Welcome to the Master of Occupational Therapy Program. This handbook has been designed to assist you in understanding the Occupational Therapy Program and its policies, procedures, and facilities. We trust that this information will be of value to you.

It is the responsibility of EACH student to become familiar with the general policies for all Chatham University students that are outlined in the Chatham University Catalogue and Chatham University Graduate Student Handbook (available online). In addition, there are policies which are unique to Health Science students, and some which are unique to occupational therapy students. This manual is devoted to outlining the occupational therapy policies for you.

Information contained in the Chatham University Catalogue or in this handbook is not to be regarded as creating a binding contract between the student and the School. The School reserves the right to change the fees, regulations, and schedules pertaining to admission and registration; to change academic policies, programs, and degree requirements; and to change any other regulation affecting the student body. Changes go into effect as necessary and apply to both matriculated and prospective students.
I. CURRICULUM

A. Description of the Program

1. Institution Mission

Chatham University prepares its students, bachelors through doctoral level, on campus and around the world, to excel in their professions and to be engaged, environmentally responsible, globally conscious, life-long learners, and citizen leaders for democracy. Chatham College for Women offers superb career preparation informed by the liberal arts. Chatham College for Graduate Studies and Chatham College for Continuing and Professional Studies provide men and women with undergraduate, graduate, professional, and continuing education of the highest quality with primary emphasis on preparation for work and the professions.

2. Program Mission

The educational mission of the Chatham University Master of Occupational Therapy Program is consistent with that of the University. It is our mission to prepare our students for entry level professional practice by facilitating in them:

a. The ability to think and reflect critically about local, national, and global issues impacting occupational therapy practice and make professional judgments which consider and integrate the complex and multifaceted nature of clients' occupational performance problems.

b. The knowledge, skills, and attitudes necessary for current and future practice of the profession, in order to advance the quality of human life in an ever-changing health care environment.

c. An awareness of the responsibility that is legitimized in them concomitant with the special status afforded health professionals in our society.

d. A respect for cultural and individual similarities and differences through the use of a client centered approach, and a recognition of the role of occupation in the realization of participation, health, and human potential.

e. A commitment to and valuing of life-long learning through engagement in service, professional leadership, and ongoing scholarly pursuits.

3. Philosophy

The Chatham University Master of Occupational Therapy Program emulates the philosophy of occupational therapy as articulated in the Philosophical Base of Occupational Therapy (American Occupational Therapy Association, 1995). We believe that individuals are biopsychosocial, spiritual, and occupational beings who have the capacity to influence their health through participation in everyday activities that are intrinsically meaningful and purposeful to them. Human beings influence and are influenced by their physical and mental health, their spirituality, and their social, physical, and cultural environments through participation in activity, purposeful activity, and occupation. As described in the Occupational Therapy Practice Framework: Domain and Process (American Occupational Therapy Association, 2008, p. 629) “Occupational therapy practitioners recognize that health is supported and maintained when clients are
able to engage in occupations and activities that allow desired or needed participation in home, school, workplace, and community life.”

The program is grounded in the belief that the ability of an individual to engage in chosen occupations (occupational performance) is dependent upon the dynamic interplay between the innate capacities of the person, the demands of the occupation, and the influence of the contexts and environments in which the occupation is performed. We recognize that occupational performance can be impacted by disease, developmental delay, psychosocial conditions, trauma, and contextual factors. The notion of a client centered approach is central to the program’s philosophy. In determining clients’ needs, wants, and expectations, occupational therapy practitioners work collaboratively with individuals, populations, and organizations to evaluate, restore, and enhance occupational performance and promote wellness. Appreciating the impact of the power of occupation on health, wellness, and quality of life, the program recognizes that occupation is the essential medium of both therapeutic interventions (means) and outcomes (ends) (Gray, 1998).

The program believes that the teaching learning experience is developmental in nature and is based on the principles of constructivist learning theory (Mezirow, 2000). Using a developmental perspective, concepts are initially introduced and subsequently developed throughout the curriculum at increasing levels of complexity. Students evolve along several continuums including faculty-directed to student-directed learning; content emphasized to process focused; passive learning to active engagement; and contrived to contextual learning experiences. Students are expected to progress towards self-reliance as they move from novice to entry level practitioners through graded academic and fieldwork demands, internalization of faculty modeled behavior, and self reflection. Throughout the curriculum, students are encouraged to identify and question assumptions, and reflect on previous knowledge and experiences as they move towards constructing new meaning and a sense of professional identity (Mezirow).

**Curriculum Design**

The curriculum design of the Master of Occupational Therapy Program at Chatham University consists of three interrelated threads which are Professional Reasoning, OT Knowledge and Skills, and Professional Growth and Development. These threads are developed throughout the curriculum at three levels: beginning, intermediate, and advanced, which are reflective of Bloom’s taxonomy of educational objectives (Bloom, 1956). At the beginning level, students are presented with foundational knowledge and concepts, which serve as the basis for future learning. At this level, students learn and process information and experiences specific to each of the curricular threads. As the curriculum progresses, the threads are further developed and woven together in an increasingly complex and dynamic manner to facilitate student progression through the intermediate to advanced level. At these higher levels of learning, students are expected to integrate and synthesize information and experiences as they relate to the curricular threads. The Chatham University Master of Occupational Therapy Program is grounded in the belief that *Professional Reasoning, OT Knowledge and Skills, and Professional Growth and Development* are interdependent competencies essential for successful entry level practice.

Initially, learning occurs within the individual threads of the curricular design. At the intermediate level, the threads expand and converge, as the students’ knowledge broadens and they begin to make conceptual connections. Finally, at the advanced level, the threads mesh together such that the individual threads begin to become indiscernible, representing integration of *Professional Reasoning, OT Knowledge and Skills, and Professional Growth and Development* necessary for entry level practice.
Thread 1: **Professional Reasoning** is defined as “the process that practitioners use to plan, direct, perform, and reflect on client care” (Schell, 2009). Professional reasoning begins with critical thinking which includes the process of evaluating and judging the accuracy of information through questioning and probing of ideas in order to make informed conclusions (Ruggiero, 2008).

Thread 2: **Occupational Therapy Knowledge and Skills** is defined as a dynamic understanding of the theoretical tenets, the domain and process of occupational therapy (AOTA, 2008), and the competent application of that knowledge to OT practice. Occupational therapy knowledge and skills include professional standing and responsibility, screening, evaluation, re-evaluation, intervention, and outcomes (AOTA, 2005).

Thread 3: **Professional Growth and Development** encompasses a myriad of experiences that promote life long learning including servant leadership, enculturation into the profession, ongoing self assessment, and engagement in continuing education and scholarly endeavors. Professional growth and development is viewed as a progression along a continuum from didactic instruction and modeling by faculty to an interdependent community of self directed learners.
Program Goals and Student Learning Outcomes:

The curriculum design consists of three threads and three levels. The learning experiences are designed to enable the graduate to demonstrate the three major program outcomes at a level consistent with candidacy for entry-level practice:

**Outcome #1: Professional Reasoning**

Professional Reasoning is defined as “the process that practitioners use to plan, direct, perform, and reflect on client care” (Schell, 2009). Professional reasoning begins with critical thinking which includes the process of evaluating and judging the accuracy of information through questioning and probing of ideas in order to make informed conclusions (Ruggiero, 2008).

Beginning Level: The student will:

- understand the dimensions of the professional reasoning process across the domains of occupational therapy.
- understand the importance and the impact of context and environment (cultural, personal, temporal, physical, virtual, and social) on occupational engagement.
- identify client centered occupational performance problems and ask appropriate questions.
- describe the importance of evidence based practice in the OT process.

Intermediate Level: The student will:

- identify client centered occupational performance problems and generate possible solutions.
- synthesize new concepts with previously learned information to make decisions regarding evaluation and intervention.
- begin to use evidence-based practice to support decision making.

Advanced Level: The student will:

- recognize the role of experience and ongoing self directed learning in professional reasoning.
- incorporate evidence-based practice in evaluation and intervention planning.
- reflect on the dynamic relationship between the person, environment and occupation in order to choose and/or modify an appropriate course of action.
- modify evaluation and intervention choices based on client needs and priorities.
**Outcome #2: Occupational Therapy Knowledge and Skills** is defined as a dynamic understanding of the theoretical tenets, the domain and process of occupational therapy (AOTA, 2008), and the competent application of that knowledge to OT practice.

Beginning Level: The student will:
- understand and articulate the basic tenets and foundational history of the profession, including the power of occupation to support health and participation, the concept of client centeredness as a core principle of the profession, and the value of evidence to support practice.
- understand and use structured interviews, directed observations, and standardized/non-standardized assessment tools, and discuss and document results using professional terminology.

Intermediate Level: The student will:
- select and administer appropriate evaluation methods/tools, including scoring, interpreting and documenting results.
- formulate and implement a client centered intervention plan, guided by the occupational profile, conceptual practice models, and the best available evidence.

Advanced Level: The student will:
- demonstrate therapeutic use of self in response to the changing needs of clients in their context(s) and environment(s).
- adapt evaluation, intervention, and service delivery methods to meet the dynamic needs of clients in their context(s) and environment(s).
- apply knowledge and strategies related to the management of occupational therapy services, including program development, marketing, program evaluation, and reimbursement.
- integrate evidence-based practice into the occupational therapy process.

**Outcome #3: Professional Growth and Development** encompasses a myriad of experiences that promote life long learning including servant leadership, enculturation into the profession, ongoing self assessment, and engagement in continuing education and scholarly endeavors.

Beginning Level: The student will:
- identify and articulate an understanding of behaviors that are consistent with the AOTA Code of Ethics, national, regional and local governing bodies and their implications for practice.
- understand the role and importance of professional organizations associated with occupational therapy practice.
- identify and demonstrate behaviors consistent with the role of a professional, including verbal and non verbal communication, presentation of self, servant leadership, and active engagement in the learning process.

Intermediate Level: The student will:
- identify ethical and/or legal issues in order to generate options for resolution.
• reflect upon their own professional development and identify areas of strength, areas for improvement, and goals for professional growth.
• demonstrate behaviors consistent with evidence based practice.

Advanced Level: The student will:
• generate options for reconciling ethical and/or legal issues and articulate an understanding of the issues relevant to all parties.
• modify presentation style and level of content to meet the needs of the person, population and/or organization.
• integrate leadership skills and personal attributes to serve in the role of occupational therapy advocate.
• develop a plan for continued scholarly activities.
• analyze and synthesize research findings related to occupational therapy practice and communicate relevant evidence to identified stakeholders.


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<tr>
<th>Term</th>
<th>Credits</th>
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<th>Course Title</th>
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<td><strong>Year I Fall 2010</strong></td>
<td>3</td>
<td>OTH 601</td>
<td>Foundations of Occupation and Occupational Therapy</td>
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<td>4</td>
<td>OTH 603</td>
<td>Introduction to OT Assessment and Intervention Skills</td>
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<td></td>
<td>3</td>
<td>OTH 605</td>
<td>Mental Health and Occupational Performance</td>
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<td>OTH 612</td>
<td>Evidence-based Practice I</td>
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<td>4</td>
<td>BIO 503</td>
<td>Human Anatomy</td>
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<td>OTH 622</td>
<td>Occupational Performance in Children and Adolescents</td>
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<td>OTH 626</td>
<td>Occupational Therapy Models of Practice</td>
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<td>OTH 637</td>
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<td>OTH 635</td>
<td>Pediatric Fieldwork I – A and Seminar</td>
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<td>BIO 506</td>
<td>Principles of Neuroscience</td>
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<td>Occupational Performance in the Aging Population</td>
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<td>Biomechanics and Occupational Performance</td>
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<td>3</td>
<td>OTH 632</td>
<td>Environmental Interventions</td>
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<td>OTH 643</td>
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<td>OTH 636</td>
<td>Adult Fieldwork I – B and Seminar</td>
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<td>Advanced Topics in Occupational Therapy</td>
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<td>OTH 641</td>
<td>Neurological Conditions and Occupational Performance</td>
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<td>OTH 644</td>
<td>Community Based Fieldwork I – C and Seminar</td>
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<td>OTH 645</td>
<td>Professional Leadership and Management</td>
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<td>Fieldwork Level II – B</td>
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**TOTAL CREDITS = 87**
4. Course Sequence Requirements

Changes to the published course sequence must be approved by the Occupational Therapy Academic Committee. For full time students, successful completion of Human Gross Anatomy (BIO 503) is required before Principles of Neuroscience (BIO 506), Functional Neuroscience (OTH 637), Occupational Performance in the Aging Population (OTH 623), Adult Fieldwork I-B and Seminar (OTH 636), Biomechanics and Occupational Performance (OTH 624), Neurological Conditions and Occupational Performance (OTH 641), Advanced Topics in Occupational Therapy (OTH 610), Community Based Fieldwork I–C and Seminar (OTH 644), and Fieldwork II Seminar (OTH 660).

Successful completion of Principles of Neuroscience (BIO 506) is required before Occupational Performance in the Aging Population (OTH 623), Biomechanics and Occupational Performance (OTH 624), Adult Fieldwork I-B and Seminar (OTH 636), Neurological Conditions and Occupational Performance (OTH 641), Advanced Topics in Occupational Therapy (OTH 610), Community Based Fieldwork I–C and Seminar (OTH 644), and Fieldwork II Seminar (OTH 660).

Successful completion of Evidence-based Practice I (OTH 612) is required before Evidence-based Practice II (OTH 628) can be taken. Evidence-based Practice II (OTH 628) is required before Evidence-based Practice III (OTH 643) can be taken. Successful completion of both Evidence-based Practice II (OTH 628) and Evidence-based Practice III (OTH 643) are required before Evidence-based Practice Capstone Project (OTH 646) can be taken.

All academic coursework and Fieldwork Level I must be completed successfully before the student can take Fieldwork Level II (OTH 662 and 665).

Level II Fieldwork experience is required for graduation from Chatham University. During this phase, the student spends a minimum of 24 weeks of full-time practice in hospitals, clinics, schools or agencies with supervision as required by AOTA/ACOTE standards.

Upon successful completion of the program, a Master of Occupational Therapy (M.O.T.) degree is awarded. Students are then eligible to apply to take the national examination for certification, which is given by the National Board for Certification in Occupational Therapy (NBCOT).

II. LIBRARY

Chatham University’s Jennie King Mellon Library (JKL) is located on the Shadyside campus of Chatham University. Students have access to all reference materials including designated Health Science Journals and a variety of online databases. Students can perform on-line database searches from any computer on or off campus. If materials are not available at JKL, materials can be obtained through inter-library loan. Students may also borrow materials from Carnegie Mellon University. Additionally, any student residing in Allegheny County has access to all of the Carnegie Public libraries.

Librarians at JKL are available to students for research consultation. The OT department also has its own library of texts and journals in the OT Library on the Eastside campus. Students are able to borrow materials from faculty offices with faculty permission.
III. ACADEMIC POLICIES

Chatham’s Master of Occupational Therapy (M.O.T.) Program assists students in developing to their fullest potential, both personally and professionally. Students in this program are prepared as candidates for entry-level positions as practicing occupational therapists, once they have passed the national registration examination. In addition, graduates are prepared as active research consumers and participants in conducting and reporting research. Graduates are also prepared to actively engage in professional and community organizations.

A. Program of Study

The M.O.T. Program curriculum design is based upon self-directed, active, experiential and didactic learning strategies. The curriculum’s focus is on developing and applying professional reasoning skills; acquiring, evaluating, and using occupational therapy knowledge; developing occupational therapy clinical skill proficiency; developing research consumer and participant skills; and increasing awareness of and participation in professional and community service activities. Graduates of the program will be able to demonstrate knowledge, skills and attitudes necessary as candidates for entry level practice. The entry-level occupational therapist shall display proficiency in applying critical thinking strategies and professional reasoning skills to the occupational therapy process, and a strong personal commitment to professional growth and development. Students will also complete clinical observations and fieldwork training as part of the degree requirements. These assignments, which will be provided in a variety of settings, locations, and times throughout the duration of the program, will be integrated into a plan of study for the student by the fieldwork coordinator in collaboration with the academic faculty.

Degree Requirements

The entry-level master’s program in occupational therapy leading to the Master of Occupational Therapy (M.O.T.) degree is for University graduates who wish to become occupational therapists. The degree candidates must successfully complete a minimum of 87 graduate credits in the Occupational Therapy curriculum at Chatham University. The program includes a group research project and clinical experiences in facilities that offer OT services as well as in community facilities that do not offer OT services. The program is 16 months in length plus a minimum of 24 weeks of full-time fieldwork experience. Exemptions from and substitutions for courses require approval by the program director.

Students enrolled full-time must complete all degree requirements no later than five years after the date of first enrollment in the program. Students enrolled part-time must complete all degree requirements no later than seven years after the date of first enrollment in the program. A student may petition the Graduate Programs Committee, through the Occupational Therapy Program Director, for an extension of candidacy for a limited period if such extension is sought before these time limits expire. If the time limit has expired, a student may seek readmission into the program.

B. Academic Standing

Fully Admitted Students: As stated in the Graduate Student Handbook, “successful completion of a Chatham University graduate degree requires that students maintain a minimum cumulative grade point average (GPA) of 3.0. The Registrar reports all grades and credits earned to all students and their advisors at the close of each term. To this end, a student whose GPA for a semester falls below a 3.0 will be notified along with the advisor and will be placed on academic probation. Students who are on academic probation and fail to make a 3.0 for the next semester or fail to have a 3.0 GPA overall after two semesters will be dismissed from the program” (p.2).
**Conditionally Admitted Students:**
As stated in the Graduate Student Handbook “Students admitted to a graduate program on a provisional basis are on probation; if a student earns a grade lower than B- in the first semester or fails to earn a 3.0 GPA, the student will be dismissed from the program. Otherwise, the probationary status will be lifted at the end of the first semester” (p.2)

**For all students**, grades below B- are not used in meeting graduate degree requirements but are computed in the cumulative grade point average. If a student earns a grade below B- in any of the courses required for the degree, the Occupational Therapy Academic Committee will review the student’s record and may allow the student to repeat the course however the student will not be able to continue with linked subsequent courses (See p. 9, number 4). Alternatively, a student receiving a grade below a B- in any course may be dismissed from the program at the discretion of the Occupational Therapy Academic Committee.
A second grade below a B- in a repeated course or in any other course in the MOT curriculum will result in dismissal from the Occupational Therapy Program.

When a student is subject to dismissal from the program for any reason, the student may not register for additional work without the prior approval of the Occupational Therapy Academic Committee and the Director of the Occupational Therapy Program.

Furthermore, a student will be subject to probationary status, removal of degree candidacy, dismissal from the program, to not being permitted to continue in the program, and denial of permission to enroll in the courses, if the student:
- Violates the standards of ethical practice or professional behavior as outlined by the academic and clinical educational program handbooks in occupational therapy
- Violates the honor code of Chatham University
- Endangers the welfare of a patient while engaged in a fieldwork experience

C. **Appeal of Academic Regulations**
Students who are removed from candidacy for academic reasons or believe there has been an unjust decision may appeal the decision. As stated in the Graduate Student Handbook, “appeals made by graduate students must follow the procedures established by the Chatham University faculty and the program involved; as student must appeal decisions in the following order: 1. Faculty Member 2. Program Director 3. Dean 4. Vice President for Academic Affairs” (p. 8). (For details of the Appeal Process, see Chatham University Graduate Student Handbook).

D. **Academic and Social Behavior**
All students are expected to conduct themselves as responsible members of the University community by adhering to the academic and social guidelines in accordance with the honor system at Chatham University. These guidelines, policies, and appeal processes are set forth in the Chatham University Catalogue and Graduate Student Handbook.
E. Requirements for Graduation
1. Successfully complete all courses with a cumulative QPA of 3.0 or better.
2. Successfully complete the following courses for a grade of “Pass”: OTH 635, 636, 660, 662, 665, and 610.
3. Successfully complete a minimum of 24 weeks of fieldwork II experience in a clinical facility that holds a contractual agreement with the Chatham University Occupational Therapy Program.
4. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
5. Payment of any outstanding financial obligations to the University.
6. Completion of application for graduation and payment of graduation fee.

F. Grading
The grades used in the Occupational Therapy courses at Chatham University are as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Satisfactory</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>Satisfactory</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Course must be repeated to count toward degree</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>Course must be repeated to count toward degree</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Unsatisfactory performance, no credit</td>
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<tr>
<td>P</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td>No credit</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete work in a course</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal from course with no penalty</td>
</tr>
</tbody>
</table>

No course with a grade of below a B- will count toward a graduate degree. If a student earns a grade below a B- in any of the courses required for a graduate degree, the course must be repeated. A second grade below a B- in a repeated course or in any other course in the MOT curriculum will result in dismissal from the Occupational Therapy Program.

The registrar reports all grades and credits earned to all students and their advisors at the close of each term.
G. Accreditation

The Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220 (telephone: 301-652-AOTA). Graduates of the program are eligible to apply to take the national certification examination administered by the National Board for certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licenses in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

H. Employment Opportunities

Following graduation, certification, and licensure, the occupational therapist is qualified to provide care for a wide variety of people. Services are provided in numerous settings such as: acute care hospitals; rehabilitation centers; public schools; early intervention programs; nursing homes; private practice; home care, community-based programs; extended care facilities; and mental health programs. The increasing public awareness of health problems and the value of rehabilitation and health promotion for many types of clients indicate that the need for therapists will continue to grow. Salaries are commensurate to those in other health professions requiring equivalent University preparation.

I. Other Academic Policies

Students should become familiar with the academic policies found in the Chatham University Graduate Student Handbook. In addition to policies found in that document, the following policies will apply:

1. Students are responsible for their actions. It is the student's responsibility therefore to become familiar with and abide by all academic policies.

2. All examinations will not necessarily be monitored by the faculty. Each student is responsible for maintaining honesty and integrity.

3. Chatham University students pledge to maintain the Honor Code, which states in part that: “Honor is that principle by which we at Chatham form our code of living, working, and studying together. The standards of honor at Chatham require that all students…act with intellectual independence, personal integrity, honesty in all relationships and consideration for the rights and well being of others”.

Additional information about the Honor Code can be found in the Graduate Student Handbook (on the web at mychatham.edu) and is also available @ [http://www.chatham.edu/campuslife/osa/honorcode/](http://www.chatham.edu/campuslife/osa/honorcode/)

4. Academic dishonesty, as outlined in the Chatham University Graduate Student Handbook, will not be tolerated.
   a. Cases of students accused of Academic Dishonesty will follow the procedures as outlined in the Chatham University Graduate Student Handbook and this handbook.
   b. In any instance of suspected Academic Dishonesty, students should consult with their advisor, a faculty member, or the Director of the Occupational Therapy Program.
c. In instances of known Academic Dishonesty, it is the responsibility of the student to report the incident to an occupational therapy faculty member, advisor, or the Director of the Occupational Therapy Program.

5. Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Both cheating and plagiarism are violations of the Chatham University Honor Code (Chatham University Graduate Student Handbook). Any student who cheats or plagiarizes may be dismissed from the Occupational Therapy Program.

6. Final grades for all academic courses and modules taught by the occupational therapy faculty are given on a regular grading option (letter grade) or pass/fail option. Consult individual course syllabi for the option in effect for each specific course. A grade below a B- is not acceptable in the Occupational Therapy Program.

7. Progress through the curriculum depends on consistent satisfactory completion of each course or module at the time the course or module is offered.

8. It is the student's responsibility to seek assistance from course instructors, mentors, and other faculty members whenever they believe they are not progressing satisfactorily.

9. Final grades for Level II Fieldwork minimum criteria for passing are established by AOTA’s Fieldwork Performance Evaluation for the Occupational Therapist (See 4.8 and Appendix A Level II Student Manual). Students failing to meet these minimum criteria may be subject to dismissal or expected to complete an additional Fieldwork placement.

10. In the process of becoming a professional, the student accepts certain responsibilities. One responsibility is the development of professional behavior. Professional behavior in the academic setting includes but is not limited to integrity, respect, openness to new situations and people, intellectual curiosity, taking personal and professional responsibility for one's own actions, following policies and procedures, the utilization of effective communication skills and a commitment to safe and ethical practice. These are components of professional behavior expected of student occupational therapists. Students who fail to demonstrate appropriate professional and ethical behaviors are subject to probation and dismissal from the MOT Program.

11. Attendance at all classes and on fieldwork is required. Changes to this expectation are at the discretion of each course coordinator/instructor. If a student cannot attend a class, it is the student’s responsibility to call each course instructor prior to the start of class. In the case of a class absence, it is the student’s responsibility to request a copy of class handouts from the instructor or fellow student. The student will be expected to master course objectives covered in the missed class and any additional work as deemed appropriate by the course instructor. Faculty members are not obligated to spend additional time to remediate students or to provide class materials to students who were not in attendance due to an unexcused absence.

12. Students are expected to be on time for all classes. This is considered an important professional behavior.
13. The following procedures will be applied to any student who fails to adhere to the policies in this handbook. The offenses are considered cumulative regardless of the nature of each offense.

a. **First offense** - Students will meet with the faculty member involved and/or the student's Academic Advisor to discuss the problem. A verbal **warning** will be given to the student. A record of the verbal warning will be placed in the student's file.

b. **Second offense** - Student will meet with the Occupational Therapy Program Director, the faculty member involved and/or the Academic Advisor to discuss the problem. A letter addressing the offense will be written by the faculty member involved. A copy of the **first written warning** will be given to the student and a copy placed in the student file.

c. **Third offense** - Student will meet with the Occupational Therapy Program Director, the faculty member involved and/or the academic advisor to discuss the problem. A **second written warning** will be completed by the faculty advisor who will give the letter to the student and place a copy in the student file. In the event of a third offense, the student may forfeit clinical selection privileges. The Academic Committee will meet and the student may be subject to academic probation, placement on provisional status, or dismissal from the program.

d. **Fourth offense** - student may be dismissed from the program.

14. Students have the right to appeal any decision of the Occupational Therapy Academic Committee. The Grievance procedure is published in the Chatham University Graduate Student Handbook and in the Chatham University Catalogue.

15. Students with special learning needs are responsible for contacting the PACE Center (Janet James, x1611) in order to identify any needed accommodations. This must be presented in writing to the instructor at the beginning of each semester.

J. **General Policies**

1. **Liability Insurance**
Clinical facilities require each student to carry professional liability insurance with the minimum limits of $1,000,000 per occurrence and $3,000,000 annually. The cost for this insurance is billed to the student each semester.

2. **Communications**
Cell phones and pagers must be turned off during class times. Exceptions may be made at the discretion of the instructor (with advanced notice provided).

Students may **not** use telephones in faculty or secretarial offices for personal use (local or long-distance).

Students will receive e-mail accounts through the Information Technology Department (located in the library) during orientation. Important information may be communicated via e-mail between faculty and students. Students are encouraged to check their Chatham University e-mail accounts on a daily basis, including at least one day prior to the start of each term.

Academic courses in the OT curriculum are accessible on Moodle (accessed through the Chatham University homepage). Individual instructors will detail Moodle requirements and post syllabi and course materials.
Photographs may be taken in the course of the OT education program. These photographs are sometimes used for program promotion. If you do not wish to have your photograph used for program promotion, please alert the OT Program Director.

3. **Building Hours**
The OT classroom, lab, and apartment will remain open during classroom hours only. Students who wish to have access to these areas after hours must fill out a "Room Access Permission Slip". The Eastside campus has security available after hours; students should use the back entrance (park lot canopy entrance) and present the "Room Access Permission Slip" to security along with the student’s Chatham University access card in order to use a requested room. Students entering the building after hours must be accompanied by another Chatham University community member.

4. **Dress Code**
There is no dress code for the program's usual academic activities. During lab experiences, special academic events and extra curricular activities, students will wear appropriate clothing for the experiences as explained by the course instructor. During off-campus academic learning experiences, students will be expected to wear their Chatham University nametags, be neatly groomed and dress conservatively and professionally. Jeans, shorts, and culottes are not acceptable attire for Fieldwork I or II, nor for special academic activities (see Level II Fieldwork Manual for details).

5. **Professional Organizations**
All students are required to join and maintain membership in the Pennsylvania and American Occupational Therapy Associations while enrolled in the curriculum. Professional organizations provide you with information and technical assistance critical to your education. Professional organizations offer among other things, networking opportunities, collegiality, scholarships, and research grants.

6. **Campus/Class Organizations**
All students are encouraged to actively participate in Chatham and class activities. Attendance at certain extracurricular activities, such as Community Meetings and Student Occupational Therapy Association (SOTA) meetings is required. Additionally, Chatham University’s Global Focus Program, concentrating on one area of the world, offers students a unique opportunity to learn about the history and culture of other regions. All students are invited and encouraged to participate in these events, as well as other events at the University.

7. **Student Participation in Department Matters**
Students will be given the opportunity to become involved in curriculum and policy development through representation on the Department Committees and during the Community and SOTA meetings.

8. **Smoking**
Chatham has a no smoking policy. Smoking is not permitted in the classrooms or in any building.

9. **Therapeutic and Classroom Equipment**
Equipment and resources must be checked out from the instructor who requires its use or from a designated OT lab assistant. Equipment usage other than for course requirements must be cleared through the program director. All equipment should be maintained and returned in the same condition upon checkout. Damaged equipment
should be reported immediately to allow for repair. Repair for damage which cannot be attributed to "normal wear and tear" is the responsibility of the user. Equipment not returned must be paid for by the user at the cost of replacement. Student grades may be held until equipment is returned or replaced.

10. **Eating and Drinking in the Facilities**
Eating and drinking in the OT classrooms are not allowed during class times. Exceptions are at the discretion of the instructor. If an instructor permits eating or drinking in the classroom, students must remove trash upon class dismissal.

11. **Advising in the Occupational Therapy Program**
Each student will be assigned an advisor, who can function as a mentor and assist the student in academic or personal matters. The student is responsible for requesting advising meetings. Students are encouraged to meet with their advisor at least twice a semester regarding academic or personal concerns. Scheduling appointments in advance will assure a student of a meeting time. Faculty would appreciate knowing the purpose of the appointment (i.e. test, schedule, personal, etc.) if possible when setting up the appointment to allow the faculty to be prepared.

12. **Fieldwork**
Refer to the Fieldwork Level II Manual.
IV. OCCUPATIONAL THERAPY HEALTH POLICIES & FIELDWORK REQUIREMENTS

A. In order to assure both student and patient safety and comply with contractual agreements with clinical facilities, occupational therapy students must meet the following health requirements. **On or before the first day of class**, students are required to submit the following to the OT Program Secretary.

1. **Proof of Medical Insurance:** one copy of your health insurance card (both sides) must be submitted to the OT Program Secretary. In addition, each student is required to register their health insurance information directly with the Chatham University Student Services on an annual basis. Any student without an existing health insurance plan is required to purchase one through the University. If you have questions, please contact Student Services at 412-365-2797.

2. **New Student Checklist:** completed by student

3. **Student Health Information:** completed by student

4. **Student Immunization Record:** completed by health care provider

5. **Student Health History:** completed by student

6. **Physical Examination:** completed by health care provider

7. **Meningitis Vaccination Waiver or Meningococcal Disease and Vaccine Fact Sheet:** completed by students living in Chatham University on-campus housing including the Chatham apartments (copy to be given to Director of Health Services).

Please keep a copy of all your health forms. You will be required to sign a consent form that allows us to send copies of the above forms to clinical sites when requested.

B. The following documents must also be submitted to the OT Program Secretary, by **September 30, 2009**.

1. **Current (within a year) and valid Cardiopulmonary Resuscitation (CPR) certification, including infants, children, and adults** must be maintained throughout the student’s enrollment in the OT Program. An American Heart Association course will be offered at Chatham for $35 (cash only) in September.

2. **Act 33/34 Clearances** (PA Child Abuse History Clearance and Request for Criminal Record Check) are required for all students. Yearly updates to these clearances may also be required depending on fieldwork site policy.

3. **Act 114 Public School Code clearances** are required of all students. This includes the Federal Criminal History Record and a fingerprint-based background check. Information can be obtained at: [http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=32413](http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=32413)
V. FACULTY

Joyce Salls, OTD, OTR/L, Associate Professor, Program Director
Received her Master of Science degree in Occupational Therapy from Boston University and her
Occupational Therapy Doctorate (OTD) from Rocky Mountain University. Joyce has worked in a
variety of practice settings including school districts, early intervention centers, private practice,
and home care in the role of clinician, consultant, and manager of OT services. Joyce is certified in
the Sensory Integration and Praxis Tests. She has published on a variety of topics including sensory
regulation, infant development and evidence-based practice. Joyce received the OT Educator
Award in 2003 from the Pennsylvania Occupational Therapy Association. She has presented at
state, national, and international conferences on a variety of topics related to infant development,
evidence-based practice, sensory integration, autism, and school based services, and has
participated in international fieldwork experiences with Chatham students. Joyce enjoys spending
her free time with her family, and enjoys running, biking, dancing, and traveling.

Cathy Dolhi, OTD, OTR/L, FAOTA, Associate Professor
Received her Bachelor's Degree in Occupational Therapy from Elizabethtown University, her post-
professional master’s degree in Occupational Therapy from the University of Pittsburgh, and her
doctorate in Occupational Therapy from Chatham University. Her 20+ years as an OT have
included positions in direct service, consultation, supervision, and management and administration
in a variety of health care delivery systems. Her clinical specialties and interests include spinal cord
injuries, prosthetics, occupation-based practice, and client-centered care. Cathy has presented and
published in a variety of venues on multiple clinical and administrative topics and is active in local,
state, and national occupational therapy organizations and initiatives. She received the OT Award of
Recognition in 1998 from the Pennsylvania Occupational Therapy Association and was recognized
as a Fellow of the American Occupational Therapy Association in 2002. Cathy has two children
and in her “spare time”, enjoys reading and scrapbooking.

Emily Eckel, OTD, OTR/L, CHT, Assistant Professor
Received her Bachelor and post-professional Masters degrees in Occupational Therapy from the
University of Pittsburgh. She also has a Bachelor of Fine Arts degree in Architecture from
Carnegie Mellon University. Her clinical experience includes work in rehabilitation hospitals,
acute care hospitals and home care. She is a Certified Hand Therapist. Her clinical specialties and
areas of interest include neurological rehabilitation, hand therapy and environmental modifications.
Emily has provided consultation and assessment services to research projects in the areas of
assistive robotics, drug studies and wheelchair seating. Emily enjoys spending time with her
family, renovating her 100+ year old home and making art dolls.

Jodi Schreiber, MS, OTR/L, Assistant Professor
Jodi is a graduate of the University of Pittsburgh where she received both a Master of Science
(1998) and Bachelor of Science degree in Occupational Therapy (1991). Jodi has provided
occupational therapy in most practice settings; this includes hospitals, nursing homes, private
homes, rehabilitation centers, and preschools. Her primary interest is in neuroscience and the
diseases/syndromes associated with the brain and spinal cord. She has presented both locally and
nationally on various topics related to low vision, visual-perceptual disorders and intervention,
motor learning, OT intervention with the neurologically impaired adult, and infusing occupation
into routine OT practice. She is a previous member of the Pennsylvania Occupational Therapy
Board of Education and Licensure and was part of the initiative to add optometrist referral to the
current Pennsylvania licensure. Jodi has been published in two national journals on the topics of
occupation based practice and the use of motor learning techniques with stroke survivors. She has
also co-authored two chapters in Willard & Spackman’s Occupational Therapy (10th Ed.) in the
areas of sensorimotor techniques and adult orthopedic dysfunction. She is most proud of her co-authorship of *Occupational Therapy Intervention Resource Manual: A Guide for Occupation-Based Practice* which focuses on the practical use of occupation within a variety of occupational therapy practice settings. Jodi is married and has two sons. She enjoys cross-word & jigsaw puzzles, craft shows, Jeopardy-quiz shows, and reading.

**Sara Dix, MOT, OTR/L, Adjunct Professor**

Received her Bachelor’s in Health Sciences and Master’s degree in Occupational Therapy from Duquesne University. She is currently employed as a Supportive Services Specialist at the Allegheny County Department of Human Services, developing and implementing vocational services for homeless populations. Sara’s experience also includes working with incarcerated populations at the Allegheny County Jail. Her areas of expertise include mental health, addiction, developing vocational programming, and community-based practice. She has presented at the national, state, and local levels in the areas of occupational therapy, public health, and workforce development. Sara has also been published on the topics of community-based practice and building a best-practice model with a homeless population. Her volunteer experience includes traveling across Russia on the Trans-Siberian Railway with the Patch Adam’s Healing Through Humor Tour, performing “clowning” acts in various orphanages, nursing homes, and prison settings. In her free time, Sara enjoys traveling and spending time with her family.

**Jennifer Lape, OTD, OTR/L, Adjunct Professor**

Received her BS in Psychology from the University of Pittsburgh, and both her Master of Occupational Therapy and Doctorate of Occupational Therapy from Chatham University. She has worked in a variety of practice settings including pediatrics (home and school-based), acute care, home health, and skilled nursing. Her primary areas of interest include sensory processing and the use of multisensory environments to increase quality of life for dementia patients, evidence-based practice in the geriatric population, and strategies to improve fieldwork education for tomorrow’s practitioners. In addition to teaching classes at Chatham, she serves as a clinical consultant and rehab program manager within a skilled nursing facility.
I have read and understand the contents of the OT Student Handbook 2010 - 2012.

______________________________  __________________________
Student Signature              Date

______________________________
Please Print Name

Please return this signed form to the Occupational Therapy Program secretary by September 1, 2010.

Thank you.