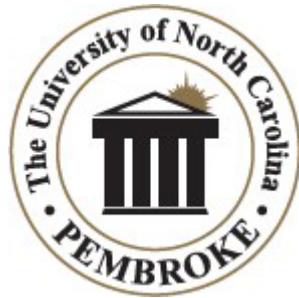


University of North Carolina-Pembroke
Master of Science in Occupational Therapy
Program



MSOT Student Handbook 2024-2026

University of North Carolina at Pembroke



WELCOME!

The faculty of the Occupational Therapy Program of University of North Carolina- Pembroke (UNCP) wishes to welcome you to the MSOT (Master of Science of Occupational Therapy). The next two years will be exciting, demanding, thought-provoking, reflective, and very rewarding. You will be expected to study and work hard as you prepare for Fieldwork experience, the National Certification Examination, and ultimately - a career as an Occupational Therapy practitioner. Conscientious preparation will enable you to become a competent and principled practitioner, providing the type of care you would want to receive yourself.

This handbook contains information about UNCP, our curriculum, department policies and procedures, fieldwork policies and procedures, and the profession of Occupational Therapy. Additional fieldwork policies and procedures are available in the MSOT Fieldwork Policy Manual. Please note that this Student Handbook is a binding agreement for all students enrolled in the MSOT program, and exists to provide you guidance.

For a more complete description of UNCP rules and regulations, please refer to the UNCP website, Graduate School Student Code of Conduct and University Policies and Procedures.

Welcome to UNCP's Inaugural MSOT Program!

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Preface to Student Handbook

This 2024-2026 edition of the *MSOT Student Handbook* has been prepared to acquaint you with the UNCP-MSOT Program. During the next several semesters, your educational experience will be exciting and challenging. You will encounter a variety of teaching styles and engage in a variety of learning activities that will prepare you to be the best occupational therapy practitioner you can be. Together we will soar to new *BRAVE* heights.

This handbook is reviewed and revised annually to ensure that it is updated with best practice policies. The focus of this handbook is to help you become familiar with the policies, guidelines, procedures, rights, and responsibilities affecting your education in the MSOT program. Please keep this handbook available for easy access and review as needed regarding any procedural question that may come up.

This handbook is intended to be used along with UNCP printed materials, Graduate website, the UNCP Academic Catalog, and UNCP Student Handbook. Core information in these publications is not reproduced in this handbook.

The MSOT Faculty Department reserves the right to revise and modify the curriculum and educational protocols as necessary to ensure compliance with Accreditation Council of Occupational Therapy Education (ACOTE) standards. Students will be notified via their UNCP Bravemail account of any changes with effective date.

Handbook Adopted: April 20, 2024

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UNIVERSITY OF NORTH CAROLINA-PEMBROKE

UNCP HISTORY:

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, in bachelor's, master's and professional doctoral degrees, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

UNCP VISION STATEMENT:

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

UNCP CORE INSTITUTIONAL VALUES:

The faculty and staff of UNC Pembroke are guided by the following set of core values:

- The commitment to serving the local region
- The creation, exploration, evaluation, and articulation of ideas
- The value of a liberal arts foundation as the basis of self-realization and lifelong learning

- The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
- The appreciation of the American Indian history of the university and local community
- The appreciation of diversity and respect for the dignity and worth of every individual
- The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
- The accessibility of education which leads to the enhancement of the economy and culture in the region
- The maintenance of a sustainable, safe, healthful, attractive, and accessible campus

INSTITUTIONAL DISTINCTIVENESS STATEMENT:

The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students.

- We demonstrate integrity, transparency, and effective use of resources by assessing our programs and services and using data to inform our decisions.
- Founded in 1887 as an American Indian institution to serve the Lumbee people, UNCP is now also comprised of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.

UNCP MISSION STATEMENT:

The University of North Carolina at Pembroke is a minority serving institution immersed in a rich history and supportive environment. The University prides itself on maintaining a low teacher to student ratio, its diversity, small class size, numerous opportunities for campus engagement and leadership.

MASTER OF SCIENCE OF OCCUPATIONAL THERAPY PROGRAM

MISSION STATEMENT:

The mission of the Occupational Therapy Program is to prepare highly trained and culturally affirming leaders in the field of occupational therapy, who are uniquely equipped to meet the diverse needs of

the immediate area and the profession as a whole. We are committed to promoting evidence-based practice, inclusive care, advocacy, entrepreneurship, and service learning.

VISION STATEMENT:

Graduates of UNC Pembroke's Master of Science of Occupational Therapy will be lifelong learners who are equipped to implement evidence-based practice. Graduates will be prepared to work as independent practitioners, leaders of a therapy team, and strong advocates for the profession and their clients to help reduce and eliminate health disparities in the local community.

CURRICULUM MODEL

The Occupational Therapy program at UNCP incorporates the Person-Environment-Occupational Performance Model (PEOP) as the theoretical foundation and underlying framework for its curriculum model. The PEOP model "supports in-depth appraisal of the person and the environment where the transactive nature of the relationship between the person, environment and occupation is emphasized" (Queensland Health, 2016, p.19). Major constructs of the PEOP model are as follows:

- Person - made up of a series of intrinsic factors that define one's set of abilities and skills, and can enable or interfere with performance of occupation.
 - Intrinsic factors = physiological, cognitive, spiritual, motor, sensory, psychological
- Environment– the extrinsic factors making up the context in which performance occurs; and which can enable or interfere with performance of occupation.
 - Extrinsic factors = social support and capital, social determinants, culture , education and policy, assistive technology, physical and natural environment
- Occupation - activities, tasks and roles that are meaningful to the individual
- Occupational performance and participation – the interaction of a person, the environment, and occupation. (Baum et al, 2015)

Occupation is at the very core of our profession, but occupational performance is influenced and affected by the contexts of the person and their environment. Context describes the different environmental and personal factors that are specific to each client. Context influences how clients:

- Access opportunities to engage and participate in occupations
- Identify with roles
- Develop habits and routines
- Perform activities and occupations, and
- Experience meaning, purpose, and satisfaction with life." (AOTA, 2020)

Occupational therapy practitioners analyze the complex and reciprocal relationships between context and occupation in order to make recommendations, adaptations, and interventions that can enhance and support health, well-being, and occupational performance (Cohn & Lew, 2015). According to the

mission and philosophy of the University of North Carolina Pembroke, the institution “serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people” and is rooted in “service to and appreciation of our multi-ethnic regional society”. The Lumbee Tribe native to the Pembroke area, utilizes the Medicine Wheel symbol. The circular shape is symbolic of the circle of life to reflect life events from birth to death including any health or occupational performance issues. The colors in the medicine wheel represent the lifespan of man, birth (red), growth, (yellow), maturity (black) and death (white). The colors also represent the qualities for a balanced life: spiritual, emotional and intellectual. These tenets from the Lumbee Tribe are also reflected in the PEOP Model and the occupational therapy practice framework, which address development and occupational performance through the lifespan through focus on the individual; the environment; their occupational needs and preference; and their physical, emotional, cognitive, social, and spiritual well-being.

(Retrieved from: <https://www.lumbeetribe.com/history-and-culture>



Figure 1. Image symbolic of elements of Lumbee Tribe Culture

Use of the PEOP model throughout the curriculum will provide the structure to guide students in their focus on not just their clients' occupations, but the effect of their unique contextual factors to facilitate or impede occupational performance. Additionally, the curricular threads and program learning objectives correlate with the PEOP model. The threads of *diversity and inclusive care, community outreach and health promotion, and occupational performance and participation* echo the focus on person, environment, and occupational performance. The focus on person and environment are further reflected in multiple program learning objectives (PLOs), including the following: PLO 1 prepares students to contribute to the development of an inclusive society in *rural and remote practice settings*. PLO 2 addresses skills, behaviors, and strategies relative to the delivery of *culturally responsive*

and client-centered care. PLO 5 relates to advocacy, programs, and services for *underserved geographical regions of patient populations.*

CURRICULUM DESIGN

The University of North Carolina at Pembroke's Occupational Therapy curriculum is designed to produce occupational therapists who are competent advocates for their clients and the profession. Rooted in active learning theory, students are tasked to challenge their assumptions, critically reflect on their performance, and develop clinical competence as generalized practitioners.

The curriculum offers a balance of rigorous coursework, service-learning opportunities, and discussion-based courses to help students reflect and integrate knowledge taught across the curriculum. Critical reflection enables students to gain self-awareness in their abilities. As such, reflective practice is seen as integral to good sound clinical reasoning, judgment, and decision making and is essential to the lifelong process of professional development.

Students enter the program with the prerequisite knowledge of physical sciences, anatomy and physiology, statistics, abnormal psychology, and developmental psychology. Throughout the fall and spring semesters of the first year in the program, students are introduced to the basic tenets of occupational therapy, physiological structures and functions that support human occupation, and methods of assessing occupation across the lifespan. Interwoven throughout this first year are level I fieldwork experiences and a community seminar class which allow the students to gain initial exposure to clinical practice and an opportunity to discuss and reflect on their experiences in a group setting. Over the summer, students are introduced to advanced practice areas such as assistive technology and research. During the second and final year in the program, students continue to build on their knowledge of the occupational therapy process and learn about intervention methodologies.

Additional facets of the curriculum include interprofessional education experiences where the students discuss relevant topics with nursing, social work, and other health science students. Throughout the program, the curricular threads tie all of the student's learning experiences together with the intent of culminating in a well-prepared, entry-level occupational therapy practitioner.

CURRICULAR THREADS

Curricular themes are interwoven throughout the course sequence through coursework, assignments, fieldtrips, and services learning opportunities. They embody the mission and vision of the department and guide instruction.

- Evidence-based Practice & Professional Reasoning
- Diversity and Inclusive Care
- Community Outreach & Health Promotion
- Entrepreneurship, Innovation, and Advocacy

- Occupational Performance and Participation

EVIDENCE-BASED PRACTICE AND PROFESSIONAL REASONING:

This theme addresses the integration of occupational therapy and occupational science and emphasizes the importance of scientific inquiry in practice. Evidence-based practice is the thoughtful integration of empirical research, patient goals, and clinician competence. MSOT graduates will gain an understanding of various research methods, critique, and practice scholarly endeavors and gain a practice of lifelong learning, professional curiosity, and dissemination of research.

Student Learning Outcomes:

- Students will select and appraise current literature that directs clinical practice and decision making.
- Students will apply scholarship to real-world problems, articulating and embodying professional values, and skillfully putting theory into practice.
- Students will apply and evaluate theoretical frameworks to inform clinical and professional reasoning throughout the OT process.

DIVERSITY AND INCLUSIVE CARE:

This theme addresses the importance of promoting diversity and occupational justice in the profession as well as the need to cultivate professionals who are able to protect human rights and advocate for equal access to healthcare services.

Student Learning Outcomes:

- Students will participate in collaborative health care delivery by promoting inclusivity.
- Students will critically evaluate the interplay of social, political, economic, cultural, physical, and temporal contexts on occupational engagement for individuals and groups.
- Students will apply ethical principles in practice through advocacy and client- centered approaches to promote justice in occupational opportunities and access to care.
- Students will self-reflect on implicit and explicit biases.

COMMUNITY OUTREACH & HEALTH PROMOTION:

This theme addresses the need for the development of health programs and services that target rural populations and issues specific to the local community. MSOT graduates will embody the principles of servant leadership by designing and implementing community programs.

Student Learning Outcomes:

- Students will design health programs that speak to the needs of the community.
- Students will consider health disparities in community programming.
- Students will identify social determinants of health.

ENTREPRENEURSHIP, INNOVATION, AND ADVOCACY:

This theme addresses the importance of vision and leadership through exposure to emerging and non-traditional practice areas as well as the development of entrepreneurial mindset ideals.

Student Learning Outcomes:

- Students will understand how entrepreneurship can impact their lives and society.
- Students will master oral and visual presentation skills and establish a foundation of confidence in the skills necessary to cause others to act.
- Students will be able to identify resources and mobilize people and stakeholders.

OCCUPATIONAL PERFORMANCE AND PARTICIPATION:

This theme addresses the importance of occupational performance and participation for client centered practice.

Student Learning Outcomes:

- Students will understand occupations as complex transactions between personal factors, contextual, cultural, and societal factors.
- Students will analyze occupation and habits as they relate to health, development, and well-being.

ACCREDITATION STATUS:

The MSOT program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin AVe., Suite 510E, Bethesda, MD 20814.

ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

FULL-TIME FACULTY DIRECTORY:

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PROGRAM OVERVIEW

MSOT PHILOSOPHY OF LEARNING

The University of North Carolina at Pembroke is dedicated to facilitating personalized student learning, exposure to international perspectives, serving the local community, and facilitating active learning experiences. Consistent with the University's philosophy, the MSOT faculty believe that learning occurs through hand-on experiences and the application of theory to real life scenarios. We believe that the best learning experiences happen when students are allowed to encounter problems in a supportive environment, develop creative critical thinking and problem-solving skills, receive constructive feedback, and practice their skills to develop competency.

PROBLEM-BASED LEARNING:

Problem-based learning is an active process whereby students apply knowledge, both newly acquired and previously learned information, to actual cases and scenarios (Kayingo & McCoy Hass, 2018). Using this approach, faculty act as facilitators and guides for students and educational experiences. Encountering and working through problems is an intrinsically motivating process that allows students the space to experiment and refine their professional reasoning skills. As students progress, they will navigate more complex cases through assignments, role playing, as well as in-person and virtual simulations.

FEEDBACK:

Feedback is an essential component of the learning process. We believe that students should receive constructive feedback early, often, and from multiple sources. While instructors model how to give and receive feedback, students will have several opportunities to provide feedback to their peers and faculty.

CORE COMPETENCIES:

Throughout the curriculum faculty facilitate scaffolded learning experiences that help students

develop core competencies in the areas of medical knowledge, interpersonal and communication skills, professionalism, patient evaluation and assessment, analyzing and interpreting findings, intervention planning and implementation, and practice management.

This program is designed for full time study and prepares graduates for practice in traditional, non-traditional, as well as emerging practice areas. Students matriculate through this 24-month program as a cohort. The sequence of courses for the MSOT program is fixed, meaning courses are sequential

and are offered only once a year.

Throughout the course of study, students will engage in a number of service-learning activities and fieldwork experiences that provide exposure to a variety of clients and practice settings, promote the profession, and engender community collaboration.

ADMISSION, PROGRESSION, WITHDRAWAL, SUSPENSION, DISMISSAL, AND READMISSION

ADMISSION INTO PROGRAM:

UNCP is a community that cares and provides a robust educational experience. The MSOT program is committed to all students without regard to color, creed, disability, race, national origin, or gender. Admission into the MSOT program is competitive, based on scores compiled from prior GPA, GPA from prerequisite courses, references, personal statement, and completion of preadmission activities.

PROGRESSION THROUGH PROGRAM:

Student progress and academic standing are continually monitored by faculty in the MSOT program. Student progress is assessed through performance on exams, competencies, projects, assignments, and professional behavior. Progression through the program is dependent on the following:

1. MSOT students must receive a grade of "C" or better in all required MSOT courses, and cannot have more than 2 C grades at any time during the curriculum to progress through the program.
2. MSOT students must maintain greater than a 2.0 GPA, and adhere to the Standards of Student Conduct and Students' Rights and Responsibilities in order to progress through the program and graduate with Master of Science of Occupational.
3. Many of the MSOT courses are prerequisites to the next semester of required courses. Failure to successfully complete a prerequisite course will prohibit the student from continuing in the program. The student must retake the course in order to progress to the next courses.
4. **Any student who fails an MSOT course in the first semester must reapply to the program through the current catalog year's program admission process. Therefore it is strongly suggested upon receipt of a grade below 80% for any assignment, competency or test that the student sets up an appointment with their instructor of record and addresses the performance concerns early on to**

prevent failing a course. The MSOT faculty and advisor are there to facilitate student success but the student has the responsibility to engage in the material and communicate with the faculty. Only one MSOT course may be repeated one time during progression through the MSOT program.

5. An individualized academic action plan includes a description of the factors that appear to have led to the student's unsuccessful performance, identification of academic needs, actions for a set period of time, and the consequences in the event of non-compliance with the plan.
6. Two grades below "C" in any MSOT curriculum courses or two unsuccessful attempts to pass a course will result in inability to progress in the MSOT program.
7. A student who is unable to complete a course for medical or other approved reasons, may be assigned a grade of "I" – Incomplete. An action plan for completion must be determined with the student's faculty advisor and a deadline set for completion of all remaining work. All Incomplete assignments must be completed prior to the beginning of the next semester of MSOT classes. Grades of "I" are given based on the instructor's decision in accordance with the policies and procedures outlined in the University catalog. A student should not assume that a grade of "I" will be given for any assignment or course prior to meeting with the instructor.
8. Students must successfully complete all required didactic coursework before beginning Level II Fieldwork.
9. Level II Fieldwork must be completed within 18 months of completion of didactic coursework.
10. A student may repeat one Level II fieldwork experience after receiving a failing grade. A new Level II placement assignment will be made after a period of remediation determined by an individualized academic action plan. If the student fails a second Level II fieldwork experience, the student will not be able to progress in the MSOT program.
11. The Level II Fieldwork must be completed within 12 months of the originally scheduled semester for completion.
12. Level II Fieldwork may be completed on a part-time basis with approval from program chair. This will increase the length of the program. The ability to complete Level II fieldwork on a part-time basis depends on site availability. All MSOT didactic courses must be successfully completed prior to participation in Level II Fieldwork.

WITHDRAWAL FROM PROGRAM:

All withdrawals must be in accordance with UNCP's MSOT policy. Students who do not successfully complete an OT course because of withdrawal for medical or personal reasons may be readmitted to that course in the next semester that it is offered, provided that space is available. As per the progression policy, the student may not progress to other OT courses until the prior courses are successfully completed. Students who desire to continue in the OT program more than one year after withdrawal must reapply for admission.

READMISSION INTO PROGRAM:

Students applying for readmission into the MSOT program must meet the admission criteria in effect at the time of reapplication. Admission requirements may change from year to year.

READMISSION AFTER VOLUNTARY WITHDRAWAL:

1. Readmission is contingent upon availability of space in the program.
2. A student is able to return to the program after voluntary withdrawal **one time only**.
3. The student must return to the program the next time that the course(s) he/she withdrew from are offered.
4. A request to return to the MSOT program must be submitted in writing to the Program Director at least 60 days in advance, and must include satisfactory evidence of resolution of the problem that caused withdrawal.
5. **The returning student will be required to demonstrate mastery of all skill competencies by passing practical examinations and competencies from courses previously successfully completed. If mastery is not met on first attempt, the student will not be allowed to continue in the program.**
6. Readmitted students must adhere to all policies and requirements in effect at the time of readmission into the program.
7. If a student fails to re-enter the program the next time the course(s) is/are available, the student will be required to reapply for admission.
8. A student who voluntarily withdraws during Level II Fieldwork must re-enter and complete all Clinical Fieldwork within 18 months of the completion of academic coursework.

READMISSION AFTER COURSE FAILURE:

1. Readmission is contingent upon availability of space in the program.
2. A student who received a failing grade (<C) in a required course may request readmission **one time only**, and will be on departmental academic probation until the course is successfully completed.
3. The student must retake the failed course the next time that the course is offered.
4. A request to return to the MSOT program must be submitted in writing to the Program Director at least 30 days in advance, and must include an individualized Academic Action Plan designed for improved academic performance.
5. **The returning student will be required to demonstrate mastery of all skill competencies by passing practical examinations and competencies from courses previously successfully completed. If mastery is not met on first attempt, the student will not be allowed to continue in the program.**

6. Readmitted students must adhere to all policies and requirements in effect at the time of readmission into the program.
7. If a student fails to re-enter the program the next time the course(s) is/are available, the student will be required to reapply for admission.

RESUMPTION OF COURSES AFTER LEAVE OF ABSENCE OR WHEN ON PART-TIME SCHEDULE:

- The returning student will be required to demonstrate mastery of all skill competencies by passing practical examinations and competencies from courses previously successfully completed. The competency will be offered one time, and if mastery is not met, the student will not be allowed to continue in the program.

REAPPLICATION:

When a student reapplys to the program, that student will be considered a **new applicant** and subject to the same requirements as all new applicants. No points or credit will be given for previous performance in the program.

ELIGIBILITY TO REAPPLY:

A student may be eligible to reapply for admission after non-progression for the following reasons:

- Not repeating a failed course, the next time it was available
- Failure to remediate non-academic probation in the designated time frame

The application will be considered along with all the other applications and the student will receive no preference from having been previously enrolled.

INELIGIBLE TO REAPPLY:

The following conditions will result in status as ineligible to reapply for admission.

- Receiving a failing grade (<C) in 2 MSOT courses
- Receiving a failing grade two times in the same required course
- Receiving a failing grade in two Level II Clinical Fieldwork experiences
- Violation of the University Student Code of Conduct or the Occupational Therapy Code of Ethics
- Violation of client's confidentiality verbally, electronically, or in written form
- Falsification of written documentation in class or on Fieldwork
- Falsification of application to MSOT program
- Conviction of a felony
- Threat to the safety of fieldwork clients, classmates or faculty
- Theft of University or fieldwork facility property
- Presence in class or fieldwork while intoxicated or impaired

SUSPENSION AND DISMISSAL POLICY

The Department of Occupational Therapy will adhere to the Suspension and Dismissal policy as established by UNCP's MSOT program. Reasons for dismissing a student from the Occupational Therapy MSOT professional program are:

- Unsatisfactory performance
 - A failing course grade (U or F) in any course
 - 2 final grades of C in any courses
 - A cumulative GPA of less than 3.0 in two semesters.
 - Failing any didactic or fieldwork course more than one time
 -
- Behavior in direct conflict with the professional ethics as defined by the American Occupational Therapy Association – Code of Ethics 2020 .
- Exhibiting unsafe practices, indulging in contraindications, and non-adherence to precautions in a classroom, clinical or laboratory environment related to self, clients or others.
- Violation of academic integrity such as cheating, plagiarism, and other violations of Academic Integrity policies of the Department and University.
- Failure to adhere to the policies and procedures established by Pfeiffer and the Department of Occupational Therapy.

COURSE SEQUENCE:

Semester	Course #	Course	Credit hrs	Lect hrs	Lab hrs	Clin hrs
1 Fall	5000	Theories and Foundations in OT	3	3		
	5100	Functional Anatomy and Physiology	4	3	2	
	5150	Clinical Kinesiology	3	2	2	
	6600	Clinical Pathophysiology	3	2	2	
		<i>TOTAL</i>	<i>13</i>	<i>10</i>	<i>6</i>	
2 Spring	5400	Clinical Neuroscience	3	3		
	5450	Pediatrics in Occupational Therapy I	3	2	2	
	5475	Assessment in Adult Physical Dysfunction	3	2	2	
	5200	Psychosocial Approaches and Mental Health	3	2	2	
	5350	Clinical Decision Making I	3	2		3
		<i>TOTAL</i>	<i>15</i>	<i>11</i>	<i>6</i>	<i>3</i>

3 Summer	5680	Health Promotion and Aging	3	3		
	5600	Assistive Technology	3	2	2	
	5500	Research Methods	3	3		
	5650	Management, Advocacy, and Leadership	3	3		
	6500	Professional Ethics in Clinical Practice	2	2		
		<i>TOTAL</i>	<i>14</i>	<i>13</i>	<i>2</i>	
4 Fall	5005	Special Topics in Occ. Science (Research II)	2	2		
	6490	Pediatrics in Occupational Therapy II	3	2	2	
	6480	Interventions in Adult Physical Dysfunction	3	2	2	
	6000	Hand Therapy and Upper Extremity Disorders	3	2	2	
	6351	Clinical Decision Making II	3	2		3
		<i>TOTAL</i>	<i>14</i>	<i>10</i>	<i>6</i>	<i>3</i>
5 Spring	6800	Senior Seminar I	2	2		
	6850	Fieldwork Level II-a	9			40
		<i>TOTAL</i>	<i>11</i>	<i>2</i>		<i>40</i>
6 Summer	6880	Senior Seminar II	2	2		
	6870	Fieldwork Level II-b	9			40
		<i>TOTAL</i>	<i>11</i>	<i>2</i>		<i>40</i>
		<i>PROGRAM TOTALS</i>	<i>78</i>			<i>1056</i>

Each semester of the curriculum builds upon previous knowledge and skills. Foundational information is constantly being revisited and incorporated as students progress through the program.

COURSE DESCRIPTIONS

Semester 1 – Fall 1

OCCT 5000 Theories and Foundations in Occupational Therapy

Course Description: This course introduces students to the theories and frames of references that guide occupational therapy practice in various settings. Students will learn about roles, scope of practice, terminology, the Occupational Therapy Practice Framework-4 (OTPF4), and the relationship between participating in occupations and health. Students will begin to develop therapeutic skills needed to communicate effectively and work collaboratively with clients and other healthcare

professionals. Students will begin to cultivate their professional reasoning skills, therapeutic use of self, activity analysis, and understand the processes needed to foster meaningful occupational participation in individuals, groups, and communities.

OCCT 5100 Functional Anatomy and Physiology

Course Description: This course will develop students' knowledge of human musculoskeletal structure and function, to understand typical movement and form the foundation for analysis of occupational performance. Through lectures and interactive lab experiences, students will recognize anatomical and physiological structures that support occupational participation.

OCCT 5150 Clinical Kinesiology

Course Description: This course examines the principles of biomechanics and movement analysis. Students will learn how activity and motion are affected by human structure and environmental and contextual factors. Students will learn how to assess movement and strength of joints and muscles, and how various conditions may impact movement and occupational performance.

OCCT 5300 Clinical Pathophysiology

Course Description: This course introduces the effects of disease, trauma, injury, or genetic anomalies on the human body and systems. Students will learn terminology commonly encountered in medical and allied health professions, and explore the effects that illness, trauma, and disease have on an individual's occupational function. This course will cover clinical orthopedic, developmental, neurological, and congenital disorders encountered by occupational therapists.

Semester 2 – Spring 1

OCCT 5400 Clinical Neuroscience

Prerequisites: OCCT 5000, 5100

Corequisites: OCCT 5200, 5400, 5450, 5475

Course Description: The course will focus on the structure and function of the central and peripheral nervous system, cognitive processes, and sensory perception which support human performance. Students will build on their knowledge of gross anatomy and explore the impact of neurological dysfunction, and the subsequent effects of neuroplasticity for clients with neurological conditions. Students will apply their understanding of foundational neuroanatomy to selection, administration, and interpretation of neurological assessments. Critique of current evidence-based literature will provide a foundation to guide services for clients with neurological deficits.

OCCT 5450 Pediatrics in Occupational Therapy I

Prerequisites: OCT 5000, 5100, 5300

Course Description: This course will focus on typical human development from conception through young adulthood. Students will study key developmental domains including motor, cognitive, sensory, perceptual, adaptive, play, and social skills; emotional and behavioral regulation; and the typical sequence of skill acquisition and developmental milestones. An emphasis on referral, screening, and evaluation/assessment portions of the occupational therapy process will introduce the occupational performance and participation of children from the perspective of the child's development, individual skills, and environmental influences.

OCCT 5475 Assessments in Adult Physical Dysfunction

Prerequisites: OCT 5000, 5100, 5150, 5300

Course Description: This course explores the conceptual foundation and scientific basis for the selection of appropriate assessments and interventions when working with adults with physical dysfunctions in various settings. Students will use evidence-based practice and measurement principles to identify strengths and barriers that inform goal attainment, and how to progress patients through the continuum from referral to assessment to intervention to discharge. Students will identify and articulate the rationale for assessment, intervention, and discharge to clients and other care professionals; and learn about social and political factors that impact service provision in adults.

OCCT 5200 Psychosocial Approaches & Mental Health

Prerequisites: OCCT 5000

Corequisites: OCCT 5400

Course Description: This course introduces students to current and emerging practice areas in the domain of mental health and wellness promotion. Students will learn how to assess the symptoms of mental illness and how to facilitate person-centered care planning and delivery of evidence-based interventions within interdisciplinary contexts. Students will practice administering cognitive assessments and facilitate therapeutic groups.

OCCT 5350 Clinical Decision Making I

Prerequisites: OCCT 5000

Pre/Corequisites: OCCT 5200, 5400, 5450, 5475

Course Description: This course is designed to facilitate the integration of content learned across the curriculum. Through lectures and level I fieldwork, students will gain exposure to diverse patient populations, assessment methods, interventions, and documentation. Students will have the chance to interact with individuals and groups in the community, and gain experience in skilled observation, documentation, interprofessional communication, and teamwork. Students will cultivate skills in professional reasoning, therapeutic use of self, building trust and rapport, and fostering community engagement and wellness.

Semester 3 – Summer 1

OCCT 5680 Health Promotion and Aging

Prerequisites: OCCT 5000, 5200, 5300, 5475

Course Description: This course facilitates the development of clinical decision making, assessment, and intervention considerations related to older adults. Students will explore age-related physiological changes, psychosocial changes, chronic conditions and their impact on occupational performance. Students will learn how to evaluate and address the biological and phenomenological aspects of complex mental and physical health conditions experienced by older adults. Special emphasis will be on prevention of decline through health promotion/wellness programs and successful aging in place.

OCCT 5600 Assistive Technology

Prerequisites: OCCT 5000, 5460, 5475

Course Description: This course facilitates the development of clinical decision making regarding the selection, recommendation, and implementation of assistive technologies across the lifespan, and the dynamic relationship between the human user and the assisted activity within specific contexts. Students will build on their understanding of disability, occupational rights, and occupational and environmental assessments; to develop, design, implement and evaluate effective assistive technology solutions to optimize a person's participation. Students will consider ethical issues and explore grant writing to enhance equitable access to assistive technology.

OCCT 5500 Research Methods

Prerequisites: OCCT 5000

Course Description: This course addresses research paradigms, ethics, quantitative and qualitative approaches, and skills to locate and appraise current literature and interpret research findings. Students will be introduced to the scientific inquiry process and theories guiding research approaches in health sciences, and research funding sources and tools specific to the discipline. This course will center around research topics, themes, and priorities identified by the American Occupational Therapy Foundation (AOTF) and the American Occupational Therapy Association (AOTA), including mental health, prevention & management of chronic conditions, technology and environmental supports, equitable access and use of community health services, and novel practice areas and approaches to occupational therapy service delivery.

OCCT 5650 Management, Advocacy, and Leadership

Prerequisites: OCCT 5000

Corequisites: OCCT 6500

Course Description: This course provides an overview of healthcare management principles and duties, including staffing, supervision, budgeting, marketing, and quality management. Students will learn about local, state, and federal laws and regulations and resources affecting healthcare. Students

will learn to develop a business plan; and local laws, regulations, and resources for rural populations. Major emphasis is on advocacy, leadership, and entrepreneurship.

OCCT 6500 Professional Ethics in Clinical Practice

Prerequisites: OCCT 5000

Corequisites: OCCT 5650

Course Description: This course prepares students to identify and address ethical issues commonly encountered in occupational therapy practice, including balancing the patients' rights and practitioner's values; establishing professional boundaries; and issues related to billing, service delivery, and productivity. Using the American Occupational Therapy Association Code of Ethics, students will apply advanced problem solving and clinical reasoning to identify, articulate, and justify their own positions concerning the nature and complexities of professional ethics.

Semester 4 – Fall 2

OCCT 5005 Special Topics in Occupational Science

Prerequisites: OCCT 5000

Course Description: This course is designed to introduce students to critical perspectives in occupational science including discussions of society, inclusion, participation, and historical-political perspectives of occupation. This course will also cover global issues such as poverty and avenues of action. Students will learn about the history of the field, current developments, and the profession's future trajectory.

OCCT 6490 Pediatrics in Occupational Therapy II

Prerequisites: OCCT 5000, 5450

Course Description: This course deepens the student's understanding of pediatric diagnoses and the effect of these disorders on occupational performance, roles, habits and routines, and social participation. Students will apply foundational theories in selecting appropriate intervention approaches, implementing a treatment plan, and moving clients through the occupational therapy process to discharge. Special attention is given to understanding the role of an occupational therapist during intervention planning in the school system, community-based pediatric settings, and home-based care settings.

OCCT 6480 Interventions in Adult Physical Dysfunction

Prerequisites: OCCT 5000, 5100, 5150, 5300, 5475

Course Description: This course builds upon the student's understanding of diagnoses affecting adult populations and the effect of these disorders on occupational performance, roles, habits and routines, and social participation. Students will apply foundational theories in selecting appropriate intervention approaches, implementing a treatment plan, and moving clients through the care continuum. Special attention is given to understanding the role of an occupational therapist during

intervention planning in acute, sub-acute, rehabilitation settings, outpatient, and community-based care settings.

OCCT 6000 Hand Therapy and Upper Extremity Disorders

Prerequisites: OCCT 5000, 5100, 5150, 5300, 5475

Course Description: This course focuses on in-depth knowledge of the musculoskeletal system of the hand and upper extremity with an emphasis on occupation-based intervention and splint fabrication. Students will learn the fundamentals of hand therapy including evidence-based practice, physical agent modalities, therapeutic exercises, and orthotics. Students will integrate their knowledge of foundational theories of practice to select appropriate methods to thoroughly evaluate upper extremity disorders, select appropriate intervention strategies, and determine when a client is ready for discharge.

OCCT 6351 Clinical Decision Making II

Prerequisites: OCCT 5000, 5350, 5450, 5475

Prerequisites/Corequisites: OCCT 5200, 6480, 6490

Course Description: This course provides Level I Fieldwork opportunities through on-site placement in various occupational therapy settings. Students will gain knowledge and experience with assessment, intervention, and documentation methods utilized in different settings. Students will increase empathy and learn to advocate for the profession and articulate core concepts of occupational therapy through participation in community-based service-learning activities.

Semester 5 – Spring 2 (12 weeks)

OCCT 6800 Senior Seminar I

Prerequisites: OCCT 5000, 5200, 5350, 6000, 6480, 6490

Corequisites: OCCT 6850

This course is designed to allow students to apply their understanding of OT process and key concepts to clinical scenarios, while utilizing their theoretical and technical knowledge and clinical reasoning skills to prepare for certification. Students will reflect on their learning styles and develop strategies to meet national standards. Students will review domain-level knowledge and gain practice transferring that knowledge through exam preparation activities, and prepare for life-long learning and professional development.

OCCT 6850 Fieldwork IIa

Prerequisites: OCCT 5000, 5200, 5350, 6000, 6480, 6490

Corequisites: OCCT 6800

Course Description: This Level II Fieldwork course provides students with the opportunity to demonstrate, apply, and refine knowledge and skills learned throughout the curriculum in a full-time occupational therapy practice setting, under the supervision of a licensed occupational therapist.

Students will further their ability to apply concepts of best practice in evaluation, intervention, and supervision; and apply higher-level problem solving, ethical reasoning, and clinical competency to meet national standards of entry-level practice.

Semester 6 – Summer 2 (12 weeks)

OCCT 6880 Senior Seminar II

Prerequisites: OCCT 5000, 5200, 5350, 6000, 6480, 6490, OCCT 6800

Corequisites: OCCT 6870

This course expands on the knowledge and skills acquired through previous coursework and practical experiences, equipping students for professional practice.

OCCT 6870 Fieldwork IIb

Prerequisites: OCCT 5000, 5200, 5350, 6000, 6480, 6490, 6800, 6850

Corequisites: OCCT 6880

Course Description: This Level II Fieldwork course provides students with the opportunity to demonstrate, apply, and refine knowledge and skills learned throughout the curriculum in a full-time occupational therapy practice setting, under the supervision of a licensed occupational therapist. Students will further their ability to apply concepts of best practice in evaluation, intervention, and supervision; and apply higher-level problem solving, ethical reasoning, and clinical competency to meet national standards of entry-level practice.

PROGRAM LEARNING OUTCOMES

PLO 1: Apply advanced theoretical and technical knowledge in the discipline of occupational therapy, to contribute to the development of an inclusive society in rural and remote practice settings

PLO 2: Demonstrate appropriate ethical, legal, and professional behaviors, skills, and strategies; in the delivery of culturally responsive and client-centered care

PLO3: Demonstrate values, knowledge, skills and attitudes appropriate to the discipline of occupational therapy

PLO 4: Critically analyze research to enable ethically informed and evidence-based occupational therapy practice

PLO 5: Identify current avenues of advocacy and develop new means of advocating for programs and services in underserved geographical regions and patient populations

PLO 6: Reflect on current skills, knowledge, and attitudes to assess professional learning needs and demonstrate autonomy and accountability in planning ongoing professional development

PLO 7: Demonstrate knowledge of the health problems facing local and global communities

PLO 8: Demonstrate knowledge of the regulatory systems and processes impacting service delivery, including governmental regulation, non-discrimination and privacy legislation, and access/equity of care

PLO 9: Apply management theory and leadership principles to the field of occupational therapy in order to establish and improve health promotion programs and services

PLO 10: Demonstrate command of the foundational biological, physical, social, and behavioral sciences supporting occupational performance across the lifespan

GENERAL LEARNING OUTCOMES:

Upon completion of the program, the student will:

- Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of academic and fieldwork education.
- Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.
- Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life.
- Be prepared to be a lifelong learner and keep current with the best practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- Be prepared to effectively communicate and work inter-professionally with those who receive care and provide care in order to clarify each member's responsibility in executing components of a treatment plan for individuals and/or populations.

Be prepared to advocate as a professional for occupational therapy services.

MSOT PROGRAM FIELDWORK

- Students will complete two types of fieldwork during the OT program. Level I fieldwork is completed during the 2nd and 4th semesters of the program, and Level II Fieldwork is completed during the last 2 semesters of the OT Program.
- Each student will be assigned to fieldwork sites by the Academic Fieldwork Coordinator. Students cannot schedule their own fieldwork or contact facilities to request fieldwork placements.
- Students must adhere to all site policies and procedures as well as UNCP policies and procedures during fieldwork placements.
- Students may need to travel to complete fieldwork requirements. Every attempt will be made to locate fieldwork slots in Pembroke and surrounding areas, but this is not guaranteed.
- Fieldwork policies and procedures are located in the Fieldwork Handbook

OCCUPATIONAL THERAPY PROGRAM POLICIES AND PROCEDURES

ADVISEMENT

The Department of Occupational Therapy provides academic and professional advisement for all students enrolled in the program.

- All Occupational Therapy students will be assigned an advisor from the Occupational Therapy faculty.
- Students and faculty advisors will meet often to support the student's progress through the program. Frequency and methods of contact will be determined by the student and their faculty advisor. The faculty advisor will document each advising appointment.
- The faculty advisor's duties do not include medical or psychiatric counseling of students. (See University procedures on referral for counseling).
- It is strongly suggested upon receipt of a grade below 80% for any assignment, competency or test that the student sets up an appointment with their instructor of record and addresses the performance concerns early on to prevent failing a course. The MSOT faculty and advisor are there to facilitate student success but the student has the responsibility to engage in the material and communicate with the faculty.
- All questions regarding specific courses or course requirements should be directed to the instructor of the course.

ATTENDANCE AND TIMELINESS

Attendance and timeliness are mandatory for class and assignments. Students are expected to arrive promptly for all in-person and virtual synchronous classes, fieldwork, required meetings, and community outings. Timeliness is defined as being seated by the assigned start of class (if face-to-face),

or signed on by the start time of the virtual class meeting (if virtual). It is expected that virtual attendance is with the camera on for the duration of the class session.

Late arrival and early departures are disruptive to the learning environment. Leaving before the end of class is considered early release. Lateness and early release will be excused only if the student notifies the instructor prior to the beginning of class. Missing more than half of a class period is considered an absence. **Three episodes of tardiness constitutes one absence.**

Attendance will begin on the first day of class. Students must attend at least 75% of the scheduled class meetings including hybrid components, community assignments, and fieldtrips to receive credit for the class attendance. A failing grade of C- will be given to a student that misses more than 25% of the scheduled class times or fieldwork time. If the course grade is already below a C-, a lower grade will be assigned.

Attendance and timeliness will be evaluated under professional behavior, as part of the student's overall course grade, and may be included in grades on specific assignments. Fieldwork absence policy is covered in the UNCP Fieldwork Policies and Procedures manual.

Students must submit prior written notice to the instructor in written or email form, for any absences to be excused. A student may participate virtually, in lieu of an absence, per approval of the instructor. Emergencies require notification to the instructor on the day of the missed class. Documented proof of the emergency must be provided on the student's return to class.

CLASSROOM, LABORATORY, AND LOUNGE USAGE

The MSOT classrooms and laboratories are designated for the instruction and practice of occupational therapy skills. Eating and smoking are prohibited during class and lab sessions. Food is not to be brought into the rooms unless being used for a class activity. Drinking is permitted in the classroom if the liquid is in a container with a lid on it to prevent spillage. The 1st floor lounge is available for students for eating, drinking, and studying. There are vending machines and microwave ovens available for student use. Refrigerated, frozen, and packaged food and snacks and microwave ovens are also available on the 1st floor of Weinstein Building.

Students are responsible for maintaining safe and clean classroom and lab environments. This includes cleaning and putting away all equipment used; wiping up any spills; returning desks and chairs to standard arrangement; and reporting any damaged, broken, or unsafe equipment or furniture to the instructor. Students are expected to use the University's resources in a safe, respectful, and efficient manner, and maintain an environment conducive to learning.

Access to the classroom, laboratory, and equipment outside of designated class time is at the discretion of the instructor. Students are not allowed to be in the classroom or labs without an instructor. Open lab times may be designated to allow students to work individually, in groups, or with faculty on projects, skills or class preparation. To facilitate access during non-class time, meeting rooms and certain equipment are available to students through the Library.

INFECTION CONTROL

Infection Control Policy

For MSOT at UNCP: Occupational Therapy Program

This Infection Control Policy is specific to the MSOT Program at UNCP. It does not supersede the posted policies from the University of North Carolina-Pembroke. The MSOT Program policies were established to protect the health and safety of clients, students, and faculty. UNCP's Infection Control Policies and guidance are located in the Occupational Health and Safety homepage and is considered a multidisciplinary area of focus regarding the well-being of employees in the workplace. You may access these general policies through the following Link: <https://my.uncp.edu/pages/environmental-health-and-safety-occupational-health-and-safety>

Purpose

This policy establishes clear infection control standards for the occupational therapy academic program to protect students, faculty, staff, and clients from the risk of infectious diseases. The policy aims to promote a safe learning and laboratory and simulated clinical environment by minimizing the transmission of pathogens.

Scope

This policy applies to all occupational therapy students, faculty, staff, and any individuals participating in classroom, laboratory, fieldwork, or clinical activities affiliated with the program.

Policy Statement

All members of the occupational therapy program at UNCP are required to adhere to infection control protocols consistent with current local, state, and federal guidelines, as well as standards set by the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO).

General Principles

- Standard precautions must be observed at all times, including proper hand hygiene, use of personal protective equipment (PPE), safe handling of equipment and materials, as well as the disinfecting of treatment or therapeutic equipment, such as ultrasound transducer, electrodes, toys, balls, treatment tables, pulleys, bolsters, wheelchairs, etc.
- All individuals must report signs and symptoms of infectious disease and refrain from attending in-person activities when ill.
- Students and staff must comply with additional infection control measures as required during outbreaks or pandemics.

Hand Hygiene

- Wash hands with soap and water for at least 20 seconds before and after patient contact, after removing gloves, and after contact with potentially contaminated surfaces.
- Alcohol-based hand sanitizers may be used if hands are not visibly soiled. These sanitizers will be placed in the lab spaces or in simulation lab spaces.

Personal Protective Equipment (PPE)

- Wear gloves when there is potential for contact with blood, body fluids, mucous membranes, or non-intact skin.
- Masks, eye protection, and gowns should be worn as indicated by the nature of the activity and risk assessment.
- PPE must be disposed of properly after use.

Environmental Cleaning and Disinfection

- Regularly clean and disinfect surfaces, treatment areas, and equipment according to established schedules and procedures.
- Students will be recruited to assist the lab and primary instructor(s) for the course to ensure equipment is wiped down with a topical disinfectant and is stowed away properly.
- Use EPA-approved disinfectants for high-touch surfaces and shared equipment.

Handling of Sharps and Waste

- Dispose of needles and other sharps in designated puncture-resistant containers.
- Follow local guidelines for biohazardous waste disposal as posted by the level II FW site of facility.

Immunizations and Health Screenings

- Students and faculty are encouraged to maintain up-to-date immunizations as recommended for healthcare professionals (e.g., influenza, hepatitis B, COVID-19).
- Health screenings may be required prior to participation in fieldwork or clinical placements.
- The AFWC will review the immunization requirements of the healthcare facility and track if the student is in compliance prior to starting their level II fieldworks.

Education and Training

- Infection control training will be provided for MSOT student during their initial orientation. The policy can be revisited as often as needed.
- Updates on infection control procedures will be communicated promptly as guidelines evolve.

Fieldwork and Clinical Placements

- Students must comply with the infection control policies of host sites and report any exposure incidents immediately.
- Documentation of infection control training and immunizations may be required prior to placement.

Responsibilities

- Program Director: Ensures policy implementation and periodic review.
- Faculty and Staff: Model compliance and provide education.
- Students: Adhere to all infection control procedures and report concerns.

Policy Review

This policy will be reviewed annually and updated as needed to reflect best practices and changes in regulatory requirements.

CONFIDENTIALITY AND PRIVACY

All information related to clients, caregivers, and guest subjects is considered confidential and should be discussed only in the privacy and context of the class, lab, or fieldwork assignment. When working with real or simulated clients, students should always be aware of client privacy, comfort, and dignity. Student information is also considered private. Students should not discuss grades or academic action plans with each other. Disregard of privacy or confidentiality is a breach of the Occupational Therapy Code of Ethics and may result in students being placed on non-academic probation or being dismissed from the program.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule serves to protect the privacy of individually identifiable health information.

“Individually identifiable health information” is information, including demographic data, that relates to:

- the individual’s past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

(<https://www.hhs.gov/sites/default/files/privacysummary.pdf>,p.6,retrieved 02-16-24)

Students must remember at all times to protect the privacy of their clients’ health information when communicating with classmates, faculty, or clinical staff. When preparing case presentations, papers, discussions, and reports, students must avoid disclosing information that could identify the subject. This includes subject’s name, date of birth, address, social security number, medical record number, and unauthorized photograph.

Violations deemed to be accidental, such as leaving a medical record or chart open on a desk, will result in a written warning and placement on non-academic probation. The following violations will result in immediate dismissal from the MSOT program:

- Accessing client information without reason, such as unauthorized looking at the medical records (for clients to whom the student is not assigned).
- Removal of personal information from a clinical site, including taking home medical records or photographing medical records with a camera or cell phone.
- Providing client information to the media in any form.
- Including protected client information in publicly visible assignments, email, or on social media.

ACCESSIBILITY SERVICES

The Accessibility Resource Center (ARC) provides accommodations for students with permanent or temporary disabilities. Students must self-identify and provide the appropriate disability documentation to be eligible for services. Services are available to students with a hearing, learning, physical, medical, visual, or psychological/psychiatric disability. Information is available through the website at <https://www.uncp.edu/departments/accessibility-resource-center> or by telephone at 910.521.6695. Accommodations will be determined only for students who provide appropriate documentation. Instructors are required to follow only accommodations and/or services outlined by the Accessibility Resource Center.

It is strongly advised that any student with a disability meets with the Academic Fieldwork Coordinator and Fieldwork Educators before beginning fieldwork, so that appropriate accommodations that have been provided through the ARC can be adhered to when setting up the placements. The University reserves the right to require documentation from the student's personal physician regarding the student's health status. Students who do not disclose a disability to the Academic Fieldwork Coordinator and Fieldwork Educator are not entitled to any accommodations.

PREGNANCY:

If a student becomes pregnant while enrolled in the MSOT program, it is her responsibility to notify the Program Director and Academic Fieldwork Coordinator so that appropriate accommodations can be made if and when they are necessary. If a student is unable to complete academic coursework or clinical fieldwork due to her pregnancy, she may withdraw from the program as per the procedures outlined in this handbook.

Because of possible health and safety risks in clinical settings, including but not limited to patient lifting, and exposure to infection, radiation, chemicals, and electrical modalities, some clinical fieldwork assignments may not be appropriate for pregnant students. The Academic Fieldwork Coordinator will make every possible effort to secure a safe and appropriate clinical site for the student, while also ensuring that the site provides for a well-rounded clinical education. It is recommended that any student who is pregnant consult with her personal physician to determine limitations and obtain a medical release from the physician prior to beginning fieldwork. Participation in fieldwork and laboratory classes is at the student's own risk.

EMERGENCIES OR INCLEMENT WEATHER

In the event of inclement weather or other emergency, the Chancellor of the University or a representative may determine the need to close the University or cancel classes. This action may not always coincide with announced closings of local public schools, other local universities, or local business entities. Closings or restrictions may also be imposed by elected officials or agencies such as the Department of Health, in situations such as a pandemic. The MSOT program will abide by whatever restrictions are imposed by the University regarding class attendance. Students at fieldwork sites will follow the attendance policies for that site. In the event of inclement weather students should listen to area radio and television stations for announcements regarding the operation of the University. In addition, the UNCP website <https://www.uncp.edu/facultystaff/human-resources/weather-information> will have an announcement regarding closings. Media announcing local weather updates will announce any closing or delays as well.

When classes are cancelled due to inclement weather or other emergency, all efforts will be made to make up class time through additional sessions, on-line sessions, or additional assignments. Previously scheduled assignments are due at the same time as scheduled. Students should access Canvas by the scheduled start of class for directions on make-up class time or assignments. This will be determined at the discretion of the faculty member. When fieldwork is cancelled due to inclement weather or other emergency, students and Academic Fieldwork Coordinator will collaborate with the site to determine how the time will be made up.

ESSENTIAL FUNCTIONS:

All MSOT graduate students must demonstrate competence in the following skills sufficiently to meet curricular and clinical demands with or without accommodations for all of the following essential functions.

Communication

- Communicate clearly and efficiently in both written and oral English language with appropriate medical terms for the context.
- Demonstrate comprehension of written and verbal instructions and convey the information accurately and legibly on assignments.
- Communicate appropriately and professionally with team members and constituents.

Intellectual/Cognitive

- Demonstrate problem solving, clinical reasoning and sound judgment for implementation of academic assignments and clinical services.
- Demonstrate ways to self-evaluate and reflect on one's own knowledge, manage one's stress, and identify ways to increase knowledge and skills.

Behavioral/Social

- Demonstrate mature and respectful attitudes and demeanor in cooperative relationships with faculty, colleagues, and others.
- Demonstrate compliance with professional behaviors, attendance, and dress code.
- Respond appropriately to constructive feedback and suggestions and modify behavior accordingly.
- Manage time effectively for completion of academic and clinical responsibilities.

Motor/Sensory

- Demonstrate and sustain the necessary physical activity demands to complete course and lab activities for client intervention skills (such as transfers, manual muscle testing, and operation of materials and equipment).
- Demonstrate visual and auditory skills to accurately perform prerequisite clinical skills for client evaluations and interventions.

GRADING POLICY AND EXPECTATIONS

The Occupational Therapy program utilizes a 10-point grading scale as follows:

A = 90 -100

B = 80 - 89

C = 70 - 79

D = 65 - 69

F = <65

The minimum passing grade for passing a course is C. In order to progress through the MSOT program, students can earn a grade of C in no more than 2 MSOT courses. Student performance will be evaluated by a variety of measures, including but not limited to exams, quizzes, lab experiences, papers, group projects, reflections, assignments, competencies, and professional behavior. Lab experiences involve touching and physical handling of classmates and instructors.

If a student receives a grade below a "C" **after the first semester**, the student will be suspended from the Master of Science of Occupational Therapy Program, be required to develop an individualized academic action plan, and will have to retake the course. The course must be repeated the next time it is offered. Failure to retake a course the following year will result in inability to progress in the program. Only one course may be repeated one time.

Students must complete all required assignments in order to complete the course. **Students must pass all required course competencies in order to pass the course.** There is no rounding up of grades. Extra credit opportunities are not permitted for individual students to attempt to raise their grades or make up for lost or late assignments; but may be provided for the entire class. Assignments are expected to be submitted no later than the due date and time assigned. **Assignments are required to be uploaded/turned in on the due date. If the assignment is not submitted on time, there will be points deduction. If the assignment is submitted within 24 hours of the due date, there will be an automatic deduction of 10% deduction. After 24 hours, assignments must still be turned in, but will receive a grade of zero.**

GRADUATION REQUIREMENTS

Successful completion of both the didactic and competency-based course work and Level I and II Fieldwork requirements of the UNCP MSOT Program as well as all required general education courses are necessary to earn the Master of Science in Occupational Therapy degree.

PROBATION

Disruptive behavior in a classroom or other learning environment on or off campus which interferes with the educational process and/or jeopardizes others' safety, may result in the student being put on academic or non-academic probation. Probation is a predetermined timeframe during which a student is expected to remediate specified misconduct in order to remain in the MSOT program. Students on probation in the last academic semester will not be permitted to proceed to Level II Fieldwork. Students on probation cannot serve as SOTA officers.

DEPARTMENTAL ACADEMIC PROBATION:

When a student receives a grade lower than C in a required MSOT curriculum course, the student is placed on departmental academic probation. The student cannot progress in the program unless the

course is successfully repeated the next time it is offered in the curriculum, and the student has completed remediation per the OT department. A failed course (grade < C) may be repeated only 1 time. Failure to complete remediation and correct the academic probation in the expressed timeframe will result in dismissal from the program.

Violation of academic integrity seriously jeopardizes the quality of instruction and the student's caliber of education, and violates the UNCP Code of Conduct Policy (2018). <https://www.uncp.edu/campus-life/student-conduct/code-conduct> Engaging in these activities can result in actions ranging from loss of points or failure on an exam or assignment, being put on departmental academic probation, being suspended or dismissed from the OT program, being put on probation by the university, or being dismissed from the university.

Acts of academic dishonesty include:

Cheating, plagiarism, fabrication, abuse of academic materials, academic dishonesty and complicity in academic dishonesty as defined in the student code regulations: <https://www.uncp.edu/pr/reg-113001-student-code-conduct-regulation>

NON-ACADEMIC PROBATION

Disrespectful and unprofessional behavior that is inappropriate in a clinical, classroom, or community setting may interfere with the learning of other students and tarnish the reputation of the program and the university. When a student has violated a program or university policy regarding ethical behavior, safety, confidentiality, or student conduct, the student may be put on departmental non-academic probation. An individualized action plan will be developed between the student and the Program Director. Failure to achieve remediation within the indicated timeframe, or continued violations will result in dismissal from the program. These behaviors can include:

- Obscene language and/or gestures
- Disrespectful interaction with faculty, classmates, guests, clients, fieldwork educators, or community partners
- Unreasonable interference with classroom or clinical discussion
- Disruption of class or clinical activities due to use of personal cellphone
- Repeated violations of the program dress code or other policies

Engaging in these activities may result in the student being put on non-academic probation for a specified period of time, to be determined by the Program Director.

PROFESSIONAL BEHAVIOR

Students are expected to conduct themselves as professionals when in class or in the community. This includes communicating and looking like professionals.

COMMUNICATION

Students should display professionalism in verbal, nonverbal, and written communication. This includes the following:

- Communication with faculty, guests, volunteers, and classmates should be appropriate in tone, volume, and context. Communication should not be harassing, judgmental, intolerant, or aggressive.
- Students should not chew gum while talking to clients or healthcare professionals, or while giving presentations.
- Students should use proper terminology when speaking or writing.
- Students should tailor their language to their audience and not use jargon or condescending language when communicating with clients or caregivers.
- Students should not utilize personal abbreviations or “textspeak” in written work.
- Assignments should be typed in at least 12 point font and black ink, unless otherwise indicated by instructor.

APPEARANCE

Students are expected to dress in a professional manner whenever in class or representing the UNCP MSOT Program in the community. Students must purchase the MSOT polo shirt and wear it when representing the University and program at community events. When in the community for fieldwork, field trips, or service learning, students are required to wear a name tag, polo shirt and khaki pants or other uniform as specified by the setting. Castle Uniforms will have the scrubs and polo shirts available for purchase.

The MSOT program Dress Code is as follows:

- Polo shirt and khaki pants should be neat, clean, modest, properly fitted, and should not include slogans or pictures that convey religious, political, sexual, or offensive material.
- Shoes should be comfortable and safe/appropriate for the setting/activities. Closed-toe shoes should be worn for all lab sessions and fieldwork. Flip flops are not considered appropriate at any time.
- Clothing should cover the shoulders, chest, abdominal area, low back, and buttocks. Undergarments should not be visible. Crop tops, halter tops, tank tops, “muscle shirts”, miniskirts, short shorts, pajama pants, and hats/caps are not acceptable. Head coverings are permitted when worn for religious reasons.
- Professional attire when in the community for an outing or assignment includes MSOT polo shirt, long pants, closed toe shoes, and name tag. It does not include tee shirt, exercise attire, leggings, capri pants or shorts, jeans, or sandals.

- Fingernails should be neat and trimmed to a suitable length for performing manual skills.
- Students should limit adornment which could be distracting or pose a health or safety concern. Jewelry and accessories should be kept to a minimum, and should not dangle.
- Students should avoid excessive fragrance in personal hygiene or laundry products, as the odors may affect people with respiratory concerns.
- Fieldwork facilities may have additional policies regarding dress code, and restrictions/limitations regarding facial piercings and/or tattoos.
- Scrubs are required during lab courses.

PROFESSIONAL DEVELOPMENT:

Graduates of the UNCP MSOT program are expected to be responsible for their own continued competence in the field and to maintain a commitment to the profession. Membership in national, state, and school organizations enables students to support the profession of occupational therapy and is highly recommended.

- **American Occupational Therapy Association (AOTA):** Membership in AOTA gives a student access to many member resources available through the website. These resources may be used as required readings in class. Membership also includes subscription to juried professional publications and research journals.
- **North Carolina Occupational Therapy Association (NCOTA):** Membership in NCOTA helps students with accessible and affordable continuing education opportunities, as well as allowing them a voice in occupational therapy practice in their state.
- **Student Occupational Therapy Association (SOTA):** ALL UNCP MSOT students are required to be members of the SOTA. Through SOTA activities, students can engage in service learning, conduct fund raising activities, and promote the MSOT program.
- **Leadership opportunities:** There is a multitude of leadership opportunities available through serving as an officer in the SOTA. The president of the SOTA represent the MSOT student body to the AOTA Assembly of Student Delegates (ASD), the national student committee of AOTA. There is an annual ASD meeting prior to the national AOTA conference each year.

SAFETY

Students will observe established safety procedures for operation of any tools or equipment in the classroom, laboratory, and community settings. Tools and equipment used for client evaluation and treatment, physical agent and thermal modalities, assistive technology, and splinting will be utilized only after specific instruction and with appropriate supervision.

Students will be instructed in proper body mechanics and ergonomics so as to minimize the possibility of personal injury to themselves or clients during transfers, evaluation, treatment, or equipment handling. Repeated failure to observe proper techniques for personal or equipment handling may result in the student being put on non-academic probation or being dismissed from the program.

SOTA

Membership in the Student Occupational Therapy Association is required for anyone enrolled in the UNCP MSOT program. This helps to initiate a professional identity and lifelong commitment to professional development and advocacy within the profession. The primary roles of the SOTA include facilitation of communication between faculty and students, service learning, promotional and social events.

SOTA is primarily operated by and for the UNCP MSOT students, with input from the SOTA Faculty Advisor. SOTA officers will be elected yearly by the students and will run the meetings. A faculty member must be present at all SOTA meetings. Any officer who is placed on academic or non-academic probation must resign their position.

USE OF COMPUTERS AND TECHNOLOGY

Many different types of instructional media will be used in the MSOT program. All courses have a web-enhancement through the University's learning management system (LMS), which will have a variety of informational modules as well as email, quizzes, assignments, and other resources.

Students must have consistent, reliable access to the internet for coursework and communication. Lack of internet access is not an acceptable excuse for late assignments. There are numerous study supports available for students via the internet. Resource material may be available online or in the Library.

Students must have access to a computer. Formal writing assignments are expected to be computer-generated. Lack of a personal printer is not an acceptable excuse for late assignments. Class time is not an appropriate time for printing.

Quizzes and exams may be conducted through the LMS. If a student is dropped from a quiz or exam before completion, the student must immediately notify the faculty member and the ITS department. Faculty may reset a quiz or exam only one time, with documentation of notice to ITS. If the deadline for completion has passed before the faculty is notified, the student will not be allowed to continue

or retake the quiz or exam. If a student had already completed a portion of the exam or quiz before being kicked out, those responses may be considered for grading.

Quizzes and exams offered virtually may include a browser lock-down and/or a video proctor component to ensure that the exam or quiz is being completed by the student, without the use of notes, tests, web resources, or personal communication. It is the responsibility of the student to ensure capability of these systems with the student's computer.

Students are permitted and encouraged to use laptop computers or tablet devices in class for note-taking or assignments. These devices are not to be used for accessing email, social networking sites, reading e-books, or other personal use. Violation of this policy may result in point deduction from professional behavior or assignment grade.

Cell phone usage and texting for personal use are not permitted during class time. Phones should be turned off or set to vibrate in order to minimize disruption to class. Phones should not be answered during class. Students with personal emergency notification needs must inform instructor prior to class.

Students must obtain permission from the instructor or guest presenter of the class to audiotape or videotape any classes, class activities, or meetings.

RELATED UNIVERSITY POLICIES

Please refer to the University website for the University Policies and Procedures. Relevant policies and procedures include, but are not limited to, the following:

UNCP- Graduate School <https://www.uncp.edu/academics/colleges-schools/graduate-school>

UNCP- Center for Student Success: <https://www.uncp.edu/departments/welcome-center-student-success>

UNCP-Registrar: <https://www.uncp.edu/resources/registrar>

UNCP-Financial Aid: <https://www.uncp.edu/admissions/costs-and-financial-aid>

UNCP-Mary Livermore Library: <https://www.uncp.edu/academics/library>

UNCP-Student Conduct <https://www.uncp.edu/campus-life/student-conduct>

UNCP-Accessibility Resource Center (ARC) <https://www.uncp.edu/departments/accessibility-resource-center>

OCCUPATIONAL THERAPY PROFESSION

PHILOSOPHY OF OCCUPATIONAL THERAPY PROFESSION

The philosophical base of Occupational Therapy focuses on *occupation*, which are activities that are meaningful to the individuals' lives and bring fulfillment in their routines. Participation in these routines bring meaning to their lives and are essential determinants to health and fulfillment. Therefore, "The philosophy of 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" (AOTA, 2017, p. 1)

AOTA VISION 2025

As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

Pillars:

- **Effective:** Occupational therapy is evidence based, client centered, and cost-effective.
- **Leaders:** Occupational therapy is influential in changing policies, environments, and complex systems.
- **Collaborative:** Occupational therapy excels in working with clients and within systems to produce effective outcomes.
- **Accessible:** Occupational therapy provides culturally responsive and customized services.
- **Equity, Inclusion, and Diversity:** We are intentionally inclusive and equitable and embrace diversity in all its forms.

Vision 2025 builds on the work of the Centennial Vision to guide the profession beyond its 100-year anniversary in 2017. Pillars help further define and communicate the Vision's core tenets to key stakeholders, including OTs, OTAs, educators, students, consumers, policymakers, and the general public.

AOTA CENTENNIAL VISION:

"We envision that Occupational Therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs." (AOTA, 2007)

TRENDS IN OCCUPATIONAL THERAPY:

The American Occupational Therapy Association has identified practice areas that reflect the anticipated needs of society in the coming decades. These include: children and youth; health and wellness; mental health; productive aging; rehabilitation, disability, and participation; and work and industry.

PROFESSIONAL ORGANIZATIONS:

National Board For Certification In Occupational Therapy (NBCOT)

- NBCOT is a not-for-profit credentialing agency that provides certification for the occupational therapy profession.
- NBCOT serves the public interest by developing, administering, and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy.
- Certification is regulated by NBCOT
 - Certification indicates that practitioner has completed all education, fieldwork, and exam requirements
 - Certification is generally required for *initial* licensure, but not for renewal
 - Certification is renewable through application and proof of continuing competence activity
 - Enables practitioner to use credentials: OTR or COTA

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

- AOTA is a membership organization established in 1917.
- AOTA represents the interests and concerns of occupational therapy practitioners and students of occupational therapy and works to improve the quality of occupational therapy services.
- AOTA works to promote the professional development of members, which includes sponsoring an annual national conference, offering specialty certifications, and publishing multimedia material.
- AOTA works to improve consumer access to health care services, which includes partnering with the Tri-Alliance.
- AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services
- AOTA educates the public and advances the profession by providing resources, setting standards, and serving as an advocate to improve health care.

NORTH CAROLINA BOARD OF OCCUPATIONAL THERAPY (NCBOT)

- NCBOT is the state licensure board, which was established by the 1984 session of the NC General Assembly and began issuing licenses in 1986.

- NCBOT responds to questions and concerns from licensees.
- NCBOT investigates all allegations of impaired or incompetence practice in NC.
- NCBOT has issued 6952 (OT/L and OTA/L) licenses through 8/9/08.
- NCBOT enforces the NC Occupational Therapy Practice Act and the Rules.
 - Licensure entitles practitioner to use credentials: /L
 - NC license must be renewed yearly
 - Current NBCOT certification is NOT required for license renewal
 - 15 points of continuing competence is required for annual renewal
 - 1 hour of continuing education regarding ethics in OT is required yearly
 - Licensure period is July 1- June 30
 - New applicants must pass a jurisprudence exam online

NORTH CAROLINA OCCUPATIONAL THERAPY ASSOCIATION (NCOTA)

- NCOTA is the state membership association founded in 1957 and later incorporated as a not-for-profit membership organization in 1976.
- NCOTA posts information about job openings and educational opportunities. It hosts at least 2 conferences per year for continuing education.
- NCOTA monitors legislative activities and lobbies for the profession.

ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE)

- Accreditation has been a stated function of the American Occupational Therapy Association since 1923.
- ACOTE is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).
- ACOTE is also an active member of the Association of Specialized and Professional Accreditors (ASPA).
- There are almost 500 currently accredited occupational therapy and occupational therapy assistant educational programs in the United States and its territories.

OCCUPATIONAL THERAPY CODE OF ETHICS (2020)

“The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.” (AOTA, 2020) The full Code of Ethics is available on the AOTA website. All students are required to read and abide by the Code. (Retrieved 2-17-2024) https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-

[Occupational-Therapy-Code-of-Ethics? ga=2.245373955.601817721.1708099882-143907530.1703636922](#)

LICENSURE AND CERTIFICATION:

Licensure:

The North Carolina Board of Occupational Therapy licenses Occupational Therapists (OT) and Occupational Therapy Assistants (OTA) in the State of North Carolina. Licensure is offered to an OT who has graduated from an accredited curriculum including field work requirements and passed the National Board for the Certification of Occupational Therapy (NBCOT) exam. Licensure varies from state to state. Students planning to practice in a different state should contact that state's Licensure Board before starting work.

The licensing process must be completed and a license issued before practice may begin. The North Carolina Board does **not** offer a temporary license for individuals entering the state who wish to practice before completing the licensure process and being issued a regular license. Only practitioners who are currently licensed may use the L in their professional designation, as an OT/L.

Licenses expire on June 30 every year. A license issued between January 1 and March 31, will expire on June 30 of the same year it is issued. Licenses issued between April 1 and December 31 will expire on June 30 of the following year. License renewal includes 15 continuing competency points each year, including one hour of ethics training. Failure to renew a license by June 30th means practicing without a license. This is a violation of the North Carolina Occupational Therapy Practice Act, and will result in action against the license. Other possible results include monetary fines and job termination.

CERTIFICATION:

Certification is dependent on successful completion of the certification examination given by the National Board for the Certification of Occupational Therapy (NBCOT). Certification may be renewed every 3 years, and requires completion of continuing competency activities. Activities that sufficed for license renewal should meet all certification renewal requirements. Only practitioners who are currently certified may use the "R" in their professional designation, as an OTR/L. Initial certification is required in ALL states as a condition for licensure. Currently, South Carolina is the only state that requires practitioners to renew their NBCOT certification.

DEFINITIONS AS PER THE NORTH CAROLINA BOARD OF OCCUPATIONAL THERAPY

ACTIVITIES OF DAILY LIVING MEANS SELF-CARE ACTIVITIES.

1. **Assessment** means the specific tools or instruments that are used during the evaluation process.
2. **Client** means a person, group, program, organization, or community for whom the occupational therapy practitioner is providing services.
3. **Entry-level** means a person who has no experience in a specific position, such as a new graduate, a person new to the position, or a person in a new setting with no previous experience in that area of practice.
4. **Evaluation** means the process of obtaining and interpreting data necessary for intervention. This includes planning for and documenting the evaluation process and results.
5. **Instrumental activities of daily living** means multi-step activities to care for self and others, such as household management, financial management and childcare.
6. **Intervention** means treatment.
7. **Intervention plan** is the program established by the occupational therapist for the delivery of occupational therapy services. It may also be referred to as treatment plan, individualized education plan (IEP), individualized family service plan (IFSP), plan of care, or other terminology as determined by the occupational therapy service delivery setting.
8. **Level I Fieldwork** provides introductory level clinical training opportunities.
9. **Level II Fieldwork** provides clinical training in preparation for entry-level practice.
10. **Occupational Therapy**, as defined in G.S. 90-270.67(4), may include evaluation of activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation.
11. **Occupational Therapy evaluation, treatment, and consultation** include the following:
 - a. remediation or restitution of performance abilities that are limited due to impairment in biological, physiological, psychosocial and developmental process;
 - b. adaptation of skills, process or environment, or the teachings of compensatory techniques in order to enhance performance;
 - c. disability prevention methods and techniques which facilitate the development or safe application of performance skills;
 - d. promotion of health and wellness to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction; and
 - e. interpretation of the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life.

12. **Occupational therapy practitioner** means an individual currently licensed by the Board as an occupational therapist or an occupational therapy assistant.

13. **Occupational therapy services** include the following:

- a. Methods or strategies selected to direct the process of interventions such as:
 - i. Establishment, remediation, or restoration of a skill or ability that has not yet developed or is impaired;
 - ii. Compensation, modification, or adaptation of activity or environment to enhance performance;
 - iii. Maintenance and enhancement of capabilities without which performance in everyday life activities would decline;
 - iv. Health promotion and wellness to enable or enhance performance in everyday life activities; and
 - v. Prevention of barriers to performance, including disability prevention.
- b. Evaluation of factors affecting activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, including:
 - i. Client factors, including body functions (such as neuromuscular, sensory, visual, perceptual, cognitive) and body structures (such as cardiovascular, digestive, integumentary, genitourinary systems);
 - ii. Habits, routines, roles, and behavior patterns;
 - iii. Cultural, physical, environmental, social, and spiritual contexts and activity demands that affect performance; and
 - iv. Performance skills, including motor, process, and communication/interaction skills.
- c. Interventions and procedures to promote or enhance safety and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure and social participation, including:
 - i. Therapeutic use of occupations, exercises, and activities;
 - ii. Training in self-care, self-management, home management, and community/work reintegration;
 - iii. Development, remediation, or compensation of physical, cognitive, neuromuscular, sensory functions and behavioral skills;
 - iv. Therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process;
 - v. Education and training of individuals, including family members, caregivers, and others;
 - vi. Care coordination, case management, and transition services;
 - vii. Consultative services to groups, programs, organizations, or communities;
 - viii. Modification of home, work school or community environments and adaptation of processes, including the application of ergonomic principles;

- ix. Assessment, design, fabrication, application, fitting, and training in assistive technology, adaptive devices, and orthotic devices, and training in the use of prosthetic devices;
- x. Assessment, recommendation, and training in techniques to enhance functional mobility, including wheelchair management;
- xi. Driver rehabilitation and community mobility;
- xii. Management of feeding, eating, and swallowing to enable eating and feeding performance; and
- xiii. Application of physical agent modalities, and use of a range of specific therapeutic procedures to enhance performance skills.

14. **Occupational therapy student** means an individual currently enrolled in an occupational therapist or occupational therapy assistant program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

15. **Practice Act** refers to the North Carolina Occupational Therapy Practice Act found in G.S. 90-270.65 et. seq.

16. **Screening** means obtaining and reviewing data relevant to a potential client to determine the need for further evaluation and intervention.

17. **Service Competency** is the ability to provide occupational therapy services in a safe and effective manner. It implies that two practitioners can perform the same or equivalent procedure and obtain the same result.

18. **Skilled occupational therapy services** when rendered by an occupational therapist or occupational therapy assistant means functions that require the exercise of professional occupational therapy judgment, including the interpretation of referrals, screening, assessment, evaluation, development or modification of intervention plans, implementation of intervention, reassessment, or discharge planning.

19. **Supervision** is the process by which two or more people participate in joint effort to establish, maintain and elevate a level of performance to ensure the safety and welfare of clients during occupational therapy. Supervision is structured according to the supervisee's qualifications, position, level of preparation, depth of experience and the environment within which the supervisee functions. A change in practice setting may require a change in level of supervision until service competency has been established. Levels of supervision are:

- a. General supervision, which is required for all occupational therapy assistants by an occupational therapist. It includes a variety of types and methods of supervision and may include observation, modeling, cotreatment, discussions, teaching, instruction, phone conversations, videoconferencing, written correspondence, electronic exchanges, and other telecommunication technology. Methods of observation include face-to-face, synchronous or asynchronous videoconferencing. The specific frequency, methods, and content of supervision may vary by practice setting and are dependent on the complexity of client needs, number and diversity of clients, demonstrated service competency of the

occupational therapist and the occupational therapy assistant, type of practice setting, requirements of the practice setting, and federal and state regulatory requirements. General supervision shall be required at least monthly; and

b. Direct supervision, which is required for all unlicensed personnel and volunteers. It means the Occupational Therapy supervisor must be within audible and visual range of the client and unlicensed personnel and available for immediate physical intervention. Videoconferencing is not allowed for direct supervision.

21. **Unlicensed personnel** means individuals within an occupational therapy setting who provide supportive services to the occupational therapist and the occupational therapy assistant and who function only under the guidance, responsibility, and supervision of the licensed occupational therapist or occupational therapy assistant to provide only specifically selected client-related or non-client related tasks for which the unlicensed personnel has been trained and has demonstrated competence.

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Occupational Therapy Program – Professional Behavior Expectations and Standards

AOTA Core Values	Ethics principles	Standards for Continuing Competence	Essential Professional Behaviors
<ul style="list-style-type: none"> • Altruism • Equality • Freedom • Justice • Dignity • Truth • Prudence 	<ul style="list-style-type: none"> • Beneficence • Nonmaleficence • Autonomy • Justice • Veracity • Fidelity 	<ul style="list-style-type: none"> • Knowledge • Critical reasoning • Interpersonal abilities • Performance standards • Ethical reasoning 	<ul style="list-style-type: none"> • Integrity • Respect • Responsibility • Competence • Maturity • Communication

Integrity:

- Represent one's own and others' abilities honestly
- Be truthful and sincere
- Accept responsibility for one's actions
- Reflect on one's personal reactions to encounters with others

Respect:

- Adhere to confidentiality and professional boundaries
- Work toward conflict resolution in a collegial way
- Demonstrate consideration for the opinions and values of others
- Show regard for diversity

Responsibility:

- Be present and punctual for all learning experiences
- Cope with challenges, conflicts, and uncertainty
- Recognize one's limits and seek help
- Recognize the needs of others and respond appropriately
- Demonstrate willingness to discuss and confront problematic behavior of self and others

Competence:

- Take responsibility for one's own learning
- Participate equally and collegially in groups
- Demonstrate self-reflection and accurate self-assessment
- Identify personal barriers to learning
- Work with faculty to manage learning difficulties

Maturity:

- Demonstrate emotional stability
- Act appropriately confident yet humble
- Demonstrate appropriate professional dress, demeanor, and language
- Accept constructive criticism and apply it in a useful way
- Inspire confidence in others

- Display appropriate emotions
- Do not be hostile, disruptive, confrontational, aggressive, or isolated
- Do not engage in behavior that endangers or threatens self or others

Communication:

- Communicate effectively with others
- Demonstrate courteous and respectful communication, even in difficult situations
- Use active listening
- Communicate with empathy and compassion

Student signature: _____ Name: _____ Date: _____

Based on Deluliis, E. (2017). Professionalism Across Occupational Therapy Practice. SLACK Inc.

UNCP MSOT

BLOODBORNE PATHOGENS STANDARD AND OTHER INFECTIOUS DISEASES STUDENT EXPOSURE

CLASSIFICATION STATEMENT

The designated student is classified by UNCP as entering a program that puts them at risk for occupational exposure to blood and other potentially infectious materials/fluids as the result of student work assignments that they will perform during the course of their studies. Therefore, the student has been classified according to OSHA's Bloodborne Pathogens Standard 29 CFR 1910.1030 as having exposure to bloodborne pathogens. Under the Standard, the student is classified as performing Category/Task I procedures/tasks and/or skills.

The student may assist with and/or provide patient care and/or treatment to patients with bloodborne infectious diseases, such as Hepatitis (e.g. Hep. B, C, D) HIV/AIDS, and other infectious diseases transmitted through direct/indirect contact, airborne, or droplet/respiratory transmission (e.g.. Hep. A, Herpes, Cold, Flu, Measles, Mumps, Rubella, Pertussis (Whooping Cough), Chickenpox, Tuberculosis, SARS, Legionella pneumophilia (Legionnaire's Disease) MRSA, etc.). The Americans with Disabilities Act forbids discrimination against patients with HIV; therefore, students are required to treat all patients assigned, regardless of the known/unknown disease state of the patient. Refusal to treat any patient may affect the student's academic success.

Students will be required to practice established infection control protocols and adhere to all Standard Precautions, OSHA's Bloodborne Pathogens Standard, CDC Infection Control Guidelines for Medical/Dental Healthcare Settings, NC State Laws, and individual program Infection Control Protocols.

I, _____ was informed by UNCP on _____
(Student name) (Date)

that I am entering a program that will require me to perform duties that have been determined to put myself at risk for occupational exposure. I further understand that I may be exposed to patients with contagious/infectious diseases as the result of my duties and that I will be expected to provide care to these patients when assigned to me as part of my clinical training requirements.

I further understand that occupational exposure means:

Reasonably anticipated skin, eye, mucous membrane contact or potential contact with blood, saliva, and/or other potentially infectious materials that may result from the performance of my duties as a student.

Student's Signature: _____ Date: _____
(Please Sign Legibly)

Student's Printed Name: _____ Student ID: _____

Student's Signature _____ Date: _____

Program Chair's Signature: _____ Date: _____

UNCP LAPTOP STUDENT AGREEMENT FORM AND EXPECTATIONS

UNCP will provide laptops for student use in class. Any student using a laptop will review and sign the UNCP Student Laptop Agreement form prior to receiving and using the laptop. The agreement outlines the purpose of use and expectations for using the laptop.

This agreement establishes the following expectations and guidelines for laptop use:

- The laptop is UNCP property and will only be available to students while they are in class at the University.
- Students must use the laptop in accordance with UNCP technology user agreement policies.
- Students should have no expectation of privacy regarding the device or its contents.
- Students must return the laptop to UNCP when requested by the instructor or someone from Information Technology Systems.
- Use of the laptop may be rescinded if students are found not to be using the laptop according to the guidelines and policies.
- Students must take appropriate steps to protect the laptop and data against loss or theft. (For example - Do not leave the laptop in a public place or unattended in the classroom.)
- Immediately report the loss, damage, or theft of the laptop to your instructor.
- Students may not tamper with the laptop operating system.
- Students are not to download any applications unless instructed by the instructor to do so.
- No food or beverages are allowed near the laptop as they can cause damage.
- UNCP is not responsible for lost data on the laptop. You may back up the data using flash drive, Drop Box, OneDrive, iCloud, or other cloud storage applications.
- Students are reminded of the [Academic Integrity Policy](#) and when using laptops for test taking they should follow all instructor directions regarding use of any outside sources.

UNCP NETWORK USAGE POLICY Students using the laptops must use them in compliance with the UNCP Network Usage Policy found on the following website: [UNCP IT Network Policy](#)

SIGNED AGREEMENT

I understand the terms of the agreement and will accept the loan of the laptop during the course on the basis of these terms.

Printed Name _____ Student ID _____

Signature _____

Date _____

UNCP MSOT Program
OSHA'S HAZARDOUS COMMUNICATION STANDARD
EXPOSURE CLASSIFICATION STATEMENT: STUDENT

The designated student is classified by UNCP as entering a program that puts them at risk for occupational exposure to hazardous materials and/or chemicals by virtue of performing assigned tasks, procedures, and job responsibilities/duties, while a student, as indicated by OSHA's Hazardous Communication Standard Part 1910.1200.

Students may be exposed to hazardous chemicals, such as, but not limited to: disinfecting agents, various materials utilized during all phases of patient treatment/care/testing, laboratory agents, chemotherapy agents, and compressed gases.

Students will be required to adhere to and follow OSHA's Hazardous Communication Standard, OSHA's General Safety Standard, NC State Laws, and Program protocols for working with chemicals that have been deemed potentially hazardous.

_____ was informed by UNCP on (Student Name)
_____ that I am entering a program that will require me to perform job duties that have been
(Date)
determined to put myself at risk for occupational exposure to hazardous chemicals/agents. I further
understand that hazardous chemicals by OSHA's definition means:
"Hazardous chemicals means any chemical which is a physical hazard or health hazard."

"Physical hazard" means a chemical for which there is scientifically valid evidence that it is a combustible liquid, a compressed gas, explosive, flammable, an organic peroxide, an oxidizer, pyrophoric, unstable (reactive) or water-reactive.

"Health hazard" means a chemical for which there is statistically significant evidence based on at least one study conducted in accordance with established scientific principles that acute or chronic health effects may occur in exposed employees. The term "health hazard" includes chemicals which are carcinogens, toxic or highly toxic agents, reproductive toxins, irritants, corrosives, sensitizers, hepatotoxins, nephrotoxins, neurotoxins, agents which act on the hematopoietic system, and agents which damage the lungs, skin, eyes, or mucous membranes.

Student's Printed Name: _____ Student ID: _____

Student's Signature: _____ Date: _____

Program Chair's Signature: _____ Date: _____

OSHA Hazardous Communication Standard

UNCP Model Release Form

I consent to photographs, motion pictures or videotapes (collectively referred to as "photographs") being taken of me by persons acting with the permission and on the authority of (the "university") and authorize their use under the following conditions:

1. The photographs may be used by the university (i) in or as instructional materials, (ii) in catalogs, brochures and other information about the university, (iii) in advertising, or (iv) for publication or use for any other purpose deemed proper by the university.
2. I waive any right to inspect or approve the finished product or advertisement or the particular use made of the photographs.
3. The photographs may be modified or retouched in any way the university considers desirable.
4. I release the university and its agents from any liability by virtue of any blurring, distortion, alteration, misnaming or mislabeling, whether intentional or otherwise, that may occur, provided that these things are not maliciously done solely for the purpose of subjecting me to ridicule or scorn.
5. I waive any right of ownership to the photographs.

I warrant that I am of legal age and have every right to contract in my own name in regard to the above and that I have read this authorization and release.

Event/Location	Job Number
Name	
Address	
Email	Phone
Signature	Date