

# **MASTER OF OCCUPATIONAL THERAPY STUDENT HANDBOOK**

**2024-2025**



**EUGENE APPLEBAUM  
COLLEGE OF PHARMACY  
AND HEALTH SCIENCES**

**DEPARTMENT OF HEALTH CARE SCIENCES**

**OCCUPATIONAL THERAPY PROGRAM**

**WAYNE STATE UNIVERSITY**

**DETROIT, MICHIGAN 48201**

**<https://cphs.wayne.edu/occupational-therapy/>**

REVISED November 2023

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## WELCOME

Welcome to the Occupational Therapy (OT) Program at Wayne State University. We are happy you have chosen to pursue the field of occupational therapy and wish you every success in the Program.

This Handbook was developed by the Occupational Therapy Student-Faculty Advisory Committee. It contains information about the OT Program and curriculum. Curriculum information, policies and procedures, as well as extracurricular and professional matters are explained in this Handbook. Please keep the Handbook for future reference. You will be asked to acknowledge receipt of the Handbook by providing your signature at Orientation. You are responsible for knowing the Handbook contents.

***I acknowledge that policies may change during the course of this program and all students are to follow the new policies, unless exceptions are approved by the Program Director.***

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

ACOTE

c/o Accreditation Department

American Occupational Therapy Association (AOTA)

6116 Executive Boulevard, Suite 200

Bethesda, MD 20852-4929

[www.acoteonline.org](http://www.acoteonline.org)

Graduates of the program will be able to sit for the National Certification Examination for Occupational Therapists, administered by the National Board for Certification in Occupational Therapy (NBCOT).

NBCOT

One Bank Street, Suite 300

Gaithersburg, MD, 20878

(301) 990-7979

<https://www.nbcot.org/>

After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure or registration in order to practice; check with the state in which you intend to practice for requirements for licensure or registration. The State of Michigan requires licensure.

## OCCUPATIONAL THERAPY FACULTY AND STAFF

### PROGRAM DIRECTOR

Doreen Head, PhD, OTRL 577-5884  
Assistant Professor

### FIELDWORK EDUCATION COORDINATOR

Kimberly Banfill, MOT, OTRL 577-5883  
Assistant Professor

### MASTER OF OCCUPATIONAL THERAPY ADMISSIONS COORDINATOR

Regina Parnell, PhD, OTRL 577-6794  
Assistant Professor

### EMERITUS FACULTY (RETIRED)

Karmen M. Brown, MPH, OTR, FMiOTA  
Assistant Professor Emerita  
Gerry Conti, PhD, OTRL, FAOTA, FMiOTA  
Assistant Professor Emerita

### FULL TIME FACULTY

Kimberly Banfill, MS, OTRL 577-5883  
Assistant Professor  
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Gino Panza, PhD 577-1520  
Assistant Professor  
Regina Parnell, PhD, OTRL 577-6794  
Assistant Professor  
Preethy Samuel, PhD, OTRL 577-5880  
Associate Professor

### FULL TIME FACULTY - Joint Appointments

Wassim Tarraf, PhD 875-4312  
Associate Professor (IOG)

### SECRETARY

TBA OT/PT Suite 7-1435

## **OFFICE OF STUDENT AFFAIRS**

Dr. Paul Beasley, Assistant Dean of Student Affairs	1600 APHS	7-1716
Patricia Dixon, Associate Director of CAPS	1600 APHS	7-1716
Moira Fracassa, Academic Services Officer IV	1600 APHS	7-1716
Jozy Hayek, Academic Services Officer III	1600 APHS	7-1716
Robert Hellar, Academic Services Officer, Part-Time Mort Sci. Faculty	1600 APHS	7-1716
Tiffany Lloyd, Sec III	1600 APHS	7-1716
Shaine Mathieu, Financial Aid Officer I	1600 APHS	7-1716
Makayla Payne, Secretary III	1600 APHS	7-1716
Jessica Pfeiffer, MA, ASO II	1600 APHS	7-1716
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Eric Upshaw, Sr. Program Record Clerk	1600 APHS	7-1716

## **COLLEGE OF PHARMACY AND HEALTH SCIENCE ADMINISTRATION**

Dean, Dr. Brian Cummings	Dean's Suite	7-1574
Associate Dean Health Care Sciences, Sara Maher, PhD	2627 APHS	7-1432
Associate Dean Pharmacy, Susan Davis, PhD	2631 APHS	7-8741
Chair, Fundamental and Applied Sciences, Mark Everly, PhD	Mort Sci	7-7874
Chair, Health Care Sciences, Diane Adamo, PhD	2226 APHS	7-1432
Chair, Pharmaceutical Sciences, Steve Firestine, PhD	3134 APHS	7-0455
Chair, Pharmacy Practice, Lynette Moser, PharmD	2190 APHS	7-0115

For a full list of Dean's Suite Staff:  
<https://applebaum.wayne.edu/about/staff#deans-office>

**PART ONE**



**MASTER OF OCCUPATIONAL THERAPY  
CURRICULUM**

## MISSION

The mission of the Wayne State University Occupational Therapy program is to provide a superior education resulting in highly skilled occupational therapy practitioners, to encourage and produce meaningful research that strengthens our practice, and to partner with organizations and agencies similarly dedicated to improving the health and well-being of individuals and society. Situated in metropolitan Detroit, we aim to embrace and maximize the opportunities of our diverse, multi-cultural community and conduct all of our teaching, research and service in step with the mission and vision of our College and the University.

## VISION

The vision of the Occupational Therapy Program is to positively impact the field of occupational therapy through professional leadership, education, practice, and research. We will prepare graduates with relevant skills and commitment to life-long learning and ethical practice. Our graduates will be occupation-focused and evidence-based and prepared to improve the physical and mental health and overall functional independence of their patients and clients.

## VALUES

- Educating students with a priority on understanding the rapidly changing, culturally diverse and increasing interdisciplinary health care environment.
- Utilizing all sources of knowledge and research to improve individual, family, and societal health.
- Integrating critical thinking and clinical reasoning into all aspects of our program.
- Encouraging advocacy through student participation in local and national professional activities and organizations that enrich learning, strengthen collegial bonds, and advance the profession.
- Instilling a sense of professionalism and partnership with community-based organizations and health care institutions that share a commitment to improving the health and well-being of all; and
- Preparing students to be leaders within our college and on graduation to become leaders within the profession, passing on to future generations the principles and theories of occupation-centered practice and research.

**AOTA Vision Statement-** *We envision that occupational therapy is a powerful, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs.*

## Why OT at WSU?

Wayne State is a nationally recognized urban center of excellence in research and one of only two public urban universities in Michigan holding the Carnegie Foundation for the Advancement of Teaching's designation as an institution with "very high research activity" as well as the foundation's most comprehensive classification for community engagement. The Occupational Therapy program at WSU was founded in 1944, making it one of the oldest programs in the country. In Michigan, we are the only occupational therapy program at a research-intensive "Carnegie I" University. Our state-of-the-art

teaching technologies at the Eugene Applebaum College of Pharmacy and Health Sciences, along with our close proximity and collaborations with the Detroit Medical Center provide unprecedented clinical learning opportunities for our future therapists.

## **SCOPE**

The scope of the occupational therapy program at Wayne State University is to provide entry-level education to master-prepared students that are consistent with standards of the Accreditation Council for Occupational Therapy Education (ACOTE) and with state law. The program is provided in a 2 ½ year curriculum that best meets the needs of our largest group of students we serve, those from the Detroit metropolitan area and Canada.

The goal of occupational therapy is to maximize the potential of people to construct healthy, satisfying, and productive lives. Occupational therapists provide services to individuals whose abilities to cope with daily living tasks are threatened or impaired by chronic illness and disability, psychological problems, the aging process, and/or the effects of economic factors that reduce access to quality health care.

## **EDUCATIONAL PHILOSOPHY**

### The Philosophical Foundations of OT

Our profession believes that occupations are necessary activities that bring meaning to the daily lives of individuals, families, and communities, which in turn, enable us all to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences our human development, health, and overall well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the contexts in which the occupation occurs, and the characteristics of the activity. Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/ adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

The American Journal of Occupational Therapy, 2011, Vol. 65 (6\_Supplement), S65.

<https://doi.org/10.5014/ajot.2011.65S65>

We believe that students gain knowledge in a stepwise, scaffolding progression. Bloom's Taxonomy of Learning (Bloom, 1956) is a conceptual model that our MOT program uses to inform the structure and the sequencing of our coursework and the differing levels of thinking required to successfully progress through the educational process.

The curricular design of the occupational therapy program is based on the philosophy that occupational therapy addresses satisfying life participation and health through engagement in occupation. We believe that occupational therapy is an essential resource for persons, organizations, and populations at risk for or

experiencing a loss of independence or interdependence, equality, participation, security, or health and well-being. (Occupational Therapy Practice Framework: Domain and Process - Fourth Edition)

The occupational therapy program asserts that occupational therapy must be holistic and client-centered, with interventions that are evidence-based and focused on developing satisfying and independent or interdependent participation in meaningful occupations. The program adopts a holistic view of individuals. The aim of occupational therapy is to address all these elements to the extent that they limit meaningful life participation. Our program therefore addresses common life occupations and the impact of potential or real changes in body structure and/or function on those skills.

The program further emphasizes that individuals live within much larger socio-political and economic contexts, both locally and globally. These environmental contexts then help shape an individual's ability to participate in meaningful life activities. Therefore, successful students will understand the environmental contexts that affect participation.

### **Educational Methodologies**

To achieve our philosophy, student learning is facilitated by educational methodologies that include *academic challenge, student/faculty interactions, active and collaborative learning, and enriching educational experiences*. We provide challenging coursework to promote high levels of student achievement in all classes. Further, many forms of student evidence of achievement are expected, including performance on summative tests, independent student development of summative application material, competencies of intervention performance skills, presentations and independent review and manuscript development of a topic.

Student interactions with faculty members are critical because students use these interactions to learn firsthand how experts think and critically reason and these occur both inside and outside of the classroom. Extensive small-group interactions occur with the faculty during courses in Research I, II, and III, in OT Synthesis; and in preparation for their Fieldwork, I and II placements. Interactions outside of the classroom are integrated in several courses and require student participation in numerous community-based endeavors including the Interprofessional Team Visit Project in Professional Year I and Professional Year II where groups of three interprofessional students provide assessments of an older adult in his or her Detroit-area home or preferred setting. Occupational therapy, physical therapy, pharmacy, social work, medical, nursing, and physician's assistants collaborate for this project.

The use of active and collaborative learning helps students become more intensely engaged in their education. Active and collaborative learning is woven throughout the curriculum, with many small group activities and assignments, lab-based courses and courses using technology apps for individual/group responses.

Complementary educational experiences augment our academic program, allowing students to synthesize, integrate and apply classroom knowledge. With our next-door proximity to the Rehabilitation Institute of Michigan (RIM), each student completes active rotations through the facility as part of OT Assessments and Interventions Ortho and OT Assessment and Interventions II Neuro. A culminating experience

assessing patients at another hospital occurs at the end of Movement Assessment and through Level I fieldwork experiences. In this way, our students gain insight and real-world application skills.

Supplementary opportunities to engage with our diverse, multicultural community and with other professional programs within the College and University are present. Inter-professional learning is explicitly encouraged through volunteer participation in the student-run Diabetes Education and Wellness (DEW) program, which provides twice-monthly educational services to uninsured and underinsured Detroit-area women. Occupational therapy, physical therapy pharmacy, social work, medical and clinical lab sciences students participate in this program. All Occupation Therapy students also participate in the Interprofessional Team Visit (IPTV) Project, in which groups of three interprofessional students provide assessments of an older adult in his or her Detroit-area home or preferred setting. Occupational therapy, physical therapy, pharmacy, social work, medical, nursing, and physician's assistant students collaborate for this project.

## CURRICULUM DESIGN

The curriculum design is based on the established curriculum objectives listed below.

At the completion of the Master of Occupational Therapy Program, the student will:

1. LIFESPAN APPROACHES TO OCCUPATIONS – Demonstrate essential critical thinking to identify broad concerns and opportunities and develop new models of occupational therapy and new paradigms for emerging practice settings across the lifespan.
2. REFLECTIVE EVIDENCE BASED LEARNING - Skillfully apply occupational therapy theory and in the delivery of evidence-based services to enable meaningful occupation for patients, clients and consumers of all ages. Adhere to ethical and legal standards in the delivery, documentation of, and reimbursement for services. Produce valued health, wellness, and occupational therapy research independently and in collaboration with health care partners and community organizations. Know where and when to seek additional guidance.
3. HOLISTIC & CLIENT-CENTERED PRACTICE - Address the holistic nature of clients, by considering their physical, mental, social, and spiritual interactions within a broad environment and provide assessments, interventions, and consultations accordingly.
4. INTER/INTRA-PROFESSIONAL LEARNING - Successfully perform as a practice ready occupational therapist in entry level discipline-specific and interprofessional roles. Entry level roles may include service provider, researcher leader, field educator, and advocate. Demonstrate basic concepts for roles as managers and consultant.
5. COMMUNITY SERVICE & PRACTICE - Competently address concerns of patients, clients and consumers from diverse cultures in urban and rural communities as well as concerns of their caregivers, in order to provide effective person-centered care.
6. PROFESSIONAL DEVELOPMENT & ENGAGEMENT - Actively practice on-going professional development in profession-relevant skills and participation in professional activities. Accurately evaluate and effectively and creatively respond to continuous changes in healthcare policies and other environmental influences that impact the provision of occupational therapy services at local, state, regional, national, and global levels.

## CURRICULUM THREADS



## **Selection of Content**

Content for Wayne State University Occupational Therapy program is guided by our philosophy and enhanced through our educational methodologies. Foundational knowledge that included basic sciences and concepts from the Occupational Therapy Practice Framework and the International Classification of Functioning, Disability and Health (ICF) are addressed in the first two semesters. Students increase their knowledge in the basic sciences of anatomy, neuroanatomy, surface anatomy, and pathology. They learn the signs and symptoms of conditions affecting body structure and function, and the impact of these conditions on life participation. Finally, students learn basic assessment and intervention techniques, along with rudimentary application, analysis and critical reasoning methods.

Remaining semesters add more complex concepts that build on the student's earlier knowledge in a roughly stepwise manner. These concepts, while more complex, build on earlier concepts and expand the student's ability to understand and apply them. For example, OT assessments requires and applies knowledge gained in Neuroanatomy. OT Life Occupations (self-care), builds on concepts from both Introduction to Occupation, Health and Wellness and Health Conditions I.

## **Sequence of courses**

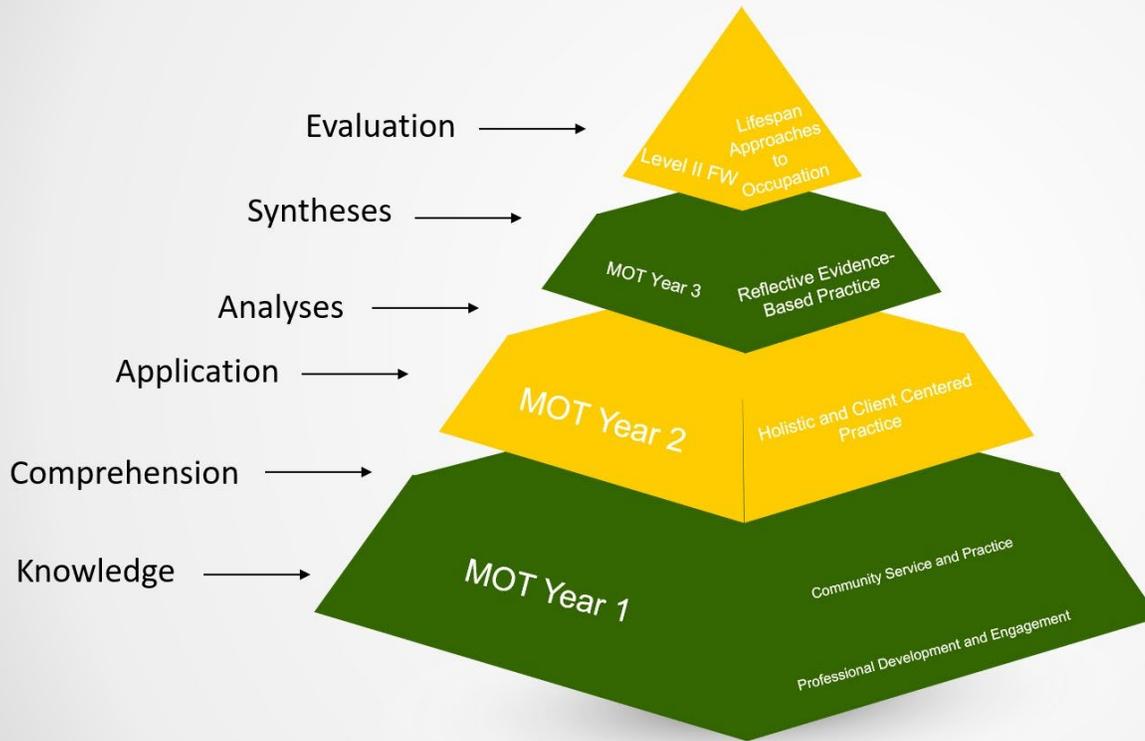
Bloom's Taxonomy illustrates the sequencing of our coursework and the differing levels of thinking required to successfully progress through the educational process (see Conceptual Model Graphic ) and is typically displayed as a pyramid. Each level provides a new step in knowledge that builds upon preceding foundational knowledge. While foundational knowledge, level 1, provides the basis for most first semester courses, following semesters often interweave levels of knowledge with application and higher levels of learning, as shown in Figure 1. Therefore, students are required to complete all knowledge level courses before progressing to more advanced courses that build on this information. Brief examples of the levels are provided below, beginning with the base foundational level of knowledge (Bloom, 1956; <https://www.simplypsychology.org/blooms-taxonomy.html>)

1. Knowledge: Discovery of information; observation; recall; listing; locating; naming.
2. Comprehension: Translating; summarizing; demonstrating; discussing.
3. Application: Using knowledge; using problem-solving methods; manipulating; designing; experimenting.
4. Analysis: Identifying and analyzing patterns; organization of ideas; recognition of trends.
5. Synthesis: Using old concepts to create new ideas; design and invention; combining; imagining; inferring; modifying; predicting.
6. Evaluation: Assessing outcomes; comparing ideas; solving; judging; recommending; rating.

The MOT courses at Wayne State University fit Bloom's Taxonomy as follows:

<p><u>Knowledge</u></p> <p>OT 5505: Clinical Application of Human Anatomy (Semester 1) OT 5510: Clinical Applications of Human Anatomy Lab (Semester 1) OT 5010: Foundations of Occupational Therapy &amp; Occupational Science (Semester 2) OT 5300: Surface Anatomy (Semester 2) OT 5410: Health Conditions I (Physical Disabilities) (Semester 2) OT 5310: Movement Assessment and Lab (Semester 2) OT 5400: Neuroanatomy and Neurophysiology for Health Sciences (Semester 2) OT 5420: Health Conditions II (Mental Health) (Semester 3)</p>
<p><u>Comprehension / Application</u></p> <p>OT 6230: Motor Control (Semester 3) OT 5220: Therapeutic Media (Semester 3) OT 6060: Occupational Therapy Research I (Semester 3) OT 6100: OT Assessments (Semester 3) OT 5150: Cognition, Visual-Perception (Semester 4) OT 5055: Life Occupations I (Self-care) (Semester 4) OT 5065: Life Occupations II (Work/Play/Leisure) (Semester 5)</p>
<p><u>Comprehension / Application/Analysis</u></p> <p>OT 6200: Interventions and Outcomes I (with Fieldwork I) (Semester 5) OT 5610: Group Dynamics (with Fieldwork I) (Semester 5) OT 6065: Research II (Semester 4)</p>
<p><u>Application/Analysis/Synthesis</u></p> <p>OT 6070: Occupational Therapy Research III (with project) (Semester 5) OT 6300: Interventions and Outcomes II (with Fieldwork I) (Semester 6) OT 7200: OT Practice in Aging (Semester 6)</p>
<p><u>Analysis/Synthesis</u></p> <p>OT 6140: Environment, Occupation and Health (Semester 6)</p>
<p><u>Knowledge/Application/Analysis/Synthesis/Evaluation</u></p> <p>OT 7500: OT Synthesis (Semester 7) OT 7410: OT Specialist Roles (Semester 7)</p>
<p><u>Synthesis/Evaluation</u></p> <p>OT 7898: Level II Fieldwork: (Semester 8) Traditional Medical Model for Physical Disability and Mental Health OT 7899: Level II Fieldwork: Community Model (Semester 9)</p>

# WSU Conceptual Model



Conceptual Model Graphic

**MASTER'S IN OCCUPATIONAL THERAPY COURSE LISTING**

<p><b>Semester 1 – Spring/Summer – (4 Hours)</b>            Clinical Applications of Human Anatomy            Clinical Applications of Human Lab</p>	<p>3 Rachael German            1 Rachael German</p>	<p>OT 5505            OT 5510</p>
<p><b>Semester 2 – Fall – (17 Hours)</b>            Foundations of Occupational Therapy &amp; Occupational Science            Surface Anatomy            Movement Assessment (with lab)            Neuroanatomy and Neurophysiology            Health Conditions I (Phys. Dys)</p>	<p>4 Preethy Samuel            2 Christine Kivlen            4 Christine Kivlen            3 Gino Panza            4 Preethy Samuel</p>	<p>OT 5010            OT 5300            OT 5310            OT 5400            OT 5410</p>
<p><b>Semester 3 – Winter – (17 Hours)</b>            Health Conditions II (Mental Health)            OT Assessments and Interventions, I (Ortho)            Occupational Therapy Research I            Motor Control            Therapeutic Media</p>	<p>4 Doreen Head            5 R. DiZazzo-Miller            3 Wassim Tarraf            3 Gino Panza (Fritz)            2 Regina Parnell</p>	<p>OT 5420            OT 6100            OT 6060            OT 6230            OT 5220</p>
<p><b>Semester 4 – Spring 8 weeks - (7 Hours) PY2</b>            Occupational Therapy Research II            Life Occupations I (Self Care)            Cognitive Visual Perception</p>	<p>1 Cathy Lysack/Faculty            3 R. DiZazzo-Miller            3 Preethy Samuel</p>	<p>OT 6065            OT 5055            OT 5100</p>
<p><b>Semester 5 – Fall - (16 Hours)</b>            Occupational Therapy Research III            Life Occupations II (Work/Play/ Leisure)            Group Dynamics (FW I Psych)            OT Assessments and Interventions II (Neuro) (FWI PD Adult)</p>	<p>2 C. Lysack/Faculty            3 Regina Parnell            5 Doreen Head            5 R. DiZazzo-Miller</p>	<p>OT 6070            OT 5065            OT 5610            OT 6200</p>
<p><b>Semester 6 – Winter – (11 Hours)</b>            Environment, Occupation and Health/Business Standards            OT Assessment and Interventions III (Peds) (FWI School)            OT Practice in Aging</p>	<p>3 Christine Kivlen            5 TBD            3 Cathy Lysack</p>	<p>OT 6140            OT 6300            OT 7200</p>
<p><b>Spring 7 – Spring – (6 Hours) PY3</b>            Specialty Topics in OT Roles            OT Synthesis</p>	<p>3 Christine Kivlen            3 R. DiZazzo-Miller</p>	<p>OT 7410            OT 7500</p>
<p><b>Semester 8 – Summer – (8 Hours)</b>            Level II Fieldwork (with Seminar)            Medical Model for Physical Disabilities or Mental Health/Community</p>	<p>8 Kim Banfill</p>	<p>OT 7898</p>
<p><b>Semester 9 – Fall – (8 Hours)</b>            Level II Fieldwork (with Seminar)            Medical Model for Physical Disabilities or Mental Health/Community</p>	<p>8 Kim Banfill</p>	<p>OT 7899</p>

## FIELDWORK

Fieldwork provides students with opportunity to carry out professional responsibilities under the supervision of a certified occupational therapist and to engage in professional role modeling.

### **Fieldwork I**

The Accreditation Council of Occupational Therapy Education (ACOTE) Standards 2018 state, “the goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice and to develop an understanding of the needs of clients.” The MOT program places Level I fieldwork after completion of foundational courses in anatomy and physiology and immediately following the health conditions course so students can apply what they have learned about health as well as pathology to real people living with a variety of physical and mental health impairments. Level I Fieldwork is interspersed throughout the program and will not substitute for level II Fieldwork. Three Level I experiences are required: one with clients whose primary diagnoses involve mental illness, one with clients whose diagnoses are primarily physical in nature and, one with pediatric clients in clinics or schools. **Students must complete the first 40 credit hours of MOT coursework prior to registering for fieldwork courses.**

Students meet with the Level I Fieldwork Coordinator for Fieldwork I Orientation. During this meeting, the goals and objectives for Fieldwork I are explained, utilizing related information from ACOTE and AOTA. Specific WSU curriculum objectives are also reviewed. The fieldwork objectives unique to the three complimentary courses are explained later by the course instructor. A lottery system is used to manage the Fieldwork I selection process. Students who have special needs/requests are instructed to talk with the coordinator and instructors prior to the selection process. Special need placements are handled on an individual basis and accommodations are made at the discretion of the Fieldwork I Coordinator.

### **Fieldwork II**

Students become eligible for Level II Fieldwork after successfully completing all Level I Fieldwork requirements. The Accreditation Council for Occupational Therapy Education (ACOTE) Standards state “the goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists”. It goes on to say that Level II Fieldwork shall focus “on the application of purposeful and meaningful occupational and/or research, administration and management of occupational therapy services”.

ACOTE encourages each academic program to be creative as it designs Level II Fieldwork opportunities. Students must complete a minimum of six months of Level II placement. These experiences may take place at one site that offers a variety of client experiences or at four different sites. With some flexibility, Wayne State University’s design directs students toward two placements divided into three months each. The first placement must occur in a hospital, rehabilitation or school setting. Such settings are considered traditional fieldwork sites. The second three-month placement is in a health related, community-based setting, referred to as a non-traditional site. Each student is required to identify his or her non-traditional setting based on his or her interests and career goals.

Occupational Therapy students from approximately 10 academic programs across Michigan compete for fieldwork reservations from all of the traditional/hospital sites. Hence, there is no guarantee that these sites, particularly in the Detroit area, will be able to accommodate Wayne State students. Students may elect to go out of state or abroad for one or more of their placements. In such cases, transportation and maintenance costs are the responsibility of the student. NOTE: finalized placements may be unexpectedly canceled due to staffing issues, contract failures, etc. Unfortunately, the Department has no control over these events.

Fieldwork sites have specific requirements of students. All sites require students to have liability insurance and written evidence of childhood and adult immunizations. Some require students to be interviewed or sign a “professional behaviors contract” before their placement is approved. Interviews provide the student the opportunity to also validate their placement choice. More sites, especially in pediatrics, are requiring students to have security or criminal checks before being accepted.

The Level II Academic Fieldwork Coordinator with assistance from the faculty orients and guides students through the placement selection and arrangement process. **Please note that all time-off requests during Fieldwork II must be approved by the Academic Fieldwork Coordinator. This includes religious holidays. Professional attire is required, or the student risks being dismissed from the placement.**

### **Policy regarding Level II Grades**

Any student released from a placement because of unsatisfactory academic or professional/ethical performance will receive a letter grade of “Unsatisfactory” which means that student is automatically terminated from the program.

For information regarding **Final Course Grade Appeals** please refer to the document found at this website <https://cphs.wayne.edu/students/resources.php> by selecting the **GRADE APPEAL POLICY** link.

Students terminated from the program must withdraw from their next semester fieldwork course or risk losing their tuition.

## Summary of Fieldwork I & II Requirements:

See Appendix A for Health Forms

Professional year II students are required to have the following:

- Proof of liability insurance
- Evidence of the HBV vaccination (or evidence the student was offered the vaccination and declined)
- Proof of current CPR - Health Care Provider (BLS-C) credentials
- Immunization records
- Proof of OSHA training regarding Universal Precautions.
- Proof of tetanus vaccination.
- Current TB skin test (HIPAA Orientations)
- Updated background check
- Updated fingerprinting
- Possibly drug screen if required by fieldwork sites

### Professional Liability Insurance

Each student is required to have occupational therapy liability insurance. All MOT students are covered under a blanket health care policy through CNA. The cost is about \$15.00 annually (subject to change).

### Immunization Records etc.

Most fieldwork sites require students to provide proof of immunizations. Immunizations required may include, but are not limited to, Coronavirus, Rubella, Rubeola, Varicella Zoster (chicken pox), Tetanus, and Hepatitis B. and TB. In order to avoid being ineligible for a particular fieldwork site, begin now to locate your records and update your records. A form will be provided by the Level I Fieldwork Coordinator regarding your immunization status.

*Canadian Students:* For TB tests done in Canada, results should be reported in millimeters, as well as negative/positive. If not, a clinical site may ask for a new TB test.

### Cardiopulmonary Resuscitation (CPR) Training

Students are required to have updated CPR Training. Please speak with your advisor regarding the specific CPR training required. Local Fire Department, hospitals and the American Red Cross are a few of the providers of this training. Proof of current CPR certification must be provided each year.

A **COPY** of all these documents must be submitted to the admissions coordinator during Orientation in August. During your remaining years, please submit any updates to Andrea Hawkins her email address is: [andrea.hawkins@wayne.edu](mailto:andrea.hawkins@wayne.edu).

## SUMMARY OF EDUCATIONAL COSTS

### Tuition

See the Wayne State University Website for tuition costs per semester. Full academic semesters average eleven – sixteen credits. Graduate tuition rates apply for all semesters. Current anticipated cost of the MOT program is \$77,900 for residents and \$159,218 for non-residents, (+) books and fees (subject to change).

*See for current list of tuition and fees: <https://wayne.edu/tuition>*

### Course Material Fees

Some courses may require course fees to cover cost of materials used in class.

### Required Texts

New required texts costs vary but average out to approximately \$700.00 per academic year. Some books are available in electronic format.

### Fieldwork Experience

Professional attire is required for all fieldwork experiences. A lab coat may be required for Level I Fieldwork experiences which are included in the academic program. A lab coat or uniform may be required for Level II Fieldwork experiences. In addition to tuition and above costs for Level II Fieldwork experiences, and depending upon the location of the placements, there may be transportation and living expenses. There are facilities that will help with costs in the academic and fieldwork components of the program, with the understanding that the recipient will work for the company following graduation. The occupational therapy office has information about the centers that offer these opportunities.

# PART TWO



## POLICIES AND PROCEDURES

Academic and fieldwork policies and procedures, as well as classroom procedures, building and campus information, are included in this section to assist you during your time in the program.

## **STUDENT REVIEW**

Each student's performance will be reviewed by faculty in the areas of professional knowledge, skills and professional behaviors once each semester.

## **ADVISING**

Upon entering the professional program, an occupational therapy faculty advisor is assigned to each student. This advisor will advise the student throughout his/her enrollment in academic matters related to performance in the Occupational Therapy Program. Throughout the year, the advisor is available to discuss other aspects related to academic performance such as professional development and special concerns. At meetings with your advisor, advising notes will be kept by the advisor to document what occurred at the meeting and any action steps that need to be taken on the part of the student and /or advisor. **If a student gets a B- or less in any course while in the Program, it is the student's responsibility to contact the advisor within a week after receiving the grade to take the appropriate plan of action related to what is stipulated in this Handbook.**

To arrange for a meeting with your advisor, contact (phone or email) the advisor during office hours posted outside the advisor's office door. If the advisor is unavailable, the student may get assistance making an appointment with the advisor from the Departmental secretary. The office hours are from 8:30 a.m. to 5:00 p.m., Monday through Friday. The telephone number is 577-1435. The student must keep all appointments made with their advisor and be prompt, or call in advance for cancellation of the appointment.

### Occupational Therapy Student Projects

Students corresponding with other university departments or community agencies on behalf of any WSU Occupational Therapy student project's, must first obtain approval from the appropriate occupational therapy faculty advisor.

### **Social Networking**

Course information of any kind (material, pictures, events, etc.) including information from research, clinical and work sites, **should not** be shared or discussed on any personal social media platform or electronic account outside of those required by the instructor for class participation. The Occupational Therapy program has social media presence on Face Book and Instagram. These platforms are student run and are monitored by faculty for appropriate content. Students will be asked to remove content deemed inappropriate.

**Failure to adhere to this standard could result in disciplinary sanctions from the WSU Student Code of Conduct. <http://doso.wayne.edu/student-conduct-services.html>**

## STUDENT SUPPORT

Your first and foremost support should come from your faculty advisor. Please meet with your faculty advisor for an initial meeting upon entrance into the program, then at least one meeting per semester. A **“senior buddy” will be assigned to you during your first semester.** Incoming professional year I (PYI) will need to introduce themselves to their senior buddy (PY II), as the seniors have yet to know the names of the juniors assigned to them. The senior buddies can act as great supports to the new juniors. In addition, the support services listed below can be contacted for more in depth help for specific problems.

Faculty are scheduled meet and/or gather information from each of advisees during the following weeks:

Winter Term: Week before spring break

Fall Term Week before Thanksgiving

Meeting options: via email, zoom, or in-person

### Support Services within the University

Many student support services are now web-based. Please refer to the College Student Handbook for a complete list of web-based services and information. The WSU web site has a category called Academic Resources ([wayne.edu/students](http://wayne.edu/students))

Information and forms are available for students, such as: Admissions, Advising, Registration, text message alerts and many other important links. Listed below are a few frequently used sites.

The Academic Success Center [success.wayne.edu](http://success.wayne.edu)  
David Adamany Undergraduate Library Room 1600  
Provides tutoring and other retention services. Tel: 577-3165

University Advising Center [advising.wayne.edu](http://advising.wayne.edu)  
David Adamany Undergraduate Library Room 1600  
Advises Undergraduate Students Tel: 577-2680

Student Disability Services [studentdisability.wayne.edu](http://studentdisability.wayne.edu)  
David Adamany Undergraduate Library Room 1600  
Assistance for people with disabilities Tel: 577-1851

The Office of the Ombudsman [ombudsoffice@wayne.edu](mailto:ombudsoffice@wayne.edu)  
Student Center Bldg. Room 798  
Ombudsperson: Laura Birnie-Lindemann Tel: 577-3487

Counseling Services [caps.wayne.edu](http://caps.wayne.edu)  
Student Center Bldg Room 552  
CAPS Director: Jeffrey Kuentzel Tel: 577-3398

The Substance Abuse Hotline 313.577.1010

National Domestic Violence Hotline 1-800-799-SAFE or (7233)

First Step (Domestic/Sexual Violence) 24-hour help line 1-888-453-5900  
**First Step has many volunteer opportunities available.** **1-734-416-1111**

## ACADEMIC REQUIREMENTS FOR THE PROFESSIONAL PROGRAM

### Graduate School Grading Structure

The Occupational Therapy Department grading structure is:

Letter Grade	GPA	Percent	
A	4.0	93-100	
A-	3.67	90-92	
B+	3.33	88-89	
B	3.0	83-87	
B-	B- 2.67	80-82	PROBATION
C+	2.33	78-79	
C	2.00	73-77	
F	0	0-72	DISMISSAL

### Honor Point Hour Requirements

The scholarship requirements for continuation include both a cumulative grade point average and an individual course grade standard. Cumulative GPA: Occupational therapy students must maintain a cumulative grade point average of **3.0 at the Graduate level** of the program.

**The OT Dismissal Policy can be found at the following link:** <http://cphs.wayne.edu/occupational-therapy/admission-dismissalpolicy.php>

### Graduate Level

Occupational Therapy students must successfully complete all graduate courses with a grade of 3.0 or better. Repeating a course is allowed only once in the professional program. Two grades of B- through C will result in automatic dismissal from the program. **One grade of F will result in the automatic dismissal from the program.**

**For information regarding Final Course Grade Appeals please refer to the document found at this website <https://cphs.wayne.edu/students/resources.php> by selecting the GRADE APPEAL POLICY link.**

Students who have been terminated from the program must withdraw from their next semester fieldwork course or risk losing their tuition.

Graduate students are allowed one semester probation with a GPA below 3.0. Grades below 3.0 are not considered adequate at the graduate level in the occupational therapy professional program.

## FIELDWORK CONSIDERATIONS

If you are released from one placement for reasons other than academic performance/failure or unsatisfactory professional/ethical behaviors, you may receive an "I", "W" or a "Y" grade depending on your situation. In such cases, you may be allowed to repeat the placement without paying another tuition fee.

If you are released from a placement because of unsatisfactory academic or professional/ethical performance, you will receive a letter grade of "Unsatisfactory" which means you are automatically terminated from the program. Students may file an EACPHS grade appeal which is found on the EACPHS website: <https://cphs.wayne.edu/students/gradeappealpolicy.pdf>. Students who have been terminated from the program must withdrawal from their next semester fieldwork course or risk losing their tuition. If you have a fieldwork replacement extension for any reason (past the University semester date) students may not then qualify to graduate on time for that semester

### Repeating a Course:

Students are allowed to repeat a MOT course only once to achieve an acceptable grade. Full-time students who need to repeat a course will automatically be moved to part-time status by the program. Remaining coursework will have to be completed in the sequence designated by the curriculum. No student can enroll in two courses that have conflicting meeting times. Students on academic probation are not allowed to take more than 18 hours in one semester. Students requesting permission to take 19 hours or more in one semester must obtain authorization from Paul Beasley, the Assistant Dean of Student Affairs.

### Academic Accountability:

If a student needs accommodations for religious reasons/obligations they are required to inform instructors of all dates at the beginning of each semester. The student may be required to sign an exam waiver. If a student is doing poorly in any class or on curriculum probation, it is expected that the student will seek advisement from the academic advisor and speak to the course instructor before mid-term

### Incomplete Grades

A student who receives a grade of "I" (Incomplete) in a professional course must complete the course and receive a change of grade by the end of the following semester or as soon as the course is offered again. If the course is not offered the following semester, the student must decide with the instructor of the course in which he/she holds the "I" grade when the work will be completed. All incomplete grades must be resolved within one year. If an incomplete grade is not resolved within a year's time, the Faculty will review the reason for the lack of resolution and may dismiss the student from the Program.

### Academic Dishonesty

Instances of academic dishonesty occurring in any course offered while in the Occupational Therapy Program as defined by the University Student Code of Conduct.

Brochure website: <http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf>.

### Writing style:

The Publication Manual of the American Psychological Association is the accepted style manual for all written materials.

### Use of Classrooms and Laboratories:

Eating is not allowed in most of the classrooms in the College.

***Students are encouraged to consume food and beverages in the Commons on the lower level.***

**Students are allowed to store food and eat in the ADL, however you are expected to maintain the cleanliness of the sink, refrigerator and counters. Please be respectful of classes that are in session in the ADL during your breaks.**

Shoes are not allowed on mats.

Sharp objects and ink pens are to be removed from pockets when working on mats.

Chairs must be returned to an orderly arrangement at the end of class.

All equipment and supplies must be returned to the assigned storage locations.

Lights should be turned off when rooms are not in use.

### Proper Dress

Uniforms for classes in the professional program are not required. However, when the student's class is held in a clinical facility and when the student begins to see patients/clients during level I fieldwork experiences, the student will be expected to be clean, neat and appropriately dressed.

**Jeans and leggings are not to be worn at these times.** Some centers may require a lab coat or scrubs to be worn. Students need to check the dress code with clinical personnel before going to a clinical site. Students not adhering to the dress code may be dismissed for the clinical site.

### Confidentiality

Any information regarding patients obtained or discussed in classes or at fieldwork assignments is to be kept in strict confidence. All academic reports written about clients or patients must identify the individuals by initials or first names only. No identifying information, such as, full names or addresses are to be used.

## WSU DRUG and ALCOHOL-FREE WORKPLACE POLICY

Wayne State University is committed to providing a drug free environment for its faculty, staff, and students. The Board of Governors has made this commitment a formal policy of the University. All faculty, staff and students must abide by the terms of the Board policy as a condition of employment or enrollment at the University. The unlawful possession, use, distribution, sale or manufacture of drugs or alcohol is prohibited on University premises, at University activities, and at University work sites.

Any student who, while on University premises or at any University activity, engages in the unlawful possession, sale, manufacture, distribution, or use of drugs or alcohol shall be subject to appropriate sanctions, in accordance with established University policies and in conformity with local, state and federal law, up to and including expulsion or termination.

<http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf>

Healthcare accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients be subject to the same standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in the clinical component of WSU Occupational Therapy Program. Repeat testing may also be required for cause or to retest a dilute sample. Failure of the drug test, or refusal to cooperate with any aspect of this policy, or any health system policy on substance abuse, may result in disciplinary action up to and including dismissal. The student may be responsible for paying any and all associated costs of urine drug screening including necessary retesting for any reason.

*Individuals who seek assistance with such problems may obtain additional information on a confidential basis by telephone the anonymous substance **Abuse Hotline, at 313.577.1010.***

*The Substance Abuse Hotline provides a recorded message and no record is kept of the caller. Students may also contact **University Counseling Services 313.577.3398.***

Occupational Therapy students have a moral, legal and ethical imperative to refrain from the use of illegal drugs, the unauthorized use and distribution of controlled substances and the abuse of alcohol. The WSU Drug/Alcohol Free Workplace Policy states that “the University encourages employees and students who may have problems with the use of illicit drugs or with the abuse of alcohol, to seek professional advice and treatment”. This commitment is for the benefit of the student as well as to protect society at large from the harm that may result from the actions of a chemically-impaired Occupational Therapy student.

## ACADEMIC RECOGNITION AND AWARDS

### ACADEMIC HONORS

#### Pi Theta Epsilon Honor Fraternity

Pi Theta Epsilon, Eta Chapter, is the occupational therapy honor society. To be eligible, a student must 1) be in the second or third semester of the professional program, 2) be in the top twenty percent of the class, 3) have achieved a 3.5 cumulative grade point average, and 4) have successfully completed all prerequisite classes for the curriculum. Eligibility is based on honor point average for all Wayne State University classes. Induction of members occurs each fall semester, at which time junior and senior occupational therapy students are evaluated or re-evaluated. All of the above requirements must be met in order to qualify for membership.

High academic standing is recognized and opportunities are provided for members to participate in service projects educational and professional activities in the university and the community.

### ANNUAL SCHOLARSHIPS, HONOR AND AWARDS

**Barbara Jewett Award** Scholarships are awarded annually to PY1/juniors. Criteria for the written award application include academic scholarship, service, personal statement and financial need.

**Barbara Henderson Miller Scholarship** is awarded to the graduate level student who has shown the most overall improvement during their time in the occupational therapy program.

**The Martha Schnebley and Kay Schlommer** Scholarships are awarded annually to both junior and senior students. Criteria for the written award application include academic scholarship, service, personal statement and financial need.

**David Thornton and Dr. Bonnie Thornton** endowed Scholarship Scholarships are awarded annually to both junior and senior students. Criteria for the written award application include academic scholarship, service, personal statement and financial need.

**Arline Trabman** Scholarships are awarded annually to both junior and senior students. Criteria for the written award application include academic scholarship, service, personal statement and financial need.

**Carol A. Wiley** Scholarships are awarded annually to both junior and senior students.

Students will be notified by email of any additional annual scholarships offered through the College (Diversity and Board of Visitors), or other organizations.

See Appendix **D** for Applications

## REQUIREMENTS FOR GRADUATION

### **Master of Occupational Therapy (MOT) Degree**

Each student must apply for the MOT degree no later than the first day of your final semester (you will be on your affiliation). You will need to pay all fees and complete the degree application on Pipeline.

It is recommended that you go to <http://Academica.aws.wayne.edu> to make sure your student record is indicating the correct major, college, etc. You can also request a degree audit to address any discrepancies.

If the student has paid the fee and for some reason does not graduate, the student must reapply for graduation on or before the first day of classes during the semester in which graduation will occur. The fee, however, does not have to be repaid.

## GENERAL CAMPUS INFORMATION

### OneCard: 577-CARD

Your OneCard is a multi-purpose ID and campus wide debit card which can be used for food & bookstore purchases, parking, printing and door access. [onecard.wayne.edu](http://onecard.wayne.edu)

### Security and Emergencies: 577-2222

EACPHS has a security posted at the front desk during business hours. Billfolds, purses and other valuables should be kept on one's person or in one's locked locker. Do not leave these items unattended.

Throughout the campus there are blue lights which indicate emergency telephones.

### Mailboxes

Your MOT Student mailboxes are located in the OT/PT suite on the second floor.

### Lockers

MOT student lockers are located on the first floor near the Jewett lab.

Locker Assignments are **375 – 396, 521 – 576**.

### Lost and Found: 577-1576

Lost and found items can be located in the Business Office-Dean Suite, 2<sup>nd</sup> floor.

### Smoking Policy

WSU is a non-smoking Campus. Smoking is not allowed anywhere inside the College buildings nor within 25 feet of any building entrance.

### Bulletin Boards

Bulletin boards for occupational therapy students are located in the various student areas within the department and contain current notices and information of academic and professional interest. Students are expected to peruse the student bulletin boards periodically and note messages and information. Notices placed by students should be dated and should be removed in three weeks unless otherwise noted on the material.

### Financial Aid: 577-3378

A Financial Aid Advisor is available in the Offices of Student Affairs on Tuesdays. Various forms of financial aid are available through the Office of Financial Aid at the Welcome Center at 42 West Warren (corner of Woodward). [finaid.wayne.edu](http://finaid.wayne.edu)

Financial Aid liaison for EACPHS: Meredith Bond, [finaideacphs@wayne.edu](mailto:finaideacphs@wayne.edu)

National and local professional organizations often provide scholarship moneys to students in the professional program. Also, several agencies provide financial assistance for students during the professional academic years and fieldwork placements with the understanding that the recipient will work one or more years in that facility following graduation and certification. Check with your advisor

regarding this information.

### Bookstores

Textbooks used in the occupational therapy courses are available in the Barnes and Noble Bookstore on main campus.

### Libraries

Eugene Applebaum Learning Resource Center, located in the Commons  
Computers, copy machines and library support services  
Tel: 577-1279  
Website – [www.lib.wayne.edu](http://www.lib.wayne.edu)

David Adamany Undergraduate Library 5155 Gullen Mall  
Tel: 577-5121 or 557-4023

Vera P. Shiffman Medical Library 4325 Brush Street  
Tel: 577-1088

Science and Engineering Library 5048 Gullen Mall  
Tel: 577-4066

Purdy Kresge Library 5244 Gullen Mall  
Tel: 577-4042

In addition to Wayne State University's libraries on main and medical school campuses, the student also has access to the following libraries in Detroit:

Rehabilitation Institute, 261 Mack Boulevard

Detroit Public Library, 5201 Woodward Avenue

Wayne State University students not residing in Detroit may borrow books from the Detroit Public Library upon presentation of his/her student I.D. card (One Card).

### Learning Resources Center (L.R.C.)

Located in Room 330, (Commons Level) in the Eugene Applebaum College. The LRC provides a variety of audio-visual equipment (including computers with internet access), instructional materials and study room for student use. A print-out of all audio-visual materials available. Some occupational therapy books and journals for the past five years are located in the LRC. Books and materials may be checked out. Some items are on reserve as some class assignments require the use of reserve materials.

### Photocopying

There are photocopying machines located in the LRC cafeteria for student use. These machines use

One Cards, only, which are available for purchase in the LRC or any Wayne State University library.  
**Departmental copiers are not available for student use.**

### Study Areas

Various classrooms throughout the building may be used for study areas when they are not scheduled for classes, special meetings or programs. All students are responsible for maintaining it. If a student wants to remove any books or materials, the card in the book must be signed and given to the department secretary. Bound AJOT volumes may be removed for daily individual student use but may not be removed from the building. **Students must adhere to copyright regulations.**

### Reflection Room

Located in student affairs suite 1600 on the first floor.

### Lactation Room

Located on the first floor in the Dean's Conference room hallway.

### Parking

Parking for the Applebaum building is available in the 962-car Midtown parking facility, across from the building at 3600 Woodward. It is managed by Midtown Parking Company on contract to WSU. Your WSU OneCard is required for entrance and exit and can be paid for by subscription or daily rates. Make sure your account is activated as soon as possible.

### Medical Insurance and Health Services

The Department of Occupational Therapy recommends that all students have some health insurance coverage through a family or individual plan. The payment of medical fees incurred due to any injury or illness arising out of participation in the program may be the responsibility of the student.

Most University health services for students will be provided in the Detroit Receiving Hospital or the University Health Center Clinics Building. The student prepaid health insurance package which provides for primary care and family planning is offered at the University Health Center.

# PART THREE



## PROFESSIONAL ORGANIZATIONS

Students are encouraged to participate in Department, College and University related organizations, as well as local, state and national occupational therapy associations. The following pages identify some of the professional and extracurricular organizations which are open to occupational therapy students.

## **UNIVERSITY AND DEPARTMENTAL ORGANIZATIONS**

### Student Occupational Therapy Association

The Student Occupational Therapy Association is open to all pre-professional and professional occupational therapy students and faculty. Periodic meetings provide opportunities to develop professional understand to participate in service projects and to enjoy contact with other occupational therapy students and faculty.

**Current Faculty Advisor: Dr. Samuel**



### Pi Theta Epsilon Honor Fraternity

Pi Theta Epsilon, Eta Chapter, is the Occupational Therapy Honor Society. To be eligible, a student must 1) be in the second or third semester of the professional program, 2) be in the top twenty percent of the class, 3) have achieved a 3.5 cumulative grade point average, and 4) have successfully completed all prerequisite classes for the curriculum. Eligibility is based on honor point average for all Wayne State University classes. Induction of members occurs each fall semester, at which time junior and senior occupational therapy students are evaluated or re-evaluated. All of the above requirements must be met in order to qualify for membership.

High academic standing is recognized and opportunities are provided for members to participate in service projects educational and professional activities in the university and the community.

**Current Faculty Advisor: Dr. Parnell**

### Class Officers

Students select class officers for each professional year.

PY1 Selection: January    PY2 Selection: September

## PROFESSIONAL ORGANIZATIONS



### [American Occupational Therapy Association \(A.O.T.A.\)](#)

The A.O.T.A. is our national organization whose main functions are to improve and advance the practice, education and standards of occupational therapy. The student is encouraged to attend the annual conference and participate in various activities of the national organization. Applications and information about dues and membership are located in the departmental office.

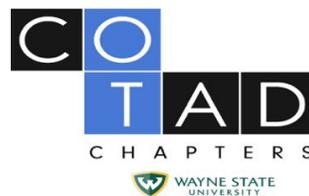


### [Michigan Occupational Therapy Association \(Mi.O.T.A.\)](#)

The Mi.O.T.A. is the state association affiliated with the A.O.T.A. The objectives of this organization are similar to the A.O.T.A., but are confined more specifically to the State of Michigan. Students may attend the annual conference and they are encouraged to participate in various activities and committees. Memberships are offered to all students in Michigan. As members, students receive all Association mailings and reduced fees at all state meetings. Occupational therapy student members from all curricula in Michigan are allowed voice representation on the Board of Management. For information regarding membership, legislation and practice, phone: 1-734-677-1417.

### [Michigan Council on Education](#)

This council of the Mi.O.T.A. is the combined educational council of the Michigan occupational therapy professional and assistant curricula and is represented on the Commission on Education of the National Association. Students from each Michigan occupational therapy school may elect representatives to serve on the council.



### [Coalition of Occupational Therapy Advocates for Diversity \(COTAD\)](#)

The 2 founding WSU OT student Chapter chairs, Fabiha Nishat and Faith Taylor have created a COTAD Chapter. The Coalition of Occupational Therapy Advocates for Diversity (COTAD) was formed in 2014 through a collaboration that occurred between members of the AOTA Emerging Leaders Development Program. It is now an established non-profit organization. It operates as a group of individuals from across the United States all working towards a common goal of promoting diversity and inclusion within the occupational therapy workforce and increase the ability to occupational therapy practitioners to serve an increasingly diverse population.

**Current Faculty Advisor: Dr. Doreen Head**

# PART FOUR



## STUDENT AND FACULTY ACCOUNTABILITY

This section of this handbook contains the ethics statement of the Wayne State University Department of Occupational Therapy, the Wayne State University Student Due Process Policy, and the Wayne State University statement of litigations of Faculty and Students to the Instructional Process

## **ETHICS STATEMENT**

The primary objective of the Occupational Therapy Department of Wayne State University is to provide students enrolled in the program with an educational program which will prepare them to become professionally competent and responsible providers of service to consumers as well as contributing members of the field of occupational therapy and the health care delivery system.

To this end, Occupational Therapy Faculty of Wayne State University has adopted the following ethical standards and administrative principles as a guide to the conduct of the faculty and students in carrying out this objective.

- A. It is expected that individually and collectively the faculty will:
1. Possess appropriate professional and academic qualifications as well as mastery of and skill in presenting their subject matter with integrity and high professional standards.
  2. Maintain professional and academic competency.
  3. Assume leadership in the advancement of the profession through teaching; research engagement; continuing education provision to professional colleagues, and through, coordination of and participation in, activities of the department, university, and community and professional, technical and scientific societies.
  4. Demonstrate impartiality, fairness, and objectivity in the selection and retention of students without discrimination of any kind.
  5. Be alert and responsive to changing needs of the health care delivery system, particularly in the profession of occupational therapy which have implications for the curriculum.
- B. It is also expected that the faculty as well as the students will:
1. Have open, free discussion, inquiry and expression by and with administrators, professional colleagues, students and others.
  2. Respect the right, privilege and belief of others and keep confidential the private affairs or character of students, colleagues and clients.
  3. Be concerned about the morale and welfare of faculty, students and colleagues.
  4. Conform to established rules, regulations and policies of the department, college and university and assume responsibility for initiating recommendations for change in such standards through proper channels when deemed essential for more effective implementation of the institution's objectives.
- C. Regarding fieldwork experiences, it is expected that the facilities at which students are assigned will:
1. Maintain high standards of practice in all areas of service.
  2. Allow only professionally qualified personnel to supervise students.
  3. Provide for student training while maintaining high quality health care delivery to patient/clients.
  4. Maintain guidelines for students which outline the facilities' educational program.

5. Maintain written standards of practice which are based upon the "Principles of Occupational Therapy Ethics" of the American Occupational Therapy Association.
  6. Maintain compliance with the same federal/state regulations for affirmative action and non-discrimination policies which apply to Wayne State University.
  7. Provide regular evaluation reports to the students during the fieldwork experiences.
- D. Regarding service to patients/clients, the students will show respect for the recipients' rights and will preserve the confidence of the patient relationship.
- E. Regarding the conduct of research, the students will protect the rights of subjects, clients, institution and collaborators.
- F. Regarding moral conduct, the faculty, clinicians and students will act with propriety and engage only in legal actions in the profession of occupational therapy.

## FACULTY & STUDENT OBLIGATIONS TO THE INSTRUCTIONAL PROCESS

Since education is a cooperative effort between teacher and student, both parties must fulfill obligations if the integrity and efficacy of the instructional process are to be preserved.

### A. Responsibilities of Faculty Members

1. Contribute to and remain abreast of the latest developments in their fields.
2. To continually pursue teaching excellence.
3. Treat all students with respect and fairness without regard to ancestry, race, religion, and political belief, country of origin, sex, sexual preference, age, marital status or handicap.
4. Encourage differing viewpoints and demonstrate integrity in evaluating their merit.
5. Attend regularly and punctually, adhere to the scheduled class and final examination times, and arrange for notification of absence and coverage of classes.
6. Establish and maintain appropriate office hours.
7. Present, early in the term, the following information:
  - a. course objectives and general outline
  - b. classroom procedures and expectations concerning attendance, and proposed dates of major evaluations (i.e. examinations, papers projects)
  - c. grading policy
  - d. list of texts and/or other materials needed for the course
  - f. late enrollment, withdrawal and other special policies
8. Provide and adhere within reasonable limits to the written syllabus of the course.
9. Know course matter thoroughly and prepare and present the materials conscientiously.
10. Follow these policies concerning written work and grades:
  - a. grade and return written work promptly
  - b. submits final grades by scheduled time
  - c. allows students to examine written materials not returned within the term (e.g., final exam, major term paper) and retain such materials for one academic term in accordance with unit policy

11. Be informed of university services and recommend their use to student when advisable.
12. Implement unit procedures for student evaluation of faculty teaching with attention to preserving student anonymity.
13. Behave appropriately in dealing with student so as to maintain a scholarly atmosphere.

**B. Responsibilities of the Students**

1. Fulfill conscientiously all assignments and requirements of their courses.
2. Attend regularly and punctually.
3. Maintain a scholarly, courteous demeanor in class.
4. Uphold academic honesty in all activities.
5. Notify the instructor as early as possible if prevented from keeping an appointment or carrying out an assignment.
6. Discuss with instructor any class-related problem and follow established procedures in the resolution of these problems.
7. Adhere to instructors and general university policies on attendance, withdrawal or other special procedures.

- C. It is expected that faculty and students will fulfill their obligations to the instructional process. If, however, a complaint does arise, the parties should meet in an effort to resolve the matter. When such a discussion fails to resolve the problem or is inappropriate given the circumstances, the head of the academic unit should be contacted. If this contact fails to satisfy the complaint, the college's published procedures should be followed. Although the University Ombudsman is not a direct part of the appeal process, students and faculty may consult the Ombudsman at any point during such proceedings.

*10/16/82 Adopted by University Council*

**STUDENT CODE OF CONDUCT**

The Faculty of the Department adheres strictly to the University's Student Due Process Policy. Student Due Process is put into effect when standards of the University are breached by students. Students are responsible for obtaining and knowing this Policy. Copies may be obtained from The Office of the Ombudsman.

University Student Code of Conduct: <http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf>.

Student Center Bldg.  
Ombudsperson: Laura Birnie-Lindemann

[ombudsoffice@wayne.edu](mailto:ombudsoffice@wayne.edu)

Tel: 577-3487

# PART FIVE



## HEALTH AND SAFETY REQUIREMENTS

All students entering the occupational therapy program must demonstrate knowledge and skill in health risks and health safety before completing any course work in field experiences. Information on Universal precautions is included in this section of the handbook.

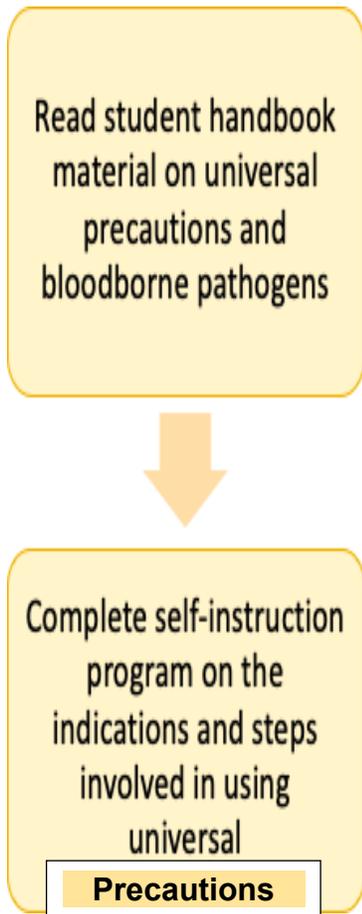
**The objectives of this section are to ensure Wayne State University, Occupational Therapy students:**

knowledge of health risks facing health professionals

knowledge of transmission of communicable diseases

knowledge and skill in preventing the transmission of pathogens with emphasis on bloodborne pathogens

**In order to demonstrate these skills and knowledge the student must:**



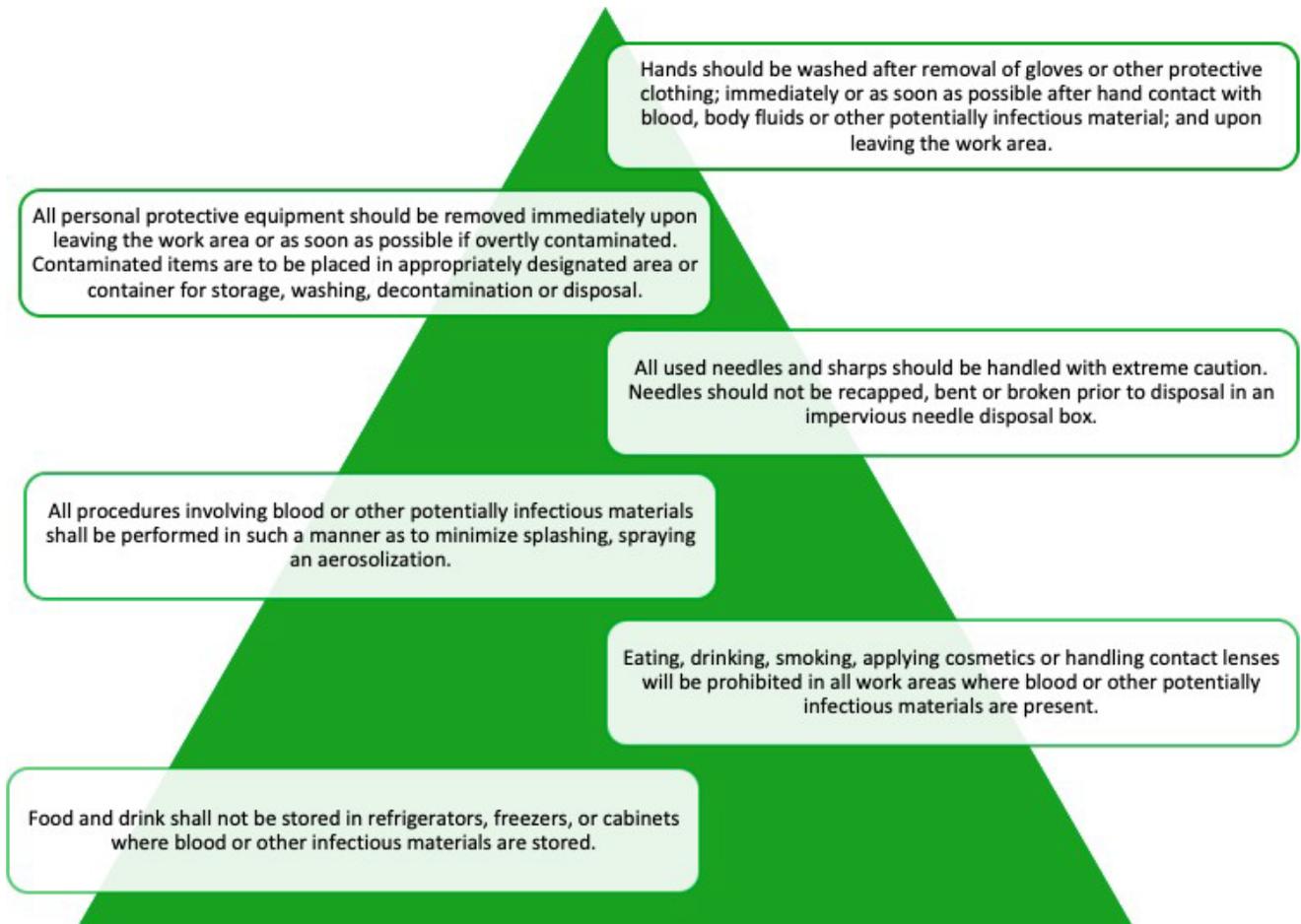
## Fieldwork

If requested by the Hospital, the University shall instruct each student to provide the Hospital with evidence that the student has passed a physical examination of a scope and within time periods satisfactory to the Hospital, and such evidence shall indicate that at the time of the physical examination the student was free from contagious disease as nearly as could be ascertained by such examination. The University shall instruct each student to provide the Hospital with proof of immunization status by the first day of the affiliation.

## **UNIVERSAL BLOOD AND BODY FLUID PRECAUTIONS**

The following practices emphasize the need for health-care workers to consider all patients as potentially infected with HIV and/or other bloodborne pathogens and to adhere rigorously to infection control precautions for minimizing the risk of exposure to blood and body fluids.

### **I. Work Practices**



## II. Personal Protective Equipment

Individuals should be familiar with all procedures likely to result in contact with blood or body fluids and adhere to recommended methods of personal protection as determined by the type and extent of contact anticipated

Gloves should be worn when the potential exists for contact with blood, body fluids, mucous membranes, non-intact skin or surfaces contaminated with blood or other infectious material. Gloves should be changed between patient contacts.

Appropriate protective clothing should be worn when the individual has a potential for exposure to blood or other potentially infectious materials. Appropriateness will be determined by the task and degree of exposure anticipated.

- Fluid-resistant clothing (cover gowns, lab coats) should be worn if splattering or spraying of blood is likely to occur.
- Fluid-repellent clothing (isolation gown, disposable surgical gown) shall be worn if there is a potential for clothing becoming heavily soiled or soaked with blood or body fluids.
- Surgical caps or hoods shall be worn if there is a potential for splashing or spattering of blood or body fluids on the head.

Masks and protective eye-wear should be worn whenever splashes, droplets or aerosols of blood or other potentially infectious material may be generated, especially when assisting with or performing invasive procedures.

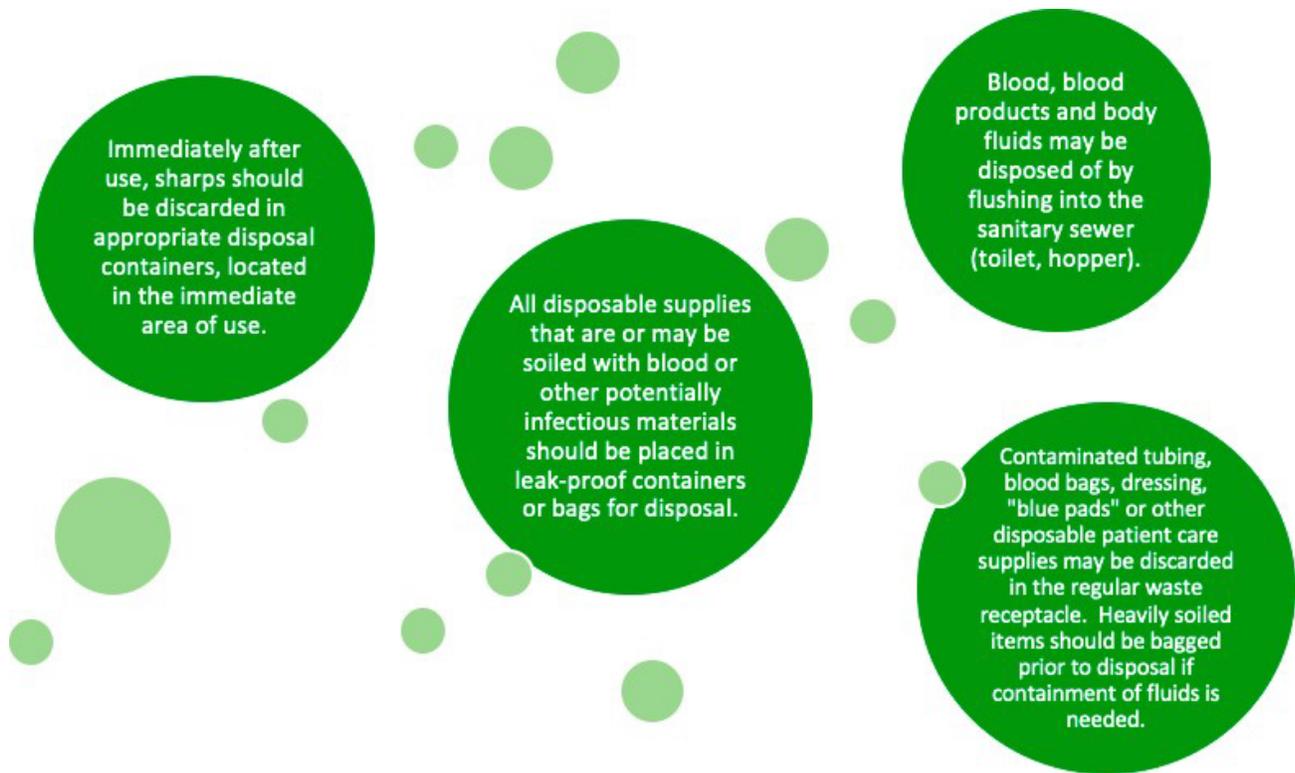
## III. Environmental Practices

All work surfaces should be decontaminated with an appropriate disinfectant after completion of procedures especially when surfaces are overtly contaminated.

Linen that is or may be soiled with blood or other potentially infectious material should be handled as little as possible with a minimum of agitation.

- Contaminated linen should be bagged at the location where it was used and shall not be sorted or rinsed in patient-care areas.
- Contaminated linen should be placed in a leak-proof bag for transport to the laundry.

#### IV. Waste Disposal



#### V. Exposure Follow-up

An individual's exposure to blood or other potentially infectious materials should be reported immediately.

## **BLOODBORNE PATHOGENS AND COMMUNICABLE DISEASE PRECAUTIONS**

You may have some potential for exposure to bloodborne pathogens. Exposure incidents may include, but are not limited to the needle stick injuries, splashes to the eyes, nose, mouth or other non-intact skin. Exposure may or may not result in infection. The following are some of the bloodborne pathogens to which health care workers (HCW) may be exposed.

Additional information available at “Bloodborne infectious Diseases”:

<https://www.cdc.gov/niosh/topics/bbp/universal.html>

### **HEPATITIS B**

Transmission: Virus has been found in all body secretions; however, only blood, saliva, semen and vaginal secretions have been shown to be infectious. Transmission may occur through needle sharing or needle sticks, sexual contact, from mother to child during birth, through contamination of skin lesions or by exposure of mucous membranes to infective blood. One milliliter of Hepatitis B positive blood may contain 100 million infectious doses of virus. The virus can survive for at least one week dried at room temperature.

Incubation period: 45-180 days, average 60-90 days

Period of communicability: For many weeks prior to onset of symptoms and throughout clinical course of disease. During chronic carrier state.

Symptoms: -one-third of people will have no symptoms.  
-one-third of people will have a mild flu-like illness.  
-one-third of people will have more serious illness with nausea, vomiting, abdominal pain, fever, rash and jaundice. A small number of this group will die from overwhelming infection.  
-six to ten percent of all those infected will become chronic carrier of Hepatitis B and will remain contagious. 25% of chronic carriers will develop cirrhosis or liver cancer.

Risk to HCW: -8,700 HCWs will become infected each year with Hepatitis B.  
-200 HCWs will die each year from acute disease or complications of chronic disease.  
-one percent or more of hospitalized patients are Hepatitis B Surface Antigen positive. Many are unaware of their status.

## **HEPATITIS C**

**Transmission:** Over 90% of post-transfusion Hepatitis is due to Hepatitis C. Also transmitted by contaminated needles. Role of sexual transmission not yet well defined.

**Incubation Period:** 2 weeks to 6 months, most commonly 6-9 weeks.

**Period of communicability:** From one or more weeks before the onset of symptoms through the acute course of the disease. Indefinitely in the chronic carrier stages.

**Symptoms:** Similar to Hepatitis B, but frequently less severe in the acute stage. Chronic infection more common than with Hepatitis B.

**Risk to HCW:** Transmission has been documented from an acutely infected patient to a HCW. (may never go away)

## **HUMAN IMMUNODEFICIENCY VIRUS (HIV)**

**Transmission:** Sexual contact, sharing of contaminated needles and syringes, transfusion of infected blood. 25-35% of infants born to HIV-infected mothers are infected before, during or shortly after birth. Transmission **has not** been reported by contact with saliva, tears, urine, and bronchial secretions.

**Incubation period:** Varies. The period of time from exposure to a positive antibody test is usually 1-3 months. The time from infection with HIV to development of AIDS can range from 2 months to 10 years or longer.

**Period of communicability:** Lifelong after infection with the virus, but may vary during the course of the disease.

**Symptoms:** Within several weeks to several months after infection with HIV, many persons develop a self-limiting mono-like illness lasting for a week or two. Infected persons may have no signs or symptoms for many months or years before opportunistic infections and other conditions occur.

**Risks to HCW:** Studies on transmission to HCWs began in 1983. Approximately 3-5 infections per 1000 injuries with contaminated needles occur.

## **SYPHILIS**

Transmission: Sexual contact, direct contact with drainage from skin, genital, or mucous membrane lesions. From mother to baby during pregnancy or birth. Transmission can occur through blood transfusion if the donor is in the early stages of the disease.

Incubation period: 10-90 days, usually 3 weeks.

Period of communicability: During primary and secondary stages and in mucocutaneous recurrences.

Symptoms:

- Primary - Painless sore appears at site of invasion. Will heal within weeks without treatment.
- Secondary- Rash (especially on palms and soles), fever and enlarged lymph nodes develop within weeks or months.
- Latency - No symptoms, duration varies.
- Late or tertiary - 5-20 years after initial infection cardiovascular, bone, nervous system, skin involvement may develop

Risk to HCW: HCWs have developed primary lesions on the hands following examination of infectious lesions.



# PART SIX



## PROFESSIONAL BEHAVIOR

The process of becoming an effective occupational therapist involves attaining competency in professional knowledge, skill, and behavior. Each aspect of this triad is equally important for the student to develop as she/he progresses through the occupational therapy program. Consequently, student's progress in the occupational therapy program will be based on academic requirements, clinical performance, and professional behaviors.

Professional behavior is defined as behavior that conforms to the AOTA Code of Ethics, the Ten Generic Professional behaviors defined in this student handbook, and the occupational therapy registration requirements of the State of Michigan.

## STUDENT ACADEMIC BEHAVIORS WSU MOT PROGRAM

The occupational therapy program is committed to the development of professional behaviors of students, which lay the groundwork for academic and career success. This includes an array of professional behaviors and attendance at all classes. Courses are designed to build upon previous knowledge. Attendance, participation, and appropriate professional behaviors in all classroom sessions are essential to understand and utilize appropriately course information.

### **Attendance:**

Attendance at classroom sessions is mandatory and will be monitored at each session.

The faculty recognize that situations arise that may cause unintentional absences or tardy arrival. Therefore, the following policies will serve as the basis for faculty actions.

1. Students are expected to notify the instructor before an absence or tardy arrival. This may be done by telephone or email. This is the only method to obtain an excused absence.
2. A sign-in log will be available prior to the start of class. Students must sign in at each class as evidence of presence. Students should allow ample time to sign in and take a seat prior to the actual start time of the class.
3. In order for an absence or tardiness to be identified as an “excused absence”,
  - a. Prior notification must be given, and
  - b. An excused absence must be due to illness, funeral, or personal emergency.
4. Students are allowed one excused absence and one excused tardy arrival without penalty.
5. Subsequent excused absences and/or excused tardy arrivals require written verification of the circumstances leading to the absence or late arrival. This verification must be submitted to the instructor within 48 hours of the occurrence. Failure to provide appropriate verification within 48 hours will result in the absence or tardy arrival being considered unexcused.
6. An absence will be considered unexcused when no notification is received by the instructor, the reason does not fall into one of the three categories given above, or the student fails to provide appropriate verification of absence.
7. Unexcused absences will result in a reduction of the course grade by 2% of the total course grade for each occurrence (for an example, an unexcused absence for three days in a row would result in a course grade reduction of 6%). Unexcused tardiness will result in a reduction in the course grade by 1% for each occurrence.
8. Students absent for 20% or more of any one course will receive a final course grade of 0.0
9. Remedial assignments will be required in the event of tardiness and/ or absenteeism. The design of this assignment is the sole jurisdiction of the instructor. All remedial assignments must be turned in within one week; **no** reminders will be given.

**Due Dates:**

Papers and assignments are due on the due date. It is the student's responsibility to ensure that the instructor receives the assignment. Failure to submit on the due date will result in a reduction of 10% of the possible grade. An additional 10% reduction of the grade will occur for each additional full or partial day late.

**Papers:**

The grade for all written work will be determined by both content and composition quality. Composition quality includes but is not limited to accurate typography, spelling, grammar and use of semantics.

**Examinations:**

The minimum score to pass individual examinations will be determined by the course instructor. Failure to achieve this minimum will require that the student demonstrate competency in the material covered in the examination. The method to demonstrate this required competency will be either a written/oral exam or a review project as determined by the instructor. Completion of the additional competency exam or project is required for successfully passing the course.

The student must notify the course instructor as soon as possible regarding circumstances that led to a missed examination. The instructor will determine the format for any retaken examination. The retake exam may differ from the original examination and is the sole discretion of the instructor.

**Examination Content:**

Written examinations are considered to be protected evaluation instruments and are subject to the following guidelines:

1. Content may not be reproduced without instructor permission, in part or whole, stored in a retrieval system, or transmitted in any form, including oral, or by any means such as electronic, mechanical, or photocopying.
2. All notes made during an examination should be made on the examination form itself, except when scantron sheets are used, where no notes will be made.
3. A student found in possession of unauthorized examination content will receive a grade of 0.0 in the course and charged with academic dishonesty.
4. Any unauthorized use of resources whether or not identified in this document constitutes academic dishonesty and are subject to actions as specified in the Wayne State University "Student Due Process Policy".

### **Academic Dishonesty:**

“Academic Dishonesty means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic dishonesty are prohibited at Wayne State University, as outlined in the Student Due Process Policy.

Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to downgrading and/or additional sanctions as described in the Student Due Process Policy. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of Student Due Process Policy.

Faculty should encourage academic honesty among students by including a statement in the course syllabus and by discussing issues such as cheating, fabrication, and plagiarism when appropriate. Similarly, students should protect themselves by thoroughly studying and preparing for tests and assignments and by discouraging dishonesty among other students.

When a faculty member is persuaded that academic dishonesty has occurred, the faculty member may, without using mechanism of filing a charge, adjust the grade downward( including downgrading to a failing grade) for the test, paper, or other course-related activity in question, or for the entire course. In such instances, the faculty member shall either orally notify the student (or each of the students, if more than one student is involved), in the presence of the department or unit head, of the downgrading and the reason(s) for it, or provide the notice by first-class mail as provided in section 6.0, with a copy to the department or unit head.

“If the faculty member in whose course the alleged infraction occurred perceives it as warranting further discipline, the faculty member may also file charges.”

- Eugene Applebaum College of Pharmacy and Health Sciences, Policy and Procedure  
No.89.04: Academic Dishonesty

Refer to Student Due Process Policy Section 10.0 for additional detail.

### **CANVAS.com:**

All Students are required to maintain interaction with the course site on Canvas, as per instructor direction. This includes visiting the site as needed or at least weekly, again as directed by the instructor. Students are responsible for ensuring they have appropriate computer skills to access and use Blackboard in advance of the course.

When PowerPoint presentations are posted on Canvas for a course, it's the student's responsibility to copy and bring the appropriate presentation to the individual class. Copies of PowerPoint presentation will not be provided by the faculty.

### **Electronic Communication:**

Students are expected to maintain and routinely access their WSU email account. All communication from the faculty will be made **only** to the students WSU email account.

**Approved by OT faculty 08/2023**

# Occupational Therapy Code of Ethics (2020)

## Preamble

The 2020 Occupational Therapy Code of Ethics (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles.
2. It delineates ethical Principles and enforceable Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. The process for addressing ethics violations by AOTA members (and associate members, 2 where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>.

## Core Values

The occupational profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. The following Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice [AOTA, 1993]):

1. **Altruism** indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

2. **Equality** indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.

3. **Freedom** indicates valuing each person's right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person's occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient's right and desire to guide interventions.

4. **Justice** indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal-directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in social justice: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with occupational justice: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).

5. **Dignity** indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person's social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.

6. **Truth** indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.

7. **Prudence** indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

## Principles

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

**Principle 1. Beneficence** Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons. The Principle of Beneficence includes all forms of action intended to benefit other persons. The term beneficence has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

**Principle 2. Nonmaleficence** Occupational therapy personnel shall refrain from actions that cause harm. The Principle of Nonmaleficence indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined in the context of due care, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to be published in *American Journal of Occupational Therapy*, 74(Suppl. 3) 26 invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

**Principle 3. Autonomy** Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent. The Principle of Autonomy expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the self-determination principle. Respecting the Autonomy of service recipients acknowledges their agency, including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, persons have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

**Principle 4. Justice** Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services. The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in

**Principle 5. Veracity** Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

**Principle 6. Fidelity** Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity. The Principle of Fidelity refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

## CODE OF ETHICS

AOTA 2020 Occupational Therapy Code of Ethics. *Am J Occup Ther* November/December 2020, Vol. 74(Supplement\_3), 7413410005p1–7413410005p13.

## STANDARDS OF PRACTICE

See the American Occupational Therapy Association, Inc.  
*The American Journal of Occupational Therapy*, 2021, Vol. 75(Supplement\_3), 7513410030.

- 1. Professional Integrity, Responsibility, and Accountability:**  
Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.
- 2. Therapeutic Relationships:**  
Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes.
- 3. Documentation, Reimbursement, and Financial Matters:**  
Occupational therapy personnel maintain complete, accurate, and timely records of all client encounters.
- 4. Service Delivery:**  
Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy's values and philosophies.
- 5. Professional Competence, Education, Supervision, and Training:**  
Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.
- 6. Communication:**  
Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.
- 7. Professional Civility:**  
Occupational therapy personnel conduct themselves in a civil manner during all discourse. Civility "entails honoring one's personal values, while simultaneously listening to disparate points of view" (Kaslow & Watson, 2016, para. 1). These values include cultural sensitivity and humility.

## Student Self-Rating Professional Behaviors: Occupational Therapy

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Advisor \_\_\_\_\_

Refer to Professional Behaviors Descriptions and Rating criteria found in your Student Handbook.

### SELF-RATING:

	5	3	2	1
<b>Commitment to Learning</b>				
<b>Interpersonal Skills</b>				
<b>Communication Skills</b>				
<b>Use of Constructive Feedback</b>				
<b>Problem Solving</b>				
<b>Responsibility</b>				
<b>Professionalism</b>				
<b>Critical Thinking</b>				

**PROFESSIONAL BEHAVIORS OCCUPATIONAL THERAPY  
STUDENTS**

**Accepted by WSU OT Faculty 04/04/2003**

**Commitment to Learning**

- 5: These are inappropriate professional behaviors
  - Requires direction and specific directions often
  - Has difficulty identifying needs and sources of learning
  - Rarely seeks out new knowledge and understanding
  
- 3: These are skills typically demonstrated on program admission
  - Identifies problems Formulates appropriate questions
  - Shows evidence of preparation prior to class
  - Participates in small groups
  - Attends class consistently
  - Shows attentiveness
  - Demonstrates a positive attitude toward learning
  
- 2: These are skills that develop during the program
  - Aware of or provides additional material outside of class
  - Enthusiastic about new ideas
  - Reconciles differences in opinions or information
  - Shows confidence in presented material
  - Sets personal and professional goals
  - Seeks new learning opportunities
  - Seeks out professional literature
  
- 1: These are skills typically demonstrated at professional entry-level
  - Applies new information and re-evaluates performance
  - Reads articles critically and understands limits of application to professional practice
  - Researches new areas where study base is lacking
  - Accepts that there may be more than one answer to a problem

## **Interpersonal Skills**

- 5: These are inappropriate professional behaviors
  - Engages in non-effective, judgmental, sexually inappropriate, or threatening interactions
  - Inability to maintain a socially appropriate conversation
  - Inattention during classes, e.g., using phone, writing notes to other students, doing coursework for another class, behaviors that interfere with class
  
- 3: These are skills typically demonstrated on program admission
  - Maintains professional demeanor in interactions
  - Respects differences in others
  - Recognizes the impact of nonverbal communication
  - Appropriately discusses a grade on an exam or assignment
  - Attentive behavior in coursework
  
- 2: These are skills that develop during the program
  - Recognizes impact of nonverbal communication, and modifies behavior
  - Discusses problems with appropriate faculty member Assumes responsibility for own actions
  - Establishes trust and motivates others
  
- 1: These are skills typically demonstrated at professional entry-level
  - Approaches others appropriately to discuss differences of opinion
  - Responds effectively to unexpected situations
  - Talks about difficult issues with sensitivity and objectivity
  - Delegates to others as needed

## **Communication Skills**

- 5: These are inappropriate professional behaviors
  - Exhibits poor written, verbal, and nonverbal communication skills
  - Unable to modify information to meet the needs of various audiences/purposes
  
- 3: These are skills typically demonstrated on program admission
  - Understands basic English (verbal, written, grammar, spelling, expression)
  - Communicates appropriately in large and small groups
  - Provides appropriate feedback to fellow classmates
  - Uses internet resources responsibly
  - Recognizes differences in communication styles
  
- 2: These are skills that develop during the program
  - Restates, reflects, and clarifies messages
  - Modifies communication uses technology appropriately presentations write with appropriate grammar, spelling, and syntax
  - Presents orally with clarity and clear organization
  
- 1: These are skills typically demonstrated at professional entry-level
  - Modifies written and verbal communication to meet needs of various audiences
  - Presents verbal or written messages with logical organization and sequencing
  - Maintains open and constructive communication.
  - Communicates professional needs and concerns appropriately.

## **Use of Constructive Feedback**

- 5: These are inappropriate professional behaviors
  - Accepts feedback defensively
  - Does not identify or integrate feedback
  - Provides non-constructive, negative, or untimely feedback to others
  
- 3: These are skills typically demonstrated on program admission
  - Uses active listening skills
  - Actively seeks constructive feedback and help
  - Shows a positive attitude
  - Critiques own performance
  - Maintains two-way communication
  
- 2: These are skills that develop during the program
  - Assesses own performance accurately
  - Uses and provides constructive and timely feedback when establishing pre-professional goals
  - Develops a reasonable and complete plan of action in response to feedback
  - Accepts and integrates feedback from others
  
- 1: These are skills typically demonstrated at professional entry-level
  - Actively seeks feedback from others
  - Modifies feedback given to others based on their learning style
  - Reconciles differences with sensitivity
  - Considers multiple approaches when responding to feedback

## **Problem Solving**

- 5: These are inappropriate professional behaviors.
  - Does not recognize problems
  
- 3: These are skills typically demonstrated on program admission
  - Recognizes problems in the academic setting
  - Recognizes problems of a personal nature
  - Knows the basic steps of the problem-solving process
  
- 2: These are skills that develop during the program
  - Applies the problem-solving process to coursework
  - Demonstrates flexibility in considering alternative solutions
  - Generates alternative plans when difficulties or obstacles are present
  - Updates solutions based on review of current research
  - Accepts responsibility for implementing solutions
  
- 1: These are skills typically demonstrated at professional entry-level
  - Weighs advantages and disadvantages of solutions
  - Participates in outcome studies

## **Responsibility**

- 5: These are inappropriate professional behaviors
  - Perceived poor level of commitment
  - Not dependable and/ or punctual
  - Not aware of personal and professional limitations
  - Does not accept responsibility for actions and outcomes
  - Academic dishonesty
  
- 3: These are skills typically demonstrated on program admission
  - Completes assignments and other requests in a timely manner
  - Meets deadlines for assignments
  - Comes to class on time
  - Follows through on commitments made
  - Accepts responsibility for own actions and outcomes
  
- 2: These are skills that develop during the program
  - Directs concerns to proper person in authority
  - Provides constructive feedback to appropriate person
  - Contributes to the provision of a safe and secure environment for patients, classmates, and others
  - Encourages classmate accountability
  
- 1: These are skills typically demonstrated at professional entry-level
  - Promotes education, the profession, and the Department
  - Facilitates responsibility for professional development

## **Professionalism**

- 5: These are inappropriate professional behaviors
  - Questionable or poor ethical conduct
  - Questionable or poor conduct related to regulations, policies and procedures
  - Represents the profession in a negative or incompetent manner
  
- 3: These are skills typically demonstrated on program admission
  - Follows University, College, and Department policies
  - Seeks opportunities for leadership
  - Demonstrates honesty, compassion, courage, and regard for others
  - Demonstrates an awareness of the professional role of an occupational therapist
  
- 2: These are skills that develop during the program
  - Participates in SOTA activities and meetings
  - Spontaneously, promotes the OT profession
  - Participates in non-class-related professional activities
  - Understands the ethical and legal issues impacting the profession
  
- 1: These are skills typically demonstrated at professional entry-level
  - Participates in and supports research and evidence-based practice
  - Participates actively in professional organizations
  - Maintains ongoing post-professional education.
  - Actively promotes the profession through community service
  - Accepts leadership roles; serves as a professional role model for others

## **Critical Thinking**

- 5: These are inappropriate professional behaviors
  - Unable to identify, articulate, or analyze problems
  - Unable to distinguish relevant from irrelevant information
  - Unable to differentiate among facts, beliefs, illusions and assumptions
  
- 3: These are skills typically, demonstrated on program admission
  - Raises relevant questions during a focused discussion
  - Recognizes gaps in the knowledge base
  - Effectively articulates ideas/problems
  
- 2: These are skills that develop during the program
  - Critically examines new ideas
  - Formulates new and alternative ideas
  - Critiques hypotheses and ideas
  - Recognizes facts versus opinion Identifies relevant formation
  - Able to paraphrase concepts and information
  - Synthesizes concepts into cohesive whole
  
- 1: These are skills typically demonstrated at professional entry-level
  - Exhibits openness but scholarly skepticism to contradictory ideas
  - Determines effectiveness of applications based on synthesized ideas

Adapted from: May, WW. (Undated). Opportunity Favors the Prepared. A Guide to Facilitating the Development of Professional Behavior. May and Associates Consulting,

## PROFESSIONAL REGISTRATION REQUIREMENTS

Graduates applying for the Occupational Therapy Certification Examination will be asked to provide information related to the academic and civil eligibility. For further information regarding specific requirements contact:

National Board of Certification of Occupational Therapy (NBCOT)  
One Bank Street #300  
Gaithersburg, MD 20878  
(301) 990-7979  
[www.nbcot.org](http://www.nbcot.org)

After successful completion of the certification exam, the individual is considered a credentialed Occupational Therapist, OTR. NBCOT will forward to the states(s) of your choice, all information regarding your credentials and eligibility to apply for permission to practice within their jurisdiction. Please note that you are also responsible to meet all regulatory requirements of the states(s) in which you practice. State regulatory boards, NBCOT, and AOTA work together to monitor competency and professionalism amongst practicing occupational therapists. Breaches in either area may result in sanctions against the therapist, with related limitations in the practitioner's ability to work independently in the profession of occupational therapy.

For information regarding the regulatory process in Michigan, contact:

State of Michigan  
Department of Consumer & Industry Services  
525 W. Ottawa, P.O. Box 30004  
Lansing, MI 48909  
(517) 335-0918  
[www.state.mi.us.com](http://www.state.mi.us.com)

# APPENDIX A



## MOT PROGRAM HEALTH FORMS

**Wayne State University**  
**Eugene Applebaum College of Pharmacy and Health Sciences**  
**Health Professions**  
**Physical Assessment Form and Immunization Guidelines**

Wayne State University students are required to participate in experiential education involving patient care in various healthcare settings. Specific requirements must be met before a student can be placed at the various clinical affiliation sites. All accepted students must provide written documentation of a negative TB skin test, immunity to measles, rubella, mumps, varicella and seasonal flu and Tdap vaccination.

The Physical Assessment Form is to be completed prior to the start of the MOT Program (September). The Wayne State University Health Professions Program will maintain a completed original form and supporting lab documentation in each student's file. It is the student's responsibility to keep a copy for review at each clinical site.

**The following information must be documented.**

- A. Written documentation of a negative tuberculin skin test with Purified Protein Derivative (PPD) **must be provided annually.**

*In case of a positive PPD test or a known contraindication to the PPD test, documentation of a negative chest X-Ray for tuberculosis must be provided.*

- B. Immunity to measles (rubeola), rubella, mumps and varicella:

Measles Immunity

- Documented administrations of two doses of live measles virus vaccine, or
- Serologic laboratory evidence of immunity.

Rubella Immunity

- Documented administrations of two dose of live rubella virus vaccine, or
- Serologic laboratory evidence of immunity.

Varicella Immunity

- Documented administrations of two doses of live varicella virus vaccine, or
- Serologic laboratory evidence of immunity.

Mumps Immunity

- Documented administration of two dose of live mumps virus vaccine, or
- Serologic laboratory evidence of immunity.

Documentation can be official vaccination records from Michigan Care Improvement Registry (MCIR), military vaccination records or vaccination records from personal provider noting two MMR injections separated by at least 28-days sometime during their life and two VZ injections separated by at least 28-days sometime during their life. Documentation can also be laboratory reports noting immunity based on a blood test. Physician documentation of disease is not acceptable.

Documentation of having received the one time adult Tdap (Pertussis) vaccination. Trade name of the Tdap vaccine is Adacel or Boostrix, both licensed in or after 2005. Laboratory reports are not acceptable for Pertussis immunity.

**Seasonal Flu Vaccination:**

Wayne State University has mandated that all students, faculty and staff who intend to be on campus receive a flu shot. Submission of proof of vaccination or declination form to the Campus Health Committee (healthcommittee@wayne.edu) is required.

**COVID-19 Vaccine Update 5/30 2023:**

- COVID-19 vaccines are no longer required for students, faculty or staff, except for students living in campus housing and those studying, working or teaching in clinical settings.
- Use of the Campus Daily Screener is no longer required.
- Mandatory testing for individuals with vaccine waivers is no longer required.

**Wayne State University  
Eugene Applebaum College of Pharmacy and Health Sciences  
MOT PROGRAM**

Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
Program: \_\_\_\_\_

**Physical Examination**

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ BP: \_\_\_\_\_ HR: \_\_\_\_\_

Medication \_\_\_\_\_ Allergies: \_\_\_\_\_

EENT: \_\_\_\_\_ Hearing /Vision: \_\_\_\_\_ Chest: \_\_\_\_\_

Heart: \_\_\_\_\_ Lung: \_\_\_\_\_ Abdomen: \_\_\_\_\_ GU: \_\_\_\_\_

Extremities: \_\_\_\_\_ Spine: \_\_\_\_\_

**Immunization**

- All titers must be recorded as *Positive or Negative*
- Serologic laboratory evidence of immunity (titer) is **REQUIRED**

Immunizations	Date(s) Received	
Measles (Rubeola)		
Rubella		
Mumps		
Varicella ( <i>chickenpox by history cannot be accepted</i> )		
Hepatitis B ( <i>highly recommended</i> )		
Tdap		
Laboratory/Diagnostic Tests	Dates Performed	Results
Tuberculin Skin Test (PPD)		
Chest X-Ray (if PPD positive)		
Measles (Rubeola)- quantitative results (titer)		
Rubella- quantitative results (titer)		
Mumps-quantitative results		
Varicella-quantitative results		

**Remarks: (Influenza)**

Examiner's Signature: \_\_\_\_\_

(Required)

Name (Printed or Typed): \_\_\_\_\_

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

City/State/Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

**Wayne State University  
Eugene Applebaum College of Pharmacy and Health Sciences**

***Hepatitis B Immunization***

***WAIVER OF RESPONSIBILITY***

I understand that it is recommended I receive the Hepatitis B vaccine series (3 injections) prior to the start of my experiential education. I acknowledge and understand that receiving the Hepatitis B vaccine is highly recommended, but not required for persons having contact with blood and body secretions, such as health care worker and designated clinical students and that receipt of the Hepatitis B vaccine is voluntary and not a condition for being placed at any particular site.

**\_\_\_\_\_ I do not wish to receive Hepatitis B vaccine at this time. I understand that by refusing this vaccine, I continue to be at risk for acquiring Hepatitis B.**

I understand that if I change my mind and receive the Hepatitis B vaccination later, either before or during the program, I will provide this immunization information to the Program.

By signing this form, I am indicating my refusal to obtain the Hepatitis B vaccine series and voluntarily assume the risks for acquiring Hepatitis B during required experiential education.

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

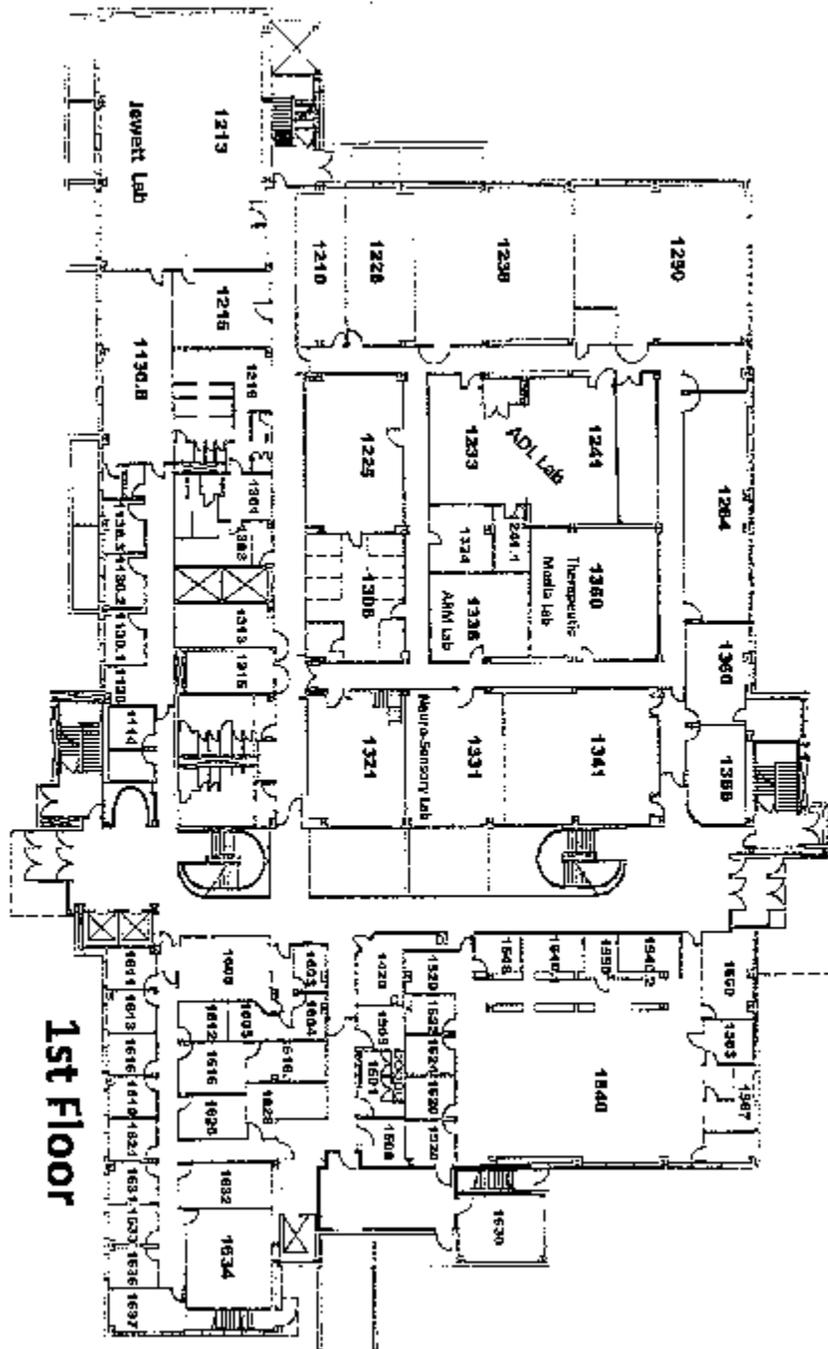
(Please Print)

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

# APPENDIX B



## EACPHS FLOOR PLAN



**1st Floor**

81779012

## APPENDIX C



## SAMPLE CLASS SCHEDULE

MOT SCHEDULE: FALL

PY1

PY2

MOT SCHEDULE: FALL

NEMOT

	M	T	W	Th	F	M	T	W	Th	F
08:00 - 10:00		9:00 - 1:00 OT 5010 Foundations of OT Parnell Hybrid CRN 18348	9:00 - 11:00 OT 5310 Movement Assessment Kivlen Online CRN 18349						8:00 - 11:00 OT5065 Life Occupations II Parnell In-Person CRN 18351	8:00 - 11:00 OT5065 Life Occupations II Parnell Online
	10:00 - 1:00 OT 5400 Neuro Samuel Online CRN 15639	↓		12:30 - 2:00 OT 5310 Movement Assessment Kivlen In-person		10:00 - 3:00 OT6200 Interventions/ Outcomes I DiZazzo-Miller In-Person Labs CRN 18354	11:15 - 1:15 OT5610 Group Dynamics Head In-Person CRN 18353		11:15 - 1:15 OT5610 Group Dynamics Head In-Person	
12:00- 2:00		↓	11:15- 1:15 College Mtg Times	2:30 - 4:30 OT 5300 Surface Anatomy Kivlen In-person CRN 18350		↓	11:15-1:15 College Mtg Times			
2:00 - 4:00			1:00 - 5:00 OT 5410* Health Conditions Samuel Hybrid CRN 16977			3:00 - 4:00 OT 6070 Research II DiZazzo -Miller In-Person CRN 15626	3:00 - 4:00 OT 6070 Research II DiZazzo - Miller Asynchronous CRN 15626			
4:00 - 6:00										

PY2

LEVEL I FIELDWORK October/November

\*Some lectures may have alternate days and times. Instructor will provide details.

FALL LEVEL II OT 7899 KIM BANFILL

**MOT SCHEDULE: WINTER**

**PY1**

**PY2**

	M	T	W	Th	F		M	T	W	Th	F
09:05 -10:00	9:30 – 11:30 OT5420	9:00 – 11:00 OT5220	9:30 – 11:30 OT5420	9:00 – 11:00 OT5220							
10:10 – 11:05					10:30 – 12:00 OT 6230		<b>10:00 – 12:30 OT 6300</b>				
11:15 – 12:10	11:30 3:30 OT6100							Meeting Times			
12:20 – 01:15		11:30 – 1:30 OT 5650	12:30 – 2:00 OT 6230	11:30 – 1:30 OT 6060		<b>12:30 – 3:00 OT 6300</b>	1:00 – 4:00 OT 6140		12:30- 3:30 OT 7200		
01:25 – 02:20											
2:30 – 3:25											
3:25 – 4:30											
4:30 - 5:30											
5:30 +											

**MOT SCHEDULE: SPRING**

TA's needed for Thursday- 9:30 – 1:00

	PY1					PY2					PY3				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
8:00-9:00			8:30 – 11:30 OT 5505 TBD Mort Sci Lecture/Lab IN PERSON												
09:05 - 10:00				9:30 – 1:00 OT 5510 TBD Mort Sci Lecture/Lab IN PERSON		9:30- 12:30 OT 5055 DiZazzo- Miller Life Occs I	10:30- 1:30 OT5150 Preethy CVP		9:30- 12:30 OT 5055 DiZazzo-Miller Life Occs I Asynchronous	10:30- 1:30 OT5150 Preethy CVP ONLINE		10:00- 1:00 Ot7410 Banfill Peds specialty roles		10:00-1:00 OT7410 Banfill Peds specialty roles Hybrid	
10:10 – 11:05															
11:15 – 12:10															
12:20 – 01:15						1:00 – 3:00 OT 6065 Research II						1:00-4:00 OT7500 DiZazzo- Miller OT Synthesis		1:00-4:00 OT7500 DiZazzo- Miller OT Synthesis Asynchronous	
01:25 – 02:20															
2:30 – 3:25															
3:25 – 4:30															

## APPENDIX D



## SCHOLARSHIP APPLICATIONS AND INFORMATION

## Occupational Therapy Scholarships Wayne State University

**Endowed scholarships** are available to occupational therapy students at Wayne State University due to the generosity of **Barbara Jewett, Barbara Henderson-Miller, Karen Thornton, Arline Trabman, Kay Schlomer, and Martha Schnebly**. The Occupational Therapy Program and its students are deeply indebted to these persons.

**Barbara Jewett** was a former Chair of the Department of Occupational Therapy in the 1960's. Her caring and leadership made Ms. Jewett a role model for occupational therapy throughout the Detroit community. A portion of Ms. Jewett's funds were used in the construction of the current College of Pharmacy and Health Care Sciences, and the Jewett Mobility Lab is named in her honor. Presently, Ms. Jewett's generous endowment funds multiple student scholarships for professional development activities

**Barbara Henderson Miller** received two degrees from Wayne State University, a Bachelor of Science degree in Occupational Therapy in 1959 and a Master of Science in Educational Psychology in 1962. Mrs. Miller's career as an occupational therapist spans more than twenty-two years and has included working with toddlers, preteens and adults at Detroit Receiving Hospital, Sinai Hospital, Beaumont Hospital, and the Society of Crippled Children and Adults. In establishing this scholarship, Ms. Henderson Miller stated, "I received a wonderful education from Wayne State University and I want to give something back". Ms. Henderson Miller's generous endowment funds multiple student scholarships for professional development activities.

**Karen Thornton** has been caring for others for more than 40 years of her life and feels we are put on this earth "to make it a better place for other." Motivated by the tragic passing of her husband in a preventable accident at a local auto plant followed by the untimely loss of her daughter to cancer Karen established the David Thornton and Dr. Bonnie Thornton Endowed Scholarship in Occupational Therapy in 2012 to honor her late husband and daughter, who was an obstetrician. She chose occupational therapy in part because her physically and mentally handicapped niece Brianna has benefitted from occupational therapy over the years. This scholarship celebrates their lives by providing financial assistance to a highly motivated OT student who demonstrates an enthusiasm for learning and helping others.

**Arline Ethel Trabman** graduated in 1950 from what was then Wayne University with a Bachelor's degree from the College of Education. Her first love however was Occupational Therapy. Bernice Trabman, Ms. Trabman's sister, wishes to honor Arline's personal and professional accomplishments through the Arline Ethel Trabman Memorial Endowed Scholarship in Occupational Therapy. This gift was established to recognize the scholastic achievement and to encourage continued progress of occupational therapy students by providing financial assistance during their time in the program.

**Kaye J. Schlommer** was a Wayne State University graduate who practiced as an occupational and physical therapist in a Veterans Administration hospital in California for many years. Ms. Schlommer was childless, but she provided full care of her mother until her death. Near the end of her life, health problems plagued her. Ms Schlommer asked that the totality of her estate be distributed to the Occupational and Physical Therapy programs at Wayne State University, to which she attributed her successful career. Ms. Schlommer's generous endowment funds multiple student scholarships.

**Dr. Martha Schnebly** is a former Chair of the Department of Occupational Therapy and a former Deputy Dean of the College. She received her PhD in the 1930's, at a time when women seldom received doctorates. Her work has significantly influenced the study of how research can be applied to the practice of occupational therapy and has significantly advanced the Occupational Therapy program at Wayne State University. Dr. Schnebly's generous endowment provides funding multiple student scholarships, faculty research, and visiting lecturers.

## **Occupational Therapy Scholarship Competition**

### **Award Information**

- \$1,000. This will be deposited into your WSU account.
- The number of scholarships may vary from year to year based on market fluctuation
- Applicants will be notified of the competition results in early February

### **Eligibility Requirements**

- A minimum GPA of 3.0
- Member of AOTA and/or MiOTA
- Full- or part-time Occupational Therapy student status
- Students receiving these awards will demonstrate two of the following
  - Demonstrated leadership skills and future leadership potential
  - Demonstrated academic excellence and the potential for future academic excellence
  - Demonstrated involvement in professional service and outreach activities
  - Financial need
- This award may be received only once during the academic program

### **Requirements of Accepted Scholars**

- Attendance at the College Donors and Scholars Day event (Spring term)
- Maintenance of a minimum GPA of 3.0 in all courses.

### **The completed application should include**

- A current resume
- A completed Personal Statement
- A current unofficial WSU Transcript
- Incomplete applications will not be considered for funding

### **The Personal Statement should include**

- A statement of your leadership, academic and/or service skills as appropriate for a scholarship; any financial need
- A statement of the benefit of this scholarship to your academic growth

### **Application: Occupational Therapy Scholarship Competition**

**Name:** \_\_\_\_\_ **PID:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class Level:** PY1 \_\_\_\_\_ PY2 \_\_\_\_\_

**Service Preference:** Teaching \_\_\_\_\_ Research \_\_\_\_\_

**Personal Statement (maximum Of 500 words, double spaced)**

# APPENDIX E



## OTKE INFORMATION CONTENT REVIEW INFORMATION

## **Occupational Therapy Knowledge Exam (OTKE)**

Students take this exam at the end of PY2 year. The National Board for Certification in Occupational Therapy (NBCOT) provides the OTKE, which is a 100 item exam comprised of 3 to 4 option multiple choice option and six-option multi-select questions. The test is untimed.

<https://secure.nbcot.org/testmodule/Welcome.aspx>

## **Curriculum Content Review**

During semester six in the MOT program, PY2 students will participate in an intensive curriculum content review session. The dates for the 6 – 8 hour review will be determined during the PY2 Spring semester.

The primary text for the review session will be

Preparing for the Occupational Therapy National Board Exam: 45 Days and Counting

The book contains study questions on each domain area in the NBCOT exam. The rationale for each correct answer is provided. Test-taking strategies, goal sheets and stress-reduction tips are included. A CD-ROM comes with the book.