to this population. Content relevant to legislative, legal, political, economic, and management/billing/documentation considerations for these service delivery areas is also covered.

OTD539: Level IB Fieldwork (1 cr.)

Prerequisite: OTD 500, 504, 509, 512, 518, 506, 517

Co-requisite: OTD 527, 537

Students experience occupational therapy practice in acute care hospitals/medical centers, inpatient/outpatient rehabilitation centers, and/or post-acute facilities. Opportunities to observe acute care and outpatient practice and interact with standardized patients and/or real clients experiencing medically complex conditions, neuro-motor diagnoses, or orthopedic conditions are provided.

OTD525: Research/Evidence-Based Practice 1 (3 cr.)

Prerequisites: OTD 500, 512, 517

This course is the first of two courses on research process and evidence-based practice (EBP). The course will explore the principles of human subject research, the necessity for research in knowledge development, and breadth of research methodologies. Students will learn to transform clinical problems, departmental issues, legislative concerns or advocacy opportunities into researchable questions. The course has three principal foci: 1) assessing/establishing evidence bases for practice with literature searches, systematic reviews, and meta analyses; 2) understanding the research process for qualitative and quantitative research, retrospective reviews, and single case designs, from defining the research question, performing literature reviews, selecting methodologies, measurements, and samples, to analyzing and writing up research; and 3) securing funding and human subjects' authorization for research.

Summer 1

OTD547: Occupational Performance: Infants & Young Children (4 cr.)

Prerequisite: OTD 523, 531, 525

This course is focused on evaluation and intervention appropriate for primary care medicine, acute care medicine (e.g., NICU), community practice (e.g., early intervention), and preschool for children, ages 0-5, with medical and educational diagnoses/conditions. Theories and models of practice appropriate to the diagnosis and practice setting guides the selection and safe use of evidence-based assessment tools, intervention methodology and assistive technology, and the choice of supports needed to facilitate client occupational needs and reduce social, community, and institutional barriers to performance and participation. The course also stresses childhood development, family and cultural influences, and ethical practice related to intervention planning/implementation, documentation of services, and discharge practices appropriate to the setting and the client's needs. Content relevant to legislative, legal, political, economic, and management/billing/documentation considerations for these service delivery areas is also covered.

OTD545: Population Health & Interprofessional Practice: Children & Youth (2 cr.)

Prerequisite: OTD 523, 525, 527, 537

Co-requisite: OTD 547

This course is designed to introduce the basic concepts of population health as utilized by occupational therapists in fostering the goals of health promotion, cultural humility, improved client-centered care experiences/outcomes, and global health and wellness initiatives. This course will specifically target the developmental, physical, and psychosocial issues that limit health equity and wellness in infants, young children, school-age youth, and adolescent populations and their caregivers. Within this course there is an emphasis on understanding and implementing the life course health development model, focusing on infancy through adolescence. Patient/client groups discussed will include those with congenital and chronic disabilities, acute care medical conditions, intellectual disabilities, neuro-muscular disorders, and others. Students will also be introduced to the core principles of interprofessionalism and how working together in collaborative health care teams is essential to the achievement of these goals. This course is aligned with course content in OTD 547 that addresses occupational performance in the pediatric population across a variety of healthcare settings including acute medical, rehabilitation, early education, home-based care, and school-based and community practice. Students will review the literature on interprofessional practice and will identify best-practice strategies for: forming interprofessional teams in various practice contexts and with differing populations; communicating and collaborating on goal setting; and managing shared responsibility to optimize outcomes.

OTD549: Level IC Fieldwork Experience (1 cr.)

Prerequisite: Spring Semester Year 1 Courses

Co-requisite: OTD 547

Students experience occupational therapy pediatric practice with infants and children ages birth to five (5). Opportunities to interact with children and adolescent clients experiencing cerebral palsy, muscular dystrophy, congenital limb disorders, PDD or other motor or neurological diagnoses are provided.

OTD541: Doctoral Experiential 1: Needs Assessment & Program Development (2 cr.)

Prerequisite: OTD Year 1 Spring Semester courses

This is the first course in the Doctoral Experiential sequence and focuses on the sequence of actions necessary to conduct a comprehensive needs assessment in order to develop an evidence-based program to address the identified needs. Students will examine theoretical models of community-based practice and health promotion; investigate a community to develop a profile; identify a program, interview program managers and conduct a critical analysis of program strengths, weaknesses, opportunities, and threats; research and identify available grant funding options for program development; and learn strategies for grant writing. Students will work simultaneously with their assigned faculty mentor and the Doctoral Capstone Coordinator to identify and procure a facility/site at which they will ultimately complete the Doctoral Experiential Capstone Component of the OTD program. Students will identify a site mentor, who will work with the student throughout the Doctoral Experiential process. Students will conduct a needs assessment, analyze the information, and disseminate the results through a scholarly report. This course supports OTD 544: Doctoral Experiential 1: Mentorship Seminar.

OTD544: Doctoral Experiential 1: Mentorship Seminar (1 cr.)

Prerequisite: Year 1 Spring Semester courses

Co-requisite: OTD 541

This course is taken in conjunction with OTD 541: Doctoral Experiential 1: Needs Assessment & Program Development and provides the student with faculty mentorship for initiating a needs assessment relevant to a particular topic. The course addresses the following: review of the literature; development of a community profile; identification of possible sites; identification of measurement tools to conduct a needs assessment; analysis of the data collected; and writing and disseminating a scholarly report on the results of the preliminary needs assessment. Students will be assigned a faculty mentor who will work with them throughout the Doctoral Experiential sequence of courses.

Fall 2

OTD637: Occupational Performance: Childhood & Adolescence (4 cr.)

Prerequisite: OTD 547, 545, 549

This course is focused on evaluation and intervention appropriate for school system, community, and residential practice for children and youth, ages 5-21, with mental health diagnoses and substance abuse conditions, learning and emotional disabilities, sensory integration issues, and developmental disabilities. Theories and models of practice appropriate to the diagnosis and practice setting guides the selection and use of specific assessment tools and evidence-based intervention methods and assistive technology, and the choice of social, educational, or community supports needed to facilitate client transitions and reduce barriers to performance and participation. The course also stresses ethical practice related to intervention planning/implementation, documentation of services, and discharge practices appropriate to the setting and the client's needs. Content relevant to legislative, legal, political, economic, and management/billing/documentation considerations for these service delivery areas is also covered.

OTD635: Research/Evidence-Based Practice 2 (3 cr.)

Prerequisite: OTD 547, 545, 541, 544

This course is the second of two courses on research process and evidence-based practice (EBP). In this course, students will move beyond being knowledgeable consumers of research to becoming interprofessional team members who 1) participate in the design of qualitative and quantitative research methodologies, 2) understand the selection of data analysis tools for qualitative and quantitative research, 3) develop skills in writing about research methodology for both proposals and research papers, 4) become adept at displaying findings from research, and demonstrate the ability to summarize and interpret findings. Students will learn this content through the completion of a scholarly study that informs the scholarship component of the Doctoral Experiential Capstone Project (DEx). This knowledge will be ascertained through the completion of a scholarly study that informs the scholarship component of the Doctoral Experiential Capstone Project (DEx).

OTD639: Level ID Fieldwork Experience (1 cr.)

Prerequisite: OTD 547, 545, 549

Co-requisite: OTD 637

Students experience occupational therapy practice in school based, community based, and/or residential settings. Opportunities to observe children, youth, and adolescent practice and interact with standardized and/or real clients experiencing developmental, learning, psychosocial, and other related conditions are provided.

OTD631: Doctoral Experiential 2: Proposal Development (3 cr.)

Prerequisites: OTD 541, 544

This is the second course in the Doctoral Experiential sequence. During this course, students will report the findings of the needs assessment to the facility/site representative and work with the faculty and site mentors to identify a researchable question, complete a literature review; and author the first two components of a scholarly report. This course emphasizes completion of the Introduction, Problem Statement, Project Rationale, and Literature Review sections. This course is taken concurrently with OTD 634 Doctoral Experiential 2: Mentorship Seminar.

OTD634: Doctoral Experiential 2: Mentorship Seminar (2 cr.)

Prerequisites: OTD 541, 544

Co-requisite: OTD 631

This course is taken in conjunction with OTD 631 Doctoral Experiential 2: Proposal Development and provides the student with faculty mentorship for completion of and presentation of the needs assessment findings, development of a doctoral project focus and a proposal plan for implementation; identification of a researchable question; and completion of the Introduction, Problem Statement, Rationale, and Literature Review sections of the doctoral project. Students identify a facility and cultivate a relationship with potential mentor(s) at the identified site, with support and faculty mentorship.

OTD625: Transformational Leadership and Management (3 cr.)

Prerequisite: OTD 547, 545

This class is designed for students to obtain knowledge of business practices including administration, organization, and management issues in traditional and role-emerging practice settings. Topics addressed include leadership styles and development, organizational leadership and management in healthcare, marketing, reimbursement, financial management, advocacy, legislation/policy issues, business and strategic planning, liability and ethics, and human resource topics. Additionally, students will learn and apply principles for effective development and delivery of professional presentations. Throughout the course, emphasis is placed on the regional, national, and global internal and external forces impacting the systems in which occupational therapy services are provided (professional, social, cultural, governmental, economical, and ecological) facilitating the development of collaborative interprofessional skills.

Spring 2**OTD657: Occupational Performance: Community-based OT (4 cr.)****Prerequisite:** OTD 637, 639

This course is focused on evaluation and intervention appropriate for primary care medicine, community health and home settings, transition planning and long-term disability for individuals to promote healthy living. Theories and models of practice appropriate to the diagnosis and practice setting guides the selection and use of specific assessment tools, evidence-based intervention methods and assistive technology, and the choice of social or community supports that embrace sociocultural sensitivity aimed at reducing social and institutional barriers to performance and participation. The course also stresses ethical practice related to intervention planning/implementation, documentation of services, and discharge practices appropriate to the setting and the client's needs. Content relevant to legislative, legal, political, economic, and management/billing/documentation considerations for these service delivery areas is also covered.

OTD645: Population Health & Interprofessional Practice: Adult & Aging (2 cr.)**Prerequisite:** OTD 545, 627, 628**Co-requisite:** OTD 657

This course is designed to explore the population health ecosystem, including program initiatives to improve health promotion, cultural humility, access and outcomes, global health and wellness initiatives, and the education and advocacy tools needed to inform, engage with, and empower adult and aging populations. Students will explore how life-changing acute and chronic physical and mental health conditions in adults are negatively impacted by the culture of existing medical practices, and how client-centered care and a culture of wellness can maximize health and performance. Within this course there is an emphasis on understanding and implementing the life course health development model, focusing on adulthood through end of life. Some of the populations studied include Veterans with PTSD, workers with acquired injuries, individuals with alcohol and substance abuse problems, clients with memory impairment including concussion, at-risk groups with access to care challenges, and the well-elderly. Students will utilize the core principles of interprofessionalism to envision collaborative practice teams who work together as a catalyst for transformative change in diverse practice settings. Utilizing content knowledge gained in OTD 517, 527, 537, and 657, students will explore team membership, communication strategies, and techniques for shared decision-making in settings such as: primary care; post-acute in-patient care; outpatient rehabilitation centers; community-based mental health settings; and agencies providing home health.

OTD653: Professionalism in OT Practice (2 cr.)**Prerequisite:** Year 2 Fall courses

This course focuses on facilitating the evolution from classroom learner, to fieldwork student, and ultimately to future practitioner. Topics addressed include clinical supervision, feedback dynamics, communication, ethics, certification and licensure, workforce entry skills, professional organizations and affiliations, professional behaviors, the student's role as a future fieldwork educator, interviewing skills, emotional intelligence, customer service in healthcare and lifelong learning. The overall learning objective at the completion of this course is that the student will possess the skills necessary to succeed both in fieldwork and employment.

OTD651: Doctoral Experiential 3: Pre-Implementation Planning (3 cr.)

Prerequisites: OTD 635, 631, 634

Co-requisite: OTD 654

This is the third course in the Doctoral Experiential sequence. During this course, students will identify the methodology of the project and collaborate with the site and faculty mentors to establish a plan for implementation. For this component, students will write the Methodology, Population, and Data Collection and Analysis sections of the scholarly report for the proposed program/project. This course is taken concurrently with OTD 654 Doctoral Experiential 3: Mentorship Seminar.

OTD654: Doctoral Experiential 3: Mentorship Seminar (3 cr.)

Prerequisites: OTD 634, 631, 635

This course is taken in conjunction with OTD 651 Doctoral Experiential 3: Pre-Implementation Planning and provides the student with faculty mentorship for completing the Methodology, Population, and Data Collection/Data Analysis sections of the scholarly report.

OTD649: Level IE Fieldwork Experience (1 cr.)

Prerequisite: OTD 637, 639

Co-requisite: OTD 657

Students experience occupational therapy practice in community-based settings. Opportunities to observe and interact with standardized and/or real clients through the lifespan are provided. Students will be given opportunities to provide education/training/consultation to clients, within the contexts of the setting.

OTD655: Board Exam Preparation (2 cr.)

Prerequisite: Year 2 Fall courses

This course supports the further development of clinical reasoning, problem-based thinking/learning, and test taking strategies. Students will be guided in organizing and reviewing curriculum content; applying clinical knowledge; and preparing for the National Board for Certification in Occupational Therapy (NBCOT) exam. This course includes opportunities for practice questions and examinations, with discussions surrounding test taking strategies, rationale for specific answers, and time management techniques specific to test taking. By the end of the course, students must pass the Occupational Therapy Knowledge Exam (OTKE) administered through NBCOT. This exam reflects comprehensive, generalist knowledge and can help to prepare students for the NBCOT exam. This course is graded pass/fail. Students must pass this course in order to progress to the Doctoral phase of the program.

Summer 2

OTD675: Level II Fieldwork 1 (9 cr.)

Prerequisite: Successful completion of all previous coursework

OTD 675 and 775 are two separate Level II fieldwork affiliation courses. Each fieldwork consists of a twelve-week, full time, supervised clinical internship experience in either a traditional or role-emerging practice setting. These supervised fieldwork experiences provide the student with an opportunity to apply concepts learned in didactic and prior clinical knowledge, as well as refine evaluation and treatment skills by working with multiple populations across the lifespan in a variety of settings. Students are provided the opportunity to engage in professional and ethical practice, apply critical thinking, improve clinical reasoning, and refine therapeutic skills to achieve the benchmark of an entry-level competent occupational therapy practitioner. Students will complete the Student Evaluation of Fieldwork Experience and Fieldwork Educators will complete the AOTA Performance Evaluation at the conclusion of each clinical affiliation. This course is graded pass/fail.

Fall 3

OTD775: Level II Fieldwork 2 (9 cr.)

Prerequisite: Successful completion of all previous coursework

OTD 675 and 775 are two separate Level II fieldwork affiliation courses. Each fieldwork consists of a twelve-week, full time, supervised clinical internship experience in either a traditional or role-emerging

practice setting. These supervised fieldwork experiences provide the student with an opportunity to apply concepts learned in didactic and prior clinical knowledge, as well as refine evaluation and treatment skills by working with multiple populations across the lifespan in a variety of settings. Students are provided the opportunity to engage in professional and ethical practice, apply critical thinking, improve clinical reasoning, and refine therapeutic skills to achieve the benchmark of an entry-level competent occupational therapy practitioner. Students will complete the Student Evaluation of Fieldwork Experience and Fieldwork Educators will complete the AOTA Performance Evaluation at the conclusion of each clinical affiliation. This course is graded pass/fail.

Spring 3

OTD780: Doctoral Experiential 4: Implementation/Capstone (10 cr.)

Prerequisites: Successful completion of all previous coursework

This is the fourth and final course in the Doctoral Experiential sequence. It represents advanced professional skills. It is a 14-week/640-hour experience that focuses on the implementation of the evidence-based, community-based, interprofessional doctoral project/study on-site at the community agency/facility. During the course, students will complete any necessary updates or edits to the project proposal and complete the final component (Discussion, Implications, Limitations, Conclusions). In addition, students will present their findings to participants, peers, faculty, and community practitioners as appropriate. Working with the faculty and site mentors, the student will prepare the finished report for professional publication/dissemination. This course is taken concurrently with OTD 784: Doctoral Experiential 4: Mentorship.

OTD784: Doctoral Experiential 4: Mentorship Seminar (3 cr.)

Prerequisites: Successful completion of all previous coursework

Co-requisites: OTD 781

This course is taken in conjunction with OTD 781, Doctoral Experiential 4: Implementation/Capstone and provides the student with faculty mentorship for completion of the Doctoral Experiential, including implementation of the doctoral project/study, completion of all sections of the scholarly paper, presentation of the project/study, and preparation for publication and/or dissemination.

OTD CURRICULUM: COURSE FRAMEWORK

The WNE OTD curriculum includes courses that have been intentionally categorized, positioned and sequenced within and across semesters. Each course sequence is designed to be linked via content and opportunities for application. This design's purpose is to initiate and reinforce knowledge, overlap knowledge application with professional socialization, and reinforce practice competencies.

Each core course in the practice series is comprehensive related to a broad area of practice, i.e. exploring related models of practice, levels/types of care provided by occupational therapists, the types of patients/clients in those settings, and the site-specific requirements for evaluation, intervention, documentation, and discharge in each environment.

COURSE CATEGORIES

1. Advanced science courses
 - Functional Anatomy & Kinesiology
 - Clinical Applications of Neuroscience
2. Foundational professional courses
 - Occupational Therapy/Occupational Science
 - Foundations of Occupational Therapy Practice
 - Group Interventions & Therapeutic Use of Self
 - Evaluation: Occupational Profile and Analysis of Occupation
 - Assessment: Theory and Measures
3. Core practice courses;
 - Occupational Performance: Mental Health
 - Occupational Performance: Acute & Chronic Care OT
 - Occupational Performance: Post-Acute and Outpatient OT
 - Occupational Performance: Infants & Young Children
 - Occupational Performance: Childhood & Adolescence
 - Occupational Performance: Community-Based OT
 - Population Health and Interprofessional Practice: Childhood & Adolescence
 - Population Health and Interprofessional Practice: Adult & Aging
 - Level I Fieldwork (A – E) (**See Fieldwork Education Manual**)
 - Level II Fieldwork (1 & 2) (**See Fieldwork Education Manual**)
4. Conceptual practice/professional development courses;
 - Board Exam Preparation
 - Professionalism in OT Practice
 - Transformational Management
 - Leadership Development & Entrepreneurship
5. Knowledge development/advanced practice preparation courses:
 - Research/Evidence-Based Practice 1 & 2
 - Doctoral Experiential 1 – 4 (**See Doctoral Experiential Manual**)
 - Doctoral Experiential Mentorship 1-4 (**See Doctoral Experiential Manual**)

COURSE CONTENT AND KNOWLEDGE PROGRESSION

The sequential courses in each course series were designed to be intentionally linked via content, competencies and opportunities for application across semesters. The intent in designing these course relationships was to initiate and knowingly reinforce knowledge, overlap knowledge applications and opportunities for professional communication, and cumulatively reinforce practice competencies.

Each core course in the practice series focuses one or more of the varied levels/types of care provided by occupational therapists, the service delivery settings the care may be provided within, the populations in those settings, and the site-specific requirements for evaluation, intervention, documentation, and discharge, as appropriate.

- The levels/types of care include: medical, social, psychodynamic/mental, educational, residential, and community-based;
- The service delivery settings include inpatient, outpatient, acute, sub-acute, long-term, assisted living, home-care, primary care, and community-based
- The service-delivery settings include: hospitals units, intensive care units, nursing homes, rehabilitation facilities, schools, early intervention centers, day activity programs, primary care centers, community-based programming, emerging practice areas, etc.;
- The types of diagnoses or conditions encountered in each model of practice, level of care and service delivery setting includes, but is not limited to individuals with: spinal cord injury; stroke; brain injury; neuro-degenerative disease; cardiac conditions; orthopedic injuries; peripheral nerve injuries/conditions; rheumatoid arthritis; autism; joint replacement; mental health conditions; learning disabilities; congenital deformities; joint replacement; amputation; intellectual disabilities; cognitive impairments; and those at health risk due to social determinants of health.

Intrinsically linked to each course in the core practice series, is a course that explores related population health perspectives and associated interprofessional practice opportunities possible in relevant service delivery contexts and practice settings. There is also a Level I Fieldwork experience that is linked to each core course in the practice series providing students with the opportunity to apply knowledge in practice.

ESSENTIAL FUNCTIONS OF THE OCCUPATIONAL THERAPY STUDENT

Western New England University (“University”), the Department of Occupational Therapy, and the Doctor of Occupational Therapy Program (“Program”) support the principles of diversity, equal opportunity, and reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Department is committed to the education of all qualified students, regardless of ability or disability, and to ensuring that the Essential Functions of the Program can be met with or without reasonable accommodations.

In accordance with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE), professional occupational therapy education programs educate students for entry-level practice as generalist practitioners. Graduates of such programs are expected to possess a foundation of knowledge and skills necessary to participate in fieldwork and ultimately practice in the field. The necessary skills include physical, cognitive, social/emotional, cultural, communication, and professional skills. The following Essential Functions describe the minimal abilities required for successful participation in and completion of the Doctor of Occupational Therapy (OTD) Program. Students are expected to meet these Essential Functions, with or without reasonable accommodations. The University will provide reasonable accommodations to help students participate in the program and within the campus community.

All students applying to and progressing through the Doctor of Occupational Therapy Program at Western New England University are expected to meet the minimum standards outlined within this document. The purpose of the Essential Functions is to designate the various physical, motor, sensory, cognitive, social/emotional, cultural, communication and professional skills that are essential for matriculation into, participation in, and completion of the OTD program.

Essential Functions:

The following essential functions are considered necessary for full participation in the OTD program unless accommodations are agreed upon that allow for completion of necessary responsibilities:

Physical, Motor, and Sensory Skills – The student must:

- Demonstrate the ability to actively participate and complete academic, community, and fieldwork/experiential activities;
- Demonstrate the ability to safely navigate the University, community, and fieldwork/experiential environments;
- Demonstrate the ability to complete or instruct one in completing moderately taxing physical tasks, including but not limited to prolonged sitting or standing, ambulating, stooping, kneeling, crouching, rotating, squatting, reaching, and lifting in order to complete therapeutic evaluations and interactions;
- Demonstrate the ability to utilize proper body mechanics during class, lab, competency assessments, community, and fieldwork/experiential activities for personal and professional health, well-being and safety.
- Demonstrate the ability to safely assist a client/peer to move from one surface or position and reposition clients/peers of various sizes and ages in a variety of contexts.
- Demonstrate the ability to access patient/clients in a variety of settings that may include being able to climb stairs and negotiate uneven terrain;
- Demonstrate the ability to safely evaluate clients/peers and provide therapeutic intervention, including but not limited to responding to emergency situations that emerge as a result of changes in appearance, vital signs, verbal or nonverbal communication of distress; reading digital displays on equipment; feeling a pulse and bony landmarks; and identifying faint body

- sound and the blood pressure sounds using a stethoscope ability to detect odors and smoke;
- Demonstrate the safe and effective use of therapeutic tools and equipment;
- Demonstrate the ability to participate in joint measurement, muscle testing, therapeutic exercise activities and qualify for CPR certification and effectively administer CPR;
- Demonstrate the ability to tolerate and safely manage occasional exposure to wet/humid internal environments; close proximity to mechanical objects or parts; exposure to fumes and/or airborne particles; exposure to blood-borne pathogens; exposure to unfavorable weather conditions, such as rain or snow; exposure to hot/cold materials or environments; and exposure to vibration on an infrequent or non-routine basis;

Cognitive – The student must:

- Demonstrate the ability to be alert and attend to academic, community, and fieldwork/experiential activities;
- Demonstrate the ability to follow written and verbal instructions, such as policies and procedures and safety precautions;
- Demonstrate the ability to measure, calculate, analyze, process, reason, integrate, synthesize, apply, retain, and understand complex relationships among and between facts, data, concepts, and theories within a reasonable timeframe as necessary for practice;
- Demonstrate the ability to identify, organize, synthesize, and integrate material across courses, content areas, resources (textbooks, research articles, health records, interviews, observations, etc.), and practice settings;
- Demonstrate the ability to apply research, theoretical concepts, and clinical reasoning to address client-specific goals and participation limitations and provide a rationale for selected intervention;
- Demonstrate the ability to differentiate between relevant and irrelevant information, define problems, identify and implement solutions, evaluate outcomes, and be cognitively flexible in order to create effective therapeutic treatment plans
- Demonstrate the ability to contribute to academic, community, and fieldwork/experiential activities by appropriately and professionally sharing opinions, perspectives, insight, and experiences;
- Demonstrate the ability to utilize effective time management and organizational skills to meet academic, and fieldwork/ experiential deadlines;
- Demonstrate the ability to identify potential errors or mistakes in academic, community, fieldwork/experiential activities and take appropriate steps to proactively address these potential errors;
- Demonstrate the ability to accurately observe, gather relevant data/information from multiple sources, analyze the information, and report on the information, in a manner appropriate to the target audience and within a reasonable timeframe as necessary for practice;
- Understand computer literacy at a level sufficient for word processing, documentation, presentations, and other program requirements;
- Demonstrate the ability to reflect on past and current performance and accurately self-assess areas of strength and areas of weakness; develop a plan to address areas of weakness in order to develop proactive strategies for professional growth and development.

Social/Emotional – The student must:

- Demonstrate the ability to self-regulate emotional state and personal behaviors and utilize self-directed learning in academic, community and fieldwork/experiential activities;
- Demonstrate the ability to be flexible and adapt to unexpected and/or frequent change;
- Demonstrate maturity and adaptability during times of stress/uncertainty;
- Demonstrate the ability to understand, identify, and maintain personal and professional

- boundaries in academic, community and fieldwork/experiential activities;
- Limit the impact of personal life challenges on academic, community and fieldwork/experiential activities
- Demonstrate sufficient emotional stability for full use of one's intellectual abilities, adaptation to change, exercise of good judgement, adherence to ethics and safe and timely completion of responsibilities;
- Demonstrate the ability to maintain self-control during challenging situations/encounters;
- Understand, interpret, and utilize peer and instructor feedback to maximize learning; give effective and constructive feedback in a respectful manner;
- Demonstrate a commitment to working collaboratively with OT students, students from other disciplines, clients, faculty, administrators, community members, and other individuals and groups of individuals associated with the University and the Program;
- Accept responsibility for all actions, reactions, and inactions; integrate feedback in a productive and non-defensive manner;
- Demonstrate behaviors and attitudes that promote and protect the safety and well-being of clients, peers, faculty, and other individuals in academic, community and fieldwork/experiential environments;
- Demonstrate the ability to effectively and appropriately engage with clients in personal situations involving client care (i.e., dressing, bathing, toileting, etc.);
- Establish and maintain healthy relationships/interactions with peers, faculty, staff, fieldwork educators, experiential mentors, colleagues, clients, client families, and client partners;
- Demonstrate empathy toward peers, colleagues, and clients in situations involving pain, grief, death, stress, and trauma.

Cultural – The student must:

- Demonstrate cultural sensitivity and responsiveness in the evaluation, treatment, and education of individuals from diverse races, cultures, religions, socioeconomic statuses, abilities, and lifestyles, across the lifespan, without bias or prejudice;
- Demonstrate cultural awareness and sensitivity in communicating with clients, colleagues, peers, faculty, community members, and others from different cultural, spiritual, and social backgrounds;
- Use culturally appropriate language in documentation and communication.

Communication – The student must:

- Demonstrate the ability read, write, speak and comprehend the English language at level consistent with successful academic, community and fieldwork/experiential activities and the development of positive patient/client-therapist relationships;
- Demonstrate respectful and appropriate language in all verbal, written, email, and electronic communication that are consistent with productive classroom participation, respectful interactions with faculty, staff, students, fieldwork supervisors; and development of appropriate client-centered therapeutic relationships with patients/clients, family members, members of interprofessional teams in one-to-one and small and large group settings;
- Demonstrate awareness of nonverbal behaviors and their impact on communication/ interaction;
- Effectively and appropriately use technology to communicate/interact in a professional manner;
- Request and respond to peer, instructor, mentor, and supervisor feedback in a professional manner;
- Use correct grammar, vocabulary, and language in all academic, community and fieldwork/experiential activities;
- Use appropriate language (written, verbal, and nonverbal), including person-first

language when appropriate, and demonstrate the ability to adapt the message to the audience.

- Uphold privacy and confidentiality policies;
- Complete required medical record, documentation and intervention plans according to fieldwork policies and procedures in a timely and accurate manner.

Professionalism – The student must:

- Adhere to the policies and procedures of Western New England University as outlined in the OT Student Handbook, the University Catalog, and other official program and University documents;
- Adhere to the AOTA Code of Ethics, the Occupational Therapy Practice Framework: Domain and Process; other professional documents; and the local, state, and national legislation governing practice;
- Demonstrate the ability to accept responsibility for all actions and take the initiative to learn from and respond to challenges in a mature and responsible manner;
- Represent Western New England University, the Department of Occupational Therapy, the Doctor of Occupational Therapy Program, the profession of occupational therapy, and one's self in a professional manner as demonstrated through appropriate dress, respectful communication/interaction, proper etiquette/netiquette and independence with transportation to/from all learning activities;
- Demonstrate effective time management skills by being on time and fully prepared for all academic, community, and fieldwork/experiential activities;
- Demonstrate respect, courtesy, maturity, honesty and integrity in all academic, fieldwork, community, and experiential activities;
- Exhibit a positive, respectful and compassionate attitude for academic, community, and fieldwork/experiential experiences including those that require exposure of body parts and palpation of body structures;
- Demonstrate the ability to evaluate the impact of one's personal actions on others and modify the impact appropriately;
- Demonstrate personal initiative to direct one's learning in all environments that includes completing responsibilities without waiting for direction or reminders from others;
- Demonstrate the ability to prioritize and organize multiple course load/workload needs to complete assigned tasks and responsibilities within specified timeframes;
- Be flexible in adapting to change;
- Demonstrate professional behavior when dealing with pain, grief, death, stress, communicable diseases, blood and body fluids and toxic substances and when experiencing heavy course/workloads, fast-paced environments; and/or unexpected demands;
- Exercise good judgment and attend to issues of safety in all environments: -
- Work cooperatively and collaboratively with a variety of faculty, staff, peers, community members, fieldwork educators, experiential mentors, clients, and other individuals and/or groups associated with fulfilling the requirements of the Doctor of Occupational Therapy Program.

STUDENT TECHNOLOGY REQUIREMENTS

PROGRAM-ISSUED LAPTOP

During new student orientation, all College of Pharmacy and Health Sciences students are issued a brand-new 2-in-1 laptop/tablet required for all coursework. Students must sign an agreement to assume responsibility and care for the laptop as the device, software, protection plan, and other peripheral items will remain the property of Western New England University for the duration of student enrollment. The University's OIT administers the process for covered repairs and issuing temporary devices until repairs are complete. Upon graduation, ownership of the device is transferred to each student at no additional cost. Although the exact device make and model will not be determined until the summer preceding the first semester, the incoming cohort can expect a device comparable to that issued to the previous cohort.

	Current COPHS class of 2026 Dell Latitude 7440
Processor	Intel Core i5
Display	14" display
Communication Hardware	5MP/IR Camera, Intelligent Privacy, Shutter
Operating System	Windows 11
RAM	16GB
Hard Drive	512GB
Networking	802.11a/b/g
Power Adaptor	One Dell USB C 65w power cord
Carrying Case	Case Logic Backpack
Warranty	Manufacturer Warranty 3-year Protection/Accidental Damage/On-site repair plan
Cloud Storage	Microsoft OneDrive application providing 1TB of cloud-based storage
Software	Microsoft 365 account: Online access to standard Office apps from any device browser + Install desktop apps on up to 5 personal devices, Anti-Virus & Malware Software, Adobe Acrobat Reader and other

	computer software/ applications required by the program.
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GETTING HELP WITH TECHNOLOGY

Our College's Instructional Designers/Academic Technologists will provide guidance and assistance with the programs' academic technology platforms along with other technical issues. The University OIT Service Department can provide support with any laptop technical issues and can be reached by signing onto Connect2U and initiating a Work Order and by email or phone Monday-Thursday, 8:00 a.m. - 7:00 p.m. & Friday, 8:00 a.m. - 4:30 p.m.

The Department of OT Instructional Designer/Academic Technologist:
Justin.Eck@wne.edu – 413-782-1515

Pharmacy Program Instructional Designer
Quan.Wei@wne.edu - 413-796-2422

The University OIT Service Desk:
helpdesk@wne.edu – 413-796-2200
(SSO) [Connect2U.wne.edu/campus-services/workorders](https://connect2u.wne.edu/campus-services/workorders)

ACCEPTABLE USE POLICY

All community members are expected to abide by the [Acceptable Use Policy](#) published by the Office of Information Technology.

MOBILE DEVICE

A mobile device is required for the two-step authentication. Android and Apple products are acceptable and must have mobile broadband capabilities to provide an internet connection when a local wireless network is not available. Please see below for example products:

- Android - Example products include phones and tablets from Acer, ASUS, Google, HTC, and Samsung. Android operating system version 6.0 or newer required.
- Apple - Example products include the iPhone and iPad of various generations. Apple operating system version 9.0 or newer required.

INTERNET ACCESS & CAPABILITIES

- Students must have regular and reliable access to a broadband (DSL, cable, or satellite) internet connection. We recommend a minimum 15 Mbps download and 4 Mbps upload speed. You can test your current internet speeds [here](#). A dial-up modem will not be able to handle the multimedia format of an online course.

TECHNOLOGICAL COMPETENCIES

- Navigate the features of a laptop and touchscreen mobile device
- Navigate websites and learning management systems (i.e., D2L Brightspace, Blackboard, Canvas, Moodle, etc.)
- Navigate the features of Microsoft 365 Office, i.e., Word, Excel, PowerPoint, Outlook email & calendar sharing, etc.
- Learn new software programs
- Access, download, and upload course files online (e.g., documents, presentations, videos, etc.)
- Present student-created files, projects, and media; attend synchronous class periods take remote proctored exams using the program-issued laptop.
- Use videoconferencing software for chat functions, turning camera/mic on and off, and screen sharing from both a laptop and mobile device.

OTD LAB SAFETY POLICIES AND PROCEDURES

The purpose of this document is to ensure that all WNE Doctor of Occupational Therapy students are aware and fully informed of the procedures and policies for safe participation in and use of the lab spaces and equipment. The policies and procedures outlined are in place for any and all activities taking place in the WNE OTD labs.

ADA Compliance:

During any given laboratory session, students are responsible for disclosing to the instructor any physical or medical condition that might make receiving certain examinations and techniques inadvisable. In no instance will a student be penalized if a physical or medical condition prevents him or her from receiving certain examinations or treatment procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques, i.e., preexisting conditions do not excuse the student from performing essential functions of occupational therapy. Reasonable accommodations may be implemented to allow for performance and participation (refer to the section on ADA). Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical problems without supervision from a nationally certified and state-licensed occupational therapist.

Evacuation Procedures:

In the event of an emergency where evacuation is required, all students in labs should evacuate the building and meet at the emergency assembly point for Blake Law Center which is located across from the main entrance. Do not congregate directly in front of entrances for the building to allow for emergency personnel access, and follow instructions provided by WNE Public Safety.

Specific Modality and Supply Safety Procedures**Cleaning of Equipment:**

- All equipment should be cleaned after use according to the specific product manuals located within the lab. The instructor will review appropriate cleaning procedures when demonstrating the use of lab supplies.
- All cleaning procedures will be followed in the lab spaces and for all equipment in accordance with College guidelines.

Gait Belt Use:

- Students are to always use a gait belt during the practice of any transfer or functional mobility task.
- Students are responsible for washing their gait belts appropriately. Plastic gait belts are the only type to be used on campus to decrease infection risk and should be cleaned between use on each client or student partner.

Peer Practice:

- Students must get the verbal consent of their peers before practicing any therapeutic skill with the peer. Students are not to practice on non-OTD friends or family members on school property.

Equipment Manuals:

- Instruction manuals for equipment are available within the laboratory. Students are expected to

use the equipment according to the manufacturer's instructions and should not work with pieces of equipment on which they have not been adequately trained.

Physical Agent Modalities:

- Paraffin - Students are not to use the paraffin bath or wax at any time without the instructor present.
- Hydrocollator - Students are not to apply heat packs to themselves or a peer without the instructor or OTD graduate assistant present
- Cold Packs - Students are not to apply ice to themselves or a peer without the instructor or OTD graduate assistant present
- Ultrasound - Students are not to use the ultrasound equipment without the instructor or OTD graduate assistant present.
- Electrical stimulation/TENS - Students are not to use any electrotherapeutic agent without the instructor or OTD graduate assistant present.

Mechanical Lift Safety:

- Students are not allowed to operate mechanical lifts unless supervised by an instructor. A minimum of two persons should be assisting students with using all mechanical lifts at all times.

Splinting Supplies:

- Students are not authorized to use splinting materials including splinting pan unless supervised by OTD faculty or graduate assistant. Splinting scissors must not be used to cut paper.

Other:

- Sensory Equipment - Students are not to use the sensory equipment without the instructor or OTD graduate assistant present (e.g. swings)
- OTD students are not to work with a child for any reason without the instructor present.

Incident Reporting

Any occurrence of an incident resulting in injury must be reported to the Program Director of the OTD program and WNE Public Safety immediately at 413-782-1207.

APPENDIX I

INFECTION CONTROL POLICY

The following policy refers specifically to the Doctor of Occupational Therapy program at Western New England University. Clinical and community-based settings may have other policies. In these situations, the policies will be made available at the site. Infection control standards must be followed by all OT students and practitioners. The following information is the most update-to-date protocol from the Center for Disease Control and Prevention website ("Handwashing - Clean Hands Save Lives | CDC," 2022).

General infection control procedures include:

- Wearing personal protective equipment (protective gloves, masks, gowns, eyewear, and face shields) whenever splashing or splattering of blood or other bodily fluids may occur.
- Thorough handwashing with soap and water before and after client contact is required. Follow the Centers for Disease Control Handwashing recommendations:
 - WET hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 - LATHER hands by rubbing them together with the soap. Lather the backs of the hands, between the fingers, and under the nails.
 - SCRUB hands for at least 20 seconds. If there is no timer available, hum the “Happy Birthday” song from start to finish two times.
 - RINSE hands well under clean, running water.
 - DRY hands using a clean towel or air dry.
- In the event proper handwashing is not available, the use of antiseptic hand gel is recommended. The CDC recommends the use of an alcohol-based hand sanitizer containing at least 60% alcohol. Antiseptic hand sanitizer recommendations include:
 - APPLY product to the palm of one hand (check label for correct amount).
 - RUB hands together.
 - RUB the product over all surfaces of the hands and fingers until hands are dry.
- Clean and disinfect all equipment/devices used in client care after each client contact or when exposed to bodily fluids.
- Universal precautions MUST be followed at all times and in all situations in the presence of blood or other bodily fluids.

INCIDENT REPORT FORM

ENVIRONMENTAL, SAFETY, AND RECYCLING OFFICE

LABORATORY INCIDENT REPORT

THIS FORM IS TO DOCUMENT SMALL, INCIDENTAL SPILLS/EXPOSURES OF HAZARDOUS CHEMICALS OR INJURIES THAT OCCUR IN THE LABORATORY. INCIDENTS INVOLVING THE FOLLOWING SCENARIOS MUST BE IMMEDIATELY REPORTED TO PUBLIC SAFETY. IF YOU ARE NOT SURE WHETHER TO FILL OUT THIS FORM, CONTACT TIMOTHY KEEFE AT TIMOTHY.KEEFE@WNE.EDU OR 413.782.1634.

- Chemical spills which create hazardous conditions.
- Chemical spills involving highly hazardous products.
- Chemical spills to the environment.
- Injury (Student or Faculty)
- Fire (Any)

THIS FORM SHOULD BE FILLED OUT BY ANY STUDENT OR FACULTY INVOLVED IN A LABORATORY INCIDENT. THIS MAY BE IN THE CLASSROOM OR RESEARCH SETTING. INDIVIDUALS INVOLVED IN AN EXPOSURE SHOULD GO TO HEALTH SERVICES. IF A STUDENT IS INVOLVED, THIS FORM SHOULD BE FORWARDED TO THE APPROPRIATE INSTRUCTOR, DEPARTMENT CHAIR, DEAN SPOONER, WNE ENVIRONMENTAL SAFETY AND HEALTH OFFICER AND THE CHAIR OF THE SAFETY COMMITTEE. IF ONLY FACULTY ARE INVOLVED, THIS FORM SHOULD BE FORWARDED TO THE APPROPRIATE DEPARTMENT CHAIR, WNE ENVIRONMENTAL SAFETY AND HEALTH OFFICER AND THE SAFETY COMMITTEE.

-
- Name of Person(s) Involved (include if they are faculty, staff or student):

 - Witnesses to the incident (If applicable)

 - Name of Responsible Faculty or Responsible Supervisor/Manager:

 - Department:

-
- Time and Date of Incident:

 - Location:
-

- **Incident Details (what happened, equipment involved, chemicals. Provide as much details as you can; attach a blank sheet to this form if need):**
- **Actions Taken (spill cleanup, medical assistance needed, procedures etc.):**
- **Outcomes (if applicable):**
- **Lessons Learned (were actions corrected, change in policy?):**

This form was completed to the best of my knowledge please sign below:

Faculty or Supervisor/Manager Signature:

I was present during the laboratory safety orientation given by my instructor and subsequently signed a laboratory safety contract. I understood, and am satisfied, with the response actions implemented during this incident and all information included in this document. Please sign below:

Student Signature (If applicable):

REFERENCES

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- American Occupational Therapy Association [AOTA]. (2016). *The Reference Manual of the Official Documents of the American Occupational Therapy Association, Inc.* (21st ed.). Retrieved from https://myaota.aota.org/shop_aota/prodview.aspx?PID=330004051&SKU=900487&TYPE=D
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- Schon, D. (1983). *The reflective practitioner: how professionals think in action*. New York, NY: Basic Books.
- Weimer, M. (2013). *Learner centered teaching: Five key changes to practice* (2nd ed.). New York, NY.



Acknowledgment of Receipt of *COPHS Student Handbook and OTD Student Handbook Supplement*

I hereby acknowledge that I have received an electronic copy of the Western New England University College of Pharmacy and Health Sciences *Student Handbook* (COPHS-SH) and the Doctor of Occupational Therapy *Student Handbook Supplement* (OTD-SHS). I understand that I am responsible for reading both of these documents promptly and thoroughly, and for abiding by the contents which set forth the terms and conditions of my enrollment. Ignorance of the contents of the *Student Handbook* (COPHS-SH) and the *OT Student Handbook Supplement* (OTD-SHS) is not a valid defense to any violation of the codes, policies, requirements, or guidelines therein. I understand that if I have any questions regarding the *Student Handbook* or the *OT Student Handbook Supplement*, I am to discuss them with my OTD program academic advisor, or appropriate individuals in the College of Pharmacy and Health Sciences Office of Student Affairs.

I understand that circumstances will undoubtedly require that the policies, procedures, rules, and benefits described in the *Student Handbook* (COPHS-SH) and the *OTD Student Handbook Supplement* (OTD-SHS) change from time to time as the Western New England COPHS and Doctor of Occupational Therapy Program deem necessary and important. I understand that such changes will be incorporated into future editions of the COPHS-SH and the OTD-SHS, for which I am responsible.

I also acknowledge that the contents of the COPHS-SH and the OTD-SHS were discussed with me during the new student orientation and that I had the opportunity to ask questions regarding the contents of these documents.

Signed: _____ Date: _____

Printed Name: _____

