



UNIVERSITY OF  
**SOUTHERN MAINE**  
Lewiston-Auburn College

# *Master of Occupational Therapy Program*

**STUDENT HANDBOOK 2015-2016**

## INTRODUCTION

Welcome to the Master of Occupational Therapy (MOT) program at the University of Southern Maine's Lewiston-Auburn College. This handbook was designed as a reference for all MOT students. It supplements the University's policies and specifically addresses the rights and responsibilities of MOT students and faculty. It also informs you of the academic and fieldwork policies of the Occupational Therapy program.

This handbook is for you. **Please read it carefully.** It is your responsibility to be familiar with its content and you must return the signature page indicating you have done so by the end of your first semester.

## TABLE OF CONTENTS

FACULTY .....	4
GRADUATION REQUIRMENTS .....	5
USM ACADEMIC CALENDARS .....	6
MOT COURSE SCHEDULES, LISTINGS .....	6
<b>STUDENT OUTCOMES.....</b>	<b>7</b>
OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS (2010)..	10
<b>PROGRAM POLICIES AND PROCEDURES .....</b>	<b>11</b>
A. GRADE REQUIREMENTS IN THE MOT PROGRAM .....	11
B. GPA REQUIREMENTS IN THE MOT PROGRAM .....	11
C. GRADING POLICY .....	11
D. INCOMPLETE GRADES.....	12
E. TECHNOLOGY .....	13
F. ATTENDANCE POLICY.....	13
G. STUDENT INITIATED CLASS ABSENCES .....	13
H . THE AMERICANS WITH DISABILITIES ACT, 1990.....	13
I. STUDENT PARTICIPATION.....	14
J. ADVISING.....	14
L. PETITION.....	15
<b>STUDENT POLICIES.....</b>	<b>16</b>
M. PROFESSIONAL BEHAVIOR POLICY.....	16
N. ETHICAL BEHAVIOR .....	16
O. ESSENTIAL REQUIREMENTS.....	17
Q.STUDENT CRIMINAL BACKGROUND CHECKS.....	18
R. HEALTH REQUIREMENTS.....	18
<b>S. PROFESSIONAL MEMBERSHIPS REQUIREMENTS .....</b>	<b>19</b>
U. UNIVERSITY E-MAIL COMMUNICATION POLICY .....	20
V. USM's GRADUATE STUDENT ACADEMIC POLICIES .....	20
W. CONFIDENTIALITY POLICIES .....	21
A.O.T.A.....	22
MeOTA.....	22
AOTA'S ASSEMBLY OF STUDENT DELEGATES (ASD) .....	23

W.F.O.T.....	24
<i>LEWISTON/AUBURN COLLEGE STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA) .....</i>	<i>24</i>
INTRODUCTION.....	26
CONFIDENTIALITY POLICY FOR CLINICAL EDUCATION.....	29
PROBLEM RESOLUTION DURING FIELDWORK EXPERIENCE.....	29
CONFLICT OF INTEREST.....	30
DEVELOPMENT OF PROFESSIONAL BEHAVIORS .....	32
DIFFERENT VIEWS ON LEARNING.....	45
THE CURVE OF FORGETTING .....	46
STUDENT DOCUMENTATION NEEDS .....	48
STUDENT HANDBOOK ACKNOWLEDGEMENT .....	48

## *Master of Occupational Therapy Program*

### FACULTY

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### **MOT Mission Statement**

The Master of Occupational Therapy program develops entry-level occupational therapists who strive to be agents of change by understanding the socio-cultural, political, and economic factors that influence the nature of occupation in society and health as well as the profession of occupational therapy. Graduates of this program will be prepared to succeed in the health and community care contexts as ethical, socially responsible life-long learners. Graduates will understand their capacities as leaders while employing the skills of clinical reasoning, problem-solving, and use of evidence to positively impact their clients, their communities and their own lives.

## **MOT Philosophy Statement**

The MOT program at the University of Southern Maine is committed to the excellent and thorough academic preparation of entry-level occupational therapy practitioners. The program supports the development of reflective, skilled practitioners who can provide leadership and a model for change. Learners construct knowledge based on the integration of academic content, active and engaged learning opportunities both in and outside the classroom, life experiences within a sociocultural context and the reflective analysis of all of the above. Learning/teaching is a collaborative process with peers and faculty, emphasizing respect for and value of critical thinking and clinical reasoning used to apply theory to practice. Learning is valued as a lifelong process.

Central to our curriculum is recognition that humans are occupational beings who engage in culturally meaningful activities (occupations) that are influenced by the context of their lives. Engagement in occupations is necessary for health and well-being. It is the aim of this program to help students examine the meaning of occupation in healthy lives, as well as to understand how stress, trauma, disease, dysfunction and environmental constraints impact occupational performance and participation. Students are encouraged to respect the uniqueness, dignity and value of each individual, and to exemplify this by making the client and his/her needs central to the therapeutic process. In addition to working with individual clients, we recognize and support the stance of the American Occupational Therapy Association's Commission on Practice that clients include "groups, organizations, persons, caregivers and communities."

The MOT program recognizes and supports occupation-based practice. This includes the importance of examining the interaction among the client, his/her multiple contexts, and the occupations in which s/he engages. Through mutual respect, a strong theoretical and practice base, and collaborative and active teaching/learning, the MOT program at the University of Southern Maine's Lewiston- Auburn College graduates occupational therapy practitioners who are well prepared to enter the occupational therapy profession.

## **GRADUATION REQUIREMENTS**

Students in the program will complete 79 graduate credits consisting of five semesters of academic coursework and six additional months of full-time fieldwork which will not exceed five consecutive years to degree completion.

## **NATIONAL BOARD EXAM**

Graduates of MOT are eligible to sit for the National Certification Examination for the Occupational Therapist offered by the National Board for Certification in Occupational Therapy Inc. (NBCOT) 800 South Frederick Avenue Gaithersburg MD 20877-4150 Tel # 301-9907-7979 Fax # 301-869-8492 - nbcot.org.

## ACCREDITATION

The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) The University of Southern Maine's Master of Occupational Therapy program is accredited by: ACOTE c/o Accreditation Department, American Occupational Therapy Association (AOTA) 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449 - aota.org.

## USM ACADEMIC CALENDARS

indicating semester start and end dates, semester breaks, and holidays:

<http://www.usm.maine.edu/reg/academiccalendar>

## MOT COURSE SCHEDULES, LISTINGS

For curriculum sequence click on "**MOT Curriculum**" or "**MOT part-time course sequence**" from the MOT Web sites' 'Quick Links" menu at

<http://www.usm.maine.edu/ot>

*Please note: Some OTH courses **require lab fees**. The University of Maine System Board of Trustees establishes tuition rates. The University reserves the right to adjust these charges to respond to changing costs, state and or federal legislative action, and other matters. Such adjustments are only made each fall.*

Enrollment info: <http://www.usm.maine.edu/reg/courses> via Mainestreet.

Current **tuition** information: <http://www.usm.maine.edu/studentaccounts/tuition>

# *Master of Occupational Therapy Program*

## STUDENT OUTCOMES

### **I. PROFESSIONAL PRACTICE SKILLS**

#### ATTITUDES

Value the role of occupational therapy across a variety of contexts.

Appreciate the benefit of client-centered and caring interactions with others.

Respect the role and influence of occupation on human behavior

#### KNOWLEDGE

Generate practice strategies throughout the Occupational Therapy Process that clearly value and reflect occupational therapy theory

Consider the scientific foundations of health and disability and the transactional nature of these concepts on occupational performance

Understand how occupational science supports the practice of occupational therapy

#### SKILLS

Design and implement an evidence-based approach to the occupational therapy process to effectively enhance occupational performance.

Select and defend the use of preparatory, purposeful, and occupational based strategies in occupational therapy practice

Communicate effectively to clearly express ideas and knowledge in a thoughtful, organized, and professional manner as it relates to person, occupation, and context.

Within the context of occupational therapy apply the concepts of occupation to individuals and populations and be able to articulate these concepts to others.

## **II. PROFESSIONAL ATTITUDES/BEHAVIORS**

### **ATTITUDES**

Value the importance of ethical behavior and the core values of the occupational therapy profession within the context of societal and professional expectations

Acknowledge the importance of lifelong learning and professional development

Value the importance of self-knowledge and personal growth as a foundation for therapeutic use of self.

### **KNOWLEDGE**

Understand and apply the AOTA Code of Ethics, core values and attitudes of occupational therapy, and AOTA standards of practice.

### **SKILLS**

Define and pursue a process of personal and professional growth, and identify the development of their emerging professional identity.

Recognize and articulate their own values, beliefs, biases, strengths and weaknesses and how these influence their ability to become reflective practitioners.

## **III. LEADERSHIP**

### **ATTITUDES**

Appreciate the importance of leadership and advocacy as critical to the profession of occupational therapy.

Be motivated to create opportunities to develop their individual leadership style.

### **KNOWLEDGE**

Investigate a variety of leadership concepts and consider the vast context within which these concepts can occur.

Recognize innovative ways to advocate for the profession and its consumers.

### **SKILLS**

Identify and practice leadership skills within a variety of contexts.

## **IV. CITIZENSHIP**

### **ATTITUDES**

Demonstrate an understanding of citizenship and its relationship to health and wellness, occupational justice and occupational choice.

Informed by concepts regarding cultural competence, respect the uniqueness of individual and group choices surrounding occupational pursuits.

### **KNOWLEDGE**

Identify the socio-cultural, political, health, and wellness contexts within which advocacy occur.

Understand and appreciate the role of occupation in the promotion of health and the prevention of disease and disability for the individual, the family, and society.

### **SKILLS**

Promote occupational therapy through education of others (for example, other professionals, consumers, third party payers, and elected officials)

Explain the advantages of membership in organizations that support the occupational therapy profession and its consumers

Identify a personal working definition of citizenship as it relates to society, occupation and the profession

## **V. ANALYTICAL SKILLS**

### **ATTITUDES**

Appreciate the necessity of analytical problem solving as an integral part of the OT process

Value the importance of scholarly activities that contribute to the development of the body of knowledge and evidence relevant to OT

### **KNOWLEDGE**

Understand professional reasoning processes necessary for reflective OT practice

Understand various methodologies and components of research design in order to critically analyze.

Implement research used to support practice and the continued development of the profession.

## SKILLS

Demonstrate effective entry level professional reasoning in occupational therapy

Exhibit competence in designing, implementing, analyzing, and presenting research important to occupational therapy.

Utilize professional research literature as evidence in making informed practice decisions.



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## OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS (2010)

The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2010) (“Code and Ethics Standards”) is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community. “

The complete CODE OF ETHICS AND ETHICS STANDARDS is available at:

<http://www.aota.org/-/media/Corporate/Files/AboutAOTA/OfficialDocs/Ethics/Code%20and%20Ethics%20Standards%202010.pdf>

**It is expected MOT Students will be familiar with this CODE OF ETHICS AND ETHICS STANDARDS.**

# *Master of Occupational Therapy Program*

## **PROGRAM POLICIES AND PROCEDURES**

### **A. GRADE REQUIREMENTS IN THE MOT PROGRAM**

Policy: All courses in the MOT curriculum must be completed with a minimum of “B-” in order to carry graduate credits.

Procedures:

If a student receives a grade below a “B-”, the student must repeat the course in the next semester that it is offered. Given that MOT courses are typically offered once a year, this will generally necessitate dropping back one year.

A student is only permitted to repeat one course. If a student receives a grade below a “B-“ in a second course he/she will be dismissed from the program.

### **B. GPA REQUIREMENTS IN THE MOT PROGRAM**

Policy: Students must maintain a cumulative grade point average of 3.0 in each semester in order to progress in the program.

Procedure: A student whose grade point average falls below a 3.0 in any two consecutive semesters will be placed on academic probation and will have one semester to bring the GPA up to a 3.0. Students who fail to do this will be dismissed from the program.

### **C. GRADING POLICY**

Policy: Within the MOT program a “B” grade is considered to demonstrate competency in the assignments/skill required. Only **exemplary** work earns the grade of “A”. It is expected that all program efforts and assignments will be completed in a manner befitting graduate level work.

Grading Scale:

**Proficiency**

A 93-100% *Outstanding*

A- 90-92% *Excellent*

**Competency**

B+ 87-89% *Competency achieved to high standard*

B 83-86% *Competency achieved*

B- 80-82% *Minimal competency*

**Marginal**

C+ 77-79%

C 73-76%

C- 70-72%

**Fail**

D 60-69%

F less than 60%

**D. INCOMPLETE GRADES**

Policy: A student may request an incomplete grade for a course from the primary instructor based on individual needs. If the instructor grants an “incomplete,” the student will have until the completion of the next semester to finish the work required for a change to a letter grade. The requirements for completion of the course will be determined collaboratively between the individual student and the instructor in a timely fashion. Failure to complete the work by set deadlines results in an F (fail) grade for the course and dismissal from the program. A student may petition for the opportunity to re-take the course in order to remain in the program, but this may delay completion of/ graduation from the program.

## **E. TECHNOLOGY**

Policy: The MOT Program allows student use of technology during class time. Use of laptops/phones in the classroom is limited to taking notes or researching information about the current class lecture/discussion/activity. Students should be respectful about utilizing the laptop as a tool to enhance learning while paying attention and contributing to the learning community. At times, as it benefits the entire class, it may be helpful to use the laptop to access on-line information related to the current class, to share with the class/group.

It is expected that students act respectfully and are not doing work related to other courses, chatting, checking e-mail, or social networking sites, nor other such activities unrelated to the 'work at hand' in the classroom community.

Procedure: Students in violation of this policy will be receive written review of professional behaviors which may result in probationary action.

## **F. ATTENDANCE POLICY**

Policy: Attendance is extremely important and includes coming to class on time and staying for its duration. Since each class will provide a unique learning experience it is important that you attend every class. Due to the interactive nature of the class everyone is dependent on each individual in the group.

Procedure: Anyone missing more than 4 classes may fail the course. Students missing one or more classes should consult the instructor about their course grade status.

## **G. STUDENT INITIATED CLASS ABSENCES**

Policy: A student will submit petition form to the Master of Occupational Therapy program for all planned absences from any Occupational Therapy classes a minimum of two weeks prior to the planned absence.

Procedure: The student will talk with the instructor(s) in advance of the classes that will be missed to determine the extent of work/information expected to be presented during the time period in question.

## **H . THE AMERICANS WITH DISABILITIES ACT, 1990**

Policy: USM is committed to ensuring access for qualified individuals with disabilities. If you have a documented disability and wish to receive academic support, please let us know. MOT works with the University's Office of Support for Students with Disabilities (OSSD) to provide accommodations for students with disabilities. Students with

sensory, physical, psychological, learning, and attention disabilities must contact the OSSD, which coordinates services for students with disabilities. Located in Room 242 of Luther Bonney Hall on the Portland Campus, OSSD provides a variety of student support services for qualified individuals. In addition, OSSD makes referrals to educational evaluators for formal assessment of learning disabilities.

It is the responsibility of the student to seek assistance and to make his or her needs known. Please note that services are provided at no additional cost to any currently enrolled, qualified student. To obtain accommodations, students are required to provide formal documentation of a disabling condition and resulting functional limitations impacting academic performance. The OSSD must be contacted each semester by any student desiring such services in order to identify appropriate accommodations. For more information about support for students with disabilities, [visit the OASSD web site; ossd@usm.maine.edu](mailto:ossd@usm.maine.edu); 207-780-4706.

## **I. STUDENT PARTICIPATION**

*Policy:* The MOT program emphasizes student-centered learning. A vital component of this approach is prior preparation and active, meaningful class participation. This is expected from each student in the program, as it is in employment settings. It is the responsibility of each student to actively contribute in each class to enhance the quality of learning for students and faculty.

*Procedure:* Many courses include a grade for class participation. Participation guidelines append this document.

## **J. ADVISING**

*Policy:* It is the policy of the MOT program to assign an advisor to each student matriculated into the program, for the purposes of advising. It is the mutual responsibility of the faculty advisor and the advisee to initiate advising meetings. Each teaching member of the MOT program may be assigned a number of student advisees.

*Procedure:* Prior to the start of school each fall, new incoming students will be assigned an advisor. The student consults with this advisor throughout her/his time in the MOT program.

If there are issues between the advisor and advisee, they should both make attempts, in good faith, to resolve them prior to taking the matter to the Program Director. If it is determined that a change in advisor is warranted for a particular student, the Program Director will arrange this. In the event the program director is the advisor, or unavailable, students may select a MOT faculty member to resolve any issues being experienced in the program.

## **K. WRITING ACROSS THE CURRICULUM**

Policy: The Master of Occupational Therapy Program endorses the concept of writing across the curriculum. The program uses both “writing to learn” and “learning to write” strategies. The expected outcomes for the students are to be able to begin the process of theoretical and clinical reasoning utilizing written communication. It is expected that the student will exhibit good grammar, proper spelling, and coherent thinking within all domains of writing. Each student will develop her or his own style within the context of professional and scholarly writing.

Procedure: All Occupational Therapy professional writing is expected to be completed in the APA format (unless otherwise stated) and clinical writing is to be completed according to AOTA professional standards. Instructors in designated courses will evaluate individual assignments. Students identified by course instructors as having writing difficulty are expected to discuss with his or her advisor and utilize resources such as any USM Writing Center.

## **L. PETITION**

Policy: Each student has a right to petition for exceptions from these policies under extenuating circumstances.

Procedures:

Talk with advisor or faculty member about your concerns.

Complete form and return to your advisor, or OT faculty member.

Petition will be discussed at the next scheduled faculty meeting.

You will be informed of the faculty’s decision verbally and in writing.

## STUDENT POLICIES

### **M. PROFESSIONAL BEHAVIOR POLICY**

**Policy:** It is expected that students and faculty will conduct themselves in a manner that exemplifies professional behavior and contributes to the overall learning community.

#### *Procedures:*

Students are encouraged to use the classroom as an opportunity to practice professional behaviors. This is critical to facilitating students' emerging professional identity as occupational therapists. These behaviors include the policies on attendance, excused absences and class participation.

There is no mandatory dress code, however students are advised to keep in mind that they are entering a profession and represent the school as they proceed through the program. **Professional dress** is expected whenever guest speakers are present, when making student presentations, for public events, and for program-related work (ie. fieldwork) in the community.

Students will complete and discuss a professional behaviors evaluation during the first semester OTH 503 course. Students are expected to continuously review professional behavior goals and discuss them with his or her advisor as needed. See Development of Professional Behaviors review form in the appendix.

Students and faculty represent the program, college, university, and profession both on and off campus. All verbal and nonverbal communication and interactions will be respectful. It is the responsibility of faculty to provide meaningful feedback, and it is the responsibility of the student to be clear about their needs and expectations.

**Cited areas of concern with professional behaviors in any two semesters may result in termination from the program.**

### **N. ETHICAL BEHAVIOR**

*Policy I:* The members of the Master of Occupational Therapy Program (faculty and students) are guided by and adhere to the Occupational Therapy Code of Ethics. Refer to: <http://www.aota.org/-/media/Corporate/Files/AboutAOTA/OfficialDocs/Ethics/Code%20and%20Ethics%20Standards%202010.pdf>

## **O. ESSENTIAL REQUIREMENTS**

Fundamental knowledge and skills necessary to successfully complete the academic and clinical requirements of the MOT program, as well as intended student outcomes, are outlined in this Handbook. Students will acknowledge their ability to complete the essential tasks associated with performing as an occupational therapy student, with or without reasonable accommodations, by reading and signing the MOT Student Handbook. Reasonable accommodation refers to ways in which the University can assist students with documented disabilities to accomplish these tasks. The MOT Program and the Disability Services Center will work with students with disabilities to determine whether there are ways to assist the student with completion of the required tasks with or without a reasonable accommodation.

Essential Tasks--MOT students must:

- Attend all classes and meet class standards for completion of each course throughout the curriculum
- Be able to communicate in English at a level consistent with successful course completion and development of positive client-therapist relationships
- Complete readings, assignments, and other activities outside of class hours
- Gather decision-making pieces of information during client assessment activities in class or in the field work setting
- Perform intervention activities in class or in the fieldwork setting by direct performance or by instruction and supervision of intermediaries
- Apply critical thinking processes to their work in the classroom and in the fieldwork setting, exercise sound judgment in class and in fieldwork, and follow safety procedures established for each class and fieldwork setting
- Meet the requirements of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints, and often concurrently
- Demonstrate appropriate behaviors to ensure the emotional, physical, mental, and behavioral safety of the patient/client in compliance with the ethical standards of the American Occupational Therapy Association
- Have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-client relationships
- Maintain personal appearance and hygiene conducive to classroom and fieldwork settings
- Pass a CPR course at the health professional level
- Follow standards and policies specified in the MOT Student Handbook

## **P. ACADEMIC INTEGRITY/PLAGIARISM**

Policy: The MOT program educates health professionals who are expected to conduct themselves in a professional manner. Therefore all MOT students must adhere to policies and expectations set forth in the USM Student Guide to Academic Integrity as well as the OT Code of Ethics (both are appended to this document). Academic misconduct and/or plagiarism will not be tolerated.

Procedure: If a student is suspected of academic misconduct, including plagiarism, faculty will follow the USM guidelines to determine what sanctions may be given.

## **Q. STUDENT CRIMINAL BACKGROUND CHECKS**

Policy: Many schools, hospitals, and other agencies require background checks for health sciences students prior to fieldwork/practicum assignments at their facility. This also may include service-learning experiences.

Procedure All students are required to obtain the background check and are responsible for all related processing fees. All resultant background information and/or documentation is maintained by the student in order to present it to **fieldwork sites upon request** and never shared with the MOT program.

## **R. HEALTH REQUIREMENTS**

Policy: All University of Southern Maine students are **required to have health insurance.**

Procedure: as explained at <http://usm.maine.edu/uhrs/mandatory-health-insurance>.

Note that students are **automatically billed** for USM's Student Health Insurance policy unless proof of current health insurance policy through another provider is accepted by Health Services. Contact USM - Lisa Belanger - [lbelanger@usm.maine.edu](mailto:lbelanger@usm.maine.edu), 207-780-5411 with questions.

Policy: All MOT students are required to complete immunizations before their level I and II fieldwork experiences.

Procedure: It is the responsibility of the student to obtain and show evidence of immunizations **to fieldwork sites upon request.**

Policy: All MOT students must receive certification in a Cardiopulmonary Resuscitation Course (CPR) prior to their fieldwork experiences.

**Procedure: CPR CERTIFICATION REQUIREMENTS**

Certification of Cardiopulmonary Resuscitation (CPR) is required prior to fieldwork affiliations. The certification must be specifically designed for Health Providers and include CPR instructions for Infants, Children & Adults. Students may seek out a “Health Care Provider” CPR course from the American Heart Association or the “CPR for Infants, Children & Adults” certification from the American Red Cross. Online CPR courses are acceptable for CPR renewals. It is the responsibility of the student to show evidence of current CPR certification **to fieldwork sites upon request.**

**State of Maine required immunization are:**

- One dose of Tetanus/Diphtheria (TD) or Tetanus/ Diphtheria/ Pertussis (Tdap) within the last 10 years.
- Two doses of Measles, Mumps and Rubella (MMR) given after (not on) first birthday and given after December 31, 1956. More info is at: <http://usm.maine.edu/uhcs/immunization-information>

**MOST Fieldwork sites will require at least these two:**

- **PPD (Tuberculosis Skin Test)**
- **HEPATITIS B**

**Failure to provide health and immunizations information on request will prevent students from participating in fieldwork affiliations**

**S. PROFESSIONAL MEMBERSHIPS REQUIREMENTS**

**Policy:** The Master of Occupational Therapy program requires proof of students’ current memberships in both the Maine Occupational Therapy Association (MeOTA) and the American Occupational Therapy Association (AOTA) by the end of each fall semester. Membership information is available online at <http://www.meota.org> and <http://www.aota.org>. Student must provide copies of these memberships (whether via a confirmation response or a membership card from the organization) to the LAC’s Coordinator of Graduate programs by the end of each fall semester (annual renewals also must be demonstrated).

## **T. MEMBERSHIP IN THE LAC STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)**

*Policy:* All MOT students are strongly encouraged to join the LAC Student Occupational Therapy Association and to be an active participant in the planned activities. Community service and professionalism is a crucial part of the overall program and is practiced through LACSOTA's activities.

## **U. UNIVERSITY E-MAIL COMMUNICATION POLICY**

Policy: All MOT students are expected to read all information sent to them via their University assigned e-mail accounts. View <http://usm.maine.edu/computing/email/>

The MOT program has the right to expect that such communications will be read in a timely fashion.

NOTE: some Internet Service Providers do not effectively process e-mail set up to automatically forward from student Umaine email accounts; it is **best practice to check UMaine email accounts** as well as your Student Message Center in Mainestreet, directly and regularly!

## **V. USM's GRADUATE STUDENT ACADEMIC POLICIES**

The academic community of the University of Southern Maine recognizes that adherence to high principles of academic integrity is vital to the academic function of the university.

Academic integrity is based upon honesty. All students of the university are expected to be honest in their academic endeavors. All academic work should be performed in a manner which will provide an honest reflection of the knowledge and abilities of each student. Any breach of academic honesty should be regarded as a serious offense by all members of the academic community.

Definitions of student violations, sanctions for student violations, the official hearing process, and all related procedures are posted and updated at: [usm.maine.edu/reg/academic-policies-graduate](http://usm.maine.edu/reg/academic-policies-graduate)

## **W. CONFIDENTIALITY POLICIES**

1. CONFIDENTIALITY conduct on the part of any MOT student that violates confidentiality will not be tolerated. Confidentiality laws and policies covers ALL forms of social media. Under no circumstances will client information be shared in ANY form (written, pictorial, video, audio). Doing so violates FERPA and HIPAA and other Federal and State laws as well as fieldwork sites policies.

2. WHISTLE BLOWING It is mandatory for all students to report suspected violations of confidentiality. Not doing so is a violation of the ethical codes of conduct for OTs and a violation of the professional behaviors for MOT students.

3. Students will not confront and accuse each other about either confidentiality violations or whistleblowing suspicions. Neither USM nor MOT will tolerate any type of negative statements, bullying or mistreatment of a student who reports a breach or suspected breach of confidentiality. Talk to the faculty if you have concerns.

Student disregard for V.1, 2 or 3 will be subject to disciplinary action up to and including immediate termination from the program.

## PROFESSIONAL ORGANIZATIONS

### **A.O.T.A.**

The **American Occupational Therapy Association** is the national Occupational Therapy organization located in Bethesda, Maryland. Its composition consists of an executive board, commissions, committees, special interest groups, OT/OTR's, OTA/COTA's, students, and associate members. The AOTA's goal is to strive to represent, both internally and externally, the interest of the members and the health care needs of the public. Within its framework is A.O.T.F., a foundation to promote research; A.O.T.P.A.C., the political action committee; and the Representative Assembly (R.A.), the legislative body consisting of state delegates. The national office is your resource for information, consultation, and support. It is interested in assisting your personal needs and your membership and participation enhances the viability of the Association. All students who may desire to attend the national convention can be excused from class or lab upon request. All requests must be in writing at least 1 month prior to conference and must be approved by the course instructor. Students are responsible for all course information missed.

*The American Occupational Therapy Association, Inc. [aota.org](http://aota.org)  
P.O. Box 31220 Bethesda, MD 20824-1220  
(301) 652-AOTA (2862) members line: 1-(800)-SAY-AOTA*

### **MeOTA**

The **Maine Occupational Therapy Association** is the state occupational therapy professional membership group. Following the national structure, it is comprised of an executive board, standing committees, and special interest groups. Student participation is welcome at all state association meetings, and your involvement expresses a future dedication to your development as a professional.

<http://www.meota.org/> *Proof of student's membership must be provided by the end of fall of each active year in the MOT program.*

## **A.O.T.F.**

The **American Occupational Therapy Foundation** has programs in education and research to provide resources to advance occupational therapy practice of the highest quality. It provides grants and scholarships to occupational therapists to support their scholarship. <http://www.aotf.org/>

## **AOTA'S ASSEMBLY OF STUDENT DELEGATES (ASD)**

The American Student Committee of the Occupational Therapy Association, a student body of the AOTA, offers a means for student members to provide input into the decision-making process of the national association. Historically, the national student association was formulated in 1964. As the profession grew, students were increasingly asked to respond to national issues. In 1979 the AOTA increased student dues; allocating this increase to providing funding to create an annual forum for student input prior to the annual conference. In 1983 it was AOTA's decision that the students of developing programs could be members of AOTA.

ASD officers are elected from the entire student body. This steering committee reports to AOTA Executive Board. Each school must elect its own ASD delegate. This individual is designated to attend the ASA conference, and will be excused from classes or labs upon request. One of the goals of the LAC Student O.T. Association (SOTA) is to assist in fund raising to support this representative, and often, an alternate representative as well. The AOTA staff liaison for ASD is a national office member from the Division of Education. <http://www.aota.org/Students/ASD.aspx>

The mission of ASD is:

- to maintain viability of ASD
- to promote communication
- to serve as an advocate for student concerns
- to influence as an advocate for student concerns
- to promote Occupational Therapy as a health profession

## **W.F.O.T.**

The **World Federation of Occupational Therapy** is an international organization with members from over fifty countries. Its goals include the advancement and education of occupational therapy worldwide. The WFOT Congress includes one or more member from each represented country. Conferences are held around the world on a regular basis. <http://www.wfot.org/>

## **LEWISTON/AUBURN COLLEGE STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)**

### MISSION STATEMENT

“The LAC Student OT Association is committed to furthering its knowledge of OT through active involvement in meaningful community events that promote the LAC MOT program, the profession of occupational therapy, networking with health care professionals, and building social relations among Association members.”

### GOALS

To engage in community service that benefits the people of the Lewiston/Auburn area while promoting the LAC MOT program and the profession of occupational therapy

To foster relationships among students in all stages of the LAC MOT program within the framework of a professional organization

To create fundraising opportunities that will enable SOTA to send at least one delegate to the Assembly of Student Delegates (ASD) Meeting.

SOTA events are typically organized according to four themes: Community Service; Fund-raising; Social Activities; and Education. The goal of this association is to hold two or more events from each theme per semester. This year student body members of SOTA, along with the executive board, will choose a variety of events based on the interests of the group. Each event will require a chair-person who will volunteer to coordinate the event. Members will work together on events of their choosing to help each chair-person see her/his event to a successful completion.

In previous years SOTA members have held fund-raising raffles, garage sales and bake sales, collected food for local families at Thanksgiving, sponsored local families at Christmas, supported area agencies such as the Good Shepherd Food-Bank and the Abused Women’s Advocacy Project, sponsored blood drives for the American Red Cross, engaged in AOTA activities such as Backpack Awareness days, hosted several guest speakers, and had lots of fun interacting with peers during a variety of social events.

## ROLE OF SOTA IN THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

In addition to what SOTA members do here on campus and within the Lewiston/Auburn community, SOTA is an organized way for students to join with other occupational therapy and certified occupational therapy assistant students across the country to make their voices heard in AOTA. We do this through the election of an ASD delegate. This person is responsible for communicating student concerns to the ASD Steering Committee, a nationally elected body of student representatives to AOTA. In addition to communicating with the ASD Steering Committee throughout the year, the ASD delegate also attends the national ASD meeting held each year, usually in the spring. At this meeting he or she is responsible for communicating with other delegates and the ASD Steering Committee and collecting ideas and information to distribute to members of the SOTA group.

SOTA BOARD STRUCTURE All members of the board are responsible for facilitating positive activities and participation in the association. In addition, the entire board actively interfaces with the faculty advisor on a regular basis.

President: Directs and heads Executive Board and student body meetings, collaborates with other board members to set agendas and generate preliminary ideas for activities.

Vice-President/Co-President: Works closely with the president in all of the above capacities and heads meetings if the president is unavailable.

Treasurer: Maintains financial records, collects and deposits SOTA funds, and reports financial status at Executive Board and student body meetings. These duties are all carried out in a timely fashion.

Secretary: Records and organizes minutes at Executive Board and student body meetings, distributes agendas and meeting minutes to the board and student body in a timely fashion, alerts members to upcoming meetings, and handles all written correspondence of SOTA.

Public Relations Officer: Promotes occupational therapy and SOTA activities on campus and throughout the community.

Historian: Maintains a scrapbook of information and photographs taken (by the historian and others) at SOTA events.

DUES: Dues are collected each semester and will be voted on at the first SOTA meeting.

## FIELDWORK

### INTRODUCTION

Following are a few pages of explanation regarding the fieldwork experiences you will have as a USM MOT student. Fieldwork occurs because Occupational Therapy Practitioners in the community **volunteer** their time and experience to assist your learning. The time spent in fieldwork should consist of active engagement and clinical reasoning. These experiences provide opportunities for students to *apply* their learning from the classroom in a more clinical setting.

Level I fieldwork requires approximately 20 hours during EACH semester that it is assigned. Three of these experiences are required in the program. An OT/OTR supervisor is not required for Level I. You may experience exposure to a site with a supervisor from another discipline/profession. We will honor the requests of the site for the timing of your Level I experience and what works best for them.

Level II fieldwork requires two 12-week affiliations in two DIFFERENT areas of practice under the supervision of an OT/OTR who has at least one year of experience at the time that the student begins fieldwork under their supervision.

**Level I fieldwork is not to be substituted for any part of level II fieldwork.**

**DO NOT CONTACT POTENTIAL SITES ON YOUR OWN** to ask about availability of fieldwork. For out of state sites that you may interest you, PLEASE get a contact NAME and TELEPHONE NUMBER to give to the Academic Fieldwork Coordinator. It is important that USM personnel make the initial formal contacts.

If you know you want to go out of state, but do not have any specific sites in mind, you will have the opportunity to express a preference. If we have a contract with an out of state site that has offered successful placements in the past we may want to continue to use this placement.

Each student is not alone in his or her quest for the best site. The fieldwork coordinator sometimes needs to make difficult decisions. Your flexibility and respect is appreciated. There are many variables that go into the decision about a good fit for the site, student, and supervisor.

## GUIDELINES FOR LEVEL I FIELDWORK

The main objective of Level I fieldwork is to provide the student with opportunities to observe therapy environments and have occasional participation in hands-on activities with your supervisor present. The schedule has been set up based on the needs and preferences of the site. *Any changes in the **schedule must be made** with your supervisor **and** with the MOT's Academic Fieldwork Coordinator.* It is your responsibility to participate in the communication process that occurs between the MOT program and the fieldwork site.

If you ever feel put in the position of taking on a task that you do not feel qualified for, then speak with your supervisor immediately. In addition you should discuss your concern with the Fieldwork Seminar instructor and/or the academic fieldwork coordinator.

It is important to come to the Fieldwork Seminar prepared with questions and reflections about fieldwork (yours or your classmates'). There are specific objectives and requirements for completing the USM- Lewiston Auburn Level I Fieldwork. Please keep in mind that your site may occasionally have additional tasks/assignments for you to complete.

## GUIDELINES FOR LEVEL II FIELDWORK

Each student is required to prepare a short autobiography to share with fieldwork sites' supervisors. This should be at the ready in your professional portfolio along with documentation for immunizations, CPR, health insurance, and any other credentials, certifications, etc. Students are responsible for maintaining and updating these documents to be eligible for fieldwork placements.

**Students interested in International placements are advised to review AOTA's "Recommended International Fieldwork Timelines for Academic OT/OTA Programs and Fieldwork Sites" documentation:** <http://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/International/International%20Fieldwork%20timeline.pdf>

It is imperative that if you have time off requirements for important family/personal issues, that these are planned for and discussed up front PRIOR to your start at a site.

You should expect that almost everything you are going to be engaged in practice is something you have observed **or** that your supervisor helps you with the first time around **or** that the two of you have agreed that you feel comfortable going ahead with the first two criteria.

Asking questions is good. Do not feel it puts you at a disadvantage, as if you don't know enough. If you are asking questions about information that your supervisor feels you should already know, he/she should tell you that.

There should be **regular** (*however the two of you feel comfortable defining this*) meetings between you and your supervisor. It is common that meetings occur informally every day for the first few weeks, and formally once per week. There should be no surprises at the midterm. Both parties should discuss any issues, including positive feedback, throughout the fieldwork.

Frequently, you will have several projects to complete as part of your fieldwork experience. These can range from article review presentations to the fabrication of a specific piece of adaptive equipment for a client. The expectation is that you invest productive time and thought into your tasks. It is not uncommon for students to spend additional time every week *outside of the time invested at the facility*. Even catching up on paperwork comes slowly at first, and time will also be needed to research and prepare interventions for the next day of fieldwork.

It is an expectation of MOT faculty that students devote considerable energy to their fieldwork experiences. Call/email if you have concerns; it is **very appropriate** for us to mediate if there are problems. However, the first thing we will ask you is whether you

have brought any issues to your supervisor's attention **and** made it clear to him or her that it is an issue for you.

Please keep in touch with faculty even after you are finished. It is important to us to know where you went and what you're doing! The program also has an outcome study in which we look at graduate success, so we'll need your help with this when you finish. Please let us know when you get a job.

## **CONFIDENTIALITY POLICY FOR CLINICAL EDUCATION**

Policy: Information regarding aspects of student performance that may affect fieldwork may be shared on a "need to know" basis. This information is shared after a discussion with the student.

It is our belief that privacy and confidentiality are the rights of all individuals. The maintenance of confidentiality helps to build trusting relationships and keeps the lines of communication open.

Procedure: Decisions regarding sharing of information about learning style, or other special considerations, are considered when they will insure a successful fieldwork experience for both the student and the clinical site. The decision is made by the Academic Fieldwork Coordinators in conjunction or consultation with other members of the MOT program as well as with the student.

Students' medical and immunization information needs to be made available by the student to respective Fieldwork sites. This is mandatory in order for the sites to meet their OSHA (Occupational Safety and Health) standards.

## **PROBLEM RESOLUTION DURING FIELDWORK EXPERIENCE**

Policy: Students and Clinical Educators are expected to engage productively in communication and work toward mutually acceptable solutions to issues that may occur while the USM MOT student is at the fieldwork site. The Academic Fieldwork Coordinator(s) will participate in this process if the issue is serious enough to warrant it, and/or if either the student or if the Fieldwork Educator requests it.

Procedure: As soon as a problem is identified, it should be discussed only between the people involved. (i.e. Between student and Fieldwork Educator).

If either person thinks other intervention is needed, or they are unable to deal directly deal with one another, either party should speak with the site's clinical coordinator. If there is no coordinator, then refer to the department director.

If the problem cannot be resolved at this level, the clinical coordinator should contact the Academic Fieldwork Coordinator to discuss.

## **CONFLICT OF INTEREST**

*Policy:* Many students receive tuition assistance from health care facilities prior to their clinical education. A conflict of interest and limited learning experience may occur when a student is placed at the same facility from where he/she is also receiving financial assistance.

Additionally, students occasionally have relatives involved within the health care system. Relatives from a student's immediate family (i.e. father, mother, brother, sister, spouse or partner) who have some jurisdiction over an occupational therapy practice (e.g. Chief Executive or Financial Officers of a hospital or organization, a physician who refers clients to occupational therapy, individuals directly employed by the occupational therapy department, family members who serve on the Board of Directors for a facility) may create another conflict of interest for an unbiased experience and objective evaluation.

*Procedure:* Students are required to disclose and discuss this information with the Fieldwork Coordinator in advance of any placement.

Concealment, and consequent discovery, of this information will result in withdrawal of the student from that site, necessitating another fieldwork placement and thus delaying graduation for that student. It will also result in documentation of concern regarding professional behaviors.

*Policy:* All University of Southern Maine students are required to have health insurance.

*Procedure:* See aforementioned Student Policy in "Q. HEALTH REQUIREMENTS"

*Policy:* MOT students are responsible for completing their own applications to sit for the national certification exam via NBCOT (National Board for Certification of Occupational Therapists.)

*Procedure:* During the second Level II fieldwork assignment the student should access the NBCOT Website ([nbcot.org](http://nbcot.org)) for updated information regarding the certification exam. *It is the student's responsibility to register for the exam.* The student must also request via MaineStreet to have his/her transcript sent to NBCOT.

USEFUL FIELDWORK FORMS AND GUIDELINES *are available 24/7 on MOT's web site at: <http://usm.maine.edu/ot/mot-fieldwork-resources>*

## APPENDICES

# *Master of Occupational Therapy Program*

## DEVELOPMENT OF PROFESSIONAL BEHAVIORS

Name: \_\_\_\_\_

Advisor/Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: For each professional behavior, review the descriptors and rate the student's performance 1 through 4 by circling the selected number. **Rating Scale:**

1. Rarely (50% of less of the time) / Required level of professional skill not demonstrated
2. Occasionally (50 to 75% of the time) / Needs improvement in either quality or quantity
3. Frequently (75 to 95% of the time) / Required skill routinely demonstrated
4. Consistently (95% or more of the time) / Routinely demonstrates exceptional skill

1. **Dependability** as demonstrated by:

a.	Being on time for classes, work, meetings	1	2	3	4
b.	Handing in assignments, papers, report and notes when due	1	2	3	4
c.	Following through with commitments and responsibilities	1	2	3	4
d.	Communicating clearly and promptly with instructor when above is not possible.	1	2	3	4

Comments:

**2. Professional Presentation** as demonstrated by:

a.	Presenting oneself in a manner that is accepted by peers, clients, and employers	1	2	3	4
b.	Using body posture and affect that communicates interest or engaged attention.	1	2	3	4
c.	Using appropriate methods of coping with frustration.	1	2	3	4
d.	Dressing appropriately for professional settings.	1	2	3	4

Comments:

**3. Leadership/Initiative** as demonstrated by:

a.	Showing an energetic, positive, and motivated manner.	1	2	3	4
b.	Self-starting projects, tasks and programs.	1	2	3	4
c.	Taking initiative to direct own learning.	1	2	3	4
d.	Willing to be assertive.	1	2	3	4
e.	Effective problem solving around needs of others.	1	2	3	4
f.	Advocating for self & others.	1	2	3	4

Comments:

4. **Empathy** as demonstrated by

a.	Being sensitive and responding to the feelings and behaviors of others.	1	2	3	4
b.	Listening to and considering the ideas and opinions of others.	1	2	3	4
c.	Rendering assistance to all individuals without bias or prejudice.	1	2	3	4

Comments:

5. **Cooperation** as demonstrated by:

a.	Working effectively with other individuals.	1	2	3	4
b.	Showing consideration for the needs of the group.	1	2	3	4
c.	Developing group cohesiveness by assisting in the development of the knowledge and awareness of others.	1	2	3	4
d.	Flexibly responds to the unexpected.	1	2	3	4

Comments:

6. **Organization** as demonstrated by

a.	Prioritizing self and tasks.	1	2	3	4
b.	Managing time and materials to meet program requirements.	1	2	3	4
c.	Using organization skills to contribute to the development of others.	1	2	3	4

Comments:

7. **Clinical Reasoning** as demonstrated by

a.	Using an inquiring or questioning approach in class and clinic.	1	2	3	4
b.	Analyzing, synthesizing, and interpreting information.	1	2	3	4
c.	Giving alternative solutions to complex issues and situations.	1	2	3	4

Comments:

8. **Interpersonal Skills** as demonstrated by:

a.	Giving and receiving constructive feedback while respecting the opinions and feelings of others	1	2	3	4
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b.	Demonstrating sensitivity and respect for others regardless of differences including race, gender, sexual orientation, disability status, religious, ethnic/cultural backgrounds	1	2	3	4
----	--	---	---	---	---

c.	Acknowledging strengths and areas to develop	1	2	3	4
----	--	---	---	---	---

d.	Accepting responsibility for self and own actions, including acknowledging errors	1	2	3	4
----	---	---	---	---	---

e.	Accepting and depersonalizing feedback, recognizing that criticism is directed at behavior, not at individual person, and modifying behavior based on feedback from others.	1	2	3	4
----	---	---	---	---	---

Comments:

9. **Verbal Communication** as demonstrated by:

a.	Verbally interacting in class and clinic by asking relevant or insightful questions, making appropriate comments.	1	2	3	4
b.	Sharing perceptions and opinions with clarity and quality of content.	1	2	3	4
c.	Verbalizing opposing opinions with constructive results.	1	2	3	4
d.	Communicating effectively with instructor outside of class regarding class responsibilities.	1	2	3	4

Comments:

10. **Written Communication** as demonstrated by:

a.	Writing clearly and concisely, using correct grammar & punctuation.	1	2	3	4
b.	Following APA guidelines correctly.	1	2	3	4
c.	Seeking support for writing skills if warranted.	1	2	3	4

Comments:

11. **Ethical Behavior** as demonstrated by:

.	Showing concern for the well-being of clients.	1	2	3	4
b.	Avoiding relationships or activities that interfere with professional judgment and objectivity.	1	2	3	4
c.	Maintaining rules of confidentiality	1	2	3	4
d.	Not interacting with clients beyond their level of knowledge.	1	2	3	4
e.	Always representing themselves & their abilities & qualifications honestly.	1	2	3	4

Comments:

Indicators of concern for successful clinical performance.

**Check any areas of concern.**

Professional Dress	Discomfort with ambiguity in clinical reasoning
Rigidity in thinking	Dependence on external measures for self-esteem
Lack of psychological insight	Difficulty in interpreting feedback
Externalization of responsibility	Difficulty in learning from mistakes
Discomfort with physically handling patients	Essential Functions of a practicing OT

Comments:

Summary of findings, including strengths & areas needing improvement:

Plan for change:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

*Adapted from: Kasar, J., Clark, E.N. (2000) Developing Professional Behaviors, Thorofare, NJ: SLACK Incorporated. -© J. Kasar, N. Clark, D. Watson, S. Pfister 1996 and Brenau University Occupational Therapy Department (1997) Student Professional Development Evaluation Form, Gainesville, GA: Author*

## CURRICULUM MODEL LOGO



Master of Occupational Therapy Program  
UNIVERSITY OF SOUTHERN MAINE

### Curriculum Design

#### Description

The curriculum design of the Master of Occupational Therapy Program at the University of Southern Maine has been conceived of and represented by a pine tree in full growth, with roots, trunk and greenery indicating various aspects of the curriculum. A cut section of the rings in the trunk is also shown. The faculty chose this figure because of the concept of growth that is represented throughout the diagram, and because Maine is the Pine Tree State. The MOT faculty believes that learning is a developmental process, with more complex concepts being built upon fundamental knowledge.

#### Roots

Grounded in occupation, the MOT curriculum focuses on five basic concepts that are valued by the profession and we believe are necessary in any educational setting to adequately prepare future occupational therapy practitioners. These concepts are closely aligned with the theory of occupation, are connected with it and represented by the roots of the tree. These basic and foundational concepts include the following.

- **Professional Reasoning** (which is developed and strengthened in our theory and practice classes)
- **Leadership** (which is built upon self-awareness activities in the first semester and further developed in the leadership and management course in the first summer).
- **Citizenship** (which is emphasized in the ethics class and continued throughout the practice classes and in level I fieldwork).
- **Developing and Using Evidence** (this thread is introduced in the first semester OT Foundation class and focused on and strengthened in the 3-semester research and evidence based practice as well as the practice classes)
- **Contextual Competence** (this thread is apparent from the intro to occupation class through the ethics class which emphasizes the importance of culture, the practice classes, and culminating in the contextual considerations in practice class in the last summer.

As the roots of a tree gather and provide the conduit for nutrients through the trunk and branches to facilitate growth of the needles, leaves, and fruit of a tree, so do these major concepts function as threads throughout the curriculum. The nutrients (or development of knowledge and skills) flow through the tree trunk in five semesters, represented by the rings of the tree.

## Trunk

The 79-credit curriculum has been arranged in thematic semesters, focusing on how occupation is impacted in the traditional areas of mental health, adult physical conditions, and pediatric conditions. After much deliberation the faculty chose to retain these foci as organizing structures for learning. This allows for significant integration of coursework which supports student success in this rigorous 2.5 year (seven semesters) program.

The central core of the tree (fundamentals), is represented by and includes the basic courses of the first semester that prepare the students for the subsequent semesters of the curriculum. These include:

- OT Foundations
- Introduction to Occupation
- The Reflective Practitioner
- Applied Concepts of Movement
- Human Anatomy

The next ring in the trunk (foundational practice) represents the next layer of knowledge the students gain which builds upon and expands the fundamental concepts learned earlier. The faculty believes that mental health theory and practice is a vital necessity for strong OT practitioner and that it provides the knowledge necessary for working with clients with any kind of impairment or disability. This ring represents the second semester courses.

- Impact of Mental Health on Occupational Performance
- Ethics and Occupational Justice
- Mental Health Level I Fieldwork
- Occupational Well-Being
- Neuroscience for Occupational Therapists

The third ring (applying science and research to practice) is covered in semesters three, four and five (summer 1, fall 2, and spring 2). The theory and practice courses covering adult and pediatric conditions, the two semesters of research and their EBP project with community partners, group process and leadership and management complete this ring. Courses include:

### **Summer 1**

- Research & Evidence Based Practice I
- Leadership & Management
- Level I fieldwork – Community Practice

### **Fall 2**

- Level I Fieldwork
- Research & Evidence Based Practice II
- Group Process for Practice
- Occupational Performance: Adulthood Part I
- Occupational Performance: Infancy through Adolescence Part I

### **Spring 2 (7-week session) (Jan/Feb/Mar)**

- Occupational Performance: Adulthood Part II
- Occupational Performance: Infancy through Adolescence Part II

### **Spring 2 (Apr/May/June)**

- Level II Fieldwork

Although self-reflection is a hallmark of the curriculum in all semesters, the outer ring of the trunk (reflections on practice) occurs when the students return from their first level II fieldwork experience and complete two courses in the summer followed by their last

level II experience, all of which will be the culmination of their academic program.  
Courses include:

### **Summer, Year 2**

Advanced Practice

Professional Presentations and Contextual Considerations in Practice

### **Fall, Year 3**

#### **Spring 2 (Apr/May/June)**

Level II Fieldwork

Although self-reflection is a hallmark of the curriculum in all semesters, the outer ring of the trunk

### **Branches**

As the abundance of fruit and leaves/needles are displayed in the branches of a tree at the height of its season, so are student outcomes represented in our figure, indicating the richness, completeness and fruit of this academic program and curriculum. The results of our efforts are seen in the Attitudes, Analytical Skills, Professional Practice Skills, Leadership Awareness and Abilities, Behaviors, and Citizenship of our graduates. These outcomes are assessed in all of the MOT courses and can be found earlier in this document.

## GUIDELINES FOR CLASS PARTICIPATION

Use the following as a guide to making classroom contributions meaningful:

These constitute **quality** participation:

Thorough reasoning on a point  
Extension of knowledge  
Using/applying the language of the course  
Getting to the heart of key issues  
Perceptive questioning  
Statement of practical experiences  
Opening new doors for investigation  
Distinction between fact and opinion  
Proper substantiation

These **detract** from quality participation:

Restatement of a point already made,  
Verbosity  
Incomplete analysis  
Unfounded criticism  
Distracting grunts  
Off-the-point statements  
Close-minded argumentation  
Off-the-cuff remarks  
Personal attacks on others

*Jean Gutman, USM School of Business*

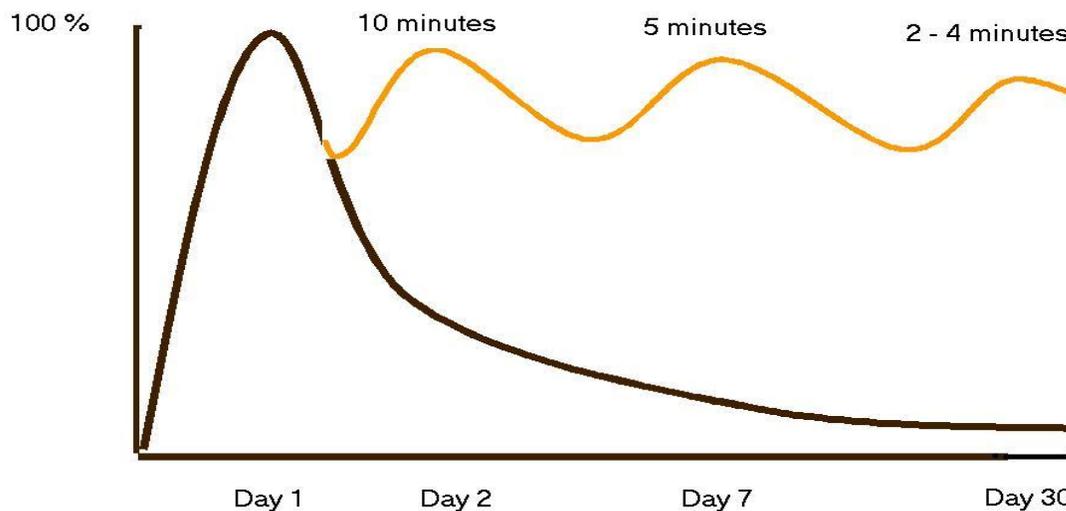
## DIFFERENT VIEWS ON LEARNING

TRADITIONAL LEARNING	STUDENT CENTERED LEARNING
Closed: <i>Inputs are carefully controlled</i>	Open: <i>Students are provided with a rich variety of inputs (immersion)</i>
Serial-Processed: <i>All learners are expected to follow the same learning sequence; learners only learn one thing at time.</i>	Parallel Processed: <i>Different learners simultaneously follow different learning paths; many types of learning happen at the same time for individual learners.</i>
Designed: <i>Both knowledge and the learning process are predetermined by others.</i>	Emergent: <i>Knowledge is created through the relationship between the knower and the known. The outcome cannot be known in advance.</i>
Controlled: <i>The “teacher” determines what, when, and how we learn.</i>	Self-Organized: <i>Students are active in the design of the curriculum, activities and assessments. Instructor is a facilitator and designer o learning.</i>
Discrete, Separated: <i>Disciplines are separate and independent; roles of teacher and student are clearly differentiated.</i>	Messy, Webbed: <i>Disciplines are integrated; roles are flexible.</i>
Static: <i>Same material and method applies to all students.</i>	Adaptive: <i>Material and teaching methods vary based on interests and learning styles</i>
Linear: <i>Material is taught in predictable, controlled sequences, from simple “parts” to complex “wholes”.</i>	Nonlinear: <i>Learn non-sequentially, with rapid and frequent iteration between parts and wholes.</i>
Competing: <i>We learn alone and compete with others for rewards.</i>	Co-evolving: <i>We learn together; our intelligence is based on our learning community.</i>

Adapted From: *A Learning College for the 21<sup>st</sup> Century* By Terry O’Banion

## THE CURVE OF FORGETTING

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lecture.



On Day 1, at the beginning of the lecture, you go in knowing nothing, or 0%, (where the curve starts at the baseline). At the end of the lecture you know 100% of what you know, however well you know it (where the curve rises to its highest point).

By Day 2, if you have done nothing with the information you learned in that lecture, didn't think about it again, read it again, etc. you will have lost 50%-80% of what you learned. Our brains are constantly recording information on a temporary basis: scraps of conversation heard on the sidewalk, what the person in front of you is wearing. Because the information isn't necessary, and it doesn't come up again, our brains dump it all off, along with what was learned in the lecture that you actually do want to hold on to!

By Day 7, we remember even less, and by Day 30, we retain about 2%-3% of the original hour! This nicely coincides with midterm exams, and may account for feeling as if you've never seen this before in your life when you're studying for exams - you may need to actually re-learn it from scratch.

***You can change the shape of the curve!*** A big signal to your brain to hold onto a specific chunk of information is if that information comes up again. When the same thing is repeated, your brain says, "Oh-there it is again, I better keep that." When you are exposed to the same information repeatedly, it takes less and less time to "activate" the

information in your long term memory and it becomes easier for you to retrieve the information when you need it. Here's the formula, and the case for making time to review material: Within 24 hours of getting the information - spend 10 minutes reviewing and you will raise the curve almost to 100% again. A week later (Day 7), it only takes 5 minutes to "reactivate" the same material, and again raise the curve. By Day 30, your brain will only need 2-4 minutes to give you the feedback, "Yup, I know that. Got it."

Often students feel they can't possibly make time for a review session every day in their schedules - they have trouble keeping up as it is. However, this review is an excellent investment of time. If you don't review, you will need to spend 40-50 minutes re-learning each hour of material later - do you have that kind of time? Cramming rarely plants the information in your long term memory where you want it and can access it to do assignments during the term as well as be ready for exams.

Depending on the course load, the general recommendation is to spend half an hour or so every weekday, and 1½ to 2 hours every weekend in review activity. Perhaps you only have time to review 4 or 5 days of the week, and the curve stays at about the mid range. That's OK, it's a lot better than the 2%-3% you would have retained if you hadn't reviewed at all.

Many students are amazed at the difference reviewing regularly makes in how much they understand and how well they understand and retain material. It's worth experimenting for a couple weeks, just to see what difference it makes to you!

## STUDENT DOCUMENTATION NEEDS

Each student is required to prepare a short autobiography to share with fieldwork sites' supervisors. This should be at the ready in your professional attaché along with documentation for immunizations, CPR, health insurance, and other credentials, certifications, etc. Students are responsible for maintaining and updating these documents to be eligible for fieldwork placements.

- A copy of AOTA membership card or membership confirmation page.**

Please subscribe for the student rate at [www.aota.org](http://www.aota.org).

- A copy of MeOTA membership confirmation page.**

Please subscribe via [www.meota.org](http://www.meota.org).

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## STUDENT HANDBOOK ACKNOWLEDGEMENT

*Please cut and paste the statement below and e-mail to MOT program support staff as designated by faculty in order to confirm you have reviewed the MOT student handbook.*

*I acknowledge that I have reviewed an online copy of the Master of Occupational Therapy Program Student Handbook. I understand that these materials will be supplemented and updated as needed online. I understand that I will be held responsible for being aware of the policies contained in the Master of Occupational Therapy program student handbook and the University of Southern Maine Graduate Catalog. I may view changes to any of this material at any time on the program's web site at <http://www.usm.maine.edu/ot>*