OCCUPATIONAL THERAPY PROGRAM
Student Manual

June 2012
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Introduction

Welcome!!! We hope your experience as a student in the Occupational Therapy program at Stony Brook University will be rewarding. You are embarking on a road that will lead you to a wonderful, fulfilling career.

This manual has been created to further introduce you to the Occupational Therapy program. It is important that you use this manual in conjunction with the School of Health Technology and Management Bulletin for 2011-2012 and with the SHTM Student Handbook of Policies and Procedures. Each publication is regularly updated and will be helpful to you in your current and future clinical and academic endeavors. Please keep the manual, bulletin, and handbook in an easily accessible place so that you can refer to each for policy and procedure clarification throughout your Stony Brook University experience.

Any information in this manual is subject to change.
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Philosophical Base and Mission – BSHS/MSOT Program

Mission Statement:

The Stony Brook University Occupational Therapy Program has a five-part mission:

- Education: To provide comprehensive professional education to meet the demands and needs for 21st century occupational therapy practice for individuals and communities across the life span;
- Scholarship: To promote research and intellectual endeavors of the highest standards to advance occupational therapy;
- Service: To address community, national, and global needs of individuals, families, and populations, including being resources to health care and human services organizations, educational institutions, and government public health and social service agencies;
- Leadership and Advocacy: To promote leadership and advocacy to enable individuals and populations to maximally participate in life occupations, access health and human services, and leadership within the occupational therapy profession;
- Globalization: To advance knowledge and appreciation of diversity and its influence on human occupation, health and well being at local, national and international levels.

Progressive Philosophy of Education:

Purpose of education is to:

- promote societal well-being
- enhance an individual’s effectiveness in society

Education provides learners:

- with practical knowledge
- problem solving skills

Humanist Philosophical Base

Purpose of education is to:

- enhance personal growth and development
- facilitate self-actualization

Education provides learners:

Self –reflection abilities & skills
Self –directed learning abilities & skills

Faculty believe that an individual’s needs, interests and experiences are key elements in learning; that people have unlimited potential to be developed through education. We believe that it is important for students, graduates and faculty to recognize the importance of being motivated and self-directed. All individuals must take responsibility for their own learning.

The program design stresses the importance of:

- Individuality
- Pragmatic knowledge
- Problem solving
- Experiential learning
- Empowerment
- Self-directedness
- Lifelong learning
- Democratic ideals
- Social responsibility

Revised 6/19/2012
**Course Sequence**

The curriculum within the School of Health Technology and Management follows a “Module” system. Each module is approximately five weeks in length. A course may be offered in a combination of modules depending upon the credit assignment. Contact hours and credit allotment are calculated on the Carnegie system. Courses are scheduled within one or more modules to accurately meet the credit assignment of the course. Please note: Modular Schedules are subject to change and this Course Credit load may also change due to curriculum redesign. In an effort to provide the best educational experiences certain courses will be offered in the evenings and/or on weekends. These courses will be taught by experts in those fields. All students registered for these courses are expected to attend.

Please see the School of Health Technology and Management bulletin for a description of each course.

**First Year (Undergraduate)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAO 314</td>
<td>Historical &amp; Contemporary Perspectives in Occupational</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>HAO 461</td>
<td>Functional Anatomy Review</td>
<td>4</td>
<td>Summer</td>
</tr>
<tr>
<td>HAO 323</td>
<td>Mental Health Concepts</td>
<td>3</td>
<td>1-3</td>
</tr>
<tr>
<td>HAO 315</td>
<td>Foundations of Occupational Therapy</td>
<td>3</td>
<td>1-4</td>
</tr>
<tr>
<td>HAO 319</td>
<td>Kinesiology</td>
<td>4</td>
<td>1-4</td>
</tr>
<tr>
<td>*HBY 350</td>
<td>Physiology</td>
<td>4</td>
<td>1-3</td>
</tr>
<tr>
<td>HAO 320</td>
<td>Life Span Growth Development for OT</td>
<td>3</td>
<td>3-5</td>
</tr>
<tr>
<td>*HBP 310</td>
<td>Pathology</td>
<td>3</td>
<td>3-6</td>
</tr>
<tr>
<td>HAO 324</td>
<td>Psychosocial Theory and Practice</td>
<td>3</td>
<td>4-6</td>
</tr>
<tr>
<td>HAO 310</td>
<td>Neuroscience</td>
<td>4</td>
<td>5-8</td>
</tr>
<tr>
<td>HAO 396</td>
<td>Fieldwork Level IA (Mental Health)</td>
<td>1</td>
<td>5-8</td>
</tr>
<tr>
<td>HAO 374</td>
<td>Professional Behaviors I</td>
<td>1.5</td>
<td>4,5</td>
</tr>
<tr>
<td>*HAO 385</td>
<td>Conditions in OT</td>
<td>2</td>
<td>5,6</td>
</tr>
<tr>
<td>HAO 330</td>
<td>Pediatrics Theory and Practice</td>
<td>4</td>
<td>7,8</td>
</tr>
</tbody>
</table>

**HAO 313 Intro to Occupational Therapy is offered in the Fall and Spring Semesters for West Campus Students only**

*Courses taught by programs within HSC Center*

*HAO 385 may be increased to 3 credits due to curriculum change still in progress and may also increase in an additional module (possibly running from mods. 5-7).*
### Second Year (Undergraduate)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAO 338</td>
<td>Substance Abuse</td>
<td>2</td>
<td>Summer</td>
</tr>
<tr>
<td>HAO 332</td>
<td>Adult Physical Dysfunction Theory and Practice</td>
<td>4</td>
<td>Summer</td>
</tr>
<tr>
<td>HAO 398</td>
<td>Fieldwork Level IC (Adult Physical Disabilities)</td>
<td>1</td>
<td>Summer</td>
</tr>
<tr>
<td>HAO 334</td>
<td>Acute Care</td>
<td>1</td>
<td>1,2</td>
</tr>
<tr>
<td>HAO 485</td>
<td>Vision, Perception and Cognition</td>
<td>2</td>
<td>1,2</td>
</tr>
<tr>
<td>HAO 440</td>
<td>Gerontology</td>
<td>3</td>
<td>1-3</td>
</tr>
<tr>
<td>HAO 430</td>
<td>Sensory Integration</td>
<td>2</td>
<td>1,2</td>
</tr>
<tr>
<td>HAO 340</td>
<td>Prosthetics and Orthotics</td>
<td>2</td>
<td>1,2</td>
</tr>
<tr>
<td>HAO 421</td>
<td>Physical Agent Modalities for the OT</td>
<td>1</td>
<td>1-3</td>
</tr>
<tr>
<td>HAO 397</td>
<td>Fieldwork Level IB (Pediatrics)</td>
<td>1</td>
<td>1,2</td>
</tr>
<tr>
<td>HAO 451</td>
<td>Introduction to Research Design</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Second Year (Graduate)

**HAO 516** | Assistive Technology and Universal Design | 2 | 4,5 |
| HAO 542    | Patient Education                            | 2 | 4,5 |
| HAO 574    | Professional Behaviors II                    | 1 | 4,5 |
| HAO 551    | Research Design and Methods for OT           | 3 | 4-5 |

** HAO 516 and 518 may be combined into one three credit course as part of the curriculum changes this year**

### Third Year (Graduate)

HАО 592 | Case Studies II | 2 | Summer |
HАО 530 | Community, Occupation and Health | 3 | Summer |
HАО 580 | Special Topics in Occupational Therapy     | 2 | Summer |
HАО 597 | Fieldwork Level IIB                      | 12 | 1-3 |
HАО 598 | **Fieldwork Level IIIC**                  | 10 | 4-5 |
HАО 562 | Principles of Instruction                 | 3  | 6-7   |
HАО 593 | Case Studies III                          | 2  | 6-8   |
HАО 534 | The OT Manager                             | 3  | 6-8   |
HАО 532 | Emerging Areas of Practice                | 2  | 6-8   |
HАО 575 | Professional Transition Seminar            | 2  | 6-8   |
HАО 585 | Disability Studies & Occupational Therapy  | 2  | 6-7   |

**HAO 593 may increase by 1 credit due to possible curriculum changes**

** Must successfully complete HAO 596 AND HAO 597 (FW IIA and FW IIB) as a prerequisite **
Grading Criteria and Policy

Unless indicated differently in the course outlines provided by the instructor, the following is the grading criteria.

<table>
<thead>
<tr>
<th>Minimum Percent</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.5</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>89.5</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>86.5</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>82.5</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>79.5</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>76.5</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>72.5</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>69.5</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>66.5</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>62.5</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>S = Passing (“C” or higher)</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>F = Failure</td>
<td>----</td>
<td></td>
</tr>
</tbody>
</table>

Students must be in good academic standing (professional gpa 2.5 and overall gpa of 2.5) at the undergraduate portion of the program to transition to the graduate level of the curriculum. Graduate students must maintain a gpa of 3.0 to be considered in good standing. Students who have been transitioned to the graduate portion of the program and who have a gpa ranging from 2.5 to 2.9, at the time of the transition phase, must raise their gpa to a 3.0 by the end of the first summer session of the graduate portion of the program.

The occupational therapy program offers all courses starting with HAO. Other programs within the Health Sciences Center offer all remaining courses. The occupational therapy program faculty believes that each course offered in the curriculum is essential to developing an occupational therapy professional. Therefore, regardless of the program code, all courses within the curriculum are considered professional courses.

Grading policy

In addition to the School of Health Technology and Management’s academic policies and procedures, all undergraduate HAO courses in the Occupational Therapy curriculum must be successfully completed with a minimum grade of C*, with graduate HAO courses successfully completed with a minimum grade of B. Failure to earn a minimum grade of C or B in HAO undergraduate/graduate courses will require a student to repeat the course and prevent the student from participating in clinical affiliations. A student may repeat a course only once, inability to successfully pass the course when repeated, may result in recommendation for dismissal from the program. Students must also maintain a professional grade point average of 2.5 in the occupational therapy undergraduate program courses and a 3.0 grade point average in occupational therapy graduate program courses. Failure to successfully complete 3 or more courses during the three-year curriculum will result in the student being subject to termination from the program.

*Exceptions:

HBY 350 – Passing grade
HBP 310 – Passing grade

Please refer to SHTM policies on academic standing found in the SHTM Student Handbook
Program and Classroom Policies

Evaluation of Student Learning

Evaluation of student learning takes place at several levels -- daily in the classroom, periodically as the result of tests and graded assignments, and during fieldwork experiences. It is a key component of teaching and learning. In keeping with the concept that students are individuals with individual styles of learning and communication, faculty is encouraged to use multiple methods of evaluation throughout the coursework. Occupational Therapy students are evaluated through objective tools and essay tests, multiple choice questions, case studies, lab work and practicals, written and oral assignments, class presentations, Professional Behavior Monitors and professional organization fieldwork evaluation forms during fieldwork experiences.

It is the prerogative of the instructor to select the specific method for evaluating learning by the student in each course. However, the evaluation methods must be included in the course outline, reviewed and recommended for approval by the School of Health Technology and Management’s Curriculum Committee and the Dean.

The purpose for Fieldwork I and II, the intended learning outcomes, and the faculty, student, clinical fieldwork supervisors’ expectations and responsibilities, as well as the evaluation methods are reviewed with the students prior to their attending fieldwork. Students have an opportunity to offer feedback about their grading concerns, their opinions about fieldwork sites and their experiences in writing and verbally.

Course syllabi are given to and reviewed with the students during the first week of each class. This information includes the methods of evaluation, the weighting of the methods, and criteria for grading. As an example, if the instructor is employing a mastery learning policy for an assignment, and a “B” is the passing grade, then the students are informed of this by discussion and in the course syllabus.

Course and Instructor Evaluations

Students have the opportunity to complete course and instructor evaluations at the end of each course. A class representative submits the completed forms to the Dean’s office. Once the evaluations have been rated, they are returned to the Program Director for review with the faculty. Faculty and the director review the outcomes annually.

Although it is the responsibility of the instructor to provide a sufficient number of course evaluations for the class in a timely manner, it is the student’s responsibility to complete and return the forms. It is only through such input that growth and change can occur. This evaluation method not only benefits you as a student, but it assists the faculty and the program administrators in their endeavor to provide students with the best program and faculty possible.
Attendance

Punctual attendance in all classes is expected of all students. Excessive absences/lateness may be grounds for recommendation to be dismissed from the program, or for being placed on academic probation. If a student knows he/she will be absent from class or scheduled activity, he/she must personally notify the course instructor in advance. Faculty and staff e-mail and phone extensions are listed in this manual. Documentation for absences may be requested and if requested of the student, the student is under obligation by Program Policy to produce said documentation.

If an emergency occurs and the student will not be able to attend class, or if the student is going to be late due to an emergency, the student must notify the course instructor within 8 hours explaining the absence. Note that it is still the discretion of the course instructor to consider it an excused absence. Attendance & participation are expected in every course. Each student is expected to be on time and remain in class for the full session. Once the lecture or lab activity starts you are considered late. It is your responsibility to notify the instructor via phone or e-mail prior to the absence/lateness or within 24 hours of class. Failure to notify the instructor will result in an unexcused absence [no call, no show]. Every two unexcused absences will result in a decrease in your overall course grade by 5 points. Attendance is taken @ the beginning of each class. Three latenesses will equal one unexcused absence. Every three excused absences may also result in a 5 point decrease in overall course grade (may be considered excessive absences, even though they are excused- this is at the discretion of the instructor). Your academic advisor will be informed of absences, latenesses and any display of unprofessional behavior or lack of participation.

Stony Brook E-mail account and Blackboard must be checked regularly for class information or announcements from the instructor and/or for program changes or notifications.

Make-Up Exams and Lateness Assignments

Policies and procedures regarding make up exams (e.g. quizzes, mid-term exams, short exams), are established at the discretion of the individual course instructor. Students are expected to notify the course instructor at the beginning of the course if the student requires rescheduled time for a makeup exam. This make up time will follow the policy and procedure of absences and lateness of the program. Students will be required to provide documentation to support their reasons for requested make up exam time, if the course instructor consents to a makeup exam. There will be no make up for FINAL, and PRACTICAL EXAMS, unless there is a death in the family or an unexpected trauma emergency. In which case, the student must inform the course instructor within 4 hours of the emergency. Documentation of the said emergency will be requested of the student, the student is under obligation by Program Policy to produce said documentation.

All assignments are to be handed in on or prior to the due date. Five points will be deducted for each day of lateness, weekends included. All assignments are to be typed and saved on disk/flash drive in case revisions are necessary.

Any assignments done in groups are the responsibility of all group members. Group members must sign the final copy to acknowledge equal contribution and an understanding that each group member receives the same grade for the final project.
Electronic Devices

All electronic communication devices such as cell phones and beepers are **NOT** to be used in the classrooms during all learning activities. In the event that you are waiting for an important text or phone message, you **MUST**:

- **First**, notify your course instructor prior to class explaining the urgency of such text or phone call
- **Then**, with permission of your course instructor place your phone on vibrate and step out of the room to respond. No texting or tweeting during any class activities, (even if it is to post how much you love this program or course!).

The use of laptops for note taking purposes must be approved by the course instructor prior to class time. The course instructor has the right to require that all laptops must be closed and not used during class time-unless the student is using the laptop as a mode of ADA accommodation requirements. Any student using the laptop for purposes other than note taking (after instructor’s approval) during class time without prior approval by the course instructor will not be allowed to bring in a laptop and will receive a reprimand in their file.

University phones located in the classrooms are for **EMERGENCY** purposes only. Use of the phone for other than emergency purposes **without the expressed permission** of a faculty or staff member will be considered unprofessional conduct.

Dress Code

Students will dress appropriately. Students are expected to dress neatly and conservatively. Only under the direction of a faculty member will students wear shorts, t-shirts or sweats for a class. No shirts/blouses that are low cut will be permitted; Jeans and slacks are to be worn at waist level and should remain at that point upon movement. Failure to dress responsibly will result in a penalty for professional behavior grading and a reprimand in the student folder. A reprimand will result in the student being placed on probation.

Caps and hats that **ARE NOT** worn for religious, cultural, or medical reasons are considered unprofessional attire and must be removed and remain off during class time.

Email and Black Board Accounts

Timely & efficient communication is necessary in the academic and professional environments. All students must use their **Stony Brook Email Account** for all correspondences regarding school related information. Students are also expected to check this email account daily as well as BlackBoard course accounts and Program account for any information such as registration charts and notices.

In addition, any changes in student’s personal contact telephone number(s) and address must be provided to the Occupational Therapy Program immediately to the administrative assistant in order to always maintain current emergency contact information.
Professional Behavior

Attitude and professional behavior, along with knowledge and skill, are evaluated during **ALL** classroom and fieldwork experiences. Please remember, this is a **professional program**. The faculty believes that students’ knowledge, skills, and attitudes exhibited in the classroom are reflective of those they will exhibit during fieldwork experiences. Faculty encourages students to not view the classroom setting (lectures, laboratories) as isolated from the clinical setting.

Faculty expects students to utilize their critical thinking, communication skills, and reflective reasoning at all times. Seeing these abilities on an ongoing basis assists the faculty when they are assessing the students’ professional development. **Any student who communicates in a manner that is deemed unprofessional either through behaviors or means of communication will be spoken to first and will be placed on academic probation. A formal reprimand will be placed in the student’s folder. If after noted offenses, the student does not correct the noted unprofessional behaviors, that student may be dismissed from the program.**

Whether on fieldwork, attending classes on campus, or enjoying special activities/events, students must remember that they are a reflection of the School, faculty, and profession. Students are expected to be prompt, to follow the rules and regulations of the facility, to be courteous and to dress professionally. **Failure to do so will result in placing the student on probation and having a formal reprimand on file.**

Please be respectful to fellow students, the faculty and staff of the Health Sciences Center. This means speaking quietly in the hallways and limiting participation in any stress relieving, physical recreation activities to the areas outside of the Health Sciences Center.

Social Networking

Students **are not allowed** to contact ANY faculty, staff member (this includes core faculty, adjunct faculty, Clinical Field Work Supervisors- both FW Level I and FW Level II, and any staff members) or clients via any social type of networking while they are in the OT Program. After graduation, students may contact any one they wish to “friend” via social network. In addition, students are expected to maintain privacy regulations when it concerns the program and clinical sites, as well as clinical supervisors. **Students cannot post on their social network ANY INFORMATION regarding their experiences with any Clinical Supervisors or Field Work clinical sites, this also includes pictures or videos of any nature that contains any information (whether it is written, visual or auditory presentation) of the clinical site, clients, clinical staff members, or clinical supervisors.** Any comments posted on such sites is considered a violation of privacy and/or slanderous. Under **NO** circumstances will such postings by tolerated by the program. Such acts will be considered as unprofessional behaviors and will be addressed accordingly, including, but not limited to, removal of the student from that site and failing the student for that Field Work experience.

Social Events

There will be times when the students and faculty will gather together for social events designed for enjoyment of all and entertainment. All students are encouraged to attend such events. Please remember, although the venue is of entertainment and social interactions with the faculty members, **students are expected to behave towards the faculty in a manner reflective of professionalism and respect.** A good time can be had by all while maintaining respect towards the faculty.
Withdrawal/Leave of Absence

Please refer to the School of Health Technology and Management student handbook. If withdrawing or requesting a leave of absence, students must follow the policies and procedures delineated in the School of Health Technology and Management bulletin and the SHTM Student Handbook of Policies and Procedures.

Plagiarism

The Occupational Therapy Faculty will not tolerate ANY form of academic dishonesty. The faculty will readily enforce the policies and procedures regarding academic dishonesty as set by the Health Sciences Bulletin and the School of Health Technology and Management. Please refer to the Health Sciences Bulletin and the School of Health Technology and Management Student Handbook of Policies and Procedures for further information regarding the definitions of plagiarism, as well as the definitions of academic dishonesty.

Students are expected to follow the examples given in the American Psychological Association reference manual for proper citation, references of work and format of paperwork. Students are expected to purchase said manual prior to the start of OT coursework. The current edition of the APA manual is the 6th edition; the purchase of the APA software is suggested. It is the student’s responsibility to be aware of all steps needed to avoid plagiarism and other academic dishonesty behaviors; i.e. the rules and recommendations for proper citation and referencing.

All paper work must be original to the course. If a student submits a paper that was submitted previously in another course without approval of current professor, this action will be considered as an act of plagiarism. Only with the course instructor’s approval may a student submit a previously written body of work.

Any assignments done in groups are the responsibility of all group members. Group members must sign the final copy to acknowledge equal contribution and an understanding that each group member receives the same grade for the final project. Unless otherwise directed by the course instructor or the course instructor consents with prior approval, all assignments are to be completed individually and is considered to be the sole representation of that individual student’s work. Without prior course instructor’s approval, any unauthorized group work is considered an act of plagiarism.

Also see appendix for AOTA Advisory on Plagiarism.

Copyright Materials

It is required that all Occupational Therapy program faculty, staff, and students adhere to the laws of copyright. When appropriate, the Occupational Therapy Program faculty, if using copyright material for educational purposes will provide a single copy of the material for student and class use. The material will be made available in class or through the “reserved” area of the Health Sciences Center Library. Under no circumstances should a student or class interpret the access to the single copy as having permission to make multiple copies of the material. Multiple copies may only be made with the expressed and/or written permission of the author(s).
Recording Classroom Lectures and Activities

No student may record, tape or photograph any faculty presentation or classroom activity without the express written consent of the faculty or instructor. Generally, faculty has the discretion as to whether students are permitted to audio tape or video record lectures for their personal use. There may be circumstances, however, when such audio taping or video recording is necessary as a reasonable accommodation of a properly documented disability. Assistance and advice with respect to such requests may be obtained from the department chair, the dean’s office, the Office of Services.

If a student believes that he/she has a disability that requires a reasonable accommodation for audio and visual recording of lectures and classroom activities, he/she should contact Disability Support Services at (631) 632-6748 to request an appropriate accommodation.

The use of laptops for note taking purposes must be approved by the course instructor prior to class time. Any student using the laptop for purposes other than note taking during class time without prior approval by the course instructor will not be allowed to bring in a laptop and will receive a formal reprimand in their file.

Confidentiality

Faculty, as ethical professionals, is expected to respect students’ and patients’ rights to confidentiality. It is also imperative that students pursuing a professional career understand that they are held to the same ethical standards in clinical placements and academic areas of the program. Students are expected to complete HIPAA training and adhere to regulation regarding ethics and privacy matters.

Fellow students personal information, i.e. grades, concerns, and behaviors revealed in or out of class should not be openly shared with others since it is in direct violation to school and clinic policies.

Patient information is regarded as confidential. Any reports completed for submission to class are not to reveal the patient’s name. Students must use the first name, a pseudonym, or initials. This also pertains to any discussions students may have about the patient outside of the clinic and or classroom. Students may not copy or remove medical records on any client unless it has been indicated in writing that the facility has permission from the patient and is authorized to grant approval to do so. It is the responsibility of the student to clearly ask for and to understand the facilities rules and regulations regarding confidentiality.

HIPPA (Health Insurance Portability and Accountability Act)

See School of Health Technology and Management Policy and Procedures Manual regarding HIPPA and student’s responsibilities to adhere to HIPPA regulations.
Annual Physical History/Assessment and Immunization Record

All Occupational Therapy students are required to complete and submit the Stony Brook University, School of Health Technology and Management, physical history, health assessment form and immunization record prior to beginning coursework. The information on the forms is to be updated annually. The school provides these forms. Forms may be completed by making an appointment with the Student Health Services on West Campus, or by your own physician. Students who have submitted incomplete forms, or students who have not submitted forms, will NOT BE ALLOWED to attend Fieldwork Level I or II until the forms are submitted and/or properly completed. Student Health Services must advise the Occupational Therapy Academic Fieldwork Coordinator that all health obligations have been satisfactorily met before a student will be placed on any fieldwork assignment. Failure to comply by the program and/or school recommended date may result in the student being placed on academic probation. (See SHTM Student Handbook of Policies and Procedures regarding academic probation). Please note: even if you have been a student at SUNY Stony Brook you are still required to complete the School of Health Technology and Management’s health forms.

Student Advisement

Each student is assigned a faculty member as an advisor. It is the responsibility of the student to formally meet with the advisor during which time the Professional Behavior Monitor will be reviewed. All students are expected to initiate and maintain with their advisors.

Student ID’s

Unless otherwise instructed students are to utilize the Stony Brook University, School of Health Technology and Management identification badge as their official identification during any school or program related activity, on or off campus. Some activities or locations may require the students to block out their last name. Students may do so by adding a piece of masking or colored tape to the badge cover.

Graduation Criteria

Graduation is dependent upon the successful completion of all prerequisite, basic sciences, core, as well as the research sequence and final results pages and professional courses including HAO 596, HAO 597, HAO 598 (Fieldwork Level II). Fieldwork Level II must be completed within six months of successful completion of all coursework.

The Program and School must review all student records prior to notifying the New York State Department of Education of the student’s graduation date, or before issuing a diploma. The student may then apply for a New York State limited permit (See New York State Licensure) to practice Occupational Therapy and may sit for the National Board for Certification examination in Occupational Therapy.
**Certification by the NBCOT**

The National Board for Certification (NBCOT) in Occupational Therapy administers a national certification examination to all students graduating from an accredited Occupational Therapy curriculum, and maintains a roster of all certified occupational therapists.

Students must register for this examination directly with the testing agency, and pay all required fees. To be eligible to sit for the examination, all academic and clinical work must be successfully completed.

The examination is given “on demand” at designated computerized testing sites. Students will receive specifics about the exam application process as they near graduation.

*A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. All students who are not certain if they can sit for the exam should go to the website: www.NBCOT.org*

**New York State Licensure**

To practice occupational therapy in New York and most other states, a therapist must hold a valid, current professional license with the state. The purpose of licensure is to protect the public from unqualified and incompetent practitioners. To obtain a professional license in New York State, the individual must file an application for licensure, submit final college or university transcripts, submit the NBCOT examination results indicating successful passage of the examination, and pay all necessary fees. New York State uses the NBCOT exam as the state licensure examination, but a separate application for licensure must be filed with the New York State Department of Education, Division of Professional Licensing, in Albany, New York.

[http://www.op.nysed.gov/](http://www.op.nysed.gov/)

Students who have completed all their degree requirements and have secured employment, but have not yet taken the certification examination, will be able to apply for a “Limited Permit” to practice Occupational Therapy. While working under a limited permit, you must be supervised by a licensed, registered Occupational Therapist. Your potential employer must sign the limited permit application forms to verify that you will be practicing under the supervision of a licensed, registered occupational therapist. The limited permit is good for one year, or until the student passes or fails the certification exam. Passage leads to full licensure; failure leads to the cancellation of the permit.

Once licensed, occupational therapists are expected to practice ethically and safely, and to maintain their licensure registration. License registration is required to be renewed every three years. A therapist can lose their professional license for unethical, illegal or immoral practices, or for infraction of the licensure law. It is imperative that you understand this law, and practice within its scope.

Students intending to practice in another state must file for a license in that state. Contact that state’s licensure division, or American Occupational Therapy Association, for information and assistance in obtaining state licensure.
Student and Professional Organizations

Students are encouraged to join and participate in the student associations at Stony Brook University and in the School of Health Technology and Management.

The Student Occupational Therapy Association here at Stony Brook University is listed with the American Occupational Therapy Association (www.aota.org) and there is a student delegate who attends student meetings at the AOTA Annual Conference. Students play an important part in helping our profession stay current and progressive. Each organization provides a basis for student’s professional growth through the offering of various meetings, conferences, and publications. Many of these offerings are available at reduced rates to the organization’s members.

Please see Stony Brook University SOTA by-laws in appendix. SOTA elections occur in August of each academic year.

Applications for student membership in the New York State Occupational Therapy Association (NYSOTA) and the American Occupational Therapy Association are made available to each student. AOTA student membership is a requirement and proof must be submitted in the Professional Behavior courses. All students are expected to maintain active membership in NYSOTA and AOTA until graduation.

Pi Theta Epsilon (PTE) is the national honor society for occupational therapists (www.pithetaepsilon.org). PTE requires membership fee for students and provides opportunity for lifetime participation. Student members are acknowledged at graduation and wear an honor cord that identifies them as a member of PTE. The mission of Pi Theta Epsilon is to support the practice of occupational sciences and the practice of authentic occupational therapy by promoting research and other scholarly activities by its members. In this way, the organization serves not only the profession, but helps to insure quality health care services for the general public.

Alpha Eta Health Professional Honor Society - Every year, just before graduation, faculty from each SHTM program reviews the academic records of their students. A limited number of the graduates from any one program who have demonstrated outstanding scholarship and exceptional leadership are nominated for induction into our local chapter of Alpha Eta---the National Honor Society for Allied Health Professionals.

Lifetime membership in Alpha Eta, which includes your membership certificate, Alpha Eta pin, and honor cord to be worn at graduation, entails a one-time fee of $30. In addition, your official university transcript will permanently designate your induction into the honor society.

Any student who receives formal reprimand or who is on academic probation, or who is not in good academic standing may be disqualified from being inducted to any honor society or from applying to any health professions scholarship.
Job Placement/Listings

The Occupational Therapy program receives many job listings and job fair announcements from various schools and agencies in the metropolitan area.

The job listings that the Occupational Therapy program receives are posted on the program’s bulletin board or filed in the Occupational Therapy Office. Students are welcome to review the postings at any time. In addition, many journals and periodicals that list Occupational Therapy openings are made available to students by the Occupational Therapy faculty and through the Health Sciences Library.

Graduates of the program are encouraged to provide the program with up-to-date email and mailing addresses. The program strives to notify alumni of job vacancy postings as frequently as possible or as they become known to us.

Scholarship Announcements

The OT program receives announcements from various schools and agencies in the metropolitan area. These will be posted on the program’s bulletin board and/or sent via e-mail to all students.

Americans with Disabilities Act

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building, Telephone (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following website: http://www.ehs.sunysb.edu and search for ‘Fire Safety and Evacuation/Physical Disabilities’.

Appendix

1. Curriculum Chart and Credit Hour Information
2. SOTA Bylaws
3. Faculty Advisors List
4. Professional Behavior Monitor
5. OT Program Flowchart
7. Guidelines: OT Practice Framework (separate document)
Appendix 1 - Curriculum Chart and Credit Hour Information
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</table>

*Carnegie credit hour:* courses are described to be either: lecture courses, courses that have both lecture and labs; be independent study, tutorials or be seminars. Each of these descriptions represents a certain number of hours that learning must be covered. For example, if a course is 3 lecture credits, which mean that there are 45 hours of learning (instruction) to be covered. So, one credit of lecture is 15 hours of learning. For every one credit for courses that are described as lab courses 30 hours of learning must be covered; so if a course is a 2 credit lab course, the learning must be 60 hours worth. The same is true for seminars and tutorials; Independent study courses require 45 hours per credit load, so a 2 credit independent study would require 90 hours of instruction.
Appendix 2 - SOTA Bylaws

January 2011
STONY BROOK UNIVERSITY  
SCHOOL OF HEALTH TECHNOLOGY AND MANAGEMENT  
OCCUPATIONAL THERAPY PROGRAM  
STUDENT OCCUPATIONAL THERAPY ASSOCIATION BY-LAWS

Article 1 – Name  
Section 1. NAME. The organization shall be named the Student Occupational Therapy Association of Stony Brook University, hereinafter referred to as SOTA.

Article II – Purpose and Noninurement  
Section 1. PURPOSE.  
The purpose of the SOTA is twofold: first, to increase both campus and community awareness of the occupational therapy profession, and second, to participate in national issues facing the profession. The former will be accomplished through service to the Stony Brook and surrounding community. The latter will be accomplished by sending one student ASD Delegate to the AOTA Annual Conference each year, and encouraging the members of SOTA to attend as well.

Section 2. NONINUREMENT.  
No part of the earnings of this association shall inure to the use or benefit of any individual.

Article III. Members  
Section 1. MEMBERSHIP CLASSES.  
The membership of the Association shall consist of two classes:

A. Executive Board. Executive Board members shall be professional students in the occupational therapy program at Stony Brook University.

B. Membership. The membership shall be all professional students enrolled in Stony Brook University’s Occupational Therapy program.

C.

Section 2. QUALIFICATIONS.  
A. Executive Board. In order to be eligible for membership, a student must be currently registered with the university’s Registrar as an active Stony Brook student, and be enrolled in the Occupational Therapy program. These students must agree to maintain their duties and fulfill their role within SOTA for the full term of office. These students must be capable of demonstrating personal characteristics of leadership, reliability, professionalism, and ethical behavior.

B. Membership. In order to be eligible for membership, a student must be currently registered with the university’s Registrar as an active Stony Brook student, and be enrolled in the Occupational Therapy program.

C. Revoked Status: Dismissal from the Occupational Therapy Program revokes SOTA membership.

Section 3. MEMBERS IN GOOD STANDING.  
A. Executive Board. An individual, who meets the qualifications for membership in the appropriate classification, has paid the membership fee of $5.00, attends all Executive Board meetings, agrees to uphold the standards and ethics of the SOTA, and is a member of good standing.

B. Membership. A member who has paid the membership fee of $5.00, attends all general SOTA meetings, agrees to uphold the standards and ethics of the Association, and is a member in good standing. At the end of each year, members who either attend or contribute to at least two SOTA events, or participate in a SOTA event for a total of 5 hours will receive a Certificate of Active SOTA Membership to signify their dedicated participation in SOTA. Members must take personal responsibility to sign in at events in order to receive credit towards this certificate.
Section 4. RIGHTS AND PRIVILEGES OF MEMBERS IN GOOD STANDING.

A. Executive Board. An Executive Board Officer in good standing has the right to attend Executive Board meetings, to formulate and direct the actions of their respective Board who meet the qualifications in Article V, and is entitled to one vote of the Association.

B. Membership. A member in good standing has the right to attend SOTA meetings, to join and participate in the actions of one committee, as specified in Article V and Article XI, and is entitled to one vote in the election of the Executive Board Officers of the Association.

Article IV. Meetings of the Membership of the Association.

Section 1. MEETING TIMES.

A. Executive Board. Executive Board meetings will be scheduled prior to the general SOTA meeting and occur at a minimum of once a month when classes are in session. Meeting times must be set forth at least three days notice. It is the responsibility of the Vice President and/or President to notify Executive Board members of meetings.

B. SOTA Membership Meetings. SOTA membership meetings will be scheduled after an Executive Board meeting at a minimum of once a month when classes are in session. Meeting times must be set forth at least five days notice. Meetings must be scheduled for both the weekend class and weekday class. It is the responsibility of the Vice President and/or President to initially notify SOTA members of meetings.

C. Committee Meetings. Committee Meetings specified in Article V will be scheduled to occur at the conclusion of a general SOTA meeting and will transpire as the Executive Board Officer sees fit and at least once each month when classes are in session. Committee meetings can occur anytime there is a need to focus on a specific task, and can be called anytime by the leading officer.

*Refer to Article XI for additional information about Committees*

Article V. Officers

Section 1. OFFICERS.

The officers of the Association shall be the President, Vice-President, Secretary, Treasurer, Fundraising Chairperson, Community Service Chairperson, Social Activities Chairperson, Historian, ASD Delegate, and six Class Liaisons (1st, 2nd, 3rd year weekday and 1st, 2nd, 3rd year weekend).

Each officer will have a committee that will assist them in their respective SOTA agenda.

Section 2. ELECTIONS.

Executive Board Officers of the Association shall be elected by individual vote of the Association’s voting members by ballot. Election of officers will occur in August, and in December for the ASD Delegate.

Section 3. ELIGIBILITY AND QUALIFICATIONS.

In order to be eligible for an Executive Board Office, the member must be qualified and in good standing with SOTA as outlined under Article III, Sections 2 and 3.

Section 4. TERMS OF OFFICE.

Officers shall assume their official duties at the close of the meeting during which they are elected and shall serve for a term of one year or until a successor is elected. No officer may serve more than two consecutive terms in the same office. Serving more than one-half term shall be credited as a full term. Only the ASD Delegate may occupy two Executive Board Offices at the same time.

Section 5. DUTIES.

Each officer shall become familiar with all of the SOTA Bylaws and maintain a personal copy. It is the responsibility of each officer to fully understand their scope and roles within SOTA and the role of their committees.
Section 6. PRESIDENT.
The President of SOTA shall be a second year OTS. The President shall:

- Communicate with the NYSOTA Student Representative, NYSOTA President, NYS Representative to the Representative Assembly, and the ASD Steering Committee;
- Coordinate the work of the officers and the committees of the association;
- Create agendas for each Executive Board meeting (to be distributed to Executive Board at the start of each meeting) and SOTA meeting with the input from the Executive Board officers and their respective committees;
- Arrange location and time of meetings (including both weekend and weekday track students);
- Guide and call for frequency and duration of Executive Board and General SOTA meetings;
- Present information and encourage attendance for the Annual AOTA Conference and collaborate with the Vice President to promote Group Registration;
- Collaborate with the Executive Board regarding the utilization of funds raised throughout the year;
- Be an informing body for the student classes and encourage collaboration between weekday and weekend track students; and,
- Keep a current copy of the association’s Bylaws.

Section 7. VICE-PRESIDENT.
The Vice-President shall be a first or second year OTS. The Vice-President shall:

- Collaborate with the President;
- Assist with supervising and facilitating actions set forth by the Executive Board;
- Coordinate the activities of the committees, ensuring their function by informing organization members and committees of their respective general activities;
- Verbally review the minutes of the previous SOTA meeting prior to beginning each SOTA meeting with all SOTA members present;
- Guide and call for frequency and duration of Executive Board and General SOTA meetings while in collaboration with the President;
- Perform the duties of the President in the absence or inability of that officer to act;
- Ensure OT faculty and staff receive a photograph and membership listing of the Executive Board and explain which officer to call on for a given need; and
- Prepare ballots for the voting of Executive Board Officers.

Section 8. SECRETARY.
The Secretary shall be a first year or second year OTS. The Secretary shall:

- Maintain an accurate, typed record of minutes from every Executive Board and SOTA meeting;
- Print and file minutes in the designated section of the SOTA binder and email the minutes to all SOTA members and Stony Brook Occupational Therapy faculty;
- Maintain a current email listing of all SOTA members;
- Print and maintain attendance and community service participation records to be filed in the designated section of the SOTA binder;
- Ensure Certificates of Active SOTA Membership are printed at the end of each scholastic year;
- Print copies of the SOTA Bylaws for each Executive Board Member to be distributed at the first Executive Board Meeting;
- Ensure a photograph and membership listing of those on Executive Board is printed to be kept in the SOTA binder and distributed to staff; and
- Email reminders to all SOTA members about upcoming location and timing of meetings and events.
Section 9. TREASURER.
The Treasurer shall be a first or second year OTS. The Treasurer shall:
- Create a bank account for SOTA funds at Teachers Federal Credit Union on Level 2;
- Maintain an electronic financial record of checking and savings accounts in the form of a excel spreadsheet;
- Collect and deposit acquired funds into the SOTA account;
- Manage money for fundraisers and the annual semi-formal;
- Reimburse as necessary from SOTA funds with approval from all Executive Board members and required receipt of payment;
- Handle donation sent to the chosen organization for that year;
- Obtain proof of conference registration and ensure proportional reimbursement;
- Review funds prior to Executive Board meetings and prepare an updated spreadsheet; and
- Stay abreast of TFCU bank policies.

*Additional duties are outlined in Article X.*

Section 10. FUNDRAISING CHAIRPERSON.
The Fundraising Chairperson shall be a first or second year OTS. The Fundraising Chairperson shall:
- Formulate and gather ideas for fundraising and facilitate fundraising events;
- Investigate steps and procedures for carrying out fundraising events;
- Receive approval from the SOTA Advisor and Stony Brook Occupational Therapy Department Chairperson prior to planning fundraising events;
- Store and maintain inventory of all fundraising resources;
- Collaborate with the Treasurer to ensure adequate change is on site for fundraising events when applicable; and
- Be present throughout the beginning, duration, and termination of fundraising events planned.

Section 11. COMMUNITY SERVICE CHAIRPERSON.
The Community Service Chairperson shall be a first year OTS. The Community Service Chairperson shall:
- Formulate and gather ideas for volunteer involvement on campus and in the community;
- Research, organize, and promote community service opportunities;
- Plan and participate in community service events;
- Update and maintain a current listing of SOTA contacts to be kept in the SOTA binder; and
- Gather ideas for OT promotion on campus and in the community (especially during OT Month).

Section 12. SOCIAL ACTIVITIES CHAIRPERSON.
The Social Activities Chairperson shall be a first or second year OTS. The Social Activities Chairperson shall:
- Organize formal and informal social events to increase inter-class socialization;
- Plan the Annual Occupational Therapy Semi-Formal;
- Direct and oversee the creation of the Student Buddy Program and corresponding buddy lists (first year students paired with second year students, second year students paired with third year students); and
- Print a hard copy of the buddy list for the SOTA binder and distribute copies to each student class in the beginning of the year.
Section 13. HISTORIAN.
The Historian shall be a first year OTS. The Historian shall:

- Maintain a photo album/internet album of all members by taking pictures/videos of events or collecting them from events;
- Communicate with Executive Board Members to gather information for the bulletin board;
- Conduct projects for historical records; and
- Maintain an up-to-date bulletin board at least once per month.

*Additional information is outlined in Article IX, Section 2*

Section 14. CLASS LIAISON.
There shall be six Class Liaisons that are elected to represent each year of weekday and weekend programs. Class liaisons shall:

- Relay information between classes and act as an intermediary between Executive Board, SOTA members, and faculty;
- Communicate with the SOTA Advisor before each SOTA meeting to convey any information or announcements to their respective class;
- Encourage involvement of their respective class;
- Advocate for their respective class in Executive Board and SOTA meetings;
- Carry out any actions necessary for the Executive Board;
- Maintain a list of current emails and create a phone chain list (placing themselves first) for their respective class; and
- Inform Occupational Therapy faculty that they are the contact person for the class and important messages (i.e.: snow, class cancellation, time changes, etc) should begin with them.

Section 15. ASD DELEGATE.
This is not an Executive Board position. The ASD Delegate shall be a second year OTS. This officer will be elected in early December. The ASD Delegate shall:

- Poll all SOTA members prior to the Annual AOTA Conference about their concerns about current issues and proposed resolutions;
- Relay all pertinent information gathered from Conference to all members of SOTA via Delegate Address;
- Maintain a copy of the ASD Delegate Handbook;
- Have the responsibility to confer with the ASD Delegate from the year prior regarding expectations, advice, and further responsibilities; and
- Receive monetary support for attending the Annual AOTA Conference, as explained in Article IX, Section 1.

Section 16. ALTERNATE ASD DELEGATE.
This is not an Executive Board position. The Alternate ASD Delegate shall be a first year OTS. The Alternate ASD Delegate shall:

- Have the opportunity to voluntarily attend the Annual AOTA Conference with the ASD Delegate. Should they desire to attend, the Alternate ASD Delegate will have half of the fees required to register for ASD attendance paid for; and
- Resume all roles of ASD Delegate if the original ASD Delegate is unable to attend. The office will expire once the ASD Delegate attends Conference.
Article VI. Nominations and Elections

Section 1. ELECTIONS.
Elections of the Executive Board Officers shall be by a majority vote received from SOTA members in good standing. Unless otherwise stated, voting shall be conducted through individual ballots.

Section 2. TIMING OF ELECTIONS.
To ensure continuity of Executive Board offices, there will be a one-time election for all positions with the exception of ASD delegate.
   A. All OTS Executive Board elections will occur within the first 2 weeks of August of the given year. This includes the inductance of the: President, Vice-President, Secretary, Treasurer, Fundraising Chairperson, Social Activity Chairperson, Historian Chairperson, and Advisor.
   B. ASD Delegate and Alternate ASD Delegate Election. The ASD Delegate Election shall occur in early December by the second year OTS classes. The Alternate ASD Delegate election shall occur in early December by the first year classes. The classes will hold elections under the guidelines of Article VI, Section 3 and 4.

Section 3. RUNNING FOR OFFICE.
Any SOTA member in good standing can run for an office as specified under Article V. Within a time period determined by the Executive Board, SOTA members can voluntarily nominate themselves to run for a given office. A list of members who wish to nominate themselves is then compiled. The list will contain each member’s name and the office he or she wishes to hold. Those who run for office shall give a short speech to the student body, allowing them an opportunity for self-promotion.

Section 4. BALLOT.
   A. Preparation. The Vice President will prepare a ballot with the names and desired positions of those who wish to run for office.
   B. Nominations. In the event that no SOTA member runs for an office needed for the Executive Board, a motion for nomination occurs. For five minutes, SOTA members are encouraged to nominate an individual or a number of individuals within good standing that they feel would best suit the office. In order for the motion of inductance to occur, the chosen SOTA member(s) must accept the nomination for office. If more than one individual accepts the nomination, blank ballots with the name of the officer are submitted and counted. The member with the most votes will be inducted into office.
   C. Opportunity for Self-Promotion. Before ballots are distributed to the voting SOTA members, each candidate will be given a one to two minute opportunity for self-promotion via speech as to why they feel they would be an ideal candidate.
   D. Voting for Candidate. Each SOTA member will vote for one candidate, except the President, who will not vote as per Article VI, Section 4, Part E.
   E. Tie vote. In the event of a tie vote, the ballots shall be recounted. If the results are still tied, the President will make the determination as to who receives the office.

Section 5. ANNOUNCEMENT.
The results of the election shall be announced by the acting President at the conclusion of the meeting. The ballots will be retained by the Secretary until the end of the meeting after which time shall be destroyed.

Article VII. SOTA Manual
Section 1. LOCATION.
The SOTA manual must be placed in an area where each member can have access to it. This is to be determined by the Executive Board. Its existence and contents must be announced once each semester.
Section 2. CONTENTS.
The SOTA Manual will include at least all of the following: a photograph and membership listing of all those on the Executive Board for the current year, a copy of the SOTA Bylaws, minutes and attendance of all Executive Board and General Membership meetings, attendance of all SOTA events, NYSOTA and AOTA membership applications, the most recent AOTA Reference Handbook for ASD Delegates, both the pre- and post-Conference mailings for the AOTA Conferences attended, a list of all student emails, Buddy Lists, a list of SOTA contacts, SOTA account spreadsheet, information about the Annual AOTA Conference, and frequently used forms.

Section 3. EDITIONS.
Additional binders may be needed for future reference. Hence, a series of SOTA Manuals will be formulated.

Article VIII. Membership of Other Professional Organizations
Section 1. AMERICAN OCCUPATIONAL THERAPY ASSOCIATION.
The SOTA membership will strive to achieve a high percentage of student membership to the American Occupational Therapy Association, hereinafter referred to as the AOTA. Applications for membership will be distributed at the first General SOTA Meeting. SOTA members having AOTA membership will be highly encouraged to attend each year’s Annual AOTA Conference.

Section 2. NEW YORK OCCUPATIONAL THERAPY ASSOCIATION.
The SOTA memberships will strive to achieve a high percentage of student membership to the New York Occupational Therapy Association, hereinafter referred to as the NYSOTA. Applications for membership will be distributed at the first General SOTA Meeting. SOTA members having NYSOTA membership will be highly encouraged to attend each year’s Annual NYSOTA Conference.

Article IX. Specialty Sections.
Section 1. FUNDING FOR ASD DELEGATES.
It is the responsibility of the Executive Board to attempt to raise enough funds to support the ASD Delegate and all other SOTA members attending the Annual AOTA Conference. This undertaking will be supported by SOTA fundraising throughout the year. The Delegate will be given $200.00 from SOTA funds to put towards hotel stay of their choice. The registration fee for the days the ASD Delegate is required to be at conference will be paid for in full.

Section 2. HISTORIAN PHOTO ALBUM AND WEB VIDEOS
The Historian Photo album will be maintained each year. The location and contents will be determined by the Historian Committee. Albums must be made available for interclass viewing purposes. An online photo gallery can be updated and managed using the following information:
Picture Website: https://picasaweb.google.com/109249293970911796132?authkey=Gv1sRgCO-Lys7b7a-7Yg
Gmail Account:
Username: SBU.OTs
Password: sbu11790

Section 3. SOTA BYLAWS.
The SOTA Bylaws shall be distributed to each Executive Board member at the First Executive Meeting by the Secretary. Each Executive Board member is to retain their own personal copy. A copy of the SOTA Bylaws may be placed for public display on the SOTA Bulletin Board for the Membership to read for a period of time determined by the Executive Board.
Article X. Annual Budget
Section 1. ROLE OF THE TREASURER.
In addition to Article V, Section 9, the Treasurer will: Prepare an updated SOTA Budget Report to present to Executive Board Members at each Executive Board Meeting. The Treasurer, in collaboration with the SOTA Advisor, will set a due date for the collection of $5.00 SOTA dues. It is the responsibility of the Treasurer to ensure that a minimum of $100.00 be left in the SOTA account for the next term. The Treasurer, in collaboration with the Executive Board, will determine a portion of the fundraising money collected during the one-year term of office to be set aside to support students attending the Annual AOTA Conference. The Treasurer must obtain proof of conference registration (students can forward an email confirmation from AOTA) and ensure that students are reimbursed proportionally to the number of days they registered for at Conference.

Section 2. UTILIZATION OF FUNDS.
Executive Board members may withdraw funds from their established budget with unanimous agreement of the Executive Board. The Executive Board must report to the Treasurer as to what the funds were used for and submit receipts for all purchases.

Section 3. EXPENDITURES
Should SOTA dissolve, any remaining funds will be donated to the American Occupational Therapy Political Action Committee (AOTPAC).

Article XI. Executive Board Committees
Section 1. GENERATION OF COMMITTEES
Committees are not official Executive Board positions. The committees shall be made up of first and second year students. The committees may be assembled at the close of the meeting during which Executive Board officers are elected, and must be assembled one month after the officers are elected. Committees shall serve for a term of one year.

Section 2. PURPOSE OF THE COMMITTEES
The committees are designed to decentralize the organization from the Executive Board and include SOTA members in forming ideas and activities for the organization to involve itself with the community. The organization of committees allows SOTA to complete many accomplishments throughout the year.

Section 3. RESPONSIBILITY OF THE COMMITTEES
The purpose of the committees shall be to conceptualize, initiate, and execute actions corresponding to the respective duties and agendas of that committees’ leading Executive Board officer. The committees shall communicate with and report back to the respective leading Executive Board Officer. They shall disperse information during meetings.

Section 4. MEETING OF THE COMMITTEES
Committee Meetings specified in Article V will be scheduled to occur at the conclusion of a general SOTA meeting and will transpire as the Executive Board Officer sees fit and at least once each month when classes are in session. Committee meetings can occur anytime there is a need to focus on a specific task, and can be called anytime by the leading officer.

SOTA Bylaws 1 January 2011

Revised 6/19/2012
Appendix 3 - Faculty Advisor Lists
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Appendix 4 - Professional Behavior Monitor
Stony Brook University
Occupational Therapy Program

Student Academic Advisement Form
All students are to meet with their faculty advisor a minimum of two times an academic year. The purpose of this form is to document and review academic progress. The student is to come prepared for the advisement session by completing the student sections on academic progress/goals [below] and professional behaviors [reverse side]. This information will be reviewed with the academic advisor. Following completion of this form, it is to be signed by the student and advisor. It is to be kept on file by the student advisor. All forms are reviewed annually by the program faculty and program director during a scheduled faculty meeting. These forms will be available for review by the School of Health Technology and Management Academic Standing Committee should a student’s academic performance be in question.

Student Name: ____________________________  SBID Number: ____________
Year of Graduation: ______________________  Track: ____________________
GPA: ____________________________

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<thead>
<tr>
<th>Outcome/Action</th>
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<tbody>
<tr>
<td>Student’s Review of Academic Progress</td>
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<tr>
<td>Student’s Academic goals:</td>
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<tr>
<td>Advisor’s Review of Academic Progress:</td>
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</tbody>
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_________________________  _______________________
Student Signature   Date

_________________________  _______________________
Advisor Signature   Date

Revised 6/19/2012
# Professional Behavior and Attendance

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Student self-rating Yes or No</th>
<th>Discussion/Comments</th>
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</thead>
<tbody>
<tr>
<td>Arrival to lab/class/scheduled meetings on time</td>
<td></td>
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</tr>
<tr>
<td>Contacts appropriate faculty member when late/absent from class</td>
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<tr>
<td>Full utilization of lab/class time</td>
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<tr>
<td>Appropriate dress for lab/class activities</td>
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<tr>
<td>Respectful of peers</td>
<td></td>
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<tr>
<td>Respectful of faculty</td>
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<tr>
<td>Displays appropriate communication skills and/or interactions with peers</td>
<td></td>
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<tr>
<td>Displays appropriate communication skills and/or interactions with faculty</td>
<td></td>
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<tr>
<td>Appropriate role play as both the client and the OT</td>
<td></td>
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<tr>
<td>Hands in assignments/papers when due</td>
<td></td>
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<tr>
<td>Appropriate use of safety precautions</td>
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<tr>
<td>Arriving prepared for lab/class</td>
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<tr>
<td>Assisting in set-up of material used during lab/class</td>
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<tr>
<td>Assisting in clean up of material used during lab/class</td>
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</table>
Action plan: ____________________________________________________________

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Faculty/advisor _________________________ Date ____________________

Student _________________________ Date ____________________

Revised 6/19/2012
Definitions: Professional Behavior

**Arrival to lab/class on time:** Student is present and ready to participate at the assigned time.

**Full utilization of lab/class time:** Utilizes lab time to review materials presented, spends time interacting with tools (e.g., ADL equipment), participates in lab discussions/questions and asks appropriate questions of faculty related to course content/practice/clinical issues.

**Appropriate dress for lab/class activities:** Clothing which allows for full participation in lab experiences while maintaining decency. Clothing for class presentation should be congruent with standards in that area of clinical practice.

**Respect of peers and faculty:** Student is listening when faculty/peers present information without side conversations or completing alternate tasks (e.g., answering emails/text), student respects opinions which differ from his/her own.

**Displays appropriate communication skills and/or interactions with peers:** Student responds to direction given by faculty/peers, utilizes appropriate empathy (e.g., adapts lab experience based on partner’s response, eye contact, etc.). Communication with faculty should be honest and direct. Student should demonstrate support and empathy for peers. Should be able to offer meaningful feedback to peers as it applies to course content and lab experiences.

**Role play as both the client and the OT:** As the OT: Utilizes appropriate practice framework terminology for client, completes introduction, asks permission to handle client, etc. As the client: Stays in client role without demeaning clients in any way or overacting within the role.

**Proper use of safety precautions:** Reviews and practices safety procedures with all modalities and activities as per protocol.

**Arriving prepared for lab/class:** Has all materials prepared which were assigned for lab.

**Assisting in setting up of materials used during lab/class:** Retrieves materials and places in the proper locations for use during lab/class.

**Assisting in clean up of materials used during lab/class:** Replaces material to the proper locations after use. Cleans up personal space after class.
Appendix 5 - OT Program Flow Chart
### SCHOOL OF HEALTH TECHNOLOGY AND MANAGEMENT  
**OCCUPATIONAL THERAPY PROGRAM CURRICULUM OUTLINE**  
A Professional Graduate Entry-Level Program Leading to the Multi-Award BSHS/MSOT Degrees

### BEGINNING (YEAR 1)  
Courses provide foundation in the basic sciences, history of occupational therapy, nature of human occupation; begin to develop self-awareness, professional behavior, problem-solving, and critical thinking

<table>
<thead>
<tr>
<th>Knowledge of:</th>
<th>Skills for:</th>
<th>Attitudes that lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bio-mechanical concepts</td>
<td>goniometry &amp; manual muscle testing</td>
<td>critical thinking</td>
</tr>
<tr>
<td>basic anatomical structures &amp; physiological function</td>
<td>interviewing individuals to collect information</td>
<td>demonstrating an understanding of professional behavior</td>
</tr>
<tr>
<td>human growth and developmental processes</td>
<td>establishing therapeutic relationships with consumers</td>
<td>procedural reasoning</td>
</tr>
<tr>
<td>mental health &amp; substance abuse concepts</td>
<td>performing mental health assessment/evaluations</td>
<td>responsibility &amp; organization</td>
</tr>
<tr>
<td>medical terminology &amp; OT uniform terminology</td>
<td>designing, implementing &amp; conducting group protocols</td>
<td>effective time management strategies</td>
</tr>
<tr>
<td>history of profession &amp; core values of OT</td>
<td>professional writing &amp; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>ethics, issues in current healthcare &amp; universal precautions</td>
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</table>

### INTERMEDIATE (YEAR 2)  
Courses and introductory fieldwork experiences reflect principles of practice in OT and continue to develop students’ professional skills, therapeutic use of self, problem-solving behaviors, and clinical reasoning. Modalities, and techniques are taught in the context of occupation. Beginning research skills are enhanced and students continue to learn how to develop evidence-based practice.

<table>
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<tr>
<th>Knowledge of:</th>
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<tbody>
<tr>
<td>research methodology/developing proposals</td>
<td>fabricating orthoses</td>
<td>interactive reasoning</td>
</tr>
<tr>
<td>patient education principles</td>
<td>prosthetic training</td>
<td>active collaboration within &amp; outside of discipline</td>
</tr>
<tr>
<td>emerging practice areas</td>
<td>assessing strength, sensation, vision, perception &amp; cognition</td>
<td>realization of individual treatment needs</td>
</tr>
<tr>
<td>management theories</td>
<td>administering standardized &amp; non-standardized evaluations</td>
<td>client-centered practice and therapeutic use of self</td>
</tr>
<tr>
<td>basic statistical analysis</td>
<td>transfer training and functional mobility</td>
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<tr>
<td>normal aging process</td>
<td>applying PAMS as an adjunctive modality</td>
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<td>evidence based practice</td>
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<tr>
<td>culturally competent practice</td>
<td></td>
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<tr>
<td>O.T. interventions in all diagnostic categories</td>
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### ADVANCED (YEAR 3)  
Courses and fieldwork experiences focus on preparation for practice in traditional and emerging areas that involve the application of scholarly inquiry, and sophisticated professional behaviors to solve complex problems. Independent work is encouraged as student transitions to professional roles. Beginning research skills are enhanced and students continue to learn how to develop evidence-based practice.

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<td>learning theories</td>
<td>advanced application of O.T. theory/practice in clinical setting</td>
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<td>advanced documentation that maximizes reimbursement</td>
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<tr>
<td>relationship between occupation and health</td>
<td>collecting, analyzing and interpreting data</td>
<td></td>
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<tr>
<td>reimbursement systems</td>
<td>collaborative participation in scholarly activities</td>
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<tr>
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### YEAR 1  
**Functional Anatomy**
- Review
- Historical & Contemporary Practices in OT
- Practices in OT
- Foundations of O.T.
- Issues in Health Care
- Mental Health Concepts
- Physiology
- Pathology
- Kinesiology
- Growth & Development
- Neuroscience
- Psychosocial Theory & Practice
- Substance Abuse & OT
- Prof. Behaviors I
- Conditions of OT
- Adult Physical Dysfunction
- Pediatrics Theory & Practice
- Fieldwork IA

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### YEAR 2  
**Patient Education**
- O.T. in Acute Care
- Vision, Perception & Cognition
- Assistive Technology & Universal Design
- Gerontology and O.T.
- Sensory Integration
- Prosthetics & Orthotics
- Phys.Agent Modalities
- Fieldwork IIA
- Research Design
- Case Studies II
- Community, Occupation, Health
- Acute Care
- Fieldwork 1B, C
- Professional Behaviors II
- Work Programs

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### YEAR 3  
**Fieldwork IIB**
- The O.T. Manager
- Principles of Instruction
- Community, Occupation and Health
- Case Studies III
- Professional Transition Seminar
- Fieldwork IIC

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Revised 6/19/2012
Appendix 6 - AOTA OT Code of Ethics and Ethics Standards (2010)
Occupational Therapy Code of Ethics and Ethics Standards (2010)

PREAMBLE

The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2010) (“Code and Ethics Standards”) is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community. Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. “Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well being, and quality of life” AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

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

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

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993): altruism, equality, freedom, justice, dignity, truth, and prudence. Altruism is the individual’s ability to place the needs of others before their own. Equality refers to the desire to promote fairness in interactions with others. The concept of freedom and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (justice). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and dignity of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (prudence). These seven core values provide a foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.
The Occupational Therapy Code of Ethics and Ethics Standards (2010) is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

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

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

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

DEFINITIONS
Recipient of service: Individuals or groups receiving occupational therapy.
Student: A person who is enrolled in an accredited occupational therapy education program.
Research participant: A prospective participant or one who has agreed to participate in an approved research project.
Employee: A person who is hired by a business (facility or organization) to provide occupational therapy services.
Colleague: A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.
Public: The community of people at large.
BENEFICENCE
Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

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

Occupational therapy personnel shall
A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
E. Provide occupational therapy services that are within each practitioner’s level of competence and scope of practice (e.g., qualifications, experience, the law).
F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.
H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.
I. Refer to other health care specialists solely on the basis of the needs of the client.
J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor’s subject area of expertise and level of competence.
K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.
L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.
M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.
N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession’s body of knowledge.
NONMALEFICENCE

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

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

**Occupational therapy personnel shall**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Occupational therapy personnel shall

A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.

B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.

C. Respect the recipient of service’s right to refuse occupational therapy services temporarily or permanently without negative consequences.

D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution.

E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.

F. Respect research participant’s right to withdraw from a research study without consequences.

G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and non-verbal communications, including compliance with HIPAA regulations.

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

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

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

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

Occupational therapy personnel shall

A. Uphold the profession’s altruistic responsibilities to help ensure the common good.
B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.
C. Make every effort to promote activities that benefit the health status of the community.
D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.
E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.
F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.
G. Consider offering pro bono (“for the good”) or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

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

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure “fair treatment” (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While the law and ethics are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.
Occupational therapy personnel shall
A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.
B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.
C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.
D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.
E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.
F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.
G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.
I. Obtain all necessary approvals prior to initiating research activities.
J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.
K. Use funds for intended purposes, and avoid misappropriation of funds.
L. Take reasonable steps to ensure that employers are aware of occupational therapy’s ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.
M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.
N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.
O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.
P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).
VERACITY

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

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

Occupational therapy personnel shall

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

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

The principle of fidelity comes from the Latin root fidellis meaning loyal. Fidelity refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client’s reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision-making and professional practice.

Occupational therapy personnel shall

A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.

B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.

C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.

D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.

E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

F. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.

G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.

H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
References


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