

BS/MS Program in Occupational Therapy

Department of Rehabilitation Science

School of Public Health & Health Professions



**Handbook for Intended Occupational Therapy Students
2021-2023**

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SECTION 1
OVERVIEW OF THE PRE-OT PROGRAM

INTRODUCTION

Located approximately 100 miles west of Clifton Springs, New York--the birthplace of our profession--the Department of Occupational Therapy at this University was established in 1954 as an academic unit of the School of Medicine, offering a four-year program leading to a Bachelor of Science Degree. In 1965, the Departments of Occupational Therapy, Physical Therapy, and Medical Technology were transferred from the Medical School to a new School of Health Related Professions within the Faculty of Health Sciences. In January 2003, the School of Health Related Professions and the Department of Social and Preventive Medicine merged to form a reconfigured School of Public Health and Health Professions (SPHHP). The SPHHP is accredited by the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education to accredit schools of public health. The Occupational Therapy and Physical Therapy programs now comprise the Department of Rehabilitation Science within this school.

Occupational therapy entry-level professional education moved to the graduate level in 2005 with the implementation of the BS in Occupational Science/MS in Occupational Therapy program. The curriculum was recently revised in keeping with current standards set by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). This program is fully accredited through 2027 by The Accreditation Council for Occupational Therapy Education (ACOTE), located at 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929. AOTA's phone number is (201) 652-AOTA, AOTA website is <http://www.aota.org/> and ACOTE's website is <http://www.acoteonline.org/>

In addition to the combined BS/MS professional degree, the Department of Rehabilitation Science also plays a major role in the interdisciplinary Ph.D. program in Rehabilitation Science and the post graduate online Certificate in Assistive and Rehabilitation Technologies.

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession. Upon successful completion of the BS/MS in Occupational Therapy program, graduates are eligible to take the National Certification Examination. NBCOT® is located at 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150. The telephone number for NBCOT® is (201) 990-7979 and their website is www.nbcot.org

Please Note: An arrest or conviction for a misdemeanor or a felony may affect a student's ability to complete fieldwork and should be discussed with the fieldwork coordinator. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure and students should contact NBCOT for further information or discuss the situation with the program director.

This Handbook provides information that will be useful for you as you prepare to apply to the professional phase, of the BS/MS program. A BS/MS handbook will be issued upon acceptance into the professional program.

WHAT ARE OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY?

Occupational science is the study of human occupation. The occupational therapy program at the University at Buffalo is based on the philosophical belief that people have a vital need for occupation. Occupation is defined as the ways in which people occupy their time and includes activities such as self-care, play, work, and leisure. One engages in occupation for three primary reasons: (1) to acquire the skills and behaviors necessary for insuring one's survival, (2) to achieve a sense of quality in one's life, and (3) to contribute to the progress and well-being of society by being a productive member of that society.

As noted on the American Occupational Therapy Association (AOTA) website, occupational therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. It gives people the "skills for the job of living" necessary for independent and satisfying lives. Services typically include:

- Customized intervention programs to improve one's ability to perform daily activities
- Comprehensive home and job site evaluations with adaptation recommendations
- Performance skills assessments and intervention
- Adaptive equipment recommendations and usage training
- Guidance to family members and caregivers

A wide variety of people can benefit from occupational therapy including those with:

- Work-related injuries including lower back problems or repetitive stress injuries
- Limitations following a stroke or heart attack, arthritis, multiple sclerosis, or other serious chronic conditions
- Birth injuries, learning problems, or developmental disabilities
- Mental health or behavioral challenges including Alzheimer's, schizophrenia, and post-traumatic stress
- Problems with substance use
- Eating disorders
- Burns, spinal cord injuries, or amputations
- Broken bones or other injuries from falls, sports injuries, or accidents
- Vision or cognitive problems that threaten their ability to drive
- Chronic illness, chronic pain, and relapsing/remitting conditions

Additional information about the profession of occupational therapy can be found at the AOTA website at: www.aota.org

ENTERING THE PROFESSION OF OCCUPATIONAL THERAPY

Individuals can enter the profession of occupational therapy at the associate's level or bachelors' level as a Certified Occupational Therapy Assistant (COTA), or they can enter the profession at the master's or Doctoral level as an Occupational Therapist, Registered (OTR). Many entry-level masters and entry-level OTD programs for occupational therapists are post-baccalaureate programs, meaning the student must complete a bachelor's degree in another field while

completing all of their OT prerequisite courses and then apply to an OT program as a graduate student.

UB Public Health / Pre OT Track and OT BS/MS programs- A Smart Start

Our pre-OT track and accelerated combined BS/MS program allow future occupational therapists to complete prerequisite courses to apply to our accelerated BS/MS in OT to complete a BS in occupational science and MS in occupational therapy in just five years. This unique program is the only one of its kind in the SUNY system.

In order to provide students with the best options for their future, we have partnered with the Bachelor of Science in Public Health program to allow all pre-OT students to enter the University as Public Health majors in a pre-OT track. This allows students to complete University requirements, OT prerequisites, and requirements to be applied to a BS in Public Health in the first two years. Students apply to the accelerated BS in occupational science /MS in occupational therapy in the spring of their second year, and the majority of students enter the OT professional program in the fall of their third year. Once admitted to the OT professional program, students' major changes from BS in public health to BS in occupational science/MS in occupational therapy. Students who are not admitted to the BS/MS program or who decide to not apply to the program are able to complete a BS in Public Health. This degree, along with the OT prerequisite courses taken, may be used to apply to post baccalaureate OT programs. (note: prerequisite courses vary from program to program, and students may need to take additional prerequisite courses for some OT programs).

Starting your pre-OT academic career at UB allows students to complete OT prerequisites within the public health major, while also being eligible to apply to the accelerated 5-year BS/MS program at UB.

Students may enter the public health Pre-OT track as:

Freshmen: Incoming freshman students who request occupational therapy as their major on may be accepted as a public health BS major in the pre-OT track. Courses in the first two years of the BS program meet the general education requirements and occupational science prerequisite courses.

Early Assurance: Some students who apply as freshmen may be offered an opportunity to enroll in our Early Assurance (EA) program. This program allows select high school students the advantage of securing a seat in the OT professional program after completing two years of pre-OT coursework within the public health BS major while maintaining the grades and GPA set forth in the EA program. Admission to the EA program is based on the University's Freshman Admission Criteria. There are no additional high school GPA or SAT/ACT requirements, and no separate application for the Early Assurance programs. We encourage you, however, to apply to UB and select "Occupational therapy" as your chosen major as early in the admission cycle as possible for full consideration. If you are eligible for the program, you will be notified and required to respond to your offer within two weeks of its receipt. You will receive more information directly if you are eligible.

Change of major: Students who enter UB as a major other than OT can change their major to Public Health Major with Pre-OT track. Courses in the first two years of the BS program meet the general education requirements and occupational science prerequisite courses.

Transfer: Students can join UB as transfer students from other institutions by indicating “occupational therapy” on their application. If accepted, these students would be enrolled in the Public Health BS major in the pre-OT track. Courses completed at other colleges or universities are not automatically accepted by the program or University as fulfilling the prerequisite requirements. Determination is made by an evaluation of the student's transcripts, descriptions of courses that he/she has taken, and credit hours completed. It is recommended that prospective transfer students contact the SPHHP Office for Academic and Student Affairs (OASA) at 716-829-6769 or by email at sphhp-OASA@buffalo.edu to determine the suitability of prior coursework.

ADVISEMENT

In the first two years at UB, students are in the BS in Public Health pre-OT track, and are advised by the School of Public Health and Health Professions (SPHHP) Office of Academic and Student Affairs (OASA). The advisors in OASA are experts in the requirements to enter the OT program and can help students make decisions about which courses to take in which semester, and how to navigate rough waters if students run into academic difficulty.

THE CURRICULUM

PREREQUISITE COURSES

Students must complete the courses listed below with a grade of C- or better in order to be eligible to progress to the professional phase of the program. Additionally, students must have a minimum GPA of 2.8 in the prerequisite courses to apply to the professional program.

A student may take a prerequisite course more than once in order to earn the minimum required grade of C; however, if the course is taken more than once, the prerequisite GPA will be calculated using the grade earned the second time the course is taken.

A student may not repeat more than two (2) prerequisite courses in order to meet the minimum admission requirements for the professional program.

PHY 101	College Physics I
ES 207	Human Form/Function (virtual)
PGY 300	Human Physiology
OT 201	Introduction to Occupational Therapy
OT 217	Medical Terminology (virtual)
SOC 211	Sociology of Diversity
PHI 101	Introduction to Philosophy
SOC 101	Introduction to Sociology
PSY 101	Introductory Psychology

PSY 322	Abnormal Psychology
PSY 336	Developmental Psychology
STA 119	Statistical Methods
PAS 407	Gross Human Anatomy (for students entering UB prior to fall, 2015)

Students submitting a Promotion to Professional Sequence (PPS) application in January must have completed eight prerequisite courses, including ES 207, PHY 101, OT 201, and STA 119 prior to submission. *Students may request permission to apply to the professional sequence if taking OT 201 in the semester they apply, and they should contact the OT program coordinator with that request prior to applying.*

All prerequisite courses must be successfully completed in order to be eligible to take PAS 407: Gross Human Anatomy.

SAMPLE CURRICULUM FOR YEARS 1 and 2
(Including UB Curriculum Requirements and Prerequisite Courses)

Year/Semester	Course #	Course Title	Credit Hours
Year 1/ Fall	UBS	UB Seminar	3
	ENG 105	Writing and Rhetoric	4
	PHY 101	College Physics	4
	PUB 101	Intro to Public Health	3
			(14) Semester Total
Year 1/Spring	ES 207	Human Form and Function (virtual)	4
	SOC 101	Introduction to Sociology	3
	PSY 101	Introductory Psychology	3
	PHI 101	Introduction to Philosophy	3
	OT 201	Introduction to Occupational Therapy	3 (16) Semester Total
Year 2/Fall	OT 217	Medical Terminology(virtual)	1
	PGY 300	Human Physiology	4
	PSY 322	Abnormal Psychology	3
	STA 119	Statistical Methods	4
	PUB 102	Historical and Contemporary Public Health Problems	3
			(15) Semester Total
Year2/Spring	SOC 211	Sociology of Diversity	3
	PSY 336	Developmental Psychology	3

ENG 285	Writing in the Health Sciences	3
UB Curriculum	Pathway	3
UB Curriculum	Pathway	3
		(15) Semester Total

Students must complete all UB curriculum requirements except the capstone requirement prior to starting the professional phase of the program.

APPLICATION FOR THE PROFESSIONAL PROGRAM

All students must [apply to the professional program](#) through Graduate School Application Manager by January

Students must apply to the professional program through the Graduate School Application Manager by January 6 of the year they plan to enter the professional program, which is generally year 2. After review of the admissions committee, students may be provisionally accepted, placed on a wait list, or not accepted into the program for that year, and are generally notified in March of the year they applied. Students who are provisionally accepted in the professional program are fully admitted to the program after successful completion of PAS 407 in the summer of year 3. Some students may be placed on a wait list in March and may be fully admitted to the program upon successful completion of PAS 407 on a space available basis. Students who do not successfully complete PAS 407 must reapply to the program.

ADMISSION POLICY

Promotion to professional sequence

All pre-OT students apply to the professional program by January 6 of the year they plan to enter the professional program. For students admitted as Freshman, this is January 6 of their second year (sophomore) of the program. Applicants must be enrolled in UB at the time of application to the professional sequence. Professional sequence admission is competitive as noted below.

Students submitting a PPS application must have completed eight pre-requisite courses including ES207, PHY 101, PGY 300, and OT 201 prior to submission

Minimum Acceptance Criteria

In order to be considered for acceptance into the professional sequence of the program, students must:

- Be matriculating University at Buffalo students at the time of PPS submission;
- Have completed at least 8 of the 12 prerequisite courses, including ES 207, OT 201, PHY 101, and STA 119. Note: *Students may request permission to apply to the professional sequence if taking OT 201 in the semester they apply, and they should contact the OT program coordinator with that request prior to applying.*

- Complete all prerequisite courses with a grade of C or better.
- Have a minimum GPA of 2.8 in all prerequisite courses.
- Complete 70 hours of volunteer work in a United States occupational therapy setting providing direct patient/client care under the supervision of an occupational therapist (within the past two years); the volunteer form is to be submitted with the Promotion to Professional Sequence form and applicants must earn a rating of “Excellent” or “Good”. (Note: *this is modified for students applying in 2021 and 2022 due to COVID restrictions on volunteer availability*. See <http://sphhp.buffalo.edu/rehabilitation-science/education/occupational-therapy-bsms/admissions.html>)
- Complete a Promotion to Professional Sequence form, which includes a personal statement, by January 6th of the year in which they plan to begin the professional program
- Review the OT Program Technical Standards and include the documentation form with the Promotion to Professional Sequence Application indicating the student is able to meet the technical standards with or without reasonable accommodation

All prerequisite and general education courses must be successfully completed in order to be eligible to take ANA 407: Gross Human Anatomy.

Promotion to the professional program is competitive based on the strength of the application including (but not limited to) grade point average, volunteer reference, and personal statement. All applications are reviewed by a faculty committee to determine admission. Specific requirements are based on calendar year of becoming a pre-OT track student and criteria set forth in the Early Assurance letter, if applicable. Students should contact the SPHHP Office for Academic and Student Affairs (OASA) at 716-829-6769 or by email at sphhp-OASA@buffalo.edu for details about their admission criteria.

The OT Professional Program Application in the e Graduate School Application Manager will be available online by late November.

Students will be notified of their standing in March of the year they apply. Students may be either provisionally accepted, offered placement on a wait list, or not accepted. Students who are not accepted are not eligible to take ANA 407 as an OT student and must reapply to be considered for the OT program in the future.

Students who are provisionally accepted are fully admitted to the program after successful completion of ANA 407 in the summer of year 2.

Students placed on the wait list may be fully admitted to the program upon successful completion of ANA 407 on a space available basis.

Students who do not successfully complete ANA 407 are not admitted to the program and must reapply to the program.

Students must complete all general education requirements prior to starting the professional phase of the program.

SECTION 2
OVERVIEW OF THE PROFESSIONAL PROGRAM

MESSAGE FROM THE FACULTY

Welcome to the University at Buffalo as an intended Bachelor of Science in Occupational Science/Master of Science in Occupational Therapy major!

You are entering the occupational therapy profession at an exciting time. In 2017, both the profession of Occupational Therapy and the American Occupational Therapy Association turned 100. This is a time to celebrate our past and consider how to advance occupational therapy into the 21st century. The demand for occupational therapists is on the upswing. Employment is projected to increase faster than in the past, as rapid growth in the number of middle-age and elderly individuals increases the demand for therapeutic services. Occupational therapists are also becoming increasingly involved in emerging practice areas such as support for aging in place, community health and wellness, ergonomics consulting, addressing the psychosocial needs of children and youth, and technology and assistive device development and consulting. We sincerely believe that you will confirm, in the course of your studies, that you have chosen an exciting and rewarding profession.

As a member of the University at Buffalo intended occupational therapy program, you have the opportunity to learn with a diverse group of students from all over the globe and learn from expert teachers and researchers in their respective areas. UB has many academic and social opportunities to allow you to learn, grow, and develop your interests. Opportunities to join Pre SOTA, the student occupational therapy association for intended majors, volunteer in the community, attend monthly rehabilitation science seminars on south campus and Fall and Spring Glen E Gresham Rehabilitation Science Guest Lectures offer students the opportunity to develop skills and knowledge and relationships to support their OT career

Being a member of a learning community has many benefits, but also has many responsibilities. Completing readings and assignments prior to class, attending class, attending *in* class, and participating in class discussions are all essential responsibilities of students in our program.

Similarly, developing healthy, positive professional relationships with your classmates, who are also your future colleagues, is essential, and this involves three essential elements.

The first essential element is **respect**. One of the most valuable learning experiences that you will encounter in the months ahead is learning why others think and act as they do. Differences in cultural backgrounds and life experiences produce differences in thought and action. It is by understanding and **respecting** those differences that strength is added to one's character, which builds and reinforces the cohesiveness of any group. The clients we will work with come from many backgrounds. Having practitioners from diverse backgrounds helps us all to understand, appreciate, and respect our many unique and diverse attributes.

Second, healthy positive professional relationships demand **cooperation** which is always contingent upon an attitude of caring. People who do not cooperate with others toward the achievement of common goals are often individuals for whom "we" has no meaning. Caring enough about others to engage in an exchange relationship, where the mutual interests of all concerned are served by transactions of giving and receiving, is to cooperate in achieving common goals.

A third essential ingredient for developing a healthy class personality is **responsibility**. Concomitant with membership in any organization, large or small, is a set of expected behaviors for which the member accepts responsibility. In this organization, these sets of behaviors are those expected of a health care professional. Responsible professional behaviors include respect for authority, adherence to stated departmental, university, and occupational therapy professional policies and procedures, active participation in learning experiences, and self-initiating requests for assistance, as needed, to successfully complete the occupational therapy professional program. Accepting the responsibility for one's actions is a professional responsibility that none of us can or should escape. Professionalism means responsibility and to abdicate that responsibility is to relinquish one's status as a professional.

The occupational therapy program at the University at Buffalo places a strong emphasis on professionalism. Our students and graduates are known for their professionalism in the clinic, and we look forward to working with you as you develop your clinical and professional skills.

Again, welcome! We look forward to working with you and to getting to know each of you better in the months ahead.

EDUCATION RESPONSIBILITY STATEMENT

As adult learners, it is your responsibility to be aware of and follow the requirements, policies, and procedures related to your role as an occupational therapy student. These include, but are not limited to:

- Prerequisites for the program
- Criteria for admission to the professional sequence of the program
- UB curriculum requirements
- Sequence of courses in the program
- Number of credits required for graduation
- Reading and understanding your Academic Advisement Report (AAR)
- Policies and procedures related to satisfactory academic standing, probation and dismissal
- Fieldwork requirements
- Professional behavior
- Technical Standards for Admission, Promotion, and Graduation
- Information on NBCOT certification and state licensure

While faculty and academic advisors will assist you throughout your educational program, it is ultimately the student's responsibility to assure that all program and university requirements are met. The information needed to do this can be found in this handbook and on the program, school, and university websites. **Use these resources!**

VISION AND MISSION STATEMENTS

American Occupational Therapy Association: Vision 2025

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

University at Buffalo

Mission

The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of its research, scholarship and creative activity, and educational excellence to global and local communities in ways that impact and positively change the world. We view the three traditional pillars of the public higher education mission—research, education, and service—as interdependent endeavors that continually enrich and inform each other. Groundbreaking research, transformative educational experiences, and deeply engaged service to all communities define the University at Buffalo’s mission as a premier, research-intensive public university.

Vision

Building on the existing strong foundation of academic excellence, knowledge and understanding, UB will advance into the highest tier of the nation’s leading public research universities, thereby expanding the scope of its reach and the strength of its world-wide impact.

Goals

UB will enhance the national and international stature of the university by achieving a number of specific academic objectives. Among the **strategic goals** articulated for the immediate future, UB will:

- Build on its foundation of faculty excellence through significant investments in areas of strategic strength across the disciplines to build intellectual and instructional capacity, increase federal and other research funding, expand student opportunities and heighten the academic reputation of the university.
- Enhance the overall student educational experience while raising the academic profile of its undergraduate, graduate and professional students and significantly improving its undergraduate four- and six-year graduation rates.
- Improve academic support infrastructures to provide state-of-the-art educational and research environments that advance faculty and students in their ongoing pursuit of excellence.
- Further enhance its faculty and student diversity through focused enrollment and hiring strategies and implementation of best practices with regard to recruitment and retention.

- Expand its impact as a recognized leader in international education, leveraging its diverse international population and strong portfolio of institutional partnerships to strengthen the university's international presence and to advance its commitment to preparing students to live and lead in a global world.
- Deepen its impact and outreach in the regional community, strengthening programs and partnerships that contribute to the social, cultural, and economic vitality of Western New York.
- Align strategically at the School of Medicine and Biomedical Sciences and the other health-sciences schools with key health-related and research partners in order to improve health-care outcomes for the region and expand the university's health-sciences programs and curricula, while improving the national rankings of the health-sciences.

School of Public Health and Health Professions

Mission

Our mission is to improve the health of populations, communities and individuals through disciplinary and interdisciplinary education, research and service.

Vision

We will be a leading school of public health and health professions recognized for the advantages of its combination of related academic programs that promote the understanding, prevention and treatment of disease and disability, thereby improving the health of populations, communities and individuals from regionally to globally.

Values

Our values are consistent with those of the university. We value the pursuit of academic excellence through the creation, dissemination and application of knowledge related to the health and well-being of populations, communities and individuals. We endeavor to instill in our students, faculty and staff, ethical principles that include autonomy, justice and beneficence. These values enable us to foster a harmonious environment as we work with others in a respectful, culturally competent manner so that populations and individuals with varying health conditions and abilities can participate in meaningful and fulfilling activities. Our efforts are guided by a commitment to:

- Public health
- Evidence-based scientific and professional practice
- Professionalism and communication, which includes the importance of cultural competence and diversity

Goals

- **Education:** Provide an academic environment that includes foundational preparation in public health, evidence-based practice and communication and professionalism for all

students and prepares graduates for success as public health professionals, practitioners in the health professions, educators and researchers.

- **Research:** Conduct research that relates to important health issues faced by populations, communities and individuals.
- **Service:** Provide service to communities (from local to global), the university and scholarly and professional organizations.

Department of Rehabilitation Science

Mission

The mission of the Department of Rehabilitation Science is dedicated to the advancement of knowledge through research in the disciplines of occupational therapy and physical therapy; to the educational and professional development of students and practitioners in these and other health professions; and to developing meaningful inter-disciplinary collaborations in education, research and practice, thereby promoting and improving the health of people regionally, nationally, and internationally.

Vision

The vision of the Department of Rehabilitation Science is to become a leader in shaping the role of occupational therapy, physical therapy and related health disciplines in promoting the health, wellness, and quality of life of individuals, communities, and populations, both with and without disabilities.

Goals

The goals of the Department of Rehabilitation Science include the:

- 1) advancement of knowledge through research in occupational therapy, physical therapy and related health disciplines
- 2) educational and professional development of students and practitioners in the health professions
- 3) development of meaningful inter-disciplinary collaborations in education, research, and practice, thereby promoting and improving the health of people regionally, nationally, and internationally.

Occupational Therapy Program

Mission

The mission of the occupational therapy program is to prepare therapists who are engaged in the local and global community and address the occupational needs of individuals and populations. This is accomplished by providing our students with an exemplary education, research, service learning opportunities, and clinical experiences.

Vision

Our vision is to be a leader in shaping the role of occupational therapy in promoting evidence-based health and wellness for individuals and populations, both with and without disabilities, in local and global communities.

Goals

Graduates of the BS in Occupational Science/ MS in Occupational Therapy program at the University at Buffalo will:

1. demonstrate competency in providing evidence-based occupational therapy interventions
2. demonstrate competency in their clinical experiences (fieldwork placements)
3. obtain employment within their profession

OCCUPATIONAL THERAPY PROGRAM PHILOSOPHY

Philosophical Basis

The Occupational Therapy Program, as part of the Department of Rehabilitation Science in the School of Public Health and Health Professions at the University at Buffalo (UB) adheres to the philosophical belief that engagement in occupation is an innate need and right of all individuals, and that such participation supports the health and wellness of individuals and populations. We define occupation as the meaningful and productive ways in which people use their time, which occurs within a physical and non-physical environment that is unique to the person and situation.

A person's engagement in occupations fulfills four primary functions: (1) to acquire skills and behaviors necessary for ensuring one's own health, safety and survival; (2) to achieve a sense of quality in one's life; (3) to promote one's personal physical and mental well-being; and (4) to contribute to the progress and well-being of family, community, and society. Engagement in occupation is fundamental to health promotion, wellness, remediation or restoration.

The ability to engage in occupation and realize these four functions may be compromised as a result of illness, disability, contextual factors, or other life circumstances. Occupational therapy practitioners utilize meaningful and relevant activity, called occupation, as a means to facilitate change within the person or environment, and also as an outcome of the therapeutic process, with participation in meaningful occupation the ultimate goal of intervention.

Philosophical Frame for Learning

A fundamental principle of the occupational therapy program is that human beings learn and adapt through active engagement in occupations when they receive and process information from their senses and compare this information with knowledge and experiences previously obtained. Through repetition of these experiences, new knowledge is constructed, and new behaviors emerge. More specifically, the faculty has adopted Fleming's VARK (Visual, Auditory, Reading/writing, Kinesthetic/tactile) theory to describe the various learning styles of learners and promote teaching to all styles (Fleming & Mills, 1992). The faculty have also adopted Bloom's taxonomy (Anderson & Krathwohl, 2001) to describe the sequential nature of learning and to structure our curriculum accordingly.

Based on Bloom's taxonomy, we have identified three major levels of learning in our curriculum design: Didactic, Apprenticeship, and Creative. These are further discussed in the curriculum design section of this document.

The Didactic level is characterized by classroom-based, laboratory-based, and online learning experiences. It is guided by cognitive and social constructivist theories as we work with students to develop sound cognitive constructs individually and in groups to form a solid foundation for future learning. The role of the educator at this level is to select learning materials and activities to promote construction of fundamental concepts and psychomotor skills and to measure mastery of these in individual students. Learning at this level is measured by objective and subjective tests, observation of psychomotor skills, and written papers and projects.

The Apprenticeship level is characterized by real-life observations and interactions found in site observations and Level I and Level II fieldwork experiences. It is guided by Kolb and Fry's (1975) model of experiential learning, which includes four spiraling elements: concrete experiences, observation and reflection, forming abstract concepts and testing in new situations. The role of the educator at this level is to facilitate individual student's movement through the four elements of experiential learning so that the student is competent to practice as an entry-level therapist upon completion of the program. Learning at this level is measured by objective and subjective feedback from faculty, fieldwork educators and by student self-reflection.

The Creative level is characterized by student-developed programs and interventions through service learning as well as research and other scholarly activity. It is guided by Knowles' (1984) theory of Andragogy as students are at the graduate level and are regarded as adult learners who are self-directed, able to draw on previous experiences to aid their own learning, ready to take on new social roles, interested in applying information immediately in problem solving, and internally motivated to learn. The role of the educator at this level is that of a mentor, helping students to integrate previous knowledge and experiences with new information to enable them to create programs and scholarly activities to address societal needs. Learning at this level is measured by feedback from mentors, peers, and service recipients, along with self-reflection.

Our philosophical basis for learning is shared with both faculty and students. Faculty engage in continuing learning experiences to discuss the theories adopted in our philosophy and, when appropriate, identify goals in this area in their faculty development plans. Students are introduced to our philosophy at orientation and through the student handbook. Students then gain more in-depth experience with Bloom's taxonomy, Fleming's VARK theory, Piaget's cognitive constructivist theory, and Vygotsky's social constructivist theory in OT 333 - Occupational Development across the Lifespan. They also apply these theories in OT 402 - Group Process and Interpersonal Skills and when developing and implementing intervention plans with clients.

Selection of content, scope, and sequencing

When initially designing our master's degree program in 2002-2003, we considered our student population. Our university attracts many students as freshmen with the intent of occupational therapy as a major. Taking this into consideration, we decided to develop a combined Bachelor of Science / Master of Science (BS/MS) program, which would allow these students to progress through the program in five years. This is more time and cost effective for the students than an

entry-level master's program, which would require students to complete a bachelor's degree in another field prior to admission in the OT program.

The curriculum design was reviewed and revised during the 2011-2012 academic year. In revising the curriculum design, faculty adopted a systematic approach in which we:

- Identified needs through student exit interviews, faculty curriculum review, and graduate student and an alumni focus group.
- Formulated objectives addressing identified needs related to our philosophy, mission, and vision.
- Selected content based on the Accreditation Council for Occupational Therapy Education (ACOTE) standards, American Occupational Therapy Association's (AOTA) centennial vision and practice areas, future trends, current course objectives, fieldwork evaluations, and employer surveys.
- Organized content based on developmental learning needs of the students.
- Selected learning experiences based on developmental learning needs and a constructivist approach.
- Organized learning experiences based on developmental needs and University logistical issues.
- Evaluated adherence to ACOTE standards.

Curriculum Design

Reflecting our vision, mission, and philosophy, the core of the curriculum is comprised of a commitment to occupation to promote health and wellness in individuals and populations. Sequentially, the curriculum is designed to begin with foundational coursework followed by four categories of service delivery settings with three levels of learning within each setting. Threaded throughout the curriculum is a commitment to public health, evidence-based practice, and professionalism.

The four categories of service delivery settings are medical, home, educational, and community. Content in these service delivery settings was designed to incorporate all seven of the AOTA focused practice areas (AOTA, 2012). The service delivery settings are:

- Medical - This category focuses on inpatient and outpatient institution-based health care such as acute-care hospitals, rehabilitation units, and skilled nursing facilities.
- Educational- This category addresses service delivery for children in preschool, elementary, and secondary education, as well as adults in postsecondary educational settings.
- Home- This category includes all services delivered in the home including early intervention for children from birth to three years old, post-discharge home care for persons of all ages, and aging in place. "Home" may include private residences, group residences, assisted living facilities or other dwellings.
- Community- This broad category emphasizes integration and participation within one's community in a variety of areas including work, play and leisure, and social participation.

The three levels of learning are:

- Didactic- Each category of service delivery is initially introduced through instructor guided learning, including classroom-based instruction, online learning, hands-on lab experiences, readings and assignments, to prepare students for application in supervised experiences with clients. At this level students master the understanding and knowledge needed for practice, and are introduced to the application, analysis and synthesis skills that will be further developed in the experiential level.
- Apprentice- Apprenticeship involves real-life experiences guided by an experienced clinician to allow the student to develop clinical reasoning and skills when faced with situational challenges. Each category of service delivery includes experiences with individuals receiving OT services through Level I fieldwork. All students also participate in Level II fieldwork in two different service delivery settings. In our program, situated hands-on learning generally occurs after didactic experiences in each category of service delivery. However, observational situated learning may be used prior to didactic learning in some instances, to allow students to draw on real-life experiences during didactic instruction.
- Creative- Developing original interventions and engaging in scholarly activities in each category of service delivery prepares our students for the challenges of practice, promotes leadership, and facilitates a commitment to lifelong learning. Students engage in service learning utilizing their knowledge to analyze individuals and situations, develop goals and objectives with clients, select theoretical frameworks, search for and evaluate evidence in literature, and develop individual interventions, group interventions, and intervention programs to meet the identified needs. These unique interventions are measured for effectiveness, modified for improvement resulting in evidence-based practice. In addition, students engage in scholarly activities including research activities which require a thorough understanding of the current literature and analysis of current needs. Students then identify research questions and design and implement studies to answer those questions. Sharing results with other professionals verbally or in writing adds to the body of knowledge in occupational therapy, and results in students contributing to evidence-based practice.

Three fundamental elements reflective of the AOTA vision 2025 and the values of the School of Public Health and Health Professions are threaded throughout our curriculum. These are:

- Public Health- The core value of public health is social justice- the sharing of resources to advance the well-being of all, especially those who are at greatest risk of disadvantage (Gostin & Powers, 2006). According to the Occupational Therapy Practice Framework, “Occupational therapy practitioners may recognize areas of occupational injustice and work co support policies, actions, and laws that allow people to engage in occupations that provide purpose and meaning in their lives” (AOTA, 2014, p. S9). In order to reduce disparity among health care recipients, occupational therapists must promote occupational justice by understanding the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice and occupational deprivation.

- Evidence-Based Practice- A commitment to evidence-based practice is threaded through our entire curriculum, both in using evidence to substantiate clinical decisions and creating new evidence through scholarly activity. Evidence-based practice is an integration of best research evidence with clinical expertise, available resources, and client values (Sackett et al., 1996).
- Professionalism- Professionalism includes excellence in interpersonal communications, leadership, and a commitment to lifelong learning. Excellence in interpersonal communications is essential when interacting with clients and other professionals and includes cultural competence, empathy, respecting the values of others, and reflecting on one's own verbal and non-verbal behavior. Becoming a leader among peers requires professional service and advocacy. Professional service, including fieldwork supervision, teaching others, presenting information, and volunteering for professional organizations, impacts the future of the profession. In order to shape the landscape of occupational therapy service delivery, future practitioners must also possess a basic knowledge of policy creation, an ability to communicate with policy makers for change, and a commitment to advocate for positive change. Lifelong learning allows future practitioners to adapt to contextual changes in practice settings along with constructing new knowledge to remain current and to improve as an occupational therapist.

General Description of the Curriculum Sequence

Students typically begin working on program requirements as freshman, completing two years of core study through the UB curriculum requirements along with OT prerequisites in preparation for the professional sequence of the program. Our prerequisite courses were selected to provide a broad foundation in the liberal arts along with a strong foundation in the biological, physical, social, and behavioral sciences to support an understanding of occupation across the lifespan. The professional component of the program is structured to prepare students for personal and professional development and is flexible enough to meet the needs and interests of individual students while still ensuring that, upon graduation, they will be competent to enter the profession. Students who transfer to the BS/MS program at UB from other occupational therapy programs will have their previous coursework evaluated by the program coordinator, program director, and course instructors to determine where their completed coursework fits into the curriculum sequence.

The undergraduate professional component of the program begins in the third year the program and continues throughout the fall, spring and summer semesters. These undergraduate semesters in the professional component of the program provide structured learning experiences, integrate theory, research, and evidence-based practice, while developing students' clinical and professional skills. During the summer of the fourth year, students are still undergraduates but participate in a Level I fieldwork experience which provides a foundation for practice courses in subsequent semesters.

The graduate component of the program starts in the Fall Semester of the fourth year and includes applied evaluation and intervention courses in medical settings, along with an introduction to public health, and the first course in the master's scholarly project guidance series. During the spring semester of the fourth year, students register for courses related to

evaluation and intervention in home-based and educational settings , and continue with the second course in the project guidance series. This semester culminates in a Level II (12-week) fieldwork experience in a medical, home, or community-based setting.

During the fifth year of the program students complete coursework and lab work in community and vocational evaluations and interventions, and underserved populations and complete a required course in administration and management. Students complete the final course in the project guidance sequence and also select an advanced elective in an area of interest. During the final semester of the program, students complete a second Level II (12-week) fieldwork placement in an educational or other practice setting. During this placement, they also complete an online applied administration and management course, which allows students to apply management principles to real-life situations. Upon completion of fieldwork, students return to campus for approximately one-month to complete a course on professional development, including presenting their scholarly project, along with an intensive advanced-practice course in a selected area.

Relationship between Curriculum and Our Vision, Mission, & Philosophy

In keeping with our vision, the curriculum includes a spectrum of public health policy and rehabilitation issues, including evidence-based practices that support health, wellness, and participation across the lifespan. In keeping with our mission, the curriculum fosters a collaborative environment for students to develop clinical expertise, scholarship, and professional leadership. The curriculum design reflects our program philosophy that people have a vital need for occupation in self-care, play, education, work, leisure, and social participation. The curriculum is presented in a sequential manner that allows students to develop their understanding of the concepts that will move them towards the ability to reason as occupational therapists. The curriculum is designed to provide students with clinical competence, a commitment to lifelong learning, and engagement in evidence-based practice.

Educational Outcomes

In keeping with the vision, mission, and philosophy of the University at Buffalo, School of Public Health and Health Professions, Rehabilitation Science Department, and Occupational Therapy Program, graduates of the BS/MS program will:

1. Demonstrate entry-level occupational therapist clinical skills.
2. Analyze trends in occupational therapy service delivery areas, anticipate changes that may have an impact on practice, and advocate for positive change.
3. Demonstrate a commitment to evidence-based practice by both utilizing and contributing to the occupational therapy body of knowledge through research, writing, presentations, or other scholarly activities.
4. Value the role of occupation in public health for wellness and health promotion among individuals and populations.
5. Recognize the role of culture, socioeconomic status, and other contextual factors on occupational performance and participation of all members of society and promote social and occupational justice to reduce health disparities.
6. Become leaders among their peers through professional service and advocacy.
7. Demonstrate a commitment to lifelong learning.

Summary

The curriculum design and educational objectives reflect the mission, vision, and philosophy of the BS/MS OT program and the University at Buffalo. The educational objectives and sequence of the courses reflect the knowledge and skills needed to culminate in promotion of public health, engagement in evidence based practice, and professional competence.

References for Curriculum Design

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- Sackett, D. L., Rosenberg, W. M. C., Gray, J. A. M., Haynes, R. B., & Richardson, W. S. (1996). Evidence-based medicine: What it is and what it isn't. *British Medical Journal*, 312, 169-171.

STANDARDS FOR AN ACCREDITED EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST

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

The ACOTE Standards for an Accredited Educational Program for the Occupational Therapist establish the critical requirements necessary to prepare individuals to become entry-level occupational therapists. These standards are reviewed regularly to ensure they remain current and effective. The 2018 standards, which can be found at <https://acoteonline.org/accreditation-explained/standards/> were implemented in July, 2020.

The professional entry level BS/MS program in Occupational Therapy at the University at Buffalo is accredited through the 2026-2027 academic year by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20852-4929, and can be reached at 301-652-AOTA, and the website is www.acoteonline.org.

Graduates are eligible to apply to take the National Certification examination; students must apply directly and pay all required fees. Contact information: NBCOT, located at 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150. Website: www.nbcot.org Phone: 301-990-7979 and Fax: 301-869-8492

NOTE: An arrest or conviction for a misdemeanor or a felony may affect a student's ability to complete fieldwork and should be discussed with the fieldwork coordinator.

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure and students should contact NBCOT for further information or discuss the situation with the program director.

THE CURRICULUM

The curriculum for the BS in Occupational Science/ MS in Occupational Therapy was developed to meet the student's needs and to prepare the student to function skillfully, effectively, and safely as an OT professional.

CURRICULUM

PREREQUISITE COURSES

Students must complete the courses listed below with a grade of C- or better in order to be eligible to progress to the professional phase of the program. Additionally, students must have a minimum GPA of 2.8 in the prerequisite courses to apply to the professional program. ***A student may take a prerequisite course more than once in order to earn the minimum required grade of C; however, if the course is taken more than once, the prerequisite GPA will be calculated using the grade earned the second time the course is taken.***

A student may not repeat more than two (2) prerequisite courses in order to meet the minimum admission requirements for the professional program.

PHY 101	College Physics I
ES 207	Human Form/Function (virtual)
PGY 300	Human Physiology
OT 201	Introduction to Occupational Therapy
OT 217	Medical Terminology (virtual)
SOC 211	Sociology of Diversity
PHI 101	Introduction to Philosophy
SOC 101	Introduction to Sociology
PSY 101	Introductory Psychology
PSY 322	Abnormal Psychology
PSY 336	Developmental Psychology
STA 119	Statistical Methods

Students submitting an application for Promotion to the Professional Program in January must have completed eight prerequisite courses, including ES 207, PHY 101, OT 201, and STA 119 prior to submission. ***Students may request permission to apply to the professional program if***

taking OT 201 in the semester they apply, and they should contact the OT program coordinator with that request prior to applying.

All prerequisite courses must be successfully completed in order to be eligible to take PAS 407: Gross Human Anatomy.

Students must complete all UB curriculum requirements except the capstone requirement prior to starting the professional phase of the program.

CURRICULUM FOR THE PROFESSIONAL PROGRAM

The professional component of the occupational therapy program starts Year 3, which is at the undergraduate level and the graduate component of the professional sequence starts in the fall semester of Year 4.

Year/Semester	Course #	Course Title	Units
Year 3/ Summer	PAS 407	Gross Human Anatomy	6*
	OT 355	Medical Conditions I	2
			(8) Semester Total
*Students must successfully complete PAS 407 to advance to OT 355			
Year 3/ Fall			
	OT 333	Occupational Development Across the Lifespan	4
	OT 341	Analyzing and Writing Scientific Literature	3
	OT 342	Neuroscience	3
	OT 344	Neuroanatomy (virtual)	1
	OT 361	Functional Anatomy	3
	OT 366	Occupational Therapy Process	3
			(17) Semester Total
Year 3/Spring			
	OT 352	Assistive Technology	3
	OT 356	Medical Conditions II	3
	OT 382	Issues in OT Service Delivery	3
	OT 417	Neurorehabilitation across the Lifespan	4
	OT 420	Fieldwork Seminar I	1
	OT 450	Orthotics and Prosthetics	3
	UBC 399	UB New Curriculum Capstone	1
			(18) Semester Total

Year 4/Summer	OT 402	Group Process and Interpersonal Skills	4
	OT 472	Level I Fieldwork A	1
			(5) Semester Total
Year 4/Fall	OT 520	Fieldwork Seminar II	1
	OT 535	Medical Evaluation & Intervention: Neurological and Cognitive	4
	OT 536	Medical Evaluation & Intervention: Musculoskeletal, Cardiopulmonary, Integumentary, and Oncology	3
	OT 572	Level I Fieldwork B	1
	OT 575	Project Guidance I	3
	CHB 550	Public Health & Population Well Being	3
			(15) Semester Total
Year 4/Spring	OT 547	Home-based Evaluation and Intervention	3
	OT 555	Educational Evaluation and Intervention	4
	OT 573	Level I Fieldwork C	1
	OT 576	Project Guidance II	2
	OT 620	Level II Fieldwork A	6
			(15) Semester Total
Year 5/Fall	OT 548	Community and Vocational Evaluation and Intervention	3
	OT 566	Occupational Therapy for Underserved Populations	4
	OT 574	Level I Fieldwork D	1
	OT 577	Project Guidance III	3
	OT 586	Management and Administration	2
		Elective	3
		(17) Semester Total	
Year 5/Spring	OT 587	Applied Management and Administration(virtual)	2
	OT 621	Level II Fieldwork B	6

OT 589	Special Topics for Advanced Practice	(1-3)
OT 618	Professional Development	3
		(12-14) Semester Total

COURSE SEQUENCE

OT professional program courses are designed in a curriculum sequence that has been carefully constructed. Prerequisite and co requisite courses allow students to enter courses with similar levels of background knowledge and experiences to master the material together. Placing a student in any professional program course without having taken the prerequisite and co requisite classes would be disadvantageous. Therefore, we require students to proceed in the stated sequence, which begins with admission in the summer semester

Course Sequence with Prerequisites and Co requisites

Note: Labs, recitations, seminars, or other additional segments are considered co requisite with the courses with which they are associated. (Ex: OT 333 lecture and OT 333 lab are co requisite)

THIRD YEAR, FALL SEMESTER		
Course	Prerequisite	Co requisite
333- Occupational Development across the Lifespan	OT 201; PSY 336 or NSG 250	OT 366
341- Analyzing and Writing Scientific Literature	STA 119 or PSY 207	OT 333
342- Neuroscience	PAS 407	OT 344
344- Neuroanatomy	PAS 407	OT 342
355- Medical Conditions I	OT 201; OT 217; PAS 407	
361- Functional anatomy	OT 201; PAS 407	
366- OT Process	OT 201; PAS 407	OT 333

THIRD YEAR, SPRING SEMESTER		
Course	Prerequisite	Co requisite
352 - Assistive Tech	OT 366; OT 361	
356- Medical Conditions II	OT 355; OT 366	
382 - Issues in Service Delivery	OT 366	
417 - Neurorehabilitation across the lifespan	OT 366; OT 341; OT 342	
420 Fieldwork Seminar I	OT 366	
450 - Orthotics and Prosthetics	OT 361; OT 366	
UBC 399 Capstone		

FOURTH YEAR, SUMMER SEMESTER

Course	Prerequisite	Co requisite
402 - Group Process	OT 366; OT 333	472
472 - Level I Fieldwork A	OT 356; OT 366; OT 402; OT 420	402

FOURTH YEAR, FALL SEMESTER

Course	Prerequisite	Co requisite
520 - Fieldwork Seminar II	OT 472	
535-Medical Eval and Intervention - Neuro & Cognitive	OT 352; OT356; OT 402; OT 472; OT 382; OT 417; OT 450	
536 - Medical Eval and Intervention - Musculoskeletal & cardiopulmonary	OT 352; OT356; OT 402; OT 472; OT 382; OT 417; OT 450	
572 - Level I Fieldwork B	OT 472	OT 520
575 -Project Guidance I	OT 341; OT 346	OT 535; OT 536
CHB 550		

FOURTH YEAR, SPRING SEMESTER

Course	Prerequisite	Co requisite
547 Home Based Intervention	OT 535, OT 536	
555 - Educational Evaluation and Intervention	OT 535, OT 536	
573 -Level I Fieldwork C	OT 520; OT 572	
576 - Project Guidance II	OT 575	
620 - Level II Fieldwork	OT 520; OT 535; OT 536; OT 572 OT 547; OT 548 OT 573;	OT 547; OT 548 OT 573

FIFTH YEAR, FALL SEMESTER

Course	Prerequisite	Co requisite
548 - Community and Vocational Evaluation and Intervention	OT 620	
566 - OT for underserved Populations	OT 620	
574 - Level I Fieldwork D	OT 520	
577 Project Guidance III	OT 576	
586- Management and Administration	OT 620	

FIFTH YEAR, SPRING SEMESTER

Course	Prerequisite	Co requisite
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587 - Applied Management and Administration	OT 586	OT 621
618 - Professional Development	OT 620	OT 621
621 - Level II fieldwork	OT 620; OT 555; OT 566; OT 586	
OT 589 Special Topics		

COURSE SCHEDULE

The professional and graduate sequences of the program consist of three semesters of undergraduate work (Fall, Spring, Summer- year 3) and four semesters of graduate work (Fall and Spring years 4 and 5). As a reference, the following table identifies the time frame for each of these semesters:

Semester 1	Fall, year 3	Undergraduate
Semester 2	Spring, year 3	Undergraduate
Semester 3*	Summer, year 4*	Undergraduate
Semester 4	Fall, year 4	Graduate
Semester 5**	Spring, year 4**	Graduate
Semester 6	Fall, year 5	Graduate
Semester 7***	Spring, year 5	Graduate

*Dates for semester 3 will be announced early in semester 2.

*Semester 5 may begin before the official University start date. Official start date will be announced one month before the semester begins.

** Although students are registered only for the spring semester, students are completing level II fieldwork, which typically extends through June.

*** Semester 7 begins with level II fieldwork, typically in the first week of January.

FIELDWORK

Details regarding fieldwork selection, policies and procedures may be found in the Student Fieldwork Manual, which is updated and provided to each class prior to the first level I experience.

Students are expected to attend fieldwork and demonstrate professional behaviors at all times. Unprofessional conduct, conduct that is deemed unsafe, and/or lack of ethical behavior can be grounds for dismissal from the fieldwork placement. Students should refer to the AOTA code of ethics for further information.

Additionally, students should notify the academic fieldwork coordinator of all criminal arrests and convictions, and any alleged violations of UB's Rules and Regulations. While criminal proceedings and/or campus judicial charges will not automatically bar a student from participating in a fieldwork placement or other clinical situations, the academic field coordinator will consult with University Counsel to assess each individual set of circumstances to determine if the student will be allowed to participate in the fieldwork placement or other clinical situations. In some circumstances, a student with a pending criminal and/or campus judicial

matter may be required to refrain from participating in fieldwork or other clinical situations until the matter is resolved.

LEVEL I FIELDWORK

Level I fieldwork experiences are provided during the academic phase of the program so that students may have the opportunity to apply classroom learning in a clinical setting. The format and form of these experiences will vary somewhat from course to course. These experiences comprise approximately 30- 40 hours of clinical work, and examples of possible level I experiences include: faculty-led clinical experiences, observational experiences, simulations, working with occupational therapy recipients in the lab, and one-week supervised experiences in settings with service recipients. and from center to center. It is the responsibility of the students to be sure they are available during the times provided for these experiences and provide their own transportation, housing, uniforms, and supplies as necessary.

Students must successfully complete prerequisite Level I Fieldwork as part of their academic progress and before beginning subsequent Level II Fieldwork experiences. Students with problems in Level I Fieldwork may be required to do remedial work and/or repeat this experience satisfactorily before continuing in the curriculum.

Level II Fieldwork

Level II Fieldwork is further described in the Fieldwork manual. It consists of a minimum 24 weeks of fieldwork, typically divided into two 3-month placements in settings that offer experience in adult physical disabilities and in one setting other than adult physical disabilities. Level II Fieldwork is a necessary component of the educational process and an AOTA requirement for the Certification Examination. The OT Program at UB has contracts with over 200 clinical facilities throughout the country and a lottery system is used to determine where students will be placed before their training. In order to fulfill their fieldwork requirements, students should expect to leave the Buffalo area. Students are responsible for their own transportation, housing, uniforms, and supplies during fieldwork as necessary.

SUMMARY OF ACADEMIC REQUIREMENTS AND BS IN OCCUPATIONAL SCIENCE

The BS/MS program has the following credit requirements:

Total Undergraduate Credits:	108
Total Graduate Credits:	59-61
Total Program Credits:	167-169

Students must have a minimum GPA of 2.80 in the OT prerequisite and undergraduate program courses in order to progress to the graduate component of the program. Students who are not eligible to progress to the graduate level will be dismissed from the MS portion of the program and will need to take an additional 24 credits at the undergraduate level to earn a BS in Occupational Science degree. These courses will be outside the OT program, but related to health care, and will be selected by the student from a list of approved courses and must be approved by the OT program director.

These courses may include:

CDS 151: Introduction to Speech-Language Pathology and Audiology (3)

CDS 288: Anatomy and Physiology of the Speech Mechanism (3)

CDS 290: Audiology- Diagnosis and Management (3)

CDS 301: Language Development in Children (3)

ES 102: Fundamentals of Wellness (3)

PSY 250: Scientific Inquiry (3)

SSC 103: Introduction to Health and Human Services (3)

SSC 209: Case Management (3)

SSC 210: Skill Development in Human Service (3)

SSC 218: Issues in Mental Health (3)

SSC 337: Social-Ethical Values in Medicine (3)

SSC 363: The Aging Process (3)

SSC 390: Human Services Administration (3)

Students who complete only the BS in Occupational Science are not eligible to take the National Certification Examination in Occupational Therapy.

NOTE: For remaining University requirements, review the University Degree Requirements (<https://catalog.buffalo.edu/policies/>) and the Graduate School website at www.grad.buffalo.edu

Time to Completion: In order to earn a combined BS in Occupational Science /MS in Occupational Therapy degree, students must complete all requirements of the professional component of the program, including fieldwork and the graduate research project, **within a five-year time period**. The professional component begins after successful completion of PAS 407.

Exemption from Courses Based on Previous Competencies: Students who feel that they have successfully mastered a required OT course through work experience or previous academic courses may petition the instructor to waive the course. Acceptance of the petition and establishment of the petition is at the discretion of the course instructor who will document any course waiver in writing. This documentation will be placed in the student's permanent file.

PART TIME STUDENTS

Students are accepted into the professional program as full-time students and are expected to remain as such throughout the professional program. Should a student, for unusual financial, academic, or health reasons feel the need to attend on a part-time basis, he or she should immediately make an appointment to their OT academic advisor to discuss options and implications. If, after discussion, the student still desires part-time status, the student will be asked to request, in writing, part-time status. The request will be discussed by faculty and the program director and a decision will be rendered. If approved, the student and advisor will develop a written plan outlining the part-time schedule and a timetable for program completion. All part time students are still required to adhere to the program policy of completing the professional phase of the program within five years from the start of the program.

FACULTY AND PROFESSIONAL STAFF

A brief resume and contact information for full-time academic faculty and professional staff members can be found online at: <http://sphhp.buffalo.edu/rehabilitation-science/faculty-and-staff.html> . Each faculty member is committed to teaching, research, and community service as part of his or her responsibilities to fulfill the mission of the Department, School, and University. Fieldwork Educators, at over 200 centers throughout the country, supervise the fieldwork experiences of students in our program.

STUDENT ADVISEMENT

During admission and the pre-professional phase of the program (Years 1 and 2), UB pre-occupational therapy students and transfer students should contact the Office for Academic and Student Affairs (OASA), which can be found at <http://sphhp.buffalo.edu/home/education/undergraduate-advisement.html> or via email at sphhp-oasa@buffalo.edu or phone at (716)829-5000. Students may enter UB as Public Health Majors in the Pre-OT track, or may enter UB as UB intended major students, depending on the catalog year they enter UB. Either way, pre OT and intended OT students are advised by OASA and receive guidance on registering for prerequisite courses, completing all UB curriculum requirements, improving study and learning skills if needed, and repeating courses if needed.

Once admitted to the OT program, students are assigned an advisor who acts on the student's behalf to assist with academic concerns as well as to assist students with personal or health issues to access proper assistance. Additionally, all students meet with their faculty advisor in the third and fourth year to discuss professional development (Professional Development Assessment) in preparation for fieldwork and meet again in the fifth year with their research mentor to discuss professional development after graduation (Modified Professional Development Template).

Questions about the Promotion to Professional Program or non-academic advisement, such as graduation requirements or leave of absence, for students enrolled in the professional program should be addressed to Mary Ann Venezia, OT Program Coordinator, via email at venezia3@buffalo.edu or by phone at (716)829-6742.

Questions about the OT professional program curriculum, policies, or academic aspects of the program should be addressed to Janice Tona, PhD, OTR, OT Program Director, via email at tona@buffalo.edu or by phone at (716)829-6741.

It is imperative that *all students use their UB Email Accounts* when contacting the OT program director, faculty, and advisors.

LABORATORY FEES AND TEXTBOOKS

The annual cost of required and optional textbooks may exceed the estimates provided on the University website (<https://financialaid.buffalo.edu/costs/>). However, these books will be invaluable in your professional career and will be the nucleus of your reference library and many

of the texts are required in several courses (i.e. *Willard and Spackman's Occupational Therapy, APA Publication Manual*).

Students must maintain membership in the American Occupational Therapy Association, as AOTA Member Only resources that are comparable to a textbook will be used in several courses throughout the curriculum.

An estimate of the costs associated with texts, notes and laboratory fees is provided below:

THIRD YEAR			
	<u>Books</u>	<u>Fees</u>	Total
Summer			
Fall	\$600.00	\$100	\$700.00
Spring	\$550.00	\$100	\$650.00
AOTA Student Annual Membership*		\$75.00	\$75.00
Third Year Total			
FOURTH YEAR			
	Books	Fees	Total
Summer	\$200.00	\$50	\$250.00
Fall	\$600.00	\$200	\$750.00
Spring	\$400.00	\$100	
AOTA Student Annual Membership*		\$75.00	\$75.00
FIFTH YEAR			
Fall	\$300.00	\$100	\$400
Spring	\$150.00	\$50	200
AOTA Student Annual Membership*		\$75.00	\$75.00

University at Buffalo Tuition and fees may be found at <http://studentaccounts.buffalo.edu/tuition/>

SECTION 3
UNIVERSITY SERVICES, RESOURCES, AND SUPPORTS FOR STUDENTS

GENERAL SERVICES

Student Services

The office of Student Services in One Capen provides high-quality student and campus experiences in fulfillment of the University Mission. Putting "students first," One Capen, through value-based development, enrichment, and support, promotes an open, enhanced, and diverse learning environment to help prepare students for opportunities and challenges. Please visit the One Capen website at <https://www.buffalo.edu/1capen.html> to learn more about their offices including, Registration, Student Accounts, Financial Aid, Parking & Transportation, and more! .

Accessibility Resources

Accessibility Resources is the University at Buffalo's center for coordinating services and accommodations to ensure accessibility and usability of all programs, services, and activities of the university by people with disabilities, and is a resource for information and advocacy toward their full participation in all aspects of campus life. Accessibility Resources collaborates with the entire campus community to provide services in the most integrated setting appropriate to the access needs of the individual.

Students, faculty, staff, and campus visitors with disabilities should contact Accessibility Resources as needed to request reasonable accommodation to participate in and benefit from any program, service, or activity of the university. Depending on the type of the consumer's impairment, medical or psychological documentation may be required for academic or employment accommodation.

The University at Buffalo is subject to the requirements of Section 504 of the Rehabilitation Act of 1973 and Titles I and II of the Americans with Disabilities Act of 1990 (ADA) regarding academic adjustments, including auxiliary aids for testing and other course activities, to qualified University students with disabilities. Individuals with complaints regarding denials of academic adjustments and auxiliary aids should contact the Equity, Diversity & Affirmative Action Administration Office at 645-2266.

Accessibility Resources can be found at 25 Capen Hall, North Campus, and at 1 Diefendorf Hall, South Campus. Both locations can be reached at (716) 645-2608 or at <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

ACADEMIC SERVICES

Library Resources

The University at Buffalo is a premier, research-intensive University, which is the largest and most comprehensive campus in the 64-campus SUNY system. The Health Sciences Library, located on the South Campus, provides services to meet the information needs of the instructional, research and clinical programs in the Schools of Dental Medicine, Public Health and Health Professions, Medicine and Biomedical Sciences, Nursing, and Pharmacy and is the

primary reference library for the occupational therapy program.

The UB Libraries offer access to a combined collection of over four million books and over 158,000 journals, magazines, and newspapers as well as an extensive array of electronic information resources, including subscriptions to over 100 electronic bibliographic biomedical databases such as MEDLINE, CINAHL, PsycINFO, EMBASE, Web of Science, and Scopus. All online resources are available remotely to current faculty, staff, and students.

The Health Sciences Library has extensive holdings in a variety of health related disciplines. Its features include: computers, books, media, wireless connectivity, a print center, café, and comfortable spaces for individual or group study. Assistance with library resources, services, and policies is provided in person, by phone, by e-mail and through a 24/7 online chat reference service. Each program, department, and school has a subject librarian dedicated to it for assistance with individual research consultations, library instruction, and collection development.

Students are encouraged to make full use of the excellent library services available at the University. Additional information about the UB Libraries can be accessed at: <http://library.buffalo.edu>.

Computer Resources

At UB, information technology is used to enhance teaching, support learning, enrich extracurricular experiences, and enable students to conduct business with the university online. To ensure that UB OT and intended OT students are able to take advantage of online course offerings and innovative ways of learning, students must have access to a windows or mac-based computer with a functioning webcam and must have internet access at all times when enrolled in the OT program, including during fieldwork. Students should also have access to a windows or mac-based laptop when taking courses on campus to engage in active learning and cloud-based testing platforms.

Students with concerns about access to computers should contact the program director. The university will facilitate student computer purchases by offering volume-discount purchase programs, financial aid, work-study, and other programs. Loan programs are also available for some students. Public and departmental computing labs offer more than 2,400 computer and high-tech workstations for on-campus use. UB's campuses are wired with a high-speed network to support computer use, and residence hall rooms have a connection for each resident. All UB students have free, unlimited e-mail and internet access. Wireless access for laptops is available in most buildings and several parking lots. The UB library system is fully computerized, offering electronic research tools that can be accessed from anywhere on and off campus. Students should remain up-to-date on University computing requirements and recommendations <http://www.buffalo.edu/ubit/service-guides/hardware/getting-started-with-hardware/purchasing-or-using-an-existing-computer.html>

All students are expected to comply with computing acceptable use policies: penalties for non-compliance include loss of access to UB IT account and network resources. The campus code of student conduct for using computer resources, and policies on file sharing and music and video downloading are available to students enrolled in UB online at:

<http://www.buffalo.edu/ubit/service-guides/safe-computing/dmca.html>

Strong computer skills are essential to students' academic success, and free computer workshops and online training materials are available. Instructors post course materials on web pages, assign projects involving Internet and database searching, expect students to use personal productivity software to prepare research papers and to complete projects, collaborate electronically, and communicate with students and faculty via e-mail. Access to student schedules, grades, degree requirements, online registration, and other critical information is provided through UB's web portal, UB Learns, MyUB. The campus use of technology ensures that when students graduate, they will have the information technology knowledge and skills necessary for the twenty-first-century workplace.

The following Computing Sites are available on the South Campus:

- Health Sciences Library, First Floor
- 235 Cary Hall
- Clement Hall, Room 128 (for students living in Clement or Goodyear Hall)

Writing Assistance

The Center for Excellence in Writing (CEW) supports writers across the university as they compose, construct, and share meaning. Since learning to write is a life-long endeavor, all members of the UB community are also students of their own writing processes. Committed to the idea that writing both creates and communicates knowledge, understanding, and individual reflection, the CEW provides attentive, respectful readers, offers workshops on writing and writing instruction, and conducts research to guide the future development of writing practices.

THE CEW offers assistance to students in the following areas:

- Stages of the Writing Process
- Common Writing Assignments
- Writing, Style, Grammar, Punctuation
- Citing References in Your Paper
- Proofreading and Editing
- Popular Online Resources for Students

The CEW is located in 209 Baldy Hall, North Campus. Hours vary each semester.

Website: <http://www.buffalo.edu/writing.html>.

Student Support Services

Student Support Services (SSS) is a federally funded TRiO program sponsored and funded by the U.S. Department of Education and is part of the Cora B Maloney College. SSS provides assistance for low income students, first generation students, or students with disabilities.

Services offered include: academic services, financial services, and career oriented services, self-enrichment programs, peer mentoring program, and graduate school preparation.

Contact information

<https://www.buffalo.edu/cpmc/sss.html>

UB – 215 Norton Hall

Tel: 716-645-2732, Ext. 13

Email: Stu-studentssupport@buffalo.edu

STUDENT FINANCIAL AID

The University at Buffalo web pages provide information students seeking financial assistance. The home page for information on financial assistance can be found at:

<http://financialaid.buffalo.edu/>

Students receiving financial aid are responsible for understanding the requirements to maintain the aid. Particularly as it applies to NY State Excelsior scholarship

<https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/the-excelsior-scholarship.html> and TAP eligibility, students should review the information available to them at <http://www.financialaid.buffalo.edu/aid/grants/tap.php>.

Students who wish to discuss which financial aid options are available and those who need assistance in the financial aid process are urged to make an appointment with a financial aid advisor. The number for the Student Response Center is 716-645-2450.

The New York State Higher Education Services Corporation website is <https://www.hesc.ny.gov>. HESC administers the Tuition Assistance Program (TAP) and provides information regarding student loans, grants, and scholarships. Students may also do a scholarship search at this site.

IMPORTANT WEBSITES

Website	URL Address
OT BS/MS Program Website	http://sphhp.buffalo.edu/rs/ot/bsms/index.php
Volunteer Form	http://sphhp.buffalo.edu/content/dam/sphhp/rehabilitation-science/pdfs/OT-Volunteer-Hours-Form.pdf
Undergraduate Catalog	http://undergrad-catalog.buffalo.edu/
Academic Policies and Procedures	http://undergrad-catalog.buffalo.edu/policies/index.shtml
Financial Aid: Information about applying for aid, financial aid	http://financialaid.buffalo.edu/

process, types of aid, cost of attendance, and financial literacy.	
Registrar: Information about class registration, academic calendar, student calendar, grading, degree audit, student data, enrollment and degree verification, transcripts, class schedules, final exam scheduling, diplomas.	http://registrar.buffalo.edu/
Student Accounts: information about tuition and fee rates, comprehensive fee, billing and payment, late fees, liability deadlines, financial aid refunds, and New York State residency	http://studentaccounts.buffalo.edu/
Veterans Affairs: Information Veterans Affairs: Information about benefits available at UB for students with military experience	http://veteransaffairs.buffalo.edu/
American Occupational Therapy Association	www.aota.org
New York State Occupational Therapy Association	www.nysota.org
National Board for Certification in Occupational Therapy	www.nbcot.org

The University at Buffalo web pages provide information for graduate and undergraduate students seeking financial assistance. The home page for information on financial assistance can be found at: <http://financialaid.buffalo.edu/>

Students receiving financial aid are responsible for understanding the requirements to maintain the aid. Particularly as it applies to NY State Excelsior scholarship <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/the-excelsior-scholarship.html> and TAP eligibility, students should review the information available to them at <http://www.financialaid.buffalo.edu/aid/grants/tap.php>. Students who wish to discuss which financial aid options are available and those who need assistance in the financial aid process are urged to make an appointment with a financial aid advisor. The number for the Student Response Center is 716-645-2450.

The New York State Higher Education Services Corporation website is <https://www.hesc.ny.gov>. HESC administers the Tuition Assistance Program (TAP) and provides information regarding student loans, grants, and scholarships. Students may also do a scholarship search at this site.

HEALTH SERVICES

University Health Services

Health Services is committed to providing comprehensive health education and quality medical services to support the development and enrichment of undergraduate, graduate and professional students. These services are available to all registered University students.

Health Services are located on the South Campus at:

Michael Hall

Box 143077

University at Buffalo

Buffalo, NY 14214-3077

Tel: (716) 829-3316

Fax: (716) 829-2579

Additional information about health services can be found at:

<http://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

Medical Insurance

The University requires all full-time and all international exchange students to have medical insurance coverage. OT students on fieldwork are also required to have health insurance. Students may or may not be covered by their parents' health insurance plan. If a student is not covered they must seek an alternative plan. For information, contact the Student Medical Insurance Office located in 116 Student Union, North Campus (716-645-3036) or visit their website at <https://www.buffalo.edu/studentlife/life-on-campus/health/medical-care/health-insurance.html>

Immunization and Health Form Requirement

A completed Health Background Form must be on file with Health Services.

PDF and word documents are available at this website <https://www.buffalo.edu/studentlife/who-we-are/departments/health/immunization.html>. Students must comply with site requirements for immunizations and health forms for all clinical experiences.

Specialty Clinics

Students may call 829-3316 to make an appointment at any of the following specialty clinics: Women's Health, Infectious Diseases, Allergy Shots, Immunizations, Travel, Chiropractic Care, Nutrition, Eating Disorders, Counseling, HIV Testing & Counseling, Dental Care at UB, and Sports Medicine.

Health Promotion

Health Promotion (formerly Wellness Education Services) provides wellness education workshops, activities, on-line wellness tools, opportunities for students, and health promotion. Wellness Education Services is located at:

114 Student Union

University at Buffalo

Buffalo, NY 14260-2100

Tel: (716) 645-2837

Website information: <http://www.buffalo.edu/studentlife/who-we-are/departments/wellness.html>

Health and Well-being

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other issues you may experience. You learn can more about these programs and services by contacting:

Counseling Services:

Counseling Services provides assistance for the University community by offering assistance in dealing with stress, handling a crisis, or coping with transition to college. Students may utilize these services if they need help with depression, anxiety, eating disorders, chemical use, assault or abuse, sexual identity, relationship conflicts, grief, academic stress, and family issues.

Counseling Services are located at:

120 Richmond Quad

University at Buffalo

Buffalo, NY 14261

Tel: (716) 645-2720

Website information: <http://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

120 Richmond Quad (North Campus), phone 716-645-2720

202 Michael Hall (South Campus), phone: 716-829-5800

Health Services:

Michael Hall (South Campus), phone: 716-829-3316

Health Promotion:

114 Student Union (North Campus), phone: 716-645-2837

Crisis Services Hotlines:

Domestic/sexual violence; suicide: 716-834-3131

24 Hour Addiction Hotline: 716-831-7007

<http://crisisservices.org/>

Sexual Violence

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB's Title IX Coordinator at 716-645-2266 for more

information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

In cases of emergency or if you feel you are in danger please contact the University Police: 716-645-2222

Racial/Ethnic, Gender, Sexual Orientation and Other Forms of Discrimination

The Office of Equity, Diversity and Inclusion (EDI) will speak with students confidentially to discuss concerns about classroom or workplace situations if you have experienced discrimination or harassment, phone: 716-645-2266; website: <http://www.buffalo.edu/equity/obtaining-assistance.html>

SECTION 4
UNIVERSITY AND PROGRAM POLICIES AND PROCEDURES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Educational records and other information about UB students are protected from unauthorized access by a federal regulation, the Family Educational Rights and Privacy Act (FERPA). Under this regulation, faculty and staff are not allowed to discuss or share student information, including grades or GPA, with parents or others outside of UB. Parents wishing to discuss students' academic performance are asked to contact the Student Response Center at 716-645-2450.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Policy: Compliance with the Health Insurance Portability and Accountability Act (HIPAA) is required of all School of Public Health and Health Professions (SPHHP) students, faculty and staff members with access to protected health information by virtue of their research, educational, or service activities

Student Procedures for Online HIPAA Training: Students must complete basic training related to HIPAA prior to their first level I fieldwork experience. Please follow the procedures described below to complete the online HIPAA tutorial.

Complete the tutorial: Students can go to the following web address to access the HIPAA training which consists of a PDF version of a Power Point presentation:

http://www.hpitp.buffalo.edu/hipaa/Training/hipaa_training_HomePage.htm

Time frames for the completion of the tutorial, and methods for documentation of completion, will be provided by the course instructor or Academic Fieldwork Coordinator.

Validation of Learning: It is your responsibility for learning about HIPAA regulations and procedures. Your awareness of HIPAA regulations is required and is specifically articulated within the contract that exists between SUNY and our clinical sites.

Questions? If you have procedural questions, please contact the OT program director.

TECHNICAL STANDARDS FOR ADMISSION, PROMOTION AND GRADUATION

The Occupational Therapy (OT) Program is a BS/MS entry-level professional degree which prepares a graduate to sit for the National Board for Certification in Occupational Therapy Examination. During the first two years of the BS/MS program, the student receives a liberal arts education in pre-professional studies. The professional program, structured to prepare the student for personal and professional development, is flexible enough to meet the needs and interests of individuals, while still ensuring that, upon graduation, the student will be competent to enter the profession. All students admitted into the BS/MS program are expected to meet the essential functions and technical standards that follow.

If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to request reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist a student with a disability to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that a student with a disability will be exempt from completing certain tasks; it does mean that the OT Program will work with a student with a disability in the BS/MS or post-professional MS degree program to determine if there are ways that can assist the student toward successful completion of the tasks.

A student with a disability is not required to disclose the specifics of his or her disability for admission, but prior to the start of the BS/MS required courses, the student must indicate that he or she can complete these tasks, with or without reasonable accommodation. A student who cannot complete these tasks, even with reasonable accommodation, is ineligible for admission and so any previously made admission will be withdrawn. Once admitted, a student with a disability who wishes reasonable accommodation must contact the Office of Accessibility Resources at 25 Capen Hall, North Campus, (716) 645-2608 or <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html> to identify accommodations and must then meet with the program director to determine if the modification are educationally practicable in the OT program. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks, even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

A student considering, or who has been accepted for admission in the OT program that has questions regarding these technical standards, or would like to discuss specific accommodations, should contact the occupational therapy program director.

For the successful completion of degree requirements, a student must be able to meet these minimum standards with or without reasonable accommodation.

Observation skills

Observation requires the functional use of vision, hearing, and somatic sensations to observe demonstrations, audio/visual materials, and participate in lecture and laboratory experiences as required by the curriculum, necessitating functional use of the senses. A student must have visual perception which includes depth and acuity. The student must be able to observe clients accurately during assessment and intervention and be able to obtain an appropriate medical history directly from the client or guardian. A student must be able to observe a client accurately at a distance and close at hand, noting nonverbal, as well as verbal signals.

Communication skills

Communication includes: speech, language, reading, writing and computer literacy. A student must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with clients to elicit information regarding mood and activities, as well as perceive non-verbal communications. The student must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the team providing services. This

includes the effective use of interpreter services for non-English speaking clients. A student must be able to complete forms according to directions in a complete and timely fashion. The student must also have the ability to use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching. These skills are expected to be performed in clinical, as well as in classroom and laboratory settings.

Motor/Psychomotor skills

A student must possess sufficient motor function to obtain information from the client examination through assessment and intervention. This information may be elicited through observation, palpation, and physical facilitation and inhibition. This includes verbal prompting and physical guidance to ensure the movement and safety of the client. A student must be able to motor plan and execute movements required to provide general and therapeutic care, including the positioning and transferring of clients, and the ability to sit or stand over extended time. The student must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to clients. Motor and psychomotor skills require coordination of both gross and fine motor movement, equilibrium, and the integrated use of touch and vision. The student is required to have the manual dexterity, strength, and movement to perform tasks involving grasping, manipulating, pushing, pulling, holding, extending, rotation, and lifting.

Intellectual – Conceptual Integrative and Quantitative Analysis Abilities

To effectively solve problems, the student must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a client's history, evaluation regarding the administration and interpretation of standardized and non-standardized assessment, and other relevant data. A student must be able to provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, instructors, and professional literature in formulating evidenced-based intervention plans and interventions is essential to professional practice. The student must have the ability to use computers for searching, recording, storing, retrieving, and communicating information.

Behavioral/ Social Attributes and Professionalism

The student is expected to demonstrate attributes of empathy, integrity, concern for others, appropriate interpersonal skills, and motivation upon admission and throughout the program. The student must also possess the emotional well-being required for the full utilization of their intellectual abilities. The student is also expected to exercise good judgment for the prompt completion of all responsibilities inherent to diagnosis and assessment and intervention, and for the development of mature, sensitive, and effective relationships with clients. A student must be able to tolerate physically and mentally taxing workloads and function effectively under stress. The student must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of clients. As a component of the student's education, he or she must demonstrate ethical behavior at all times.

Specifically, students must be able to:

- 1) Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, clinical activities, and various testing methods.
- 2) Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat clients or patients.
- 3) Read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships.
- 4) Complete readings, assignments, and other activities outside of class hours.
- 5) Apply critical thinking processes to their work for courses and fieldwork.
- 6) Exercise sound judgment in class and at fieldwork sites.
- 7) Work effectively with instructors and peers in a variety of course and clinical assignments.
- 8) Participate in fieldwork experiences, which typically require students to be present up to 40 or more hours per week on a schedule that corresponds to the operating hours of the site.
- 9) Independently gather decision-making pieces of information during client assessment activities in class or at the fieldwork site.
- 10) Perform assessment and intervention activities in class or at the clinical setting.
- 11) Sit for three to eight hours daily; stand for one to four hours continuously.
- 12) Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 50 pounds.
- 13) Occasionally carry up to 25 pounds while walking up to 50 feet.
- 14) Frequently exert 75 pounds of push/pull forces to objects for up to 50 feet and occasionally exert 150 pounds of push/pull force for this distance.
- 15) Frequently twist, bend, and stoop.
- 16) Occasionally kneel, squat, crawl, climb stools, and reach above shoulder level.
- 17) Frequently move from place to place and position to position at a speed that permits safe handling of classmates and clients.
- 18) Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a client or patient with a disability.
- 19) Climb stairs and negotiate uneven terrain.
- 20) Frequently use hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- 21) Frequently coordinate cognitive, visual/perceptual activities with sensorimotor activities.

Essential Tasks for Admission, Promotion and Graduation

The tasks listed below are essential for all students considering admittance to the OT Program, and through the duration of the program, to be recommended as a candidate for graduation. The ability to perform these tasks assists in ensuring a safe and effective classroom environment, and to protect students, clients, patients, and faculty. If a student is unable to comply with any of the following tasks, he or she should not enter the program. Failure to comply with the regulations listed below once admitted to the program may lead to dismissal.

Students must agree to:

- 1) Follow safety procedures established for each class and clinic.
- 2) Interact with others appropriately, and as needed, for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-client relationships.
- 3) Maintain personal appearance and hygiene conducive to classroom and clinical settings, including adhering to a professional dress code.
- 4) Demonstrate appropriate health status prior to enrollment, with annual updates on some items; no active tuberculosis; rubella (German measles) and rubeola (measles) immunity; tetanus-diphtheria booster within 10 years of anticipated graduation; and hepatitis B vaccine series or written declination,
- 5) Annually complete OSHA-regulated Blood-borne Pathogen Exposure Training.
- 6) Follow standards, policies, and procedures specified in the OT Program Student Handbook, in the Affiliation Agreement (contract between university and clinical sites), and in the Fieldwork Handbook. The most recent copies of these documents are available for review.
- 7) Complete required HIPAA training and provide a paper copy of certificate of completion to the OT Program.

PROGRAM AND UNIVERSITY POLICY ON UNDERGRADUATE INDEPENDENT STUDIES AND ELECTIVE COURSEWORK

Some students wish to take extra courses either to complete a double major, a minor, or to enrich their educational experience. While elective courses and independent studies are valuable adjuncts to professional education, the primary responsibility of each student is to complete the required OT courses successfully. It is therefore the policy of the program that all coursework beyond the required courses each semester be approved in advance by the program director.

Procedures:

1. Students in the professional program wishing to take "extra load" classes must have a minimum undergraduate GPA of 2.8 or graduate GPA of 3.0, carry no incomplete grades from prior semesters, and be in good academic standing (i.e. not be on probation in the occupational therapy program).
2. Students in the professional program wishing to take additional courses must have permission of the instructor and the OT program director. A copy of the request will be placed in the student's file.
3. Students must obtain permission of the instructor prior to registering for an independent study. If a student does not obtain permission, the student will be dropped from the course.
4. All students taking independent studies in the OT program will complete an "Independent Study Agreement" with their instructor during the first 2 weeks of the semester. This

form will indicate the nature and scope of the assignment timelines, due dates and grading agreed upon and is available from the program director.

UNIVERSITY POLICY ON STUDENT CONDUCT IN CLASSROOMS

The University recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions which will enhance student learning.

Accordingly, instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester.

Fortunately, student obstructions or disruptions in UB classrooms are rare and seldom lead to disciplinary actions. The term “classroom disruption” means behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults.

Lawful, civil expression of disagreement with the instructor or other student is not in itself “disruptive behavior” and is not proscribed under these or any other regulations. However, when student conduct interferes with or prevents the conduct of classes or other university functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of actions:

- If a student is disruptive, the student should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive so that a private conversation with the student is often effective and preferable as an initial step.
- Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.
- A student may be dismissed from the course for the remainder of the semester, subject to Student Conduct Regulations and due process proceedings, as appropriate.
- If a student refuses to leave the area after being instructed to do so, the student should be informed this refusal is a separate violation subject to additional penalties.
- If, in the instructor’s best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Public Safety to assist in the removal of the student and/or may dismiss class for that day.

PROGRAM POLICY ON PROFESSIONAL BEHAVIOR AND ETHICAL CONDUCT

General Information and Guidelines

Along with the development of clinical skills, the development of professional behavior by students is viewed by the faculty as being extremely important. The adjective professional is defined in Webster's Third Unabridged as "(1) engaged in one of the learned professions or in an occupation requiring a high level of training and proficiency:" but the definition continues "(2) characterized by or conforming to the technical or ethical standards of a profession or an occupation." The School of Public Health and Health Professions requires that students aspiring to roles as health professionals evidence a high level of proficiency and a similarly high level of professional behavior and ethical conduct. In their codes of ethics and guides for professional conduct, some health professional organizations have spelled out what their constituency believes is professional behavior. The students, like the professional in those disciplines for which ethical codes exist, are expected to be familiar with them and to abide by them.

Professionalism has two separable but related aspects--personal behavior and ethical behavior. Both are essential to professional effectiveness. Personal behavior refers, for example, to dependability, punctuality, sensitive and respectful treatment of individuals under their supervision, appropriate and effective communication, and appearance. Ethical behavior refers to honesty, integrity, adherence to principles, and loyalty. Students and professionals are expected to be aware of and follow the American Occupational Therapy Association code of ethics, which can be found at <https://ajot.aota.org/article.aspx?articleid=2442685>

It is the duty of the faculty to explore the significance of these behaviors with their students and to encourage them to subscribe to high standards of professional conduct. Although it is not practical to attempt to cover the range of professional behavior in every circumstance that may arise, it is the faculty's responsibility to deal with the general concepts of professionalism and, when opportunity and needs arise, discuss applications so that from the very beginning of their preparation, students are continuously sensitized to the importance of professionalism, what constitutes professional behavior, and the process of making appropriate judgments when faced with complex situations involving conflicting considerations and interests.

It is the responsibility of students as they grow in professional skills and knowledge to continue to develop personal and ethical behaviors, striving constantly to achieve high standards of professional conduct. Although the faculty will guide the students in the area of professional behavior, the students must actively work toward their own self-improvement. They can do this by analyzing the many situations that confront them and making judgments as to the most ethical positions to assume, the most appropriate stances to take, the most effective ways to behave when faced with complex situations involving conflicting considerations and interests.

By the time students begin their clinical experience, they should be well aware of what is expected in terms of behavior. They should recognize that positive and/or negative observations of professional behavior are necessary components of their evaluation. It is the responsibility of clinical and university-based faculty, tactfully and privately, to point out deviations from accepted standards. It should be emphasized that it is the student's right to be advised by the

faculty if behavior is unprofessional or inappropriate and to be given an opportunity to alter it to meet acceptable standards. If so advised, it will behoove students to alter their behavior promptly and appropriately. Students who persist in unacceptable behavior, especially if it interferes with clinical or educational practice, will be in jeopardy of dismissal.

In order to have full access to the numerous resources provided by the American Occupational Therapy Association (AOTA) and current information on a variety of professional and clinical issues, students are required to become members of AOTA and are strongly encouraged to become members of the New York State Occupational Therapy Association (NYSOTA) each year of the program.

Behavioral Expectations for Students

As members of our Department and as future occupational therapists, students are expected to assume appropriate responsibility for their personal and professional behavior during the teaching-learning process. Students are expected to:

- Treat fellow classmates, faculty members, teaching assistants, course instructors, guest lecturers, and fieldwork supervisors, and clients with courtesy and respect at all times. This includes the classroom/laboratory, in all program, department, school and university activities, as well as outside of the school. Under no circumstances will bullying, defamation, or derogatory comments to and/or about such individuals be tolerated including digitally-based cyber comments.
- Attend classes regularly and on time; course instructors should be informed in advance if students are going to be late or must leave class earlier than the scheduled period; if it is necessary to arrive late or leave early, students should do so without disrupting the class.
- Attend all scheduled program meetings such as fieldwork and advisor/advisee meetings.
- Use only their UB email account when corresponding with faculty and staff, unless otherwise instructed by a course instructor.
- Adhere to the University's policy of Academic Integrity; a copy of this policy can be found at: https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html (undergraduate) and here <https://grad.buffalo.edu/succeed/current-students/policy-library.html> (graduate school)
- Keep scheduled appointments with advisors and course instructors; advisors and course instructors should be informed in advance if you must cancel an appointment.
- When working with a partner or in a group on a graded assignment, each student is expected to contribute equally to all phases of the assignment, including but not limited to, planning, preparation (including writing), presentation, and submission of the written assignment.
- Take the initiative to communicate directly with the advisor or course instructor for any assistance needed related to performance of course work; this should be done at the time the problem arises to prevent future difficulties.
- Take all examinations on scheduled dates; absences will be excused at the discretion of the course instructor and a physician's statement or other documentation may be required. Individual course instructor's policies regarding attendance and examinations will be stated on the course syllabus.

- Complete all written course assignments on scheduled dates; assignments should be typed and submitted in legible form, properly documented and proofread; unless a time extension is granted in advance by the course instructor, overdue assignments will be penalized as indicated on the course syllabus.
- Write and reference all papers and assignments using APA format, unless otherwise indicated by the course instructor.
- Complete final course evaluations. Evaluations are to be made carefully and constructively and are reviewed by faculty in the continuing process of curriculum development.
- Adhere to the occupational therapy Code of Ethics.
- Adhere to HIPAA regulations pertaining to confidentiality.
- Dress and act professionally whenever attending classes, at clinical sites off-campus, or in university office areas.
- Be aware that information you post on personal websites and social media sites may be viewed by potential fieldwork supervisors and employers.
- Come to class prepared to actively participate in discussions and activities with required notes and readings.
- Be aware that your grade for the course is determined according to the criteria noted in the syllabus. While instructors will discuss quizzes, exams, and assignments with you in order to explain the rationale for a correct response, this is not to be viewed as an opportunity to “argue” or “beg” for points. Instructors will not allow individual students to complete extra credit assignments to enhance their grade, unless the opportunity is made available to the entire class.
- Focus on class material during class time; sleeping, talking to others, doing work for another class, reading the newspaper, checking email, texting, instant messaging, and exploring the internet are unacceptable and can be disruptive to others in the class.
- Leave classroom and laboratory areas clean (i.e. disposing of trash in the proper receptacle and not leaving it on the floor) and use materials and equipment safely and responsibly.
- Avoid disrupting other students and the course instructor by turning off cell phones and pagers while in class and refraining from conversing during lectures or while others are presenting
- Remain in the room during lecture and labs, leaving only for urgent matters or during scheduled breaks. Speak with the instructor if scheduled breaks are needed more frequently.
- Avoid monopolizing the instructor’s time during class for individual needs; although questions are encouraged, questions in class should be relevant to the topic of discussion and pertinent to the entire class; students should use the instructor’s office hours to discuss individual needs.
- Refrain from packing book bags or backpacks to leave until the instructor has dismissed the class.
- Online courses and learning provide unique opportunities for students. Each instructor will provide students with his or her expectations for students’ online learning experiences. Academic honesty and integrity extends to online courses, testing, and assignments.

Netiquette

UBlearns is used to facilitate online communication between course participants for the majority of courses in the professional program. Please keep in mind the following “Rules of Netiquette” when communicating online.

The rules of the classroom are the same regardless of location. Remember just because you are interacting online, does not mean you stop having respect for your professors and fellow classmates. You’re communicating with a real person, not a computer screen.

- Remember your audience. When communicating online it is important to remember whom you are communicating with. When sending a message to a professor, please refrain from using “text speak”. For example, Shakespeare never intended for you to type “2B or not 2B”. Also, stay away from typing in all capital letters; it will appear as if you are shouting.
- Your professors will likely not recognize your email and have many students. Be sure to put the course number in the “subject” heading before sending emails and be sure to sign the email with your first name, last name and person number.
- Avoid strong language. Language can easily be misinterpreted in an online setting. Be sure to review your work before submitting, making sure the reader would not be able to misinterpret it as offensive. A sarcastic tone does not translate well online, and it is easy to interpret emails as negative or demanding if they are not softened with common courtesies such as “please” and “thank you”. Your audience cannot see your facial expressions, or body language. Try to be as straight forward, respectful and professional as possible. If it is something you would not say to the person’s face do not say it in an email.
- Read everything, twice. Be sure to thoroughly read all course materials before beginning to work on your assignments. If you have a question, or need clarification, re-read the materials. You may have glanced over an important detail the first time. If you are still having difficulties, then e-mail your professor.
- Remember – once something has been sent it cannot be unsent and it can be forwarded to others. Anything uploaded leaves a footprint and can be retrieved.
- Emails are sometimes lost. Allow faculty at least one business day to respond before checking to see if they received the email. Likewise, if a professor does not respond after one business day do not assume the professor is ignoring your emails. It is appropriate to resend the email, politely asking for confirmation that the email has been received.
- Review all materials before submitting. When responding to discussion board posts, be sure to read all previous postings before you post your own. This way you will avoid duplicating someone else’s comments. Also, it is a good idea to write, and save your work in Microsoft Word first. In case of a technical issue, you have a backup copy.

Technology Requirement

At UB, information technology is used to enhance teaching, support learning, enrich extracurricular experiences, and enable students to conduct business with the university online. To ensure that UB OT and intended OT students are able to take advantage of online course offerings and innovative ways of learning, students must have access to a windows or mac-based computer with a functioning webcam and must have internet access at all times when enrolled in the OT program, including during fieldwork. Students should also have access to a windows or mac-based laptop when taking courses on campus to engage in active learning and cloud-based testing platforms.

Students with concerns about access to computers should contact the program director. The university will facilitate student computer purchases by offering volume-discount purchase programs, financial aid, work-study, and other programs. Loan programs are also available for some students. Students should remain up-to-date on University computing requirements and recommendations <http://www.buffalo.edu/ubit/service-guides/hardware/getting-started-with-hardware/purchasing-or-using-an-existing-computer.html>

Professional Attire – Professional Program

Students are asked to wear their UB nametags over the clavicle to all OT classes and labs. The OT program has a strict dress code for all lab situations and clinical settings (this includes fieldtrips and observation visits, Level I and Level II fieldwork, presentations at clinical settings).

Labs

Labs are active and students must dress in a manner that allows for palpation of muscles, facilitation of motor patterns, and overall flexibility. Students should expect to reach, bend, squat, and kneel and will have occasion to practice physical manipulation of lab partners. That means that clothing that is too tight or too cumbersome is not conducive to lab interaction. Students should wear comfortable and flexible clothing that covers the body from neck to knees with no undergarments, cleavage, buttocks, or midriffs showing.

Specifically, students should wear:

- Clothing that they can move in (no jeans or tight pants). Gym shorts that sit at the waist and are not more than 3 inches above the knee or,
- Sweatpants or scrub pants that sit at the waist and are loose
- Tee shirts that have a crew collar and are long enough to tuck in
- If it is cold you can wear a sweatshirt over your tee shirt but be prepared to take off the sweatshirt for lab activities

Students who come to lab wearing clothing that restricts their movement or clothing that is immodest will receive one warning, after that they will be required to leave the lab for that session.

Clinical Experiences

On clinical placement, Students should wear khaki type pants or colored slacks (no jeans, leggings or yoga pants/athletic wear) that sit at the waist with professional shirt (no tee

shirts, tank tops, or muscle shirts, neon colored clothing or clothing with metallic embellishments) and closed-toed, low-heeled, rubber soled shoes with hose or socks. This means that no undergarments, cleavage, buttocks, or midriffs should be visible when you sit, bend, or reach overhead. It is also recommended that all clothing be machine-washable.

Nails should be short and well-groomed; artificial nails may be prohibited by fieldwork sites. Long hair should be tied back, and students should avoid wearing excessive jewelry or dangling pieces that can get pulled or tangled when interacting with patients/clients. Facial and tongue jewelry are not permitted. Earrings should be small in size and not dangling; open ear gauges are not permitted. Hair color should also be of a naturally occurring hue. Tattoos should be covered. Additionally, students should avoid the use of fragrances as patients/clients may have a chemical sensitivity to the scent. UB nametags should also be worn over the clavicle unless otherwise directed by the facility. Some clinical sites may require additional attire requirements such as a lab coat.

Assessment of Professional Behavior – Professional Program

The faculty's expectation for professional behavior by the student is viewed as important as the student's development of clinical skill. The Modified Professional Development Assessment (M-PDA) will be completed by 3rd and 4th year students and a modified version of AOTA's Professional Development Tool (M-PDT) will be completed by 5th year students. The PDA and PDT are viewed as learning tools to help students in their professional growth and development. The primary purpose of implementing this process is to make students aware of their strengths as well as areas to focus on for further development.

Students in good standing will complete the M-PDA in their 3rd year of the program at midterm of the spring semester and again in the 4th year of the program prior to level II fieldwork. The students will then meet with their faculty advisor to discuss the outcomes. Students on probation or who have been identified as having problems in some aspect of professional behavior based on PDA outcomes must meet with their advisors at midterm for each semester while on probation and may be asked to complete a M-PDA for their faculty advisor at these meetings. Faculty members who have the student in his or her course or courses may be asked to complete an M-PDA for students on probation and document any professional behavior issues. The student will meet with their advisor at midterm and discuss the results of the M-PDA.

In the event that a student has a significant number of areas requiring further development, an Academic Performance/Professional Behavior Committee meeting (APC/BPC) may be convened. The APC/BPC has the right to recommend counseling, probation, suspension and/or dismissal if the student's professional behavior is consistently not meeting accepted departmental standards.

Copies of the PDA and PDT and guidelines for implementation will be posted in UB Learns and can also be found in Appendices B and C of this handbook.

Fifth year students will complete the PDT in the spring semester of the 5th year of the program and will meet with their advisor by a date designated at the start of the semester to discuss.

POLICY ON SAFETY AND EMERGENCY PROCEDURES

We strive to ensure a safe and healthy learning environment for all students and faculty. Students are encouraged to sign up to receive campus alerts on their cell phones for notification of emergency situations at <http://www.buffalo.edu/administrative-services/emergency-management/emergency-procedures.html>. The University maintains information on best practices to ensure safety during a fire, how to an active shooter in your immediate area, what should and should not be done when encountering a suspected intruder, and how to report a bomb threat. Information is found here <http://www.buffalo.edu/administrative-services/emergency-management/emergency-procedures.violence.html> and we ask all incoming students in the professional program to review these emergency procedures and sign off indicating they were read, and the video(s) were viewed.

Additionally, the occupational therapy labs all have first aid kits, which can be used for small first-aid situations. Medical or other emergencies should be reported to University Police at 716-645-2222 and to 911 if needed. Non-emergency situations can be reported to the police at 716-829-3301, and it is recommended that students save both the emergency and non-emergency numbers in their cell phones.

The occupational therapy labs house equipment that could be dangerous if used inappropriately. Students are oriented to safety precautions in the third year and in subsequent classes as equipment is introduced. Students are expected to maintain safe practices at all times in the lab just as we would expect in the clinic. Students must use mats when using equipment such as therapy balls and swings and must have adequate clearance and someone to spot them on these pieces of equipment along with scooter boards and any other mobile equipment. Safe practices regarding the use of water around electrical devices and precautions to prevent burns of self or others must be exercised when using splinting equipment in and when using the hydrocollator and other physical agent modalities. Students should be aware of chemicals used in the lab in craft projects and other activities and should read the MSDS sheets available in a binder in the lab if they have concerns about allergic reactions or other health-related issues.

UNIVERSITY AND PROGRAM GRADING POLICY- Professional Program **Minimum Acceptable Grades**

Students who are enrolled in the OT program must earn a grade of C- or better for all required courses. Undergraduate students are provisionally accepted to the professional program pending completion of PAS 407 (gross anatomy) with a grade of c- or above. The grade from PAS 407 and any other OT summer courses are combined with the grades from the third year, fall semester, and students must maintain a semester and overall GPA of 2.8 or above beginning in the fall semester of the third year (including summer courses). Additionally, undergraduate students must have an overall OT program GPA of 2.8 or higher to progress to the graduate component of the program. Once in the graduate portion of the program, student must maintain a semester and cumulative graduate GPA of 3.0.

In the undergraduate portion of the professional program, students receiving a grade of less than C- (D+, D, D- or F) will be dismissed from the program. If they are given the opportunity to

continue in the program (following APC appeal), they will be required to repeat the course and obtain a grade of C- or better. Students who receive a course grade of less than C- will not be allowed to take subsequent courses for which that course is a prerequisite requirement. If a student is readmitted to the program after a dismissal, the student will take the course the next time it is offered, which is most likely in the following year. In this case, the student will be decelerated, will join the class cohort in the subsequent year, and will follow all rules and regulations associated with that class. The numerical grade equal to a C- will be up to the individual faculty member but should be communicated to students in the syllabus distributed at the beginning of each course.

Plus/Minus (+/-) Grading

Plus / Minus grades with corresponding quality point values are as follows:

A	=	4.0
A-	=	3.67
B+	=	3.33
B	=	3.0
B-	=	2.67
C+	=	2.33
C	=	2.0
C-	=	1.67
D+	=	1.33
D	=	1.0

In the OT program, plus/minus grades will be at the discretion of the instructor.

'I' (Incomplete)

Undergraduate courses: Please refer to the undergraduate

<https://registrar.buffalo.edu/regISTRATION/policies/special-grading.php> for this policy

Graduate Courses: Please refer to the graduate catalog

<http://grad.buffalo.edu/study/progress/policylibrary.html#iugrade> for this policy

Repeating Courses

Refer to <https://catalog.buffalo.edu/policies/repeat.html> for complete undergraduate policy and refer to <http://grad.buffalo.edu/study/progress/policylibrary.html#repeatcourses> for graduate school policies.

University policy states that there is no limit to the number of different courses that a student may repeat. However, each academic department and program has the authority to decide whether or not courses may be repeated to meet program requirements. **It is OT program policy that students may be given the opportunity to repeat only one required course in the professional sequence of the program.** Whether or not this is allowed will be decided on an individual basis at a meeting with the student and the Academic Performance Committee.

Resignation from Courses

For courses scheduled for a full 15-week semester, students may register for courses and make changes to their class schedule at any time between the start of their enrollment appointment through the end of the 6th day of classes. Courses dropped during this period will not appear on the students' transcripts. Students may register for courses through the end of the 7th day of classes. (Calculation of the 6th and 7th day of classes includes Saturdays but does not include Sundays and holidays.) Summer courses and those that run on a modified semester schedule may have different dates.

For information about withdrawing from courses after the 6th day of classes, see Resignation from Coursework at the University: <https://catalog.buffalo.edu/policies/add-drop-resign.html>

Students who choose to resign from all courses after the 6th day of classes will be responsible for a financial penalty and receive a grade of "R" for each course resigned until the end of the resignation period. When resigning from a course, students should determine if the course is impacted. Impacted courses cannot be repeated during the fall or spring semesters. (See Priority Registration for Students Attempting a Course for the First Time at <https://catalog.buffalo.edu/policies/repeat.html>)

Drop, add, and resign dates are available in students' HUB Student Center (via MyUB).

ACADEMIC INTEGRITY

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas. The University community depends upon shared academic standards.

Academic dishonesty in any form by any member of the University community represents a fundamental impairment of these standards. While we encourage students to collaborate and to help each other to learn, under no circumstances should students provide answers or written work for another student nor should students accept answers or written work from another student to be submitted as their own work, in whole or in part. Similarly, students should not submit group assignments with groupmates names on the assignment unless the group mate contributed to the work. Students can seek help from course instructors, their academic advisor, or the program director if they are having difficulty interpreting these regulations.

All alleged cases of academic dishonesty are adjudicated in accordance with the Disciplinary Procedures for Academic Infractions. Copies of the procedure are available from the Office of the Vice President for Student Affairs, Room 542 Capen Hall.

A. The following actions constitute major forms, but not exclusively all forms, of academic dishonesty among students:

1. submission: submitting academically required material that has been previously submitted in whole or in substantial part in another course, without prior and expressed consent of the instructor

2. plagiarism: copying or receiving material from a source or sources and submitting this material as one's own without acknowledging the particular debts to the source (quotations, paraphrases, basic ideas), or otherwise representing the work of another as one's own
3. cheating: receiving information, or soliciting information, from another student, with the intent to deceive while completing an examination or individual assignment
4. falsification of academic materials: fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor's name or initials; resubmitting for reevaluation an examination or assignment that has been altered without the instructor's authorization; or submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment
5. procurement, distribution or acceptance of examinations, laboratory results, or confidential academic materials without prior and expressed consent of the instructor.

B. Unlawful Sale of Dissertations, Theses and Papers:

1. No person shall, for financial consideration, or the promise of financial consideration, prepare, offer to prepare, cause to be prepared, sell or offer for sale to any person any written material that the seller knows, is informed or has reason to believe is intended for submission as a dissertation, thesis, term paper, essay, report or other written assignment by a student in a university, college, academy, school or other educational institution to such institution or to a course, seminar or degree program held by such institution.
2. No person shall sell or offer for sale to any person enrolled in the State University of New York at Buffalo any computer assignment, or any assistance in the preparation, research, or writing of a computer assignment intended for submission in fulfillment of any academic requirement.

When an instance of suspected or alleged academic dishonesty by a student arises, it shall be resolved according to the University procedures (The occupational therapy program follows the University Academic Integrity policy. The Fall 2021-22 undergrad policy is found here <https://catalog.buffalo.edu/policies/integrity.html> and the fall 2021graduate policy can be found here <http://ed.buffalo.edu/policies.html>. Any changes to the University policies will be adopted by the OT program.

PROGRAM POLICY ON HARRASSMENT AND BULLYING

It is the objective of the occupational therapy program, and the University as a whole, to create a positive work and learning environment that is free from harassment and bullying. This includes any behaviors directed to one or a group of students that result in an adverse or intimidating environment that detrimentally affects participation in the educational process. These behaviors may include face-to-face contact, text messages, postings on social networks and so on.

The University’s Office of Judicial Affairs and Student Advocacy is available to help students resolve such issues. Their mission is “...to provide a just, safe, orderly, and positive campus climate through regulations, disciplinary processes, informational programming, and intervention effort. “ The contact information is: Office of Judicial Affairs & Student Advocacy, 252 Capen Hall, North Campus, University at Buffalo, Buffalo, NY 14260-1605. (716) 645-6154.

Students who are victims of bullying and harassment or who are aware of other students in the program being subjected to bullying and harassment may contact their course instructor, advisor, program director, or departmental chair for assistance.

Students who are suspected of bullying or harassment may be brought before the Academic/Behavioral Performance Committee and / or reported to judicial affairs (see Student Code of Conduct <http://www.buffalo.edu/studentlife/life-on-campus/community/rules.html#studentcode>)

UNIVERSITY INFORMATION TECHNOLOGY POLICIES

Sharing of copyrighted materials (including music, movies, and software) is a violation of the Digital Millennium Copyright Act (DMCA). Using the UB network or illegal downloading or sharing of copyright protected materials is in direct violation of both the UB Information Technology Policy <http://www.buffalo.edu/ubit/policies.html> and the DMCA.

The Higher Education Opportunity Act (H.R. 4137) requires the University to inform the UB community of the consequences of using UB's network for unauthorized distribution of copyrighted material(s). Those who have violated copyright law are required to complete a comprehensive online copyright course. Subsequent violations may involve disciplinary action.

To protect yourself and our university from violating UB Information Technology policy and federal law, please only download material from legitimate media sites that have legal agreements to sell music, software and movies. A list of legal alternatives is available at <http://www.educause.edu/legalcontent>

For more information regarding copyright policy, please refer to the following sites:

UB IT Policies: <http://www.buffalo.edu/ubit/policies.html>

US Copyright Law Copyright Act (DMCA): <http://www.copyright.gov/title17/>

Legal Alternatives: <http://www.educause.edu/legalcontent>

PROGRAM POLICY ON EXAMINATION PROCEDURES

All students are expected to take exams at the date, time and place scheduled. In the case of extenuating circumstances or illness, a written petition for a special test must be made in advance, or within 24 hours of missing the examination in the case of illness.

Should the situation arise where other students or faculty questions the academic integrity of a student, the policies and procedures of the University will be applied when investigating and determining the disposition of the allegation. To circumvent, as much as possible, allegations of academic dishonesty during examinations, strict compliance with the following procedures is essential:

For In Person Exams

- Students will remain outside the examination room until the instructor arrives and arranges the room.

- Backpacks, purses, books or papers, including scrap papers, are not allowed at the students' desks and surrounding area. Students are to leave all such materials at the front of, or outside the classroom.
- Students must not have a cellphone or smartwatch on during the exam
- The instructor may assign seats for the examination.
- Students will not begin the examination until indicated by the instructor.
- Students will supply their own pens, pencils, calculators, tissues, or other items as stated by the instructor prior to the examination. Students will not share any of these items.
- Students should use the restrooms prior to the examination, not during the examination.
- Students must keep their eyes on their own papers. Any student appearing to be looking at another's work will be assumed to be cheating.
- With permission of the instructor, the student should leave the room quietly when he/she has completed the examination.
- Students must not congregate in the hall outside the examination room as it disrupts students still working on the examination.

For Online Exams

- Students will log into the exam during the designated opening window for the exam.
- Books, papers, including scrap papers, electronic devices including cellphones and tablets, or any material that potentially contains answers to the test are not allowed at the students' desks and surrounding area, unless approved by the instructor.
- Students must not have a cellphone turned on or smartwatch on during the exam
- Students must not communicate with anyone during the exam and must complete the exam without assistance from other people, books, or any other resource unless the resource is identified in the exam instructions as permissible.
- Students must be prepared to use respondus lockdown monitor with camera if required by the professor.

UNIVERSITY HEALTH SERVICE EXCUSE POLICY

It is the policy of the University Health Service not to issue written excuses for illness. Students confined to bed in the inpatient department are, upon discharge, given a statement listing the dates of admission and discharge.

Students are advised of these limitations and are encouraged to relay the circumstances of their illness to their instructors. After a student has given consent, an instructor may obtain verifications of illness by contacting the Health Service, Michael Hall, Basement: 716-829-3316.

UNIVERSITY LEAVE OF ABSENCE POLICY

The School of Public Health and Health Professions recognizes that circumstances may occur during the period of a student's academic enrollment which necessitate or make advisable temporary withdrawal from a program of study. In such circumstances a leave of absence may

be granted which will allow the student to be absent from an academic program for a specified period of time without academic penalty. In all such cases, however, the procedures listed below must be followed to assure authorized withdrawals from, and return to, academic programs. Informal agreements regarding leaves of absence are not advised since they may jeopardize the rights of the student to return to school without academic penalty as well as the right of the department to fix the conditions of a student's return.

Leave of Absence Policy is as follows:

- 1) Forms for requesting a leave of absence are available from the Registrar's website at <http://registrar.buffalo.edu/forms/index.php> and must be signed by the OT Program Director or Program Coordinator.
- 2) Leaves are granted for a maximum of two semesters but may be extended for an additional year if renewed.
- 3) Students must be in good standing (i.e. financial obligations met, no disciplinary action, good academic standing).
- 4) College credits received at other institutions during the leave period will be evaluated as transfer credit. Students requesting leave from the University are instructed to seek academic advisement prior to the leave period to assure proper course selection at the visiting college or university.
- 5) Students attending other colleges or universities during the approved leave of absence period are required to submit official transcripts from those institutions of academic work completed during the leave period. Such transcripts must be submitted to the Office of Admissions no later than the last day of the sixth week of the returning semester.
- 6) A leave of absence does not constitute an automatic cancellation of classes. The student is responsible for dropping all registered courses, otherwise he/she will be responsible for all tuition costs.

OCCUPATIONAL THERAPY PROGRAM BEREAVEMENT, SERIOUS ILLNESS OR INJURY POLICY AND PROCEDURES

The policies and procedures outlined below pertain to students enrolled in occupational therapy courses.

- Students may be excused from class upon death or serious illness/injury of a close family member and/or significant other.
- The instructor may require documentation of death or serious illness/injury of a family member/significant other (e.g. letter from a health care provider stating student could not attend class, obituary notice).
- Students are responsible for contacting their advisor and instructors regarding the inclusive dates that they will be missing classes.

- Students are responsible for making arrangements with their instructors to complete course work, quizzes, exams and/or papers.
- In the case of a sudden death or serious illness/injury to a close relative or significant other, if the student is unable to make contact with all instructors, the student should contact his or her advisor to assist with informing instructors and making arrangements.

OCCUPATIONAL THERAPY PROGRAM INCLEMENT WEATHER POLICY AND PROCEDURES

The policies and procedures outlined below pertain only to occupational therapy program.

- Students should monitor University-wide cancelations in the event of inclement weather. Individual instructors may not notify students of class cancelation if the University has canceled classes.
- Classes may also be canceled at the instructor's discretion based on weather conditions, school closings, and road conditions/closings.
- Instructors will give students who have a long commute special consideration if weather conditions are treacherous in their location. Students who reside in areas that may have weather that is inclement compared to the university area must contact their instructors and make arrangements for missed class time.
- When possible, instructors will email or announce on UB Learns cancelled classes due to weather. Students should access their email and announcements on UB Learns for information on class cancellations.

OCCUPATIONAL THERAPY PROGRAM RELIGIOUS HOLIDAY POLICY AND PROCEDURES

The policies and procedures outlined below pertain only to occupational therapy program.

- Every effort is made to follow the University calendar, while accommodating religious observances of our diverse student body.
- Students who plan to miss class due to their religious holiday observance must inform the instructor within the first week of the semester and work with the instructor on alternative arrangements for missed class time and for any exams or assignments that may be due on that day.

OCCUPATIONAL THERAPY PROFESSIONAL PROGRAM PROBATION/DISMISSAL POLICY AND PROCEDURES

INTENDED OT MAJORS

While in the pre-OT track, students are subject to the policies of the Public Health BS program regarding probation and dismissal. Student grades are monitored by the Office for Academic and Student Affairs and students are counseled if their prerequisite GPA falls below 2.8. Students whose academic performance precludes them from possibly meeting the OT application requirements will be counselled by OASA to declare an alternative major.

OT BS/MS PROFESSIONAL PROGRAM STUDENTS

The policies and procedures outlined below pertain only to occupational therapy **professional program** probation and dismissal. **University** dismissal and academic probation policies can be found at:

<https://catalog.buffalo.edu/policies/academic-review.html>

Basis for Probation/Dismissal

Academic Reasons:

- 1) **Academic Deficiency:** Earning a grade of less than C- in a required program course; Earning a semester or overall GPA below 2.8 (undergraduate) or 3.0 (graduate).
- 2) **Academic Dishonesty:** Actions that compromise academic integrity as which may include (but are not limited to) the following:
 - *Previously submitted work.* Submitting academically required material that has been previously submitted—in whole or in substantial part—in another course, without prior and expressed consent of the instructor.
 - *Plagiarism.* Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own.
 - *Cheating.* Soliciting and/or receiving information from, or providing information to, another student or any other unauthorized source (including electronic sources such as cellular phones and PDAs), with the intent to deceive while completing an examination or individual assignment.
 - *Falsification of academic materials.* Fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor's name or initials; resubmitting an examination or assignment for reevaluation which has been altered without the instructor's authorization; submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.
 - *Misrepresentation of documents.* Forgery, alteration, or misuse of any University or Official document, record, or instrument of identification.
 - *Confidential academic materials.* Procurement, distribution or acceptance of examinations or laboratory results without prior and expressed consent of the instructor.
 - *Selling academic assignments.* No person shall sell or offer for sale to any person enrolled at the University at Buffalo any academic assignment, or any inappropriate assistance in the preparation, research, or writing of any assignment, which the seller knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.

- *Purchasing academic assignments.* No person shall purchase an academic assignment intended for submission in fulfillment of any course or academic program requirement.

Non-Academic Reasons:

- 1) **Personal Conduct:** Behaviors that are clearly not in accordance with University rules and regulations, such as, but not limited to, possessing and/or distributing alcohol or illegal drugs.
- 2) **Professional Conduct:** Behaviors that are clearly not in accordance with the expected conduct of the professional, such as disruptive and unethical behaviors in academic and clinical settings.
- 3) **Patient or Client Safety:** Behaviors that compromise patient, client or student safety during any fieldwork experience or site visit.

Probation/Dismissal Procedures for Academic Reasons

It is the responsibility of the OT Program Director and the OT academic advisors to review the academic and professional progress of each student enrolled in the curriculum at the end of each semester. Student performance is considered to be at the undergraduate level during the fall and spring semesters of the third year and the summer semester of the fourth year. Students become graduate students for the fall semester of the fourth year.

If, during this review, a student is identified as not meeting academic criteria which are defined as receiving a C- or less and/or having a GPA of less than 2.8 at the undergraduate level or a grade B or less and/or having a GPA of less than 3.0 at the graduate level, the following procedures will be followed:

PROBATION

A student with a GPA of less than 2.8 (undergraduate) or 3.0 (graduate) in any given semester will be placed on probation. Once on probation, the student must maintain the minimum GPA required by their program level (2.8 for undergraduate and 3.0 for graduate) during each remaining semester of the professional program. If in any subsequent semester the student earns less than the minimum GPA required by their program level, the student will be dismissed from the program.

Procedure:

The student will be placed on academic probation and will receive a letter via email with return receipt requested from the Occupational Therapy Program Coordinator. Certified mail may be used if receipt of the letter is not confirmed via email. The student is ***required*** to attend an academic performance/professional behavior-planning meeting. The student, the student's OT academic advisor, and the Chair of the AP/PBC will attend the meeting. A plan will be developed at the meeting to assist the student in meeting academic criteria in the remaining program courses.

It is the student's responsibility to contact the Chair of the Academic Performance/Professional Behavior Committee (AP/PBC) and their academic advisor via email within five business (5) days of receipt of the probation letter to initiate scheduling of the academic performance/professional behavior planning meeting. The meeting will be scheduled at the earliest time possible taking everyone's schedule into consideration.

DISMISSAL

A student with a GPA less than the required minimum for a second semester or who earned a grade of D+, D, or F in an OT program course will be dismissed from the occupational therapy program.

Procedure:

The student will receive a dismissal letter via email with return receipt requested from the Occupational Therapy Program Coordinator. Certified mail may be used if receipt of the letter is not confirmed via email. The student should contact the Chair of the AP/PBC within five (5) business days of receipt of the letter to discuss his or her status. The student has the right to appeal the dismissal decision. Students who choose to appeal their dismissal should contact their OT academic advisor to schedule an advisement meeting. During this meeting, the advisor will discuss the student's options. The student can discuss their plan of action with the advisor. If the student requests a dismissal hearing, the hearing will be attended by the student, the student's OT academic advisor and three additional ad hoc members of the AP/PBC. The instructor of the course in which a student received an unsatisfactory grade may attend the meeting as a non-voting member. The student's advisor is also a non-voting member. After the hearing, the student will receive written notification of the committee's decision via email with return receipt requested and/or certified mail.

If the AP/BPC determines that the student should be reinstated in the program, the student will be on academic probation for the duration of the program above as described, and the student is not able to appeal a second dismissal should that occur. If reinstated, the student earning a D+, D, or F grade ***must*** repeat the course and earn a minimum grade of C-. The student is responsible for resigning from courses as designated by the AP/PBC. In those instances where the failed course is prerequisite to another course that follows sequentially in the curriculum, a leave of absence may be required. Fieldwork assignments and graduation will be delayed.

The decision of the AP/PBC is made on a case-by-case basis. If reinstated in the program, the student is still expected to adhere to the five-year *time to completion requirement* for the professional component of the program.

If a student feels they have not been treated equitably a hearing can be requested with the occupational therapy program director within five business days. If after meeting with the program director, the student continues to have concerns, he or she can request a hearing with the chair of the Rehabilitation Science department within five business days.

Probation/Dismissal Procedures for Non-Academic Reasons (Academic dishonesty; Personal Conduct, Professional Conduct, Client Safety)

The student will receive written notification that he/she is being considered for probation/dismissal, and the date, time and place that an informal hearing will be conducted at which the student may present any extenuating/mitigating circumstances.

The student will acknowledge in writing or via email (within five business days), receipt of notification and indicate his/her intent to attend the informal hearing.

The student's OT advisor, who will advise the student prior to the hearing, will participate without vote.

In addition to the student's advisor, faculty composition will consist of not more than five nor less than three members.

Following the presentation of any extenuating/mitigating circumstances, the student will be excused from the hearing. The Behavioral Performance Committee may develop a behavior plan for the student to follow, place the student on probation, or dismiss the student from the OT program. The student will receive written notification of:

- a) the decision of the behavioral performance committee
- b) due process/right of appeal
- c) grievance procedures in accordance with university policy and procedures

The student will receive written notification of a, b, and c above.

Readmission to Rehabilitation Science for Dismissed Students:

Students who have been dismissed from a program in the Department of Rehabilitation Science and did not appeal the decision, or were not successful in their appeal, cannot reapply to a program in the department.

UNIVERSITY POLICY ON GRIEVANCE PROCEDURES

Occupational therapy students are encouraged to communicate with instructors on a regular basis and share concerns with the instructor to resolve disputes at the level of origin. Students may seek help from their academic advisors or the OT program director if they are having difficulty discussing a topic with the instructor involved. The University has a formal grievance policy for undergraduate students found here:

<https://catalog.buffalo.edu/archive/1617/policies/conduct/grievance.html> and for graduate students found here: <https://grad.buffalo.edu/succeed/current-students/policy-library.html?q=Academic%20Grievance>

Occupational therapy students should follow these guidelines should a grievance arise. Formal complaints about the program, or faculty are kept on file by the occupational therapy program director.

A grievance for undergraduate students includes, but is not restricted to a complaint by a student:

- that he or she has been subjected to a violation, misinterpretation, or inequitable application of any of the regulations of the University, College or School, or Department; or
- that he or she has been treated unfairly or inequitably by reason of any act or condition that is contrary to established policy or practice governing or affecting undergraduate students at the University at Buffalo.

A grievance for graduate students includes, but is not restricted to a complaint by a student:

- that there has been to one's self a violation, misinterpretation or inequitable application of any of the regulations of the University, the Graduate School, Faculty or Department, or
- that there has been unfair or inequitable treatment by reason of any act or condition contrary to established policy or practice governing or affecting graduate students.

UNIVERSITY NON-DISCRIMINATION POLICY

The following university policy statements are reissued in accordance with the requirements of various federal and state laws and regulations.

General Policy

No person, in whatever relationship with the State University of New York at Buffalo, shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, sex, marital status or veteran status.

Sexual Harassment

Sexual harassment of employees and students, as defined below, is contrary to university policy and is a violation of federal and state laws and regulations. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive environment.

No university employee of either sex shall impose a requirement of sexual cooperation, as a condition of employment, or academic advancement, or in any way contribute to or support unwelcome physical or verbal sexual behavior. Any member of the university community who requires additional information can log into <https://www.buffalo.edu/equity/obtaining->

[assistance/sex-discrimination-and-sexual-harassment/sexual-harassment.html](https://www.ohio.edu/assistance/sex-discrimination-and-sexual-harassment/sexual-harassment.html). Individuals who wish to make a complaint or receive a copy of the university procedures to be followed for complaints arising from matters related to the policies outlined above should contact: Office of Equity, Diversity, and Affirmative Action Administration, 275 Park Hall, (716) 645-2266.

SECTION 5
SCHOLARSHIPS, ORGANIZATIONS, SPECIAL OPPORTUNITIES, AND AWARDS

SCHOLARSHIPS

A number of scholarships and financial aid opportunities are available each year to Occupational Therapy students. Announcements of these opportunities will be made in classes and filed in the scholarship file located with the student fieldwork files. Scholarship amounts range from \$150 - \$5,000. The following are some of the scholarships routinely available:

The American Occupational Therapy Association E.K. Wise Scholarship

This scholarship was established in the 1960's through the generous bequest of Elizabeth K. Wise to support women pursuing higher education degrees. The scholarship fund reflects the changes that have occurred in the education of entry-level occupational therapists over the last several decades while remaining true to the intent of the original bequest. The focus of the scholarship will be to support female students from diverse backgrounds who can meet E.K. Wise's and the Association's objectives of developing a workforce to meet society's diverse occupational needs in underserved areas or communities.

Qualified female applicants must:

- 1) be enrolled (or accepted) in a post baccalaureate entry-level occupational therapy educational program on a full-time basis.
- 2) be enrolled in the entry-level occupational therapy educational program for the full 2017-2018 academic year (Fall 2017 thru Spring 2018).
- 3) demonstrate a sustained record of outstanding academic achievement.
- 4) demonstrate leadership and community service.
- 5) be able to contribute to a diverse work force.
- 6) be a member of AOTA.
- 7) be a U.S. citizen or permanent resident

The American Occupational Therapy Foundation (AOTF)

A limited number of scholarships are available for undergraduate and graduate OT students. An applicant for a Foundation scholarship must:

- 1) Be currently enrolled as a full time student at an AOTA accredited or developing professional level (masters or OTD) or OTA program.
- 2) Have completed at least 1 year of OT specific coursework. If studying to become an OT assistant, must be in final year to be eligible.
- 3) For post baccalaureate scholarships, this must be the first degree in OT.
- 4) Complete and sign the application and submit all supporting data postmarked by the deadline date of October 27th.

Jerry Flaschner Humanitarian Spirit Award

The purpose of this award is to recognize individuals who best exemplify the mission of the Network in Aging of WNY, Inc. Each nominee should have a demonstrated commitment to promoting respect and improving the quality of life for the Elders of Western New York consistent with the ideals of Jerry Flaschner.

Students are qualified to apply if they are enrolled in educational programs at the undergraduate or graduate level and have a strong interest in working with the aging population. Interested applicants must complete the Jerry Flasher Humanitarian Spirit Academic Award Application, provide a detailed description of the course (-s) in which the applicant is enrolled along with two letters of support of consideration. The review committee will determine the number of awards presented each year based on applications received. Awards will be granted in the amount of \$1,000. To learn more about this award, you can access information on the Network in Aging website at: <http://www.networkinaging.com/jerry-flaschner-humanitarian-spirit-award>

Maureen R. L. Mussenden Scholarship

To honor the memory of Maureen R.L. Mussenden and the professional and personal values she espoused, the Maureen R.L. Mussenden Scholarship has been established to help support the education of students pursuing a graduate degree in one of the five UB Health Sciences Schools.

Candidates must be currently enrolled or have been accepted into a graduate program in the School of Public Health and Health Professions. Residents and Fellows are NOT eligible. Applicants must be “first generation” students (whose parents did not receive a college degree) and a priority will be given to women. *The Scholarship will provide one-third of the in-state tuition in effect the year the application is made for up to four years.*

For consideration for the scholarship, applicant must submit a completed application along with a personal essay and a letter of recommendation from a member of the UB faculty to the Office of the Vice President of Health Sciences

J. Warren Perry Scholarship

In 1990, Dr. J. Warren Perry, the first dean of the School of Health Related Professions, and his brother, Dr. Charles D. Perry, made a joint gift to endow the J. Warren Perry Scholarship Fund in the School of Health Related Professions. Recipients of this scholarship are either undergraduate or graduate students in the health related professions. Candidates are evaluated on the basis of academic achievement and professional potential.

Competition for the Scholarship is announced in April of each year. Applications for the Perry Scholarship are available through the Dean’s Office or the departments and are to be submitted to the Dean’s Office. Decisions are made by a committee appointed by the Dean.

Kathleen M. Shaffer Memorial Scholarship

This scholarship is awarded in memory of Kathy Shaffer, a 1987 graduate of the UB occupational therapy department baccalaureate program and senior therapist at Erie County Medical Center. Shaffer’s contributions to UB included course instruction and fieldwork supervision of students. She is best remembered for her excellent clinical skills and mentoring relationships with students.

Candidates must be fifth-year occupational therapy students. Students are nominated for the award by a committee of occupational therapy faculty members; colleagues and family members select the recipient.

Stonegraber Scholarship Fund

This fund was established in memory of Eleanor and David Stonegraber. Mrs. Stonegraber was an OTR in the Buffalo and Rochester areas and Director of Occupational Therapy at the Rochester Psychiatric Center at the time of her retirement in 1959.

The fund provides financial aid for students in occupational therapy or physical therapy entering their last year of study. The amount varies from year to year with a range of \$500 to \$2,000. To qualify, a student must:

- 1) Demonstrate financial need.
- 2) Show academic promise;
- 3) Have a firm commitment to the profession.

Students interested in the Stonegraber Scholarship should file a financial statement with the Financial Aid Office during the fall semester of their 4th year.

PROFESSIONAL AND STUDENT ORGANIZATIONS

American Occupational Therapy Association (AOTA):

This is our national professional organization which students are urged to join. It was established in 1917 for the purpose of promoting the practice of occupational therapy and excellence in the delivery of occupational therapy services. The organization contributes to this goal by providing services in such areas as:

- 1) standards for practice and education;
- 2) accreditation of educational programs;
- 3) continuing education via workshops, conferences and publications;
- 4) public education;
- 5) political monitoring and action.

The Association's future depends on the active involvement of all its members and especially the future occupational therapy practitioner, the student. As part of course requirements, instructors may require readings that are available to AOTA members.

Student Memberships

To qualify, students must be enrolled currently in an OT or OTA program accredited or granted developing program status by the accreditation Council for Occupational Therapy (ACOTE®), who have not yet taken the National Board for Certification in Occupational Therapy, Inc. (NBCOT) examination. The only exception is for an occupational therapy assistant who is

enrolled in an accredited educational program for occupational therapists. Student members receive standard member benefits plus Special Interest Section benefits and Student Fieldwork listserv specially designed for them.

Information and an online application can be found at:

<http://www.aota.org/aboutaota/membership/aota4students.aspx>

New York State Occupational Therapy Association, Inc. (NYSOTA):

This is one of the 52 membership organizations which collaborate with AOTA in carrying out the objectives of the profession. NYSOTA is composed of eight districts: Niagara Frontier (NFD/NYSOTA - our local district), Metropolitan New York, Capitol, Central, Rochester, Hudson - Taconic, Long Island and Westchester.

Student memberships are \$25, and students are invited to attend and participate in local Niagara Frontier District (NFD) events. Benefits include:

1. A one year subscription to the NYSOTA Newsletter.
2. Special rates for publications, conferences and continuing education.
3. Access to printed materials covering practice and professional issues.

Payment of dues provides dual membership in NYSOTA and the Niagara Frontier District or your local home district. Membership in NYSOTA is now centralized through the state association. Students can complete NYSOTA applications at: https://nysota.site-ym.com/general/register_member_type.asp?

World Federation of Occupational Therapists (WFOT):

This federation is comprised of occupational therapy organizations throughout the world. AOTA is a WFOT member organization.

Among the objectives of WFOT are to act as the official international organization for the promotion of occupational therapy, to promote international cooperation among occupational therapy associations, occupational therapists and between them and other allied professional groups.

The Council of the Federation meets every two years, and the Federation holds an international congress every four years. Dues are paid annually through the AOTA.

American Occupational Therapy Foundation, Inc. (AOTF):

A philanthropic organization to administer programs to advance the science of occupational therapy and to increase public knowledge and understanding of the profession by encouraging the study of occupational therapy through scholarships and fellowships, financing, conducting research, developing professional literature and teaching aids.

University at Buffalo/Student Occupational Therapy Association (SOTA):

All students in our program are automatically members of this organization which promotes knowledge and interest in the education program, the profession and health care concerns. In addition, SOTA provides service to the community through participation in such activities as public relations affairs, recruitment efforts and activities to benefit persons living with disabilities.

Members select officers from each class, select a member to represent the student body at faculty meetings, and a member (who must be an AOTA member) to represent our students at the ASCOTA meetings during the Annual Conference of the AOTA. Financial support for SOTA is provided by the University at Buffalo Student Association based on a budget prepared annually by SOTA officers and supervised by the SOTA/OT Faculty Advisor.

Graduate Student Association

Graduate students in the Department of Rehabilitation Science are members of the Department's Chapter of the Graduate Student Association.

Pi Theta Epsilon

This is the National Occupational Therapy Honor Society whose mission is to promote research and scholarship among occupational therapy students. Tau, our local chapter, was established in 1988.

Membership is by invitation and is offered to those students who meet specific criteria. A candidate must be enrolled in an accredited professional occupational therapy program, rank in the top 35% of their class and have attained third year, second semester status in the professional program and have a cumulative scholastic record of a minimum of 3.5 to be eligible. Each candidate must also have at least one entire semester remaining after initiation before they leave for fieldwork placement in order to be eligible. Candidates must also show professional promise as documented in any two of the following: membership in professional organizations, prior scholastic scholarships and awards, evidence that papers have been submitted and/or accepted to local and/or national meetings and publications, leadership in service organizations or community activities during the college years.

Alpha Eta

Alpha Eta is the national honor society for the allied health professions. Membership is by invitation and is offered to those students who are in the top 20% of their class, have a minimum program GPA of 3.5 and who have the potential for leadership ability in the allied health professions.

AWARDS

University Awards

Dean's List: Students will be included on the Dean's List if, in any single semester, they earn a 3.6 grade point average or higher. Students must have completed at least 15 credit hours of study during the semester, 12 of which are letter-graded.

OT Program Awards

Nancie Greenman Founder's Award: To a student who has demonstrated outstanding performance and professional promise.

Achievement Award: To the student who has demonstrated the greatest commitment in the attainment of professional goals.

OT Scholarship Award: To the graduating student with the highest GPA in departmental and required courses.

Linda Walters Memorial Award: This award was established to remember Linda Walters, an OT student whose ill health prevented her from completing the professional program at UB. Since 1993, this scholarship has been given to an OT student who is a COTA, or a non-traditional student who must demonstrate leadership skills and professional promise.

SPECIAL EVENTS

All students are encouraged to participate in the special academic events available throughout the year.

Academic Events

Commencement and Hooding Ceremonies

- Commencement is held annually in May. Fifth year students who have successfully completed all academic courses, fieldwork experiences, and master's project are eligible to participate. The Dean's Office, School of Public Health and Health Professions provides commencement information.
- The Rehabilitation Science Department holds a Hooding Ceremony for occupational and physical therapy graduates, usually on the Friday before the school commencement. At this time, students are "robed" in the hoods that signify a graduate degree. Student awards are also presented at this ceremony. Information on the hooding ceremony is provided to students by the department, usually in early March.

Glen E Gresham Lecture: The Glen E Gresham Lecture is held annually during the spring semester. A renowned guest speaker presents a lecture on a topic of interest to the School of Public Health and Health Professions. Announcements of date, time and place are posted early in the fall semester.

J. Warren Perry Lecture: The J. Warren Perry Lecture is held annually in October or November. Faculty and student research posters are displayed, and a renowned guest speaker presents a lecture on a topic of interest to the School of Public Health and Health Professions. Announcements of date, time and place are posted early in the fall semester.

J. Warren Perry Poster Day: Students and faculty from SPHHP gather to learn from and about each other's research projects through poster presentations in the spring semester. Posters are judged for merit and awards are given.

Pin Ceremony: Students receive an OT pin to commemorate moving from academic to clinical education as they prepare to leave for their first level II fieldwork placement in the spring semester of the fourth year.

Rehabilitation Science Seminar Series: During the fall and spring semesters, faculty from the Department of Rehabilitation Science and invited outside speakers present seminars on the 2nd Friday of the month from 2:00 to 3:00 PM. Announcements of the topics, dates, and location are posted early in the semester.

Research Project Presentations: Fifth year BS/BS students present their research proposals in early December and their community-based practice projects at the end of April/early May. Details will be provided in your classes. Attendance may be required as part of your coursework.

Social Events

The Student OT Association (SOTA) arranges various social events throughout the year culminating in the fifth year student banquet. This class "going away" provides an opportunity for all OT students, faculty and staff to celebrate the end of "on-campus" learning.

SECTION 5: OVERVIEW OF THE GRADUATE COMPONENT OF THE PROGRAM

INTRODUCTION TO THE GRADUATE PROGRAM

This section of the student handbook is intended to provide important and helpful information specific to graduate students in the BS/MS Occupational Therapy Program. Included in this manual is information regarding events, policies, and procedures related to the Graduate School and to the MS component of the BS/MS program in occupational therapy. The intent of this handbook is not to repeat what is available online in the Graduate School Website at <http://www.grad.buffalo.edu>, but to provide more detailed information, where necessary, as well as information that is specific to requirements in this program. Refer to the Graduate School Policies and Procedures Manual, available at <http://www.grad.buffalo.edu/policies/index.php> as the ultimate source of information pertaining to graduate policies and procedures.

Matriculation into the Graduate Occupational Therapy Program

The graduate program starts in the fall semester of the student's fourth year in the program; students must apply to the graduate program by the March 15th of the 3rd year in the program. Online applications and instructions can be found at the University of Buffalo Interactive Graduate Application. Details will be sent via email in the spring of the third year.

Students eligible for entrance into the graduate program will have completed all of the requirements for the Bachelor of Science in Occupational Science with a minimum of a 2.8 cumulative grade point average. Academic probation in the undergraduate program continues into the graduate program until graduation.

Academic Standards

Academic Courses

Students are expected to maintain a cumulative grade point average of 3.00 or higher during their graduate program. A student who receives a grade of D or F will be dismissed from the graduate program. In addition, students who receive 6 or more credits of C (C+, C, or C-) in academic courses will also be dismissed from the graduate program. Student appeals will follow the same process as in the undergraduate program.

In the spring semester of the fourth year students complete courses on campus from January through March and then leave for level II fieldwork. Student Grade Point Averages will be calculated when students complete the academic portion of the fourth year (prior to fieldwork) including the academic courses from the spring semester of the fourth year. Students may be placed on probation or dismissed prior to beginning level II fieldwork placement if they do not meet the semester and overall GPA of 3.0, in accordance with the program's probation and dismissal policy.

Fieldwork

Students earn a letter grade (A-F) for Level II fieldwork (OT 620 and OT 621). The letter grade is based on a combination of factors including the total number of points on the Fieldwork Performance Evaluation, the clinical supervisor's written comments, and the communication between the academic fieldwork coordinator and the supervisor during and after the student's placement.

An earned grade of D or F is a failure and results in the student’s dismissal from the OT program. If a student appeals the dismissal decision and the Academic Performance Committee decides to permit the student to continue in the graduate program, he or she may repeat **only one** Level II fieldwork placement **only once**.

A student who earns a C (including C- or C+) must meet with the Academic Performance/Professional Behavior Committee. Depending on the circumstances that contributed to the grade, a student may “pass” Level II fieldwork with a grade of C or may be required to repeat a Level II experience at a similar setting. This decision will be made at the discretion of the AP/PBC.

Student GPA will be calculated again at the end of the first level II fieldwork (after spring semester of the fourth year) as per the program’s probation and dismissal policy.

In any case, according to Graduate School policy, the student must have an overall minimum graduate program GPA of 3.0 in order to be eligible to graduate.

Students are expected to maintain professional behavior standards previously mentioned in an earlier section of this handbook and in the Fieldwork Manual.

Graduate School Policy on Incomplete Grades (“I”)

GRADUATE CURRICULUM

Listed below are the courses in the MS in Occupational Therapy curriculum:

Start of the Graduate Component of the Professional Sequence

Year 4: Fall (15 units)	Year 4: Spring (15 units)
(Begins 1 week prior to University Start	January – March
OT 520: Fieldwork Seminar II (1)	(begins 1 week prior to University Start
OT 535: Medical Evaluation and Intervention: Neurological and Cognitive (4)	OT 547: Home-based Evaluation & Intervention (3)
OT 536: Medical Evaluation and Intervention: Musculoskeletal, Cardiopulmonary, (2)	OT 555: Educational Evaluation and Intervention (4)
OT 572: Level I Fieldwork B (1)	OT 573: Level I Fieldwork C (1)
OT 575: Project Guidance I (3)	OT 576: Project Guidance II (2)
CHB 550: Public Health and Population Well Being (3)	April - June
	OT 620: Level II Fieldwork A (6)
Year 5: Fall (17 units)	Year 5: Spring (12-14 units)
OT 548: Community & Vocational Intervention (3)	OT 621: Level II Fieldwork B (6)
OT 556: Occupational Therapy for Underserved Populations (4)	OT 587: Applied Management and Administration (2)
OT 574: Level I Fieldwork D (1)	April - May

OT 577: Project Guidance III (3)	OT 589: Special Topics for Advanced Practice (1-3)
OT 586: Management and Administration (2) Advanced Elective (3)	OT 618: Professional Development (3)

http://sphhp.buffalo.edu/rs/courses/index_ot_bsms.php

Course descriptions can be found at:

<http://sphhp.buffalo.edu/rehabilitation-science/education/occupational-therapy-bsms/course-descriptions.html>

Students can select electives from those offered each semester within the Department in the fifth year. The program director will let students know via email which electives will be offered in a given semester, and students rank their preferences. Every effort is made to register students for an elective of interest.

Additional information on degree application and conferral can be found at:

<https://grad.buffalo.edu/study/graduate/requirements.html>

PROFESSIONAL BEHAVIOR AND DEVELOPMENT

As a graduate student, you will be spending increasing time in professional and community settings representing the University at Buffalo and the profession of occupational therapy. Therefore, it is imperative that you present yourself professionally and dress appropriately for all environments. It is also important to remember that patients or clients have the right to confidentiality. Always treat clients, patients and other professionals with full respect when in their presence and when speaking about them out of their presence.

Professional development and assessment is a continuing, life-long process. The American Occupational Therapy Association (AOTA) has developed the Professional Development Tool (PDT) to help occupational therapists and occupational therapy assistants identify areas of knowledge, training, or experience in which they might seek new knowledge or improvement or in which they may seek to expand their work. The occupational therapy field presents continual challenges as patient/client needs change, as practitioners change jobs or responsibilities, and as technologies and techniques evolve. Practitioners do not and cannot be expert in every aspect of the profession, but they may seek increased excellence in the areas in which they work.

As part of your continuing professional development and assessment, you must complete a modified version of the AOTA PDT in the fifth year. . You and your academic advisor will review your completed assessment and identify goals and strategies for you as you embark on your career.

The PDT is available free of charge to AOTA members at the AOTA website at <http://www.aota.org/Education-Careers/Advance-Career/PDT.aspx>, and students are encouraged

to continue using this tool after graduation for career planning. . Students are required to become members of AOTA and to take advantage of the numerous online offerings.

MASTER'S PROJECT

Each student will complete a group proposal and project for their master's project. Details about the project will be provided to students in the fall semester of the 4th year in the program

HUMAN SUBJECTS AND IRB RESEARCH APPROVAL

As you will discuss in your Project Guidance courses, ensuring the rights of research participants is of utmost importance. Prior to the collecting data, you must obtain approval of an Institutional Review Board (IRB).

Educational Requirements

UB's Human Research Protection Program (HRPP) has adopted initial and continuing education requirements in its ongoing effort to improve the protection of human research subjects and compliance with regulatory requirements. Students must complete all IRB researcher requirements, which may include attending a Good Research Practices (GRP) course and completing online training from the Collaborative IRB Training Initiative (CITI) in the Protection of Human Research Subjects

All investigators and their key study personnel are encouraged to complete required training as soon as possible so that future IRB approvals are not delayed.

The most current information on UB IRB can be found at:

<http://www.buffalo.edu/research/research-services/compliance/irb.html>

HIPAA and Research

The privacy provisions of the Health Insurance Portability and Accountability Act (HIPAA) require that additional safeguards be put in place to protect the privacy and security of an individual's health information, including persons enrolled as research subjects. In general, HIPAA affects health care providers including hospitals and physicians' offices (known as "covered entities.") Since UB is not principally a health-care provider, the University has explicitly defined research as not falling under the regulatory provisions of HIPAA. However, UB research protocols that do need to follow HIPAA provisions with respect to research include those that (1) include the provision of health care or (2) collect private health information at a covered entity site or (3) will obtain existing information from a covered entity. UB IRBs will review protocols for compliance with HIPAA provisions.

GRADUATION REQUIREMENTS

Graduate Checklist

To graduate the following must apply for graduation. We require OT students to complete this by the end of the fall semester of the fifth year. Students can apply at <https://grad.buffalo.edu/succeed/graduate/requirements.html>, and choose master's degree/school of public health and health professions.

Students should also review their AAR to ensure all courses are accurate and should consult with the OT coordinator if there are any discrepancies.

It is the responsibility of the student to check with the Office for Graduate Education (716-645-2939) and Office of the Registrar (716-645-5698) prior to the deadline dates to be sure all the requirements and paperwork for his/her degree have been completed.

Change of Name or Address

As soon as possible (usually one week) after any change of name and address occurs, the student should notify the Student Response Center in writing so that records may be updated with correct information. A change of address form will be provided upon request.

Diplomas

Diplomas will be mailed directly from the Registrar to the graduate's permanent mailing address on file in the office. They are typically mailed in early August, following a June 1 conferral date.

SECTION 6
NBCOT CERTIFICATION AND LICENSURE

Specific procedures for OT certification and licensure are discussed in OT 618 in the spring semester of the fifth. Year.

Certification and Licensure are two separate procedures.

CERTIFICATION

To practice as an Occupational Therapist, Registered (OTR), an individual must be certified by the National Board for Certification in Occupational Therapy (NBCOT). NBCOT administers a national certification examination to students graduating from an accredited occupational therapy program and maintains a roster of all certified occupational therapists.

Following successful completion of all required courses in the BS in Occupational Science/MS in Occupational Therapy program, graduates are eligible to apply to take the National Certification examination. Students must register for this examination directly with the testing agency and pay all required fees. It is the responsibility of the examination candidate to request the Candidate Handbook and Examination Application. This can be done by mail, internet, fax, or phone. It is also possible, and easiest, to complete the application on-line. The specific addresses or phone numbers are as follows:

1. NBCOT
12 South Summit Ave. – Suite 100
Gaithersburg, MD 20871-4150
2. www.nbcot.org
Follow instructions for requesting Candidate Handbook or for submitting application.
3. Fax: (301) 869-8492
To request a Candidate Handbook
4. Phone: (301) 990-7979
Special voice mail for information about NBCOT Candidate Handbook

The handbook will give you directions and deadlines for applying to take the registration exam.

When you apply to write the certification examination with the NBCOT, you will be asked to answer questions related to the topic of felonies. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Additional information about the certification process is provided in the Student Fieldwork Manual. Refer to the NBCOT website at <http://www.nbcot.org/> for the most current information regarding certification and the application process.

LICENSURE

All 50 states require licensure in order to practice; however, state licenses, including licenses issued by New York State, are usually based on the results of the NBCOT Certification Examination.

Licensure is required in New York State and to practice legally one must: (1) be in possession of a limited permit granted by the state (ex: New York State Education Department); or (2) be licensed as an occupational therapist in that state. Students who are AOTA members can learn about various state requirements at <http://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

New York State Licensure

Detailed information about New York State licensure can be found at:
<http://www.op.nysed.gov/prof/ot/>

General Requirements

Any use of the title of occupational therapist within New York State requires licensure as an occupational therapist. To be licensed as an occupational therapist in New York State you must:

- be of good moral character
- be at least 21 years of age
- meet education and examination requirements

The specific requirements for licensure are contained in Title 8, Article 156, Section 7904 and Section 7906 (c) of New York's Education Law and Part 76 of the Commissioner's Regulations, found here <http://www.op.nysed.gov/prof/ot/article156.htm>. Copies of both the NYS Education Law and the Commissioner's Regulations are available from opforms@mail.nysed.gov or by calling (518) 474-3817 ext. 320.

You must submit an application for licensure and the other forms indicated (found here <http://www.op.nysed.gov/prof/ot/otforms.htm>), along with the appropriate fee to the:

New York State Education Department
Office of the Professions
P.O. Box 22063
Albany, New York 12201

Education Requirements

You must be a graduate or an approved and accredited occupational therapy program.

For a list of New York State approved programs for occupational therapy, see the New York State Education Department's Inventory of Registered Programs at www.nysed.gov/heds/irps11.html.

For a list of programs accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), visit AOTA's website at: www.aota.org or contact AOTA at:

American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, MD. 20852-4929
Phone: (301) 652-2682
Fax: (301) 652-7711.

Proof of Education for Occupational Therapist

You must have your Registrar's Office forward a completed Certification of Professional Education (Form 2), found here <http://www.op.nysed.gov/prof/ot/otforms.htm> which documents that you have satisfactorily completed all requirements for your degree. The Registrar's Office must send the completed Certification of Professional Education (Form 2) directly to:

NYS Education Department, Office of the Professions
Division of Professional Licensing Services
Occupational Therapy Unit
89 Washington Avenue
Albany, NY 12234-1000.

Examination Requirements

You must pass the examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

- The current passing score is 450.
- Examination scores must be sent directly from the National Board for Certification in Occupational Therapy (NBCOT) to:

New York State Education Department, Office of the Professions
Division of Professional Licensing Services
Occupational Therapy Unit
89 Washington Avenue
Albany, NY 12234-1000.

Limited Permits

A limited permit in occupational therapy allows an individual who has completed an occupational therapy educational program to work, under supervision, between the completion of the program and the time that the licensing examination results are received. You may apply for a limited permit with or after you submit the licensure application (Form 1), the application fee, and evidence of completion of a satisfactory educational program. Information on limited permits is housed in Title 8, Article 156, Section 7905 of New York's Education Law and found here <http://www.op.nysed.gov/prof/ot/article156.htm>.

A permittee is authorized to practice as an occupational therapist or occupational therapy assistant only under the supervision of a New York State licensed occupational therapist or a New York State licensed physician and may practice only in a public, voluntary, or proprietary hospital, or health care agency, or in a preschool or elementary school as a related service for a handicapped child and is not authorized to practice in the private office of a licensed occupational therapist or physician..

The limited permit is valid for one year and may be renewed once, at the discretion of the Department, for one additional year.

Please Note: Both the employer and the employee may be prosecuted under Title VIII of the Education Law if an occupational therapist is employed without a license or limited permit.

APPENDIX A: ACOTE STANDARDS

The 2018 ACOTE Standards (effective July 1, 2020) may be found here.
<https://acoteonline.org/accreditation-explained/standards/>

APPENDIX B: INDEPENDENT STUDY FORM

**UNIVERSITY AT BUFFALO
OCCUPATIONAL THERAPY PROGRAM**

INDEPENDENT STUDY PROPOSAL

Student Name:

Semester:

Complete three (3) copies of this proposal. Submit one to the faculty advisor for the study, one to the Director of Graduate Studies and one copy for yourself.

PURPOSE OF THE PROJECT

LEARNING OBJECTIVES

IN WHAT WAY ARE CURRENT COURSE OFFERINGS IN THE UNIVERSITY
INADEQUATE TO MEET THESE OBJECTIVES

METHODS FOR CARRYING OUT PROJECT

NUMBER OF CREDITS: _____

LETTER GRADE OR S/U

TIME SCHEDULE FOR MEETING OBJECTIVES

ROLE OF FACULTY ADVISOR

HOW WILL GRADING AND EVALUATION BE ACCOMPLISHED? INCLUDE A
DESCRIPTION OF THE FINAL REPORT OF THE STUDY

SIGNATURE OF STUDENT _____ DATE _____

SIGNATURE OF FACULTY/
PROJECT ADVISOR _____ DATE _____

SIGNATURE OF DIRECTOR
OF GRADUATE STUDIES _____ DATE _____