Introduction

Welcome to the Master of Occupational Therapy (MOT) program at the University of Southern Maine’s Lewiston-Auburn College (LAC). 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 ask for clarification if needed. Students will be required to sign an acknowledgment form during orientation, stating they have read and understand the contents of this handbook.
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Dear Students,

Congratulations on your admission to the Master of Occupational Therapy Program at the University of Southern Maine’s Lewiston-Auburn College!

It is my pleasure to welcome you to our college and wish you the best of luck on your journey through graduate school. Occupational Therapy is an amazing profession and you have made a fantastic choice in pursuing this as your career path. We hope that you take advantage of all the opportunities offered to you as part of your time here at USM-LAC, including classroom learning, volunteer opportunities, and professional engagement with the greater OT community.

Please know that the faculty and staff are here to assist you as best we can as you work toward your master’s degree, so do not hesitate to reach out with any questions or concerns. I look forward to working with you all!

Best of luck to you!

*Tammy Bickmore*

Tammy Bickmore, OTD, OTR/L
Essential Requirements of the MOT Student

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 Acknowledgment page. 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 fieldwork 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 judgement 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
### 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 of 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 life-long 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 he/she 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 MOT program will complete 80 graduate credits consisting of five semesters of fulltime academic coursework and six additional months of fulltime fieldwork, which will not exceed five consecutive years to degree completion.

National Board Exam (NBCOT)

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 (NBCOT). Students are expected to register themselves for this exam. NBCOT 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877. Telephone: 301-990-7979; Fax: 301-869-8492; Email info@nbcot.org

Accreditation

The program is accredited by the American 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. Their website can be found at http://www.aota.org/

USM Academic Calendars

The USM academic calendar, indicating semester start and end dates, semester breaks and holidays, can be found here: http://usm.maine.edu/reg/academiccalendar

MOT Course Curriculum Sequence

For the current course curriculum sequence, please visit http://usm.maine.edu/ot and click on “MOT full-time course sequence” or “MOT part-time course sequence” on the right hand side
under the Quick Links menu. This curriculum sheet is updated annually when the catalog is updated.

**Course Registration**

Please visit [http://usm.maine.edu/reg/courses](http://usm.maine.edu/reg/courses) to search for courses and register through Mainestreet.

**Tuition and Fees**

Current tuition info can be found at [http://usm.maine.edu/student-financial-services/tuition-and-fees](http://usm.maine.edu/student-financial-services/tuition-and-fees). There is also a MOT program-specific estimated cost of tuition sheet on the MOT website under the Quick Links section: [http://usm.maine.edu/ot](http://usm.maine.edu/ot)

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

**University Email Communication Policy**

All MOT students will be assigned an email address by the University of Maine System and are expected to read all information sent to them via their University assigned email accounts. This is the primary form of communication between the University and the student. The MOT program has the right to expect that such communications will be read in a timely fashion. The full email communication policy can be found here: [https://usm.maine.edu/doit/email-communication-policy](https://usm.maine.edu/doit/email-communication-policy)

Note: Some Internet Service Providers do not effectively process email set up to automatically forward from student UMaine email accounts; therefore, it is best practice to check your UMaine email account as well as your Student Message Center in Mainestreet directly and regularly!

**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: [http://usm.maine.edu/reg/academic-policies-graduate](http://usm.maine.edu/reg/academic-policies-graduate)

**Continuous Enrollment, Leave of Absence, and Time Limit**

Continuous enrollment requires that every graduate student must either be enrolled in coursework in his/her program (six credits per calendar year required), enrolled in GRS 601, 602, 701, or 702, or be on a formal leave of absence, approved by the student’s program chair (see Petition Policy section).

In extenuating circumstances a student may petition for exception to the continuous enrollment policy; the petition must bear approval of the student’s advisor and director of the graduate
program. A signed Leave of Absence form must be sent to the Office of Graduate Admissions. See Petition Policy section for more information.

The time limit for completion of the MOT program is dated from the date of first matriculation and ends at five years. In extenuating circumstances a student may petition the director of the graduate program for an extension of the five year time limit.

The Americans with Disabilities Act, 1990

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 Disability Services Center (DSC) to provide accommodations for students with disabilities. Students with sensory, physical, psychological, learning, and attention disabilities must contact the DSC, which coordinates services for students with disabilities. Located in Room 242 of Luther Bonney Hall on the Portland Campus, DSC provides a variety of student support services for qualifies individuals. In addition, the DSC 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 DSC 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 DSC website at http://usm.maine.edu/dsc; email them at dsc-ums@maine.edu, or call 207-780-4706.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student’s educational records. Under FERPA, directory information may be publicly shared by the University, unless the student specifically requests that directory information not be released. For more information on what is considered directory information and how to restrict the release of your personal directory information, please visit https://usm.maine.edu/reg/privacy-records-ferpa

Health Insurance Portability and Accountability Act (HIPAA)

The University Of Southern Maine is committed to ensuring the privacy and security safeguards set forth under the Health Insurance Portability and Accountability Act (HIPAA) along with the recent changes imposed by the Health Information Technology for Economic and Clinical Health Act (HITECH). In order to help implement these safeguards, we will follow a procedure for the collection of protected health information from or on behalf of a covered entity. For more information, please visit https://usm.maine.edu/orio/ums-usm-hipaa-policies

MOT students are expected to adhere to HIPAA policies while in the classroom, representing the program at community events, and at all times during fieldwork experiences.
Student Outcomes

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

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 the AOTA standards of practices

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
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

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 sociocultural, 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 (i.e. other professionals, consumers, third party payers, 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

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 the 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

The complete Code of Ethics is available at:
http://www.aota.org/About-Occupational-Therapy/Ethics.aspx

Occupational Therapy Code of Ethics and Ethics Standards (2015)

“The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession and outlines the Standards of Conduct the public can expect from those in the profession. 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.”

It is expected that all MOT students will be familiar with the AOTA Code of Ethics
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 a B- in order to carry graduate credits.

Procedure: 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 per 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/skills 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.

Procedure: The grading scale used by MOT faculty is provided below.

<table>
<thead>
<tr>
<th>MOT Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td><strong>Competency</strong></td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td><strong>Marginal</strong></td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td><strong>Fail</strong></td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>
D. Incomplete Grades

**Policy:** In the event of a student being unable to complete all required assignments for a course by the end of the semester, the student may request an incomplete grade for a course from the primary instructor based on individual needs.

**Procedure:** 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 retake the course in order to remain in the program, but this may delay completion of and 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 online 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 email, using social networking sites, or other such activities unrelated to the work at hand in the classroom community.

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

F. Audio Recording in Class

**Policy:** Students will be allowed to audio record during class time ONLY IF THE FOLLOWING RULES ARE ADHERED TO: Faculty members must be alerted that the class discussion is being recorded; All students in the class must be told that the class discussion is being recorded and ask for any objections; Client information revealed by instructors or guest speakers must NOT be recorded due to HIPAA.

**Procedure:** Students with documented disabilities who need an audio recorder for note taking must have a letter on file from the Disability Services Center each semester.

**This policy is currently under development**
G. 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: The student will talk with the instructor(s) in advance of any classes that will be missed to determine the extent of work/information expected to be presented during the time period in question.

H. Student Initiated Class Absences

Policy: The student will submit a petition form to the Program Director of MOT for all planned absences from any Occupational Therapy classes a minimum of two weeks prior to the planned absence.

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

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. Meaningful class participation is expected.

J. Advising

Policy: It is the policy of the MOT program to assign an advisor to each student matriculated into the program, for 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 his/her time in the MOT program as needed.

If there are issues between the advisor and advisee, they should both make attempts, in good faith, to resolve them prior to take 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 that the Program Director is the advisor, or is unavailable, the student 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 his or her 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

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

**Procedure:** Talk with your advisor for faculty member about your concerns. Complete the petition form (found under the Resources section of the MOT homepage at [http://usm.maine.edu/ot](http://usm.maine.edu/ot)) and return to your advisor, or another 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 and Procedures**

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.

**Procedure:** Students are encouraged to use the classroom as an opportunity to practice professional behaviors. This is critical in 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 presentation, for public events, and for program-related work (i.e. 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.

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:* The members of the Master of Occupational Therapy program (faculty and students) are guided by and adhere to the Occupational Therapy Code of Ethics as set forth by the American Occupational Therapy Association. Please refer to:


O. Academic Integrity and 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 (see Appendix) as well as the OT Code of Ethics. 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.

P. 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 may also 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 to fieldwork sites upon request and never shared with the MOT program.

Q. Insurance Requirement

*Policy:* All University of Southern Maine students are required by law to have health insurance.
Procedure: A full explanation for the required health insurance can be found on the University Health and Counseling Services website: https://usm.maine.edu/uhcs/mandatory-health-insurance

Note that students are automatically enrolled in and billed for USM’s Student Health Insurance policy every fall unless proof of current health insurance through another provider is accepted by Health Services. Check your email for information on how to waive the school insurance policy. Contact USM’s Lisa Belanger with any questions – lisa.belanger@maine.edu or 207-780-5411.

R. Immunization Requirements
Policy: All MOT students are required to complete immunizations before their level I and II fieldwork experiences, above and beyond the immunizations required by USM.

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

State of Maine required immunizations 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) the first birthday and given after December 31, 1956.

More info is available at: https://usm.maine.edu/uhcs/immunization-information

Most fieldwork sites will require at least these two additional immunizations:
- PPD (Tuberculosis Skin Test)
- Hepatitis B

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

S. CPR Certification
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 Course (CPR) is required prior to fieldwork affiliations. The certification must be specifically designed for Health Providers and include CPR instructions for Infants, Children, and Adults. Students may seek out a “Health Care Provider” CPR course from the American Heart Association or the “CPR for Infants, Children, and 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 COR certification to fieldwork sites upon request.
T. Professional Memberships Requirements

**Policy:** The Master of Occupational Therapy program requires proof of students’ current membership in both the Maine Occupational Therapy Association (MeOTA) and the American Occupational Therapy Association (AOTA). Membership information can be found online at [http://www.meota.org](http://www.meota.org) and [http://aota.org](http://aota.org).

**Procedure:** Students must provide copies of these memberships (either an emailed confirmation response or a membership card from the organization) no later than September 15th each year (annual renewals must also be demonstrated). Copies of membership cards should be emailed to the administrative support person or designated graduate aide student, or dropped off in person.

**If all students show proof of membership by October 1st, the MOT program will be able to send a student to the AOTA conference in the spring, so it is important to obtain your membership as soon as possible.**

U. Membership in the LAC Student Occupational Therapy Association (SOTA)

**Policy:** All MOT students are strongly encouraged to join the LAC Student Occupational Therapy Association (SOTA) 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 LAC SOTA’s activities.

**Procedure:** For more information on joining SOTA, please see the faculty liaison person.

V. Confidentiality Policies

**Policy:**

1. 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 site policies.

2. Whistleblowing – 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.

**Procedure:** 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

American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association (AOTA) 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 AOTF, a foundation to promote research; AOTPAC, the political action committee; and the Representative Assembly (RA), the legislative body consisting of state delegates. The national office is your resource for information, consultation, and support. It is interest in assisting your personal needs and your membership and participation enhances the viability of the Association. All student 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. *Proof of student’s membership must be provided by the 15th of September of each active year in the MOT program.*

The American Occupational Therapy Association, Inc.
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
https://www.aota.org
Non-Members Line: (301) 652-6611 Members Line: 1-(800) SAY-AOTA (729-2682)

Maine Occupational Therapy Association (MeOTA)

The Maine Occupational Therapy Association (MeOTA) 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. *Proof of student’s membership must be provided by the 15th of September of each active year in the MOT program.*

http://www.meota.org/

American Occupational Therapy Foundation (AOTF)

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://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 ASD conference, and will be excused from classes or labs upon request. One of the goals of the LAC Student OT Association (SOTA) is to assist in fundraising 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.

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

http://www.aota.org/AboutAOTA/Get-Involved/ASD.aspx

World Federation of Occupational Therapy (WFOT)

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 members 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, Fundraising, 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 chairperson who will volunteer to coordinate the event. Members will work together on events of their choosing to help each chairperson see his/her event to a successful completion.
- In previous years SOTA members have held fundraising 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 Safe Voices, 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/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
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, truck, 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:
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 80-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 semester of the curriculum. These include:

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

The next ring in the trunk (foundational practice) represents the next layer of knowledge that 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 kinds of impairment or disability. This ring represents the second semester courses, as follows:

- Impact of Mental Health on Occupational Performance
- Ethics and Occupational Justice
- Level I Fieldwork – Mental Health
- 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 management in occupational therapy complete this ring. Courses include:
Summer Year 1
- Research and Evidence Based Practice I
- Management in OT

Fall Year 2
- Level I Fieldwork – Community Practice
- Research and Evidence Based Practice II
- Group Process for Practice
- Occupational Performance: Adulthood Part I
- Occupational Performance: Infancy through Adolescence Part I

Spring Year 2 (Jan/Feb/Mar)
- Level I Fieldwork – Populations
- Occupational Performance: Adulthood Part II
- Occupational Performance: Infancy through Adolescence Part II

Spring Year 2 (Apr/May/June)
- First 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 final level II fieldwork experience, all of which will be the culmination of their academic program. Courses include:

Summer, Year 2
- Reflections on Practice: Cognition and Perception
- Professional Presentations and Contextual Considerations in Practice

Fall, Year 3
- Final Level II Fieldwork

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.
USM Student Guide to Academic Integrity

Academic Integrity Policy

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one’s research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy which are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable.

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the Office of Community Standards, 125 Upton Hall, Gorham, ME; (207) 780-5242, or by following the link below.

usm.maine.edu/.../Office%20of%20the%20Provost/Academic_Intensity_Policy%20PDF.pdf
Student Documentation Requirements

☐ A copy of AOTA membership card or membership confirmation page  
(Please subscribe for the student rate at www.aota.org)

☐ A copy of MeOTA membership confirmation page  
(Please subscribe via www.meota.org)

☐ Signed Student Handbook Acknowledgement form

☐ Each student is required to prepare a short autobiography to share with  
fieldwork site supervisors prior to beginning fieldwork. 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 in order to be eligible for fieldwork placements.

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Student Handbook Acknowledgement

The Student Handbook will be covered in full during orientation week, the first week of classes.  
Students will all sign off on one sheet acknowledging that they are familiar with the student  
handbook and will be held responsible for understanding the content presented within it.  
Students are expected to ask for clarification where needed.

Lab safety policies and procedures will also be discussed during orientation and students will  
sign off that they acknowledge to abide by the policies and procedures set forth in the lab  
manual.