

Department of Occupational Therapy Student Handbook

skills for the job of
living

YORK COLLEGE



The City University of New York

2010-2011

**YORK COLLEGE
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF OCCUPATIONAL THERAPY**

To our new Occupational Therapy Students:

Welcome to Occupational Therapy Program at York College. This handbook has been designed as a supplement to the York College Bulletin; please note that it does not replace the information in the Bulletin. It has been prepared to assist you in the Occupational Therapy Program.

As a new student in our program one of the first responsibilities you have is to acquaint yourself with the information in this handbook. We expect that you will read this carefully. When you have completed reading the handbook please tear off, fill out and hand in the bottom of this sheet. Please be prepared to hand this in at the first class you attend in our program or you will not be allowed to enter.

Name (Please Print) _____

Date: _____

I have read and understand the Occupational Therapy Student Handbook.

Signature: _____

York College Policy on Academic Integrity (excerpted from the York College Academic Integrity Policy and Procedures, 2007)

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination Material.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

I acknowledge that I have received and read the information from the York College Academic Integrity Policy and Procedures which defines cheating, plagiarism, obtaining Unfair Advantage, and falsification of records and official documents. I understand that such action may result in penalties, including failing grades, suspension, and expulsion, as provided by the procedures of the Department and the College.

Signature

Date

**YORK COLLEGE
THE CITY UNIVERSITY OF NEW YORK BS/MS
OCCUPATIONAL THERAPY PROGRAM**

**Essential Functions for Admission and Matriculation to the York College
B.S. / M.S. Occupational Therapy Program**

Students enrolled in the York College B.S./ M.S. Program in Occupational Therapy are expected to meet standards in addition to academic competence, that reflect personal characteristics necessary for successfully completing our course of study. These functions are not related to one's ability to function in a specific role as an occupational therapist, but rather to be able to function in any role as an occupational therapist, in any practice setting. In order to succeed in our program, students must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession.

Please review the essential functions¹ as described in this document, and verify with your signature that you have the capability to meet these standards. This document must be signed and returned to our office the first day of classes to be placed in your file.

If you have any questions regarding this document, please contact Dr. Andrea Krauss.

¹ These standards were derived from documents prepared by the American – Occupational Therapy Association (Educating Students with Disabilities: What Academic and Fieldwork Educators Need to Know, 1997) and from the New York Institute of Technology (Technical Standards for Admission Matriculation to the Occupational Therapy Program / Student Handbook, 1998).

**YORK COLLEGE
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BS/MS OCCUPATIONAL THERAPY PROGRAM**

Essential Functions for Occupational Therapy Students

- The commitment to work in an intense setting which challenges the individual to meet the needs of people of diverse cultures, age groups, and challenges. These individuals may be severely injured, limited by cognitive, emotional, and functional deficits and whose behavior may create at times an aversive reaction. This ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship.
- The ability and commitment to work with individuals without regard to the nature of their illness or disability, culture, or age group.
- The ability to communicate verbally and in writing, using appropriate grammar and vocabulary, in order to build relationships with faculty, advisors, fellow graduate students, coworkers, and client and their significant others. Proficiency in communication includes transactions with individuals and groups in learner, collegial, consultative, leadership, and task roles. Students must be able to elicit information, gather information, describe findings, and understand non-verbal behavior.
- The ability to meet the challenges of any environment that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., infection control).
- The ability to travel independently to and from classes and fieldwork assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
- Commitment to the adherence of policies of the college, the occupational therapy program, and the fieldwork sites. This includes matters ranging from professional dress and behavior, to attending to the occupational therapy program's academic schedule, which may differ from the college's academic calendar and is subject to change at any time.
- Emotional health for full utilization of intellect, the exercise of good judgment, prompt completion of responsibilities, and the development of mature sensitive and effective relationships with others. Working with persons in need often requires taxing workloads and adaptation to changing and challenging environments requiring flexibility and a spirit of cooperation.

- Critical thinking skills in order to be able to problem solve creatively, to master abstract ideas, and to synthesize information in order to handle the challenges of the academic, laboratory, and fieldwork settings.
- Physical coordination to be able to handle moving clients and to direct clients in varied practice settings. Visual acuity and independent mobility, fine and gross movements, equilibrium, and the use of touch are essential to safety of clients, significant others, and staff.
- Commitment to the code of ethics of the profession and behavior that reflects a sense of right and wrong in the helping environment.

I have reviewed the essential functions for the Occupational Therapy Program at York College. My signature below indicates that, to the best of my knowledge, I am able to meet these standards.

Signature

Date

Print Name

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YORK COLLEGE ACADEMIC CALENDAR

Fall 2010

Monday-Wednesday	August 16-18	Freshman Orientation.
Thursday-Friday	August 19-20	Registration.
Monday-Wednesday	August 23-25	Registration.
Wednesday	August 25	Last day for non-matriculated students to apply for matriculation for the Fall 2010 semester.
		Last day to drop courses for 100% tuition refund.
Thursday	August 26	First day of classes.
Thurs.- Fri., Mon.-Tues.	Aug.26-27, 30-31	*Late Registration and Program Changes.
Wednesday	September 1	*Last day to drop courses for 75% tuition refund.
Sunday	September 5	No classes scheduled
Monday	September 6	Labor Day – College is closed.
Wednesday	September 8	No classes scheduled for classes that end after 4:00PM.
		*Last day to drop courses for 50% tuition refund.
		Last day to add course(s) or switch sections of the same course with approval from Academic Department Chairperson.
Thursday-Friday	September 9-10	No classes scheduled.
Saturday	September 11	Third York Fest
		Saturday office hours for selected areas of Student Support Services.
Tuesday	September 14	Classes will follow a Friday schedule.
Wednesday	September 15	*Last day to drop courses for 25% tuition refund.
		*Last day to withdraw from a course(s) WITHOUT a "W" grade.
		Last day to file for May 2011 Graduation.
Thursday	September 16	Fall 2010 Convocation.
		*Course withdrawal period begins. (Grades of "W" are assigned to students who officially drop courses.)
Friday - Saturday	September 17-18	No classes scheduled.
Saturday	October 9	Saturday office hours for selected areas of Student Support Services.
Monday	October 11	Columbus Day – College is closed.
Thursday-Monday	October 21-November 1	Midterm Assessment Period.
Wednesday	November 3	No classes scheduled for classes that end at or before 4:00PM.
Saturday	November 13	Saturday office hours for selected areas of Student Support Services.
Wednesday	November 17	*Last day to withdraw from a course(s) WITH a "W" grade.
		Last day to elect a Pass/Fail Option.
Thursday - Sunday	November 25 – 28	Last day for "INC" grade changes for Spring 2010 and Summer 2010 to be received by the Office of the Registrar.
Monday	November 29	Thanksgiving Recess - College is closed.
Monday	December 13	Winter 2011 and Spring 2011 registration begins.
		Last day of classes.
		Last day to rescind a Pass/Fail Option.
Tuesday	December 14	Reading Day.
Wednesday-Tuesday	December 15 – 21	Final Examinations.
Tuesday	December 21	End of Fall term.
Friday, Saturday	December 24, 25	College is closed.
Friday	December 31	College is closed.
Saturday	January 1	College is closed.
Monday	January 3	Last day for all grades, transcripts and documents for February 2011 Graduation to be received at the Office of the Registrar.

***Students may still be liable for tuition.**

COLLEGE FACILITIES - HOURS OF OPERATION

College facilities have designated hours of operation for reasons of security and fire safety as well as to control costs of light, heat, ventilation, air conditioning and cleaning. College policy is for facilities to be closed after the end of official programs, i.e., classes, library and special events.

See York College Bulletin for specific hours of operation.

Revised 3/29/10

YORK COLLEGE ACADEMIC CALENDAR

Spring 2011

Wednesday, Thursday	January 12, 13	Freshman Orientation.
Monday	January 17	Holiday - College is closed.
Mon.-Thurs.	January 24-27	Registration.
Thursday	January 27	Last day to receive 100% refund.
		Last day for non-matriculated students to apply for matriculation for the Spring 2011 semester.
Friday	January 28	First day of classes.
Fri., Mon.-Wed.	Jan. 28, 31, Feb. 1-2	*Late Registration and Program Changes.
Thursday	February 3	*Last day to receive 75% refund.
Thursday	February 10	*Last day to receive 50% refund.
		Last day to add course(s) or switch sections of the same course with approval from Academic Department Chairperson.
Friday	February 11	Lincoln's Birthday - College is closed.
Saturday	February 12	No classes scheduled.
Thursday	February 17	*Last day to receive 25% refund.
		*Last day to withdraw from a course(s) WITHOUT a "W" grade.
		Last day to file for September 2011 Graduation.
Friday	February 18	*Course withdrawal period begins. (Grades of "W" are assigned to students who officially drop courses.)
Saturday	February 19	Saturday office hours for selected areas of Student Support Services.
Monday	February 21	Presidents' Day - College is closed.
Tuesday	February 22	Spring 2011 Convocation.
Wednesday	February 23	Classes will follow a Monday schedule.
Saturday	March 12	Saturday office hours for selected areas of Student Support Services.
Friday-Tuesday	March 18-29	Midterm Assessment Period.
Thursday	March 24	Dean's List Reception.
Saturday	April 9	Saturday office hours for selected areas of Student Support Services.
Monday	April 11	*Last day to withdraw from a course(s) WITH a "W" grade.
		Last day to file for February 2012 Graduation.
		Last day to elect a Pass/Fail Option.
		Last day for "INC" grade changes for Fall 2010 to be received by the Office of the Registrar.
Sunday-Tuesday	April 17-26	Spring Recess.
Wednesday	April 27	Classes resume.
		Summer 2011 and Fall 2011 registration begins.
Wednesday	May 18	Last day of classes.
		Last day to rescind a Pass/Fail Option.
Thursday	May 19	Reading day.
Friday - Thursday	May 20 - 26	Final Examinations.
Friday	May 27	Final Examinations for mass exams only.
Friday	May 27	End of Spring term.
Monday	May 30	Memorial Day - College is closed.
Friday	June 3	Commencement.

***Students may still be liable for tuition.**

COLLEGE FACILITIES - HOURS OF OPERATION

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See York College Bulletin for specific hours of operation.

Revised 3/29/10

Fall 2010

MON	TUE	WED	THU	FRI	SAT
			26-Aug 1	27-Aug 1	28-Aug 1
30-Aug 1	31-Aug 1	1-Sep 1	2-Sep 2	3-Sep 2	4-Sep 2
6-Sep College Closed	7-Sep 2	8-Sep 2/No Classes after 4PM*	9-Sep No Classes	10-Sep No Classes	11-Sep 3
13-Sep 2	14-Sep Friday Sched. 3	15-Sep 3	16-Sep 3	17-Sep No Classes	18-Sep No Classes
20-Sep 3	21-Sep 3	22-Sep 4	23-Sep 4	24-Sep 4	25-Sep 4
27-Sep 4	28-Sep 4	29-Sep 5	30-Sep 5	1-Oct 5	2-Oct 5
4-Oct 5	5-Oct 5	6-Oct 6	7-Oct 6	8-Oct 6	9-Oct 6
11-Oct College Closed	12-Oct 6	13-Oct 7	14-Oct 7	15-Oct 7	16-Oct 7
18-Oct 6	19-Oct 7	20-Oct 8	21-Oct 8	22-Oct 8	23-Oct 8
25-Oct 7	26-Oct 8	27-Oct 9	28-Oct 9	29-Oct 9	30-Oct 9
1-Nov 8	2-Nov 9	3-Nov No Classes before 4PM**	4-Nov 10	5-Nov 10	6-Nov 10
8-Nov 9	9-Nov 10	10-Nov 10	11-Nov 11	12-Nov 11	13-Nov 11
15-Nov 10	16-Nov 11	17-Nov 11	18-Nov 12	19-Nov 12	20-Nov 12
22-Nov 11	23-Nov 12	24-Nov 12	25-Nov College Closed	26-Nov College Closed	27-Nov College Closed
29-Nov 12	30-Nov 13	1-Dec 13	2-Dec 13	3-Dec 13	4-Dec 13
6-Dec 13	7-Dec 14	8-Dec 14	9-Dec 14	10-Dec 14	11-Dec 14
13-Dec 14	14-Dec Reading Day	15-Dec Finals	16-Dec Finals	17-Dec Finals	18-Dec Finals
20-Dec Finals	21-Dec Finals				

* No classes scheduled for classes that end after 4:00PM.

** No classes scheduled for classes that end at or before 4:00PM.

Spring 2011

MON	TUE	WED	THU	FRI	SAT
				28-Jan 1	29-Jan 1
31-Jan 1	1-Feb 1	2-Feb 1	3-Feb 1	4-Feb 2	5-Feb 2
7-Feb 2	8-Feb 2	9-Feb 2	10-Feb 2	11-Feb College Closed	12-Feb No Classes
14-Feb 3	15-Feb 3	16-Feb 3	17-Feb 3	18-Feb 3	19-Feb 3
21-Feb College Closed	22-Feb 4	23-Feb Monday Sched. 4	24-Feb 4	25-Feb 4	26-Feb 4
28-Feb 5	1-Mar 5	2-Mar 4	3-Mar 5	4-Mar 5	5-Mar 5
7-Mar 6	8-Mar 6	9-Mar 5	10-Mar 6	11-Mar 6	12-Mar 6
14-Mar 7	15-Mar 7	16-Mar 6	17-Mar 7	18-Mar 7	19-Mar 7
21-Mar 8	22-Mar 8	23-Mar 7	24-Mar 8	25-Mar 8	26-Mar 8
28-Mar 9	29-Mar 9	30-Mar 8	31-Mar 9	1-Apr 9	2-Apr 9
4-Apr 10	5-Apr 10	6-Apr 9	7-Apr 10	8-Apr 10	9-Apr 10
11-Apr 11	12-Apr 11	13-Apr 10	14-Apr 11	15-Apr 11	16-Apr 11
18-Apr No Classes	19-Apr No Classes	20-Apr No Classes	21-Apr No Classes	22-Apr No Classes	23-Apr No Classes
25-Apr No Classes	26-Apr No Classes	27-Apr 11	28-Apr 12	29-Apr 12	30-Apr 12
2-May 12	3-May 12	4-May 12	5-May 13	6-May 13	7-May 13
9-May 13	10-May 13	11-May 13	12-May 14	13-May 14	14-May 14
16-May 14	17-May 14	18-May 14	19-May Reading Day	20-May Finals	21-May Finals
23-May Finals	24-May Finals	25-May Finals	26-May Finals	27-May Finals (Mass Exams)	

INTRODUCTION

Dear Occupational Therapy student,

On behalf of the faculty I'd like to welcome you to the professional phase of your academic Occupational Therapy preparation. You are about to begin a journey that will take you from the status of a student to a professional occupational therapist. This journey will not always be an easy one, in fact at some point students may feel overwhelmed by the challenges. Always remember that you have the qualifications to succeed or you would not have been eligible to begin this phase of the professional program. The faculty and I will be available to guide you during the next four years and I encourage you to take advantage of their ability to be your mentors.

This handbook is your resource guide to the policies and procedures of the Occupational Therapy Department at York College CUNY. This handbook complements other important published materials, such as the York College Bulletin. This handbook should be read by each student right after orientation and then kept as a reference for future questions.

We welcome you and look forward to our next three and half years together.

Andrea Krauss, DSW, OTR/L
Director and Chair
Department of Occupational Therapy

ACCREDITATION and LICENSURE

The Occupational Therapy Department at York College CUNY is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA.

As an accredited program, students who graduate from the York College OT Program are eligible to sit for the National Certification Examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam the graduate becomes an Occupational Therapist, Registered (OTR). In New York State, students who successfully complete the certification examination are eligible for New York State Licensure.

MISSION STATEMENT

To provide entry level professional skills in occupational therapy to a diverse urban population through evidence-based educational, fieldwork and community experiences. Graduates will be prepared to contribute to, and participate in the profession through direct service delivery, management of service delivery and research.

EDUCATIONAL GOALS

The OT Program will prepare students to:

- ☐ Be active learners who utilize analysis and synthesis for critical thinking. Students will become self-aware, innovative, able to handle ambiguity and conflict and develop creative problem solving skills.
- ☐ Develop effective oral and written communication skills for collaborating with clients, colleagues, and families in a variety of contexts.
- ☐ Identify evaluate and apply research that supports practice decisions.
- ☐ Be life long learners who participate in and contribute to professional organizations and activities.
- ☐ Develop sound ethical practices and behaviors as practitioners, consultants, educators, researchers and administrators.
- ☐ Understand and intervene in social policies, communities, organizations, groups and individuals.
- ☐ Be role models who demonstrate a commitment to the college, community and the profession.

CURRICULUM DESIGN

The curriculum design of York College CUNY Occupational Therapy Program is based on the interaction of content knowledge concepts and occupational therapy process concepts. It is our belief that the interaction of these delineates the substance and the process of what occupational therapists know and do. Furthermore, the matrix of these interactions serves as an organizer for the relationship between the courses in our curriculum and the content within them.

Knowledge Concepts

Foundations. Foundational knowledge includes introductory factual and conceptual knowledge related to client factors (e.g., body structures, body functions, values, beliefs), performance skills (e.g., sensory, motor, emotional, cognitive) and patterns (e.g., habits, routines), performance contexts and environments (e.g., cultural, personal, physical), activity demands (e.g., objects properties, space demands, social demands), areas of occupation (e.g., activities of daily living, instrumental activities of daily living, work, education, play), ethics, social justice, clinical management and clinical research.

Skills. Skills build on foundational knowledge, and include the acquisition and practice of **cognitive** operations necessary for problem identification and problem resolution, clinical reasoning, as well as analysis of clinical and research data; **procedural** skills necessary for analyzing and sequencing client task performance, administering assessments and interventions, eliciting adaptive responses, implementing activities using effective strategies; **affective** skills necessary for engaging and enabling client collaboration in the occupational

therapy process, receiving and responding to feedback, valuing perspectives of others, weighing ethical issues, and therapeutic use of self; **motor** skills necessary for assisting clients, constructing and adjusting client devices, administering assessments and interventions, and arranging and adapting the physical environment.

Applications. Applied knowledge includes the integration of foundational knowledge and skills, using multiple theoretical approaches (e.g., developmental, motor learning, cognitive-behavioral, prevention) for implementing the occupational therapy process for clients, populations and organizations using various service delivery models (e.g., consultation, rehabilitation, home health, outpatient, community health), with sensitivity for cultural contexts, and social justice. Application also includes analysis and evaluation of client progress, new knowledge acquired from the research literature, and ethical issues associated with the occupational therapy process.

AOTA Commission on Practice. (2008). Occupational Therapy Practice Framework: Domain & Process, 2nd ed., *AJOT*, 62, 625-683.

Anderson, L.W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

The Occupational Therapy Process

Evaluation. Evaluation includes selecting appropriate methods and measures to screen and evaluate individual clients, client populations, environments, and communities for the purpose of identifying occupational problems and potential resolutions. Evaluation also involves the appropriate administration and interpretation of selected tools and methods of assessment, including but not limited to observation, standardized testing and interviews. Evaluation includes measurement and documentation of change.

Intervention. Intervention includes the selection (based on activity analysis) and implementation of preparatory methods (e.g., sensory enrichment, instruction, orthotics), purposeful activities (e.g., practices, rehearses), and occupation-based tasks (e.g., prepares lunch, completes job application) which are meaningful to the client and consistent with the client's goals. Intervention can also include consultation, education and advocacy.

Outcomes. Outcomes for the individual client must be based on appropriate, reliable and valid measures. Outcomes can also focus on a population, or organization. Outcomes most commonly address occupational performance, participation, quality of life, as well as occupational justice.

AOTA Commission on Practice. (2008). Occupational Therapy Practice Framework: Domain & Process, 2nd ed., *AJOT*, 62, 625-683.

SPECIAL ACCOMMODATIONS

To be eligible for accommodation, the student must contact the Coordinator of Disability Services, at extension 2272, room AC-1G02. This contact should be made as early as possible. It is the student's responsibility to provide medical or other diagnostic documentation of disability and limitations. If documentation is inadequate, students may be asked to participate in additional evaluation prior to receiving requested accommodations. Each student will be responsible for making timely and appropriate disclosures and requests to Disability Services for accommodations. Each student will also be responsible for actively participating in securing needed accommodations or auxiliary aids.

It is a student's responsibility to self-identify through established procedures. If a student approaches a faculty or staff member and discloses a disability, but does not have documentation from Disability Services, the faculty/staff person has a responsibility to direct the student to Disability Services. The faculty will make reasonable accommodations for

students with documented disabilities, as determined by the Disability Services office.

POLICIES FOR PROFESSIONAL BEHAVIOR

Students are expected to learn, develop and maintain the professional behaviors and competencies which are put forth in the code of ethics (see appendices) and standards of the Occupational Therapy profession. Behavioral expectations for the students in the occupational therapy at York College CUNY are demonstrated in some of the following ways:

1. Attendance is mandatory for all classes. Any student who will be absent should notify the faculty as early as possible. Faculty telephones all accept voicemail 24 hours a day. Excused absences include documented emergencies, illness, or special circumstances approved in advance. Three unexcused absences will result in drop in grade; four will result in failure of the course. The student is responsible for making up any material missed due to absence.
2. Students are expected to arrive promptly for class. Tardiness disturbs both the instructor and other members of the class, and is inconsiderate. Two latenesses will be considered one unexcused absence.
3. Students are expected to attend the section for which they are registered.
4. It is the student's responsibility to inform their instructor of any special needs **within the first 2 weeks of class.**
5. Students are responsible to take examinations on assigned days and times. Make up examinations are at the individual professors discretion.
6. Students must register for a York e-mail address; this is to be reported to the department secretary **within the first 2 weeks of class.**
7. Students are responsible for notifying the department secretary of any changes in their address or phone number.
8. Students are expected to actively participate in the Occupational Therapy Club. This participation is an important beginning in being an active member of their professional community.
9. Students are **required** to join the American Occupational Therapy Association (AOTA) the **first week** of classes. This will enable students to access reading materials including receiving bi-monthly journals. Students are eligible for a special student rate and can apply at www.aota.org. AOTA membership cards should be brought into the office so they can be xeroxed for student file.
10. **Cell phones must be turned off or on vibrate at all times, and students may excuse themselves from class to answer their cell phone in cases of emergency only.**

11. Dress Code (Taken from USD Student Handbook):

Students must maintain a neat and clean appearance befitting students attending professional education.

Classroom and Laboratory Setting:

In the classroom environment, students are to wear articles of clothing that are non-offensive and appropriate for activity. The Occupational Therapy Program considers t-shirts with sexual, alcohol or drug related expressions to be offensive. When guests are present in the classroom and laboratories the student is **expected to dress professionally. No caps or hats in class** (except for religious purposes).

Outside of the classroom when representing the Occupational Therapy

Program:

Students on fieldwork or classroom assignment outside of class are expected to conform to the dress requirements of the setting.

Identification badges will be required during such experiences unless otherwise indicated.

The professional work environment is different from the college. Dress codes are usually written in consideration of the clients that are served, the types of services provided, the type of facility, safety, and so as not to distract from the services delivered or to offend clients, families, or other staff.

In general, the following constitutes appropriate 'casual professional' dress.

- Skirts or slacks and tailored shirts with a collar and sleeves
- Clothing that is clean, pressed, appropriately fitted, and in good repair
- Undergarments
- Hose or socks
- Minimum amount of discreet jewelry and / or watch
- Moderate colors and styles
- Appropriate personal hygiene is expected and must be maintained daily
- Hair must be appropriately clean and groomed daily. Extreme hair coloring is prohibited.
- Comfortable shoes with a low or no heel (closed toe & heel for medical facilities)

In general, the following are NOT appropriate:

- Extreme colors or styles
- Caps and hats worn indoors, unless for religious reasons
- Jeans
- High heels
- Elaborate dangling jewelry / Jewelry from pierced body parts other than the ear (e.g. eyebrow, nose, tongue, lip rings, etc.)
- Revealing, faded, torn, wrinkled, ill fitting or soiled clothing

- Tattoos that should otherwise be concealed
- Heavy perfume / scents
- Nontraditional colors of nail polish and artificial nails
- Personal pagers and telephones that are left on
- T-shirts, halters, tank tops, backless or sleeveless shirts or blouses, short skirts, sweatshirts, 'jogging outfits', shirts or blouses with slogans, and short shirts that expose the naval/abdomen

12. OT Department Lab spaces. The Occupational Therapy Program is fortunate to have lab space and equipment dedicated to supporting student education. All students hold equal responsibility with the faculty and staff in keeping these spaces safe and clean.

- Students are expected to clean up after themselves when using equipment like the microwave and refrigerator. **Students will no longer be allowed to eat in lab spaces if the labs are not kept clean.**
- Student OT Club will oversee weekly check ups on lab space cleanliness.
- **Absolutely no equipment, supplies, testing materials may be removed from any of the OT Labs without authorization.**
- **Students are responsible for replacing any materials they borrow that become damaged. All equipment will be examined prior to checking out, and examined again when returned.**

ADL Lab (room 1 E11)

- Students are welcome to store their lunches in the lab refrigerator, however, anything stored must be dated. At the end of the week anything remaining will be thrown away.
- Students may also use the microwave, all food cooked in the microwave should be covered; **spills should be cleaned up immediately.**
- **Eating in this lab is permitted at the tables only.**

Computer Lab (room 1E09)

- **Absolutely no eating or drinking is permitted in the computer lab.**
- **Absolutely no personal software, programs, games, etc. are to be loaded** on department computers, nor are any programs to be removed.
- Students are required to provide their own USB devices for saving their data files.
- Any problems with equipment should be reported immediately.

PERSONAL AND GENERAL LABORATORY SAFETY

All students must read and understand the information on laboratory safety and emergency procedures before using the laboratories. With good judgment, the chance of an accident can be minimal. Nevertheless, lab work spaces are full of potential hazards that can cause serious injury and or damage to the equipment.

GENERAL GUIDELINES

1. Never eat, drink, or smoke while working in the laboratory.
2. Read labels carefully.
3. Do not use any equipment unless you are trained and approved as a user by your instructor.
4. Wear safety glasses or face shields when working with hazardous materials and/or equipment.
5. Keep the work area clear of all materials except those needed for your work. Coats should be hung in the appropriate hook. Extra books, purses, etc. should be kept away from equipment that requires air flow or ventilation to prevent overheating.
6. Equipment Failure - If a piece of equipment fails while being used, report it immediately to your instructor or the Lab Technician. Never try to fix the problem yourself because you could harm yourself and others.
7. Clean up your work area before leaving.
8. Wash hands before leaving the lab and before eating

FIRE EVACUATION PROCEDURES

Excerpted from the York College Emergency Procedure Handbook

The handbook can be found in it's entirety at: www.york.cuny.edu/administrative/public-safety/emergency-procedures

Know your Emergency Evacuation Route in advance. Know your Evacuation Assembly Point in advance. Also be prepared to use an alternate exit in case your primary route is obstructed. Plan how you would escape in case of a fire. Know your escape routes well enough to be able to make your way in the dark or in dense smoke.

WHEN THE EVACUATION ALARM SOUNDS -YOU MUST LEAVE THE BUILDING!!!!!!

It is a violation of New York State Law to fail to leave a building when the fire alarm is sounding. Always assume it is a real emergency and leave the building. It is unlawful for any person to prevent, or order another person from leaving the building when the alarm is sounding.

- Be aware that whenever the fire alarm sounds it may signal a very real emergency situation.

- Remain calm and proceed to evacuate the area in an orderly manner. Do not rush, push or panic. Rely on planning and knowledge.
- Assist disabled persons to evacuate the area. Be particularly aware of persons with sight or hearing disabilities.
- If there is smoke, stay low, it will be easier to breathe.
- Before opening any door, touch the door with the back of your hand. Do not open a door that is warm or hot.
- Close doors behind you to prevent fire spread, but make sure that you can reopen them if you need to retreat.

Listen for instructions from:

- Building & Floor Coordinators
- Fire Wardens
- Security & Public Safety Officers
- Building & Grounds Personnel
- Other Faculty & Staff
- Never use an elevator to evacuate unless directed to do so by the NYC Fire Department.

NOTIFICATION OF DISCLOSURE

All applicants should be made aware that when making an application to the National Board for Certification in Occupational Therapy (NBCOT) you will be asked to answer questions regarding any felony convictions. NBCOT will consider any felony convictions on a case by case basis. **If you have a history of a felony conviction it is strongly recommended you contact NBCOT immediately, (800 S. Frederick Ave., suite 200, Gaithersburg, MD 20877 or call (301) 990-7979) to see if you will be eligible to take the certification exam.**

PROCEDURE FOR LEAVE OF ABSENCE

Students who have extenuating circumstances beyond their control may apply for a leave of absence. To apply for this leave, students must submit a formal letter to the Chair, including an explanation of the extenuating circumstances. The Chair will review the request with the department faculty and a determination will be made. The time period for a leave is limited to one year. This period cannot be less or more than one year.

STUDENT ADVISEMENT/ PROFESSIONAL DEVELOPMENT

EVALUATION (student form can be found in appendix c)

Students are required to meet with their advisors once a semester to review the student's academic and professional progress. In the **Fall semester students are required to make appointments to see their advisors either the last week in October or first week in November; in the Spring semester appointments should be scheduled either the last week in March or the first week in April.**

Student sign up sheets for meetings will be posted at least 1 week prior to scheduled meetings. To prepare for these meetings students are required to:

- Complete the professional development plan each semester prior to the Meeting, faculty may add comments at the meeting.
- As part of students continued self reflection, students will prepare Self-appraisal form (copy of form in appendix).

Students' advisors will complete a Student Semester Evaluation Summary during the advisement meeting. Copies of the student self-assessment, development plan and evaluation summary will be kept in the student file (copy of form in appendix).

Copies of all forms are available in the department office 1E12.

CRITERIA FOR ASSIGNMENTS

1. All students are required to purchase the latest edition of *The Publication Manual of the American Psychological Association*. This text will serve as a guide for all student papers and projects that are handed in during their participation in their occupational therapy education.
2. Assignments are expected on time, **they will not be accepted if handed in late.**
3. Assignments are to be the **original** work of the student.
4. Academic work must be the original work of the student. Allowing one's work to be copied, sharing answers to an exam, giving or selling term papers are prohibited.

ACADEMIC STANDARDS

In order to progress through the occupational therapy program students must complete all didactic work within six years and demonstrate satisfactory academic performance. Satisfactory academic performance is maintaining an **overall GPA of 2.8 for all 300 and 400 level courses per semester and an overall GPA of 3.0 in all 500 and 600 level courses per semester.**

C- is the lowest acceptable grade in OT courses. If a student receives a grade below a C- in any OT course, they should retake that course. In addition, student will have only one opportunity to repeat a course. Failing the same course twice is grounds for dismissal.

NOTE The GPA calculated is based only on the courses you have taken in the Occupational Therapy Program at York.

Students are responsible for monitoring their GPA. To check your own GPA:

Multiply the numerical index value of each grade received (see table below for the numerical index values of the letter grade) by the number of credits for the course then divide the sum by the total amount of credits.

For example:

Let say your earned one 3-credit A and one 3-credit B-, what is our GPA for that semester? $3(4.0) + 3(2.7) = 12 + 8.1$ or $20.1/6 = 3.35$.

Index values for grades are as follows:

Final Grade	Index Value	Numerical value
A+	4.	97 - 100
A	4.	93 - 96.9
A-	3.70	90 - 92.9
B+	3.30	87 - 89.9
B	3.	83 - 86.9
B-	2.70	80 - 82.9
C+	2.30	77 - 79.9
C	2.0	73 - 76.9
C-	1.70	70 - 72.9
D+	1.30	67 - 69.9
D	1.0	60 - 66.9
F	0	0 - 59.9

IMPORTANT: When a student is concerned about how they are doing in any given class they should seek out assistance from their instructor and/or their advisor. In addition they should ask about resources on campus such as the writing center, student study groups or tutoring.

GRADUATION REQUIREMENTS

Completion of the course of study approved by the student's occupational therapy faculty advisor. Completion of courses in specified sequence, good academic standing in the College and in the Occupational Therapy Program and completion of Master's level project is required for graduation.

ACADEMIC PROBATION AND DISMISSAL

A student will be placed on academic probation when:

- ✚ Student does not maintain an overall 2.8 GPA per semester for the 300 and 400 level courses.
- ✚ Student does not maintain an overall 3.0 GPA per semester for 500 and 600 level courses.

When the student's GPA falls below the required 2.8 (for 300 and 400 level course work) or 3.0 (for 500 and 600 level course work) the student will be notified in writing that they have been placed on academic probation. The student should meet with his/her advisor to discuss what circumstances led to their inability to maintain standards for retention in the Occupational Therapy Program.

The advisor will help the student explore the ways in which they can be more successful in the program. In addition the advisor will go over the program policies regarding probation and dismissal.

The student has one semester to raise their GPA to either the required 2.8 or 3.0 and thus be taken off from probation.

Procedure for appealing a grade

1. When a student believes he/she has a grievance related to a grade he/she should approach the instructor first directly. If the student believes that he/she cannot not approach the instructor the student should bring the matter to his/her advisor and/or chairperson.
2. If the matter cannot be resolved between the student and instructor, the student must request a meeting with the chairperson and their advisor. If the matter is still unresolved, the student can then submit a written request for a formal appeal to the Occupational Therapy Grievance Committee to the chairperson.
3. The student will be notified when the committee can meet to hear the appeal.
4. The student should come to the meeting prepared to justify the grievance.
5. The student will be informed of the committee's decision in writing.
6. If the student is still not satisfied with the outcome the student can bring the appeal to the school wide Committee of Academic Standing.

Grounds for dismissal are (but not limited to):

- ↓ When a student's semester GPA falls below 2.25.
- ↓ When a student receives 2 failing grades in any one semester.
- ↓ When a student is on academic probation more than one semester.
- ↓ When a student engages in misconduct (see below).

Academic Deficit:

- ↓ Students will not be allowed to transition from the BS to the MS component of the program with an academic deficit (overall GPA for 300 and 400 level courses must be 2.80).
- ↓ Students will not be eligible to graduate with an academic deficit (overall GPA for 500 and 600 level courses must be 3.0).

Academic Misconduct:

1. **Cheating**, defined as but not limited to the following:
use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
2. **Plagiarism** defined as but not limited to the following:
 - a. the use of, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with practices of the discipline;
 - b. unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.

Acts of academic misconduct including but not limited to: plagiarism, cheating, use of drugs, breach of Occupational Therapy Ethics can be grounds for dismissal from the program.

Procedure for appealing a dismissal:

1. First writing a letter to the chair requesting an appeal of dismissal.
2. The student will be notified when the committee for screening and retention can meet to hear the appeal.
3. The student should come to the appeal meeting prepared to explain the circumstances that led to their dismissal and what plan they have to remediate or change those circumstances to succeed in the future.
4. The student will be notified of the committee's decision in writing. If the committee decides it is in the best interests of the student to dismiss them from the program a referral to the counseling center will be made to help the student decide what they can do in the future.

FIELDWORK EXPERIENCE

Fieldwork is the first opportunity for students to have clinical experience. The experiences are designed to help students make the connection between the classroom and practice.

At York College the BS/MS Occupational Therapy Program fieldwork is divided into two sections:

Fieldwork I

- The current Fieldwork Level I experiences for the BS/MS program at York College CUNY have been integrated into the educational objectives and curriculum design within the didactic component of the program. All Fieldwork I experiences involve one full day each week at a facility that provides health care to the community. Fieldwork I is tied to specific course curricula with grading practices and course credits reflected in the individual course syllabi of OT 505, 506, 508 and 509.
- Experiential Learning experiences are reflected in the Service Learning and Observational portions of the curriculum. Students in the OT 423 Collaboration in Occupational Therapy, OT 645A or B Occupational Therapy Practice, participate in a structured learning experience that combines service to the community with student learning. Emphasis is on therapeutic use of self, professional behaviors, collaboration, and social consciousness with clients. In OT 411, Pediatric Assessment/Intervention course, students will observe assessment and treatment in facilities that provide pediatric health care to the community.

Fieldwork II

- Fieldwork Level II occurs after the completion of the fifth semester of the program and involves 24 weeks of full-time clinical work applying theory of treatment in two different supervised clinical settings. All Level II Fieldwork experiences must be completed within one year following academic coursework.

York College Capstone in the Community Experience:

- Capstone Community Experience builds upon and applies content from OT513. Application includes needs assessments of community agencies to identify potential roles for occupational therapy (emerging areas of practice). Outcomes include an in-service at the agency, a brochure describing the potential role of occupational therapy within the agency, and a presentation to peers.

APPENDICES

OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS (2010)

PREAMBLE

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

Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. "Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well being, and quality of life" (AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* was tailored to address the most prevalent ethical concerns of the profession in education, research, and practice. The concerns of stakeholders including the public, consumers, students, colleagues, employers, research participants, researchers, educators, and practitioners were addressed in the creation of this document. A review of issues raised in ethics cases, member questions related to ethics, and content of other professional codes of ethics were utilized to ensure that the revised document is applicable to occupational therapists, occupational therapy assistants, and students in all roles.

The historical foundation of this Code and Ethics Standards is based on ethical reasoning surrounding practice and professional issues, as well as on empathic reflection regarding these interactions with others (see e.g., AOTA, 2005, 2006). This reflection resulted in the establishment of principles that guide ethical action, which goes beyond rote following of rules or application of principles. Rather, *ethical action* it is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage.

While much has changed over the course of the profession's history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the *Core Values and Attitudes of Occupational Therapy Practice* (AOTA, 1993): *altruism, equality, freedom, justice, dignity, truth, and prudence*. *Altruism* is the individual's ability to place the needs of others before their own. *Equality* refers to the desire to promote fairness in interactions with others. The concept of

freedom and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (*justice*). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *dignity* of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (*truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (*prudence*). These seven core values provide a foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

The specific purposes of the *Occupational Therapy Code of Ethics and Ethics Standards (2010)* are to

1. Identify and describe the principles supported by the occupational therapy profession.
2. Educate the general public and members regarding established principles to which occupational therapy personnel are accountable.
3. Socialize occupational therapy personnel to expected standards of conduct.
4. Assist occupational therapy personnel in recognition and resolution of ethical dilemmas.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* define the set of principles that apply to occupational therapy personnel at all levels:

DEFINITIONS

- **Recipient of service:** Individuals or groups receiving occupational therapy.
- **Student:** A person who is enrolled in an accredited occupational therapy education program.

- **Research participant:** A prospective participant or one who has agreed to participate in an approved research project.
- **Employee:** A person who is hired by a business (facility or organization) to provide occupational therapy services.
- **Colleague:** A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.
- **Public:** The community of people at large.

BENEFICENCE

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

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2009). Forms of beneficence typically include altruism, love, and humanity. Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
- C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
- D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
- E. Provide occupational therapy services that are within each practitioner's level of competence and scope of practice (e.g., qualifications, experience, the law).
- F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
- G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client

harm when generally recognized standards do not exist in emerging technology or areas of practice.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.

I. Refer to other health care specialists solely on the basis of the needs of the client.

J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor's subject area of expertise and level of competence.

K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.

L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.

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

N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession's body of knowledge.

NONMALEFICENCE

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

Nonmaleficence imparts an obligation to refrain from harming others (Beauchamp & Childress, 2009). The principle of nonmaleficence is grounded in the practitioner's responsibility to refrain from causing harm, inflicting injury, or wronging others. While beneficence requires action to incur benefit, nonmaleficence requires non-action to avoid harm (Beauchamp & Childress, 2009). Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This principle often is examined under the context of *due care*. If the standard of due care outweighs the benefit of treatment, then refraining from treatment provision would be ethically indicated (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

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

B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment.

C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity.

D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer.

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

F. Avoid any undue influences, such as alcohol or drugs, that may compromise the provision of occupational therapy services, education, or research.

G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.

H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.

I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.

J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one's own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.

K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.

L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.

AUTONOMY AND CONFIDENTIALITY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination.

The principle of autonomy and confidentiality expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care and to protect the client's confidential information. Often *autonomy* is referred to as the *self-determination* principle. However, respect for autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a "person's right to hold views, to make choices, and to take actions based on personal values and beliefs" (Beauchamp & Childress, 2009, p. 103). Autonomy has become a prominent principle in health care ethics; the right to make a determination regarding care decisions that directly impact the life of the service recipient should reside with that individual. The principle of autonomy and confidentiality also applies to students in an educational program, to participants in research studies, and to the public who seek information about occupational therapy services.

Occupational therapy personnel shall

- A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.
- B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.
- C. Respect the recipient of service's right to refuse occupational therapy services temporarily or permanently without negative consequences.
- D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution.
- E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.
- F. Respect research participant's right to withdraw from a research study without consequences.
- G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and non-verbal communications, including compliance with HIPAA regulations.

I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).

J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.

SOCIAL JUSTICE

Principle 4. Occupational therapy personnel shall provide services in a fair and equitable manner.

Social justice, also called *distributive justice*, refers to the fair, equitable, and appropriate distribution of resources. The principle of social justice refers broadly to the distribution of all rights and responsibilities in society (Beauchamp & Childress, 2009). In general, the principle of social justice supports the concept of achieving justice in every aspect of society rather than merely the administration of law. The general idea is that individuals and groups should receive fair treatment and an impartial share of the benefits of society. Occupational therapy personnel have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). While opinions differ regarding the most ethical approach to addressing distribution of health care resources and reduction of health disparities, the issue of social justice continues to focus on limiting the impact of social inequality on health outcomes.

Occupational therapy personnel shall

A. Uphold the profession's altruistic responsibilities to help ensure the common good.

B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.

C. Make every effort to promote activities that benefit the health status of the community.

D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.

E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.

F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.

G. Consider offering *pro bono* ("for the good") or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

Principle 5. Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure "fair treatment" (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While *the law* and *ethics* are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.

Occupational therapy personnel shall

A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.

B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.

C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.

D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.

E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.

F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.

G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.

H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.

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

J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.

K. Use funds for intended purposes, and avoid misappropriation of funds.

L. Take reasonable steps to ensure that employers are aware of occupational therapy's ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.

M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.

N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.

O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.

P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

VERACITY

Principle 6. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The principle of *veracity* in health care refers to comprehensive, accurate, and objective transmission of information and includes fostering the client's understanding of such information (Beauchamp & Childress, 2009). Veracity is based on respect owed to others. In communicating with others, occupational therapy personnel implicitly promise to speak truthfully and not deceive the listener. By entering into a relationship in care or research, the recipient of service or research participant enters into a contract that includes a right to truthful information (Beauchamp & Childress, 2009). In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided. Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen

professional relationships. Therefore, adherence to the Principle also requires thoughtful analysis of how full disclosure of information may impact outcomes.

Occupational therapy personnel shall

- A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.
- D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- E. Accept responsibility for any action that reduces the public's trust in occupational therapy.
- F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.
- G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- I. Give credit and recognition when using the work of others in written, oral, or electronic media.
- J. Not plagiarize the work of others.

FIDELITY

Principle 7. Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

The principle of fidelity comes from the Latin root *fidelis* meaning loyal. *Fidelity* refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client's

reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision-making and professional practice.

Occupational therapy personnel shall

- A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.
- B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.
- C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.
- D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.
- E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- F. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.
- G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.
- H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

References

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Beauchamp, T. L., & Childress, J. F. (2009). *Principles of biomedical ethics* (6th ed.). New York: Oxford University Press.

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Veatch, R. M., & Flack, H. E. (1997). *Case studies in allied health ethics*. Upper Saddle River, NJ: Prentice-Hall.

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Adopted by the Representative Assembly 2010CApr17.

Note. This document replaces the following rescinded Ethics documents 2010CApril18: the *Occupational Therapy Code of Ethics (2005)* (*American Journal of Occupational Therapy*, 59, 639-642); the *Guidelines to the Occupational Therapy Code of Ethics* (*American Journal of Occupational Therapy*, 60, 652-658); and the *Core Values and Attitudes of Occupational Therapy Practice* (*American Journal of Occupational Therapy*, 47, 1085-1086).

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Occupational Therapy Practice Framework

Areas of Occupation	Client Factors	Performance Skills	Performance Patterns	Context and Environment	Activity Demands
Activities of Daily Living (ADL)	Values, Beliefs, and Spirituality	Sensory Perceptual Skills	Habits	Cultural	Objects Used and Their Properties
Instrumental Activities of Daily Living (IADL)	Body Functions	Motor and Praxis Skills	Routines	Personal	Space Demands
Rest and Sleep	Body Structures	Emotional Regulation Skills	Roles	Physical	Social Demands
Education		Cognitive Skills	Rituals	Social	Sequencing and Timing
Work		Communication and Social Skills		Temporal	Required Actions
Play				Virtual	Required Body Functions
Leisure					Required Body Structures
Social Participation					

STUDENT PROFESSIONAL DEVELOPMENT FORM

Student Name _____ Fall [] Spring []

Advisor _____ Year _____

When completing this form think about your strengths and areas of needed growth related to professional behavior and competence in OT technical skills.

STRENGTHS:**AREAS FOR FURTHER DEVELOPMENT:****PLAN AND GOALS:**

Professional Skill Development: (Cooperation, Organization, etc.)

Technical Skill Development : (Growth in a content area, completing readings etc.)

Strategies for achievement of above goals (ideas you have to achieve your goals):

Date to review plan/goals: [] Next semester evaluation [] Other: _____

Student Signature: _____ Date: _____

Faculty Signature: _____

Date: _____

- adapted from The USD handbook

STUDENT SEMESTER EVALUATION SUMMARY

Student Name _____ Fall [] Spring []

Advisor _____ Year _____

Academic Progress:

Midterm Status: Satisfactory _____ Unsatisfactory _____
Probation Yes _____ No _____

Review of Student Professional Development Plan:

Progress toward Professional Goal(s):

Progress toward Technical Skill Competence Goal(s):

Additional Comments: (From faculty or student, Initial comments)

I have read and discussed all of the above with a faculty member of the Department of Occupational Therapy at York College CUNY.

Student Signature _____ Date _____

Faculty Signature _____ Date _____

- adapted from the USD handbook

**YORK COLLEGE THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF OCCUPATIONAL THERAPY**

STUDENT PROFESSIONAL DEVELOPMENT RATING SHEET

Student Name _____

	1 st Year FALL	1 st year SPRING	2 nd Year FALL	2 nd Year SPRING	3rd Year FALL	3rd Year SPRING	4th Year FALL	4th Year SPRING
1. Attendance								
2. Commitment to learning								
3. Laboratory Performance								
4. Time Management								
5. Communication								
6. Clinical Reasoning/Problem Solving								
7. Professional Behaviors								
Total								

Rating Scale: 0 Fails to meet criteria, 1: Elementary skills, 2: Developing Skills 3: Meets criteria

Advisor's Signature _____ Date _____ Student's Signature _____ Date _____

APPRAISAL OF STUDENT PROFESSIONAL DEVELOPMENT ¹

Use this form to track the development of professional behaviors critical to successful clinical performance.

Rating	0 Fails to Meet Criteria	1 Elementary Skills	2 Developing Skills	3 Meets Criteria
1. ATTENDANCE	Frequently absent without explanation; is tardy or leaves early.	Occasionally absent, tardy, or leaves session early.	Usually notifies professor if cannot be in class; rarely tardy, seldom leaves early.	Consistently on time, remains in class entire session; absent only with justification.
2. COMMITMENT TO LEARNING	Frequently creates a disturbance in classroom, e.g., by involvement in off-task behaviors. Appears inattentive during lectures and discussions. Does not offer opinions or ask for clarification. Declines when encouraged to become more involved.	Occasionally appears distracted or disturbs others. Seldom volunteers information; comments indicate inadequate preparation. Frequently asks for statement of material.	Avoids distraction other students; demonstrates active listening. Volunteers information which shows preparation. Requests clarification of information.	Listens attentively in class. Promotes an effective learning environment by participation actively in class discussions, group projects and class presentation. Questions reflect analysis and synthesis of material. Understands commitment to life long learning.
3. LABORATORY PERFORMANCE	Difficulties performing lab assignments. Fails to meet standards for task performance; does not follow guidelines for safety precautions or handling of tools, equipment, or supplies.	Requires on-going supervision in order to meet standards for task performance. Participates with prompting in hands-on experiences; needs supervision for safety and maintenance issues.	Participates in most lab activities. Requires occasional supervision to meet standards of laboratory performance.	Participates in all lab activities, consistently listens to directions, and practices clinical skills under supervision. For lab performance.
4. TIME MANAGEMENT	Falls behind in work; fails to address issues of pace; blames others for failure to meet deadlines.	Gives personal excuses for falling behind; has difficulty using given strategies to meet deadlines.	Request assistance if falling behind, shows initiative in use of strategies to maintain academic work load.	Prioritizes tasks and responsibilities to meet deadlines.
5. COMMUNICATION	Cannot express ideas clearly in writing; argues or verbally attacks rather than discussing ideas, concepts or issues. Rarely makes eye contact. Unaware of body posture communication.	Written communication is awkward with frequent errors; debates rather than discusses ideas; often fails to respond to other ideas presented. Monopolizes conversation. Occasionally makes eye contact; rarely uses body posture to indicate interest or attention.	Writes clearly after spending time editing; listens to the ideas of others; offers own ideas as options. Usually makes eye contact; body posture generally communicates interest or engaged attention.	Writing is fluent and clear; open to the perspectives of others; readily presents ideas and verbalizes opposing opinions with constructive results. Uses eye contact appropriately. Body posture, consistently communicates interest or engaged attention.

¹ This material adapted from: NYIT handbook

"Professional Development Assessment," J. Kasar, M. Clark, D. Watson, S. Pfister 1994; "Student Responsibilities for Learning," Texas State University form;

"Fieldwork Evaluation Form," Wisconsin; "Professional Development Evaluation Form," Occupational Therapy Educational Program of the Medical University of South Carolina

6. CLINICAL REASONING/PROBLEM SOLVING	Fails to identify errors and lapses in task behavior; difficulty analyzing and synthesizing new information.	Recognizes error and lapses in behaviors but fails to analyze and synthesize the information toward solution of problem	Identifies problems; requires assistance to interpret, strategize, and implement solutions.	Consistently and accurately identifies problems; proposes alternative solutions to complex issues and situations. Selects and implements appropriate strategies for problem resolution.
7. PROFESSIONAL BEHAVIORS	Interpersonal interactions are typically complaints, whining, and attribution of blame to others; bringing up issues after the fact. Inappropriate attire. Behavior is consistent with OT code of ethics.	Presents personal reasons for failure to meet responsibilities; criticizes indirectly. Rarely shows initiative, performs poorly in difficult situations. Inconsistent behavior regarding attire. Indicates initial awareness of OT code of ethics.	Accepts constructive criticism; assumes responsibility for commitments and mistakes; maintains supportive interactions of others; efforts; participates in extra-curricular activities. Adequately performs in difficult situation. Usually appropriately dressed. Will acknowledge code of ethics in most situations.	Maintains professional presentation and composure and displays appropriate and competent self assurance in difficult situations; requests feedback on strengths and weaknesses and modifies behavior appropriately; demonstrates flexibility by adjusting to change; contributes to group cohesiveness through knowledge and awareness of others; behavior is consistent with OT code of ethics. ²

²See York Occupational Therapy Student Handbook; Occupational Therapy Code of Ethics

IMPORTANT WORD MEANINGS

Good answers to essay questions depend in part upon a clear understanding of the meanings of important directive words. Words like *explain*, *compare*, *contrast*, and *justify* indicate the way in which the material is to be presented. Background knowledge of the subject matter is essential, but evidence of this knowledge is not enough. If you are asked to *compare* the British and the American secondary school systems, you will get little or no credit if you *criticize* the school systems and you are not answering the question if you merely explain how the systems operate. A paper is satisfactory only if it answers directly the question that was asked.

The words that follow are frequently used in essay examinations. Learn their meanings. (Definitions are followed by examples).

1. Enumerate .name over, one after another; list in concise form. Enumerate the great Dutch painters of the 17th century.
2. Evaluate .give the good points and the bad ones; appraise; give an opinion regarding the value of; talk over the advantages and the limitations. Evaluate the contributions of teaching machines.
3. Contrast .bring out the points of difference. Contrast the novels of Jane Austen and William Makepeace Thackeray.
4. Explain .make clear; interpret; make plain; tell "how" to do; tell the meaning of Explain how, at times, cold can trigger a full-scale rainstorm.
5. Describe .give an account of; tell about; give a word picture of. Describe the pyramids of Giza.
6. Define .give the meaning of a word or concept; place in the class of which it belongs and set it off from other items in the same class. Define the term "archetype".
7. Compare .bring out points of similarity and points of difference. Compare the legislative branches of the state government and the national government.
8. Discuss .talk over; consider from various points of view; present the different sides of Discuss the use of pesticides in controlling mosquitoes.
9. Criticize .state your opinion of the correctness of merits of an item or issue; criticism may approve or disapprove. Criticize the increasing use of executive agreement in international negotiations.
10. Trace- follow the course of; follow the trail of; give a description of progress. Trace the development of television in school instruction.
11. Interpret- make plain; give the meaning of; give your thinking about; translate. Interpret the poetic line, "The sound of a cobweb snapping is the noise of my life".
12. Prove- establish the truth of something by giving factual evidence or logical reasons. Prove that in a full-employment economy, a society can get more of one product by giving up another product.

13. Illustrate- use a word picture, a diagram, a chart, or a concrete example to clarify a point. Illustrate the use of catapults in the amphibious warfare of Alexander the Great.
14. Summarize- sum up; give the main points briefly. Summarize the ways in which man preserves food.

APA REFERENCE GUIDE

Quick Reference: Citation

Source	Citation	Source	Citation
No Author	(Short Title, 2000) ("Short Article", 2000)	Chapter	(Smith 2000, chap. 3)
1 Author	(Smith, 2000) (Smith, 2000, p. 123)	Data File	(Corporate Author, 2000)
2 Authors	(Adams & Baca, 2000, pp.123-146)	In Press	(Smith, in press)
3/5 Author	(Adams, Baca, & Car, 2000) Next Cite: (Adams et al., 2000)	Message	(A. B. Smith , personal communication, January 23, 2001)
6 Authors+	(Jones et al ., 2001)	Multiple	(Able, 2000,Baca,1950, Car 1975)
Corporate Acronym	(United Nations (UN) , 1996) Next Cite: (UN, 1996)	No Date	(Smith, n.d.)

Source: APA Publication Manual (2001).

The APA Publication Manual instructs authors to use hanging indents for references, and to use *italics* for titles. The hanging indent is one-half inch (1.25 cm), just like paragraph indents. All titles in references are set in sentence caps, but titles quoted in the text are set in heading caps. No quotation marks are used around titles of articles in references, but quotes are used when citing article titles in the text. The *APA Publication Manual* (2001) contains 95 examples of different reference types (pp. 193-224). Below are a few examples of the most commonly used formats.

Note: All source materials cited from www.owl.english.purdue.edu/ and http://www.dianahacker.com/resdoc/social_sciences/overview.html

*** Anonymous or unknown author (common in newspapers):**

Caffeine linked to mental illness. (1991, July 13). *New York Times*. pp. B13, B15.

- **Citation:** ("Caffeine Linked," 1991). Use heading caps when citing titles in text citations.

*** Books (Single Author)**

Poirrier, Gail. (1997). *Writing-to-Learn*. New York: NLN Press.

- **Citation:** (Poirrier, 1997).

*** Books (Group author, 3—5 authors, reprint/translation, edition other than first):**

American Psychiatric Association, (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed). Washington, DC: Author.

- **Citation:** (American Psychiatric Association [APA], 1990); next citation (APA, 1990).

* **Journal articles (Print, electronic copy, changed source, online journal, paged by issue):**

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807-1814.

- **Citation:** (Hypericum Depression Trial Study Group, 2002). The APA *Manual* requires citing the full name of a corporate author like this; the acronym would not be easily recognized. However, shortening the author to "Hypericum Depression Trial" in subsequent citations would probably be acceptable.

* **Journal article, retrieved from a database:**

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807—1814. Retrieved July 7, 2002, from MEDSYS database.

- **Citation:** (Hypericum Depression Trial Study Group, 2002). The ABA *Manual* requires citing the full name of a corporate author like this; the acronym would not be easily recognized. However, shortening the author to "Hypericum Depression Trial" in subsequent citations would probably be acceptable.

* **Motion Picture (Film, Video, or DVD):**

Sonerbergh, S. (Director). (2000). *Traffic* [Motion picture]. United States: Gramercy pictures.

- **Citation:** (*Traffic*, 2000)

* **Online only journal (paged by issue):**

Kortepeter, M. G., & Parker, G. W. (1999). Potential biological weapons threats. *Emerging Infectious Diseases*, 5(4). Retrieved January 20, 2003, from [http://www.cdc.gov/ncidod/EID/vol5no4\(kortepeter.htm](http://www.cdc.gov/ncidod/EID/vol5no4(kortepeter.htm)

- **Citation:** (Kortepeter & Parker, 1999). There is no period after the URL in a reference. Note: When directly quoting or citing a document, a page number or other means of identifying a specific passage is required. In the absence of page numbers, if paragraph numbers appear in an electronic document, add the paragraph symbol or the abbreviation *para.* and the paragraph number to the citation (e.g., Kortepeter & Parker, 1999, ¶ 17). If there is no paragraph number, cite the nearest preceding section heading and count paragraphs from there (e.g., Kortepeter & Parker, 1999, Method section, para. 4). **Note:** Occasionally a research journal may be paged by issue, that is, page numbering in each issue begins at page one. Add the number in the volume (in parentheses in plain text) to these references immediately after the volume number, as in the example above.

* **Magazine article:**

Gardner, H. (1991, December). Do babies sing a universal song? *Psychology Today*, 70-76:

- **Citation:** (Gardner, 1991).

* **Newsletter/newspaper articles:**

Brown, L. S. (1993, Spring). My research with oranges. *The Psychology Department Newsletter*, 3, 2.

- **Citation:** (Brown, 1993).

*** Pamphlet:**

Just Say No Foundation. (1992). *Saving our youth*. (9th ed.) [Brochure]. Washington, DC: Author.

- **Citation:** (Just Say No Foundation, 1992).

*** Web page:**

Dewey, R. A. (2002). *Psych Web by Russ Dewey*. Retrieved January 25, 2003 from <http://www.psywww.com/>

- **Citation:** (<http://www.psywww.com/>).

Always remember:

- 1) 1-inch margins all around the page.
- 2) Select a normal font that is 10 or 12 point.
- 3) Use the header function on the word processing program to create a running head.
- 4) Include the title, your name, the course info, and the date in the center of the title page.
- 5) Double-space your text.
- 6) Do not skip lines between paragraphs; instead indent the first line of each.
- 7) Proofread and read your writing aloud to check for errors.

SAMPLE REFERENCE PAGE

Abbreviated title of the paper, page #

References

- Benjamin, B. J. & Spacek, S. (2001). Multicultural issues in home health care. *Journal of Multicultural Nursing & Health*, 7(3), 26-28. Retrieved December 10, 2001, from ProQuest database.
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SCHOLARSHIP INFORMATION

SCHOLARSHIP INFORMATION

The following is not an exhaustive list of scholarship opportunities. Please see the department or the Office of Student Activities for additional resources.

The American Occupational Therapy Foundation (AOTF)

Approximately 90 scholarship opportunities available for Occupational Therapy students

<http://www.aotf.org/scholarshipsgrants/scholarshipprogram/eligibilityandscholarshipavailability.aspx>

AMBUCS Scholars Program

Scholarship opportunities for students pursuing degrees in various therapies

<http://www.ambucs.com/scholarship-program-information/>

Department Of Education Scholarship

Students in the York College BS/MS Program of Occupational Therapy of good standing may apply for Department of Education scholarships after attending one year. See the program Director Dr. Andrea Krauss for more details.

Sallie Mae Fund Unmet Need Scholarship Program: (5/31)

For undergraduate students who demonstrate financial need of more than \$1,000 without loans, have a combined family income of \$30,000 or less, and have a cumulative grade point average between 2.5 and 3.0. Eligible students must submit both a copy of the student application and financial aid administration form. Contact: Scholarship America, 1505 Riverview Road, P.O. Box 297, St. Peter, MN 56082/WEB: <http://www.thesalliemae.org/>

J.W. Saxe Memorial Fund: (3/15)

\$1,500 offered to graduate and undergraduate students working in public service fields. The award is meant to enable students to gain practical experience in public service by taking a low paying or no pay job internship by supplementing their income. Preference given to students who already have an internship lined up. Contact: 1524 31st St. N.W. Washington, DC 20007/WEB: <http://www.jwsaxefund.org/>

Leopold Schepp Foundation: (no deadline)

Applicants must be citizens of the U.S. or permanent residents and have a minimum GPA of 3.0. Award is based on character, ability, and financial need. Undergraduate age limit is 30. To receive an application the applicant must write the Leopold Schepp Foundation. A personal interview in New York is part of the application process. No funds are provided for travel. Contact: 551 Fifth Ave. Ste. 3000 New York, NY 10176-2597 for a brochure with more details. <http://www.scheppfoundation.org/>

Sertoma: (5/1)

Student must have a clinically significant bilateral hearing loss. Must be enrolled in a degree-seeking program with a 3.2 GPA. Contact: Sertoma International, \$1,000 Scholarship for Hearing Impaired Students, 1912 East Meyer Blvd., Kansas City, MO 64132-1174/WEB: <http://www.sertoma.org/>

The Charles Shafae' Scholarship Fund: (9/1)

You must be a legal resident of the U.S. or an international student with a valid visa. Age 18-22 with GPA 3.2 or more. Essay covering these three questions: What degree do you plan on attaining and what are your goals once you have it? Using your college or university education, how do you intend to make your mark on the world? How is your new degree going to affect your career goals? *SUBMIT ON-LINE ONLY*. Contact: 1-866-693-EDIT(3348)/WEB: <http://www.papercheck.com/scholarships.html>

Sigma Alpha Iota: (varies)

Various awards available for Sigma Alpha Iota members. Contact: 7 Hickey Drive, Framingham Ctr, MA 01701-8812/Phone: (508) 872-0735

New York State Black Occupational Therapy Caucus Scholarship: (12/1)

The Delores B. Chandler Scholarship is awarded to qualified black students in recognition of academic performance and commitment to community service. The \$800 scholarships will be awarded to students matriculating in an accredited professional program. Students must be full or part-time black students who are New York state residents and enrolled in an accredited state occupational therapy program, have a GPA of 2.5 or better over the course of two semesters of core occupational therapy courses, and have demonstrated a commitment to community service in the spirit of Delores B. Chandler. For more information see Professor Sharon Faust. <http://www.nysbotc.com/>

Society of Daughters of the United States Army: (3/1)

Must have a minimum GPA of 3.0. Must be the daughter or granddaughter of a career warrant or commissioned officer of the U.S. army who 1) is currently on active duty; 2) retired after 20 years of service; or 3) was medically retired after 20 years of service; 4) died while on active duty or retiring with 20 or more years of active service. The U.S. army must have been the primary occupation of the father or grandfather. Must send SASE for application. Contact: Scholarship Chairman, 7717 Rockledge Court, Springfield, VA 22152-3854

Soroptimist Foundation: (12/1)

The Women's Opportunity Award is open to female heads of household who demonstrate financial need and are motivated to achieve educational and career goals. Must be attending college. Note: This is a monetary award that is taxable. WEB: www.soroptimist.org

Spina Bifida Association of America: (4/2)

Applicant must have spina bifida, must be a high school graduate or possess a GED, and applicant must be enrolled in or accepted to an accredited college, junior college, vocational school, or business school. Contact: 4590 MacArthur Boulevard NW, Suite 250, Washington, DC 20007-4226/Phone: (202) 944-3285/WEB: www.sbaa.org

Patrick Stewart Human Rights Scholarship: (3/15)

Awards are for summer internships or short-term human rights projects to gain practical experience in the field. Amnesty International USA awards scholarships to be used for travel, materials and other expenses for hands-on experience as an activist. Must be a U.S. citizen and a college student. Propose a specific project or internships that addresses a human rights issue that you have interest or experience in. Contact: Amnesty International Field Program, 600 Pennsylvania Ave. SE, 5th Floor, Washington, DC 20003/PHONE: (202) 544-0200/WEB: <http://www.amnestyusa.org/patrickstewart/>

Sunshine Lady Foundation: (on-going)

Must be a woman who has survived domestic (partner abuse) violence. Must be a U.S. citizen or legal resident of the U.S., exhibit financial need, and have a desire to upgrade skills for career advancement or reenter the job market. Officially accepted in an accredited U.S. college/university. Contact: 4900 Randall Parkway, Suite H, Wilmington, NC 28403/PHONE: 910-397-7742/WEB: <http://www.wispinc.org/>

Talbots Women's Scholarship Fund: (3/4)

Must be a woman, currently residing in the U.S. who is enrolled or planning to enroll in a full- or part-time undergraduate course of study at an accredited two- or four-year college, university, or vocational-technical school. Must have graduated from high school before September 1002. Must have at least two semesters or a minimum of 24 credits left to complete undergraduate degree as of beginning of fall 2002. Contact: 1505 Riverview Rd. P.O. Box 297 St. Peter, MN 56082/Phone: (507) 931-1682/WEB: <http://www.talbotsinc.com/brands/talbots/charitable.asp>

TextbookX.com (12/15)

Available to U.S. college students, legal residents of U.S., or an international student with a valid visa. Write a 250-750 word essay: Does science leave room for faith? Does faith leave room for science? Make reference to one book that has influenced your thoughts. ONLINE APPLICATION ONLY. WEB: <http://www.textbookx.com/scholarship/>

Third Wave Scholarship for Young Women: (5/1 & 10/1)

For full or part time students age 30 or younger who are enrolled at or have been accepted to an accredited college, university, or community college. The primary criterion for this scholarship is financial need. Students should also be involved as activists, artists, or cultural workers working on issues such as racism, homophobia, sexism, or other forms of inequality. Contact: 511 W 25th St. Suite 301, New York, NY 10001/Phone: 212-675-0700/E-mail: info@thirdwavefoundation.org/WEB: <http://www.thirdwavefoundation.org/>

Transgender Scholarship and Education Legacy Fund: (2/1, 8/1)

Applicants must be transgender identified who will be enrolled in a post-secondary program in helping and caring such as social work, health care, religious services or law. Applicants must not be a prior winner of this award and must be living full time in a gender or sex role that is different from the one assigned to them at birth. Contact: TSELF Award Committee, P.O. Box 540229, Waltham, MA 02454-0229/(781) 899-2212.WEB: <http://www.tself.org/>

Harry S. Truman Foundation: (12/2)

Must be nominated by the college and be a junior or senior working toward a career in government or public service and show an exemplary community service record. Contact: 712 Jackson Place, NW Washington, DC 20006/Phone: (202) 395-483/WEB: www.truman.gov/

Tylenol Scholarship Fund: (1/15)

Many scholarships available for undergraduate level study at an accredited two or four year college or university or a vocational-technical school. Selection based on academic record, leadership responsibilities in school and community, and a clear statement of education goals. Contact: 1505 Riverview Road, P.O. Box 88 St. Peter, MN, 560882/WEB: <http://www.tylenol.com/scholarship/>

Ulman Cancer Fund for Young Adults: (4/1)

Matt Stauffer Memorial Scholarship supports the financial needs of college students who are battling, or have overcome cancer and who display financial need. Contact: PMB #505, 4725 Dorsey Hall Drive, Suite A, Ellicott City, MD 21042/PHONE: 410-964-0202/E-mail: scholarship@ulmanfund.org/ WEB: <http://www.ulmanfund.org/University-Outreach/College-Scholarship-Program.aspx>

An Uncommon Legacy Foundation, Inc. (7/1)

Outstanding lesbian students in either graduate or undergraduate studies. Consideration will be given based on the following factors: academic performance, honors, personal/financial hardship, and service to the gay and lesbian community. Contact: P.O. Box 33727, Washington, DC 20033/PHONE: (202) 265-1926/WEB: <http://www.uncommonlegacy.org/>

Union Plus Scholarship (1/31)

Must be a spouse or dependant of a union participating in the Union Plus program. Participating union members from Puerto Rico, Canada, Guam and Virgin Islands and U.S. citizens are eligible. Contact: Union Privilege, 1125 15th St., N.W., Suite 300, Washington, DC 20005/WEB: <http://www.unionplus.org/benefits/education/scholarships/up.cfm>

The U.S. Department of Health and Human Services Bureau of Health Professions

The Scholarships for Disadvantaged Students program provides scholarships to full-time, financially needy students from disadvantaged backgrounds, enrolled in health professions and nursing programs. <http://bhpr.hrsa.gov/dsa/sds.htm>

Elie Wiesel Prize in Ethics Essay Contest: (12/2)

Must be a full time student in junior or senior year enrolled in an accredited college or university in the US or Canada. Essay of 3,000-4,000 words must be student's original, unpublished work. Contact: The Elie Wiesel Foundation for Humanity, 529 Fifth Avenue, Suite 1802, New York, NY 10017/WEB: <http://www.eliewieselfoundation.org/>

Women In Defense: (7/1, 12/1)

Must be a U.S. citizen and obtained junior year status in an accredited university. Must be pursuing a career in Engineering, Computer Science, Physics, Mathematics, Business, Law, International Relations, Political Science, Operations Research, or Economics. Others will be considered if the applicant can successfully demonstrate relevance to a career in the areas of national security or defense. Contact: HORIZONS Foundation, c/o National Defense Industrial Association, 2111 Wilson Blvd., Suite 400, Arlington, VA 22201-3061/PHONE: 703-247-2552/WEB: <http://wid.ndia.org/horizon/index.htm>

Women of the Evangelical Lutheran Church of America: (ELCA) (4/1)

Several scholarships for Undergraduate and Graduate students who are over 21 years old and a member of an ELCA congregation. Contact: 8765 W. Higgins. R., Chicago, IL 60631/PHONE: 1-800-638-3522/WEB: <http://www.elca.org/wo/scholpro.html>

Women's Research and Education Institute: (2/15)

Offers a fellowship to enable women graduate students to work in the field in a congressional office. Contact: 1750 New York Ave., NW, Suite 350 Washington, DC 20006/ Phone: (202) 628-0444 <http://www.wrei.org/>

Writers of the Future: (1/1, 10/1, 4/1, 7/1)

New and amateur writers of new short stories or novelettes of science fiction or fantasy. Original, unpublished prose up to 17,000 words. No works intended for children. May submit quarterly. Contact: L. Ron Hubbard's Writers of the Future Contest. P.O. Box 1630, Los Angeles, CA 90078/WEB: <http://www.writersofthefuture.com/>

Zeta Phi Beta Sorority, Inc.: (2/1)

Offers a variety of graduate and undergraduate scholarships for women, both members and non-members of Zeta Phi Beta Sorority, Inc. Areas of study include medicine, education, counseling, and anthropology. Contact: Zeta Phi Beta Sorority, Inc., National Educational Foundation, 1734 New Hampshire Avenue, NW, Washington, DC 20009/WEB: <http://www.zphib1920.org/>

WEB PAGE SCHOLARSHIPS

1. AOTA Scholarship resources
<http://www.aota.org/Students/Aid/Scholarships.aspx>
2. Health Careers Foundation
<http://www.hcfinfo.org/services.html>
3. Ron Brown Scholarships Leadership, community service, all fields.
<http://www.RonBrown.org>
4. Jackie Robinson Foundation Scholarships All Fields
<http://www.JackieRobinson.org>
5. Project Excellence Scholarships Community Service, all fields
<http://www.project-excellence.com>
6. United College Fund Scholarships Awards Vary (Details at Site)
<http://www.uncf.org/programs>
7. Intel Science Talent Search Scholarships
Must present a scientific research project
<http://www.sciserv.org>
8. Gates Millennium Scholarships Based on Financial need
<http://www.gmsp.org>
9. ARMY Scholarships (For Historically Black Colleges)
Must be enrolled in Army ROTC
<http://www.usarotc.com/index.html>
10. Cola-Cola Scholars Scholarships
Scholars with academic, leadership, and talent qualities.
<http://www.coca-colascholars.org>

11. Ambassadorial Scholarships Bilingual Students (Any language)
<http://www.rotary.org/foundafipn/education/amb scho.html>
12. Ronald McDonald House Charities & The United Negro College Fund
Must be studying at a HBCU that is member of the UNCF
<http://www.mcdonalds.com/countries/usa/community/education/scholarshipindex.html>
13. Alpha Kappa Alpha Scholarship
<http://www.akaeafg.org/scholarshipprogram>
14. National Alliance for Excellence Scholarship
Students competitors with talent
<http://www.excellence.org/progrprms.html>
15. Harry S. Truman Scholarship
For students who intend to pursue a career in public service or government
<http://www.truman.gov>

BS/MS Occupational Therapy Program Plan of Study

Third Year		Spring	
OT 313 Fundamentals of Occupational Therapy	3 credits	OT 316 Functional Human Physiology/ Lect. Functional Human Physiology/ Lab	4 credits
OT 315 Functional Human Anatomy/ Lecture	4 credits	OT 318 Clinical Kinesiology/Lect. Clinical Kinesiology/ Lab.	4 credits
OT 321 Occupational Analysis	3 credits	OT 319 Common Medical Conditions	3 credits
OT 322 Occupation Through the Life Span	<u>3 credits</u>	OT 423 Integration of Collaboration	<u>4 credits</u>
Total: 13 credits		Total: 15 credits	
Fourth Year		Spring	
OT 403 Advanced Occupational Analysis	3 credits	OT 504 Advanced Neuroscience	3 credits
OT 411 Occupational Therapy Process I: Pediatric Intervention	4 credits	OT 505 Occupational Therapy Process I: Physical Intervention	4 credits
OT 417 Research Methods	3.5 credits	OT 508 Occupational Therapy Process I: Psychosocial Intervention	4 credits
OT 432 Neuroscience	<u>3.5 credits</u>	OT 517 Research Design	3 credits
Total: 14 credits		OT 518 Research Seminar I	<u>1 credit</u>
		Total: 15 credits	
Fifth Year		Spring	
OT 506 Occupational Therapy Process II: Physical Intervention	4 credits	OT 641 Fieldwork II (Full-time Internship Experience) Occupational Therapy Practice I	1 credit
OT 509 Occupational Therapy Process II: Psychosocial Intervention	4 credits	OT 642 Fieldwork II (Full-time Internship Experience) Occupational Therapy Practice II	<u>1 credit</u>
OT 513 Systems Management	3 credits	Total: 2 credits	
OT 519 Research Seminar II	<u>1 credit</u>		
Total: 12 credits			
Sixth Year			
OT 522 Research Seminar IV	2 credits		
OT 643 Capstone Community Experience	4 credits		
OT 644 Advanced OT Theory & Practice	3 credits		
OT 645 A or B Occupational Therapy Practice	<u>3 credits</u>		
Total: 12 credits			

CHANGE OF PERSONAL INFORMATION FORM

Program: Occupational Therapy

Name: _____
Student Name - Print Clearly

Social Security # _____

Please be advised that as of _____ the following information has
changed: (date)

check
all that
apply

- ☐ Name: _____
- ☐ Address _____
- ☐ Home Phone Number: _____
- ☐ Cell Phone Number: _____
- ☐ E-Mail: _____
- ☐ Emergency Contact Person: _____
- ☐ Other:

