Dear Master of Science Student:

On behalf of the Department of Occupational Therapy (OT), it is a pleasure to welcome you to the exciting profession of Occupational Therapy. The Howard University Occupational Therapy Program offers an accredited program leading to a Master of Science degree in Occupational Therapy (MSOT). The department is uniquely privileged to be the only provider of occupational therapy graduate students in the nation’s capital. The program has a rich history of excellence in leadership, graduating highly sought-after therapists, and developing national and international health professionals.

As a graduate student, you will be exposed to cutting edge research and practice in the field of occupational therapy. Our distinguished faculty is committed to helping you achieve your goals, as we look forward to preparing leaders in health care. As part of the Howard University family, we in occupational therapy embrace the core values of Excellence in Leadership, Research, and Service.

The Master of Science Program in Occupational Therapy emphasizes the biological, psychological, and sociocultural aspects of an individual and examines how dysfunction in any of these components impact an individual’s ability to engage in occupation. This curriculum has been designed to reflect graduate level demands in the areas of research, technological advances, advanced level theory and fieldwork demands.

Please take the time to read this handbook carefully. Certainly, it will provide you with a better understanding of the program’s curriculum design and curriculum demands. As you navigate your higher education life’s path, your success will depend on your willingness to commit to do your very BEST! The Occupational Therapy Department at Howard University will provide you with a wealth of opportunities to achieve your goals. We wish you much success. Welcome to the world of OT!

My Best Wishes,

Felecia M. Banks
Felecia Moore Banks, PhD, OT/L
Chairperson
HOWARD UNIVERSITY

Master of Science in Occupational Therapy

Student Handbook

TABLE OF CONTENTS

Letter from the Chairperson

The Occupational Therapy Program

Vision Statement 5
Mission Statement 5
Accreditation 5
Professional Certification 6
Historical Overview of the Program 7
Program Description Overview 8
Program Educational Philosophy 9
Conceptual Diagram 11
Admissions Requirements 13
Entry-Level Prerequisites 13
Master of Science in Occupational Therapy Course Listing 14
Program Scheme 15
Course Descriptions 17
Statement of 2011 ACOTE Standards 24
Program Educational Outcome Goals 25
Fieldwork 26
Master/Thesis Research Projects 27
Academic Policies 34
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement on Felony Convictions</td>
<td>35</td>
</tr>
<tr>
<td>Statement on Criminal Background Check</td>
<td>35</td>
</tr>
<tr>
<td>Academic Policies Cont’d</td>
<td>36</td>
</tr>
<tr>
<td>University Resources</td>
<td>60</td>
</tr>
<tr>
<td>Departmental Scholarships and Internships</td>
<td>61</td>
</tr>
<tr>
<td><strong>The University</strong></td>
<td></td>
</tr>
<tr>
<td>Vision Statement</td>
<td>64</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>64</td>
</tr>
<tr>
<td>Core Values</td>
<td>65</td>
</tr>
<tr>
<td>Accreditation</td>
<td>65</td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td></td>
</tr>
<tr>
<td>AOTA Code of Ethics</td>
<td></td>
</tr>
</tbody>
</table>
MASTER OF SCIENCE (MSOT) PROGRAM

Vision Statement

We, the Howard University Occupational Therapy faculty, envision a state-of-the-art department comprised of culturally competent faculty who are experts in theory, research, and clinical practice and who are dedicated to serving underserved populations, and to preparing leaders of excellence in diagnosing and solving problems of human occupation.

Mission Statement

The Howard University Occupational Therapy faculty is committed to teaching, research, and community service directed toward the reduction of barriers that prevent individuals from achieving a mastery of occupation. The faculty is dedicated to addressing emerging health and health-related needs of blacks and underserved populations by promoting the role of occupation in the solution to human and social problems in local, national, and international communities.

Accreditation

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Professional Certification and Licensure

The National Board for Certification in Occupational Therapy (NBCOT, Inc.) is the independent national credentialing agency that certifies eligible persons as Occupational Therapists, Registered (OTR's). NBCOT, formally known as the American Occupational Therapy Certification Board (AOTCB, until 1996) is not affiliated with the American Occupational Therapy Association. Upon successful completion of all academic and level II fieldwork, the graduate must be verified as eligible to sit for the certification examination. After passing the examination, the graduate will be recognized as an Occupational Therapist, Registered (OTR). Most states, including Maryland, Virginia, and the District of Columbia require licensure in order to practice; however, state
licenses are usually issued on the basis of NBCOT certification and verification that all academic and fieldwork requirements have been successfully completed from an accredited occupational therapy program.

See Howard University OT website for Student Performance on the NBCOT certification examination.

**SPECIAL NOTICE REGARDING CRIMINAL BACKGROUND:** A felony conviction must be disclosed and may affect a graduate’s ability to sit for the NBCOT exam or to attain a state licensure.
HOWARD UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

Historical Overview of the Program

In 1969 an ad-hoc committee was appointed by the Vice President of Health Affairs to conduct a feasibility study of allied health education programs. As a result, the Department of Allied Health was established as part of the College of Medicine. Naomi B. Wright, MA, OTR, and a member of the ad-hoc committee, established the curriculum in occupational therapy which was established by order of the Howard University Board of Trustees on January 1, 1974 under the deanship of Dr. Harley Flack.

Mrs. Naomi Wright, a 1964 graduate of the Columbia University School of Occupational Therapy, became the founding director of the Department of Occupational Therapy. Mrs. Wright was one of the first blacks in the nation to receive an occupational therapy degree and the first black to receive the Bachelor of Science degree in Occupational Therapy. Soon after her graduation in 1964 Mrs. Wright established the clinical occupational therapy program at Freedmen's Hospital, now known as Howard University Hospital.

The first professional level Bachelor of Science class consisting of 14 students was accepted in the fall of 1974. The program in occupational therapy received initial accreditation in 1975. The first class graduated in May of 1976. From that time, until the inception of the Master of Science program in 2005, there were 28 graduating classes.

In April of 2005, under the leadership of Dr. Felecia Moore Banks, the Howard University Board of Trustees granted unanimous approval to offer the Master of Science in Occupational Therapy (MSOT). The inaugural class began in August 2005.

White Coat Ceremony

The White Coat Ceremony (WCC) is a relatively new ritual in some medical schools and pharmacy schools that mark a medical student's or student pharmacist's transition from the study of preclinical to clinical health sciences. At some schools, where students begin meeting patients early in their education, the WCC is held before the first year begins. It originated in Columbia University's College of Physicians and Surgeons in 1993 and involves a formal "robing" or "cloaking" of students in white coats, the garb physicians have traditionally worn for over 100 years and other health professions have adopted.

WCCs typically address the issue of medical ethics and praise rising 3rd year students for their success in completing the basic science portion of medical school. A reading of the Hippocratic Oath is common and family and friends are typically invited. Over one hundred medical schools in the US now have a WCC and many students now consider it a rite of passage in the journey toward a medical career. Occupational Therapy students at Howard University are required to successfully complete all of Master of Science in Occupational Therapy course requirements, including both fieldwork level II experiences to participate in the WCC.
Program Description Overview

The entry-level Master of Science degree consists of research, theory, and concentrated didactic coursework, a thesis or non-thesis scholarly project, and six months of fieldwork as requirements for graduation. Upon successful completion of 77 credit hours, including all didactic and fieldwork experiences, candidates can sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT, Inc.) in order to become an Occupational Therapist, Registered (OTR). This designation is necessary to practice as an occupational therapist. The timeframe for completion of the entry-level program is two and a half years; this includes all didactic coursework, examinations, thesis or non-thesis requirements and fieldwork experiences. Students are required to complete all didactic coursework and to pass their competency exams before beginning their fieldwork experience.

The Master of Science degree in Occupational Therapy is also offered to Registered Occupational Therapists, (OTRs) who have completed a baccalaureate degree in occupational therapy. The Master of Science for the OTR provides courses unique to the post-professional student and is designed to further develop the skills and competencies of a baccalaureate prepared occupational therapist. The post-professional Master of Science curriculum consists of thirty credit hours of core and specialized courses, unique to the student. The timeframe for completion of the post-professional student is typically one academic year for full-time students and may vary depending on the student’s part-time or full-time status. Those enrolled in this program of study select a major clinical emphasis in a specialized area of either pediatrics or geriatrics, as well as electives in one of three areas: 1) education, 2) research, or 3) administration. A non-thesis or thesis scholarly project is required for graduation.
Program Educational Philosophy

We, the faculty of the Howard University Department of Occupational Therapy believe in the inherent worth of individuals and their inalienable right to health. We believe that health is inextricably linked with the mastery of occupation—those activities and behaviors that give meaning to life and life satisfaction. “Health is supported and maintained when people are able to engage in occupations and activities that allow desired or needed participation in home, school, workplace and community life” (AOTA 2008, p. 629).

We believe that occupational therapy promotes a state of well-being and life satisfaction through the prevention and reduction of barriers that hinder engagement in meaningful occupations. Occupational therapists evaluate and provide intervention to address the physical, psychological, sociocultural, and system-wide forces that prevent individuals from adapting and performing at their optimal potential. We are also concerned with the complexity of factors that empower and make possible the client’s engagement and participation in positive health-promoting occupations (Wilcock & Townsend, 2008).

Unique to the Howard University Occupational Therapy Program is a commitment to serving diverse and underserved populations where access to quality health care has been restricted or denied. Studies show that despite the steady improvements in the overall health of the United States racial and ethnic minorities experience a lower quality of health services, are less likely to receive routine medical procedures, and have higher rates of morbidity and mortality than non-minorities (CDC, 2009). These disparities in health care exist even when controlling for gender, condition, age and socio-economic status.

Thus, we strive to instill in our students the need to act as agents of change in health care systems, especially where participation in occupation has been marginalized, underdeveloped, or disrupted due to injury, illness, developmental delays, the aging process or disease. We believe it is a person’s right to participate in daily activities (occupations) that provide meaning and purpose in life, despite socioeconomic status, race, age, gender, disease or disability.

The faculty is committed to educating African Americans and a diverse student body to become professional, competent leaders. These future practitioners will contribute to the continued growth of occupational therapy as a profession to resolve local, national, and international health care issues.

The faculty uses developmental and integrated learning concepts to build a curriculum that embraces a student-centered approach that includes the use of active learning and case-based learning. Our fundamental belief is that human beings acquire significant “learning by doing” (Carl Rogers 1969, p. 162). Thus, we believe that student-centered teaching promotes discovery, instills a sense of awareness of self and others and motivates the student to critically evaluate clinical problems. We also believe that this approach helps students appreciate the importance of context, meaningful occupation, health, well-being, and the parameters of the health care system that affect human performance.

Professional contextual learning occurs when students engage in learning elements of program planning, evaluation, and implementation as a foundation to achieve the goal of developing
professional competent leaders. Students also learn how to integrate theory and practice through participation in community-based projects, evidence-based research, and experiential learning opportunities.

To achieve competence in program planning, evaluation and implementation, students are introduced to the meanings of occupation and how these concepts relate to and interface with concepts of health, human performance, quality of life, and lifestyle changes.

Throughout the curriculum students participate in a range of community service programs, gaining knowledge of varied professional roles, service delivery systems and population characteristics. Additional experiential and didactic learning exposes students to current public health and theoretical models, private and public funding issues, needs assessment strategies and program outcomes evaluation. Students build on the knowledge gained to examine problems, rationale for intervention, and learn to apply models to evaluation, program planning and implementation of occupational therapy services.

Thus, the design of the entry-level master’s degree curriculum is based on five central themes:
• Occupation and Human Performance
• Critical Thinking and Clinical Reasoning
• Diversity and the Underserved
• Research and Scholarship
• Professionalism and Leadership

References


Master of Science
Program

HU Department of Occupational Therapy

- Admissions Requirements
- Entry-Level Prerequisites
- MSOT Curriculum Listing
- Program Scheme
- Course Descriptions
- ACOTE Standards and Program Outcomes
- Fieldwork
- Master Thesis Research Project
Admissions Requirements

The Howard University Occupational Therapy admissions standards are in accordance with the university, college/division admissions criteria as approved by the Board of Trustees as a professional level graduate program. Admission consideration may be granted to applicants who satisfy all admissions criteria. Criteria for admission to the OT entry-level Master of Science degree program consists of the following:

- Undergraduate degree from an accredited university or college
- Cumulative GPA of at least 3.0 on a 4.0 scale
- Completion of required prerequisite courses
- Verification of 40 hours of volunteer experience in an occupational therapy setting
- Completion of the OTCAS and the department application
- Submission of three letters of recommendations
- Submission of GRE scores (first 5-years)
- Participation in a personal interview

Entry-Level Prerequisites

All applicants must complete the following prerequisites prior to admission to the OT Entry-Level Master’s Program:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Gross Anatomy</td>
<td>4 credits</td>
</tr>
<tr>
<td>Basic Physiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>General Physics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Developmental Psychology or Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>2 credits</td>
</tr>
<tr>
<td>Current CPR Certification</td>
<td></td>
</tr>
</tbody>
</table>

Howard OT program subscribes to the Occupational Therapy Centralized Application Service, known as OTCAS. To learn more about the OTCAS application process, please go to the OTCAS website at www.otcas.org.
Entry-level MSOT Curriculum in Occupational Therapy: Course, Title, and Credit Hours.

Seventy-three (77) credit hours are required for the entry-level MSOT degree. Thirty (30) credit hours are required for the post-professional MSOT for Registered Occupational Therapists. The courses are listed below, followed by the course descriptions.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musculoskeletal Anatomy</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Introduction to Occupational Therapy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Theory and Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Independent Study in Occupational Therapy</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td>Occupational Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pediatrics in Occupational Therapy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clinical Neuroscience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Disease</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Life Participation and Aging</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Human Performance and Movement Analysis</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Theories of Occupational Performance &amp; Assessments in Mental Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theories of Occupational Performance &amp; Assessments in Physical Dysfunctions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clinical Decision-Making in Occupational Therapy I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Research Methods in Occupational Therapy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Analysis of Human Performance and Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OT Administration &amp; Management</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Theories of Occupational Performance &amp; Intervention in Physical Dysfunctions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theories of Group Dynamics &amp; Intervention in Mental Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Issues &amp; Ethics in Occupational Therapy</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Theories of Human Performance and Intervention in Pediatrics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Independent Research Project in OT I</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>Independent Research Project in OT II</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>Clinical Decision-Making in Occupational Therapy II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinical Decision-Making in Occupational Therapy III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fieldwork I Experience (Introductory)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fieldwork I Experience (Intermediate)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fieldwork I Experience (Advance)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fieldwork I Experience (Optional)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fieldwork II Experience</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Fieldwork III Experience (Optional)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>OT Senior Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Technology*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Geriatrics and Life Participation*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Research</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>OT Neurorehabilitation*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Concepts in NDT*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ergonomics*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OT Health Promotion and Wellness*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mental Health and Human Behavior*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OT in Underserved Communities*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OT Family Intervention*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Pediatrics in Occupational Therapy*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Autism for OT Practice*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clinical Kinesiology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

* Post-professional courses not required for the entry-level degree.
**HOWARD UNIVERSITY**  
Department of Occupational Therapy Master of Science Degree  
**(COURSE SCHEME)**

77 Credits Total

### Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDAN-170 Musculoskel Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>OCCG-517 Health &amp; Wellness</td>
<td>2</td>
</tr>
<tr>
<td>OCCG-521 OT Theory &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-523 Occupational Science</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-316 Clinical Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-518 Research Methods in OT</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours**  
17

### Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCG-513 Clinical Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-514 Principles of Disease</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-515 Life Participation &amp; Aging</td>
<td>2</td>
</tr>
<tr>
<td>OCCG-516 Human Performance &amp; Movement Analysis</td>
<td>2</td>
</tr>
<tr>
<td>OCCG-520 Pediatrics in OT</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-532 Clinical Decision Making I</td>
<td>1</td>
</tr>
<tr>
<td>OCCG-544 Fieldwork Level I (Introductory)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours**  
15

### Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCG-530 Theories &amp; Assessment in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-531 Theories of Occupational Performance &amp; Assessment in Physical Dysfunctions</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-535 Indep Research Projects I</td>
<td>1</td>
</tr>
<tr>
<td>OCCG-533 Analysis of Human Performance &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-540 Theories of Human Performance &amp; Intervention in Peds</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-539 Clinical Decision Making II</td>
<td>1</td>
</tr>
<tr>
<td>OCCG-545 Fieldwork Level I (Intermediate)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours**  
15
**Spring Semester**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCG-538 Theories of Perf &amp; Interv in PD</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-537 Theories of Group Dynamics &amp; Int in MH</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-616 Professional Issues &amp; Ethics in OT</td>
<td>2</td>
</tr>
<tr>
<td>OCCG-534 OT Admin &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>OCCG-657 Evidence-Based Research</td>
<td>2</td>
</tr>
<tr>
<td>OCCG-618 Indep Research Projects II</td>
<td>1</td>
</tr>
<tr>
<td>OCCG-543 Clinical Decision-Mak in OT III</td>
<td>1</td>
</tr>
<tr>
<td>OCCG-546 Fieldwork Level I (Advanced)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

---

**Summer Semester**

| OCCG-541 Fieldwork II Experience              | 6       |

Total Credit Hours: 6

---

**Fall Semester**

| OCCG-542 Fieldwork II Experience              | 6       |
| OCCG-547 OT Senior Seminar                    | 3       |

Total Credit Hours: 9

*Curriculum revised effective Fall 2013. Course numbers are subject to change.*
Howard University Master of Science (MSOT)

**Course Descriptions**

**OCCP 424  Introduction to Occupational Therapy**  3 credit hours
Explores the historical background and practice of occupational therapy as a career through discussions, clinical observations, and guided problem-solving experiences. Interactive Lectures and Site Visits.

**OCCP 422 or OCCG 522, OCCG-523 Independent Study in Occupational Therapy**  1 – 6 credit hours
An elective course that promotes professional development through independent study by encouraging an individual or group of students to pursue a specialized area of professional interest or in depth course of study in a defined area of occupation or occupational performance under the direction of a faculty member. Independent Study/Placement. Prerequisite: Consent of the instructor and advisor and an approved learning contract.

**OCCG 316  Clinical Kinesiology**  3 credit hours
Identifies and analyzes normal and abnormal muscle functions based on the related principles of biomechanics, musculoskeletal anatomy, and neuromuscular physiology through lecture/lab. Completes a detailed analysis of upper and lower extremity structures and functions. Prerequisites: Admission to the master’s program and taken concurrently with MDAN 170.

**OCCG 513  Clinical Neuroscience**  3 credit hours
Provides a comprehensive study and in-depth knowledge of the structure and function of the central, peripheral, and autonomic nervous system. A special emphasis is focused on examining the function of the nervous system and the neurological basis of dysfunction related to occupational performance. Lecture/Lab. Prerequisite: MDAN 170 and admissions to the professional master’s program.

**OCCG 514  Principles of Disease**  3 credit hours
Introduces general pathology and the physiological and anatomical changes accompanying selected diseases, injury, or abnormal development. Students learn diagnoses, clinical conditions, and medical management of various conditions. Lecture. Prerequisites: Admission to the master’s program.

**OCCG 515  Life Participation and Aging**  2 credit hours
Examines the physical, psychosocial, cognitive and financial aspects of aging throughout the life span. Students are introduced to basic concepts used to assist the older adult in preserving occupations through coping, health promotion, environmental adaptations, community and driver rehabilitation services. Opportunities for developing and applying helping behaviors, beginning level observation skills, and advocacy skills for the aging adult and caregiver are provided. Special focus is placed on issues affecting minority and underserved aging populations. Interactive Lecture/Lab and Site Visits. Prerequisite: PSYC 118; OCCG 521; Admission to the master’s program.

**OCCG 516  Human Performance and Movement Analysis**  2 credit hours
Students learn to critically analyze human movement patterns during the use of activities from the biomechanical, developmental, cognitive, and psychosocial perspectives. Students exhibit the ability to analyze tasks and therapeutic media relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), such as crafts, games, exercise and other activities. Students also learn to apply the teaching/learning process, occupational analysis, ICIDH-2 classification, WHO and OT terminology under the Occupational Therapy Practice Framework to emphasize the health maintenance perspective of human occupation. Prerequisites: MDAN 170; OCCG 316; OCCG 521; admission to the master’s program.
**OCCG 517 Health and Wellness**  
2 credit hours  
This course presents an overview of health and wellness including disability prevention, health promotion, and health risk analyses. Students learn how to articulate the importance of balancing areas of occupation with the achievement of health and wellness. Students also learn how to differentiate among the contexts of health care, education, community, and social systems related to practice, and are introduced to new models of health care delivery. Students learn how to identify, recognize and apply models to conduct needs assessments. A special emphasis is on the underserved population. Interactive Lecture/Lab. Prerequisites: admission to the master’s program or permission of department chairperson.

**OCCG 518 Research Methods in Occupational Therapy**  
2 credit hours  
Students review basic research terminology and procedures for conducting scientific research. Emphasis is placed on understanding how to conduct a literature review; write an abstract; choose appropriate test measures; implement data collection, and apply APA style documentation in preparation for proposal development in occupational therapy. Students are also introduced to test analysis and interpretation; quantitative and qualitative research designs; the Institutional Review Board (IRB), and the use of statistical software. Students develop a professional research presentation. Prerequisite: Introduction to Statistics and admissions to the master’s program.

**OCCG 520 Pediatrics in Occupational Therapy**  
3 credit hours  
This course explores theories and concepts of human development from conception through adolescence using a life span approach. Students explore the biological, psychological and socio-cultural factors that may disrupt the developmental process and interfere with normal occupational performance. This course includes analysis of normal motor development; developmental screening, identification of common clinical problems, and basic interventions used in practice. Interactive Lecture/Lab. Prerequisites: PSYC 118 and admission to the master’s program.

**OCCG 521 Occupational Therapy Theory and Concepts**  
3 credit hours  
This course introduces basic concepts and foundations of occupational therapy as a profession. Students examine occupation and role performance, the history of the profession, the accreditation process and the purposes of AOTA, AOTF, and NBCOT. Students are also introduced to foundational theories in OT, the OT Practice Framework and basic assessment tools used in therapeutic intervention from a biomechanical, rehabilitative, and psychosocial perspective. The clinical laboratory portion of this course teaches students to identify and apply activities of daily living (ADL), and instrumental activities of daily living (IADL) skills using compensation and adaptive strategies. Interactive Lecture/Lab. Prerequisites: Admissions to the master’s program.

**OCCG 523 Occupational Science**  
3 credit hours  
Introduces the study of occupational science theory related to health, quality of life, and lifestyle changes. Students examine occupation in various contexts including social, cultural, emotional, political, economic, environmental, and spiritual aspects. Students explore the human drive for meaningful activity. Prerequisites: admission to the master’s program or permission of department chairperson.

**OCCG 530 Theories of Occupational Performance and Behavioral Assessments in Mental Health**  
3 credit hours  
This course presents the theoretical basis and occupational aspects of psychiatric conditions, mental health interventions and occupational therapy assessments in the mental health setting. Students identify common mental health problems and analyze the effects of mental health disorders on occupational performance. Students learn how to identify, administer and interpret basic assessments, and are introduced to documentation and intervention strategies related to mental health. Prerequisites: PSYC 050; 116; 118 and 123 or 125 and Principles of Disease; admissions to the master’s program.
OCCG 531 Theories of Occupational Performance and Assessments in Physical Dysfunctions  
This course presents basic intervention theories, concepts, and evaluations traditionally used in adult physical dysfunctions. Students identify common physical dysfunctions diagnoses and analyze the effects of dysfunctions on occupational performance through intervention planning. Students learn how to identify, administer and interpret basic assessments, and are introduced to documentation and intervention strategies related to physical dysfunctions. Interactive Lecture/Lab and Presentations. Prerequisites: OCCG 521, MDAN 170, OCCG 533, concurrently with OCCG 530, and admission to the master’s program.

OCCG 532 Clinical Decision-Making in Occupational Therapy I  
This course introduces the clinical reasoning process at the point of community contact and client interaction. Students learn how to employ logical thinking and organized planning when predicting outcomes. Students understand how to apply technology to human performance, and upper extremity conditions including, splinting and the use of orthotics; office ergonomics; work hardening, and ADA compliance. Interactive: Case-based learning and site visits. Prerequisites: Admission to the master’s program. Must be taken concurrent with Fieldwork Level I (Introductory).

OCCG 533 Analysis of Human Performance and Technology  
Students learn to critically analyze and apply low and high technology and therapeutic media relevant to OT practice. Students learn how to apply technology to human performance, and upper extremity conditions including, splinting and the use of orthotics; office ergonomics; work hardening, and ADA compliance. Interactive Lecture/Lab. Prerequisites: OCCG 516; admission to the master’s program.

OCCG 534 OT Administration and Management  
Students are introduced to theories and principles of leadership, organizational management and administration from a global perspective. Students learn how to identify and apply basic management functions including strategic planning, organizing, supervising, budgeting, conflict management, negotiation strategies, and effective communication styles. Professional and legislative issues, quality assurance measures, ADA compliance; reimbursement methods; professional competency, licensure, certification, and accreditation are reviewed. Students examine funding sources, and write an OT business plan based on becoming an entrepreneur. Prerequisite: admission to the master’s program.

OCCG 535 Independent Research Project in OT I  
Under the guidance and supervision of an OT faculty member, each student will identify, construct and submit a proposal for an approved research project. Independent Study. Prerequisite: OCCG 518; admission to the master’s program.

OCCG 537 Theories of Group Dynamics & Intervention in Mental Health  
Students examine the theoretical basis and utilization of groups in psychosocial OT intervention. Students learn how to apply theoretical concepts and evaluate the rationale for OT intervention strategies and group activities in mental health practice. Lecture/ Lab. Hybrid course. Prerequisites: must be taken immediately preceding OCCG 530; admission to the master’s program.

OCCG 538 Theories of Occupational Performance and Intervention in Physical Dysfunctions  
Students learn theory and application of theories frequently used in adult physical dysfunctions. A variety of diagnoses resulting in physical dysfunction that restrict meaningful activity and life participation are explored. Students learn to apply theoretical concepts, select intervention strategies and evaluate the rationale for use in practice. Interactive Lecture/Lab. Prerequisites: MDAN 170, OCCG 322 and OCCG 531. Must be taken immediately preceding OCCG 531; admission to the master’s program.
OCCG-539 Clinical Decision Making in Occupational Therapy II  
This course engages the student in the clinical reasoning process in community and clinical settings. Students practice employing logical thinking and organized planning when predicting clinical outcomes. Students demonstrate how to identify, recognize, anticipate and critically analyze clinical problems related to intervention planning in practice settings. Students are provided with opportunities to practice evaluation skills, documentation, and explore how to apply occupation-based intervention strategies based on theoretical concepts. Interactive: Case-based learning and site visits. Prerequisites: Admission to the master’s program; OCCG-532, and must be taken concurrent with Fieldwork Level I (Advanced).

OCCG 540 Theories of Human Performance and Intervention in Pediatrics  
This course examines pediatric diagnoses and the effect of the disorder on occupational performance and occupational roles across the life span. Students apply OT theories and evaluate the rationale for use in practice with approaches such as Neurodevelopmental Treatment (NDT), sensory integration (SI), biomechanical, behavioral, and rehabilitation approaches in intervention planning. Students engage in supervised administration of selected assessments and clinical observations. Students practice documentation and intervention planning. Special attention is given to understanding the role of the occupational therapist in the school system, community-based pediatric settings and home-based care. Prerequisites: OCCG 520; admission to the master’s program.

OCCG 541 Fieldwork II Experience  
The goal of Level II Fieldwork is to develop competent entry-level, generalist occupational therapists. Students are scheduled for two 12-week rotations on a full-time basis. Level II Fieldwork provides an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. Students use clinical reasoning to identify, select and generate alternate solutions for clinical problems and rationale for occupation-based intervention based on theoretical models in practice settings. Students are exposed to a variety of clients across the lifespan and to a variety of settings. Prerequisites: Admission to master’s program. Completion of all program and academic course requirements.

OCCG 543 Clinical Decision Making in Occupational Therapy III  
Uses a clinical reasoning model to bring students face to face with clinical experts in the discussion and resolution of problem-based dilemmas including pathological and clinical management cases, theory exploration, diversity, OTR/COTA role delineation, documentation, ethical and leadership concerns, and the application of research. Students practice the application of the clinical reasoning process to identify, select and generate alternate solutions for clinical problems and rationale for occupation-based interventions using experienced therapists as role models. Interactive: Case-based learning and site visits. Prerequisite: Admission to the master’s program; OCCG-532, OCCG 539, and must be taken concurrent with Fieldwork Level I (Advanced).

OCCG 544 Fieldwork Level I (Introductory)  
This course provides beginning level clinical experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Students are introduced to onsite evaluations, documentation, and intervention strategies in various settings, such as hospitals, long-term care, schools, home health, hospice, homeless shelters, mental health facilities, community, and public health facilities, and are expected to apply beginning level clinical reasoning skills during client observations and clinical practice. Site Visits/Placements. Prerequisite: Admission to the master’s program. Taken concurrently with OCCG-532.

OCCG 545 Fieldwork Level I (Intermediate)  
This course provides intermediate level clinical experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Students are exposed to onsite evaluations, documentation and intervention strategies in various settings, such as acute
care facilities, long-term care, schools, home health, hospice, homeless shelters, mental health facilities, and community, and public health facilities, and are expected to apply intermediate level clinical reasoning skills during client observations and clinical practice. Site Visits/Placements. Prerequisite: Admission to the master’s program. Taken concurrently with OCCC-539.

OCCC 546 Fieldwork Level I (Advanced) 1 credit hour
This course provides advanced level clinical experience designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Students are exposed to onsite evaluations, documentation and intervention strategies in various settings such as, hospitals, long-term care, schools, home health, hospice, homeless shelters, mental health facilities, community, and public health facilities, and are expected to apply advanced level clinical reasoning skills during client observations and clinical practice. Site Visits/Placements. Prerequisite: Admission to the master’s program. Taken concurrent with OCCC-543.

OCCC- 547 OT Senior Seminar 3 credit hours
This is a case-based integrated board prep review course designed to prepare senior occupational therapy students to take the National Board Certification (NBCOT) registered examination for OTRs. Students engage in online instruction, small group tutorials, and complete computerized practice exams and a final comprehensive exam. Prerequisite: Admission to the master’s program. Taken the final semester of the senior year.

OCCC 554 Fieldwork Level I (Optional) 1 credit hour
This course provides a specialized advanced level clinical experience designed to enrich didactic coursework through directed observation and participation in a specialty area including pediatrics, geriatrics, research, technology, hand therapy, teaching, administration or international health. Site Visits/Placements. Prerequisite: Satisfactory completion of Fieldwork level I requirements, a minimum grade point average of 3.0/4.0. Requires occupational therapy faculty approval.

OCCC 555 Fieldwork III Experience(Optional) 6 credit hours
Involves two months of full-time, supervised experience in an approved clinical fieldwork training site with concentration in a specialty area including pediatrics, geriatrics, research, technology, hand therapy, teaching, administration or international health. Placement. Prerequisite: Satisfactory completion of Fieldwork level I and II requirements, a minimum grade point average of 3.0/4.0. Requires occupational therapy faculty approval.

OCCC 616 Professional Issues and Ethics in Occupational Therapy 2-3 credit hours
Examines current issues and trends confronting occupational therapy as a profession. Students discuss professional practice and social issues, as well as the implications of ethical, legal, educational, and governmental influences on occupational therapy practice and the health community. Prerequisites: Admission to the master’s program.

OCCC 618 Independent Research Projects in OT II 1-3 credit hours
Under the guidance and supervision of an OT faculty member, each student will carry out an approved research project. Independent Study. Prerequisite: OCCC-535 and admission to the master’s program.

OCCC 657 Evidence-Based Research 2 credit hours
Master’s level occupational therapy students will learn to evaluate the effectiveness of occupational therapy assessments and interventions for various client diagnoses as documented in the research literature. Students learn to identify and compare “best practice” models, determine levels of evidence, write answerable clinical research questions, conduct literature searches using specific online search engines, critically analyze articles for evidence, and summarize the findings into evidence based briefs and other formats. Prerequisite: Admission to the master’s program.
MDAN-170  Musculoskeletal Anatomy  4 credit hours
Studies the structures and function of the human body with emphasis on the neuromusculokseletal, cardiovascular, and pulmonary systems, using cadaver study, prosected materials, and models. Lecture/Lab. Prerequisite: Basic Anatomy and Physiology; admission to the master’s program.

(Postprofessionals Courses*)

OCCG 525 Geriatrics and Life Participation  3 credit hours
This course examines the structure and dynamics of rehabilitation services for older adults. The course emphasizes a balance of theory, clinical application of knowledge, and clinical skills in caring for the older adult population. Focus is on the practical components of comprehensive rehabilitation and the use of occupation as a central therapeutic media. The course incorporates and addresses aspects of prevention, fitness and wellness in the rehabilitative model of care for elders with and without pathological conditions. Students learn to conduct home safety and falls risk assessments, exploring the role of the occupational therapist as part of a multidisciplinary team in the provision of rehabilitation services delivery that begins in facility based sites and moves on to community based services. Issues related to intervention for the terminally ill such as ethics, cost, service delivery, cultural beliefs, minorities and the underserved are examined. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG 536 OT Neurorehabilitation  3 credit hours
Introduces, compares and contrasts neurophysiological theories, systems theory, ecologically based perceptual theory and motor learning theories relevant to OT practice. Students learn to apply theoretical approaches to the areas of cognition, perception, posture, balance, mobility functions, and upper extremity control that affect occupational performance. Case summaries and case reports are used as a basis for discussion and theories. Interactive Lecture/Lab. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG 668 Advanced Pediatrics in Occupational Therapy  3 credit hours
An in-depth study of neurotherapies, assessments, and models of practice for pediatric populations in occupational therapy. Case studies, guided demonstrations and hands-on clinical application under the direction of clinical experts and master therapists to prepare students to sit for the AOTA pediatric special certification exam. Specific attention is given to prepare therapists for school-based settings. Lecture/Lab. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG 524 Rehabilitation Technology  3 credit hours
Presents current trends in technology, applied policies and key legislation that impact service delivery and consumer rights of adults and children in rehabilitation settings. Students learn to assess and provide therapeutic intervention using state-of-the-art assistive technology (AT) to address the occupations of clients in the home, school, workplace and community. Lecture/Lab. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG 669 Autism for OT Practice  3 credit hours
This course provides an understanding of social, emotional, behavioral, sensory motor and adaptive problems in the autistic population. It exposes therapists to current strategies for clinical evaluation and intervention of autistic children. Therapists learn various assessment and intervention strategies and accommodations for home and school environments. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG 600 Advanced Concepts in NDT  3 credit hours
Examines the latest research in neurodevelopmental treatment, addressing several areas of specialization including clinical evaluation, postural control, sensibility testing and functional evaluation. Clinical reasoning frameworks and hands-on laboratory experiences will be used to emphasize function. Interactive Lecture/Lab. Prerequisite: This course is restricted to master’s level registered occupational therapists.
OCCG 610 Ergonomics 3 credit hours
Students are exposed to principles of biomechanics related to analyzing workspace, environmental redesign, posture, seating, materials handling, object manipulation and tool design. Students conduct a worksite analysis and make office ergonomic modifications. Students review NIOSH, OSHA, ADA, 1973 Rehabilitation Act, and DOT regulations related to work and safety standards. Interactive Lecture/Lab and Site Visits. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG 620 OT Health Promotion and Wellness 3 credit hours
Provides an overview of the role of occupation in health and wellness based on theories of humans as occupational beings. The impact of occupation as a central mechanism of health is examined. Occupational risk factors and the effects of occupational deprivation and imbalance are also explored. Students are exposed to new environments for occupational therapy practice based on health and wellness models used in OT to examine trends in community health, public health, and complementary medicine. Interactive Lecture/Lab and Site Visits. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG-624 OT Family Intervention 3 credit hours
This course examines the trends in structures and dynamics of caring for family members with special needs. Various theoretical approaches will be used in analyzing problems of dysfunctional families that interfere with occupation. Students explore the role of the occupational therapist as part of a multidisciplinary team in the provision of family intervention, including care-giving strategies. Issues related to intervention for the terminally ill, such as ethics, cost, service delivery, cultural beliefs, minorities and the underserved are examined. Prerequisite: This course is restricted to professional master’s level students.

OCCG 630 Mental Health and Human Behavior 3 credit hours
The study of advanced intervention strategies, group dynamics, assessments and models of practice in mental health are explored. Standardized cognitive and behavioral assessment instruments are analyzed with a focus upon dynamic testing theory and implications for occupational therapy functional assessment. Case studies, group discussions, demonstrations and clinical application are used under the direction of clinical experts in the field of practice. Special attention is given to preparing therapists in mental health and community-based settings. Lecture/Lab. Prerequisite: This course is restricted to master’s level registered occupational therapists.

OCCG 640 OT in Underserved Communities 3 credit hours
This course follows a service learning approach to healthcare for the underserved populations found in urban communities. Students learn to examine the differences among values and interests related to occupational behavior and performance among the underserved populations. Cultural sensitivity and effective communication methods for successful client interaction are practiced. Interactive Lecture/Lab and Site Visits. Prerequisite: This course is restricted to master’s level registered occupational therapists. Elective with permission for entry-level students.

*Some course numbers are subject to change.

Revised July 2014
The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits educational programs for the occupational therapist. The Standards comply with the United States Department of Education (USDE) criteria for recognition of accrediting agencies.

These Standards are the requirements used in accrediting educational programs that prepare individuals to enter the occupational therapy profession. The extent to which a program complies with these Standards determines its accreditation status.

New ACOTE Accreditation Standards Adopted

After an extensive 2-year process, multiple surveys to the communities of interest, and several open hearings, the Accreditation Council for Occupational Therapy Education (ACOTE®) has adopted new accreditation standards for doctoral-degree-level occupational therapy programs, master’s-degree-level occupational therapy programs, and associate-degree-level occupational therapy assistant programs. The new Standards are available on the ACOTE accreditation section of the AOTA Web site (www.acoteonline.org). Programs will be required to comply with the new 2011 Standards by July 31, 2013.

The Howard University occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The Howard University Department of Occupational Therapy is committed to adhering to all of the 2011 ACOTE standards and accreditation requirements set forth by the ACOTE. To access the 2011 ACOTE Standards go to: http://aota.org/Educate/Accredit.aspx
Upon completion of the Entry-level MSOT degree program at Howard University, each graduate student will be prepared to:

1. Sit for the National Certification Board Examination in Occupational Therapy to become a registered occupational therapist and qualify to use the initials OTR (Occupational Therapist, Registered).

2. Practice as an entry-level occupational therapist in settings that encompass traditional and emerging models of health and wellness service delivery in program development and leadership, and within contexts that shape current and future healthcare policy.

3. Participate in scholarly activities including publications, presentations, scientific research and grant projects as a knowledgeable contributor to evidenced-based research design, data collection, and the literature review process.

4. Actively participate in professional and consumer organizations and advocate for underserved populations to improve health disparities, by promoting the role of occupation in the solution to human and social problems locally, nationally, and internationally.

5. Employ occupation-based theory and cutting edge therapeutic strategies in assessment and service delivery to clients and consumers across the developmental spectrum as a critical thinker, problem-solver, and leader in the field of occupational therapy.

6. Give back to the profession and university through service and financial support.

7. Utilize effective and adaptive interpersonal, written and oral communication skills and strategies, reflective of cultural sensitivity and cultural competence, in interactions with clients, caregivers and colleagues.

8. Recognize practice related ethical challenges, generate and implement strategies for resolution of ethical challenges that demonstrate understanding of and adherence to the Occupational Therapy Code of Ethics.
Department of Occupational Therapy Fieldwork

The Howard University Occupational Therapy program provides fieldwork opportunities that are reflective of the program’s curriculum design. These fieldwork opportunities include incorporation of various models, such as developmental, community-based and medical models. Each of the placements provides experiences that facilitate the application of progressive problem solving and clinical reasoning. The clinical settings that are available to the students vary and include both traditional and non-traditional settings. Students are largely matched with sites based on their strengths, weaknesses and needs.

The MSOT program at Howard University has access to more than 2000 student placement opportunities nationwide through various contracts. These contractual agreements have been made with a variety of settings including acute care, sub-acute care facilities, rehabilitation hospitals, outpatient settings, psychosocial day treatment centers, partial hospitalization sites, community mental health centers, state mental health facilities, school systems, child developmental centers, children's hospitals, and pediatric special needs programs. Within a number of these settings there are learning opportunities in specialized and emerging practice areas.

In preparation for fieldwork, students receive ongoing knowledge of the occupational therapy process as applied to various populations and diagnostic categories. They also benefit from opportunities to practice and develop clinical skills. In addition, students gain an understanding of research as it relates to evidence-based practice and the knowledge of ethics and professional behavior.

Students receive Level I and Level II fieldwork while in the program. The Level I experience consists of three one (1) credit fieldwork experiences (Introductory, Intermediate and Advanced) concurrent taken with Clinical Decision Making I, II and III courses. In Fieldwork Level I, students are exposed to onsite evaluations, documentation and intervention strategies in various settings such as, hospitals, long-term care, schools, home health, hospice, homeless shelters, mental health facilities, community, and public health facilities, and are expected to apply beginning, intermediate and advanced level clinical reasoning skills during client observations and clinical practice (see course descriptions).

Fieldwork Level II experiences consist of two 12-week rotations, one begins in the summer semester after all research and course requirements have been fulfilled. Students must also pass their competency examination before proceeding to Level II Fieldwork. For Level II Fieldwork, MSOT students will be assigned a pediatric or psychosocial rotation for 12 weeks, and a physical dysfunctions setting for 12 weeks. At the conclusion of both of the Level II rotations the student is expected to perform with the skills of an entry level therapist. Students must be responsible for their own transportation, housing and maintenance (including meals). All Level II Fieldwork rotations must be completed within 24 months following the successful completion of all didactic coursework.

*See the academic policy and fieldwork policy for more information on fieldwork.
Introduction to Master’s Thesis Project
Master of Science in Occupational Therapy (MSOT)

The purpose of a Master’s Project or Thesis in the Department of Occupational Therapy is to have students engage in research on a department-approved topic, and to demonstrate the ability to apply research concepts, and report findings both orally and in a research paper. Students elect to complete a thesis or non-thesis (master project) scholarly project. The Master’s project and thesis are both evaluated based on the quality of the research, the originality of the research related to occupation, the strength of the argument, the nature of the sources, current research trends, and the clarity of expression. The most obvious distinctions between a Master’s project and a thesis project are the evaluation process and submission of the final project.

Master’s Project

The Master’s Project is both a departmental, as well as an accreditation requirement that focuses on research. This project can culminate in a report written by one individual or jointly by a small group of students, and presented by the team. The Master’s project is evaluated on the quality of the research, the originality of the research related to occupation, the strength of the argument, the nature of the sources, and the clarity of expression. Typically, Master Research projects are conducted in small groups where a designated topic is assigned to students as a part of the OT department or faculty’s ongoing research initiative.

This evaluation is conducted by the research advisor and at least two department faculty members. Students completing a Master’s project present their findings before a faculty/student forum. A final research paper is submitted to the research advisor.

Thesis Project

A thesis is an original, formal, and scholarly piece of work that is written as a requirement for a master’s degree. A thesis presents the writer’s position on a proposed topic of his or her choosing, or presents the findings from a research project. A thesis represents a candidate’s special contribution to the world of knowledge and is archived in Founder’s Library.

The Thesis project will be evaluated on the quality of the research, the originality of the thesis related to occupation, the strength of the argument, the nature of the sources, and the clarity of expression. This evaluation is conducted by a board of examiners consisting of three members of the Department of Occupational Therapy, or if the project is undertaken in conjunction with another department, by one or two members of the Department of Occupational Therapy and one member of the other department. Members of this board also conduct an oral examination of the student, including: 1) the general field of knowledge and period of time with which the project is concerned; 2) the specific information contained in the paper; and 3) the methods of research.

Relationship to ACOTE Standards and Educational Outcomes:

The Master of Science program in Occupational Therapy (OT) curriculum is designed to reflect graduate level demands for entry-level practice in the area of research. Students are expected to demonstrate knowledge of the scientific research method and application of basic statistics and research skills for professional growth and clinical application. The curricular theme of Research and Scholarship is introduced early in the curriculum and serves as a core thread in the program. Students are exposed to beginning level research skills in the first year of the curriculum and are required to complete a series of four (4) research courses, as well as a capstone (Master’s Project/Thesis) project upon completion of the MSOT program. Students work towards the completion of a capstone project while enrolled in core research courses. The capstone project serves as the culminating method of evaluation where students demonstrate
the application of research, including the ability to read and understand research and how it affects OT practice.

A primary focus of research in the curriculum is placed on exposing students to research in the area of health disparities. Health disparities research supports the mission of the university and OT department, and is highly relevant, affecting a range of underserved populations. In general, Research and Scholarship as a core theme follows a developmental progression in the curriculum.

The Department of Occupational Therapy has developed program outcomes to comply with the 2011 ACOTE Standards. These student outcomes are set forth by the full compliment of the Howard University Occupational Therapy faculty as specific desired measures of excellence that the department expects the students to achieve upon completion of the didactic and fieldwork experience. The overarching educational outcome that corresponds with the research aspect of the curriculum is as follows:

1.1. Develop knowledge of the scientific research method and application of basic statistics and research skills for professional growth and clinical application. Please refer to your student handbook for the full listing of educational outcomes.

### 2011 ACOTE Standards

<table>
<thead>
<tr>
<th>B.8.0. SCHOLARSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of scholarly endeavors will serve to describe and interpret the scope of the profession, establish new knowledge, and interpret and apply this knowledge to practice. The program must facilitate development of the performance criteria listed below. The student will be able to:</td>
</tr>
</tbody>
</table>

| B.8.1. | Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. |
| B.8.2. | Effectively locate, understand, critique, and evaluate information, including the quality of evidence. |
| B.8.3. | Use scholarly literature to make evidence-based decisions. |
| B.8.4. | Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data. |
| B.8.5. | Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology. |
| B.8.6. | Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis. |
| B.8.7. | Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). |
| B.8.8. | Demonstrate skills necessary to write a scholarly report in a format for presentation or publication. |
| B.8.9. | Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities. |

* Please refer to the 2011 ACOTE Standards for a full listing of the standards.
Types of Student Research Designs for Masters/ Thesis Projects:

- Case Studies
- Survey Research
- Quasi Experimental Designs
- Correlation Studies
- Systematic Reviews & Meta Analyses

Student Research Process:

- Select topic area
- Meet with advisor
- Sign memorandum of understanding
- Submit Masters/Thesis application
- Further develop the project
- Submit proposal and IRB application (as appropriate)
- Conduct the study
- Analyze and write the findings
- Complete oral and written examination

Core Research Courses:

- Research Methods in OT 3
- Independent Research Project I 1
- Independent Research Project II 1
- Evidence-based Research 2

Role and Responsibilities of Research Advisor:

- Primary responsibility for the supervision of the student's work, setting deadlines, and guiding the student's progress
- Assumes the role of “Principal Investigator" for the study and IRB application
- Typically serves as chair of the thesis committee, and
- Is responsible for evaluating the student's progress and determining readiness for defense

Focus and Objectives of Research Courses:

**OCCG-518 Research Methods in OT:**

- Under the guidance and supervision of an instructor this course provides research terminology and procedures for conducting scientific research. This course also emphasizes how to conduct a literature review, write abstracts, choose appropriate test measures, collect data, and use APA style documentation in preparation for proposal development in occupational therapy.
OCCG-618 & OCCG-535 Independent Research Projects in OT  I & II:

- Under the guidance and supervision of an instructor these courses facilitate assisting students in carry out an approved research project. These courses also
  - Uses graded tests and assignments to meet course objectives towards the completion of the student research project, and
  - Uses the master’s/thesis topic as an opportunity to help further develop a student’s project while understanding the research process.

OCCG-657 Evidence-Based Research

- Under the guidance and supervision of an instructor this course teaches students how to evaluate the effectiveness of OT assessments and interventions for various client diagnoses as documented in the research literature. Students also learn to identify and compare “best practice” models, determine levels of evidence, write answerable clinical research questions, conduct literature searches using specific online search engines; critically analyze articles for evidence, and to summarize the findings into evidence based briefs and other formats.

Note: See specific course descriptions for more detail.

General Timeline Benchmarks:

- Introduction to Student Research Projects Powerpoint received, August Orientation
- Masters/Thesis Student Research Topic Form received, August Orientation
- Masters/Thesis Application received, August Orientation
- Submit Topic Form, September 1st
- Research Advisor Assigned, May 1st
- Scheduled meetings with research team and advisor (sign Memorandum of Understanding), May 1st - September 1st
- Submit Application for Masters/Thesis August 1st-September 1st
- Submit IRB Application, October 1st
- Final Written and Oral Projects, second week in April

*this timeline is subject to change.

The Howard University Institutional Review Board (IRB)

The Howard University IRBs (Medical and Non-Medical IRB Committees) review and provide oversight for all research involving human participants at Howard University and operate in compliance with the regulations of the U.S. Department of Health and Human Services Office of Human Research Protections for the protection of human research participants, including 45 CFR 46, 21 CFR 50, and 21 CFR 56, which govern human participant research as amended to include the Common Rule (FR 56, No. 117,28002). For more information see website:

http://www.orrchoward.com/hrabouttheirb.html
# Howard University
## Department of Occupational Therapy
### Faculty Research Interests

**Full-time Faculty**

The research interests of faculty members are listed below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felecia Moore Banks, Ph.D., OT/L</td>
<td>At-Risk Populations, Student/Faculty Development &amp; Physical Disabilities</td>
</tr>
<tr>
<td>Shirley Jackson, PhD., OT/L, FAOTA</td>
<td>Critical Thinking, Health Disparities &amp; Faculty Development</td>
</tr>
<tr>
<td>Lynda Hill, OTD, OTR/L</td>
<td>Pediatrics, School-based Practice and Technology</td>
</tr>
<tr>
<td>Joylynne Wills, MGA, OTR/L</td>
<td>Pediatrics, Early Intervention and Autism</td>
</tr>
<tr>
<td>Phyllis Ross, OTD, OTR/L, CHT</td>
<td>Hand Rehabilitation &amp; UE Disorders</td>
</tr>
<tr>
<td>Jessica Alden, OTD, OT/L</td>
<td>Cultural Competence, and Aging Adults</td>
</tr>
<tr>
<td>Sylvia Anderson, MBA, OTR/L</td>
<td>Health Promotion &amp; Wellness, Mental Health and Fieldwork Research</td>
</tr>
</tbody>
</table>
Howard University  
Department of Occupational Therapy  

Research Topics/Project Form

Name_______________________________________ Date:_____________

Classification_________________________________ Date of Graduation_________

**Research Areas/Topics Available for Selection**

Select **ONLY** two research topics from the following areas below and rank your preference. 1=first choice; 2 =second choice.

1. Diabetes
2. Health Disparities
3. Mental Health and Substance Abuse
4. Early Intervention & Autism
5. Aging
6. Driving and Low Vision
7. International Health and Social Justice

*Small groups of students will be assigned a topic areas based on the responses received. Your selected topic will be taken into consideration. However, there is no guarantee that you will be assigned your preferred topic. These topics are subject to change.*

---

New incoming MSOT students should return this form to the OT main Office by September 1st.
Master of Science Program

HU Department of Occupational Therapy

- Academic Policies
DEPARTMENT OF OCCUPATIONAL THERAPY

ACADEMIC POLICIES

The academic policies in the Department of Occupational Therapy adhere to the guidelines and procedures outlined in the Division of Allied Health Sciences Admissions, Retention and Graduation Policies and the Occupational Therapy Graduate Retention and Graduation Policy*. Specifically:

- Minimum grade in any course taken at accredited institutions to be considered for advanced standing is “C”
- Minimum semester GPA required for a good standing in the program is 3.0

*All students will receive a copy. Students are expected to read this document and understand the academic expectations for continuance in an academic program.

Statement on Felony Convictions

A felony conviction must be disclosed and may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT, Inc.) exam, as well as the ability to attain state licensure.

Statement on Criminal Background Check

Please be advised that all students accepted into the Master of Science program will be required to complete a background check in order to participate in any clinical and/or fieldwork experiences. The background check is conducted by an outside agency and should occur within the first year of acceptance into the program. All students are required to pay the fee (presently ranging between $60 - $75) for this required investigation. Please consult your advisor and/or the fieldwork coordinator for more detailed information; however, be advised that the process may include one or more of the following:

- 7-Year Countywide Criminal Search
- 7-Year Federal Criminal Search
- Social Security/Address Verification
- National Sex Offender Registry
- Global Watch List
- Medical Fraud and Abuse Information
- Employment Verification
**Occupational Therapy Grading Policy**

Upon admission to the MSOT Occupational Therapy program, students are expected to adhere to the policy outlined. Grades reflect academic and nonacademic attributes such as professional behaviors, knowledge, skills, and content. While grading is done on a course-by-course basis and distributed by the course instructor, students are also expected to pass a department competency based examination at a minimum of 80% and meet competencies in the area of research and professional behavior.

**Master of Science in Occupational Therapy**

**Grading Structure**

Consistent with the university grading policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>59 - below</td>
</tr>
</tbody>
</table>

MSOT course grades must be maintained at a minimum of 3.0 each semester.

**Fieldwork II Grading Structure (Entry-Level MSOT)**

<table>
<thead>
<tr>
<th>Overall Final Score</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>122 Points and Above</td>
</tr>
<tr>
<td>No Pass</td>
<td>121 Points and Below</td>
</tr>
</tbody>
</table>
Tests and Assignments Return Policy

- Graded tests and assignments must be returned to the student within **10 business days** from the time in which the test or assignment was submitted.

- Only during emergency circumstances such as illness or a change in instructor should additional time be allotted to return graded tests or assignments. If additional time is required, the students should be informed that there will be a delay in returning the assignment or test and an alternate date should be identified.

- All OT course grades from tests and assignments must be posted on Blackboard within ten business days from the time in which the test or assignment was submitted.

- In general, test and assignments should be returned during class hours or office hours.

- All grades from tests or assignments will be maintained confidentially between a professor and each student. Students should not have access to other students’ grades. Professors may only share graded papers and exams with others students or family member after receiving the student’s permission and consent to do so. Only the faculty and university officials who handle student records and monitor student performance may have access to student records. To further assure confidentiality faculty members will adhere to the following guidelines:
  - The safest practice is to return tests and assignments personally to a student.
  - Grades from test or assignments can be sent to students electronically with prior notification.
  - Tests or assignments should not be left outside.
  - Student grades should not be posted on the wall.
  - Return tests should not be placed in an open mailbox. If a graded assignment is placed in a student’s mailbox, students should be notified at that time and the assignment should be placed in folder or envelope.
  - Tests or assignments may be returned to students by mail (postal mail) after the student verifies the mailing address that he/she would like to use. If this information cannot be obtained, tests or assignment should be mailed to the permanent address.

Revised May 2014

Class Policies And Procedures

Plan of Study and Registration

Prior to registration, each student should complete a *Plan of Study* upon entry to the MSOT program. The Plan of Study is an academic contract that summarizes the courses that must be taken to matriculate into the MSOT program at Howard. Students should complete the Plan of Study in consultation with his or her academic advisor.
According to university policy, it is important that all students are registered and validated before the start of classes. Students who are not compliant with both requirements will not be allowed to attend classes. This means that all students must show verification that they are registered and VALIDATED before the start of their fieldwork level I or II experiences. Proof of validation must be provided to the OT Department. In the event that a student is not validated, the student cannot proceed to fieldwork.

Please be reminded, that the OT Department wishes you much success, but the above requirements are established university policy. RETROACTIVE registrations are not allowed. Also, the department cannot guarantee matriculation in the MSOT program or another fieldwork placement if students are not validated and are removed from class or fieldwork.

Assignments/Written Work

Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website, http://www.cetla.howard.edu/wac/students.aspx. Grades on papers/power point slides could be lowered by one letter grade or up to 10% of the numerical grade for the following deficiencies:

- Spelling Errors
- Poor Sentence Structure
- Poor Grammatical Usage
- Typographical Errors
- Redundancy
- Messy Corrections
- Poor Organization
- Inappropriate Use of Medical Terminology

Online Instruction/Technology

All students enrolled in online courses are required to be proficient in the use of basic computer technology for online instruction and must have access to the necessary technology needed to complete the coursework. Please prepare to have available a wireless laptop with a CD drive. The I-Lab is also available for technology use.

Examinations

Materials for examinations will be taken from all class sources, including lectures, readings, videos, etc. Examinations must be taken at the scheduled time. If you must miss a quiz or exam due to illness, you must obtain a written physician's excuse and must contact the instructor prior to the exam time. Otherwise, the grade will be a zero. Make-up exams will only be given in exceptional circumstances.

Cheating

*Perceived acts of academic cheating will be submitted to the College for action as outlined in the College’s “Admission, Retention, and Graduation Policies” Handbook, as well as those published in the H-Book could result in a grade of “F” or dismissal from the OT program. Refer to your course syllabus. Also see/read below Howard University Academic Code of Student Conduct definition of cheating at www.howard.edu and AOTA’s Code of Ethics in the OT Student Handbook Appendix.
“**Academic Cheating**—any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignment or group take-home assignments, all course or program assignments shall be completed by an individual student only without any consultation or collaboration with any other individual, organization, or aid.)”

(Revised 2010) Approved by the Board of Trustees, June 29, 2010

**Professional Behavior**

Professional behavior is critical to student growth and development. An assessment of student professional behavior is completed each semester by the student’s faculty advisor with input from the entire faculty. Students who do not meet minimum expected competency will be required to develop a professional growth plan. Each student must meet competency to enter into the fieldwork level II education component of the curriculum. The following areas will be assessed (see attached the Professional Behavior Assessment Form):

- Dependability
- Professional Presentation/ Interpersonal Skills
- Initiative
- Empathy
- Cooperation
- Organization
- Clinical Reasoning
- Supervisory Process
- Verbal Communication
- Written Communication

Students will also be graded on professional behavior in some individual courses. The percentage of the grade for professional behavior will vary from class to class. Grades will be based on student’s performance in the above areas.

**Cell Phone Policy**

Cell phones must be off or in silent/vibrate mode during class time and during site visits. Cell phones are prohibited from the testing sites. The presence of a cell phone during testing will result in a zero for the exam grade and further academic action will be taken if cheating is suspected. Text messaging is prohibited during class time, testing and site visits and will result in further academic action. Inappropriate use of the cell phone during class is considered disruptive and could result in dismissal from the class session. This behavior will also be reflected in the professional behavior percentage of your grade.

**Computer Policy**

The computer should be used for classroom and online instruction only. The use of internet is prohibited during class/presentations without permission from the professor. This would include but is not limited to accessing Email, Facebook, Youtube, Twitter, Instagram, Snapchat, Skype, etc. during class time. Inappropriate use of the internet or computer/IPad during class is considered disruptive and could result in dismissal from the class session. This behavior will also be reflected in the professional behavior percentage of your grade.

**Photo Release**
All students enrolled in the Department of Occupational Therapy at Howard University agree to allow the Department of Occupational Therapy to use students photographic portraits, pictures and motion images that have been taken by the University for educational purposes in accordance with the University policy, and release the department and university from any and all claims that arise out of or in connection with the use of the photographs and/or motion images.

Students with Disabilities

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973 and other pertinent federal, state and local disability and anti-discrimination laws. Students must self-identify to the Dean of the Office of Student Services, located at 2225 Georgia Avenue NW, Room 725. Students must register with the office within the first week of class and at the beginning of each subsequent semester for which accommodations are requested. Students will receive reasonable accommodations based on the recommendations of a licensed physician. A letter of accommodations will be given to students for delivery to the faculty, who will provide the accommodations.

Student Complaints

All student complaints are reviewed and acted upon in a timely manner. Students should first submit their complaints directly to the faculty member of concern. The OT Department Chairperson will review this matter if it cannot be resolved. The process is as follows:

- The student will communicate the complaint with the faculty member in question and arrange a meeting to discuss the matter.
- The Department Chairperson will meet with the complainant, and any other parties, if necessary to resolve the students’ complaint.
- If a resolution is not met after thorough review and meeting with the complainant, the Chairpersons will forward the unresolved complaint to the Associate Dean/Dean’s Office for further review.
- Students are informed that they can appeal final decisions of their complaints. Students are referred to the University’s grievance process for further resolution (see the University’s Student Academic Grievance Procedures/Policy for guidelines). A record of the student’s complaint is recorded and kept on file in the main office.

Equal Opportunity Policy

The mission of Howard University includes the provision of quality education for any student, but with emphasis upon the provision of educational opportunities for those students who may not otherwise have an opportunity to acquire an education of the type provided at Howard. In fulfilling its mission, the university does not discriminate on the basis of race, color, national and ethnic origin, sex, marital status, religion, or handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, and other university administered programs and employment.

Howard University is committed to equal opportunity in all aspects of its relations with faculty, students, and staff members, without regard to race, color, national and ethnic origin, sex, marital status, religion, age, or handicap. The requirement not to discriminate in education programs and activities extends to employment therein and admission therein.

Revised May 2015
Howard University Occupational Therapy Program
Professional Behavior Assessment

Name: __________________________________________ Semester (circle one): 1 2 3 4 5

The purpose of this checklist is to document behaviors that may influence your ability to meet expected role requirements as a student and beginning professional. This form will be completed by each student and faculty advisor with input from the entire faculty prior to the end of each semester. Students will develop a professional growth plan for any area that is rated “3” or below.

Copies of completed forms should be included in the student’s final professional portfolio; the originals will be placed in the student’s file. Content from these assessments will serve as a professional behavior discussion tool and may be included in determining course grades that relate to professional development. A student must demonstrate consistent professional behaviors to enter into the fieldwork level II education component of the curriculum.

Rating Scale: 1= Rarely; 2= Occasionally; 3= Inconsistently; 4= Frequently; 5= Consistently

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>As demonstrated by:</th>
<th>Student Self-Evaluation</th>
<th>Faculty Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dependability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Being on time for classes, work and meetings.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Handing in assignments, papers, reports and notes when due.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Following through with commitments and responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Professional Presentation/Interpersonal Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Adheres to department’s dress code and presents oneself in a manner that is</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>accepted by peers, clients and employers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Using body posture and affect that communicates interest or engaged attention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Displaying a positive attitude towards becoming a professional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Showing an energetic, positive and motivated manner.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Self-starting projects, tasks and programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Taking initiative to direct own learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Professional Curiosity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Being sensitive and responding to the feelings and behaviors of others.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Listening to and considering the ideas and options of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Rendering assistance to all individuals without bias or prejudice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Working effectively with other individuals.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Showing consideration for the needs of the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Developing group cohesiveness by assisting in the development of the knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and awareness of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Prioritizing self and tasks.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Managing time and materials to meet program requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Using organization skills to contribute to the development of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Clinical Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Using an inquiring or questioning approach in class and clinic.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Analyzing, synthesizing and interpreting information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Giving alternative solutions to complex issues and situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Supervisory Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Giving and receiving constructive feedback.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Modifying performance in response to meaningful feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Operating within the scope of one’s own skills and seeking guidance when</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Verbal Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Verbally interacting in class and clinic.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Sharing Perceptions and opinions with constructive results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Writing Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Writing clear sentences.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>● Communicating ideas and opinions clearly and concisely in writing papers, notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and reports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Communicating complex subject matter clearly and concisely in writing, with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>correct punctuation and grammar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Professional Behavior development Plan (for any area rated “3” or below): Based on self and advisor/faculty assessments, develop an appropriate plan to facilitate the development of your professional behavior (attach pages). Growth in professional behavior will be reviewed and monitored through the advisor and faculty discussions. Students will be “cleared” for fieldwork based on end-of-semester review of student performance and professional development.

Student Signature: ____________________________________ Date: _____________________

Faculty Signature: ____________________________________ Date: _____________________

Advisor Signature: ____________________________________ Date: _____________________

Department of Occupational Therapy Dress Code

As health professionals, it is important that you present yourself with the utmost dignity and respect in the classroom, clinic, and community. Therefore, a department dress code has been instituted. Please adhere to the following dress code policy:

Professional uniform attire will be required for all site visits, fieldtrips, and fieldwork level I and II. This attire must also be worn in the classroom every Wednesday for Professional Uniform Attire Day. Professional uniform attire consists of:

- Dark blue pants/skirt, blue OT polo shirt; white short, fitted lab coat; and closed-toe (low heel) black shoes. Men are required to wear a white dress shirt with a tie. If wearing tennis shoes, only white (clean) tennis shoes are allowed with pants. Socks/hosiery should be worn with shoes.

Other professional attire:

- Royal blue logo scrubs with a short, fitted white lab coat.

All students should affix to their lab coat an OT logo patch on the left sleeve, and a name tag. Uniforms should be pressed, neatly worn, and cleaned regularly.

Men should wear a belt with their pants, and women’s skirts should not be more than two inches above the knee.

Jewelry should be kept at a minimum, i.e. multiple piercing(s) in visible areas; tongue rings; long, dangling earrings and necklaces are unacceptable.

All students should be properly groomed. During direct patient care, students should have long hair tied back and nails should not be excessive in color or length.

Tattoos should be covered by clothing. This is typically a requirement for fieldwork sites.

For specific fieldwork placements, please check with the facility regarding the institution’s dress code. Some settings, such as mental health community settings or the school system, might not require uniforms. However, unless specified prior to arrival, students should plan to wear their professional attire.

Daily classroom attire should consist of street clothes. For example: jeans, t-shirts, tennis shoes, sweaters, and skirts. Please monitor your classroom attire. Revealing or tight clothing that involves “extreme” exposes to body parts, such as “tub tops,” bare midriffs or “daisy dukes” are unacceptable.

Students are expected to dress in their professional black & white attire or business attire (suit) during formal classroom presentations.

Please remember that you are representing Howard University and your chosen profession.
University Counseling Service Policy

Students may be requested or required by the OT faculty to receive counseling in order to remain in the OT curriculum (also see Division of Allied Health Sciences Policy Handbook).

The University Counseling Service has a staff of professionally trained counselors and psychologists available to assist students with their concerns. The service offers educational, career, and personal counseling on either an individual or group basis. Services are at no cost to all registered students, regardless of college or school in which the student is enrolled.

The University Counseling Service is located in the C. B. Powell Building, Wing One, Ground and First floors. You are welcome to call for an appointment or to drop-in for a visit between 8:00 a.m. to 6:00 p.m., Monday through Friday.

Academic Advisement

Each student is assigned an academic advisor who is responsible for meeting with the student at least once each semester to ensure that the student is on track to graduate in a timely manner. All academic advisors will have posted office hours, and access to contact information such as email address and telephone number. Students who are experiencing academic difficulty should meet with their advisor on a more regular basis as determined by the student and advisor. Students may be advised to seek a different level of guidance in the university such as financial or university counseling depending on the student's needs. In order to take full advantage of your advisor, it is recommended that you:

For more information on academic advisement, please refer to the Howard University website at http://www.howard.edu/enrollment/advising.htm#WhentoSee

When to See an Advisor

You are urged to contact your advisor on any matters related to your educational progress. You are responsible for helping your advisor help you by sharing essential information about your academic progress, strengths, weaknesses, interests, and goals. All students must report to their advisor prior to every general registration period. Ideally, students should see their advisors at least three times per semester, at the beginning, near the mid-term, and at the conclusion of the semester.

All advisor sessions should be documented. Students should seek out advisor assistance any time they are experiencing a problem or have outstanding issues. Students are discouraged from registering for courses without consultation and advisor approval of their academic program.
Howard University

Health and Safety Policy Statement

OSHA Act of 1970

This is the Health and Safety Policy Statement of
Howard University's Department of Occupational Therapy

Our statement of general policy is designed to:

- Provide adequate control of the health and safety risks arising from our educational and therapeutic media activities;
- Consult with our faculty, staff and students on matters affecting their health and safety;
- Provide and maintain a safe occupational therapy department and equipment;
- Ensure safe handling of tools, substances and equipment;
- Provide information, instruction and supervision for faculty, staff and students;
- Ensure students are competent to do their tasks and receive adequate training
- Prevent accidents and cases of work-related ill health;
- Maintain safe and healthy working and learning conditions; and
- Review and revise this policy as necessary.

I HAVE RECEIVED AND REVIEWED A COPY OF THE HOWARD UNIVERSITY OT DEPARTMENT HEALTH AND SAFETY POLICY PROVIDED TO ME DURING THE MSOT STUDENT ORIENTATION.

____________________  ___________________
Name                                                                       Date Reviewed
Howard University
Department of Occupational Therapy
Health and Safety Policy

Student Emergency Situations
An emergency is a situation that places a student or students at risk. It may include illness or harm, or other traumatic incidents involving violence or a missing student. Emergencies may also represent circumstances out of the ordinary, unplanned or unexpected, involving hardships that threaten the health, safety, and wellbeing of the students. Accidents and work related injuries incurred by faculty, staff or students should be cared for and reported immediately to the chairperson of the department and an injury report should be filed.

See the Howard University website at http://www.howard.edu/directory/emergencies.htm and http://138.238.143.191/environmental/role.htm for instructions and resources on environmental and emergency situations.

Laboratory Safety

- All OT students are required to receive Occupational Safety and Health Administration (OSHA) training, and adhere to OSHA regulations.

- All OT students are required to review the Howard University’s Handbook for student health and safety information.

- OT students involved in research must complete the IRB certification workshop. In addition, all research projects involving human subjects must be reviewed by the Howard University Institutional Review Board. Application for review can be found at: www.huirb.howard.edu/about.html

- Safety instructions must be provided to students by the responsible faculty in all laboratory courses.

- A safety risk assessment and equipment competency checkout should be conducted by the responsible faculty prior to instruction when deemed appropriate in courses such as, OCCG-516; OCCG-520; OCCG-521; OCCG-531; OCCG-533; OCCG-538 and OCCG-540.

- OT students must be properly supervised during laboratory experiences. A maximum faculty/student ratio for most OT laboratory experiences should be 1:16.

- Any problem with occupational therapy laboratory equipment should be reported immediately to the onsite instructor. A record of the maintenance of all OT equipment is kept in the maintenance log filed in the OT Department's main office.

- Students are required to dispose of any hazard materials in a secure designated area according to OSHA regulations and lab instructions.

- First-aid box (s) are be located in the following areas:
  - Main office
• Any onsite accidents that occur should be cared for immediately and brought to the attention of the instructor. Serious cuts, stabs, burns or any injury that requires medical attention should be evaluated at Howard University Hospital.

**Department of Occupational Therapy Fire and Evacuation**

• Fire drills in Annex I, Allied Health Sciences building, are conducted at least once each academic year.

• Escape routes on the 3rd floor Occupational Therapy Department are checked yearly by the Howard University Maintenance Department prior to each academic year.

• Fire extinguishers are maintained and checked by Howard University Department of Environmental Health and Safety each academic year. Fire extinguishers are located: Next to the occupational therapy library, Room 357, OT kitchen and Room 377.

• See the evacuation plan (diagram) posted on the wall in designated areas of the OT Department corridor and elevators.
Howard University
Department of Occupational Therapy Master of Science Degree

Comprehensive Competency-based Exam Policy

The purpose of the comprehensive competency-based examination in the Master of Science Program in Occupational Therapy (MSOT) is to provide students with the opportunity to demonstrate mastery of foundation skills and knowledge needed for entry-level practice in occupational therapy. This exam is designed for entry-level MSOT students and is in addition to the content course examinations. Students in the entry-level program are required to complete a comprehensive exam at three intervals prior to and upon completion of all fieldwork experiences. All comprehensive exams must be completed before the student is granted the Master of Science Degree in Occupational Therapy. The exams consist of the following:

Comprehensive Exam I: Prior to Fieldwork Level I
Comprehensive Exam II: Prior to Fieldwork Level II
Comprehensive Exam III: Upon Completion of all Fieldwork Experiences

Comprehensive Exam Schedule

The examination prior to fieldwork experience will be held in April at the completion of each academic year as scheduled. The examination given upon completion of all fieldwork experiences will be held in December of each year at the end of the fieldwork cycle prior to graduation. Students will register with the department to take the examination prior to each examination period. Individual arrangements will be made for students who are out of sequence in the curriculum. The scheduled date of the exam maybe subject to change.

Examination Description

The examination consists of a department approved computerized multiple choice examination. Questions on the exam have been designed to measure mastery of content in the curriculum as well as critical thinking and clinical reasoning for entry-level practice. Students will be provided with a sample format of the exam for review prior to each exam interval. Students scheduled for retake exams will be provided with a different exam; however, the format of the exam will not change.

Testing Site

The university computer lab is the designated testing site for the exam. Students should bring their Howard student identification and a standard wristwatch (if desired). No books, purse, cell phones, IPads, computers, notebooks, book bags, papers, pens, pencils or any other electronic devise is permitted at the testing site. Students will be provided with the specific testing site and time prior to the exam.

Missed Examination

In general, there will be no scheduled make-ups for students who missed the exam. Students who miss the exam due to an emergency will be reviewed on a case-by-case basis.

Evaluation
Students must complete a comprehensive examination I, II and III at a minimum level of proficiency at the mean for the National norms for the test (to be determined by the department). A student who fails to pass the exam after three attempts will be required to complete a remediation program and will not be allowed to proceed in the program (including fieldwork placement) until the remediation is successfully completed and the student has passed the exam. The faculty and department chairperson will determine if further academic action is needed. Only students in good academic standing at the time of the exam will qualify to participate in the remediation program. Students who are already on academic probation, and fail to pass the comprehensive exam after three attempts will dismiss from the occupational therapy program.

Remediation

Any student who qualifies to participate in the remediation program must enroll in a 3-4 credit remediation course, and achieve a passing grade of 80% or higher with a cumulative and semester GPA of at least a 3.0. Once the student has successfully completed this course, they will be required to retake and pass the Department’s Comprehensive Exam. Only one retake is allowed. Any student who does not pass the exam after remediation will be dismissed from the occupational therapy program.

Appeal Procedure
Students have the right to review their final scores and to appeal when an unsatisfactory determination has been made. The appeal should consist of a written letter to the department chairperson with justification for the appeal.

Revised, May 2014
Howard University
Department of Occupational Therapy

Fieldwork Policies

- Howard University Master of Science Degree Program (MSOT) students will be required to demonstrate 70% minimum proficiency on their Level I fieldwork (FW) experiences. A grade of Pass is required for both Level II Fieldwork experiences.

- The MSOT program must have a signed memorandum of understanding which clearly delineates the roles and expectation of both the academic institution and the fieldwork sites before a student is placed at the fieldwork site.

- The Memorandums of Understanding (MOU) are reviewed, prior to fieldwork assignments to ensure that they are current. If there are changes made to the agreement by the university, the amended MOU is sent to the site of interest. If there are changes made to the agreement by a specific site, the site will send the amended MOU to the university and it will be reviewed by the University’s Legal Counsel’s Office.

- The MSOT program must provide fieldwork education in settings that meet the program’s curriculum goals. The settings must be congruent with the Howard MSOT curriculum, program philosophy, mission, and meet the criteria based on the program’s site selection survey, and ACOTE Standards that govern fieldwork site selection.

- Collaboration to design FW experiences occurs through mutual exchange via communication with sites of interest and/or scheduled faculty meetings. The outcomes will be shared at a faculty meeting at least two times per year in order to ensure the design of optimal quality fieldwork experiences for the students.

- The Academic Fieldwork Coordinator (AFWC) will collaborate with the clinical fieldwork educators to develop fieldwork objectives and to communicate with the sites in writing, conference call, email and/or face-to-face meetings regarding a student’s progress and performance during fieldwork.

- The MSOT program will provide resources to fieldwork sites to enhance supervision, including but not limited to workshops (if requested), literature, or updates on current trends and methods of supervision.

- The preferred fieldwork educator to student ratio in a site is 1:1 in order to ensure proper, quality supervision and assessment of the student’s performance.

- Students participating in Level I fieldwork receive direct supervision from an OT or a qualified supervisor approved by AFWC. Level II students are supervised by an OT with at least one year of occupational therapy practice experience. The level of student supervision provided will be determined by the fieldwork educator based on the student’s performance.

- Fieldwork II experiences consist of two, twelve-week rotations that begin in the summer semester after all research and didactic course requirements have been fulfilled. Students will be assigned to a pediatric or psychosocial rotation (12 weeks), and a physical dysfunctions rotation (12 weeks). The sequence of the rotation varies. A psychosocial fieldwork experience is required for Level I or II fieldwork.
• Students may be required to travel up to 90 minutes each way for local Level I or Level II fieldwork rotations based on the assignment designated by the AFWC. Students may also be required to travel to another state designated by the AFWC. If necessary for the student to travel to another state where there are no accommodations, the student will be informed of this assignment at least 4 – 6 months prior to the rotation so that arrangements can be made by the student.

• Students will receive an electronic copy of the Fieldwork Manual with detailed information about Level I and II fieldwork prior to the fieldwork experiences.

• The final decision about fieldwork placement rests with the faculty based on the determination of the “best fit” for the student and on an active MOU on file. Students can be provided with opportunities locally, nationally and internationally, but are responsible for transportation, housing and meals unless otherwise specified. Students must assume responsibility for tuition, fees, and medical clearance requirements prior to fieldwork placement. Requirements for placement will be made available to the student at least three months prior to a rotation. They may include:
  o CPR
  o Drug Screening
  o Physical Examination (TB, etc.)
  o Criminal background check
  o Immunization Records
  o HIPAA
  o Flu Shot

• Health records are maintained and stored in the University’s Student Health Center. General student fieldwork records may also be secured in a locked file in the AFWC’s office or on a secured electronic storage device.

• All fieldwork students are required to complete the tasks listed below prior to Fieldwork I and II. These requirements are updated annually and no student will be permitted to begin fieldwork until evidence of these requirements is submitted to the AFWC. These requirements must be satisfied before the student begins the first fieldwork rotation.
  o Criminal Background Check
  o CPR
  o OSHA Training
  o HIPAA Training
  o Drug screens (site specific and based on the MOU)
  o **Health Clearance:** Students must visit the Student Health Center website for a listing of the specific requirements for university health clearance. Each student is provided with a Health Clearance Certificate from the Student Health Center upon satisfactory completion of health requirements. Students should keep a copy of their immunizations and health records for their own files.

• Level I and Level II students who are interested in going to another state or international fieldwork experience must inform the AFWC of their desire in the fall semester preceding their summer semester fieldwork experience.

• All international placements for fieldwork level experiences must meet the program requirements and ACOTE Standards. Students attending fieldwork outside of the United States must be supervised.
by an occupational therapist that is a graduate of a program approved by the World Federation of Occupational Therapists and has at least one year of experience in practice.

- MSOT students are required to complete all Level I and Level II fieldwork as established in the course sequence to ensure timely graduation. Fieldwork Level I cannot be substituted for fieldwork level II.

- Level I students receive an evaluation after each rotation. This evaluation is sent to the university by the site in order to calculate the grade for the Fieldwork I experience.

- Level II students are evaluated using the AOTA Fieldwork Evaluation Form. The completion of this evaluation results in a pass or fail grade. The midterm report is completed after six weeks of the rotation have been completed and is reviewed with the Academic Fieldwork Educator.

- Students who receive a grade that falls below 70% in Level I fieldwork will be placed on academic probation. The student will be given one opportunity to repeat the required fieldwork. Removal of academic probation will be granted pending successful completion of the fieldwork level I at 70% level of proficiency or above, and a demonstrated cumulative GPA of 3.0 or higher.

- Course grades of pass or fail will be applied to the rotations of Level II fieldwork. Students must satisfactorily complete two, three-month Level II fieldwork internships. If a student fails, he or she will be given one opportunity to repeat the required fieldwork.

- A student who is requested to prematurely terminate a fieldwork experience due to unsafe practices and poor performance will receive a grade of "F" in the required fieldwork. Graduation will be denied. Faculty reserves the right to place the student in a second assigned fieldwork only after conditional requirements for returning to the clinical setting are satisfactorily met by the student.

- Students cannot withdraw from fieldwork without written approval from the department chairperson. The withdrawal must be completed within the withdrawal period specified in the university calendar. Withdrawals that are not Board approved will result in a grade of "F."

- All Level II Fieldwork experiences must be completed within twenty-four months following the successful completion of all didactic coursework.

- Students who request accommodations during fieldwork, as delineated by the Americans With Disabilities Act, must provide documentation of the disability and discuss the disability with the fieldwork coordinator as soon as possible to determine appropriate site selection. A student with a disability must be able to perform the essential job functions with or without reasonable accommodations on their fieldwork experience. In compliance with the law (Section 504, Rehabilitation Act and the Americans with Disabilities Act, "ADA"), Howard University is committed to providing its disabled students with reasonable accommodations. For more information on special accommodations, students should contact the Special Student Services at 202-238-2420.

- Post-professional OTR students who elect to complete a clinical affiliation (fieldwork experience) will adhere to the same policies.

Revised May 2015
STUDENT RETENTION AND GRADUATION POLICIES

Academic Policies: After admission to the MSOT program, students are governed by the following academic progression, retention and graduation policies.

1. During the professional level program a semester and cumulative grade point minimum of 3.0 must be maintained. Any student’s performance falling below a GPA of 3.0 in any given semester will be placed on academic probation. The student will have one semester in which to achieve a minimum semester grade point average of 3.0 the subsequent semester. A cumulative GPA below 3.00 for three consecutive semesters will result in suspension.

2. In the event of an academic action, the curriculum may be interrupted, thus extending the length of time to complete program requirements by one or two semesters due to cyclic scheduling of the graduate program courses. The faculty of the program reserves the right to make necessary changes in the student’s program for reasons such as changes in course offerings, changes in curriculum, or maintaining sequencing of courses.

3. A minimum final grade of C is required in any graduate course. A final grade of D or F in any Master of Science in Occupational Therapy course will result in suspension.

4. Any student who has been readmitted after suspension and receives a second suspension will be permanently dismissed from the graduate program.

5. Faculty reserves the right, based on documented evidence of unethical behavior, to dismiss a student from the occupational therapy program. Occupational therapy students are expected to display the highest level of honesty and integrity in both academic and personal life. The faculty, through its Student Judiciary Committee, will exercise its responsibility to suspend or dismiss any student who is found guilty of violating ethical standards as articulated by the department.

6. Students cannot withdraw from any required course without written approval from the department chairperson due to the lock-step sequence of courses in the occupational therapy program. Students who withdraw from a graduate course without the written approval of the department chairperson will be suspended from the program.

7. An “incomplete” grade adversely affects financial aid eligibility and academic progression. A final course grade must be completed prior to registering for subsequent required courses for which the “incomplete” course grade is a prerequisite.

8. Students on academic probation are not eligible to begin Level II Fieldwork. A student on academic probation will not be allowed to proceed to Level II fieldwork until all academic requirements have been met and the probation status has been lifted.
9. A minimum of **70%** proficiency for the Master of Science in Occupational Therapy must be achieved in all assigned areas of clinical practice (clinical clerkships, fieldwork, and preceptorships).

10. Failure to achieve **70%** competency in fieldwork level I or a Pass for fieldwork level II will result in faculty review before proceeding further in the occupational therapy program. A student who fails fieldwork will be placed on probation and will be allowed only one time to repeat the fieldwork experience.

11. Students must complete comprehensive examinations I, II and III. A student who fails to pass the exam after three attempts will be required to remediate and pass the final exam before going on fieldwork level II. Students will be subject to faculty review and further academic actions (probation or suspension). Failure to pass any level comprehensive exam after remediation will result in suspension.

12. Students must successfully complete all didactic coursework, examinations, thesis or non-thesis requirements and fieldwork experiences prior to graduation.

* For more information on academic actions see the Division of Allied Health Sciences, Howard University Admissions, Retention and Graduation Policies in the Graduate Program Manual.

**Retention and Graduation Policy for Fieldwork**

(See Fieldwork Policy and Level II Handbook for Detailed Information)

All Level II Student Fieldwork experiences must be completed within twenty-four months following the successful completion of all didactic coursework.

1. Students must complete all required Fieldwork Level I experiences at an **70%** level of proficiency or above. Students who receive a grade that falls below **70%** will be placed on academic probation. The student will be given one opportunity to repeat the required fieldwork. Removal of academic probation will be granted pending successful completion of the fieldwork level I at an **70%** level of proficiency or above, and a demonstrated cumulative GPA of 3.0 or higher.

2. Course grades of pass or fail will be applied to the rotations of Level II Fieldwork. Students must satisfactorily complete two, three-month Level II Fieldwork internships. If a student fails, he or she will be given only one opportunity to repeat the required fieldwork.

3. A student who is requested to prematurely terminate a fieldwork experience due to unsafe practices and poor performance will receive a grade of "F" in the required fieldwork. Participation in the White Coat Ceremony will be denied and graduation will be delayed until all requirements have been met. Faculty reserves the right to place the student in a second assigned fieldwork only after specific requirements for returning to the clinical practice setting are satisfactorily met by the student.
4. Students cannot withdraw from fieldwork without written approval from the department chairperson. The withdrawal must be completed within the withdrawal period specified in the University calendar. Withdrawals that are not chairperson approved will result in a grade of "F."

5. Post-professional OTR students who elect to complete a clinical affiliation (fieldwork experience) will adhere to the same policies.

**Graduation Requirements**

Entry level MSOT students are required to complete seventy-seven credit hours prior to graduation. This includes successful completion of all fieldwork experiences required for graduation. A total of seventy-seven credit hours and a cumulative GPA of 3.0 are required for graduation from the entry-level program. The timeframe for completion of the entry-level program is two and a half years, which includes all didactic coursework, examinations, thesis or non-thesis requirements and fieldwork experiences. Students are required to complete all didactic coursework before beginning their fieldwork II experience.

OTR's enrolled in the post-professional MSOT program are required to complete thirty credit hours of the post-professional OTR curriculum, with a cumulative GPA of 3.0 for graduation. The timeframe for completion of the post-professional student is typically one academic year for full time students, and may vary depending on the student’s part time or full time status.

**Standards of Satisfactory Academic Progress for Maintenance of Financial Aid Eligibility**

**Transfer Students**
The MSOT program retains the right to accept transfer credits to meet degree requirements. Students enrolled in professional level MSOT courses should have all prerequisite coursework completed.

- Grades of C or above may be transferred from an accredited college/university;
- A “Pass” grade may be accepted only if the grade is based on a minimum performance level of 70%.
- Entry-level and post-professional students must show evidence of an undergraduate degree and a minimum cumulative GPA of 3.0.
- The number of semester hours transferred will be equal to the semester hours earned in the equivalent course at Howard University as long as the transfer hours are at least 75% of the equivalent Howard course (this policy applies to 3-credit hour courses and above only).
- A minimum number of transfer credit hours will be evaluated on a case-by-case basis.

The Department Chairperson will analyze the documentation from the work experience to certify that it meets the criteria for information covered in courses. No courses past 7 years are eligible for advanced standing. The Master of Science program does not accept credit for previous courses or work experience for core theory-based courses required in the entry-level master’s curriculum.

**Financial Aid Suspension**
A student who incurs financial aid probation will have one academic year to meet the satisfactory academic requirements. Failure to do so will result in financial aid suspension. During financial aid suspension the student is not eligible for financial assistance.

**Financial Aid Reinstatement**
A student who has failed to maintain satisfactory academic progress shall be reinstated for financial aid eligibility if he or she has successfully completed a sufficient number of semester hours and attained at least the minimum cumulative grade point average required at the end of the next academic year.

**Appeal Procedure**
A student has the right to appeal when an adverse satisfactory academic progress determination has been made. The appeal outlining justification for same must be made in writing to the Director of Financial Aid and Student Employment. Appeal procedures are specified in the Financial Aid Handbook.

**Academic And Fieldwork Grievance Policy**

Occupational therapy students have a right to seek resolution if they feel they have been aggrieved during fieldwork or academic progress. Refer to the University Grievance Procedures or the current University Bulletin for guidelines.

*Revised, May 2014*
Master of Science Program

HU Department of Occupational Therapy

- University Resources
- Department Scholarships and Internships
Howard University
College Nursing & Allied Health Sciences
Department of Occupational Therapy

University Resources

Howard has a wide range of learning resources available to occupational therapy students. Listed below is a summary of available learning resources at the university:

**OT Library and Conference Room:** The Occupational Therapy Department is equipped with a library located in Annex I Room 355 that is made available to students that includes current literature in OT and serves as the OT Department’s archives. This space is shared with other departments in the Division of Allied Health whenever possible.

**OT Student Resource Room (357):** A student OT resource study room is equipped with resource books, computer, internet, and DVD player. This is a designated OT space that is managed by the OT graduate student organization.

**Health Science Library:** The OT program has access to the modern Louis Stokes Health Sciences Library adjacent to the HUOT Department and located on W Street, NW. This state-of-the-art facility is equipped with the most recent periodicals and books with access to AJOT, OTH and OT Source. OT students have special access to this facility as a health science student 7 days a week.

**Founders Library:** The students in the HUOT program also have access to the main Founders Library, the university’s main library facility. The university’s libraries contain more than 1.8 million volumes, including the Channing Pollock Collection. Another significant library resource is the Moorland-Spingarn Research Center which has one of the world’s largest and most comprehensive black research collections.

**Other Libraries:** OT students are encouraged to use the American Occupational Therapy Library located in Bethesda, Maryland and the National Library of Medicine at the National Institutes of Health. Other libraries in the metropolitan area are also available to students.

**University Information System and iLab:** OT students have access to the latest information technology resources provided by Information Systems & Services (ISAS), including the University's Information Lab and Technology Center (iLab), Residence Hall Networking (ResNet), wireless network access, computing labs in the various schools, the Commuter Lab in Blackburn Center, software, and e-mail. Occupational therapy students have access to (iLab) which is a computer center with smart classrooms. This facility is open 24 hours a day and has the resources to meet the research needs of the students.

**Tutoring Services:** The College of Pharmacy’s Center for Excellence (CE) is available as a support resource to OT students who might require tutorial services or guidance.
Graduate Schools Writing Services: The OT students have access to the Program for Academic Support Services (PASS) an academic initiative geared toward enhancing the graduate student experience through oral communication, writing, and English as a Second Language (ESL) skills. PASS provides resources, tutorials, courses, and workshops to assist graduate students in the preparation of academic and professional occupations. Additionally, a writing and computer center is housed in the Graduate School for use by the graduate student body.

University Radio and TV Station: The HUOT program has access to the university radio station, WHUR-FM, which serves the Washington area and is a broadcast training laboratory for Howard students. The university television station, WHUT-TV, Channel 32, has been in operation since November 17, 1980. The station serves the needs of students and the wider community.
Howard University
College of Pharmacy, Nursing & Allied Health Sciences
Department of Occupational Therapy

Scholarships, Internships and Endowed Funds

Ollie B. Brooks Scholarship: established by the founder of the Howard University OT department, Ms. Naomi Wright, in honor of her mother. This is an endowed fund that provides resources to graduate level occupational therapy students who demonstrate financial need in accordance with University policy.

Cordelia H. Puttkammer Endowed Scholarship: recipients selected for this award must be a deserving entry-level Howard University Master of Science student who demonstrates academic strength and interest in pediatric OT. This scholarship was established by retired OT pediatric faculty member, Mrs. Cordelia H. Puttkammer, and her husband, Mr. Charles Puttkammer.

*LEARN-4-SUCCESS Award: this scholarship is designed to provide funding for a full-time registered Howard University occupational therapy student to attend the American Occupational Therapy Association (AOTA) Conference. The Award was established by Julia Jacobsen, founder of Learn-4-Success.

Delcina Bean-Burrows Endowed Fund: was established to help maintain and enhance the department’s academic and clinical research pursuits by alumna, Delcina Bean-Burrows.

Book Scholarship Fund: clinicians periodically offer book scholarships to deserving students in the Howard OT Master’s program. This fund is available to graduate level students who are unable to purchase required texts for class.

OT Leadership in Excellence Scholarship: this award is given to a Howard University Master of Science student who demonstrates financial need and has at least a 3.0 or higher cumulative GPA. The student must show demonstrated leadership potential. This award is based on recommendations from alumni and faculty.

*NRH Student Scholarship: this is an award sponsored by the National Rehabilitation Hospital (NRH). This award is given to a Howard University Master of Science student, based on award criteria established by NRH and the Howard OT faculty.

OT Pediatric Fellowship: Professional level graduate occupational therapy (OT) students at Howard University may apply for an appointment as an OT Pediatric Fellow. The appointment carries a stipend for a period of one year. This fellowship is sponsored by the Howard University Occupational Therapy Assessment and Pediatric Clinic.

OT Low Vision Fellowship: Professional level graduate occupational therapy (OT) students at Howard University may apply for an appointment as an OT Pediatric Fellow. The appointment carries a stipend for a period of one year. This fellowship is sponsored by the Howard University Occupational Therapy Low Vision program.

Senior Emergency Fund: This fund is awarded to a senior Howard University occupational therapy student who has completed his/her didactic coursework and who demonstrates financial need. The award is typically provided to a student who needs financial assistance during his or her fieldwork level II.
Board of Trustee Scholarship: this award is granted to selected full-time Howard University students who present with at least a 3.0 cumulative GPA for two consecutive semesters. Additional criteria might be involved. For more information, please contact the Department of Financial Aid.

*Scholarships for Disadvantaged Students (SDS) - the purpose of the SDS Program is to increase diversity in the health professions and nursing workforce by providing grants to eligible health professions and nursing schools for use in awarding scholarships to financially needy students from disadvantaged backgrounds. To qualify you must meet SDS criteria. This award is offered during the granted approval period of and may not be offered during the time of a student’s enrollment. The Department of Occupational Therapy was awarded a 5-year award in Fall 2012. For more information about this award, please contact the Department of Occupational Therapy.

Center for Excellence Award: this award is given to Howard University Pharmacy, Nursing and Allied Health Students who have a 3.0 or higher cumulative GPA. This award is based on recommendations from the Chairpersons of respective Departments.

*ART CART Fellowship: this is an intergenerational arts legacy project that provides fellowships to graduate students majoring in the arts, occupational therapy, and related health professions to learn the skills needed to provide aging artists with direct, hands-on support and guidance to manage and preserve their life’s work.

*AOTA E.K. Wise Scholarship: Building a Diverse Occupational Therapy Workforce: Previously known as the E.K. Wise Loan Program, the fund was established in the 1960s through the generous bequest of Elizabeth K. Wise to support women pursuing higher education degrees. The scholarship supports female students pursuing a post baccalaureate entry-level degree program in occupational therapy. This award is sponsored by the American Occupational Therapy Association. Three awards are granted annually in the amount of $5,000. Students may apply for a second year.

*DCOTA Endowed Student Scholarship - this student scholarship is awarded through the District of Columbia Occupational Therapy Association (AOTA) to qualifying professional level occupational therapy students who are in the District of Columbia. For more information, please contact info@dcota.org.

*American Occupational Therapy Foundation Award: this student scholarship is awarded through the American Occupational Therapy Foundation (AOTF) to qualifying professional level occupational therapy students. For more information, please contact 301-652-2682.

Note: The above information is subject to change. The awards with an asterisk (*) are sponsored by organizations outside of the university and are offered at the discretion of the organization. Students can also check updated website listings for more information on student scholarships.
Master of Science Program

HU Department of Occupational Therapy

The University
- Mission, Vision
- Core Values
- Accreditation
HOWARD UNIVERSITY

Mission Statement

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

Vision Priorities

Vision: Through its programs of exemplary quality, Howard University will be the first HBCU to become a top-50 research university, while it continues its traditions of leadership and service to underserved communities nationally and abroad.

- Enhance status as a major comprehensive metropolitan research university (with competitive undergraduate, graduate, and professional programs)
- Increase excellence in teaching and learning
- Expand the international footprint and role in world affairs
- Provide environment of open discourse (Think Tank for the Nation)
- Extend public service role through expanded engagement with local, national and international communities
Core Values

Core Values define the moral and belief system that is utilized to implement the university's mission and vision. The core values are:

Excellence, Leadership, Service, Truth

UNIVERSITY ACCREDITATION

The University is fully accredited by the Middle States Association of Colleges and Schools. The most recent reaccreditation was in March 12, 2010. The University is one of only 48 U.S. private, Doctoral/Research-Extensive universities, comprising 12 schools and colleges with 10,500 students enjoying academic pursuits in more than 120 areas of study leading to undergraduate, graduate, and professional degrees.
Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

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 outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code’s Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees,
ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

**Core Values**

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

**Principles and Standards of Conduct**

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

**Beneficence**

**Principle 1.** Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).
Related Standards of Conduct

Occupational therapy personnel shall

A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.

B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.

C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.

D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.

E. Provide occupational therapy services, including education and training, that are within each practitioner’s level of competence and scope of practice.

F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.

G. Maintain competency by ongoing participation in education relevant to one’s practice area.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.

I. Refer to other providers when indicated by the needs of the client.

J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of due care “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct
Occupational therapy personnel shall

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.

C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.

D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.

E. Address impaired practice and when necessary report to the appropriate authorities.

F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.

G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.

H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.

I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.

J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of Autonomy expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care, and to protect the client’s confidential information. Often, respect for Autonomy is referred to as the self-determination principle. However, respecting a person’s autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person’s right “to hold views, to make choices, and to take actions based on [his or her] values and beliefs” (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.
Related Standards of Conduct

Occupational therapy personnel shall

A. Respect and honor the expressed wishes of recipients of service.
B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
E. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
G. Respect a research participant’s right to withdraw from a research study without penalty.
H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct
Occupational therapy personnel shall

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.

B. Assist those in need of occupational therapy services to secure access through available means.

C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.

D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.

E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.

F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.

G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.

H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.

I. Obtain all necessary approvals prior to initiating research activities.

J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.

K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.

L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.

M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.

O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity
Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.

D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.

E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).

I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

Fidelity

**Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client’s reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

**Related Standards of Conduct**

**Occupational therapy personnel shall**

A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.

B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.

C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

D. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.

E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.

G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.

H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.

J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.

K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization’s official and authorized positions.

L. Refrain from actions that reduce the public’s trust in occupational therapy.

M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

References


Ethics Commission (EC)

Yvette Hachtel, JD, OTR/L, EC Chair (2013–2014)
Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015)
Ann Mooodey Ashe, MHS, OTR/L (2011–2014)
Joanne Estes, PhD, OTR/L (2012–2015)
Loretta Jean Foster, MS, COTA/L (2011–2014)
Linda Scheirton, PhD, RDH (2012–2015)
Kate Payne, JD, RN (2013–2014)
Margaret R. Moon, MD, MPH, FAAP (2014–2016)
Kimberly S. Erler, MS, OTR/L (2014–2017)
Kathleen McCracken, MHA, COTA/L
(2014–2017)
Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager

*Adopted by the Representative Assembly 2015AprilC3.*

*Note. This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy, 64*, S17–S26. [http://dx.doi.org/10.5014/ajot.2010.64S17](http://dx.doi.org/10.5014/ajot.2010.64S17)*

Copyright © 2015 by the American Occupational Therapy Association.


*The information in this handbook is subject to change. Students will be notified of changes to this handbook. All occupational therapy students are governed by the most current policies and curriculum in this handbook (last update May, 2015).*