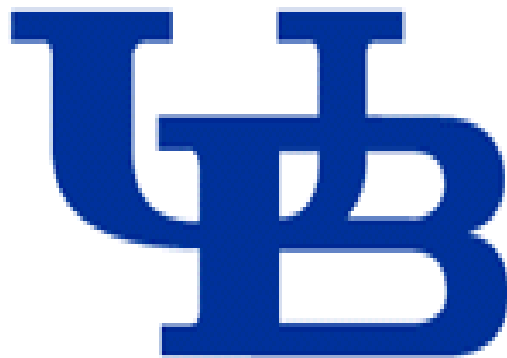


**Occupational  
Therapy  
Program**

**School of  
Public Health & Health Professions**



**INFORMATION FOR  
INTENDED OT MAJORS**

**2017-2019**

## TABLE OF CONTENTS

TOPIC	PAGE
Message from the Faculty	4
<b>SECTION 1: OVERVIEW OF THE PROFESSIONAL PROGRAM</b>	
Education Responsibility Statement	7
Introduction	7
What are Occupational Science and Occupational Therapy	8
Vision and Mission Statements	9
American Occupational Therapy Association	9
University at Buffalo	9
School of Public Health and Health Professions	10
Department of Rehabilitation Science	11
Occupational Therapy Program	12
Occupational Therapy Program Philosophy	12
Philosophical Basis	12
Philosophical Frame for Learning	12
Selection of Content, Scope and Sequencing Prerequisite Courses	14
Educational Outcomes	18
Prerequisite Requirements	19
Sample Curriculum for Years 1 and 2	20
Curriculum for the Professional Component of the Program	21
Summary of Academic Requirements	22
Time to completion	23
Part Time Students	24
Faculty and Professional Staff.	24
Student Advisement	24
Student Financial Aid	24
Important Websites	25
<b>SECTION 2: UNIVERSITY AND DEPARTMENTAL POLICIES AND PROCEDURES</b>	
Minimum Acceptance Criteria	28
Admission Policy	28
Application to the Professional Sequence	29
Family Educational Rights and Privacy Act (FERPA)	29
Health Insurance Portability and Accountability Act (HIPAA)	30
Technical Standards	30
Undergraduate Independent Studies and Elective Coursework Policy	34
University Policy on Student Conduct in Classrooms	35

<b>TOPIC</b>	<b>PAGE</b>
Program Policy on Professional Behavior and Ethical Conduct	36
General Information and Guidelines	36
Behavioral Expectations for Students	37
Netiquette	37
Professional Attire	40
Assessment of Professional Behavior	41
Technology Requirement for the Program	41
University and Program Grading Policies	41
Minimum Acceptable Grades	41
Plus/Minus (+/-) Grading	42
Incompletes	42
Repeating Courses	43
Resignation from Courses	43
University Statement of the Principle of Academic Integrity	43
Program Policy on Harassment and Bullying	53
University Information Technology Policies	54
Program Policy on Examination Procedures	54
University Health Service Excuse Policy	55
Bereavement, Serious Illness, Injury Policy	55
Inclement Weather Policy	55
Religious Holiday Policy	55
Program Probation/Dismissal Policy and Procedures	55
<b>SECTION 3: UNIVERSITY SERVICES, RESOURCES, AND SUPPORTS FOR STUDENTS</b>	
General Services	62
Academic Services	62
Financial Assistance	65
Health Services	65
<b>SECTION 4: SCHOLARSHIPS, ORGANIZATIONS, AWARDS, AND SPECIAL OPPORTUNITIES</b>	
Scholarships	68
Professional and Student Organizations	70
Awards	73
Special Events	74

## MESSAGE FROM THE FACULTY

Welcome to the Bachelor of Science in Occupational Science/Master of Science in Occupational Therapy program!

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

As a member of the University at Buffalo occupational therapy program, you are also the member of a cohort or class of students. Throughout the course of your time in the OT program you will learn from you classmates' ideas, skills, and talents, in addition to the instruction provided by your readings, professors, and clinical instructors. Similarly, your ideas, skills and talents will add to the knowledge of your classmates. In this way, we all support each other as we grow as part of a learning community.

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

Similarly, developing professional relationships with your classmates, who are also your future colleagues, is essential. As educators, we have learned that each class of students seems to have its own "personality." A class personality does not evolve by chance as 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. The clients we will work with come from many backgrounds. Having practitioners from diverse backgrounds helps us all to understand, appreciate, and respect our many unique and diverse attributes.

Second, 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 is a professional responsibility that none of us can or should escape. Professionalism means responsibility and to abdicate that responsibility is to relinquish one's status as a professional.

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

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

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

## INTRODUCTION

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

Occupational therapy entry-level professional education moved to the graduate level in 2005 with the implementation of the BS in Occupational Science/MS in Occupational Therapy program. The curriculum was recently revised in keeping with current standards set by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). This program is fully accredited through the 2023/2024 academic year by ACOTE, located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (201) 652-AOTA, AOTA website is <http://www.aota.org/> and ACOTE's website is <http://www.acoteonline.org/>

In addition to the combined BS/MS professional degree, the Department of Rehabilitation Science also plays a major role in the interdisciplinary Ph.D. program in Rehabilitation Science.

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](http://www.nbcot.org)

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

This Handbook provides information that will be useful for you during the professional phase, of the BS/MS program. This information supplements the Undergraduate Catalog (<http://undergrad-catalog.buffalo.edu/>) and graduate website <http://grad.buffalo.edu/>.

## **WHAT ARE OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY?**

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

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

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



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

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

Additional information about the profession of occupational therapy can be found at the AOTA website at: [www.aota.org](http://www.aota.org)

## **VISION AND MISSION STATEMENTS**

### **American Occupational Therapy Association: Vision 2025**

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

## **University at Buffalo**

### **Mission**

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

### **Vision**

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

### **Goals**

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

- Build on its foundation of faculty excellence through significant investments in areas of strategic strength across the disciplines to build intellectual and instructional capacity, increase federal and other research funding, expand student opportunities and heighten the academic reputation of the university.
- Enhance the overall student educational experience while raising the academic profile of its undergraduate, graduate and professional students and significantly improving its undergraduate four- and six-year graduation rates.
- Improve academic support infrastructures to provide state-of-the-art educational and research environments that advance faculty and students in their ongoing pursuit of excellence.
- Further enhance its faculty and student diversity through focused enrollment and hiring strategies and implementation of best practices with regard to recruitment and retention.
- Expand its impact as a recognized leader in international education, leveraging its diverse international population and strong portfolio of institutional partnerships to strengthen the university's international presence and to advance its commitment to preparing students to live and lead in a global world.
- Deepen its impact and outreach in the regional community, strengthening programs and partnerships that contribute to the social, cultural, and economic vitality of Western New York.
- Align strategically at the School of Medicine and Biomedical Sciences and the other health-sciences schools with key health-related and research partners in order to improve health-care outcomes for the region and expand the university's health-sciences programs and curricula, while improving the national rankings of the health-sciences.

## **School of Public Health and Health Professions**

### **Mission**

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

### **Vision**

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

### **Values**

Our values are consistent with those of the university. We value the pursuit of academic excellence through the creation, dissemination and application of knowledge related to the health and well-being of populations, communities and individuals. We endeavor to instill in

our students, faculty and staff, ethical principles that include autonomy, justice and beneficence. These values enable us to foster a harmonious environment as we work with others in a respectful, culturally competent manner so that populations and individuals with varying health conditions and abilities can participate in meaningful and fulfilling activities. Our efforts are guided by a commitment to:

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

## **Goals**

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

## **Department of Rehabilitation Science**

### **Mission**

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

### **Vision**

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

### **Goals**

The goals of the Department of Rehabilitation Science include the:

- 1) advancement of knowledge through research in occupational therapy, physical therapy and related health disciplines;

- 2) educational and professional development of students and practitioners in the health professions; 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 program is to prepare therapists who are engaged in the local and global community and address the occupational needs of individuals and populations. This is accomplished by providing our students with an exemplary education, research, service learning opportunities, and clinical experiences.

### **Vision**

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

### **Goals**

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

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

## **OCCUPATIONAL THERAPY PROGRAM PHILOSOPHY**

### **Philosophical Basis**

The Occupational Therapy Program, as part of the Department of Rehabilitation Science in the School of Public Health and Health Professions at the University at Buffalo (UB) adheres to the philosophical belief that engagement in occupation 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, contextual factors, 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 has adopted Fleming's VARK (Visual, Auditory, Reading/writing, Kinesthetic/tactile) theory to describe the various learning styles of learners and promote teaching to all styles (Fleming & Mills, 1992). The faculty have also adopted Bloom's taxonomy (Anderson & Krathwohl, 2001) to describe the sequential nature of learning and to structure our curriculum accordingly.

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

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

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

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

Our philosophical basis for learning is shared with both faculty and students. Faculty engage in continuing learning experiences to discuss the theories adopted in our philosophy and, when appropriate, identify goals in this area in their faculty development plans. Students are introduced to our philosophy at orientation and through the student handbook. Students then

gain more in-depth experience with Bloom's taxonomy, Fleming's VARK theory, Piaget's cognitive constructivist theory, and Vygotsky's social constructivist theory in OT 333 - Occupational Development across the Lifespan. They also apply these theories in OT 402 - Group Process and Interpersonal Skills and when developing and implementing intervention plans with clients.

### **Selection of content, scope, and sequencing**

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

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

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

### **Curriculum Design**

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

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

- Medical - This category focuses on inpatient and outpatient institution-based health care such as acute-care hospitals, rehabilitation units, and skilled nursing facilities.

- 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 fieldwork. All students also participate in Level II fieldwork in two different service delivery settings. In our program, situated hands-on learning generally occurs after didactic experiences in each category of service delivery. However, observational situated learning may be used prior to didactic learning in some instances, to allow students to draw on real-life experiences during didactic instruction.
- Creative- Developing original interventions and engaging in scholarly activities in each category of service delivery prepares our students for the challenges of practice, promotes leadership, and facilitates a commitment to lifelong learning. Students engage in service learning utilizing their knowledge to analyze individuals and situations, develop goals and objectives with clients, select theoretical frameworks, search for and evaluate evidence in literature, and develop individual interventions, group interventions, and intervention programs to meet the identified needs. These unique interventions are measured for effectiveness, modified for improvement resulting in evidence-based practice. In addition, students engage in scholarly activities including research activities which require a thorough understanding of the current literature and analysis of current needs. Students then identify research questions and design and implement studies to answer those questions. Sharing results with other professionals verbally or in writing adds to the body of knowledge in occupational therapy, and results in students contributing to evidence-based practice.

Three fundamental elements reflective of the AOTA 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 may recognize areas of occupational injustice and work to support policies, actions, and laws that allow people to engage in occupations that provide purpose and meaning in their lives” (AOTA, 2014, p. S9). In order to reduce disparity among health care recipients, occupational therapists must promote occupational justice by understanding the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice and occupational deprivation.
- **Evidence-Based Practice-** A commitment to evidence-based practice is threaded through our entire curriculum, both in using evidence to substantiate clinical decisions and creating new evidence through scholarly activity. Evidence-based practice is an integration of best research evidence with clinical expertise, available resources, and client values (Sackett et al., 1996).
- **Professionalism-** Professionalism includes excellence in interpersonal communications, leadership, and a commitment to lifelong learning. Excellence in interpersonal communications is essential when interacting with clients and other professionals and includes cultural competence, empathy, respecting the values of others, and reflecting on one’s own verbal and non-verbal behavior. Becoming a leader among peers requires professional service and advocacy. Professional service, including fieldwork supervision, teaching others, presenting information, and volunteering for professional organizations, impacts the future of the profession. In order to shape the landscape of occupational therapy service delivery, future practitioners must also possess a basic knowledge of policy creation, an ability to communicate with policy makers for change, and a commitment to advocate for positive change. Lifelong learning allows future practitioners to adapt to contextual changes in practice settings along with constructing new knowledge to remain current and to improve as an occupational therapist.

### **General Description of the Curriculum Sequence**

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



from other occupational therapy programs will have their previous coursework evaluated by the program coordinator, program director, and course instructors to determine where their completed coursework fits into the curriculum sequence.

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

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

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

### **Relationship Between Curriculum and Our Vision, Mission, & Philosophy**

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

## Educational Outcomes

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

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

## Summary

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

## References for Curriculum Design

- American Occupational Therapy Association. (2012). Occupational therapy practice areas in the 21<sup>st</sup> century. Retrieved from <http://www.aota.org/Practitioners/PracticeAreas.aspx>
- American Occupational Therapy Association (2014) Occupational therapy practice framework:  
Domain and process (3rd ed ). American Journal of Occupational Therapy, 68(Suppl 1) S1-S48 <http://dx.doi.org/10.5014/alot.2014.6a2006>
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition. New York : Longman.
- Fleming, N.D. & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To Improve the Academy*, 11, 137-155.
- Gostin, L.O. & Powers, M. (2006). What does social justice require for the public's health? Public health ethics and policy imperatives. *Health Affairs*, 25, 1053-1060.
- Knowles, M.S. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.
- Kolb, D. A., & Fry, R. (1975). Toward an applied theory of experiential learning. In C. L. Cooper (Ed.), *Theories of group processes* (pp. 33-57). London: John Wiley & Sons.
- Sackett, D. L., Rosenberg, W. M. C., Gray, J. A. M., Haynes, R. B., & Richardson, W. S. (1996). Evidence-based medicine: What it is and what it isn't. *British Medical Journal*, 312, 169-171.

## 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.*

Note: The general education curriculum for the University at Buffalo was revised in the Fall of 2016. **Therefore, students entering the University prior to Fall 2016 have slightly different prerequisite requirements than the students entering after the Fall of 2016,** and students entering prior to Fall 2016 should work with a counselor from the SPHHP Office for Academic and Student Affairs (OASA) at 716-829-6769 or by email at [sphhp-OASA@buffalo.edu](mailto:sphhp-OASA@buffalo.edu).

### Prerequisite Requirements for students entering UB in Fall 2016 and afterward

PHY 101	College Physics I
ES 207	Human Form/Function (virtual)
PGY 300	Human Physiology
OT 201	Introduction to Occupational Therapy
OT 217	Medical Terminology (virtual)
SOC 211	Sociology of Diversity Sociology of Diversity or SOC 322 Medical Sociology or APY 106 Introduction to Cultural Anthropology or APY 275 Introduction to Medical Anthropology or APY 276 Introduction to Ethnomedicine
PHI 101	Introduction to Philosophy or PHI 107 Ethics or PHI 237 Social and Ethical Values in Medicine or PHI 217 Professional Ethics
SOC 101	Introduction to Sociology
PSY 101	Introductory Psychology
PSY 322	Abnormal Psychology
PSY 336	Developmental Psychology or NSG 250 Human Growth & Development
STA 119	Statistical Methods
ANA 407	Gross Human Anatomy (for students entering UB prior to Fall, 2015)

Students must have completed eight prerequisite courses including ES207, PHY 101, STA 119, and OT 201 prior to submitting an application for Promotion to the Professional Sequence (PPS). Students must have all general education requirements completed before entering the OT professional program. **All prerequisite courses must be successfully completed in order to be eligible to take ANA 407: Gross Human Anatomy.**

**SAMPLE CURRICULUM FOR YEARS 1 and 2**  
**SAMPLE CURRICULUM FOR YEARS 1 and 2 FOR STUDENTS ENTERING**  
**AFTER FALL, 2016**

(Including General Education Requirements and Prerequisite Courses)

<b>Year/Semester</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
Year 1/ Fall	UBS	UB Seminar	3
	ENG 105	Writing and Rhetoric	4
	PHY 101	College Physics	4
	STA 119	Statistical Methods	4
			(15) Semester Total
Year 1/Spring	ES 207	Human Form and Function (virtual)	4
	SOC 101	Introduction to Sociology	3
	PSY 101	Introductory Psychology	3
	PHI 237	Medical Ethics: Values in Medicine	3
	SOC 211	Sociology of Diversity	3
		(16) Semester Total	
Year 2/Fall	OT 201	Introduction to Occupational Therapy	3
	OT 217	Medical Terminology(virtual)	1
	PGY 300	Human Physiology	4
	PSY 322	Abnormal Psychology	3
	UB Curriculum	Global Pathway	3
		(14) Semester Total	
Year2/Spring	PHI 101	Introduction to Philosophy	3
	PSY 336	Developmental Psychology	3
	ENG 285	Writing in the Health Sciences	3
	UB Curriculum	Global Pathway	3
	UB Curriculum	Thematic Pathway	3
		(15) Semester Total	

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

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

Year/Semester	Course #	Course Title	Units
Year 3/ Summer	ANA 407	Gross Human Anatomy	6*
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 (virtual)	1
	OT 346	Scientific Writing	1
	OT 355	Medical Conditions I	2
	OT 361	Functional Anatomy	3
	OT 366	Occupational Therapy Process	3
		(19) Semester Total	
		<ul style="list-style-type: none"> <li>• ANA 407 is a prerequisite for students entering UB prior to 2015 and a professional course for those entering after</li> </ul>	
Year 3/Spring	OT 352	Assistive Technology	3
	OT 356	Medical Conditions II	3
	OT 382	Issues in OT Service Delivery	3
	OT 417	Neurorehabilitation across the Lifespan	4
	OT 420	Fieldwork Seminar I	1
	OT 450	Orthotics and Prosthetics	3
	UBC 399	UB New Curriculum Capstone	1
		(18) Semester Total	
Year 4/Summer			
	OT 402	Group Process and Interpersonal Skills	4
	OT 472	Level I Fieldwork A	1
		(5) Semester Total	
Year 4/Fall			
	OT 520	Fieldwork Seminar II	1
	OT 535	Medical Evaluation & Intervention: Neurological and Cognitive	4
	OT 536	Medical Evaluation &	3

		Intervention: Musculoskeletal, 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 Elective	2  3
			(17) Semester Total
Year 5/Spring	OT 587	Applied Management and Administration(virtual)	2
	OT 621	Level II Fieldwork B	6
	OT 589	Special Topics for Advanced Practice	(1-3)
	OT 618	Professional Development	3
			(12-14) Semester Total

## **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:	167-169

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 be dismissed from the MS portion of the program and will need to take an additional 24 credits at the undergraduate level to earn a BS in Occupational Science degree. These courses will be outside the OT program, but related to health care, and will be selected by the student from a list of approved courses and 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](http://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 the Fall of the third year for students entering the University before the Fall of 2015, and in the summer of the third year of the program for students entering the University in the Fall of 2015 and later,

**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.

## **COURSE SEQUENCE**

OT professional program courses are designed in a curriculum sequence that has been carefully constructed. Prerequisite and co requisite courses allow students to enter courses with similar levels of background knowledge and experiences to master the material. Placing a student in any professional program course without having taken the prerequisite and co requisite classes would be disadvantageous. Therefore, we require students to proceed in the stated sequence, which begins with admission in the summer semester for students entering the University after Fall 2015, and in the Fall semester for students entering the University prior to Fall 2015.

## **PART TIME STUDENTS**

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

## **FACULTY AND PROFESSIONAL STAFF**

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

## **STUDENT ADVISEMENT**

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

## **STUDENT FINANCIAL AID**

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



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

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

### IMPORTANT WEBSITES

Website	URL Address
OT BS/MS Program Website	<a href="http://sphhp.buffalo.edu/rs/ot/bsms/index.php">http://sphhp.buffalo.edu/rs/ot/bsms/index.php</a>
Volunteer Form	<a href="http://sphhp.buffalo.edu/rehabilitation-science/education/occupational-therapy-bsms/requirements-and-curriculum.html">http://sphhp.buffalo.edu/rehabilitation-science/education/occupational-therapy-bsms/requirements-and-curriculum.html</a>
Undergraduate Catalog	<a href="http://undergrad-catalog.buffalo.edu/">http://undergrad-catalog.buffalo.edu/</a>
Academic Policies and Procedures	<a href="http://undergrad-catalog.buffalo.edu/policies/index.shtml">http://undergrad-catalog.buffalo.edu/policies/index.shtml</a>
Financial Aid: Information about applying for aid, financial aid process, types of aid, cost of attendance, and financial literacy.	<a href="http://financialaid.buffalo.edu/">http://financialaid.buffalo.edu/</a>
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.	<a href="http://registrar.buffalo.edu/">http://registrar.buffalo.edu/</a>
Student Accounts: information about tuition and fee rates, comprehensive fee, billing and payment, late fees, liability deadlines, financial aid	<a href="http://studentaccounts.buffalo.edu/">http://studentaccounts.buffalo.edu/</a>

refunds, and New York State residency	
Veterans Affairs: Information Veterans Affairs: Information about benefits available at UB for students with military experience	<a href="http://veteransaffairs.buffalo.edu/">http://veteransaffairs.buffalo.edu/</a>
American Occupational Therapy Association	<a href="http://www.aota.org">www.aota.org</a>
New York State Occupational Therapy Association	<a href="http://www.nysota.org">www.nysota.org</a>
National Board for Certification in Occupational Therapy	<a href="http://www.nbcot.org">www.nbcot.org</a>

**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 (within the past two years); the volunteer form is to be submitted with the Promotion to Professional Sequence form and applicants must earn a rating of “Excellent” or “Good”.
- Complete a Promotion to Professional Sequence form, which includes a personal statement, by the January 15th of the year in which they plan to begin the professional program;
- Review the OT Program Technical Standards and include the documentation form with the Promotion to Professional Sequence Application indicating the student is able to meet the technical standards with or without reasonable accommodation.

### **Admission Policy**

**Students may be accepted as intended OT majors as freshman, as existing UB students with a change of major, or as transfer students. All intended majors then apply to the OT professional sequence in January of the year they plan to begin the professional sequence. Students must be enrolled in UB at the time of application to the professional sequence. Professional sequence admission is competitive as noted below.**

**Freshman:** Students who request occupational therapy as their major on their application may be accepted with a major of *intended occupational therapy*. Courses in the first two years of the BS program meet the general education requirements and occupational science prerequisite courses.

**Change of major:** Students who enter UB as a major other than OT can change their major to *intended occupational therapy*. Courses in the first two years of the BS program meet the general education requirements and occupational science prerequisite courses.

**Transfer:** Students can join UB as transfer students from other institutions with a major of *intended occupational therapy*. Courses completed at other colleges or universities are not automatically accepted by the program or University as fulfilling the prerequisite requirements. Determination is made by an evaluation of the student's transcripts, descriptions of courses that he/she has taken, and credit hours completed. It is recommended that prospective transfer students contact the SPHHP Office for Academic and Student Affairs (OASA) at 716-829-6769 or by email at [sphhp-OASA@buffalo.edu](mailto:sphhp-OASA@buffalo.edu) to determine the suitability of prior coursework.

**Application to the Professional Sequence: All *Intended Occupational Therapy Majors*** submit a Promotion to Professional Sequence (PPS) form by January 15 of the calendar year in which they plan to begin the OT professional program. For students admitted as Freshman, this is January 15 of their second year (sophomore) of the program.

All applicants must

- Be matriculating University at Buffalo students at the time of PPS submission;
- 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 by January 15. 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.
- Review the Technical Standards and complete the documentation form.

Students submitting a PPS application in January, 2017 or later must have completed eight pre-requisite courses including ES207, PHY 101, PGY 300, and OT 201 prior to submission.

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

Promotion to the professional sequence is competitive based on the strength of the application including (but not limited to) grade point average, volunteer reference, and personal statement. All applications are reviewed by a faculty committee to determine admission. Specific requirements are based on calendar year of becoming an intended OT major, and students should contact the SPHHP Office for Academic and Student Affairs (OASA) at 716-829-6769 or by email at [sphhp-OASA@buffalo.edu](mailto:sphhp-OASA@buffalo.edu) for details about their admission criteria.

The Promotion to Professional Sequence Application will be available online by late November.

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

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

## **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

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

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

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

[http://www.hpitp.buffalo.edu/hipaa/Training/hipaa\\_training\\_HomePage.htm](http://www.hpitp.buffalo.edu/hipaa/Training/hipaa_training_HomePage.htm)

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

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

## **TECHNICAL STANDARDS FOR ADMISSION, PROMOTION AND GRADUATION**

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

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

A student with a disability is not required to disclose the specifics of his or her disability for admission, but prior to the start of the BS/MS required courses, the student must indicate that

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

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

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

### **Observation skills**

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

### **Communication skills**

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

### **Motor/Psychomotor skills**

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

### **Intellectual – Conceptual Integrative and Quantitative Analysis Abilities**

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

### **Behavioral/ Social Attributes and Professionalism**

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

### **Specifically, students must be able to:**

- 1) Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, clinical activities, and various testing methods.
- 2) Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat clients or patients.



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

### **Essential Tasks for Admission, Promotion and Graduation**

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

#### **Students must agree to:**

- 1) Follow safety procedures established for each class and clinic.
- 2) Interact with others appropriately, and as needed, for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-client relationships.

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

### **PROGRAM AND UNIVERSITY POLICY ON UNDERGRADUATE INDEPENDENT STUDIES AND ELECTIVE COURSEWORK**

Some students wish to take extra courses either to complete a double major, a minor, or to enrich their educational experience. While elective courses and independent studies are valuable adjuncts to professional education, the primary responsibility of each student is to complete the required OT courses successfully. It is therefore the policy of the program that all coursework above 19 credits per semester for full-time and 12 credits per semester for part-time students be approved in advance by the program director.

#### **Procedures:**

1. Students wishing to take "extra load" classes must have a minimum undergraduate GPA of 2.8 or graduate GPA of 3.0, carry no incomplete grades from prior semesters, and be in good academic standing (i.e. not be on probation in the occupational therapy program).
2. Students wishing to take more than 19 credits per semester, or an undergraduate student wishing to take a graduate course, must have permission of the instructor and the OT program director. A copy of the request will be placed in the student's file.
3. Students must obtain permission of the instructor prior to registering for an independent study. If a student does not obtain permission, he or she will be dropped from the course.
4. All students taking independent studies in the OT program will complete an "Independent Study Agreement" with their instructor during the first 2 weeks of the semester. This form will indicate the nature and scope of the assignment timelines, due dates and grading agreed upon and is available from the program director.

## UNIVERSITY POLICY ON STUDENT CONDUCT IN CLASSROOMS

The University recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions which will enhance student learning. Accordingly, instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester.

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

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

- If a student is disruptive, 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. Students and professionals are expected to be aware of and follow the American Occupational Therapy Association code of ethics, which can be found at <https://ajot.aota.org/article.aspx?articleid=2442685>

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

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

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

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

### **Behavioral Expectations for Students**

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

- Treat fellow class mates, faculty members, course instructors and guest lecturers with courtesy and respect in the classroom/laboratory, in all other Program, Department, School and University activities, as well as outside of the school;
- Attend classes regularly and on time; course instructors should be informed in advance if students are going to be late or must leave class earlier than the scheduled period; if it is necessary to arrive late or leave early, students should do so without disrupting the class;
- Attend all scheduled program meetings such as fieldwork and advisor/advisee meetings;
- Use only their UB email account when corresponding with faculty and staff, unless otherwise instructed by a course instructor;
- Adhere to the University's policy of Academic Integrity; a copy of this policy can be found at: <https://catalog.buffalo.edu/policies/integrity.html>
- Keep scheduled appointments with advisors and course instructors; advisors and course instructors should be informed in advance if you must cancel an appointment;
- When working with a partner or in a group on a graded assignment, each student is expected to contribute equally to all phases of the assignment, including but not limited to, planning, preparation (including writing), presentation, and submission of the written assignment.
- Take the initiative to communicate directly with the advisor or course instructor for any assistance needed related to performance of course work; this should be done at the time the problem arises to prevent future difficulties;
- Take all examinations on scheduled dates; absences will be excused at the discretion of the course instructor and a physician's statement or other documentation may be

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

learning experiences. Academic honesty and integrity extends to online courses, testing, and assignments.

## **Netiquette**

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

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

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

## **Professional Attire**

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

### **Labs**

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

Specifically, students should wear:

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

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

### **Clinical Experiences**

On clinical placement, Students should wear khaki type pants or colored slacks (no jeans, leggings or yoga pants/athletic wear) that sit at the waist with professional shirt (no tee shirts, tank tops, or muscle shirts, neon colored clothing or clothing with metallic embellishments) and closed-toed, low-heeled, rubber soled shoes with hose or socks. This means that no undergarments, cleavage, buttocks, or midriffs should be visible when you sit, bend, or reach overhead. It is also recommended that all clothing be machine-washable.

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



## **Assessment of Professional Behavior**

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

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

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

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

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

## **Technology Requirements for the Program**

Students must have access to a computer with internet services while in the program, including the time that they are away from campus on fieldwork experiences. Most OT professional program courses contain an online component, and some are taught completely online.

## **UNIVERSITY AND PROGRAM GRADING POLICY**

### **Minimum Acceptable Grades**

Students who are enrolled in the OT program must earn a grade of C- or better for all undergraduate major courses, and a Grade of B or better for all graduate courses. Additionally, undergraduate students must maintain a semester GPA of 2.8 and must have an

overall OT program GPA of 2.8 or higher to progress to the graduate component of the program. Once in the graduate portion of the program, student must maintain a semester and cumulative graduate GPA of 3.0.

In the undergraduate portion of the professional program, students receiving a grade of less than C- (D+, D, D- or F) will be dismissed from the program. If they are given the opportunity to continue in the program, 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, will join the class cohort in the subsequent year, and will follow all rules and regulations associated with that class. The numerical grade equal to a C- will be up to the individual faculty member, but should be communicated to students in the syllabus distributed at the beginning of each course.

### **Plus/Minus (+/-) Grading**

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

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

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

### **'I' (Incomplete)**

#### **'I' (Incomplete)**

**Undergraduate courses: Please refer to the undergraduate catalog <http://undergrad-catalog.buffalo.edu/policies/grading/explanation.html> for this policy**

**Graduate Courses: Please refer to the graduate catalog <http://grad.buffalo.edu/study/progress/policylibrary.html#iugrade> for this policy**

## **Repeating Courses**

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

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

## **Resignation from Courses**

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

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

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

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

## **UNIVERSITY STATEMENT ON THE PRINCIPLE OF ACADEMIC INTEGRITY**

**Academic integrity is highly regarded in the occupational therapy program. Academic dishonesty is not tolerated. The program follows the University guidelines found here <http://undergrad-catalog.buffalo.edu/policies/course/integrity.html>, and outlined below.**

### **Academic Integrity**

#### **Preamble**

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 consultation between the student and the instructor (a process known as consultative resolution, as explained below).

It is recommended that the instructor and student each consult with the department chair, school or college dean, or the Office of the Senior Vice Provost for Academic Affairs 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 or other devices), 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, within 10 academic days of discovery of the alleged incident by email 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.

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 consulting the student directly.

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.** Provide 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.** Require 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.** Reduce the student’s grade with respect to the particular assignment/exam or final grade in the course.
- 4 **Failure in the Course.** Fail the student in the course, to be indicated on the transcript by a grade of “F” without comment or further notation.
- 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 Senior Vice Provost levels).
  - *Failure in the Course with Citation of Academic Dishonesty:* A grade of “F” for the course is recorded on the student’s transcript with the additional notation that the grade of “F” was assigned for reason of academic dishonesty. Only the Senior Vice Provost for Academic Affairs or his or her designee may impose this sanction.
  - *Suspension from the University:* The student is suspended 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:* The student is expelled, 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 Senior Vice Provost for Academic Affairs 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 Senior Vice Provost for Academic Affairs. 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 consultative resolution, 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.

### **Departmental Level Procedures**

**Step 1** The instructor and student have no more than 10 academic days following the filing of the request for the initiation of departmental proceedings to deliver evidentiary materials to the department chair. The instructor and student shall each provide the department chair with a written statement of evidence supporting his or her position, any relevant documentation, and the names of potential witnesses.

If the department chair is the faculty member who has brought the academic dishonesty charge against the student, or if a department is unable to assemble a committee because of a limited number of faculty or students, direct consideration at the college or school level may be requested.

Pending resolution, the instructor shall temporarily assign a grade of "I" (Incomplete). This "I" grade can only be adjusted by resolution of the case.

### **Step 2**

Upon review of relevant materials (including all evidence and statements communicated during consultation), if the department chair does not deem it necessary to consider further the circumstances of the case, the department chair will notify the student (via certified, return receipt mail), the instructor, the cognizant academic dean, and the Senior Vice Provost for Academic Affairs of his or her decision within 20 academic days of receipt of the student's appeal or instructor's recommendation. If the sanctions imposed at this stage include recommendation of university sanctions (as listed in Consultative Resolution Step 2.6), decanal level procedures are required (see "Decanal Level Procedures").

Alternatively, if the department chair deems it necessary to consider further the circumstances of the case, he or she shall convene the Departmental Adjudication Committee within 20 academic days<sup>1</sup> of the date the department office received the request for initiation of departmental proceedings.

The department office shall convey all evidentiary materials to the Departmental Adjudication Committee, the student, and the instructor at the time the notice of the hearing is delivered. The student and the instructor shall be given at least 72 hours notice of the hearing.

At hearing(s), the Departmental Adjudication Committee shall provide sufficient opportunity for both principals to present their positions and shall allow each principal the right to question the presentation(s), written or verbal, of those who contribute information to the committee.

The hearing(s) shall be conducted in a fair and expeditious manner, but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present (under unusual circumstances, if either party is considered to pose a physical threat to the other or to the committee, the chair of the committee may request that either the student or instructor participate by phone) and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless he or she is a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of or advocate for a principal or otherwise address members of the hearing committee.

The technical and formal rules of evidence applicable in a court of law are not controlling, and the committee may hear all relevant and reliable evidence that will contribute to an informed result. The Departmental Adjudication Committee shall only consider evidence presented at hearing(s). Discussion of a student's formerly alleged or documented academic misconduct shall not be admissible as evidence to determine whether the student is responsible for breaching the university's academic integrity code in the current case, although such history may be introduced and considered during the sanctioning phase. Hearings shall be confidential.

The Departmental Adjudication Committee shall provide the department chair with a written statement of recommendations and reasons for recommendations within 10 academic days<sup>1</sup> of the final meeting of the committee. Recommendations may include:

- **Findings Overturned.** A finding that no academic dishonesty took place and that no sanctions should be imposed.
- **Findings Sustained.** A finding that academic dishonesty occurred, and the committee is in agreement with the sanction(s) previously imposed or recommended.
- **Finding of Different Sanction.** A finding that academic dishonesty occurred, but that the sanction(s) previously imposed or recommended are inappropriate and that greater or lesser sanction(s) should be imposed.

### Step 3

The department chair considers the committee's findings and recommendations and renders a final decision. The department chair's decision and the student's right to appeal that decision shall be submitted in writing from the department chair to the student (via certified, return receipt mail), the instructor, the cognizant academic dean, and the Senior Vice Provost for Academic Affairs within 10 academic days<sup>1</sup> of receiving the Departmental Adjudication Committee's statement of recommendations.



The department chair shall forward the record of the matter consisting of all written communications, all written evidence, an audiotape or other record of the hearing, and a statement of recommendations to the Senior Vice Provost for Academic Affairs, where a confidential file will be maintained. The student shall have access to this file.

### **University Sanctions**

If the sanction(s) imposed at the departmental level include recommendation of university sanctions (as listed in Consultative Resolution Step 2.6), decanal level procedures are required, and shall be initiated within 10 academic days<sup>1</sup> of the dean's receipt of the statement of decision.

### **Right to Appeal**

The student or the instructor may appeal the department chair's findings. The request for an appeal, including specification of the grounds for appeal, must be submitted in writing to the department chair and to the cognizant academic dean no later than 10 academic days<sup>1</sup> after the department chair has notified the student of his or her decision.

### **Decanal Level Procedures**

#### **Step 1**

The instructor and student have no more than 10 academic days following the filing of the request for the initiation of decanal level proceedings to deliver evidentiary materials to the cognizant academic dean. The instructor and student shall each provide the academic dean with a written statement of evidence supporting his or her position, any relevant documentation, and the names of potential witnesses.

Pending resolution, the temporarily assigned grade of "I" (Incomplete) will continue in place. This "I" grade can only be adjusted by final resolution of the pending case.

#### **Step 2**

Upon review of relevant materials (including all evidence and statements communicated during consultation), if the academic dean does not deem it necessary to consider further the circumstances of the case, the academic dean will notify the student (via certified, return receipt mail), the instructor, the department chair, and the Senior Vice Provost for Academic Affairs of his or her decision within 20 academic days of receipt of the student's appeal or instructor's recommendation. If the sanctions imposed at this stage include recommendation of university sanctions (as listed in Consultative Resolution Step 2.6), a hearing at the decanal level is required, and procedures below shall be initiated within 20 academic days<sup>1</sup> of the academic dean's receipt of the department chair's statement of decision.

Alternatively, if the academic dean deems it necessary to consider further the circumstances of the case, he or she shall convene the Decanal Adjudication Committee within 20 academic

days of the date that the academic dean received the request for initiation of decanal level proceedings.

The academic dean's office shall convey all evidentiary materials to the Decanal Adjudication Committee, the student, and the instructor at the time the notice of the hearing is delivered. The student and the instructor shall be given at least 72 hours notice of the hearing.

At hearing(s), the Decanal Adjudication Committee shall provide sufficient opportunity for both principals to present their positions and shall allow each principal the right to question the presentation(s), written or verbal, of those who contribute information to the committee.

The hearing(s) shall be conducted in a fair and expeditious manner, but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present (under unusual circumstances, if either party is considered to pose a physical threat to the other or to the committee, the chair of the committee may request that either the student or instructor participate by phone) and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless he or she is a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of or advocate for a principal or otherwise address members of the hearing committee.

The technical and formal rules of evidence applicable in a court of law are not controlling, and the committee may hear all relevant and reliable evidence that will contribute to an informed result. The Decanal Adjudication Committee shall only consider evidence presented at hearing(s). Discussion of a student's formerly alleged or documented academic misconduct shall not be admissible as evidence to determine whether the student is responsible for breaching the university's academic integrity code in the current case, although such history may be introduced and considered during the sanctioning phase. Hearings shall be confidential.

The Decanal Adjudication Committee shall provide the academic dean with a written statement of recommendations and reasons for recommendations within 10 academic days<sup>1</sup> of the final meeting of the committee. Recommendations may include:

- **Findings Overturned.** A finding that no academic dishonesty took place and that no sanctions should be imposed.
- **Findings Sustained.** A finding that academic dishonesty occurred, and the committee is in agreement with the sanction(s) previously imposed or recommended.
- **Finding of Different Sanction.** A finding that academic dishonesty occurred, but that the sanction(s) previously imposed or recommended are inappropriate and that greater or lesser sanction(s) should be imposed.

### Step 3

The academic dean considers the committee's findings and recommendations and renders a final decision. The academic dean's decision and the student's right to appeal that decision shall be submitted in writing from the academic dean to the student (via certified, return receipt mail), the instructor, the department chair, and the Senior Vice Provost for Academic Affairs within 10 academic days<sup>1</sup> of receiving the Decanal Adjudication Committee's statement of recommendations.

The academic dean shall forward the record of the matter consisting of all written communications, all written evidence, an audiotape or other record of the hearing, and the statement of recommendations to the Senior Vice Provost for Academic Affairs, where a confidential file will be maintained. The student shall have access to this file.

### **University Sanctions**

If the sanction(s) imposed at the decanal level include recommendation of university sanctions (as listed in Consultative Resolution Step 2.6), Vice Provostal level procedures are required, and shall be initiated within 10 academic days<sup>1</sup> of the Senior Vice Provost for Academic Affairs' receipt of the statement of decision.

### **Right to Appeal**

The student or the instructor may appeal the academic dean's findings, but only based on claims of limitations on, or violations of, applicable due process. Any such appeal request must describe the specific due process violation(s) claimed and must be submitted in writing to the academic dean and to the Senior Vice Provost for Academic Affairs no later than 10 academic days after the academic dean has notified the student of his or her decision.

### **Senior Vice Provost Level Procedures**

#### **Step 1**

The instructor and student have no more than 10 academic days<sup>1</sup> following the filing of the request for the initiation of Vice Provostal level proceedings to deliver evidentiary materials to the Senior Vice Provost for Academic Affairs. The instructor and student shall each provide the Senior Vice Provost with a written statement of evidence supporting his or her position, any relevant documentation, and the names of potential witnesses.

Pending resolution, the temporarily assigned grade of "I" (Incomplete) will continue in place. This "I" grade can only be adjusted by final resolution of the pending case.

#### **Step 2**

Upon review of relevant materials (including all evidence and statements communicated during consultation), if the Senior Vice Provost for Academic Affairs does not deem it necessary to consider further the circumstances of the case, the Senior Vice Provost will notify the student (via certified, return receipt mail), the instructor, the department chair, and

the cognizant academic dean of his or her decision within 20 academic days of receipt of the student's appeal or instructor's recommendation. If the sanctions imposed at this stage include recommendation of university sanctions (as listed in Consultative Resolution Step 2.6), the Senior Vice Provost for Academic Affairs will pursue appropriate steps to implement or seek implementation of such sanction(s).

Alternatively, if the Senior Vice Provost for Academic Affairs deems it necessary to consider further the circumstances of the case, he or she shall convene the Vice Provostal Adjudication Committee within 20 academic days<sup>1</sup> of the date on which the Senior Vice Provost received the request for initiation of Vice Provostal level proceedings.

The Senior Vice Provost shall convey all evidentiary materials to the Vice Provostal Adjudication Committee, the student, and the instructor at the time the notice of the hearing is delivered. The student and the instructor shall be given at least 72 hours notice of the hearing.

At hearing(s), the Vice Provostal Adjudication Committee shall provide sufficient opportunity for both principals to present their positions and shall allow each principal the right to question the presentation(s), written or verbal, of those who contribute information to the committee.

The hearing(s) shall be conducted in a fair and expeditious manner, but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present (under unusual circumstances, if either party is considered to pose a physical threat to the other or to the committee, the chair of the committee may request that either the student or instructor participate by phone) and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless he or she is a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of or advocate for a principal or otherwise address members of the hearing committee.

The technical and formal rules of evidence applicable in a court of law are not controlling, and the committee may hear all relevant and reliable evidence that will contribute to an informed result. The Vice Provostal Adjudication Committee shall only consider evidence presented at hearing(s). Discussion of a student's formerly alleged or documented academic misconduct shall not be admissible as evidence to determine whether the student is responsible for breaching the university's academic integrity code in the current case, although such history may be introduced and considered during the sanctioning phase. Hearings shall be confidential.

The Vice Provostal Adjudication Committee shall provide the Senior Vice Provost for Academic Affairs with a written statement of recommendations and reasons for recommendations within 10 academic days<sup>1</sup> of the final meeting of the committee. Recommendations may include:

- **Findings Overturned.** A finding that no academic dishonesty took place and that no sanctions should be imposed.

- **Findings Sustained.** A finding that academic dishonesty occurred, and the committee is in agreement with the sanction(s) previously imposed or recommended.
- **Finding of Different Sanction.** A finding that academic dishonesty occurred, but that the sanction(s) previously imposed or recommended are inappropriate and that greater or lesser sanction(s) should be imposed.

### **Step 3**

The Senior Vice Provost for Academic Affairs considers the committee's findings and recommendations and renders a final decision. The Senior Vice Provost's decision shall be submitted in writing to the student (via certified, return receipt mail), the instructor, the department chair, and the cognizant academic dean within 10 academic days<sup>1</sup> of receiving the Vice Provostal Adjudication Committee's statement of recommendations.

The Senior Vice Provost shall file the record of the matter consisting of all written communications, all written evidence, an audiotape or other record of the hearing, and statements of recommendations in the confidential file located in and maintained by the Office of the Senior Vice Provost for Academic Affairs. The student shall have access to this file.

### **University Sanctions**

If the sanction(s) imposed at the Vice Provostal level include implementation or recommended implementation of university sanctions (as listed in Consultative Resolution Step 2.6), implementation or recommended implementation of those sanctions shall be initiated within 10 academic days<sup>1</sup> following the Senior Vice Provost's decision in the matter.

### **No Right to Further Appeal**

The decision of the Senior Vice Provost for Academic Affairs is final, and no further appeal is available.

***\*Please note: Academic days are defined as weekdays when classes are in session.***

## **PROGRAM POLICY ON HARRASSMENT AND BULLYING**

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

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

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

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

## **UNIVERSITY INFORMATION TECHNOLOGY POLICIES**

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

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

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

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

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

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

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

## **PROGRAM POLICY ON EXAMINATION PROCEDURES**

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

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

- 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: 716-829-3316.

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

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

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

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

## **OCCUPATIONAL THERAPY PROGRAM INCLEMENT WEATHER POLICY AND PROCEDURES**

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

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

## **OCCUPATIONAL THERAPY PROGRAM RELIGIOUS HOLIDAY POLICY AND PROCEDURES**

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

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

## **OCCUPATIONAL THERAPY 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.html>



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

### **Non-Academic Reasons:**

- 1) Personal Conduct: Behaviors that are clearly not in accordance with University rules and regulations, such as, but not limited to, possessing and/or distributing alcohol or illegal drugs.

- 2) Professional Conduct: Behaviors that are clearly not in accordance with the expected conduct of the professional, such as disruptive and unethical behaviors in academic and clinical settings.
- 3) Patient or Client Safety: Behaviors that compromise patient, client or student safety during any fieldwork experience or site visit.

### **Probation/Dismissal Procedures for Academic Reasons**

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

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

#### **PROBATION**

A student with a GPA of less than 2.8 (undergraduate) or 3.0 (graduate) in any given semester will be placed on probation. Once on probation, the student must maintain the minimum GPA required by their program level (2.8 for undergraduate and 3.0 for graduate) during each remaining semester of the professional program. If in any subsequent semester the student earns less than the minimum GPA required by their program level, 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. The student, the student's OT academic advisor, and the Chair of the AP/PBC will attend the meeting. A plan will be developed at the meeting to assist the student in meeting academic criteria in the remaining program courses.

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

## **DISMISSAL**

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

### **Procedure:**

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

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

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

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

### **Probation/Dismissal Procedures for Non-Academic Reasons (Academic Dishonesty 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.

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**

The office of 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 website at <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. Accessibility Resources collaborates with the entire campus community to provide services in the most integrated setting appropriate to the access needs of the individual.

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

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

Accessibility Resources can be found at 25 Capen Hall, North Campus, (716) 645-2608 or at <http://www.buffalo.edu/accessibility/>

## **ACADEMIC SERVICES**

### **Library Resources**

The University at Buffalo is a premier, research-intensive University, which is the largest and most comprehensive campus in the 64-campus SUNY system. The Health Sciences Library, located on the South Campus, provides services to meet the information needs of the

instructional, research and clinical programs in the Schools of Dental Medicine, Public Health and Health Professions, Medicine and Biomedical Sciences, Nursing, and Pharmacy and is the primary reference library for the occupational therapy program.

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

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

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

### **Computer Resources**

At UB, information technology is used to enhance teaching, support learning, enrich extracurricular experiences, and enable students to conduct business with the university online. To ensure that UB students are able to take advantage of innovative ways of learning, students must have access to a computer when enrolled in the OT program, including during fieldwork, and it is strongly recommended that students have access to mobile technology such as a laptop or tablet to use in the classroom. 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 most buildings. 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 to students enrolled in UB online at: <https://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, collaborate electronically, and communicate with students and faculty via e-mail. Access to student schedules, grades, degree requirements, online registration, and other critical information is provided through UB's web portal, UBLEarns, 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 (for students living in Clement or Goodyear Hall)

### **Writing Assistance**

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

THE CEW offers assistance to students in the following areas:

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

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

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

### **Student Support Services**

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



oriented services, self-enrichment programs, peer mentoring program, and graduate school preparation.

Contact information

<http://cpmc.buffalo.edu/sss/index.php>

UB – 215 Norton Hall

Tel: 716-645-2732, Ext. 13

Email: [Stu-studentssupport@buffalo.edu](mailto:Stu-studentssupport@buffalo.edu)

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

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

## **HEALTH SERVICES**

### **University Health Services**

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

Health Services are located on the South Campus at:

Michael Hall

Box 143077

University at Buffalo

Buffalo, NY 14214-3077

Tel: (716) 829-3316

Fax: (716) 829-2579

Additional information about health services can be found at:

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

### **Medical Insurance**

The University requires all full-time and all international exchange students to have medical insurance coverage. OT students on fieldwork are also required to have health insurance. Students may or may not be covered by their parents' health insurance plan. If a student is not covered they must seek an alternative plan. For information, contact the Student Medical Insurance Office located in 116 Student Union, North Campus (716-645-3036) or visit their website at <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> Students must comply with site requirements for immunizations and health forms for all clinical experiences.

### **Specialty Clinics**

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

### **Counseling Services**

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

120 Richmond Quad

University at Buffalo

Buffalo, NY 14261

Tel: (716) 645-2720

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

### **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.buffalo.edu/studentlife/who-we-are/departments/wellness.html>

**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. Scholarship amounts range from \$150 - \$5,000. The following are some of the scholarships routinely available:

### **The American Occupational Therapy Association E.K. Wise Scholarship**

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

Qualified female applicants must:

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

### **The American Occupational Therapy Foundation (AOTF)**

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

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

### **Jerry Flaschner Humanitarian Spirit Award**

The purpose of this award is to recognize individuals who best exemplify the mission of the Network in Aging of WNY, Inc. Each nominee should have a demonstrated commitment to

promoting respect and improving the quality of life for the Elders of Western New York consistent with the ideals of Jerry Flaschner.

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

<http://www.networkinaging.com/jerry-flaschner-humanitarian-spirit-award>

### **Maureen R. L. Mussenden Scholarship**

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

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

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

### **J. Warren Perry Scholarship**

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

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

### **Kathleen M. Shaffer Memorial Scholarship**

This scholarship is awarded in memory of Kathy Shaffer, a 1987 graduate of the UB occupational therapy department baccalaureate program and senior therapist at Erie County Medical Center. Shaffer’s contributions to UB included course instruction and fieldwork

supervision of students. She is best remembered for her excellent clinical skills and mentoring relationships with students.

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

### **Stonegraber Scholarship Fund**

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

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

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

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

## **PROFESSIONAL AND STUDENT ORGANIZATIONS**

### **American Occupational Therapy Association (AOTA):**

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

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

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

#### *Student Memberships*

To qualify, students must be enrolled currently in an OT or OTA program accredited or granted developing program status by the accreditation Council for Occupational Therapy

(ACOTE®), who have not yet taken the National Board for Certification in Occupational Therapy, Inc. (NBCOT) examination. The only exception is for an occupational therapy assistant who is enrolled in an accredited educational program for occupational therapists. Student members receive standard member benefits plus Special Interest Section benefits and Student Fieldwork listserv specially designed for them.

Information and an online application can be found at:  
<http://www.aota.org/aboutaota/membership/aota4students.aspx>

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

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

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

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

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

### **World Federation of Occupational Therapists (WFOT):**

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

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

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

### **American Occupational Therapy Foundation, Inc. (AOTF):**

A philanthropic organization to administer programs to advance the science of occupational therapy and to increase public knowledge and understanding of the profession by

encouraging the study of occupational therapy through scholarships and fellowships, financing, conducting research, developing professional literature and teaching aids.

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

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

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

### **Graduate Student Association**

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

### **Pi Theta Epsilon**

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

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

### **Alpha Eta**

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



## **AWARDS**

### **University Awards**

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

### **OT Program Awards**

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

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

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

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

## **SPECIAL EVENTS**

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

### **Academic Events**

#### **Commencement and Hooding Ceremonies**

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

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

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

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

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

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

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

### **Social Events**

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