



**UNIVERSITY OF  
NEW ENGLAND**

**University of New England  
Westbrook College of Health Professions  
Occupational Therapy Department**

**MSOT Class of 2026**  
**Graduate Student Handbook**



**University of New England  
Occupational Therapy Department  
716 Stevens Avenue  
Portland, ME 04103  
(207) 221-4100**

**Approved by OT Department: Summer 2024**

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# Occupational Therapy Faculty and Staff Contact Information

**Jennifer Lee Morton, DNP, M.P.H., PHNA-BC**  
Dean  
Westbrook College of Health Professions  
(207) 221-4476  
[jmorton@une.edu](mailto:jmorton@une.edu)

**Kristin Winston, Ph.D., OTR/L, FAOTA**  
Program Director & Associate Professor  
(207) 221-4127  
[kwinston@une.edu](mailto:kwinston@une.edu)

**Caroline Beals, MS, OTR/L**  
Assistant Program Director, Student Engagement  
Assistant Clinical Professor  
Simulation Coordinator  
(207) 221-4209  
[cbeals@une.edu](mailto:cbeals@une.edu)

**Elizabeth Crampsey, Ed.D, MS, OTR/L, BCPR**  
WCHP Associate Dean of Academic Affairs  
Associate Clinical Professor  
(207) 221-4130  
[ecrampsey@une.edu](mailto:ecrampsey@une.edu)

**Jennie Dapice, Ph.D., OTR/L, BCP, C-AAIS**  
Assistant Professor  
(207) 221-4107  
[jdapice@une.edu](mailto:jdapice@une.edu)

**Adam DePrimo, Ph.D., OTR/L**  
Assistant Professor  
(207) 221-4104  
[adeprimo@une.edu](mailto:adeprimo@une.edu)

**Jamie Harmon, MOTR/L, NTP**  
Assistant Clinical Professor  
(207) 221-4103  
[jharmon5@une.edu](mailto:jharmon5@une.edu)

**Matt Jones**  
Clinical Placement Coordinator  
(207) 221-4101  
[mjones34@une.edu](mailto:mjones34@une.edu)

**Carol Lambdin-Pattavina, OTD, MSOT,  
OTR/L, CTP, FAOTA**  
Associate Professor  
(207) 221-4131  
[clambdinpattavina@une.edu](mailto:clambdinpattavina@une.edu)

**Erin McCall, OTD, MSOT, OTR/L**  
Assistant Clinical Professor  
[emccall@une.edu](mailto:emccall@une.edu)

**Elise Ostensson, MS, OTR/L, CSRS**  
Assistant Clinical Professor  
(207) 221-4102  
[eostensson@une.edu](mailto:eostensson@une.edu)

**John Tumiel, MA, OTR/L**  
Vice President for Board Relations  
Senior Advisor to the President  
Chief Compliance Office  
(207) 221-4628  
[jtumiel@une.edu](mailto:jtumiel@une.edu)

**Jessica Walton, MS, OTR/L, BCG, CHHCM**  
Assistant Program Director, Program Assessment  
Assistant Clinical Professor  
Academic Fieldwork Coordinator  
(207) 221-4109  
[jwalton5@une.edu](mailto:jwalton5@une.edu)

**Melissa Walsh**  
Administrative Coordinator  
(207) 221-4100  
[mwalsh18@une.edu](mailto:mwalsh18@une.edu)

***Professor Emeriti***

**Jan Froehlich, M.S., OTR/L**

Professor Emeritus  
[jfroehlich@une.edu](mailto:jfroehlich@une.edu)

**Judith G. Kimball, Ph.D., OTR/L, FAOTA**

Professor Emeritus  
(207) 221-4108  
[jkimball@une.edu](mailto:jkimball@une.edu)

**Kathryn M. Loukas**

Professor Emeritus  
(207) 671-9371  
[kloukas@une.edu](mailto:kloukas@une.edu)

**Nancy MacRae, MS, OTR/L, FAOTA**

Professor Emeritus  
(207) 221-4106  
[nmacrae@une.edu](mailto:nmacrae@une.edu)

**Regi Robnett, Ph.D., OTR/L, FAOTA**

Professor Emeritus  
[rrobnett@une.edu](mailto:rrobnett@une.edu)

## DISCLAIMER

The provisions of this Occupational Therapy Department Student Handbook do not constitute a contract, express or implied, between The University of New England and any applicant, student's family, or faculty or staff member. The University Of New England Department Of Occupational Therapy Department reserves the right to change the policies, procedures, rules, regulations, and information in this handbook at any time. Changes will become effective at the time the proper authorities so determine and the changes will apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to nor does it contain all regulations that relate to students.

## INTRODUCTION

This handbook supplements the [University of New England 2023 Student Handbook](#) and contains all the policies and procedures for occupational therapy (OT) graduate students. The 2024 UNE Student Handbook will be released in the fall and linked on our MSOT SharePoint site. This is a dynamic document. Changes in OT Department policies and/or procedures may be proposed at any time by faculty and/or student to meet ongoing needs. Policies and procedures must be reviewed by the Director and Occupational Therapy Department Policies Committee and submitted to the entire faculty for a majority vote before being adopted.

The OT Program requires that all matriculating students abide by the UNE Policies as defined in the most recent version of the UNE Student Handbook and the [WCHP Graduate Progression Policies](#).

## ACCREDITATION

The Master of Science in Occupational Therapy at UNE was initially accredited in 1985 and has been continuously accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) since that time. Our next accreditation visit will occur in the 2024/2025 academic year. ACOTE is located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number, 301-652-6611 x2042, email is [accred@aota.org](mailto:accred@aota.org) and the web address is [www.acoteonline.org](http://www.acoteonline.org).

# MISSION & VISION

## MISSION OF THE UNIVERSITY

The University of New England prepares students to thrive in a rapidly-changing world and, in so doing, to improve the health of people, communities, and our planet.

## MISSION OF THE WESTBROOK COLLEGE OF HEALTH PROFESSIONS

The Westbrook College of Health Professions educates a dynamic, collaborative workforce responsive to the evolving needs of society, thus advancing the health and well-being of all people.

## MISSION OF THE OCCUPATIONAL THERAPY DEPARTMENT

UNE OT mission is to develop innovative and collaborative OT practitioners and leaders who respond to the dynamic needs of people and communities to support health and wellness through occupational engagement.

## VISION OF THE OCCUPATIONAL THERAPY DEPARTMENT

Our vision is to lead the profession in meeting the society's occupational needs of people, communities and populations by fostering excellence in occupational therapy teaching, scholarship, and service.

## AOTA VISION 2025

*As an inclusive profession, 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.*

### AOTA Vision Pillars:

- **Effective:** Occupational therapy is evidence based, client centered, and cost-effective.
- **Leaders:** Occupational therapy is influential in changing policies, environments, and complex systems.
- **Collaborative:** Occupational therapy excels in working with clients and within systems to produce effective outcomes.
- **Accessible:** Occupational therapy provides culturally responsive and customized services.
- **Equity, Inclusion, and Diversity:** We are intentionally inclusive and equitable and embrace diversity in all its forms.

<https://www.aota.org/AboutAOTA/vision-2025.aspx>

# PHILOSOPHY

## PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

The UNE MSOT program follows a philosophy of the profession as guided by AOTA's Philosophical Base of Occupational Therapy document (AOTA, 2017). This philosophy is integrated throughout the curriculum. Occupations are daily activities that bring meaning to the lives of individuals, families, communities, and populations. Occupational therapists believe that, "All individuals have an innate need and right to engage in meaningful occupations throughout their lives." Occupational participation across the life span supports human development, adaptation, health, and well-being. Occupational engagement occurs within diverse contexts and environments. It is the outcome of the dynamic interaction among factors intrinsic to the individual and the contexts in which the occupation occurs. The focus and outcome of occupational therapy is engagement in meaningful occupations that promote, support, restore and/or maintain the health and wellbeing of individuals, populations, and communities. We acknowledge promote the fact that occupational therapy is both an art and a science engaging both aspects as a part of the human experience.

## REFERENCE:

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045.

## PHILOSOPHY OF TEACHING

The UNE MSOT program is guided and informed by the AOTA Philosophy of Occupational Therapy Education document (2018). We agree with the belief that "the philosophy of occupational therapy education parallels the philosophy of occupational therapy yet remains distinctly concerned with beliefs about knowledge, learning, and teaching" (p. 678). The UNE MSOT program views adult learners as individuals who are internally driven, highly motivated, and bring a sense of self and a readiness to learn to the classroom and community. Furthermore, we honor and celebrate the diverse occupational backgrounds, perspectives, and expertise each UNE MSOT student brings with them to the program and actively encourage the transaction of their lived-experiences with our curriculum objectives. To achieve this philosophy, the UNE MSOT program draws from and designs its curriculum based on adult learning principles. These include: (Knowles et al., 2011):

- Students being invested in instruction and the overall educational process
- Experience, including mistakes, provides the basis for learning activities
- Learning content that is relevant and has immediate impact and relevance
- Learning will help students to be solution oriented and expert problem solvers

Through these principles as well as a philosophical conception of occupation as the focal point of well-being and health, our curriculum design facilitates our students' ability to gain a deep understanding of the occupational needs of individuals, groups, communities, and populations through classroom and experiential opportunities.

UNE MSOT utilizes a variety of learning and assessment measures to aid students in the development of professional and clinical reasoning; critical thinking; cultural humility; and the integration of professional values, theories, evidence, ethics, and therapeutic skills. Using these methods, students will become effective, responsive, reflexive, and compassionate OT practitioners prepared to collaborate with clients and other stakeholders to support individuals, groups, communities and populations. Guided by the central tenet of the transformative power of occupation, students will collaborate with others to achieve goals and aspirations related to

health and well-being for occupational participation and quality of life. Throughout the educational journey from campus to practice, UNE MSOT students will develop their professional identity and understand that life-long learning is required for best practice.

Our program values interprofessional experiences with other health professions and key stakeholders on campus and in the community. Additionally, use of the Simulation Center, case-based integration, experiential learning, community engagement and partnerships, fieldwork experiences, and service learning opportunities across the lifespan will empower students as they build their comprehensive understanding of occupational therapy practice. Learning methods, activities, and assessments are scaffolded throughout the program.

**REFERENCES:**

- American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>
- Knowles, M., Swanson, R. A., & Holton, E. F. (2011). *The Adult Learner, Seventh Edition: The definitive classic in adult education and human resource development* (7th ed.). Elsevier.



# CURRICULUM DESIGN



The curriculum is based upon six themes emanating from an understanding of occupational engagement as the locus for human health and wellbeing. This provides a framework that guides the curriculum. The courses within the curriculum address the Accreditation Council for Occupational Therapy Education (ACOTE, 2018) standards.

These themes include:

- **Leadership and Advocacy:** Students are expected to build skills and demonstrate leadership and advocacy in their practice and within the profession by examining concepts related to access to occupations that facilitate health and wellness.
- **Collaboration:** Students will examine professionalism, inter- and intra-professional practice, and communication with stakeholders to facilitate improved health and wellness across the lifespan and in a variety of contexts to support occupational engagement.
- **Community and Context:** Students will explore how characteristics of community and context support or hinder occupational engagement and participation across coursework. In addition, students will synthesize learning to create programming that reflects the diverse nature of the communities in which they work and live. This theme facilitates UNE OT students' recognition that occupations are inextricably connected to and influenced by the communities and context in which they are performed.
- **Evidence Based Practice and Scholarly Inquiry:** Students access and analyze all levels of evidence in occupation centered practice. Students develop skills to share and utilize knowledge that informs and guides their practice across the lifespan and across the OT Process.
- **Creativity:** Students explore and collaborate with individuals and communities to create solutions to occupational challenges, demonstrate resourcefulness in their developing practice, and find creative strategies that influence health and wellness through occupational engagement.
- **Meaning:** Students explore the nature of meaning and occupation across the lifespan as they implement the occupational therapy process in varying contexts with individuals, groups, populations, and communities. Meaning provides a framework for people to participate and live a fully engaged life.

The curriculum follows a sequence beginning with the exploration of foundational concepts, followed by a focus on mental health, then children and youth, and finally adults and older adults. Course content surrounding each age group allows students to apply knowledge of biopsychosocial dimensions across all abilities and conditions for practice with individuals, families, caregivers, and groups. Level I fieldwork experiences are integrated in the second, third, and fourth semesters in a seminar course and a one week focus on community-based experiences, faculty led experiences, and simulation experiences designed to facilitate knowledge and application of the OT process in mental health settings, settings focusing on children and youth, and settings focusing on adults and older adults. The courses allow students to engage with clients, demonstrate performance, and apply course content for practice. Research and scholarship courses provide students structured opportunities to explore contemporary research and apply evidence-based practice. The curriculum includes numerous inter-professional experiences to prepare students for practice in dynamic environments. At the completion of four academic semesters, students complete two full-time Level II Fieldwork experiences. Students return for a one-week time period prior to graduation for knowledge synthesis and preparation to enter the profession.

# DEPARTMENT CURRICULAR OUTCOMES FOR EACH THEME

Through the transformative power of occupation, UNE OT graduates collaborate with people, communities, and populations to navigate a journey toward improved health and wellness.

Upon completion of the Occupational Therapy Curriculum, the student will demonstrate the following outcomes in alignment with the bolded curricular themes:

## **Leadership & Advocacy**

- Advocate for access to occupations that support improved health and wellness.
- Demonstrate everyday leadership that equips others to navigate the journey to health & wellness through the transformative power of occupation
- Develop as leaders who model the way to health and wellness through the transformative power of occupation

## **Collaboration**

- Effectively demonstrate professionalism to communicate and collaborate in team-based care for client centered practice.
- Cultivate relationships to facilitate improved health and wellness.
- Demonstrate communication that is flexible and responsive to contextual demands.

## **Community & Context**

- Demonstrate the ability to recognize and assess characteristics of community (comprised of individuals, groups, populations that are complex, multifaceted and layered with meaning) and context (factors such as, culture, physical environment, personal interests, rituals, routines, spirituality, roles) to collaboratively find solutions to occupational challenges and to support occupational engagement and participation.
- Value the characteristics of community and context as they influence occupation due to the symbiotic, dynamic, and complex relationship with nature of occupation.
- Support occupational engagement and participation by recognizing and assessing characteristics of communities and contexts.

## **Evidence-based Practice and Scholarly Inquiry**

- Integrate all levels of evidence to create, inform, and support occupation-centered practice encompassing (or throughout) the entire OT process.
- Embrace a culture of scholarly inquiry that addresses gaps in knowledge and promotes best practice and lifelong learning.
- Demonstrate excellence in written and verbal communication to disseminate new ideas, knowledge, and skills that inform and guide practice.

## **Creativity**

- Collaborate with individuals, groups, populations and communities to implement creative solutions to occupational challenges.
- Integrate creative resources and strategies to shape thinking that will move people and communities towards health and wellness through occupational engagement.
- Demonstrate the resourcefulness to keep occupation at the center of academic and practice related learning.

## **Meaning**

- Demonstrate knowledge and understanding of how participation and engagement in occupation creates a sense of meaning and in turn influences health and wellness.
- Demonstrate awareness that meaning is a dynamic changing process that occurs throughout day to day occupations throughout the lifespan.
- Discern meaning as it relates to each individual, population, group, and community.

# CURRICULAR SEQUENCE

## Summer I 2024

OTR 505 - Foundations in OT	3
OTR 520/520L- Functional Movement Analysis and Lab	4
OTR 531 Health Conditions and Occupational Therapy	3
OTR 532 Therapeutic Use of Self and Group Process	3
OTR 502- Occupational Analysis	3
Subtotal	16

## Fall I 2024

OTR 521 - Biopsychosocial Dimensions of Mental Health & Wellness	3
OTR 521L - OT Interventions in Mental Health & Wellness (includes level I fieldwork)	2
OTR 528 Fieldwork Seminar Mental Health	1
OTR 640 Neuro-Occupation	3
OTR 650 Leadership and Advocacy in Delivery Systems	3
OTR 628 - Research Methods & Design	3
Subtotal	15

## Spring I 2025

OTR 621 - Health Care Management & Delivery	3
OTR 611 - Biopsychosocial Dimensions of Children & Youth	3
OTR 611L - OT Interventions w/ Children & Youth (includes level I fieldwork)	2
OTR 610 - Integrative Practice w/Children & Youth	3
OTR 619 - Evidence-Based Research Seminar	3
OTR 605 Fieldwork Seminar Pediatrics	1
Subtotal	15

## Summer II 2025

OTR 527 - Rehabilitation, Disability, and Participation in Adulthood	4
OTR 527L - OT Interventions with Adults	2
OTR 604 Fieldwork Seminar RDP	1
OTR 606 - Occupational Engagement in Communities and Contexts	3
OTR 529 Integrative Practice – Adults	2
OTR 630 Essentials for Practice	3
Subtotal	15

## Fall II 2025

OTR 601 Level II Fieldwork - 6 credits

## Spring II 2026

OTR 602 Level II Fieldwork – 6 credits

# CLINICAL EDUCATION (FIELDWORK EXPERIENCE)

Please refer to the Fieldwork Manual (located on Brightspace) for complete information regarding clinical education.

## **Policies and Procedures**

The process, policies, and procedures regarding level I and level II fieldwork are outlined in the Fieldwork Manual. Students are expected to be familiar with the procedures.

## **Philosophy**

Through fieldwork experiences students integrate knowledge from the classroom into clinical practice and develop a professional identity. Students participate in a variety of fieldwork experiences emphasizing practice with clients who have physical and/or psychological client factors. **Level I** fieldwork experiences are integrated into the coursework each semester and strengthen the students' abilities for practice. Students gain experience in working with clients who have psychosocial and/or physical challenges. They work with older adults, adults, and children. Additional Level I experiences are integrated in numerous community service learning projects, allowing students to further integrate knowledge. **Level II** fieldwork experiences are full time experiences that allow students to apply academic knowledge in practice-based settings and work with clients across the lifespan. These experiences provide students with close mentoring and supervision by a registered and licensed occupational therapist with at least one-year experience.

## **Level I Fieldwork**

Level I fieldwork experiences occur concurrently with academic coursework and are designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Level I FW will take place through various platforms which could include, simulated environments, standardized patients, faculty led site visits, or onsite experiences. Students may be supervised by OT practitioners, faculty, or other professionals. Completion of Level I FW rotations is necessary to progress in the program.

## **Level II Fieldwork**

Level II fieldwork experiences occur at the completion of the first year of didactic coursework and are designed to develop competent, entry-level practitioners. Students engage in two full-time 12-week clinical rotations (Fall 2025; Spring 2026). One fieldwork experience will be in a rehabilitation, disability and participation (RDP) area unless otherwise approved by the academic fieldwork coordinator (AFWC); the other experience may be children and youth, mental health, hand therapy, or an additional but distinctly different RDP setting.

During Level II fieldwork, students are supervised by an occupational therapist (licensed and practicing for at least 1 year). Students are exposed to clients with a variety of diagnoses and practice areas.

Students must satisfactorily complete all required academic courses to enroll in Level II Fieldwork (OTR 601, OTR 602). Level II fieldwork must be completed within 18 months of completion of the coursework portion of the curriculum.

Students may need to travel for the level II fieldwork experience. The student is responsible for transportation, housing, personal liability insurance (college plan), health insurance, completion of all documentation required at the University, and ethical/personal conduct. Students traveling for fieldwork may wish to discuss costs with financial aid as a part of loan planning.

## TECHNICAL STANDARDS

The following abilities and skills are necessary to engage in the Occupational Therapy Department at the University of New England:

- **Cognitive abilities** to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments for planning and implementing effective occupation-based interventions.
- **Critical thinking and judgment** that promotes safety, optimal occupational performance, remediation, and adaptation.
- **Time management and organizational skills** to meet demands of classroom and practice environment.
- **Interpersonal skills** that include participating in classroom discussion, conducting interviews, observing body language, listening, responding, collaborative goal setting, and developing intentional relationships.
- **Evaluation of performance of self and others** and making adjustments in behavior or promoting behavioral change in others to enhance occupational performance.
- **Communication skills** to develop positive client relationships, complete written documentation consistent with OT practice, and participate as a health care team member.
- **Physical abilities** to perform physical examinations, such as balance, range of motion, and strength, and to accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.
- **Emotional stability** to handle the demands of a practice environment. This includes acting in a professional manner, being dependable, meeting commitments, and being forthcoming about one's own needs.
- Ability to maintain **personal appearance and hygiene** conducive to working in clinical and community settings.

# MSOT ADVISING AND STUDENT STATUS

## ADVISING

MSOT Students are expected to meet individually with their advisor a minimum of one time each semester, and optional group advising is offered once a semester. Advisors and students will complete the Technical Standards Advising Form during the first semester of the MSOT Program. This form will be reviewed each semester thereafter. Advisors are available for additional advising as needed. Advising sessions are an excellent opportunity for students to be mentored by faculty, to develop goals as occupational therapy students, to share their successes and challenges, and to receive academic and professional guidance.

## ENHANCED ADVISING

Support for both academic and professional behavior concerns is generally handled at the advising level and may involve additional faculty as needed. Enhanced advising is offered when students need regular meetings with their advisor to meet technical and academic standards. Students may be referred to the SDC for additional skill support when any of the following conditions apply:

- student is not meeting two or more technical standards (see technical standards above)
- student is not meeting academic standards in one or more classes
- faculty determines a professional development plan (PDP) is needed
- faculty is not noting progress in a specific technical or academic standard
- faculty notes problems in a technical or academic standard for more than one semester
- faculty notes repetitive problems in meeting technical or academic standards

## STUDENT DEVELOPMENT COMMITTEE

The purpose of the SDC is to provide additional support to students who are not meeting academic or technical standards. The SDC is made up of faculty members that support student education and learning while upholding the integrity of the MSOT program. The SDC typically meets at the mid- and endpoint of each semester and as needed.

Once a student is referred to the SDC, the SDC will discuss the student's situation and determine if the student needs to meet with the SDC. If so, the student will receive an email from the Chair of the SDC outlining the reasons and associated technical standard, and/or Ethical Principle/Standard of Conduct that require development. There may be instances where a student is asked to meet with the SDC and the SDC recommends enhanced advising rather than skill support or probationary status. When warranted, the student will be asked to complete a draft of a PDP using the department's PDP Template and Instructions. The SDC will meet with the student to review their situation and work with the student in refining their PDP. After meeting with the SDC, a student is required to resubmit their PDP to the SDC within 48 hours. Once the professional development plan is approved by the SDC, the SDC will recommend student status of *skill support* or *probation* to the Program Director. The Program Director will issue a letter to the student regarding their status and also outlining expectations the student. Once a student is on a professional development plan, the SDC may be recommend a return to *skill support* or *good standing* as appropriate.



### *Good Standing*

Good standing requires that students receive a 3.0 cumulative and per semester GPA and meet all departmental Technical Standards. Students are evaluated for both academic and technical standards by faculty on an ongoing basis and at mid and end point of each semester.

### *Skill Support Status*

Skill support status requires that the student professional development plan is approved by the SDC. Students will meet with the SDC to report on progress a minimum of mid-term and the conclusion of the semester. If the student does not meet the agreed upon plan in the identified time frame, they will be placed on probationary status.

### *Probationary Status*

Probationary status requires that the student develop a professional development plan that is approved by the SDC. For students currently on probation, collaborative meetings with the SDC are required to revisit the established professional development plan to clarify expectations. The student will meet with their advisor and the SDC to report on progress.

## **POLICIES, PROCEDURES, AND CODE OF ETHICS**

The Department of Occupational Therapy, the Westbrook College of Health Professions (WCHP), and the University of New England are committed to offering a quality occupational therapy education program that complies with the evaluative criteria of the Accreditation Council of Occupational Therapy Educational (ACOTE). The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of occupational therapy.

Please refer to the [WCHP Graduate Progression Policies](#) and the [UNE Student Handbook](#) for detailed description of academic standards and for further information about professional conduct.

Information on Academic Misconduct Policies, Procedures, and Progression Appeals for Students Section H of the Spring 2023 UNE Student Handbook can be found on pages 59-61.

If a decision is made by the MSOT Student Development Committee and upheld by the Program Director regarding a change in academic progression (Dismissal or Deceleration), students should follow procedures on page 60. If a student wishes to appeal a decision regarding academic progression they must do so by submitting an academic appeal to the WCHP Dean's office within 7 business days of being notified of the change in academic progression. Full details of the process can be found in the UNE Student Handbook (see link above). Please contact [Student Affairs](#) on the Portland Campus for more information about this process.

## **ATTENDANCE AND PARTICIPATION**

As members of a graduate professional education program, the OT Department expects students to model professional behaviors through attendance and active participation in all scheduled course activities. This expectation is in alignment with our departmental professionalism statement shown below. We have developed an ACOTE accredited curriculum including specific content for each course. Any missed content is the student's responsibility to ensure course competency is met.

Students are expected to plan for appointments, time off, family celebrations around their course schedule.

- Students are responsible for notifying faculty, in writing, in advance of missed coursework and are responsible for making arrangements to make up missed material. Absences resulting in missed graded in-class activities (e.g. presentations, facilitated discussions, journal club) may be subject to point deductions based on course assignment and/or grading rubrics, as per the late assignment policy.
- Faculty may require students to complete additional work to ensure the student has acquired the necessary course content if any part of a class is missed.
- If course participation is factored into a course grade, absences may result in an overall lower grade.
- Faculty recognize that absences may occur for major unplanned events (e.g. death in the family, emergency health conditions, mandatory military service commitment) as such will work with course faculty to determine how to make up missed work.
- If a student experiences a situation requiring an extended absence, they must contact the Program Director to establish a plan of action.
- Faculty should be notified in advance in the case of illness. Absence and make up work will be handled on a case by case basis.
- Students in good standing who have the opportunity to attend AOTA/MEOTA or related professional events are expected to collaborate with faculty on a plan to make up missed work. If travel is necessary, one missed day before and after the published conference dates is permitted.
- Students who are consistently late or absent for class, including lab practicals or examinations, may be referred to their advisor and/or the Student Development Committee (SDC) and are subject to delayed progression or program dismissal due to inability to achieve ACOTE standards and content competency

## **PROFESSIONALISM AND PROFESSIONAL COMMUNICATION**

### **PROFESSIONALISM**

*“Professionalism in occupational therapy practice is a dynamic sophistication, exemplified by a combination of an individual’s personal skill set, knowledge, behaviors, and attitudes, and the adoption of the moral and ethical values of the profession and society.” (Deluliis, 2017).*

As your sense of belonging to the occupational therapy community builds, you will engage in ways of being and doing that will enable you to become the practitioner you strive to be. As a reflection of the moral and ethical values of the profession, the UNE OT Department views professionalism as embodying the ways of being and doing that are associated with inclusion, humility, engagement, preparedness, responsiveness, humanity, and curiosity. Below is a list of what these constructs might look like in your everyday life as a student and ultimately as a practitioner. This is not an exhaustive list but one that will serve as a guide as you navigate this

program and beyond. Each operational definition has associated values that come directly from the AOTA Code of Ethics document as well as several suggested by Peloquin (2007) to support you in making the link between your professional development and the moral and ethical values of the profession. You will also be introduced to the Technical Standards document by your faculty advisor. Both the technical standards and these professional constructs are intended to support your professional development and will be reviewed with you every semester.

Code of Ethics: Altruism, Equality, Freedom, Justice, Dignity, Truth, Prudence

Peloquin Constructs (2007): Courage, Imagination, Resilience, Integrity, and Mindfulness

<b>Professional Construct</b>	<b>Operational Definition</b>	<b>Links to AOTA Code of Ethics &amp; Peloquin</b>
Engagement	<p>Being an active contributor to the learning process including but not limited to:</p> <ul style="list-style-type: none"> <li>● initiating participation in class discussions and activities</li> <li>● demonstrating a willingness to take risks in the educational process by asking questions</li> <li>● deepening knowledge by learning from faculty and peers, and clients</li> <li>● sustaining participation for the duration of the learning activity</li> <li>● taking steps to further your understanding and relationship to the course content and overall understanding of the role of OT across all settings</li> <li>● taking the initiative to monitor your academic progress (regularly monitoring grades in the grade book)</li> </ul>	<p>Courage Altruism  Freedom  Imagination  Resilience  Mindfulness</p>
Humility	<p>Demonstrates an openness to learn, invites growth, welcomes feedback, and recognizes that we all simultaneously embody strengths that can be honored and areas for improvement that can be addressed.</p>	<p>Courage  Resilience  Integrity  Truth</p>
Inclusion	<p>Engages in practices and language in the classroom and during all OT-related activities that seek to provide equal access to those who otherwise might be excluded or marginalized.</p>	<p>Equality  Justice  Dignity  Prudence  Courage</p>

<p>Preparedness</p>	<p>Engages in practices that enable the student to meet the demands of the learning environment both in and out of the classroom including but not limited to:</p> <ul style="list-style-type: none"> <li>● engaging with all assigned learning activities (readings, videos, podcasts, etc.) before the learning activity begins</li> <li>● having learning materials available (books, worksheets, etc.) during all learning activities</li> <li>● having all assignments completed and submitted on time (graded/ungraded formative assignments, summative assignments, skills checks, and practical exams).</li> </ul>	<p>Truth Prudence Integrity</p>
<p>Responsiveness</p>	<p>Enhances communication with peers and faculty by engaging in the following practices:</p> <ul style="list-style-type: none"> <li>● Checking email regularly (see page ____ in the MSOT Student Handbook for specific email protocol).</li> <li>● Taking the initiative to reach out with any academic concerns or other concerns that might impact your academic experience/success.</li> </ul>	<p>Freedom Integrity</p>
<p>Humanity</p>	<p>Recognition that we (faculty, peers, clients) are human, have feelings, make mistakes, and have the capacity to learn and grow. Words that we embrace in the UNE OT Department and that reflect our collective humanity include but are not limited to:</p> <ul style="list-style-type: none"> <li>● respect</li> <li>● integrity</li> <li>● honesty</li> <li>● authenticity</li> <li>● ethical</li> <li>● compassionate</li> <li>● forgiving</li> </ul>	<p>Truth Dignity Altruism Prudence Equality Freedom</p>
<p>Curiosity</p>	<p>Occupational therapy practice begins with and is sustained by curiosity. Wondering about the lived experience of others and ourselves, wondering about the nature of how things work, wondering about the relationships between people, their environments, and occupations are the cornerstones of informed and effective practice. These ‘wonderings’ form the basis of both the art of what we do as well as the science of what we do in terms of engagement in research and evidence-based practice. Curiosity sustains our practice and promotes lifelong learning.</p>	<p>Imagination Courage Freedom Resilience</p>

## **PROFESSIONAL COMMUNICATION**

As a program, the MSOT department seeks to utilize gender neutral language in all communication to create a more inclusive community. Students are responsible for conducting themselves professionally, including written and verbal communication to all University employees, students, and community members while on campus and during fieldwork. Professional communication extends to prompt attention to any UNE-related email requiring a response. Students are expected to use their **@une.edu email addresses** for all of their University related correspondences and communications and to closely monitor this account for incoming messages and notifications. It is recommended that students check email daily. It is the expectation that a response will be generated to such an email within 48-hours, including while on fieldwork. Unprofessional communication or behavior will result in referral by the relevant party to the advisor and/or the Student Development Committee for a review of professional behavior and recommendations for appropriate action.

## **STUDENT ACCESS CENTER**

The [Student Access Center](#) works to ensure that the University promotes respect for individual differences and that no person who meets the academic and technical standards needed for admission and continued enrollment at UNE is denied benefits or subjected to discrimination due to a disability. Toward this end, and in conjunction with federal and state laws, the University provides reasonable accommodations for qualified students.

## **STUDENT ACADEMIC SUCCESS CENTER (SASC)**

Students are strongly encouraged to make full use of the services of the [Student Academic Success Center](#) to support learning and academic success.

## **LATE ASSIGNMENT POLICY:**

Students are responsible for ensuring the correct assignment/document is submitted to Brightspace before the due date/time to ensure the assignment is completed and time-stamped accurately.

Late submissions of assignments do not align with the department's technical standards related to time management and organizational skills. Timely submission of assignments conveys a readiness for professional roles and responsibilities in the classroom and future clinical practice. If an assignment is submitted late, students are allowed ONE opportunity in each course to submit a late assignment within 24 business hours of the due date, with the understanding that they will only receive a maximum score of up to 50% of the available points on the assignment. For example, if the missed due date is Friday at 5 pm, late assignments will be accepted until Monday at 5 pm. It is the responsibility of the student and not the faculty to be aware of deadlines and late/missing assignments. Any assignments turned in after 24 business hours from the original deadline will not be accepted and will receive a "0". Any subsequent late assignments will automatically receive a score of zero. Students are expected to communicate any extenuating circumstances (illness, emergency, family circumstance, etc.) that may impact the timely submission of assignments in advance of the due date. Those situations will be handled on a case-by-case basis. Technical difficulties (i.e. computer updates/crashes) that are not associated with a UNE-wide outage or technical challenge do not constitute an extenuating.

## REMEDIATION POLICY:

As per WCHP academic progression policies, all students must achieve an 80% or better in all coursework, as well as a cumulative and term GPA at or above a 3.0.

Students are responsible for monitoring their gradebook in Brightspace, and initiating communication with faculty when assessments and/or overall course grade fall below an 80%. All courses within the UNE MSOT curriculum will adhere to the following remediation policy. Faculty in each course will be identifying individual assignments as the following types of assessments:

1. **Formative:** Any assignment (graded or ungraded) intended to monitor student learning and provide ongoing feedback to improve understanding of concepts addressed within a course.
2. **Summative:** Any assignment intended to assess knowledge and learning across multiple concepts within a course (e.g. midterm/final exam, cumulative project or paper)
3. **Skills Check:** Any assignment intended to assess competency of a specific OT practice-related skill required for entry-level practice.
4. **Practical Examination:** Any assignment intended to assess integration of multiple OT practice skills, as they related to the OT process.

If a student does not meet 80% or better on **ANY** of the above types of assessments, the following steps will occur:

1. **Formative Assessments:** Grade earned stands. Faculty may request that the student repeat the same assignment until competency is achieved, however no grade change will occur.
2. **Summative Assessments:**
  - Student is required to repeat a summative assessment (details of which are within the purview of faculty) and achieve competency (80% or higher). Students are allowed one attempt. The due date/time will be determined by the faculty.
  - Student will be re-graded with a maximum score of 80% counting towards the final grade. For example, if the score is 100% on the second attempt, the final score is 80. If the score is 90%, the final score is 70.
  - If competency is not met on repeat attempts, the SDC referral will be made to determine the course of action.

### **Skills Checks:**

<b>Attempts Required</b>	<b>Points earned</b>
Achieve competency on the first attempt	Full points
Achieve competency on the second attempt	80% of available points

Achieve competency on the third attempt	70% of available points
If unable to achieve competency after three attempts	Referral to SDC

\*any additional attempts must be completed within 2 weeks of the initial attempt

**Practical Examination:**

Achieve competency on the first attempt	Student receives a grade that is above 80% (the grade earned)
Student scores below 80% on first attempt	Students must repeat the practical exam and achieve a score of 80% or higher within 2 weeks of the first attempt. The student will be re-graded with a maximum score of 80% counting towards final grade.  *students and faculty are highly encouraged to meet and review any available feedback to integrate into the second attempt.
Student scores below competency on the second attempt	The student is referred to SDC, no third attempt is permitted.

**ARTIFICIAL INTELLIGENCE USE IN COURSES POLICY:**

In the Occupational Therapy Department, each course instructor will indicate how and if the use of AI will be allowed in assignments. The following link is to the UNE Library Guideline to AI Use, including cautions and citation statements <https://library.une.edu/research-help/evaluating-sources/generative-ai/>

**OT DEPARTMENT TESTING POLICY AND PROCEDURE**

**Exam Rules and Guidelines for MSOT Students to ensure test integrity:**

- Please plan to use the restroom prior to testing beginning. If an emergency arises the faculty or proctor in the testing room will determine how to proceed.
- When choosing a seat, please spread out in the room as much as possible.
- Faculty will determine where to put your backpacks, coats, and other materials as they will not be allowed at your desk or table space.



- No phones, watches, or large jewelry will be allowed for quizzes and exams.
- Dress warmly, no coats can be worn during quizzes and exams.
- Only water bottles and a pen or pencil are allowed on the desk, unless otherwise specified by the faculty or instructor.
- If you have questions during a written or electronic test, raise your hand and the faculty or proctor will come to you. Faculty will confirm the procedure for questions in each individual course.
- Refrain from talking until outside of the test space. Even in the hall outside of the classroom, your voices can easily disturb those who are still taking a test.
- Following the test, do not share test questions, answers, or topics with those who have not yet taken the test.
- Please wait 24 hours after receiving a test grade to contact the relevant faculty member. Initial contact needs to be in writing (e-mail), outlining your concerns and offering recommendations for resolution.
- Students are expected to adhere to the OT Code of Ethics and UNE/WCHP policies regarding academic integrity for all course assessments and activities.

### **LEAVE OF ABSENCE (LOA)**

A LOA can be recommended by the Student Development Committee or be initiated as a student request. Students who desire to request a Leave of Absence are encouraged to begin the process with a discussion with their Academic Advisor and the MSOT Program Director (PD). If a decision is made to proceed, a petition is completed by the student, signed by the Advisor, and submitted to the PD, who has final approval. Leaves of absence can be requested for academic, medical, or other personal reasons, and are typically granted for a period not to exceed one year. The petition form is available at: [Leave of Absence Form \(pdf\)](#).

### **WITHDRAWAL**

Students wishing to withdraw for any circumstance must complete the required University Withdrawal Form. Official withdrawal also requires approval by the Program Director. Prior to moving forward with a withdrawal please make an appointment to meet with the MSOT Program Director.

### **APPEALS, GRIEVANCES, AND COMPLAINTS OTHER THAN ACADEMIC PROGRESSION**

Occasionally, a student may have a grievance or complaint. A student grievance with a faculty member should be addressed first directly with the faculty member. If a student is not satisfied following this step, the student may request a review by contacting the Program Director. The director has the discretion to address the concern directly or to form a grievance committee. Questions about procedural options should be directed to the Program Director.

Grievances or complaints about other aspects of the program may be brought to a faculty member or the Program Director by an individual student or through student class representatives. If this does not successfully resolve the concern, a single student or a group of students may bring their complaint or grievance to the College Dean or other relevant administrative unit as per the guidelines in the [UNE Student Handbook](#).

# ADDITIONAL OCCUPATIONAL THERAPY

## DEPARTMENTAL INFORMATION

### PROFESSIONAL SALUTATIONS

Students should address faculty, guests, and colleagues in a professional manner, given the specific setting and situation. Each core faculty member of the department will make it clear in their class how they expect to be addressed (e.g. by degree, first name, etc.). All adjunct faculty and guest lecturers shall be addressed in a professional manner (e.g. Dr., Professor) at all times, unless otherwise set by the course coordinator.

Again, please refer to both the UNE student handbook and WCHP's Graduate Program Progression Policies for matters related to communication and professional behavior:

[University of New England Student Handbook](#)  
[WCHP Progression Policies](#)

### STUDENT FILES AND PERSONAL IDENTIFIABLE INFORMATION

It is the policy of the Department faculty and staff to ensure the confidentiality of student records and personal identifiable information. A file for each enrolled student is kept on a secure password protected server on the UNE web server. Faculty are responsible for ensuring that a copy of any correspondence, letters, written communication, etc. to the student or regarding student performance be placed in the electronic student file. All faculty and staff are responsible for ensuring that all files on student advisees and other confidential materials are stored in secure electronic and/or hard copy files congruent with University and federal/state policies (e.g. the Family Educational Rights and Privacy Act [FERPA]). To further protect the confidentiality of files housed in the Department, the main office will be locked when no one is present. Other personal identifiable information, including but not limited to: University email addresses, contact information, username and password accounts used in University online programs such as Brightspace and U-Online, is also protected congruent with University and federal/state policies (e.g. FERPA).

### PROFESSIONAL WRITING

All MSOT writing assignments will be done in the most recent edition of APA format and clinical writing according to AOTA professional standards unless otherwise indicated by course faculty. **It is the student's responsibility to learn and use APA style writing.**

#### Authorship Guidelines

The UNE OT department provides students opportunities to work with faculty on research and scholarship. Before initiating joint scholarship and research activities, the faculty member and student should have a clear understanding of how authorship credit on any papers or presentations that arise from their work will be determined. The procedures for credit, the order of authors' names, and the acknowledgement footnotes may vary.

Decisions regarding authorship must be mutually agreeable and outlined in a letter of agreement (Appendix 2). If the expectations are not agreeable, student or faculty should decline collaboration. When roles and expectations change over the course of collaboration, the authorship should be discussed again and changed if necessary. The following guidelines are recommended for determining order of authorship:

#### First author

The first author assumes the primary responsibility for all aspects of the paper and its submission to IRB (if applicable). The first author plays a leadership role in developing the study's design,

organizing and conducting the statistical analysis, interpreting the results, and writing large parts of the work.

### **Second author**

Unless indicated otherwise, the second author contributes substantially to all aspects of the paper, contributes to data collection and analysis, interpretation of the results, and writes a large part of the work. In group projects, the primary author may be followed by the alphabetical listing of “second” authors.

### **Other authors**

Other contributions such as designing or building instruments, collecting or entering data, or writing computer programs, assisting with writing parts of the paper, may in combination also justify authorship.

Research that has not been submitted for publication and/or presentation by the end of the academic year following graduation become the property of the faculty research advisor. With the student’s permission, the student’s name will remain as authors despite the change in circumstance. Papers developed as class work, but not part of a group research project, are the academic property of that student. The UNE faculty member assumes the primary responsibility for all correspondence to and from IRB or other agencies.

## **DRESS CODE**

Clothing can be a personal expression and can be context dependent, the following is a guide for dress code for the department. Our intention is not to limit or stifle your personal choices.

Graduate students are representing the OT profession and program/University and are therefore expected to dress professionally for all classroom, laboratory experiences, and clinical experiences. “Workplace casual” tends to be a helpful guide. This includes:

- Neat and clean clothing, sneakers, shoes
- Closed-toed shoes and socks for laboratory or practice activities for safety
- Sandals allowed, exceptions include lab, clinical rotations, and in community experiences
- Short sleeve, long-sleeve, or sleeveless tops (no tank tops unless instructed to do so)
- T-shirts and sweatshirts should have positive language or logos, be long enough to cover your trunk when reaching and bending, and have no rips or tears.
- Pants (including jeans and scrub pants) in good shape (no holes or faded) and capri-length pants are fine, no sweatpants. Leggings or yoga pants may be worn with longer tops to accommodate the need to move in a variety of positions.
- Shorts and skirts may be worn in class and labs (no bike shorts alone, or short shorts), but due to the nature of class and labs there may be times where you will want to be comfortable to move in a variety of positions.
- Jewelry and piercings may be worn in class but may need to be removed for classroom activities, lab activities, or classroom experiences for safety or health reasons
- Students may dress comfortably for laboratory experiences so that they may move around easily. This includes wearing scrub pants, scrub tops or OT/UNE t-shirts for labs.

For clinical and community experiences, please be prepared to follow facility-specific requirements as they pertain to dress. Please be advised that many clinical facilities have policies regarding dress codes that must be followed. For special events, presentations, community outings, level I & II clinical rotations, SIM Center, and the like, professional dress expectations should guide clothing choices. Please also plan to wear your nametag as you will be representing the communities of UNE and the OT department.

Faculty and staff may provide feedback to support your development and to help meet expectations. Students who continue to require feedback may receive a warning or be asked to leave the classroom or community event and may be referred to their advisor and/or the Student Development Committee.

If students need clothing or financial support to purchase clothing that will meet the requirements of the program, we invite you to seek assistance from Graduate and Professional Student Affairs in Proctor Hall 2.

### **OFFICE ASSISTANCE AND EQUIPMENT USE**

The Occupational Therapy department has administrative support personnel to support the daily operations of the MSOT program, located in the Occupational Therapy Department Office in Proctor Hall, Room 320. Student requests for office supplies or assistance, including duplication of materials for class presentations or in-services, must be submitted to the course instructor for approval before submitting to an administrative support personnel. Photocopiers are located in the library for students' personal use.

### **EQUIPMENT AND USE OF THE OT LAB**

The OT Lab may be available at times when regularly scheduled classes are not in session for study and practice as arranged with course faculty and department staff. Students are expected to clean up the lab space after use to include: 1) Placing used linens in the laundry basket or other receptacle as provided; 2) Returning equipment to the appropriate storage location; 3) Ensuring that the room has been straightened up, windows closed, and that the laboratory door is locked when exiting the room.

In order to promote a safe and positive learning environment, it is expected that OT students will engage in safe and professional behavior during all use of the OT Lab and other classroom space. Students may only use department equipment for practice after the equipment has been taught and reviewed in class. Students are not to use any equipment or practice any techniques that have not yet been taught and reviewed in class. Practice is only allowed with faculty and other occupational therapy students who have also been trained in the use of the equipment. If equipment is broken or damaged, please notify course faculty and/or the Occupational Therapy Staff Assistant.

# TECHNOLOGY REQUIREMENTS

All students are required to have their own laptop computers or a similar device (e.g. tablet) with the capability of accessing Brightspace, or similar on-line classroom programming, and high-speed Internet service.

## Minimum Requirements:

Operating system: Windows 10, Mac OSX 10.11, or newer

Processor: Core i5 or better

Memory: at least 4GB of RAM

## Recommended:

Drive: A solid state drive (minimum of 128GB)

Memory: 8GB of RAM

Vendor provided warranty (i.e. AppleCare, Dell Recommend)

Extra laptop battery charger (some rooms have limited outlets)

## **ASSOCIATIONS & SCHOLARSHIPS**

### **AMERICAN OCCUPATIONAL THERAPY ASSOCIATION**

The Department of Occupational Therapy encourages student membership in the American Occupational Therapy Association (AOTA). Support for membership fees can be accessed through the Graduate and Professional Student Association.

The department views AOTA membership as a professional responsibility. Students receive discounts on AOTA books and conferences. Students who are members have direct access to the American Journal of Occupational Therapy, the British Journal of Occupational Therapy, and the Canadian Journal of Occupational Therapy as well as OT Practice magazine.

AOTA holds a national conference in March/April each year. Students are encouraged to attend and/or present with faculty. AOTA holds an annual student summit in the Fall. These events are excellent ways to network with other peers and professionals.

### **STATE OF MAINE OCCUPATIONAL THERAPY ASSOCIATION OR YOUR HOME STATE ASSOCIATION**

We recommend students become members of Maine OT Association (MEOTA) or their own state association.

### **UNE STUDENT OT ASSOCIATION (UNESOTA)**

Membership in the UNE Student Occupational Therapy Association (UNESOTA) is also recommended. Students in UNESOTA plan community activities, support occupational therapy at the University and support travel to conferences. This student run organization provides leadership opportunities for students.

### **PI THETA EPSILON, ALPHA PSI CHAPTER**

The University of New England OT Alpha Psi Chapter is part of the National OT Honor Society. Students in the top 35% of their class receive letters inviting them to join in the Spring semester. The chapter engages in projects to promote scholarship and advocacy. Three hundred sixty one students have been inducted into the Alpha Psi Chapter which was founded in 1993 by Nancy MacRae, MS, OTR/L, FAOTA, Professor Emeritus. National scholarships are available to members.

### **SCHOLARSHIPS**

The OT Department offers a few small unique scholarships to our students. Opportunities for application for scholarships will be shared with students as the scholarships become available. Scholarships are also offered through the American Occupational Therapy Foundation (AOTF), State Occupational Therapy Associations and other organizations related to health care.

## **WCHP DEAN AND OT DEPARTMENTAL CONFERENCE FUNDS**

Students who are presenting at a conference may apply for funds from the WCHP Dean's Office and OT Department to help cover some of the costs of travel and registration.

### **CRITERIA FOR STUDENT FUNDING:**

- Students in good academic standing (undergraduate or graduate) at the time of submission of the funding application AND at the time of the conference or presentation are eligible to apply for departmental and college funding.
- Students must have had an abstract accepted for either an oral or poster presentation or have been selected for a student appointment to a position within a professional organization. Students are encouraged to apply for funding as early as possible.
- Must be a local, regional, national, or international conference.
- Indicate other sources of funding that have been applied for:
  - Student Government Association
  - Office of Sponsored Research
  - Department
  - IPEC mini-grant

### **DEPARTMENTAL AND COLLEGE FUNDING SUPPORT:**

- Conference fees
- Travel
- Food

### **PROCESS:**

- The student is responsible for completing and submitting an Approval to Travel form and the Funding Application form to their department along with documentation supporting their acceptance to present or statement of appointment to a professional organization position. This submission must be made at least two weeks in advance of their travel.
- If approved at the department level it can be forwarded to the WCHP Dean's office for additional consideration for financial support.

### **FUNDING REIMBURSEMENT:**

After returning from the conference, the student must:

- Provide proof of attendance.
- Adhered to program's professional standards.
- Submit a Travel Expense Voucher form with a copy of all receipts to the department for reimbursement.

Please note that funding availability can vary from year to year based on departmental and college budgets. The act of submitting an application does not guarantee funding.

- If funding is approved, the department may provide up to but not more than 25% of the cost of travel.
- If funding is approved, the WCHP Dean's Office may provide up to but not more than 25% of the cost of travel.

# ACCREDITATION, CERTIFICATIONS, & LICENSURE

## **ACOTE®: ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION**

The mission of the Accreditation Council for Occupational Therapy Education ensures quality occupational therapy education by developing accreditation standards and verifying implementation to support the preparation of competent occupational therapists and occupational therapy assistants (ACOTE®, 2022)

UNE MSOT program was most recently accredited in 2014/2015 with a 10-year accreditation. We will have an onsite reaccreditation visit in the 2024/2025 academic year. ACOTE contact information is as follows:

7501 Wisconsin Avenue, Suite 510E

Bethesda, MD 20814

301-652-6611 [accred@aota.org](mailto:accred@aota.org)

## **NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY**

Occupational therapy students must pass the NBCOT examination to practice as an occupational therapist. A felony conviction or criminal background history may affect a student's eligibility for certification and credentialing. Please refer to the NBCOT website to determine eligibility.

NBCOT, Inc.

One Bank Street, Suite 300

Gaithersburg, MD 20878

The phone number is (301) 990 - 7979 [Info@nbcot.org](mailto:Info@nbcot.org) Website: [NBCOT](http://NBCOT)

## **APPLICATION FOR NBCOT NATIONAL CERTIFICATION EXAMINATION**

The National Board Certification in Occupational Therapy (NBCOT) certification examination is offered to graduates via computer and is scheduled "on-demand" at various testing centers across the USA. It is the student's responsibility to apply for the exam in a timely manner and to notify the testing service if they do not receive information. The student is responsible for all fees and required documentation. Students are required to submit official college transcripts for application to the exam.

Felony convictions, professional licensure revocation and/or other convictions of negligence, malpractice, recklessness or willful or intentional misconduct may affect a candidate's ability to sit for the NBCOT national certification exam. Eligibility to take the National Board of Certification Exam: If you have a felony conviction or record containing illegal, unethical or incompetent behaviors, the ability to obtain certification or licensure to practice OT may be jeopardized.

## **APPLICATION FOR STATE LICENSURE**

Occupational therapy practitioners must apply for licensure to practice in a given state. State Licensure Board's vary in their requirements but most require certification examination results and professional references. It is the student's responsibility to investigate the specific requirements of the state. If reference letters must accompany licensure application, the student should discuss this with individual faculty members. Felony convictions, professional licensure revocation, and/or other convictions of negligence, malpractice, recklessness or willful or intentional misconduct may affect a candidate's ability to obtain state licensure. In some states a temporary license can be granted if the student is working, pending the results of the certification examination. In this case, all official documentation is co-signed by a registered occupational therapist for legal and reimbursement purposes.



# SAFETY ON UNE CAMPUS

Our top priority is the well-being of the UNE community. We continually evaluate current programs as well as review, develop, and implement new policies, protocols, staffing, and technologies that will improve the University and the safety of its members.

## EMERGENCY REPORTING

- To report a crime in progress dial 911 or dial 366 from any campus phone or (207) 283-0176 from off-campus.
- To report a non-emergency event call (207) 602-2298.

## GENERAL SERVICES OF UNE SAFETY AND SECURITY

- Security officers provide 24-7 patrol and dispatch coverage on the Biddeford and Portland Campuses
- Routine patrol and incident response
- Crime prevention
- Emergency response
- Educational programs (e.g., Active Threat, MOAB, Self Defense)
- Physical security management (electronic access, ID cards, CCTV, panic buttons, etc.)
- Athletic event support
- Provide courtesy and medical escorts
- Safe Ride operation
- Unlock buildings/rooms (if authorized)
- Manage seized, lost, and found property

## EMERGENCY NOTIFICATIONS

UNE uses Rave Mobile Safety, an emergency notification service that provides faculty, professional staff, and students with timely information and instructions during emergencies or other urgent situations that may directly affect their well-being.

This platform allows us to stay connected with the UNE community and provide critical information in real time during emergency situations on campus or in the surrounding communities. Included in the platform is the Rave Guardian mobile app for smartphones, available for download on the [App Store](#) and [Google Play](#).

Within the Rave Guardian app, you can:

- Make emergency calls to 911, based on your current location
- Call UNE Safety and Security to request assistance
- Reach out to campus resources (Counseling Center, Student Health, Title IX, etc.) by phone or access information from the UNE website
- Create a personalized safety timer to alert friends, family, or Safety and Security in the event of an issue

To ensure you receive these important messages log in to **U-Online** and verify the contact information under the “Personal Information and Settings Menu” then “UNE Alert Notification.” You are able to add up to three phone numbers (cell phone or landlines) and an email address.

**CONTACT:** <https://www.une.edu/studentlife/security>

Office of Safety and Security  
Security Building  
716 Stevens Avenue  
Portland, ME 04103  
(207) 602-2298

**Appendix 1**

**Advising Form: Technical Standards**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Standards	Observation	Meets	Partial Meet	Does not meet	Comments
Critical thinking and judgment	<ul style="list-style-type: none"> <li>• Promotes safety</li> <li>• Designs or implements optimal occupational performance,</li> <li>• Demonstrates/describes sound remediation and adaptation approaches</li> </ul>				
Time management and organizational skills	<ul style="list-style-type: none"> <li>• Meets classroom expectations (on time and of good quality)</li> <li>• Meets practice (fieldwork, simulation) expectations</li> </ul>				
Interpersonal skills	<ul style="list-style-type: none"> <li>• Participates in classroom discussion, experiences (works well with team and faculty)</li> <li>• Conducts interviews</li> <li>• Observes body language</li> <li>• Listens, responds</li> <li>• Collaborates goal setting,</li> <li>• Develops intentional relationships</li> </ul>				
Evaluation of performance of self and others	<ul style="list-style-type: none"> <li>• Adjusts behavior in response to feedback</li> <li>• Provides feedback in constructive ways</li> <li>• Promotes behavioral change in others to enhance occupational performance</li> </ul>				
Communication skills	<ul style="list-style-type: none"> <li>• Complete written documentation consistent with OT practice</li> <li>• Participate as a health care team member</li> </ul>				
Cognitive abilities	<ul style="list-style-type: none"> <li>• Analyze, synthesize, and integrate information</li> <li>• Clinical judgment for planning and implementing effective occupation-based interventions, test taking skills and abilities</li> </ul>				
Physical abilities	<ul style="list-style-type: none"> <li>• Perform physical examinations, such as balance, range of motion, and strength</li> </ul>				

	<ul style="list-style-type: none"> <li>• Accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention</li> </ul>				
Emotional stability	<ul style="list-style-type: none"> <li>• Handle the demands of a practice and classroom environment</li> <li>• Act in a professional manner</li> <li>• Be dependable</li> <li>• Meet commitments</li> <li>• Be forthcoming about one's own needs</li> </ul>				
Personal appearance and hygiene	<ul style="list-style-type: none"> <li>• Conducive to classroom and working in clinical and community settings</li> </ul>				

Is there adequate course content on topics related to diverse groups such as race/culture/religion/gender/sexual orientation/(dis)ability? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Goals: \_\_\_\_\_

Signature: \_\_\_\_\_

Faculty suggestions: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Student Author Conference Agreement Occupational Therapy Program**

The undersigned acknowledges the following expectations for any submission for a scholarship opportunity (e.g. poster, platform, educational session or attendance) at a local, regional, national or international conference in which the University of New England is associated in a supportive or co-authorship capacity. Full compliance with submission criteria and deadlines as published for each venue and in accordance with course and co-author deadlines. Prompt communication with all co-authors regarding acceptance/rejection notification. Clear communication with co-authors to organize confirmed conference attendance with designated presenter expected to be in attendance. With the exception of an unexpected emergency or illness, attendance is required. It is the designated presenter's responsibility to contact the conference directly (as well as any co-authors) in the event of an emergency resulting in an inability to attend. In the event of an unexpected inability to attend, it is the responsibility of the primary submitter/designated presenter to ensure any materials are available to the conference (e.g. posters) at the presenter's expense. For poster presentation sessions, the presenter is expected to be present at the poster for the entire duration of the scheduled poster session.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Co-author(s)/Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The following required appendix pages are for reference only and will be provided to you during orientation week. If you would prefer to print and sign them in advance and email them [mwalsh18@une.edu](mailto:mwalsh18@une.edu) you may do so.**

**INFORMED CONSENT FOR TEACHING AND LEARNING  
ACTIVITIES, IMAGES, AND MATERIALS**

Any patient or guest participating in teaching and learning activities sponsored by the Department must give their written consent to do so (Appendix 4). These activities, which include but are not limited to: being interviewed, photographed, video or audio recorded, allow faculty to demonstrate and students to practice examination and treatment procedures. The activities may occur at the University or in the community.

Many courses in the curriculum involve a laboratory component. In these labs, it is expected that each student participates by practicing the techniques taught. Students will frequently work in pairs or small groups during this practice time and, on occasion, an individual student may be asked, but not required to act as the 'model' for demonstration purposes. It is vitally important that each student feels safe and respected while in class and lab. If a student does not feel comfortable with having a classmate practice skills and techniques taught in lab on them, or acting as a model for demonstration, the student should discuss the matter with the course faculty.

Students are not allowed to video or audio record occupational therapy classes, including labs, unless approved by the course faculty. If allowed, no video may be shared with classmates, nor posted in any format, either in a public or private location. When the use of images or other materials occurs during Fieldwork, the student is expected to follow the facility's policies and procedures for obtaining informed consent. In the absence of facility policies and procedures regarding informed consent, students should use the Department's form pending approval from the clinical facility manager. Further detail regarding the use of images or other materials during clinical fieldwork is found in the Department's Fieldwork Education Handbook.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**RELEASE FOR PHOTOGRAPHY AND VIDEOGRAPHY PROJECT**

I hereby authorize the University of New England (UNE), and anyone acting pursuant to its authority to:

1. Record my likeness and voice on a video, audio, photographic, digital, electronic, or any other medium.
2. Use my name in connection with these recordings.
3. Use, reproduce, display, distribute, and make derivative works in any medium (e.g. print, digital, and/or any other media formats and platforms now known or hereafter devised) of these recordings for any purpose that UNE, and those acting pursuant to its authority, deem appropriate.

I release UNE and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use(s). I understand that all such recordings, in whatever medium, shall remain the property of UNE.

I am \_\_\_\_\_ over OR \_\_\_\_\_ under eighteen years of age **(check one)** and have read the above authorization and release prior to its execution. I further affirm that I am granting this authorization voluntarily and that I may revoke my consent for release, in writing, at any time by delivering a signed letter to such effect to the Director of Public Relations at UNE, in accordance with the Family Educational Rights and Privacy Act. I agree that if I submit such a revocation, it shall not affect disclosures previously made by UNE prior to its receipt of any such written notification. The notification must be sent via certified mail to: Sarah Delage, Director of Public Relations, Office of Communications, 716 Stevens Avenue, Portland, ME 04103.

Printed Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**STUDENT NAMETAG FORM**

**First name you go by:** \_\_\_\_\_

**Full first and last name:** \_\_\_\_\_

**Pronouns to list (check one box):**

she/her/hers

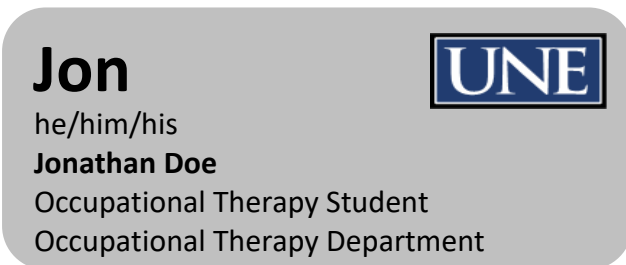
he/him/his

they/them/theirs

Other? (please write) \_\_\_\_\_

Please check here if you are not able to wear a magnetized nametag.

Nametag example:



**STUDENT FOOD ALLERGIES/PREFERENCES**

**Your name:** \_\_\_\_\_

**Please list any food allergies:** \_\_\_\_\_

**Dietary Choices (check those which apply):**

- Gluten Free
  
- Vegetarian
  
- Vegan
  
- Other (please write) \_\_\_\_\_

**University of New England  
Occupational Therapy Department  
STUDENT HANDBOOK CONTRACT**

I have received a copy of the University of New England’s Occupational Therapy Department Student Handbook. I have had an opportunity to review and discuss its contents, and I agree, as a student enrolled in this Program, to adhere to the policies and guidelines set forth. I understand that these standards must be maintained throughout the course of my studies. All policies and procedures outlined in the Student Handbook are subject to change during the course of the Program, and it is my responsibility to not only keep abreast of these changes, but recognize them as a requirement for graduation from the program.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Graduating Class of: 2026