



**UNIVERSITY OF  
SOUTHERN MAINE**  
Occupational Therapy

## **Student Handbook 2017 – 2018**

### **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, and then upload the acknowledgment form to the CastleBranch portal for review.

*Revised 08/17/17*

<b>Table of Contents</b>	
Welcome from the Program Director	4
Essential Requirements of the MOT Student	5
Faculty Contact Information	6
MOT Mission Statement	6
MOT Philosophy Statement	6
Graduation Requirements	7
Accreditation	7
National Board Exam (NBCOT)	7
USM Academic Calendars	7
MOT Course Curriculum Sequence	8
Course Registration	8
Tuition and Fees	8
University Email Communication Policy	8
USM's Graduate Student Academic Policies	8
Continuous Enrollment, Leave of Absence, and Time Limit	8
Students with Disabilities – ADA Amendments Act of 2008	9
Family Educational Rights and Privacy Act (FERPA)	9
Health Insurance Portability and Accountability Act (HIPAA)	9
<b>Student Outcomes</b>	
Professional Practice Skills	10
Professional Attitudes/Behaviors	10
Leadership	10
Citizenship	11
Analytical Skills	11
<b>AOTA Code of Ethics and Ethics Standards (2015)</b>	<b>12</b>
<b>Program Policies and Procedures</b>	
Grade Requirements in the MOT Program	13
GPA Requirements in the MOT Program	13
Grading Policy	13
Further Explanation of Grading Standards	14
Incomplete Grades	14
Attendance Policy	15
Student Initiated Class Absences	15
Student Participation	15
Writing Across the Curriculum	15
Technology in the Classroom	16
Technology Requirements of the MOT Student	16
Audio Recording in Class	17
Advising	17
Petition Policy	17
<b>Student Policies and Procedures</b>	
Professional Behavior Policy	18
Professional Dress Expectations	18

Ethical Behavior and Confidentiality Policies	19
Academic Integrity and Plagiarism	19
Health Insurance Requirement	20
Professional Memberships Requirements	20
Membership in the LAC Student Occupational Therapy Association (SOTA)	20
Student Criminal Background Checks	21
Immunization Requirements for Fieldwork	21
CPR Certification	21
<b>Faculty Responsibilities to the Students</b>	<b>22</b>
<b>Professional Organizations</b>	
American Occupational Therapy Association (AOTA)	22
Maine Occupational Therapy Association (MeOTA)	23
American Occupational Therapy Foundation (AOTF)	23
AOTA's Assembly of Student Delegates (ASD)	23
World Federation of Occupational Therapy (WFOT)	24
Lewiston-Auburn College Student Occupational Therapy Association (SOTA)	24
<b>Fieldwork Manual</b>	
Section One – General Information	26
Fieldwork Sequence	26
Out of State Sites, SARA and Licensing	28
Student Responsibilities for Fieldwork Site Compliance	28
CastleBranch Policy	28
Process for Fieldwork Placements	31
Section Two – Level I Fieldwork	32
Section Three – Level II Fieldwork	33
Email and Blackboard Use during Fieldwork	34
E*Value Policies and Procedures	34
<b>Appendices</b>	
Curriculum Model Logo and Design	36
USM Guide to Academic Integrity	39
Honor Societies (optional)	40
Student Documentation Requirements	41
Student Handbook Acknowledgement Form	42
Student Acknowledgement Form for Fieldwork Manual Review	42



**UNIVERSITY OF  
SOUTHERN MAINE**  
Occupational Therapy

**Welcome from the Program Director**

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
- Maintain a **professional attitude and demeanor** at all times: in the classroom, during fieldwork placements, and while representing the program in the community
- Pass a CPR course at the health professional level
- Follow all standards and policies specified in the MOT Student Handbook

## Faculty Contact Information

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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 healthcare, community, and education 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 impact their clients, their communities, and their own lives in a positive manner.

### **MOT Philosophy Statement**

The MOT program at the University of Southern Maine is committed to excellence and the thorough academic preparation of entry-level occupational therapy practitioners. The program supports the development of reflective, skilled, evidence-based 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 24 additional weeks of fulltime fieldwork, which will not exceed five consecutive years to degree completion.

### **Accreditation**

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

### **National Board Exam (NBCOT)**

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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](mailto:info@nbcot.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> . Please note that some components of fieldwork may occur during breaks within the academic calendar.

## **MOT Course Curriculum Sequence**

For the current course curriculum sequence, please visit <http://usm.maine.edu/ot/mot-course-sequences> and select the link for either full or part time.

## **Course Registration**

Please visit <http://usm.maine.edu/reg> 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>. There is also a MOT program-specific estimated cost of tuition sheet on the MOT website under the Prospective Students section of the navigation bar found at <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 on an annual basis. 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: <http://usm.maine.edu/computing/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 at least every 48 hours.

## **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>

## **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.

### **Students with Disabilities – ADA Amendments Act of 2008**

USM is committed to ensuring access for qualified individuals with disabilities. For more information on qualified disabilities, please visit <https://www.eeoc.gov/laws/statutes/adaaa.cfm>. 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 physical, psychological and learning 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 qualified 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. Accommodation letters must be presented by the student to each faculty member every semester in which those accommodations will be used. For more information about support for students with disabilities, visit the DSC website at <http://usm.maine.edu/dsc>; email them at [dsc-usm@maine.edu](mailto:dsc-usm@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

<b>Professional Practice Skills</b>	
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

<b>Professional Attitudes/Behaviors</b>	
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

<b>Leadership</b>	
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

<b>Citizenship</b>	
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

<b>Analytical Skills</b>	
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



## 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.”

The **complete Code of Ethics** is available at:

<http://www.aota.org/About-Occupational-Therapy/Ethics.aspx> OR

<https://www.aota.org/ExternalLinks/AJOT-links/Official/ethics/OT-code-of-ethics.aspx>

**It is expected that all MOT students will be familiar with and adhere to the AOTA Code of Ethics AT ALL TIMES.**

## Program Policies and Procedures

<b>Grade Requirements in the MOT Program</b>																														
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</b>																														
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.																													
<b>Grading Policy</b>																														
Policy	Within the MOT program, a 'B' grade is considered to demonstrate competency in the assignments/skills required. Only <b>exemplary</b> 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 border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; background-color: #e0e0e0;"><b>MOT Grading Scale</b></th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;"><b>Proficiency</b></td> </tr> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">93 – 100%</td> <td style="width: 20%;"></td> </tr> <tr> <td style="text-align: center;">A-</td> <td style="text-align: center;">90 – 92%</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Competency</b></td> </tr> <tr> <td style="text-align: center;">B+</td> <td style="text-align: center;">87 – 89%</td> <td></td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">83 – 86%</td> <td></td> </tr> <tr> <td style="text-align: center;">B-</td> <td style="text-align: center;">80 – 82%</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Failing</b></td> </tr> <tr> <td style="text-align: center;">C+</td> <td style="text-align: center;">77 – 79%</td> <td style="text-align: center;"><i>Failing for the MOT program</i></td> </tr> </tbody> </table>	<b>MOT Grading Scale</b>			<b>Proficiency</b>			A	93 – 100%		A-	90 – 92%		<b>Competency</b>			B+	87 – 89%		B	83 – 86%		B-	80 – 82%		<b>Failing</b>			C+	77 – 79%
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<b>Further Explanation of Grading Standards</b>	
Additional Policies	Late assignments will be marked down 2 of 100 points per day that they are late unless <i>prior</i> agreed upon arrangements have been made with the instructor. This must be done in writing through email.
	Occasionally written work will be returned to the student ungraded if the minimum requirements of the assignment have not been met (including typing specifications), <b>or</b> if the instructor feels that learning can be enhanced through reconsideration of the assignment.
	The rewritten paper must be completed within two weeks and the maximum grade the student can get is a “B” on the assignment.
	Once an assignment has been graded, it cannot be redone.
	A grade of ‘A’ represents a more thorough and integrative presentation of the material. The work demonstrates original thought and use and/or expands and synthesizes additional information. Excellent writing skills are expected.
	A grade of ‘B’ is earned when the student satisfactorily achieves the requirements of a specific assignment.
	A grade of C+ or lower in any MOT course is considered a failing grade.

<b>Incomplete Grades</b>	
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 <b>in writing</b> 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. Students may not be allowed to move forward in the program until all Incomplete work has been handed in and the grade has been changed.
	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.

<b>Attendance Policy</b>	
Policy	Attendance is extremely important and includes coming to class or lab on time and staying for its duration, as well as consistent, active participation both in class and online. Active participation can include verbal participation, active listening, small group work participation, engaged and thought-provoking discussion board posts, etc. Since each class will provide a unique learning experience, it is important that you attend every class. Failure to follow this policy will be considered a professional behavior concern. Repeated violation of this policy will be grounds for dismissal from the program.
Procedure	The student will talk with the instructor(s) in advance of any classes or labs that will be missed to determine the extent of work/information expected to be presented during the time period in question.
<b>Student Initiated Class Absences</b>	
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.

<b>Student Participation</b>	
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 both online and in person.

<b>Writing Across the Curriculum</b>	
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	<p>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.</p> <p>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.</p>
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<b>Technology Use in the Classroom</b>	
Policy	<p>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.</p>
	<p>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.</p>
Procedure	<p>Students in violation of this policy will receive a written review of professional behaviors, which may result in probationary action.</p>

<b>Technology Requirements of the MOT Student</b>	
Policy	<p>Due to the nature of coursework in the MOT program, students are expected to have access to reliable high speed internet and a computer or laptop with an internet connection. In the event of a school cancellation due to weather, coursework may be moved to an online format for that day.</p>
Procedure	<p>Students are eligible for a discounted rate for high speed internet through the university. Students also can receive a discounted price on select brands and styles of laptops and desktop computers. Please visit <a href="https://usm.maine.edu/computer-sales-service/road-runner-internet-access">https://usm.maine.edu/computer-sales-service/road-runner-internet-access</a> for information regarding internet service. Please visit <a href="https://usm.maine.edu/computer-sales-service">https://usm.maine.edu/computer-sales-service</a> for information regarding discounted computers.</p>
	<p>Students are also eligible for a free version of MS Office and Office 365. Please visit <a href="http://usm.maine.edu/computer-sales-service/microsoft-office-home-use">http://usm.maine.edu/computer-sales-service/microsoft-office-home-use</a> for more information. MS Word is not required but is offered to USM students free of charge.</p>

<b>Audio Recording in Class</b>	
Policy	Students will be allowed to audio record during class time <b>ONLY IF THE FOLLOWING RULES ARE ADHERED TO:</b> 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 must <b>NOT</b> be recorded due to HIPAA. Guest lectures may not be recorded without prior approval. <b>NO RECORDING IN OTH 503.</b>
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.
<b>Advising</b>	
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.
	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.
Procedure	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.

<b>Petition Policy</b>	
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 <a href="http://usm.maine.edu/ot">http://usm.maine.edu/ot</a> ) 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

<b>Professional Behavior Policy</b>	
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.
	Professional Behavior includes but is not limited to, being punctual, effective communication, accepting feedback, demonstration of good judgement, follow-through, and being accountable for understanding and execution of all program requirements.
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, class participation, and professional dress.
	Students will complete and discuss a professional behaviors evaluation during the first semester OTH 503 course and again in OTH 509. 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.
<b><u>Cited areas of concern with professional behaviors in any two semesters or two incidents in any one semester may result in termination from the program</u></b>	
<b>Professional Dress Expectations</b>	
Policy	While there is no mandatory dress code, students are advised to keep in mind that they are entering a profession and are representing the school as they proceed through the program. <b>Professional dress is expected whenever guest speakers are present, when making student presentations, for public events, and for program-related work (i.e. fieldwork) in the community.</b>
	Professional dress includes dress pants, skirts, dresses, suits, pant suits, button up shirts, cardigans or sweaters, etc. that are tasteful in nature and fully cover body parts. Professional dress does NOT include jeans, sweatshirts, leggings, torn clothing (intentional or otherwise), flip flops or open toed shoes, shorts, hats, or tank tops in any form. If you have questions regarding professional dress standards, please see your advisor or a faculty member.

Procedure	Students and faculty represent the program, college, university, and profession both on and off campus. Professional dress will be assessed by faculty and any student found in non-compliance will receive feedback from the faculty. This is considered part of the Professional Behavior Policy.
<b><u>Cited areas of concern with professional behaviors in any two semesters or two incidents in any one semester may result in termination from the program</u></b>	

<b>Ethical Behavior and Confidentiality Policies</b>	
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: <a href="http://www.aota.org/About-Occupational-Therapy/Ethics.aspx">http://www.aota.org/About-Occupational-Therapy/Ethics.aspx</a>
	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, as well verbal and written violations. 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.
	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.
	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. If on fieldwork, speak with your fieldwork educator immediately with any concerns. Student disregard for any of the above will be subject to disciplinary action up to and including immediate termination from the program.

<b>Academic Integrity and Plagiarism</b>	
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.

<b>Health Insurance Requirement</b>	
Policy	All University of Southern Maine students are <b>required by law</b> to have health insurance.
Procedure	A full explanation for the required health insurance can be found on the University Health and Counseling Services website: <a href="https://usm.maine.edu/uhrs/mandatory-health-insurance">https://usm.maine.edu/uhrs/mandatory-health-insurance</a>
<p>Note that students are <b>automatically enrolled in and billed for</b> USM's Student Health Insurance policy <b>every fall</b> unless proof of current health insurance through another provider is accepted by Health Services.</p> <p>Check your school email for information on how to waive the school insurance policy. Contact USM's Lisa Belanger with questions – <a href="mailto:lisa.belanger@maine.edu">lisa.belanger@maine.edu</a> or 207-780-5411</p>	

<b>Professional Memberships Requirements</b>	
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 <a href="http://www.meota.org">http://www.meota.org</a> and <a href="http://aota.org">http://aota.org</a> .
Procedure	Students must provide copies of these memberships (either an emailed confirmation response or a membership card from the organization) no later than September 15 <sup>th</sup> 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.
<p><b>**If all students show proof of membership by October 1<sup>st</sup>, 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.</b></p>	

<b>Membership in the LAC Student Occupational Therapy Association (SOTA)</b>	
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.

<b>Student Criminal Background Checks</b> (please refer to the Fieldwork Manual below for more information)	
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 outlined in the Fieldwork Manual section of this handbook. Please note that some fieldwork sites may require the completion of an additional background check or additional components. Students are responsible for all related processing fees. All resultant background information and/or documentation <b>is maintained in the CastleBranch portal</b> in order for the student to present to <b>fieldwork sites upon request</b> , or for the USM AFWC to complete attestations required by the fieldwork site.

<b>Immunization Requirements for Fieldwork</b> (please refer to the Fieldwork Manual below for more information)	
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.
	<p>State of Maine required immunizations are:</p> <ul style="list-style-type: none"> <li>• One dose of Tetanus/Diphtheria (TD) or Tetanus/Diphtheria/Pertussis (Tdap) within the last 10 years</li> <li>• Two doses of Measles, Mumps, and Rubella (MMR) given after (not on) the first birthday and given after December 31, 1956.</li> </ul> <p>More info is available at:  <a href="https://usm.maine.edu/uhrs/immunization-information">https://usm.maine.edu/uhrs/immunization-information</a></p> <p style="text-align: center;"><b>Many fieldwork sites require additional immunizations. Please refer to the Fieldwork Manual for specific information.</b></p>
<b>Failure to provide health and immunizations information on request will prevent students from participating in fieldwork placements and will delay progression through the MOT program</b>	

<b>CPR Certification</b> (please refer to the Fieldwork Manual below for more information)	
Policy	All MOT students must receive certification in a Cardiopulmonary Resuscitation Course (CPR) <u>prior to their fieldwork experiences</u> and by the designated timeframe.
Procedure	<u>CPR Certification Requirements</u> – Certification of Cardiopulmonary Resuscitation Course (CPR) is required prior to fieldwork affiliations. The

	certification must be <b>specifically designed for Healthcare Providers and include CPR instructions for Infants, Children, and Adults</b> . Students may seek out a “Healthcare 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 <u>only</u> acceptable for CPR renewals.
<b>It is the responsibility of the student to show evidence of current CPR certification to fieldwork sites upon request. Please refer to the Fieldwork Manual below for further instructions on where to upload this information.</b>	

## Faculty Responsibilities to the Students

Grading:	Grading will be completed <u>within 10 business days from the assignment due date</u> , unless notified via Blackboard by faculty member prior to due date that extended time is required. Work will be graded in order of submission date.
Email:	Student emails will be acknowledged in writing within 48 hours excluding weekends, holidays, and vacation breaks. Students are required to send a second request email if they do not receive a response within 48 hours attached to the original email, and include either the program director or the administrative support staff person in the second request. Faculty must put up an away message on their email with directions who to contact if they are not able to respond to email in 48 hours.
<p><u>Email is the preferred method of contact</u> as messages left on office phones are only checked intermittently.</p> <p style="text-align: center;">Faculty will respond to student phone calls within 48 hours of receipt of the message, excluding weekends, holidays, and vacation breaks.</p> <p>If the matter is urgent, please email <a href="mailto:usm.ot@maine.edu">usm.ot@maine.edu</a> or call 207-753-6503 for assistance.</p>	

## 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 15<sup>th</sup> 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 15<sup>th</sup> 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 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.

<b>SOTA Board Structure</b>	
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

# Fieldwork Manual

## Section One – General Information

### Overview

The Master of Occupational Therapy (MOT) program at the University of Southern Maine includes the opportunity for students to engage in five separate fieldwork experiences throughout the curriculum. Students will complete three level I experiences, which occur concurrently with their coursework. These experiences take place in both community and clinical settings, highlighting traditional and non-traditional sites for occupational therapy.

Students are required to complete two 12-week level II fieldwork experiences at the completion of their coursework. Level II fieldwork experiences are supervised by an occupational therapist that meets the standards as outlined by the Accreditation Council for Occupational Therapy Education (ACOTE) and provide an intensive application of the knowledge learned throughout the program. The MOT program maintains active Agreements with a variety of sites locally, nationally, and internationally.

### Fieldwork Sequence

#### Year One: Spring Semester

##### **OTH 509 Level I Fieldwork: Mental Health**

Students are provided opportunities in a variety of clinical and community settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a psychosocial setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between associated classes. All courses in the MOT curriculum must be completed with a minimum of a “B-”. Cr 1.

#### Year One: Summer Semester

##### **OTH 510 Level I Fieldwork: Populations**

Students are provided opportunities in a variety of clinical and community settings where they can begin to develop professional behaviors, communication skills, and skilled observation in varied practice settings. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between associated classes. Pre-requisites: All courses in the MOT curriculum must be completed with a minimum of a “B-”. Cr 1.

#### Year Two: Fall Semester

##### **OTH 511 Level I Fieldwork: Community Practice**

Students are provided opportunities in a variety of clinical and community settings where they can begin to develop professional behaviors, communication skills, and skilled observation in

varied practice settings. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between associated classes. All courses in the MOT curriculum must be completed with a minimum of a “B-”. Cr 1.

### **Year Two: Spring Semester**

#### **OTH 620 First Level II Fieldwork**

This fieldwork requirement is a minimum 12-week, full-time, and supervised experience in an occupational therapy setting or emerging practice area. Students are expected to participate in practical experiences that promote the application of theoretical knowledge and practice skills with clients who are experiencing occupational deficits due to a variety of conditions or disorders increasing their caseload throughout the 12 weeks to demonstrate entry-level practitioner skills in that setting. Formal evaluation and direct supervision appropriate to the setting is provided by a licensed occupational therapist. Pre-requisites: All courses in the MOT curriculum must be completed with a minimum of a “B-”. Cr 6.

### **Year Three: Fall Semester**

#### **OTH 621 Final Level II Fieldwork**

This fieldwork requirement is a minimum 12-week, full-time, and supervised experience in an occupational therapy setting or emerging practice area. Students are expected to participate in practical experiences that promote the application of theoretical knowledge and practice skills with clients who are experiencing occupational deficits due to a variety of conditions or disorders increasing their caseload throughout the 12 weeks to demonstrate entry-level practitioner skills in that setting. Formal evaluation and direct supervision appropriate to the setting is provided by a licensed occupational therapist. Pre-requisites: All courses in the MOT curriculum must be completed with a minimum of a “B-”. Cr 6.

### **Fieldwork Sites**

Fieldwork experiences are integrated into the occupational therapy curriculum at the University of Southern Maine. The USM MOT faculty, Fieldwork Educators, and students are mutually involved in the process. The occupational therapy program evaluates and selects fieldwork sites according to specific criteria that meet the needs of the curriculum and to assure that the site is able to provide adequate supervision and experiences to enable the student to successfully meet the standards of the Accreditation Commission for Occupational Therapy Education (ACOTE).

The scope of fieldwork sites ranges from traditional settings in pediatrics, geriatrics, physical disabilities and mental health, to emerging practice settings in community health and wellness programs. All sites utilized for student fieldwork meet the requirements and learning objectives of the curriculum. A contractual agreement is established and maintained between the University of Southern Maine and each site. The Academic Fieldwork Coordinator (AFWC) and fieldwork educators collaborate on objectives and the advising of students.

## Out of State Sites, SARA and Licensing

**The following section is for informational purposes ONLY. You will need to work with the Academic Fieldwork Coordinator for all out of state placements and required paperwork.**

During Level II Fieldwork, some students elect to travel out of state for their fieldwork. State laws require permission for out-of-state students to participate in on-site educational experiences. Many states are part of the [State Authorization Reciprocity Agreement \(SARA\)](#), which is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. If the state in which you intend to complete your fieldwork experience is a SARA state, you do not need to submit any additional paperwork. To see participating states, please click [here](#).

For students wishing to complete a fieldwork experience in a non-SARA state, an out-of-state authorization form must be completed with the office of Community Engagement and Career Development. Please complete the [State Authorization Form](#) and send to [paula.spyropulos@maine.edu](mailto:paula.spyropulos@maine.edu) for forwarding to the UMS state authorization staff member. NOTE: Prior authorization can take 8-12 weeks, so plan ahead.

SARA does not cover approval for licensed professions and does not handle professional licensing board approval. Students must seek out individual state licensing requirements for occupational therapy practice, as requirements may vary from state to state. The American Occupational Therapy Association (AOTA) has resources available to assist you in obtaining a license in a particular state. For more information on obtaining state licensure, please click [here](#).

## Student Responsibilities for Fieldwork Site Compliance

### Health Insurance

Fieldwork site compliance includes all university requirements (i.e. health insurance) as well as any individual site requirements for immunizations, background checks, drug screening, etc. All students are required to have health insurance throughout the MOT program, either through the USM insurance plan or a private insurance plan.

### Required Documentation

It is the responsibility of the student to obtain and complete all immunizations and other fieldwork site requirements **before** their Level I and Level II fieldwork experiences begin. Some of the site requirements are above and beyond those required for attending USM.

***As of April 1, 2017, the USM MOT program requires use of CastleBranch for all compliance tracking of immunizations, background checks, and drug screens.***

The MOT Program will be using CastleBranch for site requirements compliance tracking, drug screens, and background checks. All requirements have been previously established with CastleBranch - students simply need to login and select the appropriate package. The CastleBranch website for USM can be found here: <https://portal.castlebranch.com/ua87>.

**The student is responsible for all costs associated with all of the items required by the site, including immunizations, background checks, fingerprinting, and drug screens.** It is important that students budget for obtaining all required documentation and/or immunizations and tests in a timely manner, in order to begin the fieldwork process.

*Failure to provide health and immunizations information and other site requirements in a timely manner may prevent the student from participating in fieldwork placements. Completion of these site requirements must be finalized **prior to** the site assignment and by the timeframe set by the MOT program. All costs associated with the site requirements are the responsibility of the student.*

***It is the student's responsibility to provide the required documentation directly to the site prior to beginning their fieldwork experience. USM does not share this information with the fieldwork site.***

The following are the minimum documentation requirements:

- CPR certification** (renewable every 2 years)
  - o CPR certification should be specifically for healthcare professionals and cover infants, children and adults. This certification is a blended offering, both online and in person. See offerings from the American Heart Association or the American Red Cross.
  
- Immunization records**
  - o Measles
  - o Mumps
  - o Rubella - German Measles
    - Two doses of measles, mumps and rubella given after (not on) the 1<sup>st</sup> birthday and given after December 31, 1956.
    - You may have titers completed if you are unable to get a copy of your vaccination records.
  - o Varicella - proof of vaccine or proof of prior infection (on letterhead from your provider's office)
  
- PPD (Tuberculosis Skin Test)** - within **one** year of fieldwork start date
  
- Tetanus**
  - o One dose of Tetanus/Diphtheria (TD) or Tetanus/Diphtheria/Pertussis (Tdap) within the last 10 years
  
- Hepatitis B** (vaccinations or signature to waive)
  - o Please note: This vaccination series (3-4 shots) can take up to 7 months to complete
  
- Influenza Vaccine**
  - o For the current flu season (August through March) - updated each year
  
- Criminal Background Check** - This may need to be completed more than one time over the course of all fieldwork experiences, as some sites request completion within 6 months prior to the student start date. Please note that these core components must be included for current and previous names and addresses:
  - o Criminal background check - national, state, and counties of residence both inside and outside of Maine
  - o Sex Offender Index

- o Nationwide healthcare fraud & abuse search (OIG/GSA)
  - o Social Security Alert
  - o Background check requirements have been previously established through [CastleBranch](#). Please be sure to utilize CastleBranch for processing this, as instant online background checks usually do not meet the above criteria and will not meet the many site requirements.
- ❑ **Fingerprinting:** This is a two-step process (with two separate fees). Students need to be fingerprinted at an approved site and then must submit an application for a fingerprint card through the Department of Education. If you do not have a SS number, this process requires additional steps and will take longer.  
<http://www.maine.gov/doe/cert/fingerprinting/approval-instructions.html>
- ❑ **Drug Screens:** Some healthcare sites require drug screens. This is the **only** item that you may wait to complete after you receive your site assignment. This usually needs to be completed at least one month before your assignment begins. This can be ordered and completed through CastleBranch <https://portal.castlebranch.com/ua87>

Some FW sites require additional certifications or immunizations along with the above requirements. It is the responsibility of the student to ensure compliance with all fieldwork site requirements. **A fieldwork site may add or change a requirement at any time. The student is expected to comply with any change in requirements immediately.** Information regarding site requirements may be found in E\*Value and obtained from the AFWC. It is critical that requirements are confirmed with the site during the student's initial contact with the Fieldwork Educator (FWE)/site contact.

Site requirements are reviewed for compliance prior to each FW experience. Fieldwork sites may cancel your fieldwork if your documentation is not shared in a timely manner. In order to be timely, acquiring all information and scheduling medical visits if needed, must be started at least two months before your scheduled start of Level II fieldwork or the start of the semester for Level I fieldwork (November). Each step may take longer than you expect so be sure to begin your process early. Waiting until two weeks or later before it is needed will certainly put you at risk for not meeting the timeline for completion.

### **Travel and Transportation**

Students are expected to have a reliable means of transportation to and from classes and fieldwork experiences. Level I and II experiences may occur up to a one hour (+/-) drive from the college or your home in Maine. Students are responsible for all travel expenses incurred fieldwork placement. Fieldwork sites are confirmed well in advance of FW start dates and based partially on the geographic location of students. If you move, you must contact the AFWC immediately. If you have already been aligned with your site, which may be well before the communication of your site, you are at risk of alignment with a site that is beyond the desirable one hour commute. At that point, you will need to make the decision whether or not to accept the site. If you decline a site, confirmation of a different site within the established timeframes cannot be guaranteed.

## Counseling Students with Difficulties during Fieldwork Experiences

Fieldwork educators and/or students should identify problems early to allow time for the student, fieldwork educator, and/or AFWC to collaboratively discuss student performance and devise goals to foster the successful completion of fieldwork.

Through telephone consultation or on-site consultation with the FWE and the student, the AFWC may assist in identifying and clarifying issues related to fieldwork placement. The AFWC may also assist with the development of a plan to resolve fieldwork issues.

## Professional Behavior

All students must fully review, understand, and follow the Occupational Therapy Code of Ethics, <http://ajot.aota.org/article.aspx?articleid=2442685>. All professional behavior expectations for USM and your FW site must be followed without exception. **Failure to comply with professional behavior expectations may result in dismissal from your FW placement and/or from the MOT program.**

## Disability Disclosure

Under the Americans with Disability Act, occupational therapy students with disabilities have the right to decide if and when they disclose their disability to the fieldwork site. It is recommended that if you determine that you will need accommodations to fulfill the essential job functions in your fieldwork setting, you should disclose this information to the fieldwork site before you start your placement.

## Health Insurance Portability and Accountability Act (HIPAA)

MOT students are expected to adhere to HIPAA policies while in the classroom, representing the program at community events, and at all times during the fieldwork experience. Your site may ask you to sign a form to confirm your understanding and agreement to abide by HIPAA standards/policies. **Failure to comply with HIPAA policies may result in dismissal from FW and/or from the MOT program.**

## Process for Fieldwork Placements

The University of Southern Maine MOT program does not support or encourage the student to engage in conversations with fieldwork sites on your own, nor should anyone representing you contact a fieldwork site on your behalf to discuss the availability of fieldwork placements. All calls **MUST** be initiated by the AFWC for both in-state and out-of-state sites.

Level I FW sites are generally secured within the state of Maine, with the exception of established international faculty-supported fieldwork options for Level I fieldwork.

The number of students that are able to participate in an international Level I fieldwork is limited. These opportunities will be shared well in advance. The USM MOT faculty will establish a process for submitting interest and selection of students. Prior to declaring your interest, it is important that your ability to participate from both a scheduling and a financial perspective has been determined.

If the student has interest in an out-of-state Level II fieldwork experience, the student will have the opportunity to express a preference. Interest in out-of-state fieldwork needs to be discussed early in the process (one year prior to the semester Level II fieldwork begins) with the AFWC.

Out-of-state fieldwork will need to be explored for sites where USM has an established national Agreement in place. Please contact the AFWC to learn where USM holds these Agreements.

For out-of-state fieldwork, provide the AFWC a contact name, contact telephone number, location, and a contact email address, if possible. The AFWC will make every effort to secure a fieldwork in your desired out-of-state area. When options are exhausted and a fieldwork placement is not secured (usually by 4 months before a start date), then a Maine fieldwork site will be offered.

Each student is not alone in his/her quest for the best site. The AFWC 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 FWE. Your preferences are an important part of the process, but **not** a guarantee of a fieldwork placement.

## Section Two – Level I Fieldwork

Level I fieldwork requires a minimum of 20 hours during EACH semester that it is assigned. Two of these experiences are required in the program. An OT/OTR supervisor is *not required* for Level I fieldwork. You may be assigned to a site with a qualified 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 within the semester of the scheduled fieldwork.

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

The main objective of Level I fieldwork is to provide the student with opportunities to observe therapy environments and have site specific appropriate participation in hands-on activities. Each student will participate in a Level I fieldwork with a primary psycho-social focus.

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 fieldwork educator (FWE) and with the MOT's AFWC. It is your responsibility to participate in the communication process that occurs between the MOT program and the fieldwork site after your fieldwork site has been assigned and communicated to you.

If you are asked to take on a task(s) that you do not feel qualified for, speak with your FWE immediately. In addition, the student should discuss your concern with the Fieldwork Seminar instructor and/or the AFWC.

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

Successful completion of your Level I Fieldwork requires:

1. Attendance and participation at your assigned site for the required amount of time
2. A successful evaluation of your performance completed by your FWE
3. Regular attendance and participation in the accompanying seminar
4. Completion of all assignments for the seminar course
5. Completion of all evaluations in E\*Value (<https://www.e-value.net>): the evaluation of the fieldwork site, fieldwork course, and fieldwork educator (completed by the student), and the evaluation of the student (completed by the fieldwork educator)

In addition, attendance and active participation in Level I fieldwork seminars with timely completion of assignments is required as part of your Level I fieldwork experience.

Development of professional behavior begins in the classroom. As a student, you are required to demonstrate professional behavior in the classroom as well as throughout the fieldwork experience. The student is responsible for understanding the norms of the fieldwork site, both implicit and explicit. When in doubt, ask for clarification.

### Section Three – Level II Fieldwork

Level II fieldwork requires two separate 12-week affiliations 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 (ACOTE standards).

Once all sites are secured for the number of students that require fieldwork, the MOT faculty reviews availability, geographic preference, clinical preference, student strengths/needs, and timing of fieldwork. Once this discussion occurs, fieldwork alignments are shared with students. While this an exciting time for students, the broad communication of sites cannot be shared until everyone has a placement assigned. The only exception is if the student's placement requires a relocation out of state, or the site requires a student's name in advance of the group decision.

If the student declines the fieldwork site that was assigned, due to the difficulty in confirming sites, the student will be placed at the bottom of the assignment list and **will not** be guaranteed an additional offer within the same time period. There are a limited number of available sites during each FW rotation. This may jeopardize the student's ability to continue the MOT program within the scheduled timeframes and may delay graduation.

Because of site availability, not all requests can be honored. All students are guaranteed an appropriate FW placement for both of their level II experiences. Once the student is offered a fieldwork site, it is the student's opportunity to engage and learn.

It is imperative that if the student has time off requirements during the scheduled fieldwork for critical family/personal needs, that these are planned for and discussed up front PRIOR to arriving at the fieldwork site. The fieldwork educator may approve or deny the request. *It is highly recommended that you view your fieldwork placement the same as accepting a full-time professional role, where time off is usually not supported during the first three months.*

#### Level II Fieldwork Begins

*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 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 site. 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.

In addition, you are required to actively participate with the online portion of the course as outlined in the syllabus for OTH 620 and OTH 621. This is facilitated by USM OT Faculty.

If you are out due to illness or other reason (with the exception of site holidays) during your 12 week experience, you will need to make up your time at the end if it is greater than two days. You are required to participate in the experience on a full-time basis, unless your ACFW, the site and you have made another arrangement for a specific circumstance.

### Email and Blackboard Use during Fieldwork

**Daily checking of your @maine.edu email and use of Blackboard for your course is required while participating in fieldwork.**

Students who do not complete all Blackboard requirements as outlined in the syllabus will not receive a passing grade for fieldwork, regardless of whether or not they pass their site experience. This is still considered a required course toward your degree even though you are not on campus.

Successful completion of your Level II Fieldwork requires:

1. Attendance and participation at your assigned site for the required amount of time
2. Completion of a mid-term evaluation (AOTA Performance Evaluation of the Student) and a successful final evaluation of your performance completed by your Fieldwork Educator
  - a. The mid-term student performance evaluation and final student performance evaluation must be read and signed off by the student in E\*Value
3. Active participation in the accompanying Blackboard Discussions (as outlined in the course syllabus)
4. At least weekly, accurate, submission of fieldwork hours in E\*Value (<https://www.e-value.net>)
5. Completion of the following evaluations in E\*Value (<https://www.e-value.net>): Student Evaluation of the Fieldwork Experience (SEFWE) and the WDYWW Supplemental SEFWE on the fieldwork educator in E\*Value.

A pass-fail grade will not be assigned until all aspects of the course are completed and your Blackboard requirements have been met.

### E\*Value Policies and Procedures

All students and fieldwork educators will utilize the online software program E\*Value (<https://www.e-value.net>) for the logging of student hours and completion of appropriate evaluations, for both level I and level II fieldwork placements. Login information and a student use manual will be provided for all fieldwork students during the associated fieldwork seminar course. No paper evaluations will be used.

Students will be required to log all hours worked during fieldwork placements on at least a weekly basis, for tracking purposes. Fieldwork educators will be asked to verify and approve entered hours.

Failure to complete all assigned evaluations in E\*Value will result in an incomplete grade for the associated fieldwork course.

The E\*Value Student Instruction Manual (along with other important fieldwork resources) can be found here: <http://usm.maine.edu/ot/mot-fieldwork-resources>

## **APPENDICES**

## Curriculum Model Logo and Design



### 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 and Clinical Reasoning
- Self-Awareness
- Ethical Practice
- Developing and Using Evidence
- Contextual Competence

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 semester) 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:

### Fall Year 1

- OT Foundations
- Introduction to Occupation
- The Reflective Practitioner
- Contextual Considerations
- Fundamentals of Human Anatomy and Movement with Lab

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:

### Spring Year 1

- Impact of Mental Health on Occupational Performance with Lab
- Ethics and Occupational Justice
- Level I Fieldwork: Mental Health
- Research and Evidence-Based Practice I
- Neuroscience for Occupational Therapists with Lab

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, level I fieldwork in the same EBP setting, group process (continued in the second part of mental health), and management in occupational therapy complete this ring. Courses include:

#### Summer Year 1

- Research and Evidence Based Practice II
- Occupational Performance: Adulthood Part I with Lab
- Level I Fieldwork: Community Practice

#### Fall Year 2

- Level I Fieldwork: Populations
- Impact of Mental Health on Occupational Performance Part II
- Occupational Performance: Infancy through Adolescence Part I with Lab
- Applied Kinesiology and Exercise Physiology with Lab
- Management in Occupational Therapy

#### Spring Year 2 (Jan/Feb/Mar)

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

#### Spring Year 2 (Mar/Apr/May)

- 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 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
- Advanced Topics in OT

#### 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\\_Integrity\\_Policy%20PDF.pdf](https://usm.maine.edu/.../Office%20of%20the%20Provost/Academic_Integrity_Policy%20PDF.pdf)

## Honor Societies (Optional)

Students will, inevitably, be contacted by various honor societies while enrolled in the MOT program. These contacts are generally made after you apply to graduate, as they look at your GPA toward the end of your program when sending out invitations to join. Here are two honor societies that the University of Southern Maine participates in. Any others that contact you should be researched thoroughly for validity prior to joining.

### Phi Kappa Phi

Phi Kappa Phi is the nation's oldest and most selective multidisciplinary collegiate honor society. It initiates more than 30,000 members a year on 300 campuses in the United States and the Philippines. Phi Kappa Phi was founded by a group of 10 senior students, 2 faculty members, and the president of the University of Maine in 1897 in order to recognize excellence in all academic disciplines. Since its inception, 1.25 million members have joined its ranks.

Standards for election are extremely high. Membership is by invitation only to the top 7.5 percent of second-semester juniors and the top 10 percent of seniors and graduate students. Phi Kappa Phi celebrates upperclassmen and graduate students who prove to be strong scholars throughout their academic careers.

Membership in Phi Kappa Phi recognizes and rewards academic success. New members are initiated at a ceremony and reception/banquet held on their campus. They receive a personalized membership certificate and card and are presented with the official [Phi Kappa Phi pin](#) at the initiation ceremony. New members also may opt-in to receive a [personalized story and press release](#) about their initiation.

Phi Kappa Phi members are also eligible to apply for numerous grants and awards each year for everything from Fellowships to continuing education and professional development. Members are also eligible for discounts at various corporate partners.

For more information, please visit: <http://www.phikappaphi.org/>

For more information about USM's Chapter 173 of Phi Kappa Phi, please contact: Bonnie Stearns at [bstearns@maine.edu](mailto:bstearns@maine.edu)

### Golden Key International Honour Society

Golden Key is the world's largest collegiate honor society. Membership into the Society is by invitation only and applies to the top 15% of college and university sophomores, juniors and seniors, as well as top-performing graduate students in all fields of study, based solely on their academic achievements.

With more than 2 million members, including honoraries like Desmond Tutu, Elie Wiesel and Bill Clinton, Golden Key carries an esteemed legacy of achievement. Golden Key offers its members exclusive opportunities and connections through over half a million dollars in scholarships and awards, partnerships with major corporations, career advancement and graduate programs.

For more information, please visit: <https://www.goldenkey.org/>

For information on USM's Chapter of Golden Key, please visit: <http://usmaine.goldenkey.org/> or contact Helen Gorgas-Goulding at [helen.gorgas@maine.edu](mailto:helen.gorgas@maine.edu)

## Student Documentation Requirements

All documentation requirements are to be uploaded into CastleBranch for compliance tracking. Please visit <https://portal.castlebranch.com/ua87>

- 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))
- Signed Student Handbook Acknowledgement form
- Signed Student Acknowledgement Form for Fieldwork Manual Review
- Each student is required to prepare a **short autobiography** to share with fieldwork educators prior to beginning fieldwork. This should be at the ready in your professional portfolio.
- Upload all documentation for immunizations, CPR, health insurance, background checks, and any other credentials, certifications, etc. directly to CastleBranch for verification. Students are responsible for maintaining and updating these documents in order to be eligible for fieldwork placements.

## Student Handbook Acknowledgement Form

The Student Handbook will be covered in full during orientation week, the first week of classes. Students will be held responsible for understanding the content presented within it and are expected to ask for clarification where needed. Lab safety policies and procedures will also be discussed during orientation.

Please read the statement, print and sign below, then upload this document to CastleBranch.

*By signing below, 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>*

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Print and Sign Full Legal Name

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Date

## Student Acknowledgement Form for Fieldwork Manual Review

- I understand that the contents of the USM MOT Fieldwork Manual are in addition to the USM MOT Student Handbook and that the contents of the Student Handbook remain in place.
- I have thoroughly reviewed and understand the contents of the USM MOT Student Fieldwork Manual.
- I agree to follow the guidance outlined in the USM Student Handbook and the USM Fieldwork Manual and accept the responsibility as outlined.
- I understand that I am responsible for all costs of obtaining site requirements and will do so in a timely manner.
- I accept the responsibility to complete all site requirements as a condition of my participation in fieldwork experiences.

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Print and Sign Full Legal Name

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Date