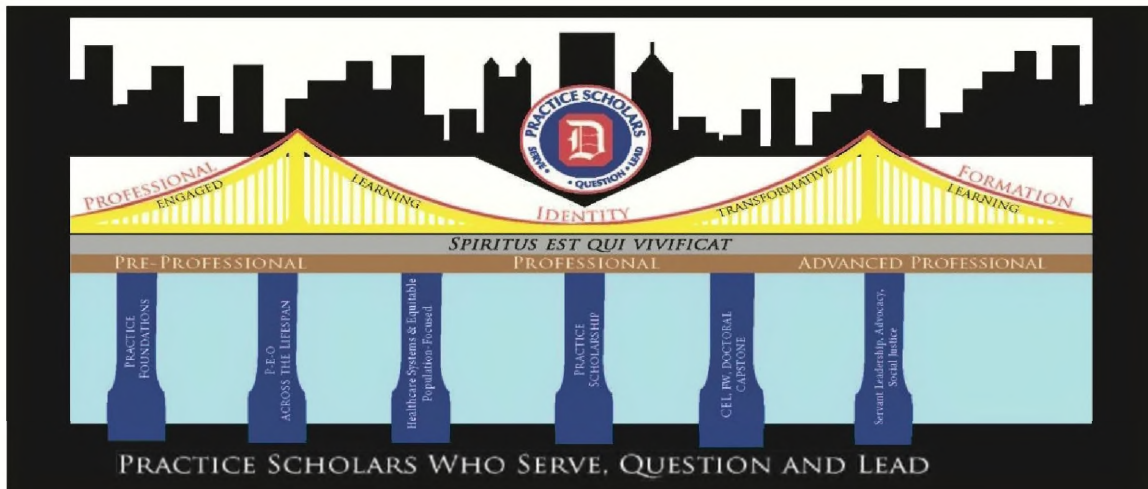RANGOS SCHOOL OF HEALTH SCIENCES
Occupational Therapy
DUQUESNE UNIVERSITY

PROFESSIONAL & ADVANCED PROFESSIONAL PHASE STUDENT HANDBOOK

DUQUESNE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

Fall 2024

Contents

DUQUESNE UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY PROFESSIONAL PHASE STUDENT HANDBOOK

HANDBOOK ACKNOWLEDGMENT AGREEMENT

All occupational therapy students entering the professional & advanced professional phase of the program are expected to READ and UNDERSTAND the information and policies contained in this manual and to ABIDE by the policies defined therein.

Students are expected to sign this *Acknowledgment Page* indicating their understanding and acceptance of these policies. This signed copy is to be returned to Melissa Blake, 234 Rangos.

The provisions of the Department of Occupational Therapy Professional Phase Student Handbook are congruent with the provisions of the RSHS Student Handbook which state "As the educational process from admission through graduation requires continuing review and appropriate approval by University officials, the provisions of this handbook are to be considered directive in character". Information contained in this handbook is accurate and effective as of Fall 2024. The University and School, therefore, reserve the right to change requirements and regulations contained herein, as well as fees, tuition, room and board, and to determine whether an individual has satisfactorily met the requirements for admission or graduation. Once enrolled, students should consult on a regular basis with their Student Success Coach and Faculty Mentor for specific information regarding academic policies pertaining to their respective program.

I,_____, have read and understand the Policies/Processes as outlined in this manual. I agree to follow and take responsibility for my actions as outlined in this manual. If I choose to take other courses of action than those outlined, I will accept full responsibility for any consequences as a result of those actions in accordance with Department, school and University Policy. **I acknowledge that I have downloaded a copy of this manual for my reference throughout the curriculum.** This confirms that I have read and fully understand the Duquesne University Department of Occupational Therapy Professional Phase Handbook.

If you have any questions concerning the concepts of this manual please speak with your faculty mentor prior to signing this form.

IMPORTANT NOTE: The material contained herein is subject to change from time to time and this publication cannot be considered an agreement or contract between individual students and the School. The Department of Occupational Therapy reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate courses as necessary.

_____   _____

Occupational Therapy Student Signature   Date

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to assist you in becoming acquainted with expectations, standards, organization and regulations of the Department of Occupational Therapy in the John G. Rangos, Sr. School of Health Sciences at Duquesne University. You are expected to read it and be familiar with its contents, and should keep it ready for reference at all times. It should be used in conjunction with the *Rangos School of Health Sciences Academic Student Handbook, the Duquesne University Student Handbook* and *the Fieldwork & Doctoral Capstone Experience Manual*. These three handbooks should be helpful in answering many of your questions and assisting you to responsibly manage your professional education experience.

GENERAL INFORMATION

History of the Department of Occupational Therapy

The occupational therapy founding program director, Dr. Patricia Crist, began working on the curriculum in January 1992. Four faculty members joined the program during the fall semester of that same year. The first freshmen were admitted to the occupational therapy program in September of 1991. Thirty-one students began their first year of professional education in August of 1992. That same group successfully completed the program and became the first graduates of Duquesne occupational therapy program in December 1994. Duquesne University was one of the first freshman-entry Masters program in the country.

In 1999 - 2000, the Department of Occupational Therapy faculty recognized that an innovative opportunity existed to partner with occupational therapy practitioners to enhance our teaching, research and service activities through addressing real life needs and problems within underserved and/or marginalized populations. Faculty, students and the community could benefit from collaborations that met existing needs of all participants. With the turn of the new millennium, the faculty in the Department of Occupational Therapy at Duquesne University engaged in the singular goal to create an innovative, dynamic educational program in occupational therapy that provided our students and the profession a unique perspective on the professional development of future occupational therapy practitioners. Building upon our faculty expertise, our unique university, community and service delivery contexts, the emerging opportunities within the profession and, most importantly, the philosophy, values and knowledge foundational to occupational therapy, the faculty determined that we could mobilize our environmental opportunities with faculty strengths and desire to make a significant contribution to the profession. The faculty made a conscious commitment to the scholarship of practice and scholarship of learning to support the evolution of a new cadre of occupational therapy practitioners called *practice-scholars*. Thus, the Practice- Scholar Initiative was created where faculty partnered with practitioners who were interested in engaging proactively in the scholarship of their everyday practice. The goal of this Practice-Scholar Initiative is to develop a cadre of practitioners actively engaged in creating evidence and outcome studies that respond to questions arising from their practice. Throughout the tenure of the Department of Occupational Therapy, maximum accreditation has been granted by ACOTE.

In 2015, the Department of Occupational Therapy began the process of developing a new curriculum for the entry-level occupational therapy doctorate (OTD), which would update the branding of the Department of Occupational Therapy at Duquesne University to be one of the few programs in Pennsylvania and the North Eastern United States that would offer both entry-level occupational therapy degrees

In 2016, the Department of Occupational Therapy at Duquesne University completed self-studies and onsite visits for the initial accreditation of the OTD program and the re-accreditation for the MSOT program. On August 7, 2016 the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredited our OT programs for the maximum accreditation periods for both programs. Our doctoral program received maximum re-accreditation on December 1, 2023 and our MSOT program is up for re-accreditation in the 2025/2026 cycle.

The philosophical core of our program is influenced by our institutional context; specifically by our identity as a Catholic University in the Spiritan tradition. As a Catholic Spiritan University the Spiritan Charism and principles of Catholic Social Teaching affects our teaching, research and service. The core of Catholic social teaching and the Spiritan mission is a focus on the integral liberation of people, action for justice and peace, and participation in development (Spiritan Rule of Life of 1840). The Spiritan perspective meshes well with occupational therapy's professional values for person-centered practice, enablement, empowerment and participation. The philosophical foundation of our curriculum addresses the call for occupational therapy to fully embrace our moral responsibility to address significant social injustices that exist in our communities and to collaborate with communities to address their needs (Kronenberg et al., 2005).

Mission

University Mission Statement
Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne University serves God by serving students through commitment to excellence in liberal and professional education, profound concern for moral and spiritual values, maintaining an ecumenical atmosphere open to diversity, and service to the Church, the community, the nation, and the world.

University Diversity Statement
In accordance with the mission statement of Duquesne University, we serve God by serving students through the maintenance of an ecumenical atmosphere embracing diversity and inclusion. Guided by the Congregation of the Holy Spirit and its members in over 60 countries, and consistent with our Catholic tradition, our commitment to inclusive excellence encompasses every aspect of personhood – including age, citizenship, disability, ethnicity, gender, race, religion, veteran status and sexual orientation. This commitment is the responsibility of every member of the Duquesne University community. On our campus and in all our efforts, broad ecumenism is both a response to the contemporary world and a timeless striving for the liberation of humanity from everything that offends dignity and freedom. In this way we advance the Reign of God in response to the Holy Spirit who gives life.

Rangos School of Health Sciences Mission

The Rangos School of Health Sciences faculty will educate ethical healthcare professionals to engage and serve diverse local and global communities to advance person-centered healthcare. In the spirit of Duquesne University, moral, ethical and spiritual values support the scientific and philosophical underpinnings of all Rangos School of Health Sciences curricula. Students will be provided with opportunities and experiences to foster the development of comprehensive knowledge for practice in health care, education, and other professional settings. This knowledge will support advanced graduate education and scholarship. Graduates from the Rangos School of Health Sciences will be culturally-competent health science professionals who demonstrate competence, leadership, expertise, and a profound moral/ethical respect for their patients/clients, professional colleagues, and the general public.

Occupational Therapy Department Mission
Inspire occupational therapy practice scholars that serve, question, and lead.

Occupational Therapy Diversity, Equity, Inclusion Statement

Department of Occupational Therapy's Commitment to Enhancing Diversity, Equity, and Inclusion, *drafted and approved August 2024.*

Our Department of Occupational Therapy acknowledges the tremendous impact that systemic forms of racism, oppression, and ableism have had on our students and the clients we support, especially among those who hold minoritized identities. We also understand that large organizations (e.g., universities, and hospitals), at times, perpetuate systemic racism and ableism. Additionally, we recognize that each person has had a unique life trajectory and that a lack of financial resources, social support, and health care places some of our students at a greater disadvantage when accessing and managing their higher education. Therefore, our Department of Occupational Therapy is committed to welcoming and supporting a student body that is inclusive of diverse perspectives and represents a full spectrum of race, ethnicity, gender, sexual orientation, religion, disability status, and neurodiversity.

To live out our Spiritan mission of walking with and uplifting those who've been marginalized, our occupational therapy faculty and staff actively take steps to enact policies to increase holistic admissions and inclusion on our campus to ensure students have a high-quality academic journey in a space where students feel a sense of belonging. We provide all students with student-centered mentorship and access to a range of academic, professional, financial, social, spiritual, personal health, and wellbeing supports. We work diligently to provide an environment that fosters student success in all university spaces, especially during their community and clinical fieldwork experiences. We also believe our students are a part of finding solutions to racism and ableism in their occupational therapy practice and provide them with the needed knowledge and skills to be advocates for all clients. By making these efforts, we hope to create a profession that is representative of the diversity we see in our global communities.

Accreditation

ACOTE accredited our MSOT program for the maximum re-accreditation period on August 5, 2016 and our OTD program for the maximum re-accreditation period on December 1, 2023. Information regarding the accreditation of Duquesne University's OT programs can be obtained by contacting the American Council for Occupational Therapy Education (ACOTE).Duquesne University's occupational therapy programs have consistently received accreditation for the maximum time periods. Information regarding the accreditation of this program can be obtained through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 7501 Wisconsin Avenue, Suite 510 E, Bethesda, MD 20814.. ACOTE's telephone number, c/o AOTA is (301)-652-AOTA, and its web address is www.acoteonline.org

Occupational Therapy Program Philosophy

The Department of Occupational Therapy holds sacred its fundamental obligations to serve God by serving students and to at animate the Spiritan Charism of Duquesne University, which call us to educate students who have a profound concern for moral and spiritual values, a hospitality to diversity and inclusion, and a commitment to service to the community, the nation and the world. The Spiritan Charism is consistent with and complements the philosophies, code of ethics, and standards of the occupational therapy profession (American Occupational Therapy Association [AOTA], 2017ab, 2020).

As a profession, occupational therapists have come to understand that occupation is a critical dimension of human existence. As stated by the AOTA (2017a) Commission on Education
> "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" (p. 1).

Engaging in occupation is a sophisticated, dynamic and active process that includes concepts of doing, being,becoming and belonging (Hitch et al., 2014; Wilcock, 1999). Throughout the lifespan, humans engage in occupations in a variety of contexts.

This person-occupation-environment interaction is essential to an individual's ability to effectively engage in meaningful, purposeful occupations throughout their life.

A deeper understanding of the interplay between the person, occupations, and their environments is gained by considering important related concepts such as quality of life, meaningful productivity, independent living, full participation, social and occupational justice, multiculturalism, and healthy lifestyles (AOTA, 2017a). In our programs, faculty foster a learning environment that is occupation-centered and believe that student learning occurs through doing (AOTA, 2018). Developing practice scholars is another guiding component of the program mission and occupational therapy curriculum.

Practice Scholarship

The role, 'practice-scholar,' was coined by our faculty in 1999 to mirror the role, 'teacher-scholar,' used on our campus to reflect performance expectations including the expected balance of teaching and research. A practice-scholar embeds research in their everyday practice to answer central questions and/or provide evidence unique to their practice setting. Thus, developing practice scholars is another guiding component of our program philosophy and overall curriculum design. Practice scholars have established the requisite habits to use and create evidence that supports occupation and evidence-based practice (Crist et al., 2005). The scholarship of practice is a constant consideration in curricular design, scholarship agenda, community- university partnership, community engaged learning (CEL), strategic plan, and program evaluation. Students in our program are consistently challenged to recognize that scholarship is an essential element in their success as leaders and practice scholars (AOTA, 2022; Townsend et al. 2011). To that end, the Duquesne University program generates consistent opportunities for students to critically reflect on their practice and to embed scholarship activities in their everyday practice. Students learn and practice knowledge, skills, attitudes and habits that allow them to assume leadership roles as practitioners, research collaborators, and advocates. Our emphasis on practice scholarship challenges students to intentionally link occupational therapy theory and practice and to ensure that the best available evidence guides their practice.

Our program philosophy is consistent with the mission of the University and the RSHS. As practice scholars, we expect our graduates to demonstrate the requisite knowledge, skills, attitudes and habits to use and create evidence to support their practice, to facilitate socially just change as engaged leaders and scholars, and to think critically and creatively as practice innovators. Graduates of our occupational therapy programs will be able to act responsibly, reasonably, morally, and ethically in their decisions related to personal lifestyle, occupational therapy, leadership, and citizenship within their local, national and world communities. The practice-scholar mission is an intentional approach to realizing Vision 2025 established by AOTA (2017b), which challenges the profession of occupational therapy to "inform, educate and activate occupational therapy practitioners to be agents of change to foster excellence in practice (n.p).

Program Philosophy of Teaching and Learning
Aligned with AOTA (2018), three pedagogical approaches serve as the foundation for the department's philosophy and curriculum design: engaged learning, transformative learning and professional identity formation.

Engaged learning or 'civic learning in the natural context' actively integrates three types of thinking: <u>critical thinking</u> – to compare, analyze and evaluate; <u>creative thinking</u> – to design new forms, styles or programs, interpret old work into new ways of doing; and <u>practical/applied thinking</u> – to learn how to answer questions, make decisions and solve problems (Fink, 2003). The faculty implement engaged learning activities to nurture student's problem-solving capacities during real life situations to fully develop these three ways of thinking. The primary outcome from engaged learning is to create individuals capable of making significant ethical and value- laden contributions to the community, practice and professional knowledge (Jones et al., 1994).

Transformational learning is a process of being changed by what one learns in some meaningful way. Assumptions, beliefs, values and differing views are questioned while always seeking to verify reasoning. Critical reflection on one's experiences leads to a transformed perspective, which is more inclusive, discriminating and integrative than prior

thinking (Mezirow, 2000). Reflecting the Spiritan traditions regarding Catholic social thought and our curriculum philosophy, learning activities are specifically crafted and integrated into the curriculum to assist students to transform (change, add to or integrate) prior ideas or learning with their current educational experience in the classroom and community into new, broader perspectives. These perspectives reflect attention to ethical leadership, social and occupational justice, and engaged citizenship. Through reflective instructional activities, guided experiential debriefing to promote discernment, and instituting mini-learning communities through class activities, the students are provided transformational learning across the curriculum. The primary outcome for transformative learning is to provide an experiential foundation for students to make more sophisticated choices based on a deeper understanding or perspective as the basis for their future actions.

Professional identity formation is a transformational process where one internalizes a profession's core values and beliefs. Professional development occurs through the transactional nature of both the individual and the community being shaped and transformed through experience with each other. Also called 'apprenticeships of professionalism', these transactional encounters transform individual professional formation, community context and related interpersonal engagement resulting in professional identity formation. Translated for occupational therapy, the Carnegie Foundation names three different foci that apprenticeships serve in professional identity formation; 1) intellectual, cognitive and analytic (helping to think like an occupational therapist); 2) skill acquisition, practice, clinical (fundamental skill acquisition for practice); and 3) roles, professional identity [the meaning of being an occupational therapist] (Hamilton, 2008). The values, ethics, and professional behaviors associated with being an occupational therapy practice scholar facilitate student identity formation throughout our curriculum. Specific to our department mission and vision our graduates are expected to develop and demonstrate actions that exemplify responsibility, civility, integrity, accountability, empathy and compassion. The primary outcome of professional identity formation is to create practice scholars who think, perform and conduct themselves like responsible professionals (Hamilton, 2008). A variety of interactive teaching methods are utilized including active learning approaches, self-reflection, interprofessional activities, community engaged learning, and experiential learning. Alongside structured faculty mentorship, students are expected to be intrinsically motivated acting as agents of their own learning and professional identity development through full engagement in the curriculum.

These core pedagogical approaches of the Department of Occupational Therapy guide key instructional practices throughout our curriculum. These include:

1. an intentional use of engaged, active learning educational pedagogies that embeds learning in context and seeks to establish opportunities for transformative learning experiences that promote critical thinking and reflection.

2. concentration on professional identity formation as a practice scholar with the values, ethics, and professional behaviors associated with being an occupational therapist.

3. a graded developmental approach to acquiring the knowledge, skills and attitudes to be a practice scholar who reflects on and engages in the scholarly application of occupationaltherapy and has a skill set to deliver person-centered, evidence-based occupational therapy.

4. a central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of 'doing' or engagement in occupations.

5. a comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.

The Department of Occupational Therapy designed a schematic using a "bridge" to illustrate the curriculum design, pedagogical approaches and curricular threads of our programs. See Figure 1. Our practice-scholar initiative and outcomes are demonstrating an energizing, leading force that bridges practice, education and research agendas.

Given that Duquesne University is in a region with over 2,000 bridges more than 8 feet long, it is a symbol that fits our environmental context. The symbolic representation of a bridge is an effective way to signify how the components of our curriculum work together to create entry-level professionals in occupational therapy. Further, the symbolism of the bridge also represents an important goal of our curriculum: "to bridge the gap between education, practice and research."

Curriculum Design and Programs of Study

The curriculum is divided into three phases: pre-professional, professional and advanced professional. The pre-professional phase consists of the first 5 semesters. The professional phase includes the next 7 semesters and the

advanced professional phase (only for OTD program students) is delivered in a 3-semester sequence in the 6th and final year of the program. The first 5 years of our curriculum is offered in a face-to-face format and the sixth year is predominantly delivered in an on-line environment. The courses are sequenced in a graded developmental approach where curricular themes and educational goals are learned, reinforced and scaffolded across the curriculum. Active learning events within our curriculum are specifically designed to promote students' engagement in the learning process in ways that can support transformative learning and professional identity development. The majority of the courses have laboratory experiences and community engaged learning in natural contexts, while some portions of course content are presented through additional interactive activities such as simulation. Matriculation at Duquesne University may culminate in one of the following:

- 5-year, entry-level professional program awarding a Bachelor of Science in Health Sciences followed by a Master of Science in Occupational Therapy. (BS/MSOT)

- 2-year post-baccalaureate, professional program awarding a Master of Science in Occupational Therapy (MSOT)

- 6-year entry-level professional program awarding a Bachelor of Science in Health Sciences followed by an Occupational Therapy Doctorate degree. (BS/OTD)

- 3-year post-baccalaureate, professional program, awarding an Occupational Therapy Doctorate degree. (OTD)

Instructional Design and Curriculum Threads

The curriculum is designed to ensure that students develop their professional philosophy and requisite practice knowledge, skills and attitudes to enter practice in the profession of occupational therapy. Students in the MSOT program are prepared as generalists, while students in the OTD program develop in-depth knowledge and skills, which may allow the pursuit of advanced roles or future specialization in practice.

This curriculum is sequenced to challenge our students to integrate knowledge and skills from the pre-professional phase into the professional then advanced profession phases. The sequence for the curriculum is

organized into six major curricular threads that reflect the "pillars" of our curriculum design. Each of these **Curricular threads** are expanded upon below.

1. Practice Foundations
2. Person-Occupation-Environment Interaction and Performance Across the Life-Span
3. Health Care Delivery Systems and Equitable Population-Focused Services
4. Practice-Scholarship
5. Community Engaged Learning, Fieldwork Education and Doctoral Capstone Experience
6. Servant Leadership, Advocacy and Occupational Justice

Thread # 1 Practice Foundations: The curriculum is designed to provide students with a strong foundation across three key areas 1) human science, 2) professional knowledge, and 3) professional skills. For example, students complete rigorous coursework in anatomy, neuroanatomy, kinesiology and clinical conditions to support their understanding of human engagement and the impact of function and dysfunction on human occupation. In order to introduce students to the profession's knowledge, they explore the history and current structure, organization and vision of the profession. Students are also introduced to occupational science concepts and learn to view the human developmental continuum through an occupational lens. Finally, students are introduced to key professional skills including group and interpersonal dynamics, activity analysis, professional information literacy and occupational performance evaluation.

Thread # 2 Person-Occupation-Environment Interaction and Performance Across the Life-Span:
A guiding component of the Department of Occupational Therapy's curriculum philosophy is that occupational performance is developed and enhanced by treating the "whole person" and attending to physical, psychological, social and cultural issues as influenced by the environment. Our students are trained to recognize occupation as the critical link between the person and their environment and to appreciate the impact of personal (e.g., spiritual, cultural, physical) and environmental (e.g., social, physical, political) influences on occupational function and performance. Our consistent focus on person-environment interaction as the dynamic process whereby an individual has the potential to influence their environment, and vice versa through the use of occupation and engagement in occupational roles is integrated throughout the curriculum. This focus on occupation and occupational performance as an integrated and consistent theme in the curriculum ensures the graduates develop the capacity to critically examine the occupations people perform and enables them to use occupation as the medium to assist people to live their lives to the fullest extent possible. Occupational science, occupation-based practice models for related occupational performance and the remediation, compensation and adaptation of occupational performance are applied. Foundational client factor-oriented coursework is transformed into exploring the client's performance skills and activity demands found in addressing areas of occupation. The information is organized into biomechanical, psychological, neuromotor, sensory, cognitive and perceptual processes which are addressed in a life- span perspective. Students learn specific approaches to addressing problems in performing occupations within various contexts. Community engaged learning, fieldwork education and the doctoral capstone experience provide opportunities for students to apply this academic knowledge, skills and attitudes in various context and to build the clinical competencies required of an entry-level practitioner.

Thread # 3 Health Care Delivery Systems and Equitable Population-Focused Services: The person- occupation-environment is isolated if curriculum content is too heavily weighted toward client-factors and performance skills. Equally important, occupational therapy practitioners must be skilled to recognize and address professional, social, cultural, political, legislative, and economic factors influencing and even directing certain occupational performance options and occupational therapy service delivery. Reflecting on the environment and context, both local and global, as significant influences on individual occupations including choices and options begins early in the curriculum and is reinforced repeatedly. The impact of contextual and environmental factors of practice and service delivery systems becomes a more defined focus as students move through the curriculum and increasingly participate in community engaged learning and Level I and Level II Fieldwork offers students the opportunities to refocus on factors impacting health care delivery systems from increasingly informed perspectives. Learning events later in our curriculum such as group and individual grant writing projects, community and program needs assessments, and the doctoral capstone are designed to support students' abilities to integrate contemporary social, economic, political, geographic, and

demographic factors that impact health care policies and advocate for occupational therapy services that address identified individual and population-based needs

Thread # 4 Practice Scholarship: Our practice scholarship initiative began over 20 years ago and reflects an intentional approach to socialize Duquesne University graduates with a personal and professional identity that prioritizes and advocates for a scholarly approach to practice and which equips them with the knowledge and skill sets to produce scholarly products that enhance the practice of occupational therapy. Our scholarship sequence begins early in the curriculum when students learn to access, interpret and critique occupational therapy and related literature. An expectation to apply research literature in clinical decision-making is a consistent component of every intervention-focused course. Students continue to build on practice scholarship knowledge and skills as they study research processes, including project design and data analysis procedures in courses that emphasize quantitative and qualitative approaches to measurement. Many students embark on supervised research projects with a faculty mentor before they earn their baccalaureate degree and all students design and implement small scale studies in their research courses and more focused projects in their doctoral capstone.

Thread # 5 Community Engaged Learning, Fieldwork Education and Doctoral Capstone Experience: Learning by doing is a central value of occupational therapy. Community engaged learning is a core component of engaged and transformative learning and is integrated in the pre-professional and professional phases of the curriculum. For example, in pre-professional coursework, students may hone their ability to describe occupational therapy by creating occupational therapy video commercials and apply activity analysis principles by creating adaptive equipment for individuals who require adaptations to complete a meaningful occupation. In the professional phase students learn to administer evaluations by administering them with clinical and non- clinical populations and learn the varied group leadership roles by designing and implementing groups with appropriate populations within the local community. Fieldwork and the doctoral capstone experience extend this learning by doing to an even fuller and more skilled extent. Level I Fieldwork is integral to our program's curriculum design and integrated into our two clinical reasoning courses and a psychosocial intervention course. A two-semester role emerging community-based Level I FW sequence provides opportunities to learn more advanced needs assessment and program development. Level II Fieldwork provides students with advanced opportunities to integrate theory and skills learned in the classroom within the clinical and community settings. Site-specific assignments and reflective online assignments ensure congruence of the fieldwork experience with their academic preparation. The advanced professional phase of the curriculum includes a 14-week doctoral capstone experience where students develop in-depth knowledge in a focused area of study that are integral to acquiring deeper-practice scholar competencies as reflected in the program's curriculum design. The doctoral capstone experience and project directly connect occupational therapy practice with scholarship via the creation, implementation & evaluation of culminating projects. These continuous, sustained and in-depth hands-on learning experiences are continuous, graded, and varied in depth and breadth and reflect our commitment to provide multiple avenues for students to practice the professional values, clinical reasoning, professional performance skills and application of professional knowledge consistent with the curriculum framework of our program.

Thread # 6 Servant Leadership, Advocacy, and Occupational Justice: A focus on servant leadership is a constant focus within our university and our curriculum places a heavy emphasis on leadership, specialty roles, and innovation and entrepreneurship focused on creating occupational therapy roles where none may currently exist or are emerging. The leadership course sequence exposes students to various leadership theories and roles in occupational therapy. Students engage in self-assessment to explore their own leadership style and design leadership development plans to guide their leadership trajectory from fieldwork to post-graduation. In later leadership courses, students build upon their leadership knowledge and apply advanced theories of advocacy and ethics in healthcare in relation to current and future practice setting to develop advanced skills in advocacy and engaged citizenry. Local, national, and global health issues will be examined through an occupational justice framework in the context of social, cultural, genetic, economic, gender, and health-system influences on health and health policy As students complete their Level II Fieldwork experiences, they also participate in online, seminar courses focused on synthesizing their experiences from fieldwork in relation to curriculum objectives, sharing their experience from fieldwork with peers and practitioners and considering specialty and other roles beyond a generalist. Students create and disseminate evidenced-based, interactive educational sessions that are made available to local professionals, representing alumni, fieldwork educators and practitioners who are seeking accessible, quality professional development. An overview of how the

relationship between these curriculum threads and the curriculum design can be found in Table 1.

Table 1 Curriculum Threads and Relationship to Curriculum Design

CURRICULUM THREAD/COURSE TITLE	COURSE #/CREDITS	PHASE
Practice Foundations		
Introduction to OT and Information Literacy	OCCT 150 (2)	Pre-professional
OT Overview	OCCT 502 (0)	Proficiency for OTCAS students only
Anatomy & Physiology I & Lab	BIOL 207/208 (4)	Pre-professional
Anatomy & Physiology II & Lab	BIOL 209/210 (4)	Pre-professional
Anatomy & Lab	HLTS 315/L (5)	Pre-professional
Foundations and Concepts of Occupational Therapy	OCCT 305 (3)	Pre-professional
Occupational Performance Throughout the Lifespan	OCCT 310 (3)	Pre-professional
Fundamentals of Practice	OCCT 416 (3)	Pre-professional
Neuroscience	HLTS 503 (4)	Professional
Occupational Performance Evaluation	OCCT 535 (3)	Professional
Human Motion and Movement & Lab	OCCT 537/L (4)	Professional
Medical Conditions in OT	OCCT 548 (3)	Professional
Humans, Groups & Occupations	OCCT 518 (3)	Professional
Person-Occupation-Environment Interaction & Performance Across The Life-Span		
Foundations and Concepts of Occupational Therapy	OCCT 305 (3)	Pre-professional
Occupational Performance Throughout the Lifespan	OCCT 310 (3)	Pre-professional
Fundamentals of Practice	OCCT 416 (3)	Pre-professional
Neuromotor & Sensory Function & Lab I	OCCT 519/L (4)	Professional
Neuromotor & Sensory Function & Lab II	OCCT 520/L (4)	Professional
Intervention Seminar & Lab	OCCT 522 (3)	Professional
Psychosocial Function & Lab	OCCT 525/L (4)	Professional
Biomechanical Function & Lab	OCCT 530/L(4)	Professional
Occupational Performance Perspectives & Lab	OCCT 545/L (3)	Professional
Community and Population Health	OCCT 560 (2)	Professional
Instructional Learning Theory and Technology I	OCCT 650 (1)	Advanced Professional
Instructional Learning Theory and Technology II	OCCT 651 (2)	Advanced Professional
Healthcare Delivery & Population Focused Services		
Clinical Reasoning & FW I	OCCT 511 (3)	Professional
Clinical Reasoning & FW III	OCCT 512 (3)	Professional
Occupational Performance Perspectives & Lab	OCCT 545/L (3)	Professional
Environmental Adaptations & Rehabilitation Technology & Lab	OCCT 550/L (3)	Professional
Occupational Therapy Leadership and Administration	OCCT 561 (3)	Professional
Community and Population Programming	OCCT 565 (3)	Professional
Designing Effective Programs	OCCT 625 (3)	Advanced Professional
Practice Scholarship		
Evidence Based Practice	OCCT 541 (3)	Professional
Scholarship of Practice I	OCCT 533 (3)	Professional
Scholarship of Practice II	OCCT 532 (3)	Professional
Research Project I, II & III *optional*	OCCT 610, 611, 612 (1 each)	Professional
Applying Evidence to Practice I	OCCT 620 (2)	Advanced Professional
Applying Evidence to Practice II	OCCT 621 (1)	Advanced Professional
Practice Scholar Capstone I,II, III	OCT 635/645/655 (5 total)	Advanced Professional
Community Engaged Learning, Fieldwork Education and Doctoral Capstone		
Professional Seminar I	OCCT 422 (3)	Pre-Professional

Clinical Reasoning & FW I	OCCT 511 (3)	Professional
Clinical Reasoning & FW III	OCCT 512 (3)	Professional
Psychosocial Function & Lab & FW II	OCCT 525/L (4)	Professional
FW IV and V (Level II FW)	OCCT 555-556 (6 credits each)	Professional
Doctoral Seminar	OCCT 600	Professional
Professional Seminar II	OCCT 575	Professional
Doctoral Capstone Experience	OCCT 640,642,644 (10 total)	Advanced Professional
Servant Leadership, Specialty Roles and Occupational Justice		
Professional Seminar I	OCCT 422 (3)	Pre-Professional
Occupational Therapy Leadership and Administration	OCCT 561 (3)	Professional
Professional Seminar II	OCCT 575	Professional
Instructional Learning Theory and Technology	OCCT 650 (1)	Advanced Professional
Instructional Learning Theory and Technology II	OCCT 651 (2)	Advanced Professional
Transformative Leadership	OCCT 660 (3)	Advanced Professional

Learning Outcomes and Goals

The curriculum design and structure reflect the person-occupation-environment interaction and the domain & processes of occupational therapy and life span occupational performance as central organizing concepts. Early in the curriculum students acquire knowledge regarding how the body operates (OTPF: client factors - neuromotor & sensory, biomechanical, cognitive and psychosocial function). Course work includes but is not limited to anatomy, neuroscience, kinesiology and medical conditions. They also are introduced to the profession, occupational science and foundational aspects of the occupational therapy process. As students' progress through the curriculum this information is transformed into understanding subsystem functions and interventions that contribute to the participation and performance of occupations (OTPF: areas of occupation, performance skills and performance patterns). During the professional phase, information from the natural sciences and liberal arts is transformed into an applied, holistic understanding of the art and science of occupational therapy. Students are progressively challenged to synthesize knowledge to understand the person as an occupational being whose underlying abilities, in combination with environmental constraints and supports, determine occupational performance (OTPF: context and environment plus activity demands). Professional ethics, values, and responsibilities of an occupational therapy professional are introduced early in the curriculum and integrated throughout each phase. In a similar vein, opportunities to develop increasing sophisticated knowledge and skills related to leadership, entrepreneurship and advocacy are a consistent focus of the curriculum culminating in high level application of these skills in the doctoral capstone. Early in the curriculum, faculty support students' development of a professional identity that promotes scholarship within the profession. Using a graded approach, students initially learn to acknowledge the importance of a high level of scholarship to the viability of the profession and how to search for and critique evidence. As they progress through the curriculum, they are expected to apply evidence to clinical decision-making and integrate their synthesis of evidence in treatment plans, scholarly proposals and projects culminating in their doctoral capstone project. Our sequence of evidenced-based practice and specific research courses further develops our students' capacities to understand and critique the evidence and to design and implement studies of practice, service outcomes and/or professional concerns and issues as a practice-scholar. Educational goals aligned with the curricular threads can be viewed in Table 2.

Table 2: MSOT and OTD Program Learning Outcomes

A. Curricular Threads	B. Goals and Objectives (Learning Outcomes)

Practice Foundations	Demonstrate person-centered approaches to meet occupational performance and participation needs of individuals, groups, and populations (MSOT & OTD)
Person-Occupation-Environment Interaction and Performance Across the Lifespan	Synthesize information, problem solve, and use clinical and professional reasoning to select an appropriate theoretical basis, assessment and/or intervention strategies for individual, groups and populations across the lifespan and in diverse practice settings (MSOT) Synthesize information, problem solve and use advanced clinical and professional reasoning to select an appropriate theoretical basis, assessment and/or intervention strategies for individual, groups and populations across the lifespan and in diverse practice settings (OTD)
Healthcare Delivery Systems and Equitable Population-Focused Services	Demonstrate a strong worldly professional identity through analyzing the relationship between global health and development for individuals, communities, and populations (MSOT & OTD)
Practice Scholarship	Demonstrate skills to use and create evidence to support their practice setting and evidence-based practices (MSOT) Create evidence and disseminate the acquired knowledge regarding 'best practices' to benefit their practice setting (OTD)
CEL, FW, DCE	Achieve generalist, entry-level practice competencies via a broad exposure to practice settings, delivery models and systems (MSOT & OTD) Demonstrate the ability to synthesize indepth knowledge in a practice are through the development and completion of a doctoral capstone (OTD)
Servant Leadership, Advocacy and Occupational Justice	Engage in servant leadership opportunities within the school and local community with a commitment to equity, inclusion and a culture of wellbeing (MSOT) Organize and lead service opportunities for student, school, and local community with a commitment to equity, inclusion and culture of wellbeing (OTD)

FACILITIES

Access to RSHS and Libermann: The RSHS building is open throughout the day, evenings, and posted hours on weekends. All occupational therapy faculty offices and most teaching and research laboratories are in this building. The main OT lab is in RSHS 240. An additional lab is located in Libermann Hall located at 600 Fifth Ave Pittsburgh, PA 15231. Small group instruction can occur in RSHS 233. Teaching and lab spaces are locked after each class session. At the discretion of the faculty, teaching and research laboratories can be made available to students outside of class time. In alignment with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act, the University provides reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation in teaching and learning spaces per the policy of the Office of Students with Disabilities.

Behavior and Maintenance of RSHS Facilities: As a school of health sciences, the RSHS will not condone the use of any tobacco products, or the abuse of alcohol or controlled substances. Therefore, smoking and chewing tobacco, alcohol consumption, and illegal drug use are not permitted in any area within the Health Sciences Building or the Health Sciences area within Fisher Hall and Libermann Hall.

All faculty, staff, and students who utilize the RSHS facilities and equipment are expected to treat those facilities and equipment with respect. Students must refrain from utilizing any equipment or facility without the appropriate supervision or permission of a RSHS faculty or staff member. All equipment should be cleaned and returned to the

location from which it was taken in the same condition as it was at the time of use. Departmental permission is needed to access RSHS facilities outside of regular course meeting times. Behaviors or actions that detract from the appearance of the building, appearance or function of equipment, or the integrity of its academic programs will not be tolerated and may be cause for dismissal from the RSHS.

Mailboxes: Student mailboxes are located on the 2nd floor of RSHS. Students can use these to communicate with each other, as well as to receive general departmental communications. Faculty and staff mailboxes are located in the Occupational Therapy Department Faculty Suite, Room 227. Students may not remove items from any faculty or staff mailbox or from any other student's mailbox.

Occupational Therapy Bulletin Boards: Informational bulletin boards are located in the hall outside the occupational therapy faculty suite on the second floor of RSHS. Specific bulletin boards are maintained to announce general information, fieldwork and class information. These bulletin boards are used to post a variety of items of special interest to OT students including faculty publications, fieldwork updates, job openings, social and scholarly events, scholarship and grant competition announcements, etc. Students should review these boards periodically.

Occupational Therapy Faculty Suite: The occupational therapy department suite has many functions, but it is primarily a working space for faculty. Students are asked to monitor their use of this space to ensure faculty and staff can effectively use the office space as a working environment and where students can get answers to questions or their needs met.

Xerox Machines: Xerox machines can be found on the fourth and fifth floors of the University Library. Photocopying machines are also available to RSHS students on the first and second floors of the Health Sciences Building and the fourth floor of Fisher Hall.

Student Lockers: The RSHS has men's and women's locker facilities located on the second floor of the Health Sciences Building. Students registered for Anatomy will be assigned lockers located in these facilities by the Dean's office. Students not registered for Anatomy can request a locker in the locker facilities or hallways for personal use by contacting the Dean's office. Students must supply their own locks. Students must vacate their lockers at the conclusion of their Anatomy course or by the specified date provided by the Dean's office when requesting a locker.

Use of Assessment Resources and Lab Equipment:

The Department maintains a resource library of commonly used occupational therapy assessments. Careful use and responsibility for clinical materials (including but not limited to: assessment tools, adaptive equipment, therapeutic devices, etc.) are a professional responsibility of all parties to ensure the safety, health and welfare for students, staff, faculty, community partners and clients. If the student is assigned an evaluation assessment tool or adaptive equipment/devices, all materials/forms should be checked in or out using the barcode scanner system. This can be accessed through Melissa Blake, Administrative Assistant. Students should contact Melissa Blake and set up a date/time to check out the assessment. Once the student is ready to return the assessment, they should reach back out to Melissa Blake to set up a date/time to return the borrowed assessment. All materials/forms must be returned and checked back in prior to the final exam. Each student will be responsible for the care of the assessment and will be financially liable for lost or significantly damaged materials. The RSHS "I" grade policy in the student handbook will be implemented and the student's final grade will not be changed from an "I" until replacement costs are submitted to the department.

Use of Occupational Therapy Classroom Space:
Occupational therapy class and lab sessions are routinely held in RSHS 240, RSHS 233 and Libermann G-103. Classrooms are locked when not in use. A student or group of students may request access to classroom space from their instructor when classes are not in session. The student and instructor granting access are both responsible for ensuring the space is secured appropriately after use and are responsible for any losses incurred due to failure to secure the space after use. Other university departments and students often make reservations to use this room through the department office staff in rooms 210 and 234 Rangos. A Department of Occupational Therapy Lab Safety binder can be found in each OT classroom. Students must be

familiar with the contents of the lab safety binder.

Use of Occupational Therapy Kitchen Spaces: The kitchen spaces in Rangos 240 and in Libermann G-103 are governed by the following regulations:

No food is to be prepared in the lab, except during classes when a class activity is pre-approved by a faculty member who requires use of these materials as part of instruction or during a pre-approved student activity. No kitchen utensils, devices, or appliances are to be used without an instructor's approval.

All used items are to be cleaned and stored before leaving the kitchen. Both the student group who used the utensils and the faculty member are responsible for ensuring all kitchen items are cleaned and stored before leaving the lab. Arrangements for any food items left in the refrigerator can be made with the designated faculty member and will automatically be disposed of if not clearly marked or if left for more than one week.
Students may bring in beverages or items, which are self-contained and do not require the use of the kitchen and its resources to prepare, warm, refrigerate, serve, consume or store. Students must dispose of all trash properly. All table and counter surfaces must be wiped down before leaving.

For all non-class special events where food is to be served, arrangements must be made with your faculty advisor, class instructor, or the department chair to store, prepare and serve food from the kitchen. You will need a plan for returning the kitchen area to its original condition and for disposing of all unwanted food.

GENERAL DEPARTMENT POLICIES AND PROCEDURES

Appointments: All faculty post regular office hours. If you need to contact a faculty member, students may contact the instructor using e-mail. Appointments to meet with the department chair are made through the department administrative assistant.

Canceling Classes: If weather conditions are such that travel is not advisable, you should use your discretion in making the decision regarding coming to class. If a class is held, the student is responsible for missed materials. The campus seldom shuts down and if it does, this is announced on local radio and television stations. Only your instructor can cancel a class otherwise.

Campus Emergency Procedures: To ensure a safe environment for all students, employees and visitors while on the premises of Duquesne University, the University has adopted Emergency Evacuation Guidelines, which outline the procedures to be implemented in the event an evacuation of any building on campus is necessary.

If you see any criminal activity, medical or other emergency on campus notify the Department of Public Safety by calling the 24-hour special emergency number:

Emergency Number: 412.396.COPS (2677)

The Duquesne University Department of Public Safety is committed to providing a safe environment for students.

Dress Code: All students are expected to dress appropriately for classes, labs and off campus assignments including community engaged learning, fieldwork observations and the doctoral experiential component. Students' attire should demonstrate respect for themselves, others, Duquesne University, your profession and the specific learning context. You are expected to dress and be groomed professionally in a manner suitable to your learning environment and the nature of the work involved. Nametags should be worn during all fieldwork education, community engaged learning, and site visits, etc. unless otherwise directed. Each faculty, fieldwork educator, or supervisor will designate standards of dress required by the specific settings. Students will follow all applicable dress codes with the code of their site superseding all other directives. Professional presentation includes

appropriate attire, demeanor, cleanliness, and interactions/communication with patients, faculty, guests, and fieldwork educators/site mentors. Specific dress code expectations are delineated in the Professional Dress Code Policy found in Appendix A.

Graduate Student Photo I.D. Cards: When students become graduate students, they become eligible to receive _new_ graduate student I.D. cards _at no additional cost_. These new cards enable students to use local college and university libraries for the purpose of research. If students elect to receive a new I.D. cards, they must contact DU Card Services (412-396-6191) or ducard@duq.edu.

Student Workers: A limited number of student worker positions are periodically available for full time occupational therapy students. Student positions typically offer an hourly rate. A typical workload is 5-10 hours per week. Announcements of student positions are shared via email when available.

Orientations: The Department of Occupational Therapy sponsors a mandatory professional phase student orientation at the start of the spring semester 3rd to introduce students to the requirements and expectations of the professional phase. The Orientation provides an overview of the professional phase of the program and reviews the program requirements in regard to academic progress, dress, and the preparation for and assignment of fieldwork education. A mandatory advanced professional phase orientation meeting occurs at the start of the spring semester 6th year and occurs online via zoom.

Student Support Services

Academic, professional, personal health and well-being, spiritual, and vocational counseling are available to all campus and distance-education students at Duquesne University. Students are informed of these student support services via this handbook, as well as a common statement on all occupational therapy course syllabi. Several student support resources include:
- Center for Student Wellbeing which includes counseling, interfaith meditation room, crisis support, health and recreation services to promote health and wellness of the mind, body and spirit.
- Center for Pharmacy Care
- Center for Student Involvement which includes commuter affairs, disability services and First Year Development
- Center for Excellence in Diversity and Student, Inclusion
- LGBTQIA+ Resources
- Center for Career Development, which is available to all Duquesne University students and alumni.
- Campus Safety and Security
- DU Cares (**C**reating **A**wareness and a **R**enewed **E**nvironment for **S**tudents; alcohol and substance use services)
- Computing and Technology Services
- The Writing Center provides students assistance with their writing including writing tutors and proofreading guidelines. Services can be provided in person or virtual.
- Learning Skills Center which includes tutoring and academic life coaching services
- Campus Ministry
- Brother Keating Initiative -Since 2018, the University has established several pantries across campus that are free and open to all members of the Duquesne University community which provide food, health and beauty items, and toiletries.
- International Student Life which includes cultural ambassadors.

Students who need assistance in these areas are referred to these services according to institutional policy. Confidentiality of the processes is ensured.

Religious Holidays: Information concerning specific religious holidays observed by the university is found in the Academic Calendar published each semester. The faculty makes every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays which are not official university holidays should notify the faculty member by the 10th day of

each new semester. Faculty shall make every reasonable effort to honor the request.

Scholarships and Loans: All students are strongly encouraged to explore their eligibility and options for financial aid, as well as seek outside sources of aid. Libraries, guidance offices, and community, state and federal agencies are all good sources of further information on financial assistance. Students are also encouraged to consult POTA, AOTA and AOTF. Information on the various financial aid opportunities available to RSHS students is available through the Financial Aid Office located on the ground floor of the Administration Building. The Office can be reached at 412.396.6607.

Student Input, Suggestions and Grievances/Complaints: The department values student input, suggestions and grievances/complaints to consider enhancements and modifications in department operations that will result in improving or modifying the students' academic experience. The goal of this process is to address student complaints as effectively and efficiently as possible while ensuring that student, faculty, staff and department rights, responsibilities, and integrity and civility are upheld. The process for dealing with a complaint includes the sequential steps that vary according to the type of complaint. See Appendix B for a complete description of the policy for student input, suggestions and complaints.

Telephone Calls: No personal calls are to be received while in class, during clinical training, or during community learning events. Cell phones should be turned off or to vibrate during class and should only be checked during breaks or after class. Text messaging during class or learning events in the clinic or community will not be tolerated. Students may not use the office telephones without the express permission of a faculty member.

Technology Requirements: Students at Duquesne University interact with their courses in a variety of ways; including face-to-face, hybrid and in an online learning environment. Computers and laptops purchased within the last 5 years provide the best experiences for engaging with courses. Students might also use tablets and smart devices to interact with their courses while on the go. It is highly recommended that you have a DSL or Cable Internet connection; a Dial-up connection will work but access will be slow and you may be frustrated with download and upload speeds for course materials and activities. Suggested hardware and peripherals are listed below. Please note that a tablet such as an iPad is not adequate to meet the requirements. Duquesne University students have access to a free software catalog supported and maintained by the University.

Hardware and Peripherals
- Windows 7 or later or Mac OS X 10.10 or later
- Intel Core i5 processor or higher
- 8GB RAM or greater recommended
- Cable/DSL broadband connection or better
- Webcam for video conferencing
- Inkjet or laser printer

Duquesne University offers excellent technical support through the Computer Store and the Student Help Desk (412-931-4357). Computing and Technology Services (CTS) supports online students with their technical needs. The IT Service Desk offers support 7 days a week via phone, LiveChat, email, or walk-in visit. If you need to upgrade your computer, the Duquesne Computer Store offers student discounts. The store is open Monday through Thursday 8:00 AM - 6:00 PM, Friday 8:00 AM -3:30 PM, and closed on weekends. The Store is located in the Student Union (412-396-5645). Other resources regarding technological support can be found in the Student Resources section under the Technology Resources tab.

Beyond the basic functional readiness of your computer or device, there are additional technology considerations that should be made in order to prepare for success, especially when taking a course that includes hybrid/online learning. Please see general technology requirements recommended here: https://www.duq.edu/academics/online/online-student-experience.php#faqs.

In addition, recommended accessories for online courses include headset, headphones or earbuds, microphone (internal or

integrated microphone in webcam is sufficient) and webcam.

PROFESSIONAL PHASE ACADEMIC POLICIES

The requirements and expectations of the professional phase are contained in the John G. Rangos, Sr. School of Health Sciences Academic Student Handbook. The professional phase and advanced practitioner phase must abide by academic and professional behavior policies defined in the RSHS student handbook as well as RSHS Performance Indicators, RSHS Pre-Clinical Health Requirements, and the Department of Occupational Therapy Policy on Professional Behavior. Professional phase students in the Department of Occupational Therapy are required to abide by all University and RSHS policies regarding due process for student misconduct, whether academic or otherwise. Students have all the rights and privileges as outlined in this Handbook, University catalog, and the Student Handbook and Code of Student Rights, Responsibilities and Conduct.

Academic Integrity

It is the student's responsibility to maintain academic integrity regarding class assignments, examinations and all other course requirements. Charges of academic dishonesty will be investigated thoroughly. Cheating, plagiarism, and knowingly assisting other student(s) who violate academic integrity will not be tolerated. What constitutes violation of academic integrity, the University's response to those violations, and student rights of appeal in regard to charges of such violations, are further explained in the University Student Handbook and the Student Expectations, Rights and Responsibilities published by the University and the Academic Integrity Policy. See Appendix C for more information on communicating, educating and learning about Academic Integrity.

RSHS Academic Integrity Policy

As an essential element of the Duquesne University mission to educate the mind, heart, and spirit, members of the University dedicate themselves to upholding the highest moral and ethical principles. Since the quest for truth and understanding must be conducted in an honest manner, upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty, administration, staff, and students. Students are responsible for maintaining Academic Integrity throughout class assignments, examinations, and all other requirements related to their courses of study.

Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroy or contaminate another person's data or intellectual property. All violations of Academic Integrity are reported to the RSHS Dean and the University (Associate Vice-President for Academic Affairs) and become part of a student's University record. Violations of Academic Integrity may include, but are not limited to, the following:

Cheating:
- Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. Unauthorized material may include, but is not limited to, notes or other written documents as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text.
- In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes.
- Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems.
- Cheating may also include student possession, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

Plagiarism:
- Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses,

dissertations, presentations, class projects, or work for publication) may include, but is not limited to, the use-whether by summary, paraphrase, copying, direct quotation, or a combination of such methods-of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source's language).

- Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution.
- Plagiarism may include the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor's approval, of work submitted for credit in another course.

Deceit in Academic Matters:
- Deceit may include, but is not limited to, deliberately furnishing false information to or withholding relevant information from any University instructor, official, or office.

Misuse of Documents:
- Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized).
- Misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices

Assistance in the Violation of Academic Integrity:
- Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

Note: Violations of academic integrity-whether or not they are the result of a deliberate intent to deceive-are subject to academic sanctions, including (but not limited to) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or from the University; and/or revocation of a degree.

Student Conduct and Disciplinary Action: Duquesne University and the RSHS require student conduct to reflect the values and mission of the University. Rules and regulations of misconduct, disciplinary sanctions, judicial policies and student rights of appeal regarding charges of conduct violations, are explained in the Student Handbook, Code of Student Rights, Responsibilities and Conduct, the University Academic Integrity Policy. When a student has violated a policy or procedure, a confidential hearing will be held by the Director of University Judicial Affairs. A sanction will be determined by the Director after hearing from all parties involved. Disciplinary matters are generally not handled by the individual schools. Legal technicalities are minimized and emphasis is placed on the rights and responsibilities that exist between the student and the University.

Should a student be arrested and/or convicted of a crime before or during the time he/she is preparing to enter a profession, a criminal record may have further implications on the student's ability to practice, sit for professional examinations, or be placed in a clinical/fieldwork experience of choice. Many of the disciplines in the School are required by their clinical/fieldwork partners to have students provide proof or validation from the state and federal governments of a student's lack of a criminal record to be eligible for certification, licensure or registration examinations, as well as working with children and confidential records. Students are encouraged to check with their respective disciplines' state and national credentialing bodies, as well as the department's Chair and/or Clinical Coordinator for more information. Students and prospective students are advised that a felony conviction may affect one's ability to sit for the NBCOT certification examination or attain state licensure.

Academic Standards/Requirements

Student performances are governed by the definitions in the RSHS Academic Student Handbook.

Successful completion of all required RSHS pre-professional coursework with a 'C' or better, a minimum 3.0 cumulative GPA in the following prerequisite science courses: Biology I with lab, Physics for Life Sciences I with lab, Introduction to Biostatistics, Biostatistics II, Introduction to Psychology, Anatomy and Physiology I & II with labs, Anatomy and Anatomy Lab, and a minimum 3.0 cumulative GPA for all required pre-professional course work. Transferred courses will be included in the credit total and RSHS GPA calculation.

Probation, Suspension and Dismissal

The Department of Occupational Therapy adheres to the policies and procedures regarding probation, suspension and dismissal outlined in the RSHS Student Academic Handbook.

Advanced Placement (AP) and College in High School Credits University Policy

Students who wish to receive AP credits must request that their official scores be sent to the University. Credits will be awarded in accordance with the list of acceptable AP courses and their Duquesne University equivalencies. RSHS will accept AP credit consistent with University policy.

Students who wish to receive College in High School credit must request an official transcript from the partnering University be sent to Duquesne University. Students will also need to provide the syllabus for the course(s) they wish to be reviewed for credit. Syllabi should be sent to the student's student success coach.

RSHS grants advanced placement credit for subjects that are required for the student's major/program or can be used to fulfill an elective requirement. Generally, students are encouraged to enroll in college level courses (at Duquesne or elsewhere) rather than accept AP, IB, or College in High School credit in the sciences.

Program Transfer and Credit Policy

Transfer credit will be evaluated and deemed equivalent by the Department Chair in consultation with the Program Director and Department Curriculum Committee for the course(s) under consideration based on the ACOTE Standards of completed and future courses. Determination will include review of course description and/or course syllabus by the Department Curriculum Committee and/or faculty member(s) with the content knowledge to determine equivalency. Further, determination will review alignment of ACOTE Standards to ensure the student would complete all standards for graduation from Duquesne University's MSOT and OTD Programs and to meet the program's learning outcomes. Credit is not available for prior or in process experiential learning (including community engaged learning, level I/II fieldwork, doctoral capstone) or work experience.

Graduation Requirements

The Department of Occupational Therapy adheres to the policies and procedures regarding graduation requirements outlined in the RSHS student handbook and enforced by the University registrar.

Joint Authorship

Adapted from policy developed by the UIC Department of Occupational Therapy, Chicago, Illinois - Not all authorship is equal. Generally, the first author is recognized as the senior author, i.e., the person who had major responsibility for the published contents. Authorship can be diluted if the list of contributors is excessive; therefore, authorship should be limited to those with significant roles. Some activities that generally do not warrant authorship are: commentary on a draft of a paper; one or two consultations to a project; editorial assistance which focuses on grammar, punctuation, and composition; compensated data collection or limited voluntary data collection; and compensated statistical analysis. Such contributions are generally noted in an acknowledgment.

Authorship should never be used as a reward for limited assistance to a project; it should always be based on a negotiated significant role in the process. The following are some guidelines which should be helpful in determining authorship:

- The first author is someone who does all or many of the following: initiation of the idea; determination of the method to be used; making major decisions concerning variables and control of intervening variables; determining methods of data reduction; making interpretation of results; assumes a major role in writing the paper and assumes responsibility for communicating between authors, with the journal editor, and for any revisions following review and for submission of a flawless final manuscript and galley editing if it is used by the journal. (Note: In the event that two people equally shared this first level of responsibility, alphabetical order is the protocol for entry of names.)
- The second author is someone who may do some of the things noted above and who typically assists in the development of ideas, method and instrumentation and who assists in data reduction and in writing.
- The third author may be someone who assists or carries out data collection of a significant portion of the data or who makes a substantial contribution to one or more phases of the project such as statistical analysis and interpretation. (Note: In the event that authors other than the first author have made equal contributions, alphabetical order is the protocol for order of entry of names.)
- In the event that the original negotiated first author chooses not to assume his/her responsibility to pursue publication in good faith within one (1) year of completion of the project, other persons who originally negotiated to be the second or third authors may assume this responsibility. In any case, the first author's names should be included in the publication, although first authorship may be renegotiated.
- Everyone whose name appears on a published article should have the opportunity to view and approve the final draft unless he/she explicitly designates the responsibility to aco-author(s).

Class Attendance and Scheduling

The Department of Occupational Therapy follows the RSHS policy on class attendance which states: "Attendance in didactic, laboratory and clinical education courses is an essential part of the professional/accredited phase/major and will be a strong factor in the assignment of grades. Students are expected to be punctual and prepared for all courses. As students in a professional program, attendance at other relevant learning activities is required. Due to special events, clinical education and other learning opportunities, students' schedules may vary week to week. A typical schedule will be given to students during registration periods. Students are expected not to schedule other activities, work or appointments between 8:00 a.m. and 5:00 p.m., Monday through Friday, including summers. Some courses or clinical hours may be required on weekends."

In addition to the RSHS policies, the Department of Occupational Therapy adds this policy:
Attendance/participation, including participation in on-line learning, is an essential and required part of the program. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Work, medical, dental or other appointments should not be scheduled during class time frame as defined by the course schedule and will not be considered an excused absence. Students who are unable to attend/participate in class because of serious illness, hospitalization, a serious accident or other extenuating circumstance are responsible for notifying their instructor or department mentor. Students are expected to supply any required written verifications as soon as possible. **Repeated unexcused absences/no participation (3 or more) and/or frequent tardiness/minimal participation to class or community-based sessions (3 or more) will result in a deduction of up to 10% of a student's total course grade and each subsequent unexcused absence/lack of participation will result in an additional 2% deduction. Assignment extensions or accommodations due to unexcused absences will not be honored.** If the student is too ill to attend class (lecture or lab) the student must communicate with the instructor prior to class delivery (virtual or FTF) and will work with the instructor to determine the best way to makeup the missed material. Faculty might use the QUICKLY application in Canvas to formally take and document attendance.

In the pre-professional and professional phases of the program, students participate in community engaged learning

experiences that occur off campus and which may extend into the early evening hours. In the professional phase of the program will participate in clinical education experiences that may include evening and weekend schedules. In the advanced professional phase, students will be required to complete a fourteen-week Doctoral Capstone Experience. Special learning events may be added throughout the curriculum (e.g Grand Rounds Workshop etc). Students are provided prior announcement and are required to attend. Flexibility in changing work schedules and appointments is expected. Attendance policy and procedures are consistently delineated in all occupational therapy syllabi.

The Department strategically plans each cohort's course schedule, which does allow for some flexibility and unopposed time outside of the classroom – but this is also intentional to support opportunities for student-to-student collaboration for group work and other curricular expectations such as required community engaged learning labs, attending meetings, faculty office hours & faculty mentor meetings etc... Please keep this in mind as you balance future non-academic commitments throughout all semesters.

Unopposed time may be scheduled by faculty as needed throughout the semester. Please refer to course syllabi for specific dates.

Performance Indicators and Technical Standards

All RSHS applicants and students are expected to have abilities in academic, school-based, community and health care settings in six categories: acquiring fundamental knowledge, ability to communicate and write with accuracy, clarity and efficiency; motor ability; integrating knowledge to establish clinical judgment; behavioral and social skills; and professional responsibilities. See Appendix D.

Change in Student Health/Wellbeing Status

In the event of a change in health/wellbeing that causes a student to be either temporarily or permanently limited in his/her abilities to perform as defined in the Technical Standards and Performance Indicators (Appendix D) in the classroom, laboratory, and/or clinical setting, the student is required to follow the Change in Health/Wellbeing Status Procedure (Appendix E). If the change in health status does not result in a change in the student's ability to perform the Technical Standards, then no action is required. This Change in Health Status Procedure must also be followed when a student wishes to return to full participation after having been placed in a restricted or accommodated situation. Students may be directed by faculty to submit an incident report via the University's Risk Management procedures. Failure to follow these procedures will delay the changes needed to re-integrate a student into his/her appropriate and safe level of participation and may impact the students' program completion date.

Confidentiality of Student Records

A student's personal information and academic record is maintained and monitored confidentially by the University. A student's personal information or academic record may be revealed only in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380, Section 438, as amended). Students wishing to waive their FERPA rights relating to the release of academic information (e.g., granting parents access to academic information) or to request nondisclosure of directory information must do so through the DORI Self-Service Banner: Personal Information > Answer a Survey > FERPA Waivers and Nondisclosure. Information provided by the student will remain in effect until it is changed by the student. Once a student separates from the University, only requests for nondisclosure of Directory Information remain in effect. Learn more about FERPA here: https://www.duq.edu/academics/university-registrar/ferpa.php

Course Difficulty

Students experiencing difficulty in any of their courses, especially if faced with the possibility of earning an unacceptable grade in a required course, are expected to take the initiative and seek assistance at the first sign of difficulty. Students should speak with their instructors, make use of tutorial assistance, and consult with their Student Success Coach and faculty mentors as soon as possible. It is the student's responsibility to identify possible problems in course completion and to seek whatever assistance he/she needs to successfully complete the course. Any student concerned about a particular course, course grade or teaching/testing methods should first discuss his/her concerns with the individual instructor(s). Should the student feel his/her concerns are not resolved after that point, he/she should discuss them with the department chair. If the student feels that his/her concerns were not resolved after meeting with the department chair, he/she should schedule an appointment with the Dean.

Grading Policy

The Department of Occupational Therapy uses the plus/minus system. The department grading policy follows the RSHS policy for grading course work and rating academic performance.

| DU SCALE | | OT |
QPA	GRADE	RANGE
4.0	A	93-100
3.7	A-	90-92.99
3.3	B+	87-89.99
3.0	B	83-86.99
2.7	B-	80-82.99
2.4	C+	77-79.99
2.0	C	70-76.99
1.0	D	60-69.99
0.0	F	<60

Final course grades are not rounded up.

Group Project Grading Policy

Unless otherwise specified in the assignment guidelines, group assignments receive one total group grade with each member of the team receiving an identical grade. Team members may propose an alternative distribution of the group assignment grade. Proposals for an alternative grade distribution must be made in writing to the instructor 72 hours before the assignment is due. The proposal should specifically define an alternative distribution of the group assignment grade and provide a rationale for the proposed change. After the group presents their proposal to the instructor, the instructor will determine the final distribution of the group assignment grades. The group will be notified by the instructor as to his/her decision.

Grade Dispute Policy

If a student disagrees with the evaluation of their work by the instructor, and wishes to appeal a posted grade or question point deductions, they must contact the course instructor in writing within 72 hours of the grade being posted.

Incomplete (I) Grade Policy

The Department of Occupational Therapy enforces the RSHS Incomplete Grade Policy. Students who are unable to complete course work for any reason have a right to discuss with their instructor the possibility of receiving an incomplete ('I') grade in a class. In cases where RSHS pre-professional and professional/accredited courses (e.g., Anatomy I, Foundations & Concepts of Occupational Therapy) are involved, or where students are expected to begin the professional/accredited phase during the next semester, the RSHS has established a maximum of three weeks after the end of the semester as the time allotted to remove the 'I' grade for any RSHS course. Any 'I' grade not removed by that date will become a permanent 'F' grade. Students are not permitted to enter the professional/advanced professional phase until all courses with 'I' grades are successfully completed and a grade is assigned.

The instructor will initiate the Change of Grade process once the student has completed and submitted all outstanding course work. The process must be completed by the deadline published in the Academic Calendar.

Faculty may grant extensions due to extenuating circumstances but must notify the Office of the University Registrar of any extensions prior to these deadlines. 'I' grades remaining after the deadlines will be converted to 'F' grades. The 'F' grade becomes a permanent grade and cannot be changed.

Students should be aware that for the purposes of Student Standing Committee action, the RSHS reviews students' grades and semester GPA to date, pending removal of the 'I' grade. Once the 'I' grade has been removed, the Committee will make adjustments as necessary to accurately reflect the student's academic standing.

Students Participating in Inter-Collegiate Activities

Students entering the professional phase should check with the department chair to ensure that all professional requirements can be met. Directors of intercollegiate activities, such as athletics, are expected to make every effort to schedule events in such a way as to minimize their effect on the academic programs of the participating students. Travel and league scheduling, however, may necessitate that students miss class from time to time. When engaged in a University intercollegiate activity, the student represents Duquesne University. Such absences shall be excused, but students are required to follow the procedures below in order to receive credit for any missed work:

1. Students must notify the faculty member of all regularly scheduled events at least one week prior to their anticipated absence. The appropriate forms must be completed and submitted at that time.

2. Students are responsible for all work covered during their absence.

3. In the event that participation in a University approved intercollegiate activity will result in a missed examination or assignment deadline, students are expected to follow the procedure outlined above. Although the absence is excused, students will be expected to make up the exam or submit the assignment at a time and place so designated by the instructor.

4. In the event of participation in intercollegiate athletics activities that conflict with required clinical education experiences, all attempts for accommodations will be taken. However, in some cases students may be required to seek a different clinical assignment or delay participation in clinical education until such time that the commitment to athletics has ended. This delay may necessitate the student dropping back one year in the professional/accredited phase of his or her program.

Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA), the department of occupational therapy encourages applications from qualified students with disabilities and endeavors to ensure that all students are treated fairly and that reasonable accommodations can be made for students with disabilities. Students considering a request for accommodations are encouraged to consult with the Disability Services office. The student who is seeking accommodations is responsible for securing written documentation of their disability and to register with the Disability Services, Room 309 Union. Disability Services will review the student's request for accommodation and will contact the department of occupational therapy with a statement of accommodation needs. The student is to request accommodations by their instructor within the first week of each semester. When the instructor has received this official notification, the student and instructor are to meet to coordinate reasonable accommodations as approved by Disability Services. Student documents in writing their decision to accept/decline accommodations. Any changes to the student's preference to accept/decline accommodations must be made in writing with each course instructor. Accommodations cannot be implemented without official written acknowledgment from the Disability Services Office.

Pre-Clinical Health & Security Requirements

Prior to entry into the professional phase, all RSHS students must comply with the pre-professional health requirements established by the Centers for Disease Control (CDC) and the University Health Service. However, RSHS students may be asked to provide documentation indicating ongoing health status (e.g., current PPD) AND complete additional health requirements, including the ability to meet the performance indicators/technical standards, in order to meet the standards of a specific clinical site. Prior to entering in the professional phase students will be required to create a profile with EXXAT (See Appendix J) to demonstrate compliance with pre-clinical health and security requirements. Students are expected to maintain compliance with their EXXAT profile and related requirements for the duration of the program until graduation.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) is a Federal Law governing the privacy, confidentiality, and security of oral, written, and electronic patient health information. This law requires that Duquesne University employ a Compliance Officer and train all personnel, including students who will have contact with patient health information. The University Compliance Chair is Joan M. Kiel, PhD, CHPS, Professor in the Department of Health Management Systems of the Rangos School of Health Sciences. All students will receive training on HIPAA Privacy and Security in addition to the HIPAA Omnibus Rule and HITECH. Students will be given a certificate of completion and an adherence form, which is to be submitted to their clinical practice sites. Students who have not passed the training cannot participate in clinical education. HIPAA is a Federal Law; therefore, any breach of confidentiality, whether intentional or unintentional, can result in both civil and criminal penalties in addition to University sanctions.

Human Participant Protections for Research Purpose Education

All students engaged in research that involves human subjects must obtain verification that they have completed the University required education on protection of human subjects. This verification must be obtained before engaging in any data collection from research subjects. See the Duquesne University Office of Research & Innovation Human Subject Research Policies and Procedures for more details. In addition, all occupational therapy students complete the NIH On-line IRB training and receive a certificate of completion in the Spring semester of their 3rd year during their Evidenced-Based Practice Course and renew in the 6th year if a doctoral student.

Health Insurance

All students must be enrolled in adequate health insurance that meets <u>University requirements</u> for the duration of their program until graduation. Student Health Insurance Plans are available to all Duquesne University students. See the <u>Mandatory Student Health Insurance Plan</u> for further instructions. In preparation for experiential learning, OT students need to provide proof of coverage as part of their professional phase requirements via EXXAT, and demonstrate proof of coverage ahead of each formal fieldwork/capstone experience. Students must maintain health insurance coverage for the duration of the program until graduation..

Professional Liability Insurance

Professional liability insurance will be provided by Duquesne University at no additional cost. Individual students do not need to seek liability insurance on their own to fulfill clinical education. This insurance covers students on University-academic business (e.g., clinical education, doctoral capstone assignments).

The professional liability limits are:

General Liability

- Aggregate $3,000,000
- Each Occurrence $1,000,00

Excess/Umbrella Liability

- Aggregate $25,000,000
- Each Occurrence $25,000,000

However, any student who is employed or is working external to the clinical placement site is not covered under the University's Professional Liability Insurance and should purchase personal liability insurance. Students should be aware that when they become professional practitioners, personal professional liability insurance may be necessary.

Reserve Officers' Training Corps (ROTC) Policy

In addition to the University-approved co-curricular activities (e.g. meaningful research and/or presentations at academic and professional associations and meetings) and University-sponsored extracurricular activities (e.g. ROTC, Tamburitzans,and varsity athletics) the Rangos School of Health Sciences also recognizes responsibilities of students who are members of the United States Armed Services.

Although the Rangos School of Health Sciences supports student involvement in inter-collegiate athletics, ROTC, and the Tamburitzens, the student must recognize the academic nature of a university and the professional educational path they are enrolled in. Therefore, it is the student's responsibility to determine conflicts of classroom or clinical experience with athletic, ROTC, or Tamburitzen events and to plan with the professor to make up the work missed prior to the actual event. Student athletes, ROTC, and Tamburitzens should arrange with their Student Success Coach for specific needs prior to pre-registration each semester.

 If a student must miss class or clinical due to military orders, the student is required to submit a copy of the orders to the Associate Dean of Academic Affairs at mattilaa@duq.edu or Rangos 211. This needs to occur within one week of the date orders are issued. Once the orders are submitted to the Associate Dean of Academic Affairs, they will notify all appropriate course faculty. The student can then work with course faculty to make appropriate arrangements. The orders can be redacted as appropriate but must show the student's name and the dates of military obligation.

Temporary Approved Leave of Absence

Students may be permitted to take a temporary approved leave of absence from the University for medical, personal or military reasons. Read more about a Temporary Approved Leave of Absence. The maximum period of a leave of absence is one sequential year; extensions beyond one year will be evaluated at the department and school levels on a case-by-case basis. Students granted temporary leaves of absences during the Professional/Accredited Phase may be required to pass a proficiency/reinstatement examination before being permitted to return. The passing score of a proficiency/reinstatement exam is determined by the department and will be made known to the student at the time a request is granted.

ACADEMIC ADVISEMENT AND PROFESSIONAL DEVELOPMENT MENTORING

Student Success Coaches in the Dean's Office and occupational therapy faculty mentors welcome contact with students and encourage them to seek assistance whenever necessary. They prefer to see students by appointment to ensure that proper time can be spent in addressing their concerns. However, faculty mentors are willing to meet students without appointments when necessary.

Membership in Professional Associations

Students enrolled in the professional phase of their respective programs are required to join The American Occupational Therapy Association as student members and are strongly encouraged to join the Pennsylvania Occupational Therapy Association. Students must maintain AOTA membership for the duration of the professional and advanced professional phases of the program.

Occupational Therapy Code of Ethics

Faculty, students and staff are all expected to uphold all of the rights, responsibilities and ethical behaviors of the University and the Code of Ethics for the Occupational Therapy Profession.

Role of Student Success Coach

The Student Success Coach in the Dean's Office completes centralized tasks related to maintaining official student records, pre-professional and professional advising for course registration and generic academic progress, referrals to academic support resources, including tutoring and recommendation for general academic and personal support services. The Student Success Coach from the Dean's Office attends department student orientation sessions and works collaboratively with the Department Chair and faculty regarding assisting individual students with special needs.

Role of Faculty Mentor

Policy: All students are assigned an occupational therapy faculty mentor once they enter the occupational therapy program as freshman, transfer or graduate student. Every semester, students are expected to initiate a meeting with their faculty mentor, no less than one time a semester. The mentor-mentee relationship is intended to guide students' academic performance and provide mentoring to promote individual professional development as needed; See Appendix F. Faculty mentors serve as a resource to support professional socialization in the occupational therapy profession and work with the students to identify and address course difficulties, explore professional issues and ensure satisfactory progress in both didactic and experiential learning courses/experiences.. Students may see their faculty mentor during posted office hours or by appointment. In addition, the Department Chair, Program Director or any faculty member can provide academic guidance upon request or need. The roles and

responsibilities of the OT Faculty Mentor are as follows:

- Facilitates a successful educational experience by working with the student and other faculty to address development of professional behaviors, by soliciting feedback from faculty and/or sharing pertinent information with faculty when necessary, and by periodically reviewing professional development with the student.
- Promotes professional development (including conduct and responsibilities to enter the profession) See Appendix G for process and resources designed to assist students with self-assessment of professional behavior and setting goals to address areas needing development, and discussing goal attainment.
- Keeps a written record of concerns, goals, actions and outcomes relevant to the student's academic performance, professional behavior and professional development.
- Monitors the student's academic performance via grade reports and faculty feedback, and assists the student with problem solving when personal and/or academic problems affect academic performance.
- Assists students with locating on-campus and off-campus resources to address academic or personal concerns (e.g., tutoring, counseling etc).

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