

**Occupational
Therapy
Program**

**School of
Public Health & Health Professions**



**INFORMATION FOR
PRE-PROFESSIONAL OT MAJORS**

2013-2015

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MESSAGE FROM THE FACULTY

We are pleased that you are interested in the Bachelor of Science in Occupational Science/Master of Science in Occupational Therapy program at the University at Buffalo (UB).

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

As educators, we have learned that each class of students seems to have its own “personality.” A class personality does not evolve by chance, but by design, meaning that each student, by his or her behavior, is a participant in its creation. Contingent upon the development of a healthy class personality is a special mix of ingredients that we hope you will consider in creating your class personality. We mention three important ingredients here.

The first is **respect**. One of the most valuable learning experiences that you will encounter in the months ahead is learning why others think and act as they do. Differences in cultural backgrounds and life experiences produce differences in thought and action. It is by understanding and **respecting** those differences that strength is added to one's character, which builds and reinforces the cohesiveness of any group.

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

A third essential ingredient for developing a healthy class personality is **responsibility**. Concomitant with membership in any organization, large or small, is a set of expected behaviors for which the member accepts responsibility. In this organization, these sets of behaviors are those expected of a health care professional. Responsible professional behaviors include respect for authority, adherence to stated departmental, university, and occupational therapy professional policies and procedures, active participation in learning experiences, and self-initiating requests for assistance, as needed, to successfully complete the occupational therapy professional program. Accepting the responsibility for one's actions,

as well as for the actions of one's peers when those actions are clearly inappropriate, is a professional responsibility that none of us can or should escape. Professionalism means responsibility and to abdicate that responsibility is to relinquish one's status as a professional.

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

SECTION 1: OVERVIEW OF THE PROGRAM

EDUCATION RESPONSIBILITY STATEMENT

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

- Prerequisites for the program
- General education requirements
- Sequence of courses in the program
- Number of credits required for graduation
- Policies and procedures related to satisfactory academic standing, probation and dismissal
- Fieldwork requirements
- Professional behavior
- Technical Standards for Admission, Promotion, and Graduation
- Information on NBCOT certification and state licensure

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

INTRODUCTION

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

Occupational therapy entry-level professional education moved to the graduate level in 2005 with the implementation of the BS in Occupational Science/MS in Occupational Therapy program. This program is fully accredited through the 2016/2017 academic year by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (201) 652-AOTA and ACOTE's website is acoteonline.org. In addition to the combined BS/MS professional degree, the Department of Rehabilitation Science also offers a post-professional Master of Science

degree for occupational therapists and plays a major role in the interdisciplinary Ph.D. program in Rehabilitation Science.

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

Please Note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

This Handbook provides information that will be useful for you during the first two years, or the pre-professional phase, of the BS/MS program. This information supplements what is found in the Undergraduate Catalog (<http://undergrad-catalog.buffalo.edu/>). Information regarding policies and procedures for the professional and graduate portions of the program will be provided in subsequent handbooks.

WHAT IS OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY?

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

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

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

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

- Work-related injuries including lower back problems or repetitive stress injuries
- Limitations following a stroke or heart attack, arthritis, multiple sclerosis, or other serious chronic conditions
- Birth injuries, learning problems, or developmental disabilities
- Mental health or behavioral problems including Alzheimer's, schizophrenia, and post-traumatic stress

- Problems with substance use or eating disorders
- Burns, spinal cord injuries, or amputations
- Broken bones or other injuries from falls, sports injuries, or accidents
- Vision or cognitive problems that threaten their ability to drive

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

VISION AND MISSION STATEMENTS

American Occupational Therapy Association: Centennial Vision

“We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs.”

University at Buffalo

Mission

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

Vision

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

Goals

UB will enhance the national and international stature of the university by achieving a number of specific academic goals:

- UB will build on its foundation of faculty excellence through significant investments in areas of strategic strength across the disciplines in order to build intellectual and instructional capacity, increase federal and other research funding, expand student opportunities, and heighten the academic reputation of the university.
- UB will enhance the overall student educational experience while raising the academic profile of its undergraduate, graduate and professional students and significantly improving its undergraduate four- and six-year graduation rates

- UB will improve academic support infrastructures to provide state-of-the-art educational and research environments that advance faculty and students in their ongoing pursuit of excellence.
- UB will further enhance its faculty and student diversity through focused enrollment and hiring strategies and implementation of best practices with regard to recruitment and retention.
- UB will expand its impact as a recognized leader in international education, leveraging its diverse international population and strong portfolio of institutional partnerships to strengthen the university's international presence and to advance its commitment to preparing students to live and lead in a global world.
- UB will deepen its impact and outreach in the regional community, strengthening programs and partnerships that contribute to the social, cultural, and economic vitality of Western New York.
- UB will strategically align the School of Medicine and Biomedical Sciences and the other health science schools with key health-related and research partners in order to improve health care outcomes for the region, expand the university's health science programs and curricula, while improving the national rankings of the Health Sciences.

School of Public Health and Health Professions

Mission

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

Vision

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

Values

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

- Public health
- Evidence-based scientific and professional practice

- Professionalism and communication, which includes the importance of cultural competence and diversity

Goals

- **Education:** Provide an academic environment that includes foundational preparation in public health, evidence-based practice and communication and professionalism for all students and prepares graduates for success as public health professionals, practitioners in the health professions, educators and researchers
- **Research:** Conduct research that relates to important health issues faced by populations, communities and individuals
- **Service:** Provide service to communities (from local to global), the university and scholarly and professional organizations

Department of Rehabilitation Science

Mission

The mission of the Department of Rehabilitation Science is to advance the rehabilitation professions through excellence in education, research, and professional service.

Vision

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

Goals

The goals of the Department of Rehabilitation Science include the:

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

Occupational Therapy Program

Mission

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

Vision

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

Goals

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

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

PREREQUISITE COURSES

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

A student may not repeat more than two (2) prerequisite courses in order to meet the minimum admission requirements for the professional program. An earned grade of C- in one prerequisite course will be permitted.

PHY 101	College Physics I
ES 207	Fundamentals of Human Form/Function
PGY 300	Human Physiology
OT 201	Orientation to Occupational Therapy
OT 217	Medical Terminology
UGC 211	American Pluralism or SOC 211: Sociology of Diversity
PHI 101	Introduction to Philosophy
SOC 101	Introduction to Sociology
PSY 101	Introductory Psychology
PSY 322	Abnormal Psychology
PSY 336	Developmental Psychology
STA 119	Statistical Methods
ANA 407	Gross Human Anatomy

All prerequisite courses (with the exception of OT 201 for direct transfer students) must be completed in order to be eligible to take ANA 407: Gross Human Anatomy.

SAMPLE CURRICULUM FOR YEARS 1 and 2
(Including General Education Requirements and Prerequisite Courses)

Year/Semester	Course #	Course Title	Credit Hours
Year 1/ Fall	GEN ED	General Education Mathematics Requirement	4
	ENG 101	Writing 1	3
	PSY 101	Introductory Psychology	3
	UBE 101	University Experience	1
	UGC 111	World Civilization I	3
			(14) Semester Total
Year 1/Spring	ES 207	Fundamentals of Human Form and Function	4
	ENG 201	Advanced Writing	3
	PSY 322	Abnormal Psychology	3
	ELECTIVE	Liberal Arts Requirement	3
	UGC 112	World Civilization II	3
		(16) Semester Total	
Year 2/Fall	OT 201	Orientation to Occupational Therapy	3
	OT 217	Medical Terminology	1
	PHY 101	College Physics I	4
	PSY 336	Developmental Psychology	3
	SOC 101	Introduction to Sociology	3
	GEN ED	Select from Literature and the Arts	3
		(17) Semester Total	
Year2/Spring	UGC 211	American Pluralism	3
	PHI 101	Introduction to Philosophy	3
	PGY 300	Human Physiology	4
	STA 119	Statistical Methods	4
		(14) Semester Total	
Year 3/Summer	ANA 407	Gross Human Anatomy	6

Please note the following:

OT 201: Introduction to Occupational Therapy is only offered during the fall semester.

Although not required, all students are strongly encouraged to take APY 345/346: Comparative Primate Anatomy during the spring semester of the second year. Since this is not a prerequisite course, students may choose to take the course on a Pass/Fail (P/F) basis.

CURRICULUM FOR THE PROFESSIONAL COMPONENT OF THE PROGRAM

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

The curriculum listed below reflects a recent revision to the BS in Occupational Science/MS in Occupational Therapy program.

Year/Semester	Course #	Course Title	Units
Year 3/ Fall	OT 333	Occupational Development across the Lifespan	4
	OT 341	Critical Analysis of Scientific Literature	2
	OT 342	Neuroscience	3
	OT 344	Neuroanatomy	1
	OT 355	Medical Conditions I	2
	OT 361	Functional Anatomy	3
	OT 366	Occupational Therapy Process	3
			(18) Semester Total
Year 3/Spring	OT 346	Scientific Writing	1
	OT 352	Assistive Technology	3
	OT 356	Medical Conditions II	3
	OT 382	Issues in OT Service Delivery	3
	OT 417	Neurorehabilitation across the Lifespan	4
	OT 420	Fieldwork Seminar I	1
	OT 450	Orthotics and Prosthetics	3
			(18) Semester Total
Year 4/Summer	OT 402	Group Process and Interpersonal Skills	4
	OT 472	Level I Fieldwork A	1
			(5) Semester Total
Year4/Fall	OT 520	Fieldwork Seminar II	1
	OT 535	Medical Evaluation & Intervention: Neurological and Cognitive	4
	OT 536	Medical Evaluation & Intervention: Musculoskeletal,	3

		Cardiopulmonary, Integumentary, and Oncology	
	OT 572	Level I Fieldwork B	1
	OT 575	Project Guidance I	3
	CHB 550	Public Health & Population Well Being	3
			(15) Semester Total
Year 4/Spring	OT 547	Home-based Evaluation and Intervention	3
	OT 548	Community and Vocational Evaluation and Intervention	3
	OT 573	Level I Fieldwork C	1
	OT 576	Project Guidance II	2
	OT 620	Level II Fieldwork A	6
			(15) Semester Total
Year 5/Fall	OT 555	Educational Evaluation and Intervention	4
	OT 566	Occupational Therapy for Underserved Populations	4
	OT 574	Level I Fieldwork D	1
	OT 577	Project Guidance III	3
	OT 586	Management and Administration Advanced Elective	2 3
			(17) Semester Total
Year 5/Spring	OT 587	Applied Management and Administration	2
	OT 621	Level II Fieldwork B	6
	OT 589	Special Topics for Advanced Practice	(1-3)
	OT 618	Professional Development	3
			(12-14) Semester Total

The professional entry level BS/MS program in Occupational Therapy at the University at Buffalo is accredited through the 2016-2017 academic year by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). AOTA is located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. Telephone: 301-652-AOTA. Website: acoteonline.org

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

NOTE: A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or attain state licensure.

OCCUPATIONAL THERAPY PROGRAM PHILOSOPHY

Philosophical Basis

The Occupational Therapy Program, as part of the Department of Rehabilitation Science in the School of Public Health and Health Professions at the University at Buffalo (UB) adheres to the philosophical belief that engagement in occupation supports the health and wellness of individuals and populations. Occupation is defined as the meaningful and productive ways in which people use their time. A person's engagement in occupations fulfills four primary functions: (1) to acquire skills and behaviors necessary for insuring one's safety and survival; (2) to achieve a sense of quality in one's life; (3) to promote one's personal physical and mental well-being; and (4) to contribute to the progress and well-being of society. The ability to engage in occupation and realize these four functions may be compromised as a result of illness, disability, environmental contexts, or other life circumstances.

Philosophical Frame for Learning

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

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

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

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

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

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

Selection of content, scope, and sequencing

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

The curriculum design was reviewed and revised during the 2011-12 academic year. In revising the curriculum design, faculty adopted a traditional approach in which we:

- Identified needs through student exit interviews, faculty curriculum review, and graduate student and alumni focus group.
- Formulated objectives addressing identified needs related to our philosophy, mission, and vision.

- Selected content based on the Accreditation Council for Occupational Therapy Education (ACOTE) standards, American Occupational Therapy Association's (AOTA) centennial vision and practice areas, future trends, current course objectives, fieldwork evaluations, and employer surveys.
- Organized content based on developmental learning needs of the students.
- Selected learning experiences based on developmental learning needs and a constructivist approach.
- Organized learning experiences based on developmental needs and University logistical issues.
- Evaluated adherence to ACOTE standards.

CURRICULUM DESIGN

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

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

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

The three levels of learning are:

- Didactic- Each category of service delivery is initially introduced through instructor guided learning, including classroom-based instruction, online learning, hands-on lab experiences, readings and assignments, to prepare students for application in supervised experiences with clients. At this level students master the understanding and knowledge needed for practice, and are introduced to the application, analysis and synthesis skills that will be further developed in the experiential level.
- Apprentice- Apprenticeship involves real-life experiences guided by an experienced clinician to allow the student to develop clinical reasoning and skills when faced with

situational challenges. Each category of service delivery includes experiences with individuals receiving OT services through Level I (observational) fieldwork. All students also participate in Level II (hands-on) fieldwork in two different service delivery settings. In our program, situated hands-on learning generally occurs after didactic experiences in each category of service delivery. However, observational situated learning may be used prior to didactic learning in some instances, to allow students to draw on real-life experiences during didactic instruction.

- Creative- Developing original interventions and engaging in scholarly activities in each category of service delivery prepares our students for the challenges of practice, promotes leadership, and facilitates a commitment to lifelong learning. Students engage in service learning utilizing their knowledge to analyze individuals and situations, develop goals and objectives with clients, select theoretical frameworks, search for and evaluate evidence in literature, and develop individual interventions, group interventions, and intervention programs to meet the identified needs. These unique interventions are measured for effectiveness, modified for improvement resulting in evidence-based practice. In addition, students engage in scholarly activities including research activities which require a thorough understanding of the current literature and analysis of current needs. Students then identify research questions and design and implement studies to answer those questions. Sharing results with other professionals verbally or in writing adds to the body of knowledge in occupational therapy, and results in students contributing to evidence-based practice.

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

- Public Health- The core value of public health is social justice- the sharing of resources to advance the well-being of all, especially those who are at greatest risk of disadvantage (Gostin & Powers, 2006). According to the Occupational Therapy Practice Framework, “occupational therapy practitioners interested in occupational justice recognize and work to support social policies, actions, and laws that allow people to engage in occupations that provide purpose and meaning in their lives” (AOTA, 2008, p. 630). In order to reduce disparity among health care recipients, occupational therapists must promote occupational justice by understanding the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice and occupational deprivation.
- Evidence-Based Practice- A commitment to evidence-based practice is threaded through our entire curriculum, both in using evidence to substantiate clinical decisions and creating new evidence through scholarly activity. Evidence-based practice is an integration of best research evidence with clinical expertise, available resources, and client values (Sackett et al., 1996).

- Professionalism- Professionalism includes excellence in interpersonal communications, leadership, and a commitment to lifelong learning. Excellence in interpersonal communications is essential when interacting with clients and other professionals and includes cultural competence, empathy, respecting the values of others, and reflecting on one's own verbal and non-verbal behavior. Becoming a leader among peers requires professional service and advocacy. Professional service, including fieldwork supervision, teaching others, presenting information, and volunteering for professional organizations, impacts the future of the profession. In order to shape the landscape of occupational therapy service delivery, future practitioners must also possess a basic knowledge of policy creation, an ability to communicate with policy makers for change, and a commitment to advocate for positive change. Lifelong learning allows future practitioners to adapt to contextual changes in practice settings along with constructing new knowledge to remain current and to improve as an occupational therapist.

General Description of the Curriculum Sequence

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

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

The graduate component of the program starts in the fall of the fourth year and includes applied evaluation and intervention courses in medical settings, along with group process and interpersonal interactions, and the first course in the master's scholarly project guidance series. During the spring semester of the fourth year, students register for courses related to home-based, community, and vocational evaluations and interventions, and continue with the second course in the project guidance series. This semester culminates in a Level II (12-week) fieldwork experience.

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

Relationship between Curriculum and Our Vision, Mission, & Philosophy

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

EDUCATIONAL GOALS AND OUTCOMES

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

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

SUMMARY OF ACADEMIC REQUIREMENTS

The BS/MS program has the following credit requirements:

Total Undergraduate Credits:	108
Total Graduate Credits:	59-61
Total Program Credits:	167-170

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

These courses may include:

CDS 151: Introduction to Speech-Language Pathology and Audiology (3)
CDS 288: Anatomy and Physiology of the Speech Mechanism (3)
CDS 290: Audiology- Diagnosis and Management (3)
CDS 301: Language Development in Children (3)

ES 102: Fundamentals of Wellness (3)
PSY 250: Scientific Inquiry (3)

SSC 103: Introduction to Health and Human Services (3)
SSC 209: Case Management (3)
SSC 210: Skill Development in Human Service (3)
SSC 218: Issues in Mental Health (3)
SSC 337: Social-Ethical Values in Medicine (3)
SSC 363: The Aging Process (3)
SSC 390: Human Services Administration (3)

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

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

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

Exemption from Courses Based on Previous Competencies: Students who feel that they have successfully mastered a required OT course through work experience or previous academic courses may petition the instructor to waive the course. Acceptance of the petition

and establishment of the petition is at the discretion of the course instructor who will document any course waiver in writing. This documentation will be placed in the student's permanent file.

PART TIME STUDENTS

Students are typically accepted as full-time students and are expected to remain as such throughout their UB career. Should a student, for unusual financial, academic, or health reasons feel the need to attend on a part-time basis, he or she should immediately make an appointment to see his or her OT academic advisor to discuss options and implications. If, after discussion, the student still desires part-time status, he or she will be asked to request, in writing, part-time status. Upon receipt of this request, a written plan will be developed, outlining the part-time schedule and a time table for program completion. All part time students are still required to adhere to the program policy of completing the professional phase of the program within five years from the start of the program.

FACULTY AND PROFESSIONAL STAFF

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

STUDENT ADVISEMENT

During the pre-professional phase of the program (Years 1 and 2), UB occupational therapy students should contact Jillian Reading or Cassandra Walker-Whiteside at (716) 829-6769 for academic advisement; transfer students should contact MaryAnn Venezia (716) 829-6742. Upon promotion to the professional sequence of the program, each student is assigned a faculty advisor from the occupational therapy program.

CONTACT INFORMATION

Susan M. Nochajski, Ph.D., OTR/L
Director of Professional and Graduate Studies
501 Kimball Tower
South Campus
Telephone: 716-829-6942
Email: nochajsk@buffalo.edu

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

IMPORTANT WEBSITES

Website	URL Address
OT BS/MS Program Website	http://sphhp.buffalo.edu/rs/ot/bsms/index.php
Volunteer Form	http://sphhp.buffalo.edu/rehabilitation-science/education/occupational-therapy-bsms/requirements-and-curriculum.html
Undergraduate Catalog	http://undergrad-catalog.buffalo.edu/
Academic Policies and Procedures	http://undergrad-catalog.buffalo.edu/policies/index.shtml
Financial Aid: Information about applying for aid, financial aid process, types of aid, cost of attendance, and financial literacy.	http://financialaid.buffalo.edu/
Registrar: Information about class registration, academic calendar, student calendar, grading, degree audit, student data, enrollment and degree verification, transcripts, class schedules, final exam scheduling, diplomas.	http://registrar.buffalo.edu/
Student Accounts: information about tuition and fee rates, comprehensive fee, billing and payment, late fees, liability deadlines, financial aid refunds, and New York State residency	http://studentaccounts.buffalo.edu/
Veterans Affairs: Information about Veterans Affairs: Information about benefits available at UB for students with military experience	http://veteransaffairs.buffalo.edu/
American Occupational Therapy Association	www.aota.org
New York State Occupational Therapy Association	www.nysota.org
National Board for Certification in Occupational Therapy	www.nbcot.org

SECTION 2: UNIVERSITY AND PROGRAM POLICIES AND PROCEDURES

ADMISSION POLICIES

Minimum Acceptance Criteria

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

- Complete all prerequisite courses with a grade of C or better;
- Maintain a minimum GPA of 2.8 in all prerequisite courses;
- Complete 70 hours of volunteer work in a United States occupational therapy setting providing direct patient/client care under the supervision of an occupational therapist; the volunteer form is to be submitted with the Promotion to Professional Sequence form and applicants must earn a rating of “Excellent” or “Good”.
- Complete a Promotion to Professional Sequence form, which includes a personal statement, by the January 15th prior to the third year of the program;
- Review the OT Program Technical Standards and include the documentation form with the Promotion to Professional Sequence Application

Freshman Admission Policy

The Occupational Therapy program has a Freshman Admission Policy. Students who declare occupational therapy as their major on the UB application are provisionally accepted into the Occupational Therapy program. Courses in the first two years of the BS program meet the general education requirements and occupational science prerequisite courses. To be assured promotion to the professional component of the program (starting in year 3), students must complete the prerequisite courses with a minimum GPA of 3.2 and a grade of C or better in each prerequisite course. Promotion to the professional sequence is competitive for those students whose prerequisite GPA is between 2.80 and 3.199. Acceptance to the professional sequence is limited to approximately forty students.

By January 15 of the second year (sophomore) of the program, students accepted into the Occupational Therapy program under the Freshman Admission or Transfer Student Admission Policy (see below), must complete a Promotion to Professional Sequence form and submit evidence of a minimum of seventy hours of volunteer/work experience in a United States occupational therapy setting providing direct patient/client care under the supervision of an occupational therapist. This experience must be undertaken within two years prior to application in a maximum of two (2) settings. Verification/Evaluation forms are available online; only ratings of "Excellent" or "Good" will receive credit toward this requirement. Students must also review the Technical Standards and complete the documentation form.

Promotion to the professional sequence is competitive for students other than those admitted as freshman or transfer students. Students not accepted through the freshman or transfer admission policies must (1) have a minimum grade of C in all prerequisite courses; (2) complete, by January 15 of the sophomore year, a minimum of seventy hours of recent (within the past two years) volunteer or work experience in a direct patient care environment, under the supervision of an occupational therapist; and (3) submit an application by January 15 of the sophomore year.

Transfer Admission Policy

Students can enter the Occupational Therapy program as transfer students from other institutions. Students who declare occupational therapy as their major on the UB application are provisionally accepted into the Occupational Therapy program. To be assured promotion to the professional component of the program (starting in year 3), students must complete the prerequisite courses with a minimum GPA of 3.2 and a grade of C or better in each prerequisite course. Promotion to the professional sequence is competitive for those students whose prerequisite GPA is between 2.80 and 3.199.

Acceptance to the professional sequence is limited to approximately forty students. Courses completed at other colleges or universities are not automatically accepted by the program as fulfilling the prerequisite requirements. Determination is made by an evaluation of the student's transcripts, descriptions of courses that he/she has taken, and credit hours completed. It is recommended that prospective transfer students contact the Program Coordinator to determine the suitability of prior coursework.

All students other than those admitted as freshman or transfer students must (1) have a minimum grade of C in all prerequisite courses; (2) complete, by January 15 of the sophomore year, a minimum of seventy hours of recent (within the past two years) volunteer or work experience in a direct patient care environment, under the supervision of an occupational therapist; (3) submit an application by January 15 of the second year; and (4) review the Technical Standards and complete the documentation form.

PROMOTION TO PROFESSIONAL SEQUENCE OF COURSES

By January 15 of the second year of the program, students accepted into the occupational therapy program under the Freshman Admission or Transfer Student Admission must complete a Promotion to Professional Sequence form. Additionally, students must submit evidence of a minimum of seventy hours of volunteer/work experience in an occupational therapy setting providing direct client care under the supervision of an occupational therapist and the Technical Standards documentation form.

The Promotion to Professional Sequence Application will be available online by mid-October.

It is strongly recommended that students complete all general education requirements prior to starting the professional phase of the program.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

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

Student Procedures for Online HIPAA Training: Students must complete basic training related to HIPAA. Please follow the procedures described below to complete the online HIPAA tutorial.

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

http://www.hpitp.buffalo.edu/hipaa/Training/20120810_UB_HIPAA_Student-Researcher_Orientation.pdf

Time frames for the completion of the tutorial, and methods for documentation of completion, will be provided by the student's thesis advisor, course instructor or the Director of Graduate Studies.

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

Questions?: If you have procedural questions, please contact the OT Director of Graduate Studies.

STUDENTS WITH DISABILITIES

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

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

The University at Buffalo is subject to the requirements of Section 504 of the Rehabilitation Act of 1973 and Titles I and II of the Americans with Disabilities Act of 1990 (ADA) regarding academic adjustments, including auxiliary aids for testing and other course activities, to qualified University students with disabilities. Individuals with complaints

regarding denials of academic adjustments and auxiliary aids should contact the Equity, Diversity & Affirmative Action Administration Office at 645-2266.

Additional information is available at the Accessibility Resources website:

<http://www.student-affairs.buffalo.edu/ods/index.shtml>

TECHNICAL STANDARDS FOR ADMISSION, PROMOTION AND GRADUATION

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

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

A student for admission with a disability is not required to disclose the specifics of his or her disability, but prior to the start of either the BS/MS or post-professional MS degree OT Program required courses, the student must indicate that her or she can complete these tasks, with or without reasonable accommodation. A student who cannot complete these tasks, even with reasonable accommodation, are ineligible for admission and so any previously made admission will be withdrawn. Once admitted, a student with a disability who wishes reasonable accommodation must contact the Office of Disability Services at 25 Capen Hall, North Campus, (716) 645-2608 or at <http://www.student-affairs.buffalo.edu/ods/index.shtml>. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks, even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

A student considering, or who has been accepted for admission in either OT degree program that has questions regarding these technical standards, or would like to discuss specific

accommodations, should contact the Program Director for the Occupational Therapy Program.

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

Observation Skills

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

Communication skills

Communication includes: speech, language, reading, writing and computer literacy. A student must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with clients to elicit information regarding mood and activities, as well as perceive non-verbal communications. The student must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the team providing services. This includes the effective use of interpreter services for non-English speaking clients. A student must be able to complete forms according to directions in a complete and timely fashion. The student must also have the ability to use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching. These skills are expected to be performed in clinical, as well as in classroom and laboratory settings.

Motor/Psychomotor skills

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

Intellectual – Conceptual Integrative and Quantitative Analysis Abilities

To effectively solve problems, the student must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student

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

Behavioral/ Social Attributes and Professionalism

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

Specifically, students must be able to:

- 1) Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, clinical activities, and various testing methods.
- 2) Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat clients or patients.
- 3) Read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships.
- 4) Complete readings, assignments, and other activities outside of class hours.
- 5) Apply critical thinking processes to their work for courses and fieldwork.
- 6) Exercise sound judgment in class and at fieldwork sites.
- 7) Work effectively with instructors and peers in a variety of course and clinical assignments.
- 8) Participate in fieldwork experiences which typically require students to be present up to 40 or more hours per week on a schedule that corresponds to the operating hours of the site.
- 9) Independently gather decision-making pieces of information during client assessment activities in class or at the fieldwork site.
- 10) Perform assessment and intervention activities in class or at the clinical setting.
- 11) Sit for three to eight hours daily; stand for one to four hours continuously.
- 12) Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 50 pounds.
- 13) Occasionally carry up to 25 pounds while walking up to 50 feet.

- 14) Frequently exert 75 pounds of push/pull forces to objects for up to 50 feet and occasionally exert 150 pounds of push/pull force for this distance.
- 15) Frequently twist, bend, and stoop.
- 16) Occasionally kneel, squat, crawl, climb stools, and reach above shoulder level.
- 17) Frequently move from place to place and position to position at a speed that permits safe handling of classmates and clients.
- 18) Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a client or patient with a disability.
- 19) Climb stairs and negotiate uneven terrain.
- 20) Frequently use hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- 21) Frequently coordinate cognitive, visual/perceptual activities with sensorimotor activities.

Essential Tasks for Admission, Promotion and Graduation

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

Students must agree to:

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

UNIVERSITY POLICY ON STUDENT CONDUCT IN CLASSROOMS

The University recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions which will enhance student learning. Accordingly, instructors should set reasonable rules for classroom behavior and must

articulate these rules, in writing, in materials provided to the students at the start of the semester.

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

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

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

PROGRAM POLICY ON PROFESSIONAL BEHAVIOR AND ETHICAL CONDUCT

General Information and Guidelines

Along with the development of clinical skills, the development of professional behavior by students is viewed by the faculty as being extremely important. The adjective professional is defined in Webster's Third Unabridged as "(1) engaged in one of the learned professions or in an occupation requiring a high level of training and proficiency:" but the definition continues "(2) characterized by or conforming to the technical or ethical standards of a profession or an occupation." The School of Public Health and Health Professions requires that students aspiring to roles as health professionals evidence a high level of proficiency and a similarly

high level of professional behavior and ethical conduct. In their codes of ethics and guides for professional conduct, some health professional organizations have spelled out what their constituency believes is professional behavior. The students, like the professional in those disciplines for which ethical codes exist, are expected to be familiar with them and to abide by them.

Professionalism has two separable but related aspects--personal behavior and ethical behavior. Both are essential to professional effectiveness. Personal behavior refers, for example, to dependability, punctuality, sensitive and respectful treatment of individuals under their supervision, appropriate and effective communication, and appearance. Ethical behavior refers to honesty, integrity, adherence to principles, and loyalty.

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

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

By the time students begin their clinical experience, they should be well aware of what is expected in terms of behavior. They should recognize that positive and/or negative observations of professional behavior are necessary components of their evaluation. It is the responsibility of clinical and university-based faculty, tactfully and privately, to point out deviations from accepted standards. It should be emphasized that it is the student's right to be advised by the faculty if behavior is unprofessional or inappropriate and to be given an opportunity to alter it to meet acceptable standards. If so advised, it will behoove students to alter their behavior promptly and appropriately. Students who persist in unacceptable behavior, especially if it interferes with clinical or educational practice, will be in jeopardy of dismissal.

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

Behavioral Expectations for Students

As members of our Department and as future occupational therapists, the student is expected to assume appropriate responsibility for his or her personal and professional behavior during the teaching-learning process. You are to:

- Treat fellow class mates, faculty members, course instructors and guest lecturers with courtesy and respect both in the classroom/laboratory and in all other Program, Department, School and University activities;
- Attend classes regularly and on time; course instructors should be informed in advance if you are going to be late or must leave class earlier than the scheduled period; if it is necessary to arrive late or leave early, do so without disrupting the class;
- Attend all scheduled program meetings such as fieldwork and advisor/advisee meetings;
- Use only your UB email account when corresponding with faculty and staff, unless otherwise instructed by a course instructor;
- Adhere to the University's policy of Academic Integrity; a copy of this policy can be found at: <http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>;
- Keep scheduled appointments with advisors and course instructors; advisors and course instructors should be informed in advance if you must cancel an appointment;
- When working with a partner or in a group on a graded assignment, each student is expected to contribute equally to all phases of the assignment, including but not limited to, planning, preparation (including writing), presentation, and submission of the written assignment.
- Take the initiative to communicate directly with the advisor or course instructor for any assistance needed related to performance of course work; this should be done at the time the problem arises to prevent future difficulties;
- Take all examinations on scheduled dates; absences will be excused at the discretion of the course instructor and a physician's statement or other documentation may be required. Individual course instructor's policies regarding attendance and examinations will be stated on the course syllabus;
- Complete all written course assignments on scheduled dates; assignments should be typed or word-processed and submitted in legible form, properly documented and proofread; unless a time extension is granted in advance by the course instructor, overdue assignments will be penalized as indicated on the course syllabus;
- Write and reference all papers and assignments using APA format, unless otherwise indicated by the course instructor;
- Complete final course evaluations; evaluations are to be made carefully and constructively and are reviewed by faculty in the continuing process of curriculum development;
- Adhere to the occupational therapy Code of Ethics;
- Adhere to HIPAA regulations pertaining to confidentiality;
- Dress and act professionally whenever attending classes, at clinical sites off-campus, or in university office areas;

- Be aware that information you post on personal websites and social media sites may be viewed by potential fieldwork supervisors and employers;
- Come to class prepared to actively participate in discussions and activities with required notes and readings;
- Be aware that your grade for the course is determined according to the criteria noted in the syllabus. While instructors will discuss quizzes, exams, and assignments with you in order to explain the rationale for a correct response, this is not to be viewed as an opportunity to “argue” or “beg” for points. Instructors will not allow individual students to complete extra credit assignments to enhance their grade, unless the opportunity is made available to the entire class.
- Focus on class material during class time; sleeping, talking to others, doing work for another class, reading the newspaper, checking email, texting, instant messaging, and exploring the internet are unacceptable and can be disruptive to others in the class;
- Leave classroom and laboratory areas clean (i.e. disposing of trash in the proper receptacle and not leaving it on the floor) and use materials and equipment safely and responsibly;
- Avoid disrupting other students and the course instructor by turning off cell phones and pagers while in class and refraining from conversing during lectures or while others are presenting
- Avoid monopolizing the instructor’s time during class for individual needs; although questions are encouraged, questions in class should be relevant to the topic of discussion and pertinent to the entire class; students should use the instructor’s office hours to discuss individual needs.
- Refrain from packing book bags or backpacks to leave until the instructor has dismissed the class.
- Online courses and learning provide unique opportunities for students. Each instructor will provide students with his or her expectations for students’ online learning experiences. Academic honesty and integrity extends to online courses, testing, and assignments.

Professional Attire

The OT program has a strict dress code guideline for all students in clinical settings (this includes fieldtrips and observation visits, Level I and Level II fieldwork, presentations at clinical settings). Students should wear khaki type pants or colored slacks (no jeans) that sit at the waist with collared shirts (no tee shirts, tank tops, or muscle shirts) and closed-toed, low-heeled, rubber soled shoes with hose or socks. This means that no cleavage, buttocks, or midriffs should be visible when you sit, bend, or reach overhead. It is also recommended that all clothing be machine-washable. Long hair should be tied back and students should avoid wearing excessive jewelry or dangling pieces that can get pulled or tangled when interacting with patients/clients. Hair should also be within the range of naturally occurring hair colors. Additionally, students should avoid the use of fragrances as patients/clients may have a chemical sensitivity to the scent. UB name tags should also be worn unless otherwise directed by the facility.

UNIVERSITY AND PROGRAM GRADING POLICY

Minimum Acceptable Grades

It is OT program policy that a grade of 'C' (C, C- or C+) or better is required for all prerequisite and undergraduate major courses for the OT majors and pre-majors. Additionally, students must have an overall OT program GPA of 2.8 or higher to progress to the graduate component of the program. A grade of 'B' or better is expected for all graduate level required courses and the student must maintain a cumulative graduate GPA of 3.0 .

In the undergraduate portion of the program, students receiving a grade of less than 'C' (D+, D, D- or F) will be dismissed from the program. If they are given the opportunity to continue in the program, they will be required to repeat the course and obtain a grade of 'C' or better. Students who receive a course grade of less than 'C' will not be allowed to take subsequent courses for which that course is a prerequisite requirement. If a student is readmitted to the program after a dismissal, he or she will be decelerated. The numerical grade equal to a 'C' will be up to the individual faculty member, but should be communicated to students in the syllabus distributed at the beginning of each course.

Plus/Minus (+/-) Grading

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

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

In the OT program, plus/minus grades will be at the discretion of the instructor. In all cases a grade of C (2.0) at the undergraduate level and a grade of B (3.0) at the graduate level will be the minimum standard for acceptable work

'I' (Incomplete)

From Undergraduate Catalog:

A grade of incomplete ("I") indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who did not attend the course.

Prior to the end of the semester, students must initiate the request for an “I” grade and receive the instructor’s approval. Assignment of an “I” grade is at the discretion of the instructor.

The instructor must specify a default letter grade at the time the “I” grade is submitted. A default grade is the letter grade the student will receive if no additional coursework is completed and/or a grade change form is not filed by the instructor. “I” grades must be completed within 12 months. Individual instructors may set shorter time limits for removing an incomplete than the 12-month time limit. Upon assigning an “I” grade, the instructor shall provide the student specification, in writing or by electronic mail, of the requirements to be fulfilled, and shall file a copy with the appropriate departmental office. **The instructor may set an earlier deadline for completion of course requirements.** If an earlier date for completion is set, the instructor will inform the student thereof in writing or by electronic mail.

Students must not re-register for courses for which they have received an “I” grade

Applicable dates regarding the 12-month provision:

Courses taken in (semester):	Will default in 12 months on:
Fall	December 31
Spring	May 31
Summer	August 31

The “I” must be changed to a grade before the degree conferral date if the student plans to graduate in that semester. At any time prior to the default date, students may elect to change the “I” grade to the default grade using the Grade Retrieval Form.

A default grade can be “A-,” “B+,” “B,” “B-,” “C+,” “C,” “C-,” “D+,” “D,” or “F.” (If a student selected an S/U grading option, it will replace the default letter grade when the grade defaults.)

Repeating Courses

Refer to <http://undergrad-catalog.buffalo.edu/policies/grading/repeat.shtml> for complete policy.

According to university policy, a student may repeat a given course only once for the purposes of affecting his or her grade point average. When a course is repeated, the credits earned count only once for purposes of satisfying degree requirements and for purposes of calculating the student's GPA. When a course is repeated, the grade that is counted in calculating the GPA is the grade earned the second time, even if that grade is lower than the grade earned the first time. All courses taken and all grades earned will appear on the student's UB transcript. When a course has been repeated, the first grade appears on the UB transcript with a symbol and note indicating that it has been replaced by the later grade in the computation of the UB GPA.

Courses in which a student earns a passing grade during a registration beyond the second time may be applied toward General Education requirements. However, each academic department has the authority to decide whether or not courses may be repeated to meet program requirements. Prior to registering for a course for the second time or more, students must check with their major or minor department to determine if this is permissible. When a course is repeated more than once, the grade that is counted in calculating the GPA is the grade earned the second time, even if that grade is lower than the grade earned for any other registration for the course.

The repeat policy does not apply, except by appeal, to courses that may have different content from semester to semester (e.g., Special Topics courses) and that are designed to be taken more than once for additional credits each time. The repeatable status of courses that are so designated is indicated in the course descriptions in the online version of this catalog. A later grade in such a course may replace an earlier grade only if the content of the two courses is essentially the same.

Students may not repeat courses in which they have a grade of Incomplete. However, after the "I" is changed to a grade the course may be repeated. S/U grading is not an option for courses that are repeated.

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

Resignation from Courses

Students may register for courses and make changes to their class schedule at any time between the start of their enrollment appointment through the end of the 6th day of classes. Courses dropped during this period will not appear on the students' transcripts. Students may register for courses through the end of the 7th day of classes. (Calculation of the 6th and 7th day of classes includes Saturdays, but does not include Sundays and holidays.)

For information about withdrawing from courses after the 6th day of classes, see Resignation from Coursework at the University at

<http://registrar.buffalo.edu/registration/howtoregister/resigncourse.php>

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

Students can resign from courses until the end of the eleventh week of classes.

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

UNIVERSITY STATEMENT ON THE PRINCIPLE OF ACADEMIC INTEGRITY

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

When an instance of suspected or alleged academic dishonesty by a student arises, it shall be resolved according to the following procedures. These procedures assume that many questions of academic dishonesty will be resolved through consultative resolution between the student and the instructor.

It is recommended that the instructor and student each consult with the department chair, school or college dean, or the Office of the Vice Provost of Undergraduate Education if there are any questions regarding these procedures.

Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following:

- *Previously submitted work.* Submitting academically required material that has been previously submitted—in whole or in substantial part—in another course, without prior and expressed consent of the instructor.
- *Plagiarism.* Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the

source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own.

- *Cheating*. Soliciting and/or receiving information from, or providing information to, another student or any other unauthorized source (including electronic sources such as cellular phones and PDAs), with the intent to deceive while completing an examination or individual assignment.
- *Falsification of academic materials*. Fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor's name or initials; resubmitting an examination or assignment for reevaluation which has been altered without the instructor's authorization; or submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.
- *Misrepresentation of documents*. Forgery, alteration, or misuse of any University or Official document, record, or instrument of identification.
- *Confidential academic materials*. Procurement, distribution or acceptance of examinations or laboratory results without prior and expressed consent of the instructor.
- *Selling academic assignments*. No person shall sell or offer for sale to any person enrolled at the University at Buffalo any academic assignment, or any inappropriate assistance in the preparation, research, or writing of any assignment, which the seller knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.
- *Purchasing academic assignments*. No person shall purchase an academic assignment intended for submission in fulfillment of any course or academic program requirement.

Consultative Resolution

Step 1

If an instructor has reason to believe that a student may have committed an act of academic dishonesty, the instructor shall notify the student suspected of academic dishonesty by e-mail to the student's UB IT address with receipt requested, by certified mail return receipt requested, or by written notice delivered in person with a copy countersigned by the student and retained by the instructor within 10 academic days* of discovery of the alleged incident.

Once the alleged incident has occurred, the student may not resign from the course without permission of the instructor.

The instructor shall meet and consult with the student within 10 academic days* of the date of notification. If the student fails to attend the consultative meeting, the instructor has the authority to reach a decision and to impose a sanction (if appropriate) without the student consultation.

At consultation, the instructor shall inform the student of the allegations relating to the specific infringement, and the student shall be given a copy of the Academic Integrity Policy and Procedures.

At the request of either or both parties, the consultation may be recorded. A departmental note-taker (a staff or faculty member, but not a teaching assistant) may record consultation proceedings. The student must agree to the presence of the note-taker, and the student may also have a note-taker in attendance.

Step 2

If, after consultation with the student, the instructor believes the student did not commit an act of academic dishonesty, no sanctions may be imposed. The instructor will orally inform the student of that finding and, if the student so requests, will provide the student with a written statement confirming that finding. Procedures end.

If, after consultation with the student, the instructor believes the student did commit an act of academic dishonesty, the instructor has the authority to impose one or more of the following sanctions:

1. **Warning.** Written notice to the student that he/she has violated a university academic integrity standard and that the repetition of the wrongful conduct may be cause for more severe sanctions.
2. **Revision of Work.** Requiring the student to replace or revise the work in which dishonesty occurred. (The instructor may choose to assign a grade of “I” [Incomplete] pending replacement or revision of the work.)
3. **Reduction in Grade.** With respect to the particular assignment/exam or final grade in the course.
4. **Failure in the Course.** To be indicated on the transcript by a grade of “F” without comment.
5. **Such other reasonable and appropriate sanction(s)** as may be determined by the instructor (or committee at later levels of review) with the exception of those subsequently described under #6.
6. **Recommendation of any of the following University sanctions** (these require approval at the department, college/school, and Vice Provost levels).
 - *Failure in the Course with Citation of Academic Dishonesty:* To be indicated by an “F” on the transcript with the notation that the grade of “F” was assigned for reason of academic dishonesty. Only the Vice Provost of Undergraduate Education or his or her designee may impose this sanction.
 - *Suspension from the University:* For a definite term upon stated conditions. Only the University President or his/her designee may suspend a student from the University.
 - *Expulsion from the University:* With comment on the transcript. Only the University President or his/her designee may expel a student from the University.

Step 3

The instructor shall provide the student with a copy of the decision, sanction(s) imposed, and the student’s right to appeal that decision. The instructor’s decision letter shall be sent to the student (via certified, return receipt mail), the department chair, and the Vice Provost of

Undergraduate Education within 10 academic days* of the date of the consultation meeting. This statement of decision shall be included in the student's confidential file maintained in the Office of the Vice Provost of Undergraduate Education. The student shall have access to this file.

University Sanctions

If the sanctions imposed at the instructor level include recommendation of University sanctions (as listed in Step 2.6), departmental level procedures are required, and shall be initiated within 10 academic days* of the department chair's receipt of the statement of decision.

Right to Appeal

The student may appeal the instructor's findings. The student's request for an appeal, including specification of the grounds for appeal, must be submitted in writing to the instructor and to the department chair no later than 10 academic days* after the instructor has notified the student of his or her decision.

Information on departmental level procedures, decanal level procedures, and vice provost level procedures can be found at: <http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>

****Please note: Academic days are defined as weekdays when classes are in session, not including the summer sessions.***

PROGRAM POLICY ON HARRASSMENT AND BULLYING

It is the objective of the occupational therapy program, and the University as a whole, to create a positive work and learning environment that is free from harassment and bullying. This includes any behaviors directed to one or a group of students that result in an adverse or intimidating environment that detrimentally affects participation in the educational process. These behaviors may include face-to-face contact, text messages, postings on social networks and so on. The University's Office of Judicial Affairs and Student Advocacy is available to help students resolve such issues. Their mission is "...to provide a just, safe, orderly, and positive campus climate through regulations, disciplinary processes, informational programming, and intervention effort." The contact information is: Office of Judicial Affairs & Student Advocacy, 252 Capen Hall, North Campus, University at Buffalo, Buffalo, NY 14260-1605. (716) 645-6154. For more information, the web address is <https://www.student-affairs.buffalo.edu/judicial/stuadv.php>.

UNIVERSITY INFORMATION TECHNOLOGY POLICIES

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

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

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

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

UB IT Policies: <http://itpolicies.buffalo.edu/dmca/>

US Copyright Law: <http://www.copyright.gov/title17/>

US Digital Millennium Copyright Act (DMCA):

<http://www.copyright.gov/legislation/dmca.pdf>

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

PROGRAM POLICY ON EXAMINATION PROCEDURES

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

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

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

- Students must not congregate in the hall outside the examination room as it disrupts students still working on the examination.

UNIVERSITY HEALTH SERVICE EXCUSE POLICY

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

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

OCCUPATIONAL THERAPY PROGRAM PROBATION/DISMISSAL POLICY AND PROCEDURES

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

<http://undergrad-catalog.buffalo.edu/policies/grading/academicreview.shtml>

Programs must follow university policies and procedures as a minimum standard. OT program policies and procedures may hold students to a higher standard than the university.

Basis for Probation/Dismissal

Academic Reasons:

- 1) **Academic Deficiency:** Earning a grade of less than C- in a required program course.
- 2) **Academic Dishonesty:** Actions that compromise academic integrity as exemplified by the following:
 - *Previously submitted work.* Submitting academically required material that has been previously submitted—in whole or in substantial part—in another course, without prior and expressed consent of the instructor.
 - *Plagiarism.* Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own.
 - *Cheating.* Soliciting and/or receiving information from, or providing information to, another student or any other unauthorized source (including electronic sources such as cellular phones and PDAs), with the intent to deceive while completing an examination or individual assignment.

- *Falsification of academic materials.* Fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor's name or initials; resubmitting an examination or assignment for reevaluation which has been altered without the instructor's authorization; submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.
- *Misrepresentation of documents.* Forgery, alteration, or misuse of any University or Official document, record, or instrument of identification.
- *Confidential academic materials.* Procurement, distribution or acceptance of examinations or laboratory results without prior and expressed consent of the instructor.
- *Selling academic assignments.* No person shall sell or offer for sale to any person enrolled at the University at Buffalo any academic assignment, or any inappropriate assistance in the preparation, research, or writing of any assignment, which the seller knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.
- *Purchasing academic assignments.* No person shall purchase an academic assignment intended for submission in fulfillment of any course or academic program requirement.

Non-Academic Reasons:

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

Probation/Dismissal Procedures for Academic Reasons

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

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

PROBATION

For the purposes of probation, a student with a GPA of less than 2.8 (undergraduate) or 3.0 (graduate) in any given semester will be placed on probation.

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

Procedure:

The student will be placed on academic probation and will receive a letter via email from the Occupational Therapy Program Coordinator stating his or her academic status. The student is ***required*** to attend an academic performance/professional behavior planning meeting. Failure to comply with this requirement will result in dismissal from the program. The student, the student's OT academic advisor, and the Chair of the AP/PBC will attend the meeting. A plan will be developed at the meeting to assist the student in meeting academic criteria in the remaining program courses.

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

DISMISSAL

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

Procedure:

The student will receive a dismissal letter, both via email and certified mail, from the Occupational Therapy Program Coordinator. The student should contact the Chair of the AP/PBC within five (5) business days of receipt of the letter to discuss his or her status. The student has the right to appeal the dismissal decision. If the student chooses to appeal his or her dismissal, he or she should contact their OT academic advisor to schedule an advisement meeting. During this meeting, the advisor will discuss the student's options. The student can discuss their plan of action with their advisor. If the student requests a dismissal hearing, the hearing will be attended by the student, the student's OT academic advisor and three additional ad hoc members of the AP/PBC. The instructor of the course in which a student

received an unsatisfactory grade may attend the meeting as a non-voting member. The student's advisor is also a non-voting member.

If the AP/PBC determines that the student should be reinstated in the program, the student will be on academic probation as described above. If reinstated, the student earning a D+, D, or F grade ***must*** repeat the course and earn a minimum grade of C-. The student is responsible for resigning from courses as designated by the AP/PBC. In those instances where the failed course is prerequisite to another course that follows sequentially in the curriculum, a leave of absence may be required. Fieldwork assignments and graduation will be delayed.

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

If a student feels they have not been treated equitably, he or she can request a hearing with the Director of the Professional Program in Occupational Therapy. If after meeting with the program director, the student continues to have concerns, he or she can request a hearing with the Chair of the Department of Rehabilitation Science.

Probation/Dismissal Procedures for Non-Academic Reasons (Academic Dishonesty and/or Unprofessional Behavior)

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

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

The student's OT advisor, who will advise the student prior to the hearing, will participate without vote. Likewise, the instructor who taught the course will be asked to attend the hearing and will participate without vote.

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

Following the presentation of any extenuating/mitigating circumstances, the student will be excused from the hearing. The student will receive written notification of:

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

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

Readmission to Rehabilitation Science for Dismissed Students:

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

SECTION 3: STUDENT SERVICES, SUPPORTS, AND RESOURCES

GENERAL SERVICES

Student Affairs

Student affairs provides high-quality student and campus experiences in fulfillment of the University Mission. Putting "students first," Student Affairs, through value-based development, enrichment, and support, promotes an open, enhanced, and diverse learning environment to help prepare students for opportunities and challenges. Please visit the [Student Affairs web site \(http://www.student-affairs.buffalo.edu/\)](http://www.student-affairs.buffalo.edu/) to learn more about their offices including Career Services, Campus Dining & Shops, Disability Services, Judicial Affairs, New Student Programs, Parking & Transportation, Residence Halls & Apartments, Special Events, Student Life, Wellness Team, University Police, and Veterans Affairs.

Accessibility Resources

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

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

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

Additional information is available at the Accessibility Resources website:
<http://www.student-affairs.buffalo.edu/ods/index.shtml>

ACADEMIC SERVICES

Library Resources

UB's libraries offer access to a combined collection of over three million books and over 22,000 serials, including 13,000 journals, magazines, and newspapers. The university ranks in the top third of America's public research universities in total research dollars, with total research expenditures of nearly \$240.2 million in fiscal year 2003.

The Health Sciences Library, located on the South Campus, provides services to meet the information needs of the instructional, research and clinical programs in the Schools of Dental Medicine, Public Health and Health Professions, Medicine and Biomedical Sciences, Nursing and Pharmacy and is the primary reference library for the occupational therapy program.

The Health Sciences Library has extensive holdings in a variety of health related disciplines plus excellent computer search facilities. Photocopy and other multi-media services are also available in the Health Sciences Library. The reference catalog is computerized and can be accessed at the library or through a personal computer. Information is available from the library concerning how to access the card catalog via a personal computer and modem.

The Lockwood Memorial Library is on the North Campus and is the University's research library in the Social Sciences and Humanities, and is the largest library in the SUNY system. Its collections range from sixteenth century books to the latest news reports from around the world as provided by online systems. The holdings include over 1.5 million print and electronic books, periodicals, and government documents, as well as extensive digital and microform collections.

Students are encouraged to make full use of the excellent library services available at the University.

Additional information about the UB Libraries can be accessed at: <http://ublib.buffalo.edu/>

Computer Resources

At UB, information technology is used to enhance teaching, support learning, enrich extracurricular experiences, and enable students to conduct business with the university online. To ensure that UB students are able to take advantage of innovative ways of learning, it is strongly recommended that students have a computer for their personal use in their living space. The university will facilitate student computer purchases by offering volume-discount purchase programs, loan programs, financial aid, work-study, and other programs. Public and departmental computing labs offer more than 2,400 computer and high-tech workstations for on-campus use. UB's campuses are wired with a high-speed network to support computer use, and residence hall rooms have a connection for each resident. All UB students have free, unlimited e-mail and Internet access. Wireless access for laptops is available in many buildings, including libraries and the Student Union dining areas and lounges, as well as in many classrooms. UB adds approximately 50 wireless access points per year to its inventory. The UB library system is fully computerized, offering electronic research tools that can be accessed from anywhere on and off campus.

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

<http://policy.business.buffalo.edu/Pages/CIT2.aspx>

Policies are also in place to protect student information. The university is firmly committed to maintaining the privacy of student information and complying with FERPA and other federal and state privacy/security laws and guidelines.

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

The following Computing Sites are available on the South Campus:
Health Sciences Library, First Floor
113 Kimball Tower
Clement Hall, Room 128

Writing Assistance

The Center for Excellence in Writing offers assistance to students in the following areas:

- [Stages of the Writing Process](#)
- [Common Writing Assignments](#)
- [Writing Style, Grammar, and Punctuation](#)
- [Cite References in Your Paper](#)
- [Proofreading and Editing](#)
- [Popular Online Resources for Students](#)

The office is located in Baldy 211, North Campus and is open on Tuesdays and Thursdays from 10:00 Am – 12:00 PM and 2:00-4:00 PM.

Website: writing.buffalo.edu

Student Support Services

The student support services are a federally funded organization that provides assistance for low income students, first generation students, or students with disabilities. Services offered include: academic services, financial services, and career oriented services, self-enrichment programs, peer mentoring program, and graduate school preparation.

For information contact:

Student Support Services

UB – 215 Norton Hall

Tel: 716-645-2732, Ext. 13

Email: Stu-studentssupport@buffalo.edu

Educational Opportunity Program (EOP)

The Educational Opportunity Program offers support to students whose educational and economic circumstances have limited their opportunities to access college educational prospects. Information on EOP and the services they offer may be found in the undergraduate catalog. Website:

<http://wings.buffalo.edu/eop/>

FINANCIAL ASSISTANCE

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

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

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

HEALTH SERVICES

University Health Services

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

Michael Hall

Box 143077

University at Buffalo

Buffalo, NY 14214-3077

Tel: (716) 829-3316

Fax: (716) 829-2579

Additional information about health services can be found at:

<http://www.student-affairs.buffalo.edu/shs/student-health/index.shtml>

Medical Insurance

The University requires all full-time and all international exchange students to have medical insurance coverage. OT students on fieldwork are also required to have health insurance. Students may or may not be covered by their parents' health insurance plan. If a student is not covered they must seek an alternative plan. For information, contact the Student Medical

Insurance Office located in 116 Student Union, North Campus (716-645-3036) or visit their website at <http://www.subboard.com/smi>

Immunization and Health Form Requirement

A completed Health Background Form must be on file with Health Services. PDF and word documents are available at this website: <http://www.student-affairs.buffalo.edu/shs/student-health/immunization.shtml>

Specialty Clinics

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

Counseling Services

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

120 Richmond Quad

University at Buffalo

Buffalo, NY 14261

Tel: (716) 645-2720

Director: Sharon Mitchell

Website information: <http://ub-counseling.buffalo.edu/aboutus.shtml>

Wellness Education Services

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

114 Student Union

University at Buffalo

Buffalo, NY 14260-2100

Tel: (716) 645-2837

Website information: <http://www.livingwell.buffalo.edu>

**SECTION 3: SCHOLARSHIPS, ORGANIZATIONS, AWARDS
AND SPECIAL OPPORTUNITIES**

SCHOLARSHIPS

A number of scholarships and financial aid opportunities are available each year to Occupational Therapy students. Announcements of these opportunities will be made in classes and filed in the scholarship file located with the student fieldwork files. The following are some of the scholarships routinely available:

The American Occupational Therapy Foundation (AOTF)

A limited number of scholarships are available for undergraduate and graduate OT students. Awards are made in April and the funds can be used immediately. An announcement is sent to each Occupational Therapy Program in September and is placed in the scholarship file stating the number of scholarships and the amount of money is available. Announcements also are posted by the program with deadline dates and supporting material. An applicant for a Foundation scholarship must:

1. be a member of the American Occupational Therapy Association
2. be enrolled as a full-time student in occupational therapy
3. demonstrate a need for financial assistance
4. have a record of outstanding scholastic ability
5. complete and sign the application and submit all supporting data postmarked by the deadline date of January 15th.

NOTE: Preference will be given to citizens and permanent residents of the United States.

New York State Occupational Therapy Association (NYSOTA) Scholarships:

Awards are granted annually from the Wollman Scholarship Fund. To qualify, students must be:

1. currently enrolled full-time or accepted into an occupational therapy program in New York State leading to a bachelor's or higher degree.
2. a resident of New York State
3. a NYSOTA member

Awards are granted on the basis of community and professional involvement, academic excellence, personal maturity, professional promise, and financial need, not necessarily in that order of importance.

Applicants may be a 3rd, 4th, or 5th year student in the program with a grade point average of "B" or higher. Announcements of availability of scholarship monies are filed in the scholarship file during the fall semester each year.

Niagara Frontier District, NYSOTA (NFD/NYSOTA)

The District OT Association provides scholarship assistance to students at the University at Buffalo. Other district associations of the NYSOTA also offer scholarships to students

whose permanent residence is located within one of these other districts. Announcement of these scholarships are filed as they are received. Membership in NYSOTA (NFD/NYSOTA) is necessary to be considered for this scholarship.

Stonegraber Scholarship Fund

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

The fund provides financial aid for students in occupational therapy or physical therapy at the University of Buffalo. The amount varies from year to year with a range of \$300 to \$1500.

To qualify, a student must:

1. demonstrate financial need
2. show academic promise
3. have a firm commitment to the profession

Applications are available during the spring semester of the 4th year. However, students interested in the Stonegraber Scholarship should file a financial statement with the Financial Aid Office during the fall semester of their 4th year.

Warren Perry Scholarship

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

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

PROFESSIONAL AND STUDENT ORGANIZATIONS

American Occupational Therapy Association (AOTA):

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

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

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

Student Memberships

Student

To qualify, students must be enrolled currently in an OT or OTA program accredited or granted developing program status by the Accreditation Council for Occupational Therapy (ACOTE®), who have not yet taken the National Board for Certification in Occupational Therapy, Inc. (NBCOT) examination. The only exception is for an occupational therapy assistant who is enrolled in an accredited educational program for occupational therapists. Student members receive standard member benefits plus Special Interest Section benefits and the Student Fieldwork listserv specially designed for them. Cost: \$75 per year.

Additional information and application forms for student membership may be obtained from the Faculty Advisor to the Student OT Association (SOTA).

Assembly of Student Delegates (ASD)

The membership of the Assembly of Student Delegates (ASD) is made up of the student members of AOTA. Annually, the ASD Delegate from each educational program in the United States represents the school at the ASD Pre-Conference Delegate Meetings. The ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into AOTA affairs. As a standing committee of the Board of Directors, the ASD Steering Committee serves the ASD membership by synthesizing Delegate concerns in order to represent the student point of view to the Board of Directors, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.

The mission of the Assembly of Student Delegates is to support student members of AOTA by communicating their interests and advancing their professional contributions. This Assembly upholds the AOTA mission, promotes Association membership, and provides a forum for the development of student leadership and political awareness to enhance the viability of the profession.

ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the AOTA Board of Directors, the ASD Steering Committee represents the student point of view to the Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.

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

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

Student memberships are free! You just need to complete an application. Benefits include:

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

Payment of dues provides dual membership in NYSOTA and the Niagara Frontier District or your local home district. Membership in NYSOTA is now centralized through the state association. Contact NYSOTA Administration Office, 48 Howard St., Albany, NY 12207; Phone (518) 462-3717, FAX (518) 463-8656 to obtain an application form.

World Federation of Occupational Therapists (WFOT):

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

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

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

American Occupational Therapy Foundation, Inc. (AOTF):

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

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

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

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

Graduate Student Association

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

Pi Theta Epsilon:

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

Membership, by invitation, is offered to those students who meet specific criteria. A candidate must be enrolled in an accredited professional occupational therapy program, rank in the top 35% of the class, and have attained third year, second semester status in the professional program. Eligibility is determined by a cumulative scholastic record of a minimum of 3.2. Each candidate must also have at least one entire semester remaining after initiation before she/he leaves for a fieldwork placement in order to be eligible. Candidates must also show professional promise, as documented in any two of the following: membership in professional organizations, prior scholastic scholarships and awards, evidence that papers have been submitted and/or accepted to local and/or national meetings and publications, leadership in service organizations or community activities during the college years.

Alpha Eta

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

SPECIAL OPPORTUNITIES

Health in Brazil: Health in Brazil is an exchange program between the University at Buffalo (UB) and the Universidade Presidente Antonio Carlos (UNIPAC), Brazil. This program started in 2004 and continues to be offered every summer. A reciprocal exchange takes place in the fall semester, when Brazilian students and faculty members visit UB. Students are encouraged to participate in the reciprocal exchange program (usually offered in September) since this provides an opportunity to learn about Brazil's health related education programs. In addition, cultural activities are planned at this time and students are encouraged to learn

more about Brazilian culture through this exchange. Additional information can be found at the Study Abroad website at:

<http://inted.oie.buffalo.edu/studyabroad/sum.asp?country=B> . Information on students' personal experiences in Brazil and a photo gallery can be found at:
<http://sphhp.buffalo.edu/brazil/index.htm>.

AWARDS

University Awards

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

School Awards

Who's Who Among Students in American Colleges and Universities: For leadership, service, citizenship, and potential for future achievement.

OT Program Awards

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

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

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

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

Kathleen M. Shaffer Memorial Award: This award was established to honor the memory of Kathy Shaffer, a UB graduate and clinical faculty member. The award is given to a student who exemplifies occupational therapy ideals and has exceptional professional promise.

The faculty also award special certificates to other students who have contributed significantly to the department, program or their class.

SPECIAL EVENTS

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

Academic Events

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

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

Rehabilitation Science Seminar Series: During the fall and spring semesters, faculty from the Department of Rehabilitation Science and invited outside speakers present seminars and journal club discussions on the 2nd and 4th Friday of the month from 2:00 to 3:00 PM. Announcements of the topics, dates, and location are posted early in the semester.

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

Commencement: Commencement is held annually in May. Fifth year students who have successfully completed all academic courses, fieldwork experiences, and master's project are eligible to participate. Commencement information is provided by the Dean's Office, School of Public Health and Health Professions.

Hooding Ceremony: The Rehabilitation Science Department hold a Hooding Ceremony for occupational and physical therapists graduates, usually on the Friday evening prior to the school commencement. At this time, students are "robed" in the hoods that signify a graduate degree. Student awards are also presented at this ceremony. Information on the hooding ceremony is provided to students by the department, usually in early March.

Social Events

OT Program Banquet: Traditionally, each graduating class has a "going away" party OT Program Banquet. This is a social event that is arranged by the SOTA to provide an opportunity for all OT students, faculty and staff to celebrate the end of "on-campus" learning.

School and Department Socials: These events are typically held each semester and students are invited well in advance. All are encouraged to attend.