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Purpose of the Handbook

The purpose of this handbook is to assist you in becoming acquainted with expectations, standards, organization and regulations of the Department of Occupational Therapy in the John G. Rangos, Sr. School of Health Sciences at Duquesne University. You are expected to read it and be familiar with its contents, and should keep it ready for reference at all times. It should be used in conjunction with the Rangos School of Health Sciences Academic Student Handbook and the Duquesne University Student Handbook and Code of Students' Rights, Responsibilities, and Conduct. These two handbooks should be helpful in answering many of your questions and assisting you to responsibly manage your professional education experience.

Handbook Acknowledgment Agreement

All occupational therapy students entering the professional phase of the program are expected to read and understand the information and policies contained in this handbook and to abide by the policies defined therein. Students are expected to sign a Handbook Acknowledgment Agreement indicating their understanding and acceptance of this policy. A printable copy of the Agreement can be found on the next page and must be signed and returned to the department Administrative Assistant, (Tracey Joyce, Room 220).

Provisions of the Professional Phase Student Handbook

Provisions of Department of Occupational Therapy Professional Phase Student Handbook

The provisions of the Department of Occupational Therapy Professional Phase Student Handbook are congruent with the provisions of the RSHS Student Handbook which state: “As the educational process from admission through graduation requires continuing review and appropriate approval by University officials, the provisions of this handbook are to be considered directive in character. Information contained in this handbook is accurate and effective as of Spring 2012. The University, therefore, reserves the right to change requirements and regulations contained herein, as well as fees, tuition, room and board, and to determine whether an individual has satisfactorily met the requirements for admission or graduation” (http://www.duq.edu/health-sciences/main/current.cfm).

IMPORTANT NOTE: The material contained herein is subject to change from time to time and this publication cannot be considered an agreement or contract between individual students and the School. The Department of Occupational Therapy reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate courses as necessary. Once enrolled, students should consult on a regular basis with their Faculty Mentor and/or Academic Advisor for specific information regarding academic policies pertaining to their respective program.
History of the Department Of Occupational Therapy

The occupational therapy founding program director, Dr. Patricia Crist, began working on the curriculum in January 1992. Four faculty members joined the program during the fall semester of that same year. The first freshmen were admitted to the occupational therapy program September of 1991. Thirty-one students began their first year of professional education in August of 1992. That same group successfully completed the program and became the first graduates of Duquesne occupational therapy program in December 1994.

In 1999 - 2000, the Department of Occupational Therapy faculty recognized that an innovative opportunity existed to partner with occupational therapy practitioners to enhance our teaching, research and service activities through addressing real life needs and problems within underserved and/or marginalized populations. Faculty, students and the community could benefit from collaborations that met existing needs of all participants. With the turn of the new millennium, the faculty in the Department of Occupational Therapy at Duquesne University engaged in the singular goal to create an innovative, dynamic educational program in occupational therapy that provided our students and the profession a unique perspective on the professional development of future occupational therapy practitioners. Building upon our faculty expertise, our unique university, community and service delivery contexts, the emerging opportunities within the profession and, most importantly, the philosophy, values and knowledge foundational to occupational therapy, the faculty determined that we could mobilize our environmental opportunities with faculty strengths and desire to make a significant contribution to the profession. The faculty made a conscious commitment to the scholarship of practice and scholarship of learning to support the evolution of a new cadre of occupational therapy practitioners called practice-scholars. Thus, the Practice-Scholar Initiative was created where faculty partnered with practitioners who were interested in engaging proactively in the scholarship of their everyday practice. The goal of this Practice-Scholar Initiative is to develop a cadre of practitioners actively engaged in creating evidence and outcome studies that respond to questions arising from their practice.

The philosophical core of our program is influenced by our institutional context; specifically by our identity as a Catholic University in the Spiritan tradition. As a Catholic Spiritan University the Spiritan Charism and principals of Catholic Social Teaching affect our teaching, research and service. The core of Catholic social teaching and the Spiritan mission is a focus on the integral liberation of people, action for justice and peace, and participation in development (Spiritan Rule of Life of 1840). The Spiritan perspective meshes well with occupational therapy’s professional values for person-centered practice, enablement, empowerment and participation. The philosophical foundation of our curriculum addresses the call for occupational therapy to fully embrace our moral responsibility to address significant social injustices that exist in our communities and to collaborate with communities to address their needs (Kronenberg, Algado, & Pollard, 2005).

Our practice-scholar initiative and outcomes are demonstrating an energizing, leading force that bridges practice, education and research agendas. The analogy we use to describe our Department goals and curriculum is a bridge. Given that Duquesne University is in a region with over 2,000 bridges more than 8 feet long\(^1\), it is a symbol that fits our environmental context. The symbolic representation of a bridge is an effect way to signify how the components of our curriculum work together to create a dynamic entry-level professional in occupational therapy. Further, the symbolism of the bridge also represents an important goal of our curriculum: “to bridge the gap between education, practice and research.”

MISSION

Duquesne University Mission Statement

Duquesne University of the Holy Spirit is a Catholic university founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious.

Duquesne University, Department of Occupational Therapy Student Handbook – 2016
Duquesne serves God by serving students through:

- Commitment to excellence in liberal and professional education
- Profound concern for moral and spiritual values
- Maintaining an ecumenical atmosphere open to diversity
- Service to the Church, the community, the nation, and the world
- Attentiveness to global concerns

Rangos School of Health Sciences Mission

The Rangos School of Health Science faculty will educate students to be excellent health science professionals and leaders in their field who respect the uniqueness of their patients/clients. In the spirit of Duquesne University, moral, ethical and spiritual values support the scientific and philosophic underpinnings of all Rangos. School of Health Sciences curricula. Students will be provided with opportunities and experiences to foster the development of comprehensive knowledge for practice in health care, education, and other professional settings. This knowledge will support advanced graduate education and scholarship. Graduates from the Rangos School of Health Sciences will be culturally-competent health science professionals who demonstrate competence, leadership, expertise, and a profound moral/ethical respect for their patients/clients, professional colleagues, and the general public.

Occupational Therapy Department Mission

_Educate students to be excellent, holistic, practice-scholars who serve, do, question and lead. Our department of mission is consistent with the mission of the University and the RSHS. As practice scholars, we expect our graduates to demonstrate the requisite knowledge, skills, attitudes and habits to use and create evidence to support their practice, to facilitate socially just change as engaged leaders and scholars, and to think critically and creatively as practice innovators. Graduates of our occupational therapy programs will be able to act responsibly, reasonably, morally, and ethically in their decisions related to personal lifestyle, occupational therapy, leadership, and citizenship within their local, national and world communities. The practice-scholar mission is an intentional approach to realizing the AOTA 2017 Centennial Vision (AOTA, 2007)._

Our entry-level MS curriculum provides the foundational skills for students to engage in practice scholarship as well as professional development to achieve the full complement of these roles and functions after graduation. Our entry-level OTD curriculum builds on these foundational skills and prepares graduates with advanced practice competencies. The following description of the knowledge, skills, attitudes and habits requisite to the practice-scholar in occupational therapy, guide our program's vision, mission and curriculum outcomes. Our practice-scholar graduates will:

- demonstrate the requisite habits to use and create evidence to support their practice specialty by embedding scholarship activities into their every day practices
- engage as leaders, facilitating change and/or knowledge-sharing to enhance occupationally justice practice
- lead practice through the roles they assume in their workplace, community and within the profession
- reflect on and engage in the scholarly application of occupational therapy and health related evidence
- use and create scholarship to support their occupation and evidence-based practices
- disseminate their acquired knowledge regarding 'best practices' to benefit the individuals served by occupational therapy
- model their behaviors for others to emulate through fieldwork education, mentoring and other leadership activities within the profession, the community and systems housing our practice.
- create and engage in partnerships with key entities to provide contemporary, quality, evidence-based practice reflecting the value of occupation as process and ends.
VISION

Create a curriculum and departmental culture that prepares students who will make significant contributions to the achievement of the AOTA Centennial Vision leading to occupational therapy becoming a “powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs.”.

KEY ELEMENTS OF CURRICULUM DESIGN

Pedagogical practices employed in the Duquesne University Department of Occupational Therapy consistently place occupation in the foreground and adhere to a strong commitment that our graduates be trained to intervene in ways that demonstrate their deep understanding of the interplay between the person, their occupations, and their environments. Our focus on our students’ professional development as practitioners and leaders has led us to initiate and consistently refine a curriculum and departmental culture that encourages our graduates to adopt a professional identity as a practice scholar; a leader who uses the best available evidence to provide occupation-focused, evidence-based interventions and demonstrates the requisite habits to measure outcomes and create answers to the questions that arise in their everyday practice.

Philosophical Perspectives: The design of the Duquesne University Department of Occupational Therapy curriculum is strongly influenced by our institutional context; specifically by our identity as a Catholic University in the Spiritan tradition. The Spiritan Charism and principals of Catholic Social Teaching affect our teaching, research and service. The Spiritan Charism is focused on the integral liberation of people, action for justice and peace, and participation in development (The Spiritan Rule of Life). This Spiritan perspective meshes well with occupational therapy’s professional values for person-centered practice, occupational justice, enablement, empowerment and full social participation. The philosophical foundation of our curriculum addresses the call for occupational therapy to fully embrace our moral responsibility to address significant social injustices that exist in our communities and to collaborate with communities to address their needs (Kronenberg, Algado, & Pollard, 2005; Kronenberg, Pollard & Sakellariou, 2010). The Department of Occupational Therapy holds sacred its fundamental obligations to serve God by serving students and to at animate the Spiritan Charism of Duquesne University which call us to educate students who have a profound concern for moral and spiritual values, a hospitality to diversity and multiculturalism, and a commitment to service to the community, the nation and the world. The Spiritan Charism is consistent with and compliments the philosophies, ethics, and standards of the American Occupational Therapy Association (AOTA, 2011).

Occupation Focused: As a profession, occupational therapists have come to understand that occupation is a critical dimension of human existence. Occupations are “daily activities that reflect the cultural values, provide structure to living, and meaning to individuals; these activities meet human needs for self-care, enjoyment and participation in society. (Crepeau et al., 2013, p. 1031). Occupations are multidimensional and participation in occupation is the essence of productive living (Christiansen & Baum, 2015). Engaging in occupation is “the active process of being, becoming and belonging as well as performing or doing occupations” (Townsend & Polatajko, 2007, pp. 370). Participation in occupation is a dynamic process that supports a person’s continuous adaptation. Throughout their life span, humans engage in occupations in a variety of contexts. This person-occupation-environment interaction is essential to an individual’s ability to effectively engage in meaningful, purposeful occupations throughout their life. A deeper understanding of the interplay between the person, occupations, and their environments is gained by considering important related concepts such as quality of life, meaningful productivity, independent living, full participation, social and occupational justice, multiculturalism, and healthy lifestyles (AOTA, 2011). Thus, a guiding component of the Department of Occupational Therapy’s curriculum philosophy is that occupational performance is developed and enhanced by treating the “whole person” and attending to physical, psychological, social and cultural issues as influenced by the environment. Our students are trained to recognize occupation as the critical link between the person and their environment and to appreciate the impact of personal (e.g., spiritual, cultural, physical) and environmental (e.g., social, physical, political) influences on occupational function and performance. This focus on occupation and occupational performance as an integrated and consistent theme in the curriculum ensures the
graduates develop the capacity to critically examine the occupations people perform and enables them to use occupation as the medium to assist people to live their lives to the fullest extent possible.

**Practice Scholar Initiative:** The goal of the Practice-Scholar Initiative at Duquesne University is to constantly develop and nurture partnerships between occupational therapy, interdisciplinary and community partners and our department faculty and students to support mutual interests in teaching, research and service as a means of enhancing the scholarship of occupational therapy in a variety of settings. The role, ‘practice-scholar,’ was coined by our faculty in 1999 to mirror the role, ‘teacher-scholar,’ used on our campus to reflect performance expectations including the expected balance of teaching and research. A practice-scholar embeds research in their everyday practice to answer central questions and/or provide evidence unique to their practice setting. Our department envisions the potential of practice-scholar activities within any setting where occupational therapy practice is occurring or may occur. Thus, developing practice scholars is another guiding component of the occupational therapy curriculum design. Practice scholars have established the requisite habits to use and create evidence that supports occupation and evidence-based practice (Crist, Muñoz, Witchger-Hansen, Benson & Provident, 2005). The scholarship of practice is a constant consideration in curricular design, educational pedagogy, community-university partnerships, community engaged learning (service learning), and program outcome evaluations. Students in our program are consistently challenged to recognize that scholarship is an essential element in their success as leaders and practice scholars (Townsend, Polatajko, Craik & von Zweck (2011). To that end, the Duquesne University program generates consistent opportunities for students to critically reflect on their practice and to embed scholarship activities in their everyday practice. Students learn and practice knowledge, skills, attitudes and habits that allow them to assume leadership roles as practitioners, research collaborators, and advocates. Our emphasis on practice scholarship challenges students to intentionally link occupational therapy theory and practice and to ensure that the best available evidence guides their practice. Students that elect to continue their education beyond the 5-year MS entry-level degree earn an entry-level occupational therapy doctorate (OTD) degree in their 6th year. This degree program prepares them as advanced practice scholars with the knowledge, skills and attitudes to use and create evidence that validates occupational therapy interventions, to plan, create, and market occupational therapy services in traditional and emerging markets, to develop pedagogically sound learning materials and experiences for practice, professional, and public audiences, and to assume positions as transformative leaders, who understand complex social and health problems, facilitate knowledge-sharing, influence systemic change, and advocate for socially just practices. A strong foundation for all of these competencies is established in the 5-year MS curriculum. In both entry-level programs, our curriculum is designed to produce practice scholars who demonstrate the requisite skills and habits to use and create evidence to support their practice, to facilitate change as engaged leaders and scholars, and to think critically and creatively as practice innovators. Our practice-scholar initiative is a unique approach to realizing the 2017 Centennial Vision for Occupational Therapy (AOTA, 2007). Graduates of the occupational therapy program will be able to act responsibly, reasonably, morally, and ethically in their decisions related to personal lifestyle, occupational therapy, leadership, and citizenship within their local, national and world communities.

**CORE PEDAGOGICAL APPROACHES**

The Duquesne University Occupational Therapy curriculum is designed to enable our students to achieve the knowledge, skills, attitudes and habits of a practice scholar through an active, engaging, broad, well balanced, and fully integrated curriculum. Learning events within our curriculum are specifically designed to promote students’ engagement in the learning process in ways that can support transformative learning and professional identity development.

**Engaged Learning:** Engaged learning or ‘civic learning in the natural context’ actively integrates three types of thinking: critical thinking – to compare, analyze and evaluate; creative thinking – to design new forms, styles or programs, interpret old work into new ways of doing; and practical/applied thinking – to learn how to answer questions, make decisions and solve problems (Fink, 2003, pp. 40-42). The faculty implement engaged learning activities to nurture student’s problem solving capacities during real life situations to fully develop these three ways.
of thinking. The primary outcome from engaged learning is to create individuals capable of making significant ethical and value-laden contributions to the community, practice and professional knowledge (Jones, Valdez, Nowakowski & Rasmussen, 1994).

**Transformative Learning:** Transformational learning is a process of being changed by what one learns in some meaningful way. Assumptions, beliefs, values and differing views are questioned while always seeking to verify reasoning. Critical reflection on one’s experiences leads to a transformed perspective, which is more inclusive, discriminating and integrative than prior thinking (Mezirow, 2000). Reflecting the Spiritan traditions regarding Catholic social thought and our curriculum philosophy, learning activities are specifically crafted and integrated into the curriculum to assist students to transform (change, add to or integrate) prior ideas or learning with their current educational experience in the classroom and community into new, broader perspectives. These perspectives reflect attention to ethical leadership, social and occupational justice, and engaged citizenship. Through reflective instructional activities, guided experiential debriefing to promote discernment and instituting mini-learning communities through class activities, the students are provided transformational learning across the curriculum. The primary outcome for transformative learning is to provide an experiential foundation for students to make more sophisticated choices based on a deeper understanding or perspective as the basis for their future actions.

**Professional Identity Formation:** Closely related to transformational learning is apprenticeships of professional identity formation ‘also called ‘apprenticeships of professionalism.’ Professional identity formation is situated. Professional development occurs through the transactional nature of both the individual and the community being shaped and transformed through experience with each other. These transactional encounters transform individual professional formation, community context and related interpersonal engagement resulting in professional identity formation. Translated for occupational therapy, the Carnegie Foundation names three different foci that apprenticeships serve in professional identity formation; 1) intellectual, cognitive and analytic (helping to think like an occupational therapist); 2) skill acquisition, practice, clinical (fundamental skill acquisition for practice); and 3) roles, professional identity (the meaning of being an occupational therapist) (Hamilton, 2008). The values, ethics and professional behaviors associated with being an occupational therapy practice scholar facilitate student identity formation throughout our curriculum. Specific to our mission and vision our graduates are expected to develop and demonstrate actions that exemplify responsibility, civility, integrity, accountability, empathy and compassion. The primary outcome of professional identity formation is to create practice scholars who think, perform and conduct themselves like responsible professionals (that is to act morally and ethically) (Hamilton, 2008).

These core pedagogical approaches of the Department of Occupational Therapy guide key instructional key practices within our curriculum. These include:

1. an intentional use of engaged, active learning educational pedagogies that embeds learning in context and seeks to establish opportunities for transformative learning experiences that promote critical thinking and reflection.

2. concentration on professional identity formation as a practice scholar with the values, ethics, and professional behaviors associated with being an occupational therapist.

3. a graded developmental approach to acquiring the knowledge, skills and attitudes to be a practice scholar who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence-based occupational therapy.

4. a central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of ‘doing’ or engagement in occupations.

5. a comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.

Duquesne University, Department of Occupational Therapy Student Handbook – 2016
CURRICULUM DESIGN AND STRUCTURE

The curriculum design and structure of both the entry-level MS and entry-level OTD programs reflect the person-occupation-environment interaction and the domains processes of occupational therapy and life span occupational performance as central organizing concepts. Early in the curriculum students acquire knowledge regarding how the body operates (OTPF: client factors - neuromotor & sensory, biomechanical, cognitive and psychosocial function). Course work includes but is not limited to anatomy, physiology, kinesiology and medical conditions. They also are introduced to the profession, occupational science and foundational aspects of the occupational therapy process. As students progress through the curriculum this information is transformed into understanding subsystem functions and interventions that contribute to the participation and performance of occupations (OTPF: areas of occupation, performance skills and performance patterns). During the professional phase, information from the natural sciences and liberal arts is transformed into an applied, holistic understanding of the art and science of occupational therapy. Students are progressively challenged to synthesize knowledge to understand the person as an occupational being whose underlying abilities, in combination with environmental constraints and supports determine occupational performance (OTPF: context and environment plus activity demands). Professional ethics, values, and responsibilities of an occupational therapy professional are introduced early in the curriculum and integrated throughout the curriculum. In a similar vein, opportunities to develop increasing sophisticated knowledge and skills related to leadership and management are a consistent focus of the curriculum culminating in high level application of these skills in the doctoral experiential and practice scholar capstone project. Early in the curriculum, faculty support students’ the development of a professional identity that promotes scholarship within the profession. Using a graded approach, students initially learn to acknowledge the importance of a high level of scholarship to the viability of the profession and how to search for and critique evidence. As they progress through the curriculum they are expected to apply evidence to clinical decision-making and integrate their synthesis of evidence in treatment plans and scholarly proposals and projects culminating in their capstone doctoral project. Our sequence of evidence base practice and specific research courses further develops our students capacities to understand and critique the evidence and to design and implement studies of practice, service outcomes and/or professional concerns and issues.

The DU occupational therapy curriculum is divided into three phases: pre-professional, professional and advanced professional. Only students choosing to pursue the entry-level OTD degree complete the advanced professional phase. The pre-professional phase consists of the first 5 semesters of both the MS and OTD curriculum. The professional phase includes the next 7 semesters of both degree programs. Students who elect to earn their MS degree graduate at this point in their 5th year of study. Students electing to pursue an entry-level OTD degree complete the advanced professional phase. This phase is delivered in a 3-semester sequence in the 6th year of their program. While the first 5 years of our curriculum is offered in a face-to-face format, the sixth year of OTD coursework is predominately delivered in an on-line environment.

The Duquesne University Department of Occupational Therapy maintains two entry-level degrees, the 5-year entry-level MS degree and the 6-year entry-level OTD degree. This approach provides students the maximum level of flexibility for planning their career paths. The overwhelming majority of our students enter our programs as freshmen, however, we do accept a few transfer and post-baccalaureate students each year. The range of paths leading to the MS and OTD degrees are listed below.

- 5-year, pre-professional/entry-level professional program awarding a Bachelor of Science in Health Sciences followed by a Master of Science in Occupational Therapy.

- A 2.5-year post baccalaureate, entry-level professional program awarding a Master of Science in Occupational Therapy.

- A 6-year pre-professional/professional/advanced professional entry-level program awarding a Bachelor of Science in Health Sciences followed by an Occupational Therapy Doctorate degree.
• A 3.5-year post baccalaureate, professional/advanced professional entry-level program awarding an Occupational Therapy Doctorate degree.

CURRICULUM THREADS

The curriculum is designed to ensure that students develop their professional philosophy and requisite practice knowledge, skills and attitudes. This curriculum is sequenced to challenge our students to integrate knowledge and skills from the pre-professional phase into the professional then advanced profession phases. The sequence prepares students to become advanced practitioners, practice-scholars, emerging educators and leaders. The sequence for the curriculum is organized into six major curricular threads that reflect the essence of our curriculum design.

1. Practice Foundations
2. Person-Occupation-Environment Interaction and Performance Across the Life-Span
3. Health Care Delivery Systems and Population-Focused Services
4. Practice-Scholarship
5. Community Engaged Learning, Fieldwork Education and Doctoral Experiential Component
6. Servant Leadership, Specialty Roles and Functions

**Practice Foundations:** The curriculum is designed to provide students with a strong foundation across three key areas 1) human science, 2) profession knowledge, and 3) professional skills. For example, students complete rigorous coursework in anatomy, neuroanatomy, kinesiology and clinical conditions to support their understanding of human engagement and the impact of function and dysfunction on human occupation. In order to introduce students to the profession’s knowledge, they explore the history and current structure, organization and vision of the profession. Students are also introduced to occupational science concepts and learn to view the human developmental continuum through an occupational lens. Finally, students are introduced to key professional skills including group and interpersonal dynamics, activity analysis, professional information literacy and occupational performance evaluation.

**Person-Occupation-Environment Interaction and Performance Across the Life-Span:** Occupational science, occupation-based practice models for related occupational performance and the remediation, compensation and adaptation of occupational performance are applied. Foundational client factor-oriented coursework is transformed into exploring the client’s performance skills and activity demands found in addressing areas of occupation. The information is organized into biomechanical, psychological, neuromotor, sensory, cognitive and perceptual processes which are addressed in a life-span perspective. Students learn specific approaches to addressing problems in performing occupations within various contexts. Community engaged learning, fieldwork education and the doctoral experiential component each provide opportunities for students to apply this academic knowledge, skills and attitudes in various context and to build the clinical competencies required of an entry-level practitioner. Community engaged learning is a core component of engaged and transformative learning and is integrated in the pre-professional and professional phases of the curriculum. Three Level I fieldwork experiences are integrated within our two clinical reasoning courses and our psychosocial intervention course to reinforce and synthesize prior learning and home clinical reasoning. The doctoral experiential component provides opportunities for students to apply this academic knowledge, skills and attitudes at an advanced practitioner level.

**Health Care Delivery Systems and Population-Focused Services:** The person-occupation-environment is isolated if curriculum content is too heavily weighted toward client-factors and performance skills. Equally important, occupational therapy practitioners must be skilled to recognize and address professional, social, cultural, political, legislative, and economic factors influencing and even directing, certain occupational performance options and occupational therapy service delivery. Reflecting on the environment and context, both local and global, as significant influences on individual occupations including choices and options begins early in the curriculum and is reinforced repeatedly. The impact of contextual and environmental factors of practice and service delivery systems becomes a more defined focus as students move through the curriculum and increasingly participate in community engaged learning and Level I and Level II Fieldwork offers students the opportunities to refocus on factors impacting health care delivery systems from increasingly informed perspectives. Learning events later in our curriculum such as group and individual grant writing projects, community and program needs assessments, the capstone project and the Duquesne University, Department of Occupational Therapy Student Handbook – 2016
doctoral experiential are designed to support students’ abilities to integrate contemporary social, economic, political, geographic, and demographic factors that impact health care policies and advocate for occupational therapy services that address identified individual and population-based needs.

**Practice Scholarship:** Our practice scholarship initiative began over 15 years ago and reflects an intentional approach to socialize Duquesne University graduates with a personal and professional identity that prioritizes and advocates for a scholarly approach to practice and which equips them with the knowledge and skill sets to produce scholarly products that enhance the practice of occupational therapy. Our scholarship sequence begins early in the curriculum when students learn to access, interpret and critique occupational therapy and related literature. An expectation to apply research literature in clinical decision-making is a consistent component of every intervention-focused course. Students continue to build on practice scholarship knowledge and skills as they study research processes, including project design and data analysis procedures in courses that emphasize quantitative and qualitative approaches to measurement. Many students embark on supervised research projects with a faculty mentor before they earn their baccalaureate degree and all students design and implement small scale studies in their research courses and more focused projects in their capstone project and/or doctoral experiential.

**Community Engaged Learning, Fieldwork Education and Doctoral Experiential Component:** Learning by doing is a central value of occupational therapy. In our curriculum, courses students in our pre-professional phase learn by doing in a range of learning events where they complete projects at a level commensurate with their training. For example, in the pre-professional phase freshmen students may hone their ability to describe occupational therapy by creating occupational therapy video commercials and sophomores apply activity analysis principles by creating adaptive equipment for individuals who require adaptations to complete a meaningful occupation. In the professional phase students learn to administer evaluations by administering them with clinical and non-clinical populations and learn the varied group leadership roles by designing and implementing groups with appropriate populations within the local community. A two-semester sequence of community engaged learning provides opportunities to learn more advanced needs assessment and program development for a ten-week extended period. Fieldwork and the doctoral experiential component extend this learning by doing to an even fuller and more skilled extent. Level I Fieldwork is integral to our program’s curriculum design and integrated into our two clinical reasoning courses and a psychosocial intervention course. Level II Fieldwork provides students with advanced opportunities to integrate theory and skills learned in the classroom within the clinical and community settings. Site-specific assignments and reflective online assignments ensure congruence of the fieldwork experience with their academic preparation. The advanced practitioner phase of the curriculum includes a 16-week Doctoral Experiential Component where students develop advanced skills that are integral to acquiring deeper-practice scholar competencies as reflected in the program’s curriculum design. The experiential component and capstone project directly connect occupational therapy practice with scholarship via the creation, implementation & evaluation of culminating projects. These continuous, sustained and in-depth Hands on learning experiences are continuous, graded, and varied in depth and breadth and reflect our commitment to provide multiple avenues for students to practice the professional values, clinical reasoning, professional performance skills and application of professional knowledge consistent with the curriculum framework of our program.

**Servant Leadership, Specialty Roles and Functions:** A focus on service leadership is a constant focus within our university and our curriculum places a heavy emphasis on leadership, specialty roles, and innovation and entrepreneurship focused on creating occupational therapy roles where none may currently exist or are in an embryonic stage of development. One faculty mentor supports the Student Occupational Therapy Association and another serves as an advisor to our Pi Theta Epsilon honor society, which won the 2014 Pi Theta Epsilon Presidents Award in recognition for the establishment of a highly successful student-led journal club. Students in our program return to campus after completion of their two Level II Fieldwork experiences and participate in intensive seminars focused on synthesizing their experiences from fieldwork in relation to curriculum objectives, sharing their experience from fieldwork with peers and practitioners and considering specialty and other roles beyond a generalist. The month culminates with a widely attended local symposium for the campus and professional communities where the students deliver workshops on state-of-art practice learned from fieldwork. This tradition is highly valued by local professionals representing alumni, fieldwork educators and practitioners who are seeking accessible, quality professional development. Attendance grows annually for this event.
## Duquesne University, Occupational Therapy Department
### Curriculum Threads and Relationship to Curriculum Design

<table>
<thead>
<tr>
<th>CURRICULUM THREAD/COURSE TITLE</th>
<th>COURSE #/CREDITS</th>
<th>PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Foundations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Orientation</td>
<td>OCCT 150 (1)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I &amp; Lab</td>
<td>BIOL 207/208 (4)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II &amp; Lab</td>
<td>BIOL 209/210 (4)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Anatomy &amp; Lab</td>
<td>HLT5 315/L (5)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Foundations and Concepts of Occupational Therapy</td>
<td>OCCT 305 (3)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Occupational Performance Throughout the Lifespan</td>
<td>OCCT 310 (3)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Fundamentals of Practice</td>
<td>OCCT 416 (3)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>HLT5 503 (4)</td>
<td>Professional</td>
</tr>
<tr>
<td>Occupational Performance Evaluation &amp; Lab</td>
<td>OCCT 535/L (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Human Motion and Movement &amp; Lab</td>
<td>OCCT 537/L (4)</td>
<td>Professional</td>
</tr>
<tr>
<td>Medical Conditions in OT</td>
<td>OCCT 548 (4)</td>
<td>Professional</td>
</tr>
<tr>
<td>Humans, Groups &amp; Occupations</td>
<td>OCCT 518 (3)</td>
<td>Professional</td>
</tr>
<tr>
<td><strong>Person-Occupation-Environment Interaction &amp; Performance Across The Life-Span</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations and Concepts of Occupational Therapy</td>
<td>OCCT 305 (3)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Fundamentals of Practice</td>
<td>OCCT 416 (3)</td>
<td>Pre-professional</td>
</tr>
<tr>
<td>Neuromotor &amp; Sensory Function &amp; Lab I</td>
<td>OCCT 519/L (4)</td>
<td>Professional</td>
</tr>
<tr>
<td>Neuromotor &amp; Sensory Function &amp; Lab II</td>
<td>OCCT 520/L (4)</td>
<td>Professional</td>
</tr>
<tr>
<td>Intervention Seminar &amp; Lab</td>
<td>OCCT 522 (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Psychosocial Function &amp; Lab</td>
<td>OCCT 525/L (4)</td>
<td>Professional</td>
</tr>
<tr>
<td>Biomechanical Function &amp; Lab</td>
<td>OCCT 530, 530L (4)</td>
<td>Professional</td>
</tr>
<tr>
<td>Occupational Performance Perspectives &amp; Lab</td>
<td>OCCT 545/L (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Sociocultural Systems &amp; Networks</td>
<td>OCCT 560 (2)</td>
<td>Professional</td>
</tr>
<tr>
<td>Instructional Learning Theory and Technology</td>
<td>OCCT 650 (3)</td>
<td>Advanced Professional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRICULUM THREAD/COURSE TITLE</th>
<th>COURSE #/CREDITS</th>
<th>PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Healthcare Delivery &amp; Population Focused Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Reasoning &amp; FW 1A/B</td>
<td>OCCT 511 (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Clinical Reasoning &amp; FW IC</td>
<td>OCCT 512 (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Occupational Performance Perspectives &amp; Lab</td>
<td>OCCT 545/L (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Environmental Adaptations &amp; Rehabilitation Technology &amp; Lab</td>
<td>OCCT 550/L (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Occupational Therapy Administration</td>
<td>OCCT 561</td>
<td>Professional</td>
</tr>
<tr>
<td>Community &amp; World Healthcare Issues</td>
<td>OCCT 565 (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Designing Effective Programs</td>
<td>OCCT 625 (3)</td>
<td>Advanced Professional</td>
</tr>
<tr>
<td>Advanced Practice Elective</td>
<td>OCCT 670 (3)</td>
<td>Advanced Professional</td>
</tr>
<tr>
<td><strong>Practice Scholarship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative Research</td>
<td>OCCT 532</td>
<td>Professional</td>
</tr>
<tr>
<td>Principles of Research &amp; Lab</td>
<td>OCCT 533L</td>
<td>Professional</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>OCCT 541</td>
<td>Professional</td>
</tr>
<tr>
<td>Fieldwork Proposal</td>
<td>OCCT 574</td>
<td>Professional</td>
</tr>
<tr>
<td>Research Project I, II &amp; III - OR -</td>
<td>OCCT 610, 611, 612</td>
<td>Professional</td>
</tr>
<tr>
<td>Applying Evidence to Practice</td>
<td>OCT 620</td>
<td>Advanced Professional</td>
</tr>
<tr>
<td>Practice Scholar Capstone I,II, III</td>
<td>OCT 635/645/655</td>
<td>Advanced Professional</td>
</tr>
<tr>
<td><strong>Community Engaged Learning, FW Education and DEC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Reasoning &amp; FW 1A/B</td>
<td>OCCT 511 (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Clinical Reasoning &amp; FW IC</td>
<td>OCCT 512 (3)</td>
<td>Professional</td>
</tr>
<tr>
<td>Psychosocial Function &amp; Lab &amp; FW IB</td>
<td>OCCT 525/L (4)</td>
<td>Professional</td>
</tr>
</tbody>
</table>
Level II A, B, C, D (4cr/each)          OCCT 555-558 (12)          Professional
Practice Scholar Experiential          OCCT 640 (12)          Advanced Professional

**Servant Leadership, Specialty Roles and Functions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Therapy Administration</td>
<td>2</td>
<td>Professional</td>
</tr>
<tr>
<td>Clinical Seminar A &amp; B</td>
<td>1.5</td>
<td>Professional</td>
</tr>
<tr>
<td>Leadership A &amp; B</td>
<td>1.5</td>
<td>Professional</td>
</tr>
<tr>
<td>Visionary Leadership</td>
<td>1.5</td>
<td>Professional</td>
</tr>
<tr>
<td>Transformative Leadership</td>
<td>1.5</td>
<td>Professional</td>
</tr>
<tr>
<td>Advanced Practice Elective</td>
<td>1.5</td>
<td>Professional</td>
</tr>
</tbody>
</table>

Footnotes: 1 Personal factors include: values, belief, spirituality, bodily functions and structures that contribute to performance skills (motor and praxis, sensory-perceptual, emotional regulation, cognitive, and communication and social skills) and performance patterns (habits, routine, roles and rituals). Environmental factors include: physical, social, cultural, personal, temporal, virtual and spiritual. Occupations include: activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation including co-occupations. 2 Engaged or active learning includes: service learning, community-university partnership, competency testing, problem based learning, situated learning, fieldwork etc.

**Citations**


**OCCUPATIONAL THERAPY CURRICULUM OUTCOMES**

Our entry-level MS curriculum provides the foundational skills for students to engage in practice scholarship as well as professional development to achieve the full complement of these roles and functions after graduation. Our entry-level OTD curriculum builds on these foundational skills and prepares graduates with advanced practice competencies. The following description of the knowledge, skills, attitudes and habits requisite to the practice-scholar in occupational therapy, guide our program's vision, mission and curriculum outcomes. Our practice-scholar graduates will:

- demonstrate the requisite habits to use and create evidence to support their practice specialty by embedding scholarship activities into their every day practices
- engage as leaders, facilitating change and/or knowledge-sharing to enhance occupationally justice practice
- lead practice through the roles they assume in their workplace, community and within the profession
- reflect on and engage in the scholarly application of occupational therapy and health related evidence
- use and create scholarship to support their occupation and evidence-based practices
- disseminate their acquired knowledge regarding 'best practices' to benefit the individuals served by occupational therapy
- model their behaviors for others to emulate through fieldwork education, mentoring and other leadership activities within the profession, the community and systems housing our practice.
- create and engage in partnerships with key entities to provide contemporary, quality, evidence-based practice reflecting the value of occupation as process and ends.

**OCCUPATIONAL THERAPY PROGRAM OUTCOMES:** Graduates of the Duquesne University occupational therapy program will:
therapy programs (MS and OTD) are evaluated based on their proficiency at meeting all ACOTE standards for MS and OTD educational programs respectively. As a program we set the following overarching outcome expectations.

- All graduates will pass the NBCOT certification exam on the first attempt at a rate between 95-100% each year and graduates will earn a 100% pass rate regardless of number of attempts. Over the past 5 years (2011-2015), our first attempt pass rate is 95.77% and overall pass rate is 100%. Over the past 10 years (2006-2015), our first attempt pass rate is 93.01% and the overall pass rate is 100%.
- Every student who enters the professional phase of the program (MS) will successfully complete the program and graduate. In the past 3 years, 100% of the students entering the professional phase (87/87) have successfully completed the program and graduated.
- Every student who enters the advanced professional phase of the program (OTD) will successfully complete the program and graduate. The initial OTD cohort (N=5) was admitted in January 2016 and we expect 100% of these students to graduate in December 2016.
- The overwhelming majority of students will express high satisfaction with the opportunities and the level of training offered in FW and Doctoral Experiential Component (DEC) experiences and the confidence and satisfaction with the type and level of training provided by their clinical fieldwork educators/DEC site supervisors will be rated at or above 92%. Students completing Level I and Level II components of our program in the past 3 years have expressed high (83-84%) to very high (92-93%) satisfaction with the opportunities and level of training offered in their FW experiences and very strong confidence and satisfaction (98-100%) with the type and level of training provided by their clinical fieldwork educators. The first OTD cohort completes DEC experiences in Summer 2016.
- More than 90% of all graduates will report finding employment within 6 months of graduation. Among students responding to Alumni Surveys in 2015, the vast majority (95%) reported that they took their first job within 1-6 months of graduation.

In addition to these overarching program outcomes we expect graduates of our program to develop a clear set of competencies in eight integrative areas of performance: 1) applied evidence based practice, 2) outcomes measurement, 3) critical analysis of practice, 4) policy analysis and advocacy, 5) teaching, learning and educational technology, 6) program development, evaluation and grant writing, 7) leadership and 8) professional writing.

The 8 integrative areas of performance for entry-level MS and entry-level OTD students are identical, however the breadth and depth of expectations differ. Candidates in the OTD degree program meet all MS performance competencies. Performance competencies where advanced practice competencies are required at a level exceeding the MS level of competency are designated [OTD]. The outcomes for entry-level OTD students are consistent with all ACOTE expectations for advanced practice competencies.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>PERFORMANCE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Evidence Based Practice</td>
<td>designs well-built clinical questions that guide evidence based reviews</td>
</tr>
<tr>
<td>Graduates will search, review, analyze,</td>
<td>accesses and critically evaluates the reliability of electronic databases and resources</td>
</tr>
<tr>
<td>synthesize and apply knowledge to inform best</td>
<td>formulates and implements a well-constructed search of the literature</td>
</tr>
<tr>
<td>practice in occupational</td>
<td>explains the levels of best evidence in scientific literature</td>
</tr>
<tr>
<td></td>
<td>defends intervention choices using relevant evidence</td>
</tr>
<tr>
<td></td>
<td>generates critically appraised papers (CAP) directly relevant to a question in an</td>
</tr>
<tr>
<td></td>
<td>occupational therapy practice setting</td>
</tr>
<tr>
<td>Outcomes Measurement</td>
<td></td>
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<tr>
<td>-----------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Graduates will design and conduct pilot evaluations using valid and reliable outcome measures to assess the effectiveness of a program, intervention or educational process. | • synthesizes evidence across studies to generate a critically appraised topic (CAT) that effectively portrays an evidence-based answer to a practice question  
• synthesizes evidence across studies to generate a scoping review that effectively portrays an evidence-based answer to a practice issue [OTD]  
• synthesizes the research literature to create evidence-based programs that promote effective, person-centered, culturally responsive interventions [OTD]  

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>PERFORMANCE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOMES</td>
<td>PERFORMANCE COMPETENCIES</td>
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</table>

<table>
<thead>
<tr>
<th>Critical Analysis of Practice</th>
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</thead>
</table>
| Graduates will critically evaluate and apply theory to articulate and improve occupational therapy interventions | • articulates multiple approaches to measure occupational performance and social participation  
• identifies and critiques measures relevant to the evaluation of individual and program evaluation outcomes within occupational therapy practice settings  
• deconstructs and critiques research designs of selected health outcomes studies  
• selects, applies and interprets descriptive, correlational, and inferential statistics used to measure individual and program outcomes  
• codes, analyzes, synthesizes and effectively portrays qualitative data used to measure individual and program outcomes  
• generates an evidenced-based plan for measuring individual or program outcomes at a faculty and/or student defined practice setting [OTD]  
• designs and conduct pilot evaluations using valid and reliable outcome measures and assesses the effectiveness of a program, intervention or educational process [OTD]  

<table>
<thead>
<tr>
<th>Policy Analysis and Advocacy</th>
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</thead>
</table>
| Graduates will articulate issues of social and occupational justice and design and implement action plans that include an advocacy role to address health policies, health disparities, or health and quality of life of individuals or populations. | • analyzes, synthesizes and applies occupational therapy practice models  
• uses practice models to guide and inform evaluation and intervention planning  
• understands the fluid and dynamic nature of professional knowledge  
• explains the historical development of OT theories impacting practice approaches.  
• critiques the use of occupational therapy theories to a specific practice setting.  
• explains and justifies their clinical reasoning as grounded in occupational therapy and interdisciplinary theories  
• selects and justifies occupational therapy practice models that inform best practice for interventions in a practice setting [OTD]  
• invents a personal model of practice grounded in occupational therapy and interdisciplinary literature [OTD]  
• justifies the design of occupational therapy intervention program using occupational therapy and occupational science theories [OTD]  

• examines U.S. health care systems, educational laws and contemporary policies to explore ethical dilemmas, implementation challenges, and opportunities for occupational therapy practice.  
• analyzes occupational therapy interventions from a population-based perspective  
• critiques systems and structures that create federal and state legislation and regulations and explains their implications and effects on practice.  
• articulates issues of social and occupational justice and designs and programs reflecting an understanding of these issues  
• explains policies and systems related to a selected area of practice [OTD]  
• track and analyze a policy and/or legislation that impacts populations typically seen in a selected practice setting [OTD]  
• demonstrates the use of consultative process with individuals, groups, organizations to advocate for OT programs and services [OTD]  

Duquesne University, Department of Occupational Therapy Student Handbook – 2016
• implements personal action plans that include an advocacy role to address health policies, disparities, or health and quality of life of individuals or populations [OTD].

Teaching, Learning and Educational Technology

Graduates will apply learning theory to create, deliver and evaluate instructional units for professional education, clients and/or their families, selected populations, or the public and demonstrate the capacity to teach with technology in face-to-face and online environments.

• uses principles of the teaching/learning process and educational methods to design instructional experiences for peers, professionals, specific consumers and/or their families, selected populations, or the public
• designs instructional materials that address the target populations learning strengths and limitations and that assist learners (e.g. students, colleagues, consumers or their families) to master the material.
• implements instructional strategies with students, consumers, colleagues and/or the public that integrates technology into teaching and learning
• promotes the use of technology by students, clients, families and colleagues [OTD]
• articulates a professional development plan that details their role as an educational leader in team development activities and that improves their level of proficiency in using technology [OTD]
• evaluates existing research and theories related to educational pedagogy, instructional design and teaching technologies [OTD]
• justifies how choices of instructional methodology, delivery media, pedagogical and assessment practices meet instructional objectives of their learning modules [OTD]

OUTCOMES

PERFORMANCE COMPETENCIES

Program Development, Evaluation and Grant Writing

Graduates will design, implement and evaluate occupation-based programs that address important and contemporary consumer needs and design professional, compelling grant proposals.

• explains the role of a needs assessment, program planning and evaluation in health care research and practice.
• applies best practice principles to design unique and innovative occupation---based programming.
• prepares a document that proposes innovative OT service delivery to staff and/or administration and management in a selected practice setting.
• creates effective materials to market a novel intervention program.
• develops educational materials and program that addresses an unmet need of consumers, their families, students or colleagues.
• recognizes and describes the fundamental elements of a grant proposal.
• explains how to research and find available grants.
• explains the proposal formats used by private, public and governmental agencies.
• applies research skills to find and analyze relevant literature to articulate the problem statement and justify the program design.
• uses a basic grant format to design a grant proposals for a program in a community practice setting
• completes a comprehensive needs assessment to define unmet needs and practice opportunities [OTD]
• designs, implements and evaluates occupation---based programs that address important and contemporary consumer needs [OTD]
• includes collaborative interdisciplinary partnerships in the program proposal, as appropriate [OTD]
• Integrates clear, specific, and measureable objectives for both process and outcome evaluations [OTD]
• drafts compelling descriptions that may be used to submit competitive grant proposals for a program in their current practice setting or community [OTD]

Leadership

Graduates will be prepared to assume leadership roles in their

• interprets results of self---assessment of personal leadership qualities using one or more contemporary evaluations of leadership.
• develops a personal philosophy statement that articulates their own leadership perspectives
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>PERFORMANCE COMPETENCIES</th>
</tr>
</thead>
</table>
| **Professional Writing** | - effectively communicates the need and rationale for occupational therapy services in written communication  
- uses a professional writing style (sentence conciseness, clarity, accuracy, coherence, transitional devices, etc) in all communication within the curriculum including emails, discussion postings, assignments, peer editing, etc.  
- writes clearly, effectively and in a professional manner for a wide variety of practical purposes and a variety of audiences  
- reads and responds to peers work in an effective and professional manner  
- collaborates with other peers on writing projects, offering perceptive and constructive critiques, accepting and weighing responses and objectively evaluating their own writing [OTD]  
- prepares practice---based article for submission to state newsletter, national practice magazine or SIS quarterly [OTD]  
- writes and submits a proposal to present a paper, poster or workshop at a state, national or international professional conference [OTD]  
- prepares and disseminates their scholarship in community, professional and interdisciplinary settings [OTD] |

**ACCREDITATION**

Our MS program received the maximum 10-year accreditation on April 25, 2009 and is accredited through 2019. Our OTD program is in the 2nd stage of the accreditation process with full accreditation anticipated in Summer 2016. The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) certifies OT programs and can be contacted at: 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, Phone: (301)652-AOTA, Website: [www.acoteonline.org](http://www.acoteonline.org)
PROGRAM OUTCOMES

Graduation Rates
Students admitted into our program receive academic advisement from the RSHS Dean's office and professional development mentoring from a faculty mentor. Every student admitted into the professional phase of our program over the past 3 years, (N=87) has successfully completed the program and graduated (2013-2015).

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Students Entering Professional Phase</th>
<th>Students Graduating</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>33</td>
<td>33</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>27</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>27</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>87</td>
<td>87</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fieldwork
Our programs are designed to provide students with skills necessary to work as an Occupational Therapist in a diverse range of settings. Students completing Level I and Level II components of our program in the past 3 years have expressed high (83-84%) to very high (92-93%) satisfaction with the opportunities and level of training offered in their FW experiences and very strong confidence and satisfaction (98-100%) with the type and level of training provided by their clinical fieldwork educators. Evaluations of Duquesne's Academic Fieldwork Educator's accessibility, responsiveness, and overall effectiveness are also consistently high to very high with scores averaging 4.42/5.

Employment
Data from exit surveys reflect that in the past 3 graduating classes 35% completed job interviews during their clinical fieldwork. Roughly 1/3 of these graduates (30.2%) had either accepted a job or were considering a job offer before graduation. Most students, however, reported that their focus was on preparing for taking the national certification exam. The vast majority (95%) of alumni responding to employment surveys reported that they took their first job within 1-6 months of graduation. Duquesne University's career services department is easily accessible to assist students and alumni with job searches before and after graduation. All job opportunities that come to the occupational therapy department are forwarded to alumni through a DU Alumni Facebook Page.

NBCOT Certification Examination Outcomes
Upon successful completion of our program, students are eligible to take the national occupational therapy certification examination. Successful completion of this certification examination allows a person to be registered in the U.S. as an occupational therapist and to carry the credentials, O.T.R. This exam is offered independently through the National Board for Certification in Occupational Therapy (NBCOT).
Performance on the national OT certification examination is one means of demonstrating a program's quality. For the five most recent calendar years (2011-2015), the performance of the graduates of Duquesne University's occupational therapy program on NBCOT certification examination are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Program Graduates</th>
<th>Number of 1st time test takers</th>
<th>Number of 1st time test takers passing on 1st attempt</th>
<th>Percentage of 1st time test takers passing on 1st attempt</th>
<th>Percentage of all DU test takers who passed the exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>29</td>
<td>28</td>
<td>24</td>
<td>85.71%</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>27</td>
<td>27</td>
<td>26</td>
<td>96.29%</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>26</td>
<td>26</td>
<td>23</td>
<td>88.46%</td>
<td>100%</td>
</tr>
<tr>
<td>Year</td>
<td>Passing Rate</td>
<td>Graduation Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>28</td>
<td>28</td>
<td>96.42%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>33</td>
<td>33</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Total 5-year</td>
<td>143</td>
<td>142</td>
<td>133</td>
<td>93.66%</td>
<td>100%</td>
</tr>
</tbody>
</table>

(last updated July, 2015)

Prior to graduation, the occupational therapy department provides resources to support students' preparation for the certification examination. When a graduate of our program does not successfully pass the exam the first time, the faculty initiate dialogue with the student and offers to review score reports and define re-testing strategies. Every graduate who has not passed on the first attempt has passed the certification exam on a subsequent attempt. Program results from the National Board for Certification in Occupational Therapy (NBCOT) can be found online at https://secure.nbcat.org/data/schoolstats.aspx. **Students and prospective students are advised that a felony conviction may affect one’s ability to sit for the certification examination or attain state licensure.**

**Accreditation**

Our MS program received the maximum 10-year accreditation on April 25, 2009 and is accredited through 2019. Our OTD program is in the 2nd stage of the accreditation process with full accreditation anticipated in Summer 2016. The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) certifies OT programs and can be contacted at:

American Occupational Therapy Association
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Phone: (301)652-AOTA
Website: www.acoteonline.org

**FACILITIES**

**Access to RSHS and Libermann:** The RSHS building is open throughout the day, evenings, and posted hours on weekends. All occupational therapy faculty offices and most teaching and research laboratories are in this building. A new occupational therapy lab was designed and is located in Lieberman Hall located at 600 Fifth Ave Pittsburgh, PA 15231. Teaching and lab spaces are locked after each class session. At the discretion of the faculty, teaching and research laboratories can be made available to students outside of class time. The RSHS Building is open Monday through Thursday from 7:00 a.m. to 10:00 p.m.; Friday from 7:00 a.m. to 9:00 p.m.; Saturday from 8:00 a.m. to 4:00 p.m.; and Sunday from 10:00 a.m. to 4:00 p.m. Liebermann Hall is open 7 a.m. to 5 p.m. Monday through Friday. (**LET ME DOUBLE CHECK THIS TOMORROW**) 

**Behavior and Maintenance of RSHS Facilities:** As a school of health sciences, the Department of occupational therapy will not condone the use of any tobacco products, or the abuse of alcohol or controlled substances. Therefore, smoking and chewing tobacco, alcohol consumption, and illegal drug use are not permitted in any area within the Health Sciences Building or the Health Sciences area within Liebermann Hall. All faculty, staff, and students who utilize the facilities are expected to treat these facilities with respect. Students must refrain from utilizing any equipment or facility without the appropriate supervision or permission of occupational therapy faculty or staff member. All equipment should be cleaned and returned to the location from which it was taken in the same condition as it was at the time of use. Behavior, which detracts from the appearance of the building or the integrity of its academic programs, will not be tolerated and may be cause for dismissal from the RSHS.

**Mailboxes:** Student mailboxes are located on the 2nd floor of RSHS. Students can use these to communicate with each other, as well as to receive general departmental communications. The SOTA (Student Occupational Therapy Student Handbook – 2016)
Therapy Association) mailbox is also located on the 2nd Floor of RSHS. Faculty and staff mailboxes are located in the Occupational Therapy Department Faculty Suite, Room 227. Students may not remove items from any faculty or staff mailbox or from any other student's mailbox.

**Occupational Therapy Bulletin Boards:** Informational bulletin boards are located in the hall outside the occupational therapy faculty suite on the second floor of RSHS. Specific bulletin boards are maintained to announce general information, fieldwork and class information. These bulletin boards are used to post a variety of items of special interest to OT students including faculty publications, fieldwork updates, SOTA meeting minutes, job openings, social and scholarly events, scholarship and grant competition announcements, etc. Students review these boards periodically.

**Occupational Therapy Main Office:** The office suite is typically open from 8:30 a.m.-12:00 noon and from 1:00 p.m.- 4:30 p.m., Monday through Friday.

**Occupational Therapy Faculty Suite:** The occupational therapy department suite has many functions, but it is primarily a working space for faculty, department staff and student aides. Students are asked to monitor their use of this space to ensure faculty and staff can effectively use the office space as a working environment and where students can get answers to questions or their needs met.

**Photocopy Machines:** DU Card operated photocopying machines can be found on the fourth and fifth floors of the University Library. Card operated copiers are located on the 1st and 2nd floors of RSHS, students can use virtual cash to access these machines.

**Student Lockers:** There are locker rooms available on the second floor of the RSHS building. Lockers are assigned by the RSHS Dean's office.

**Use of Assessment Resources and Lab Equipment:** The department maintains a resource library of commonly used occupational therapy assessments. Careful use and responsibility for clinical materials (including but not limited to: assessment tools, adaptive equipment, therapeutic devices etc…) are a professional responsibility which is to be demonstrated in this course. If the student is assigned an evaluation assessment tool or adaptive equipment/devices, all materials/forms should be ‘checked out’ via sign-out list, per course instructor. All materials/forms must be returned to the instructor for check in prior to the final exam. Each student will be responsible for the care of the assessment and will be financially liable for lost or significantly damaged materials. THE RSHS "I" grade policy in the student handbook will be implemented and the student's final grade will not be changed from an “I” until replacement costs are submitted to the department.

**Use of Departmental Library Resources:** The department maintains a small resource library to assist faculty and students with scholarly presentations and writing. The resources library houses AOTA publications, and occupational therapy and other textbooks. Students are expected to arrange for the use of these materials with their class instructors as the instructor must insure the materials are not needed for class or other research projects. Materials are stored in the PBL Lab, room 233. The department also maintains a small resource library of videocassettes. Students are expected to arrange for use of these materials with their class instructor. Materials are stored in room 234.

**Use of Occupational Therapy Classroom Space:** Occupational therapy class and lab sessions are routinely held in RSHS Rm 240, RSHS Rm 233 and Liebermann G-103. Classrooms are locked when not in use. A student or group of students may request access to classroom space from their instructor when classes are not in session. The student and instructor granting access are both responsible for ensuring the space is secured appropriately and are responsible for any losses incurred due to failure to secure the space after use. Other university departments often make reservations to use this room and the Department Administrative Assistant (Adriana Pearson) make every effort to maintain an updated schedule. Students wanting to use the room must
confirmed the room is available through the Department Administrative Assistant.

**Use of Occupational Therapy Kitchen Spaces:** The kitchen space in Room 240 and in Liebermann G-103 are governed by the following regulations:

1. No food is to be prepared in the lab, except during classes when a class activity is pre-approved by a faculty member who requires use of these materials as part of instruction or during a pre-approved student activity. No kitchen utensils, devices, or appliances are to be used without an instructor's approval.

2. All used items are to be cleaned and stored before leaving the clinic. Both the student group who used the utensils and the faculty member are responsible for ensuring all kitchen items are cleaned and stored before leaving the lab. Arrangements for any food items left in the refrigerator can be made with the designated faculty member and will automatically be disposed of if not clearly marked or if left for more than one week.

3. Students may bring in beverages or items, which are self-contained and do not require the use of the kitchen and its resources to prepare, warm, refrigerate, serve, consume or store. Students must dispose of all trash properly. All table and counter surfaces must be wiped down before leaving.

4. For all non-class special events where food is to be served, arrangements must be made with your faculty advisor, class instructor, or the department chair to store, prepare and serve food from the kitchen. You will need a plan for returning the kitchen area to its original condition and for disposing of all unwanted food.

**Use of Occupational Therapy PBL Lab:** Room 233 is used as a classroom and as a designated occupational therapy research space. Students do not have access to this space without direct permission from faculty or department staff. The student(s) and the advisor are both responsible for ensuring the space is secured appropriately and are responsible for any losses incurred due to failure to secure the space after use.

**GENERAL DEPARTMENT PROCEDURES**

**Appointments:** All faculty post regular office hours. If you need to contact a faculty member, students may leave a written message in the faculty member's mailbox in Suite 227, leave a recorded message on the faculty's voice mail or contact the instructor using e-mail. Whenever you leave a message, state how and when to best reach you (telephone number and times). Appointments to meet with the Head of the Department are made through the department administrative assistant.

**Canceling Classes:** If weather conditions are such that travel is not advisable, you make the decision regarding coming to class. If a class is held, the student is responsible for missed materials. The campus seldom shuts down and if it does, this is announced on local radio and television stations. Only your instructor can cancel a class otherwise. Students in each class should prepare a phone tree to use in emergency situations and should ensure each and every person receives any messages concerning cancellations. The Department can assist with copying and disseminating this phone tree to all students and faculty.

**Campus Emergency Procedures:** To ensure a safe environment for all students, employees and visitors while on the premises of Duquesne University, the University has adopted Emergency Evacuation Guidelines, which outline the procedures to be implemented in the event an evacuation of any building on campus is necessary. See Appendix K for further information.

**Dress:** All students are expected to dress appropriately for classes, labs and off campus assignments including service learning, fieldwork, and observations. Students' attire should demonstrate respect for themselves, others, Duquesne University, your profession and the specific learning context. You are expected to dress and be groomed professionally in a manner suitable to your learning environment and the nature of the work involved.

Duquesne University, Department of Occupational Therapy Student Handbook – 2016
Nametags should be worn during all fieldwork education, service learning, site visits, etc unless otherwise directed. Each faculty, fieldwork educator, or supervisor will designate standards of dress required by the specific settings. Students will follow all applicable dress codes with the code of their site superceding all other directives. Professional presentation includes appropriate attire, demeanor, cleanliness, and interactions/communication with patients, faculty, guests, and supervisors. Specific dress code expectations are delineated in the Professional Dress Code Policies found in Appendix E.

**Graduate Photo I.D. Cards:** When students become graduate students, they become eligible to receive **new graduate student I.D. cards at no additional cost.** These new cards enable students to use local college and university libraries for the purpose of research. If students elect to receive new I.D. cards, they must contact the I.D. Center (412-396-6191); their hours are from 8:30 a.m. to 4:30 p.m. Monday through Friday.

**Graduate Student Assistantships:** A limited number of graduate student assistant positions are periodically available for full time occupational therapy students in the graduate phase of their education. Assistant positions typically offer a stipend and/or tuition remission. A typical workload is 5-10 hours per week. Announcements of graduate assistant positions are periodically posted on the department bulletin board.

**Orientation:** The RSHS sponsors a mandatory school-wide Professional Orientation Program the Friday before the start of fall classes for all new professional phase students. The Department of Occupational Therapy sponsors a mandatory professional graduate student orientation at the start of the spring semester to introduce students to the requirements and expectations of the professional phase. The Orientation provides an overview of the professional phase of the program and reviews the program requirements in regard to academic progress, dress, and the preparation for and assignment of, clinical education.

**Personal Guidance:** Academic, personal, and vocational counseling are available to all students at Duquesne University through the University Counseling Center and the Learning Center. Several offices such as the Office of Freshman Development and Special Student Services (freshman orientation and services for students with disabilities), Duquesne C.A.R.E.S (Creating Awareness and a Renewed Environment for Students; alcohol and substance abuse) and Office of International Programs (international studies), provide issue specific support and education and for Duquesne University students. Students who need assistance with these problems are referred to these services according to institutional policy. Confidentiality of the processes is ensured.

**Religious Holidays:** Information concerning specific religious holidays observed by the university is found in the Academic Calendar published each semester in the Schedule of Classes. The faculty makes every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays which are not official university holidays should notify the faculty member by the 10th day of teach new semester. Faculty shall make every reasonable effort to honor the request.

**Scholarships and Loans:** All students are strongly encouraged to explore their eligibility and options for financial aid, as well as seek outside sources of aid. Libraries, guidance offices, and community, state and federal agencies are all good sources of further information on financial assistance. Students are also encouraged to consult POTA, AOTA and AOTF. Information on the various financial aid opportunities available to RSHS students is available through the Financial Aid Office located on the ground floor of the Administration Building. The Office can be reached at 412.396.6607. New scholarships or competitions that come to the attention of the department are posted on the bulletin board outside the Occupational Therapy Office.

**Student Input, Suggestions and Complaints:** The Department values student input, suggestions and complaints in order to consider enhancements and modifications in Department operations that will result in improving or modifying the students’ academic experience. The goal of this process is to address student complaints effectively and efficiently as possible while ensuring that student, faculty, staff and Department rights, responsibilities, and integrity and civility are upheld. The process for dealing with a complaint includes Duquesne University, Department of Occupational Therapy Student Handbook – 2016.
the sequential steps that vary according to the type of complaint. See Appendix J for a complete description of the policy for student input, suggestions and complaints.

**Telephone Calls:** No personal calls are to be received while in class, during clinical training, or during community learning events. Cell phones should be turned off or to vibrate during class and should only be checked during breaks or after class. Text messaging during class or learning events in the clinic or community will not be tolerated. In case of emergency, calls may be routed through the department office, 412-396-5945. Students may not use the office telephones without the express permission of a faculty member.

**Visitors in Class:** Visitors are permitted in class with permission of the instructor prior to class time.

**PROFESSIONAL PHASE ACADEMIC POLICIES**

The requirements and expectations of the professional phase are introduced in a mandatory RSHS school-wide Professional Orientation Program and are contained in the 2010-2012 John G. Rangos, Sr. School of Health Sciences Academic Student Handbook. Students in the professional phase must abide by academic and professional behavior policies defined in these policy documents: RSHS Academic Program Requirements, RSHS Performance Indicators, RSHS Pre-Clinical Health Requirements, and the Department of Occupational Therapy Policy on Professional Behavior. Each of these documents is available on-line on the RSHS home page (http://www.duq.edu/health-sciences/main/current.cfm). Professional phase students in the Department of Occupational Therapy are required to abide by all University and RSHS policies regarding due process for student misconduct, whether academic or otherwise. Students have all the rights and privileges as outlined in this Handbook, University catalog, and the Student Handbook and Code of Student Rights, Responsibilities and Conduct.

**Academic Integrity:** It is the student's responsibility to maintain academic integrity in regard to class assignments, examinations and all other course requirements. Charges of academic dishonesty will be investigated thoroughly. Cheating, plagiarism, and knowingly assisting other student(s) who violate academic integrity will not be tolerated. What constitutes violation of academic integrity, the University's response to those violations, and student rights of appeal in regard to charges of such violations, are further explained in the University Student Handbook and the Student Rights, Responsibilities and Conduct published by the University and the Academic Integrity Policy (see Appendix B and D and http://www.duq.edu/student-life/student-handbook/)

**Academic Standards/Requirements:** Student performances are governed by all Academic Standards and Requirements defined in the RSHS Academic Student Handbook. To remain in good academic standing, students in the professional phase are required to achieve a minimum 3.0 Q.P.A. each semester, with a "C" or better in all letter-graded courses and a "P" in all pass/not-passing courses. All students are also required to have a 3.0 minimum cumulative professional Q.P.A. to graduate.

**Class Attendance and Scheduling:** The Department of Occupational Therapy follows the RSHS policy on class attendance which states: “Attendance in didactic, laboratory and clinical education courses is an essential part of the professional phase and will be a strong factor in the assignment of grades. Students are expected to be punctual and prepared for all courses. As students in a professional program, attendance at other relevant learning activities is required. Due to special events, clinical education and other learning opportunities, students' schedules may vary week to week” (p. 43). In addition to the RSHS policies, the Department of OT adds this policy: Attendance is an essential and required part of the professional phase. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Work, medical, dental or other appointments should not be scheduled during class time and will not be considered an excused absence. Students who are unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstance are responsible for notifying their instructor or department mentor. Students are expected to supply any required written verifications as soon as possible.
Repeated unexcused absences (3 or more) and/or frequent tardiness to class or community-based sessions (3 or more) will result in a deduction of up to 10% of a student’s total course grade and each subsequent unexcused absence will result in an additional 2% deduction.

Confidentiality of Student Records: The University regards a student’s personal information and academic record as a matter of confidence between the student and the University. Primary student records are located in the Office of the Dean, Office of the Registrar, Financial Aid Office, and Office of Freshman Development and Special Student Services. Duquesne University has adopted a policy consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA - Public Law 93-380, Section 438, as amended). Thus, students are allowed to inspect and review his/her educational records. This privacy act also limits the circumstances in which information contained in a student’s educational records might be disclosed to third parties, including parents. In order for third parties, including parents, to receive information regarding a student’s college attendance or academic record directly from University officials, it is required by the FERPA that either the third parties prove financial dependence of the student upon them, according to the dependency test as defined in Section 152 of the Internal Revenue Code of 1954, or the student must grant a waiver of rights given by the FERPA. See Appendix L for Release of Information Consent Form.

Course Difficulty: Students experiencing difficulty in any of their courses, especially if faced with the possibility of earning an unacceptable grade in a required course, are expected to take the initiative and seek assistance at the first sign of difficulty. Students should speak with their instructors, make use of tutorial assistance, and consult with their academic advisor and faculty mentors as soon as possible. It is the student’s responsibility to identify possible problems in course completion and to seek whatever assistance he/she needs to successfully complete the course. Any student concerned about a particular course, course grade or teaching/testing methods should first discuss his/her concerns with the individual instructor(s). Should the student feel his/her concerns are not resolved after that point, he/she should discuss them with the appropriate Department Chairperson. If the student feels that his/her concerns were not resolved after meeting with the Department Chairperson, he/she should schedule an appointment with the Dean.

Grading Policy: The Department of Occupational Therapy does not use the plus/minus system. The department grading policy follows the RSHS policy for grading course work and rating academic performance. (90.0 and above = A; 80-89.9 = B; 70-79.9 = C, etc). Final course grades are not rounded up.

Group Project Grading Policy: Unless otherwise specified in the assignment guidelines, group assignments receive one total group grade with each member of the team receiving an identical grade. Team members may propose an alternative distribution of the group assignment grade. Proposals for an alternative grade distribution must be made in writing. The proposal should specifically define an alternative distribution of the group assignment grade and provide a rationale for the proposed change. After the group presents their proposal to the instructor, the instructor will determine the final distribution of the group assignment grades. The instructor will render a final decision and notify group members.

RSHS Academic Integrity Policy: Upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty, administration, staff, and students. Students are responsible for maintaining Academic Integrity with class assignments, examinations, and any other requirements related to their courses of study. Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroy or contaminate another person’s data or intellectual property. Violations of Academic Integrity may include, but are not limited to, the following situations. See Appendix B and D for further information.

Cheating: Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, computer programs, software, data, or text). In Duquesne University, Department of Occupational Therapy Student Handbook – 2016
other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

**Plagiarism:** Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, student use—whether by summary, paraphrase, copying, direct quotation, or a combination of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the source’s specific language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

**Deceit in Academic Matters:** Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive.

**Misuse of Documents:** Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). Also includes misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

**Assistance in the Violation of Academic Integrity:** Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons. Violations of Academic Integrity—whether or not they are the result of a deliberate intent to deceive -- are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from a class; suspension or dismissal from the School or the University; and/or revocation of a degree.

**Student Conduct and Disciplinary Action:** Duquesne University and the RSHS require student conduct to reflect the values and mission of the University. Rules and regulations of misconduct, disciplinary sanctions, judicial policies and student rights of appeal in regard to charges of conduct violations, are explained in the Student Handbook 2011-2012 and the Code of Student Rights, Responsibilities and Conduct published by the University (http://www.duq.edu/student-conduct/_pdf/student-code-book-11-12.pdf).

Should a student be arrested and/or convicted of a crime before or during the time he/she is preparing to enter a profession, a criminal record may have further implications on the student's ability to practice. Many of the disciplines in the School require proof or validation from the state and federal governments of a student's lack of a criminal record to be eligible for certification, licensure or registration examinations, as well as working with children.

**Student Athletes:** Travel and league scheduling often necessitate that student athletes miss class from time to time. Student athletes entering the professional phase should check with their Department Chairperson to ensure that all professional requirements can be met. The Department of Occupational Therapy’s guidelines for student athletes are congruent with the RSHS policies, which state: “Absences shall be excused, but the student is required to follow the procedures below in order to receive credit for any missed work.

1. The student must notify each faculty member of all regularly scheduled events at least one week prior to his/her anticipated absence. The appropriate Athletic Department forms must be completed and submitted at that time.
2. The student is responsible for all work covered during his/her absence.

3. In the event that participation in a University approved intercollegiate activity will cause the student to miss an examination or deadline for an assignment, the student is expected to follow the procedure outlined above. Although the absence is excused, the student will be expected to make up the exam or submit the assignment at a time and place so designated by the instructor.

4. In the event of participation in intercollegiate athletics activities that conflict with required clinical education experiences, all attempts for accommodation will be taken; however, in some cases students may be required to seek a different clinical assignment or delay participation in clinical education until such time that the commitment to athletics has ended. This delay may necessitate the student dropping back one year in the professional program. “

**Students with Disabilities:** The department of occupational therapy encourages applications from qualified students with disabilities and endeavors to insure that all students are treated fairly and that reasonable accommodations can be made for students with disabilities. Students considering a request for accommodations are encouraged to consult with the office of Special Student Services (http://www.duq.edu/special-students/index.cfm). The student who is seeking accommodations is responsible securing written documentation of their disability and to register with the Department of Student Special Services, Room 309 Union. Special Student Services will review the student’s request for accommodation and will contact the department of occupational therapy with a statement of accommodation needs. The student is to request accommodations by their instructor within the first week of each semester. Accommodations cannot be implemented without official written acknowledgment from the Office of Student Special Service.

**ACADEMIC ADVISEMENT AND PROFESSIONAL DEVELOPMENT**

Academic advisors in the Dean’s Office and Occupational Therapy Faculty mentors welcome contact with students and encourage them to seek assistance whenever necessary. They prefer to see students by appointment to ensure that proper time can be spent in addressing their concerns. However, faculty mentors are willing to meet students without appointments when necessary.

**Membership in Professional Associations:** Students enrolled in the professional phase of their respective programs are required to join The American Occupational Therapy Association as student members and are strongly encouraged to join the Pennsylvania Occupational Therapy Association. (http://www.aota.org/) (https://www.pota.org/)

**Occupational Therapy of Ethics:** Faculty, students and staff are all expected to uphold all of the rights, responsibilities and ethical behaviors of the University and the Code of Ethics for the Occupational Therapy Profession. The OT Code of Ethics can be found in the appendices of this handbook. Representatives of the RSHS student body also generated a code of conduct that list expectations for professional and ethically behavior (see RSHS Student-Generated Code of Conduct: http://www.duq.edu/Documents/health-sciences/_pdf/RSHS_Student-Generated_Code_of_Conduct__2010_.pdf and Appendix C for further information.

**Role of Academic Advisor:** The Academic Advisor in the Dean’s Office completes centralized tasks related to maintaining official student records, pre-professional and professional advising for course registration and generic academic progress, referrals to academic support resources, including tutoring and recommendation for general academic and personal support services. This Academic Advisor from the Dean’s Office attends department student orientation sessions and works collaboratively with the Department Chair and faculty regarding assisting individual students with special needs. Currently the Academic Advisor assigned to OT is Shawn Martin, 412-396-5534, martins1558@duq.edu

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Role of Faculty Mentor: All students are assigned an occupational therapy faculty mentor once they enter the occupational therapy program as freshman or transfer students. Every session, students are expected to initiate a meeting with their OT faculty mentor, no less than one time a semester. The mentor-mentee relationship is intended to guide students’ academic performance and provide mentoring to promote individual professional development as needed. Faculty mentors serve as a resource to support professional socialization in the occupational therapy profession and works with the students to identify and address course difficulties, explore professional issues and ensure satisfactory progress in both didactic and clinical course work. Students may see their faculty mentor during posted office hours or by appointment. In addition, the Program Director or any faculty member can provide academic guidance upon request or need. The roles and responsibilities of the OT

Faculty Mentor are as follows:
• Facilitates a successful educational experience by working with the student and other faculty to address development of professional behaviors, by soliciting feedback from faculty and/or sharing pertinent information with faculty when necessary, and by periodically reviewing professional development with the student.
• Promotes professional development by assisting students with self-assessment of professional behavior and setting goals to address areas needing development, and discussing goal attainment.
• Keeps a written record of concerns, goals, actions and outcomes relevant to the student’s academic performance, professional behavior and professional development.
• Monitors the student’s academic performance via grade reports and faculty feedback, and assists the student with problem solving when personal and/or academic problems effect on academic performance.
• Assists students with locating on-campus and off-campus resources to address academic or personal concerns (e.g., tutoring, counseling, legal services).

Role of Student Mentee in the Advising Process: Mentees have primary responsibility to ensure their needs are met in the advising process. The roles and responsibilities of the student mentees are as follows:

• Provide information to the faculty mentor that assists the mentor to counsel effectively, (e.g. academic and work history, career interests and goals, any changes in life situation, which may impact performance or result in withdrawal from the program (e.g. changes in financial, emotional or physical health status).
• Identify areas for on-going professional development, develop personal goals in these areas with action plans that include a measure of goal attainment and discuss these goals with the faculty mentor.
• Maintain a professional portfolio or record, which serves as serve a basis for a retrospective review of accomplishments and a prospective guide for future professional development planning.
• Actively work to develop and display behaviors that are consistent with assuming a professional role.
• Inform the advisor of any changes in life situation which may impact academic performance or result in withdrawal from the program, (e.g., changes in financial, emotional or physical health status)
• Initiates contact with advisor at least once each semester and follow through on agreed upon plans to address areas of development and/or concern.
• Schedule a meeting to discuss professional role development once each semester.

Role of Academic Fieldwork Coordinator: The Department has a full-time faculty member who is designated as the Academic Fieldwork Coordinator (Dr. Elizabeth Deluliiis) whose primary responsibility during fieldwork is to counsel fieldwork students and assist fieldwork educators with guiding student performance, including enhancement of our curriculum objective. Guidance structure begins with the development of clinical sites and continues with assistance of student Level I site selection. While students are on fieldwork, guidance is provided through phone contacts, on-site visits, general mailings, on-line meetings, special meetings and the local fieldwork educators’ council. In addition, the student’s faculty mentor remains as a resource as needed by their mentee.
**Duquesne Model of Professional Development:** In the Department of Occupational Therapy at Duquesne University, professional development is conceptualized as encompassing a wide variety of activities that a person undertakes to keep stimulated and to continue to grow personally and professionally. Ideally, professional development is characterized by a self directed, personal commitment to seek and maximize opportunities to grow and develop in the multiple roles one accepts as a health care professional. The use of effective clinical reasoning based on critical evaluation of information, ethics, standards of practice, and the ability to facilitate responsible cooperation among individuals are woven throughout the fabric of this curriculum. The curriculum model focuses on personal and professional development as it is embodied in specific roles and nurtured in a sequenced series of academic and service learning experiences. The model employs a planned sequence of learning opportunities that support and challenge students as they develop skills and habits, which support professional role development. In collaboration with their faculty mentor, students are encouraged to process, explore and reflect on coursework, fieldwork and service learning opportunities. Students are encouraged to focus on personal and professional development as it is specifically embodied in professional roles such as citizen, learner, clinician, practice-scholar, leader, and advocate. Students are encouraged to document the learning process through a reflective portfolio, which is maintained throughout the course of the program. A process that is heavily dependent on faculty oversight defeats the purpose and spirit of personal and professional discovery. The model employed in OT provides support and structure to succeed, but places the responsibility for the creation and maintenance of the portfolio in the hands and minds of the students.

**Occupational Therapy Department Philosophy on Professional Development:** In the Department of Occupational Therapy at Duquesne University, professional development is conceptualized as encompassing a wide variety of activities that a person undertakes to keep stimulated and to continue to grow personally and professionally. Ideally, professional development is characterized by a self directed, personal commitment to seek and maximize opportunities to grow and develop in the multiple roles one accepts as a health care professional. The use of effective clinical reasoning based on critical evaluation of information, ethics, standards of practice, and the ability to facilitate responsible cooperation among individuals are woven throughout the fabric of this curriculum. The curriculum model focuses on personal and professional development as it is embodied in specific roles and nurtured in a sequenced series of academic and service learning experiences. The curriculum model employs a planned sequence of learning opportunities that support and challenge students as they develop skills and habits, which support professional role development. In meetings with their faculty mentor, students are expected to process, explore and reflect on their coursework, fieldwork and service learning experiences. Further, students are expected to reflect on and choose opportunities for personal and professional development in professional roles such as citizen, learner, clinician, practice-scholar, leader, and advocate. Students are expected to document their learning processes using a professional development portfolio, which is maintained throughout the course of the program. A process that is heavily dependent on faculty oversight defeats the purpose and spirit of personal and professional discovery. In the model employed by the DU Department of Occupational Therapy, your faculty mentor will provide support and structure for you to succeed, but will also place the responsibility for the creation and maintenance of the portfolio in the hands and minds of the student mentee.

**Professional Development Portfolios:** A portfolio is a collection of evidence or “artifacts”, which demonstrate the continuing acquisition of skills, knowledge, attitudes, understanding and achievements (Brown, 1992; Wilcox, 1997). Because occupational therapy personnel can move across a variety of roles and settings, the transitional portfolio, as a historical and working record can be used to facilitate reflection on one’s various roles and functions. Occupational therapy literature regarding the use of portfolios advocates for the use of these to record and verify skill acquisition and learning experiences in career development, and to document learning outcomes. A student’s portfolio is expected to be more than a collection of accomplishments as they show in detail how the student grew through a reflective process, documenting what and how something was learned. Thus, the portfolios serve not only as a basis for a retrospective review of accomplishments, but also become a prospective guide for future professional development planning.
Creating a Professional Development Portfolio:
There is no one agreed upon process for what to include in a portfolio. Every faculty members’ portfolio looks a bit different because each has chosen different paths in the profession. On the other hand, many elements are the same. Your occupational therapy faculty mentors will help guide you. We expect that all students will create a professional development portfolio that includes three sections: 1) a Goal Setting/Goal Attainment section, 2) a Professional Documents section and 3) a Showcase section.

1. **Goal Setting/Goal Attainment Section:** The OT Department has created a form called the Professional Development Plan that helps you develop and monitor your professional development goals. Over the course of your 5 years in the OT program you will have nearly a dozen of these. This section of your portfolio is a place to house them. Every faculty mentors has also created a BlackBoard site with a personal page for each mentee that can be used to document and archive these Professional Development Plans. Specific expectations for this aspect of your portfolio are elaborated below.

2. **Professional Documents Section:** Professionals are expected to maintain licenses, certifications and clearances and to produce these on demand for employers and other accrediting bodies. Use this section of your portfolio to house all these important working documents. You should include a resume, CPR certification, AOTA and POTA memberships, HIPPA certification, ACT 33/34 Clearances and such. It is a professional’s responsibility to ensure their resume, memberships and all certifications are up to date.

3. **Showcase Section:** The showcase section documents your exceptional performance capabilities or superior accomplishments. These are examples of some of the best work that a student has produced. Showcase pieces are selected judiciously, because they reflect tangible, definitive evidence of learning outcomes. For example, a student created an exceptional piece of adaptive equipment for an elderly client. She photographed the equipment and her description of the product and entered this into her showcase. In another class, she generated an exceptional evidence-based review of effective treatments addressing social participation in elderly persons who were depressed and added this to her showcase. Finally in a research class she chose to focus on designing a pilot study that looked at reducing falls in a geriatric population. When she interviewed for her first job in a rehabilitation hospital specializing in geriatric clients she took these items from the showcase section of her portfolio with her as evidence of her abilities. In this example, all the showcase pieces fit into a pattern of geriatrics, but that is not the goal. The idea is to choose your best work.

**Professional Development Plans:** Each faculty member will work somewhat differently with his/her mentees, but general expectations are defined below and specific Professional Development Plan forms are included in Appendix M.

1. Review your Professional Development Plan from the previous semester and document your progress.
2. Set new goals and submit these to your personal page on your Faculty Mentor’s BlackBoard site.
3. Set up a meeting with your faculty mentor to discuss these goals and other professional development successes and/or issues.
4. After your meeting, revise your goals if needed and repost in BlackBoard.
5. You are encouraged to share your goals with at least one peer and another faculty member who may be able to support you in achieving your goals.
6. Monitor your goal attainment, as you will be asked to document your progress at the end of the semester.
7. Repeat this process every Fall and Spring semester.
FIELDWORK EDUCATION

The general requirements and expectations for fieldwork education are discussed in the 2010-2012 John G. Rangos, Sr. School of Health Sciences Academic Student Handbook. Professional phase students in the Department of Occupational Therapy are required to abide by all University and RSHS policies regarding fieldwork education. In addition, students are required to abide by all Department of Occupational Therapy policies regarding fieldwork education defined in the Department of Occupational Therapy Fieldwork Education Guide, which was created by the Academic Fieldwork Coordinators and is posted on the Duquesne OT website and the department blackboard page.

Definition and Assignment of Fieldwork Education: Fieldwork education is an essential part of professional education. Fieldwork education is a critical step which allows students to practice their skills, continue their learning, work with consumers and clinicians, and develop lifelong professional relationships. Students will be scheduled in fieldwork education sites, which have affiliation contracts with Duquesne University. These sites may include acute care hospitals, rehabilitation centers, various agencies, home care, pediatric or geriatric centers, nursing homes, private offices, community-based settings and schools. Mandatory clinical education meetings will be scheduled periodically for the purpose of disseminating information about clinical education objectives and the assignment of clinical sites. The academic fieldwork coordinator will seek input from each student in regard to preference for fieldwork education sites, but the assignment rests with the faculty based on contract availability, department mission, and the academic needs of the student. Students should not contact any potential clinical site without prior approval by the academic fieldwork coordinator. Students may be required to commute or move to other communities for one or more fieldwork education assignments; each student will be responsible for any transportation and living expenses incurred in planning for and during the assignment(s). Occasionally, a site may provide a small stipend for meals and/or housing, or offer assistance in regard to housing availability and other information. See Appendix G for further information.

Students will participate in all activities required at their site, and abide by the holiday/vacation schedule established by the fieldwork education facility (which may include evenings and weekends), not the academic calendar of Duquesne University, and if applicable, must comply with Pennsylvania Act 33/151, 34 and 114 under the Child Protective Services Law. If applicable, students are required to submit applications for Act 34 Background Clearance and Act 33/151 Child Abuse History Clearance (with the appropriate State fees) to the State Police Central Repository and the Department of Public Welfare Childline and Abuse Registry, respectively. Students must also submit Act 114 documentation to the FBI, if appropriate. Students who fail to submit the appropriate forms to the State will not be permitted to participate in any practicum experience. In some instances students may also be required to obtain criminal background checks and drug abuse clearances. Criminal background checks may require the student to receive clearances from states in which they have lived in the past. In some cases, the student may need to plan to travel to the jurisdiction police barracks and be fingerprinted as part of the clearance process. Students may need to do this 3-6 months prior to the start of the clinical experience. All reports for drug and criminal background checks are to be sent to: Dean Gregory H. Frazer, 3rd Floor, Rangos School of Health Sciences, Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282. Please have the agency sending records mark the forms “confidential.”

Fieldwork Planning and Guidance: The Department has a full-time faculty member who is designated as the Academic Fieldwork Coordinator whose primary responsibility during fieldwork is to counsel fieldwork students and assist fieldwork educators with guiding student performance, including enhancement of our curriculum objective. Guidance structure begins with the development of clinical sites and continues with assistance of student Level I site selection. While students are on fieldwork, guidance is provided through phone contacts, on-site visits, general mailings, on-line meetings, special meetings and the local fieldwork educators’ council. In addition, the student’s faculty mentor remains as a resources as needed by their mentee.

Pre-Clinical Health Requirements: Prior to entry into the professional phase, all RSHS students must comply with the pre-professional health requirements established by the Centers for Disease Control (CDC) and the Duquesne University, Department of Occupational Therapy Student Handbook – 2016
University Health Service. However, RSHS students may be asked to provide documentation indicating ongoing health status (e.g., current PPD) AND complete additional health requirements, including the ability to meet the performance indicators/technical standards, in order to meet the standards of a specific clinical site. Prior to entering into the professional phase students will be required to create a profile with CastleBranch to demonstrate compliance with pre-clinical health and security requirements.

HIPAA: The Health Insurance Portability and Accountability Act (HIPAA) is a Federal Law governing the privacy, confidentiality, and security of oral, written, and electronic patient health information. This law specifies that Duquesne University employ a Compliance Officer and train all students who will have contact with patient health information. The University Compliance Officer is Joan M. Kiel, Ph.D., C.H.P.S., Associate Professor in the Department of Health Management Systems of the John G. Rangos, Sr. School of Health Sciences. As of April 2005, all students must receive training on HIPAA privacy. As of April 2005, all students must also receive training on HIPAA security. This training will be given in lecture format at the Professional Phase Orientation, the Friday preceding the beginning of the fall semester. Students will be given a certificate of completion and an adherence form, which MUST be carried to their clinical practice sites. Students who have not passed the training cannot participate in clinical education. Live training will be offered throughout the year and the training is available online at: http://www.duq.edu/research/compliance/hipaa.cfm. Students must obtain a Blackboard account through CTS to access the online training. Please remember that HIPAA is a Federal Law; therefore, any breach of confidentiality, whether intentional or unintentional, can result in both civil and criminal penalties, in addition to University sanctions.

Human Participant Protections for Research Purpose Education: All students engaged in research that involves human subjects must obtain verification that they have completed the University required education on protection of human subjects. This verification must be obtained before engaging in any data collection from research subjects. See the Duquesne University Office of Research for more details http://www.research.duq.edu. In addition, all occupational therapy students complete the NIH On-line IRB training and receive a certificate of completion during the fall semester of the 4th year during the Principles of Research course, concurrently with the first of their two research courses. See Appendix F for further information.

Health Insurance: All students must provide evidence of health insurance. The Office of Risk Management, located in Room 202A Fisher Hall, has information available on a student insurance plan designed specifically for students at Duquesne University. The Office can be reached by calling (412) 396-6677. Students are expected to maintain health insurance until they graduate. Verification must be available upon request.

Professional Liability Insurance: Professional liability insurance will be provided by Duquesne University at no additional cost. Individual students do not need to seek liability insurance on their own to fulfill clinical education. This insurance covers students on University business (e.g., clinical education assignments). However, any student who is employed or is working external to the clinical placement site is not covered under the University’s Professional Liability Insurance and should purchase personal liability insurance. Students should be aware that when they become professional practitioners, personal professional liability insurance may be necessary.
APPENDIX A

PRACTICE SCHOLAR BIBLIOGRAPHY
Professional Outcomes of the Practice-Scholar Partnership*

PUBLISHED MANUSCRIPTS:


PRESENTATIONS:

International


**National**


Muñoz, J.P., Dix, S., & Gruber, M. *An Exploration of Occupational Performance Patterns Leading to Success in Supported Housing Programs.* Co-presenter of a research poster at the American Occupational Therapy Association Annual Conference, Philadelphia, PA, April, 2011.


Mosley, L., Crist, P, Funk, K., Hoover, D., Kasper, T, Jacobi, K.C. *Building evidence for occupational therapy practice with individuals who are obese through collaborative faculty, student and practice research.* Houston, TX. April 24, 2009


**Muñoz, J.P.,** Sciulli J. & Eggers, M. *Outcomes of an occupational therapy community reintegration program in a county jail*. A research poster presented at the American Occupational Therapy Association Annual Conference, Charlotte, NC. April, 2006


**State**


October 31, 2009.


- Current DU faculty is listed in **bold** font. This list does not include current practice-scholars who are now presenting at state and national meetings and/or publishing their practice-based scholarship independent of their collaborations with the Duquesne university faculty.
APPENDIX B

Statement of Responsibility for Communicating, Educating and Learning about Academic Integrity

To create and maintain a culture of Academic Integrity at Duquesne University, all members of the community must take an active role. Responsible leadership on the part of the University Standing Committee on Academic Integrity, the Office of the Provost, the Center for Teaching Excellence, the administration of each School, and all faculty and students is needed. Many problems can be prevented through careful and systematic education and communication. A climate of positive scholarship with integrity can be fostered through open dialogue and learning.

Although this listing of roles and responsibilities suggests courses of action that, if followed, will greatly reduce the likelihood of cheating and plagiarism, no one segment of the University community alone can ensure attainment of Academic Integrity. Not only must all work together, but all must maintain vigilance over time, provide continual reinforcement of key messages and expectations, and keep channels of communication open and free-flowing. The allocation of specific responsibility to one or more parties does not relieve others of their individual and collective duties; Academic Integrity is a common asset and needs to be nurtured by all.

The procedures that follow are practical suggestions for promoting a positive academic environment founded on scholarship, inquiry, the pursuit of excellence, and mutual trust. As such, they are neither comprehensive nor exhaustive, but are intended to guide prevention, education, communication, policy review, effective administration and individual action.

Students

• learn what Academic Integrity means and why it is vital to the Mission of the Duquesne University community
• ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
• identify resources (websites, Librarians, Resident Advisors) that may be consulted when faced with questions about when and how to cite works consulted
• carefully document all research and work done in the completion of each assignment for which other resources are consulted
• alert course faculty or School administrators upon learning that another student may have cheated or plagiarized
APPENDIX C

Occupational Therapy Code of Ethics

The American Occupational Therapy Associations Code of Ethics is a public statement of the values and principles used in promoting and maintaining high standards of behavior in occupational therapy. The American Occupational Therapy Association and its members are committed to further a person's ability to function within their total environment. To this end, occupational therapy personnel provide services for individuals in any stage of health and illness, to institutions, to other professionals and colleagues, to students, and to the general public. The Occupational Therapy Code of Ethics is a set of principles that applies to occupational therapy personnel at all levels. The roles of practitioner (registered occupational therapist and certified occupational therapy assistant), educator, fieldwork educator, supervisor, administrator, consultant, fieldwork coordinator, faculty program director, researcher/scholar, entrepreneur, student, support staff, and occupational therapy aide are assumed. Any action that is in violation of the spirit and purpose of this Code shall be considered unethical. To ensure compliance with the Code, enforcement procedures are established and maintained by the Commission on Standards and Ethics. Acceptance of membership in the American Occupational Therapy Association commits members to adherence to the Code of Ethics and its enforcement procedures.

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being of the recipients of their service (beneficence).

- Occupational therapy personnel shall provide services in an equitable manner for all individuals.
- Occupational therapy personnel shall maintain relationships that do not exploit the recipient of services sexually, physically, emotionally, financially, socially, or in any other manner. OT personnel shall avoid those relationships or activities that interfere with professional judgment and objectivity.
- Occupational therapy personnel shall take all reasonable precautions to avoid harm to the recipient of services or to his or her property.
- Occupational therapy personnel shall strive to ensure that fees are fair, reasonable, and commensurate with the service performed and are set with due regard for the service recipients ability to pay.

Principle 2. Occupational therapy personnel shall respect the rights of the recipients of their services (e.g., autonomy, privacy, confidentiality).

- Occupational therapy personnel shall collaborate with service recipients or their surrogate(s) in determining goals and priorities throughout the intervention process.
- Occupational therapy personnel shall fully inform the service recipients of the nature, risks, and potential outcomes of any interventions.
- Occupational therapy personnel shall obtain informed consent from subjects involved in research activities, indicating they have been fully advised of the potential risks and outcomes.
- Occupational therapy personnel shall respect the individuals right to refuse professional services or involvement in research or educational activities.
- Occupational therapy personnel shall protect the confidential nature of information gained from educational, practice, research, and investigational activities.

Principle 3. Occupational therapy personnel shall achieve and continually maintain high standards of competence (duties).

- Occupational therapy practitioners shall hold the appropriate national and state credentials for providing services.
- Occupational therapy personnel shall use procedures that conform to the Standards of Practice of the AOTA.
• Occupational therapy personnel shall take responsibility for maintaining competence by participating in professional development and educational activities.
• Occupational therapy personnel shall perform their duties on the basis of accurate and current information.
• Occupational therapy practitioners shall protect service recipients by ensuring that duties assumed by or assigned to other occupational therapy personnel are commensurate with their qualifications and experience.
• Occupational therapy practitioners shall provide appropriate supervision to individuals for whom the practitioners have supervisory responsibility.
• Occupational therapists shall refer recipients to other service providers or consult with other service providers when additional knowledge and expertise are required.

Principle 4. Occupational therapy personnel shall comply with laws and Association policies guiding the profession of occupational therapy (justice).

• Occupational therapy personnel shall understand and abide by applicable Association policies; local, state, and federal laws; and institutional rules.
• Occupational therapy personnel shall inform employers, employees, and colleagues about those laws and Association policies that apply to the profession of occupational therapy.
• Occupational therapy practitioners shall require those they supervise in occupational therapy related activities to adhere to the Code of Ethics.
• Occupational therapy personnel shall accurately record and report all information related to professional activities.

Principle 5. Occupational therapy personnel shall provide accurate information about occupational therapy services (veracity).

• Occupational therapy personnel shall accurately represent their qualifications, education, experience, training, and competence.
• Occupational therapy personnel shall disclose any affiliations that may pose a conflict of interest.
• Occupational therapy personnel shall refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, or unfair statements or claims.

Principle 6. Occupational therapy personnel shall treat colleagues and other professionals with fairness, discretion, and integrity (fidelity, veracity).

• Occupational therapy personnel shall safeguard confidential information about colleagues and staff.
• Occupational therapy personnel shall accurately represent the qualifications, view, contributions, and findings of colleagues.
• Occupational therapy personnel shall report any breaches of the Code of Ethics to the appropriate authority.

Approved by the Representative Assembly April 1977; revised in 1979, 1988, and 1994; adopted by the Representative Assembly July 1994.**This document replaces the 1988 Occupational Therapy Code of Ethics, which was rescinded by the 1994 Representative Assembly.
APPENDIX D

Duquesne University Academic Integrity Policy

Upon establishing Duquesne University, the Holy Ghost fathers envisioned an institution dedicated to academic excellence and committed to the highest moral and ethical principles. It is the responsibility of all members of the current and future University community to uphold those principles through their dedicated work and through a pervasive commitment to academic integrity. Violations of academic integrity occur when an individual seeks and receives a credit for intellectual work which was performed by someone else, when an individual knowingly falsifies or ignores data in order to reach a predetermined conclusion, or when an individual contaminates someone else's data or intellectual property in order to affect the conclusion or outcome. It is expected that each student's grade should reflect only that student's achievement. It is obvious that the pursuit of knowledge and understanding, along with the quest for truth, cannot be conducted in a dishonest manner. To attempt to do so is contradictory to the objectives and the values of the University. Therefore, it is the responsibility of the student to maintain academic integrity with regard to class assignments, examinations, and any other course requirements, such as term papers, theses and the like. Thus, cheating, plagiarism, and knowingly assisting others to violate academic integrity are each and all violations of academic integrity. Violations of academic integrity are subject to disciplinary action, including (but not limited to) lowering of grades, course failure, or suspension or dismissal from class or from the University. Violations of academic integrity include, but are not limited to, the following:

- Cheating on examinations, whether giving or receiving assistance or using prohibited material as a test aid (prohibited material includes, but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, programs, software, data and text stored in calculators. When in doubt, the student is responsible for ascertaining whether a given model of calculator is permitted and what information may be stored in the calculator);
- Submitting a research paper, thesis, dissertation, or work for publication which includes work which is not ones own and fails to give proper attribution to the actual source of the work;
- Furnishing false information to any University instructor, official or office with the intent to deceive;
- Forgery, alteration or misuse of any University document, record or instrument of identification;
- Knowingly assisting another in any of the above.

In order to maintain an institution free of any of the violations described above, the University faculty and the University Academic Council have adopted the statement of principle and the procedures described herein. Procedures for Adjudicating Alleged Violations of University Expectations of Academic Integrity. Roles and Responsibilities within the College or the Schools Course instructors are responsible for upholding the University standards of Academic Integrity in regard to work performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases which result in a sanction greater than failure of the paper or test on which the violation allegedly occurred must be discussed with the chairperson of the faculty members academic department. In cases where the student is not a member of the department offering the course in which the violation occurs, the department chair or Dean of the students major department (School) should be notified. If the faculty member and the chair determine that the sanction to be applied is greater than failure on the exam or paper, the student should be informed in writing, by the department chair or the Dean of the school in which the violation occurred, of the sanction and should also be informed that it is his or her right to appeal the decision to the School (College) Student Standing Committee, or its equivalent, for adjudication. All appeals to the Student Standing Committee of the school, in which the alleged violation occurred, shall be designated to decide the case and recommend the appropriate sanction. Any sanction recommended by the Student Standing Committee will be communicated in writing to the Dean of the School (College) in which the violation occurred, and the Dean of the School (College) in which the student is enrolled. In cases where two academic units are involved, both Deans shall participate in the decision making process. The Dean(s) may impose the sanction as recommended or modify it by imposing a lesser sanction. The
Dean(s) will inform the student in writing of the decision. The Dean(s) shall be the final arbiter in all cases except those recommending sanctions greater than failure in the course in which the violation occurred.

II. Record Keeping In cases where sanctions have been imposed, a record-keeping procedure will be established that will enable the academic unit to track subsequent offenses. In the cases of repeated offenses it is assumed that sanctions will increase in severity and may include recommendations for suspension and/or expulsion. Students accused of committing any violation may not withdraw from the course in question with a "W" until the case against the student has been resolved. Students found guilty of committing any violation may not withdraw from the course in question with a "W." Until such time as a final decision is rendered, student's records shall carry a CG (contested grade) designation. The University registrar will be so notified by the department chair and will be directed to prevent an attempted withdrawal from the course. Students will be permitted to register for higher-level courses in a sequence or for a subsequent semester pending outcome of their case. Any imposed sanction may result in the cancellation of such registration resulting in the loss of certain fees and tuition payments.

III. Roles and Responsibilities of the University Academic Integrity Committee Cases in which the alleged violation is so serious as to require a recommendation by the Dean of the school or the College to impose a sanction greater than failure of the course shall be turned over the University Academic Integrity Committee for adjudication. That body shall consist of the following: two faculty members chosen by lot by the University Provost from a pool of ten elected faculty representing all schools in the University; two students chosen by lot from a pool of ten elected students representing all schools in the University; the University Director of Judicial Affairs. Faculty and students chosen to serve on any academic integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate students will sit on the University Committee in cases dealing with undergraduate students. Graduate students will sit on the University Committee in cases dealing with graduate students. The University Academic Integrity Committee will conduct a hearing following the same procedures established for the University Academic Due Process and issue a final recommendation. In cases of alleged violation of academic integrity, the procedure described herein shall have precedence over the University Academic Due Process procedure.

IV. Role and Responsibility of the University Provost. The recommendation will be turned over to the University Provost who will implement the recommendation, unless appealed by the faculty member(s) or student(s) involved in the original dispute. The University Provost, upon hearing the appeal, may ratify, modify or suspend the recommended sanction. The University Provost will communicate his or her findings in writing to all parties concerned within a period of thirty(30) days. This policy applies to all undergraduate students and those graduate students enrolled in schools, which do not have separate written academic integrity policies.
APPENDIX E

Professional Dress Code Policy

Professional Dress Code: All students enrolled in the pre-professional phase, professional phase, and sponsored course work are expected to dress appropriately for classes, labs and off campus assignments including service learning, fieldwork, and observations. Students' attire should demonstrate respect for themselves, others, Duquesne University, your profession and the specific learning context. You are expected to dress and be groomed professionally in a manner suitable to your learning environment and the nature of the work involved. Nametags should be worn during all fieldwork education, service learning, site visits, etc unless otherwise directed. Each faculty, fieldwork educator, or supervisor will designate standards of dress required by the specific settings. Students will follow all applicable dress codes with the code of their site superceding all other directives. Professional presentation includes appropriate attire, demeanor, cleanliness, and interactions/communication with patients, faculty, guests, and supervisors. The following are specific dress code expectations:

1. All students will wear the Department clothing when required by faculty. This will include:
   a. The DU OT shirt with official logo
   b. Khaki pants of appropriate length worn on or above the hips. Belt may be requested to secure at the waist.
2. To ensure patient and student safety, the following jewelry items are not permitted to be worn during educational experiences: nose, rings, eyebrow rings, tongue piercings, long necklaces, excessive finger rings, excessive earrings, excessive bracelets, and also excessive ear piercings (more than 2 per ear). No baseball caps or hats are to be worn inside the buildings or classrooms.
3. Personal hygiene requirements include the following: hair must be clean, out of the eyes, and unobtrusive while performing occupational therapy duties. Long hair should be tied back so as to not interfere with performance. Hands and fingernails should be clean at all times, and fingernails must be at an appropriate length as to not harm patients or serve as a potential health hazard. Some sites do not permit artificial nails as they are a health hazard.
4. When placed at a site outside of Duquesne University, please check with the fieldwork instructor or site supervisor to determine appropriate attire. If there is no dress code required at that site, you must follow the policy set by Duquesne University’s Department of Occupational Therapy.
5. Appropriate socks and shoes must be worn at all times. In most cases an athletic shoe or work shoe that securely fits is advisable for practice. No sandals or flip flops permitted. High heels are only advisable when business dress is required and no intervention work or services are being engaged.
6. Many sites do not permit perfume or other scented body preparations due to allergies. Students are discouraged from using perfume, etc during off campus activities.
7. Appropriate attire must be professional at all times and may not reveal undergarments or body areas that would be considered inappropriate in a professional environment. Ripped or patched clothing, skin tight, rolled up pants, or items of clothing where undergarments are exposed will not be permitted.
8. All tattoos must be covered.
9. The following are prohibited in classrooms, labs and service learning sites: dirty, unkempt, worn, patched, skin tight, rolled, unconventional, torn or cutoff clothing; clothing with obscene, profane or suggestive words, pictures or symbols; clothing with advertisements of alcohol, drugs or tobacco
products; excessive jewelry; sandals or flip slops; baseball caps or other headgear. For labs: Lab coats are required in the anatomy lab. Students in occupational therapy often participate in laboratory classes, which require clothes that allow for ease of movement and reasonable exposure. Dress should allow freedom of movement and professional demeanor.

Note: Students are reminded that their appearance, attitude, and active engagement (listening, sitting, and doing) on campus in the presence of speakers, guests, etc are a direct reflection of the motivation and professional qualities of our student body. These observations by important stakeholders (future fieldwork educators, OT and community leaders; other faculty, etc) will influence your education in the future as well as how your DU degree/ education is valued. Students are encouraged to share in creating the best of the DU OT program for the future through daily interest and engagement.
Revised 11/30/10
APPENDIX F

Duquesne University Institutional Review Board for the Protection of Human Subjects

Each research proposal submitted to the Duquesne University Institutional Review Board for the Protection of Human Subjects (DU IRB) should include the following:

- a cover page
- a completed checklist and transmittal form
- a one (1) page abstract (single-spaced) of the proposed research including a statement of the problem, a description of the proposed methodology (including the study, design and the methods for data collection and analysis), the intended subjects and the nature of their participation in the study, and the research setting or locus
- a copy of any evaluative instruments (questionnaires, survey forms, etc.) to be used in the study
- a copy of the human subject consent form to be used in the study
- a copy of any and all correspondence with other institutional review boards pertinent to the proposed research
- if the proposed research is a student research project intended to fulfill course or degree requirements, a cover letter or memorandum to the DU IRB from the research project advisor(s) or thesis/dissertation committee attesting to their approval of the proposed research should be included as well.

*If at all possible, a copy of the complete research proposal - in its entirety - should be submitted to the DU IRB along with the cover page, checklist, transmittal form, abstract, and pertinent correspondence. In the absence of a complete research proposal, the cover page, checklist, transmittal form, one-page abstract, evaluative instruments, consent form, and pertinent correspondence, if any, must be submitted. Two (2) copies of all of the above should be submitted to the Duquesne University Institutional Review Board via the Office of Sponsored Research and Program Development. The Office of Sponsored Research will register the submitted proposal and forward one (1) of the copies to the Chair of the DU IRB. If, in the Chairs opinion, the proposal is exempt from DU IRB review\(^1\) or acceptable for expedited review\(^2\), the Chair will authorize an appropriate letter of approval to the principal investigator(s) with one copy to the university unit with which the principal investigator is affiliated and one copy to the Office of Sponsored Research. If, on the other hand, the Chair determines that the proposal requires review by the full DU IRB, he/she will request the Office of Sponsored Research to notify the principal investigator(s) and DU IRB members so that a formal meeting can be arranged for review and action.

\(^1\) 45 CFR 46.101 (b)
\(^2\) 45 CFR 46.110
APPENDIX G

Fieldwork Placement Procedures

There is a printable version of the following form here. The Department of Occupational Therapy will seek input from each student in regard to preference for fieldwork education site, but the final decision is based on the academic needs of the student and contract affiliation availability. The purpose of fieldwork is to prepare students as a generalist practitioner and is guided by the national Essentials for an accredited program in occupational therapy. Although individual financial and personal needs will be considered for all students in making clinical assignments, assurances cannot be made that these needs can always be accommodated. Students may be required to commute or move to other communities for one or more fieldwork assignments. Each student will be responsible for any transportation and living expenses incurred during the assignment(s). The Rangos School of Health Sciences (RSHS) will encourage sites to voluntarily assist with room and board, whenever possible.

I have read and understand the RSHS placement procedures for fieldwork assignments contained in the RSHS Student Handbook under the section "Clinical Education."

I have need to understand the occupational therapy departmental fieldwork placement procedures for fieldwork assignments contained in the OT Student Handbook under the section "Assignment of Clinical Education Sites." I also understand that I am not to make contact with potential fieldwork sites without prior permission of the Department Chair and/or Fieldwork Coordinator.

SIGNATURE

DATE
APPENDIX H

Occupational Therapy Policy on Joint Authorship

*Adapted from policy developed by the UIC Department of Occupational Therapy, Chicago, Illinois* Not all authorship is equal. Generally the first author is recognized as the senior author, i.e., the person who had major responsibility for the published contents. Authorship can be diluted if the list of contributors is excessive; therefore, authorship should be limited to those with significant roles. Some activities that generally do not warrant authorship are: commentary on a draft of a paper; one or two consultations to a project; editorial assistance which focuses on grammar, punctuation, and composition; compensated data collection or limited voluntary data collection; and compensated statistical analysis. Such contributions are generally noted in an acknowledgment. Authorship should never be used as a reward for limited assistance to a project; it should always be based on a negotiated significant role in the process. The following are some guidelines which should be helpful in determining authorship:

- The first author is someone who does all or many of the following: initiation of the idea; determination of the method to be used; making major decisions concerning variables and control of intervening variables; determining methods of data reduction; making interpretation of results; assumes a major role in writing the paper and assumes responsibility for communicating between authors, with the journal editor, and for any revisions following review and for submission of a flawless final manuscript and galley editing if it is used by the journal. (Note: In the event that two people equally shared this first level of responsibility, alphabetical order is the protocol for entry of names.)
- The second author is someone who may do some of the things noted above and who typically assists in the development of ideas, method and instrumentation and who assists in data reduction and in writing.
- The third author may be someone who assists or carries out data collection of a significant portion of the data or who makes a substantial contribution to one or more phases of the project such as statistical analysis and interpretation. (Note: In the event that authors other than the first author have made equal contributions, alphabetical order is the protocol for order of entry of names.)
- In the event that the original negotiated first author chooses not to assume his/her responsibility to pursue publication in good faith within one (1) year of completion of the project, other persons who originally negotiated to be the second or third authors may assume this responsibility. In any case, the first authors names should be included in the publication, although first authorship may be renegotiated.
- Everyone whose name appears on a published article should have the opportunity to view and approve the final draft unless he/she explicitly designates the responsibility to a co-author(s).

Recruiters…a Student Guide

*A publication of the American Occupational Therapy Association, Inc.* As a graduating student, a newcomer to the field of occupational therapy, you surely will come into contact with a group of individuals called RECRUITERS…who will want to assist you in finding the job of your choice. Recruiters, or placement specialists, are companies or individuals who work for both sides of the industry: the employer and the employee. The employers may be hospitals, school systems, nursing homes, private companies, or any facility that employs therapists. The occupational therapy practitioner, or potential employee (possibly you), uses the recruiter to find a suitable job placement. The goal of the recruiter is to make matches between the potential employee and employer.
APPENDIX I

How Recruiters Work:

A recruiter generally secures resumes of potential OTRs and COTAs by a variety of means. For example, by contacting attendees at conferences, calling from licensure lists or graduating class rosters, or calling other health care facilities. Once the recruiter has talked to the applicant and received his or her resume, the recruiter works to find a placement that suits the applicants wants and needs. This may involve contacting facilities with known vacancies, or, if the applicant has specific preferences, calling several facilities in a particular region or specialty. This does not limit the therapist from seeking employment on his or her own, or from using other recruiters from other companies. The recruiter usually receives a facility request to routinely fill vacancies with their recruits or will call facilities to offer placement of actual or anticipated recruits. Once the request is received, the recruiter will send the facility a confirmation of the request and a copy of the fees charged. There is no cost to the therapist for the recruiter’s services; the potential employer bears the cost. The cost to an employer can be up to 30% of the therapist’s first-years salary. For example, if XYZ Hospital in Somewhere, USA hires Sally OT for $30,000 from a recruitment company, that recruiter receives up to 30% of $30,000, or $9,000, payable immediately upon Sally’s employment. Consider the Pros and Cons of Using a Recruiter:

Advantages:

- They may assist in resume preparation.
- They can expedite a match between therapists with specific location of specialty requirements.
- They can save time in looking for positions.
- They can help with confidential searches.

Disadvantages:

- Some recruiters are persistent and use aggressive business tactics, i.e., representation without written permission of the OT practitioner.

Other Options: There are many other options and avenues to follow when seeking employment, such as:

- Word of mouth and referrals from friends already in the field.
- Local newspaper and on-line advertising.
- State Association newsletters and job placement listings. .
- University career days and placement services. .
- Annual and state conferences and professional newsletters and publications.

Questions to Ask Recruiters: Seeking a job can be an exciting opportunity, but it is important to be adequately prepared and aware of all that is required of you before you begin to work. Do not be afraid to ask questions to ensure that you have a clear understanding of the job description, benefit package and stability of the company. Similarly, you may wish to seek legal advice with respect to the terms of the proposed employment agreement prior to signing on. All recruiters are not the same. Increase your opportunity for success by exploring answers to the following questions.

Working Conditions

- What is the type and amount of clinical support that will be received? Who will provide it?
- What is the staff/patient ratio at the facility? How many and what type of clients are expected on caseload? What happens when patient numbers drop?
• Will there be a team or accessible network of OTs to consult with?
• Is there a requirement to supervise support personnel and students?
• Does the state require licensure in addition to certification?

The Employment Agreement

• What is the employment term (length of time, start/end date)? Is employment guaranteed by the recruitment facility for this length of time? What occurs if work cannot be found?
• Are there provisions for you to select your employment setting? Will the company find work that meets your approval? What occurs if you do not approve or refuse the placement setting?
  What is the process and the terms for repayment if you/the facility/the recruitment company do not honor the contract?

Recruiting Company Credentials

• What are the terms of the contract between the recruitment company and the employment facility? Is it more than just one placement?
• What is the company’s success rate of placement?
• Is the company willing to provide references or contact numbers of therapists or facilities that have used their services?

Financial

• What wages and benefits will you receive and how will they be calculated (salary, bonus, medical, dental, holidays, vacation). How often and with what method will you be paid?
• What provisions are available for professional growth (i.e., education/conference allowance)?
• Will the recruitment company pay for travel costs (mileage, car, accommodation), if hired as a traveling therapist? Relocation costs?
• If you fly in for an interview and do not get offered a job, or you do not accept a position, will the company fully reimburse you for your travel expenses?

If Recruiters Call…

• Interview them regarding their success rate of placements, request references, and explore with them what they plan to do with your resume and what the entire process is.
• This will help you determine if the recruiter has your best interests in mind.
• Each recruiter is different, and methods of recruiting and placement differ.
• Think before you act, and ask lots of questions before deciding to have a recruiter represent you.
• Be wise in your dealings with recruiters and realize the first point of contact is a business arrangement

The Choice is Yours: As one of the newest occupational therapy practitioners joining our profession, there are many choices to think about. The choice is yours to use a recruiter or not. Be sure you fully understand exactly what the recruiter is going to do for you, and weigh your options before sending a recruiter your resume.

_Developed by the Administration and Management SIS Standing Committee 1991, revised 1996 with assistance of the Canadian Association of Occupational Therapy, American Occupational Therapy Association, Inc. For detailed information on preemployment arrangements, refer to "Strategies for Negotiating Preemployment Agreements," Perry & Crist, American Journal of Occupational Therapy, September 1994, 48, (9)._
Appendix J

Policy and Procedure for Student Input, Suggestions and Complaints

The Department values student input, suggestions and complaints in order to consider enhancements and modifications in Department operations that will result in improving or modifying the students’ academic experience. The goal of this process is to address student complaints effectively and efficiently as possible while ensuring that student, faculty, staff and Department rights, responsibilities, and integrity and civility are upheld. The process for dealing with a complaint includes the following sequential steps according to the type of complaint:

Step 1: Declaring the Type of Concern to Determine Action:

Specific Course Concerns
If the student concern involves a specific class, then the student should first discuss the issue with the course instructor. If satisfactory resolution is not met for the student, then the student can choose to discuss their concern with their faculty mentor or the Department Chair. The student can discuss an issue with an instructor or their faculty mentor without placing anything in writing.

General Academic Program Concerns not Related to a Course
If the student concern involves general academic concerns, then the student should first discuss the issue with their faculty mentor. If satisfactory resolution is not met for the student, then the student can elect to discuss their concern with the Department Chair. The student can discuss an issue with their faculty mentor without placing anything in writing.

Non-Academic Program Complaints or Concerns
The student should first discuss the issue with their OT faculty mentor. If satisfactory resolution is not met for the student, then the student can elect to discuss their concern with the OT Advisor, Department Chair or Dean. Any of these individuals may recommend the student to take action with a non-Rangos entity if appropriate. The student can discuss an issue with their faculty mentor, the OT advisor and the Director without placing anything in writing.

Step 2: Filing an Official Complaint:

When the Chair becomes involved in the review process, the student must bring a written, signed and dated copy of their concern to a pre-arranged appointment with the Chair. The Chair formally addresses only written complaints submitted by the student. The student can request informal discussion with the Chair before placing a complaint in writing but no formal action can be expected until the student’s written complaint is received.

The Chair has the responsibility to advise the student to follow published grievance procedures regarding the matter in order to protect the student’s confidentiality if the complaint can better handled through this policy, which means the nature, disposition and student making the complaint will be discussed with all parties that need to be involved for resolution.

If the Chair is unable to resolve the student’s concern, then the written student statement along with a written statement from the Chair is forwarded to the Dean and the student is encouraged to make an appointment with the Dean to seek resolution. The student can submit to the Dean an additional statement updating his or her understanding of the current nature and disposition of the complaint after meeting with the Chair, if desired.

Written Statements:

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• An individual student or a group of students with common concerns can pursue the complaint process.
• All written statements must contain the author’s or authors’ statements regarding the nature and requested disposition of each complaint along with signatures and date complaint presented to the Chair and/or Dean. Statements must contain all this information in order to be reviewed through this policy.
• All written statements will be placed within a Department file with a note from the Chair and/or Dean regarding outcome and disposition.
• Once a student submits a written complaint to faculty, the Chair or the Dean, they cannot withdraw the written complaint or remove it from the Department records. However, the student can submit a written statement indicating to close the process regarding their complaint along with a rationale to the Chair or Dean regarding their desire to no longer pursue the complaint. No further action will be undertaken.

Note: The Vice President for Student Life has a process for students and parents to file complaints. Complaints submitted to Student Life are documented and filed in this office.
Appendix K

Policy & Procedures Regarding Safety, Infection Control, and Emergencies Including Evacuation

The following actions and processes are followed to ensure safety for all participants in Department-related activities:

1. Students are advised not to engage in any academic activity or equipment use unless they have received training by an instructor or other knowledgeable person regarding the safe use of equipment and supplies, including storage and disposal.

2. Each course instructor is responsible for providing students with safe use information, training and appropriate supervision on all equipment and supplies related to classroom activities. All students are required to maintain their health and CPR certification requirements current during the professional program. If requested, a student must provide documentation regarding health requirements, which are distributed every year during fall orientation and noted in the RSHS Student Handbook.

3. Students can be removed immediately from any academic or fieldwork experience if proof of their current health status or CPR cannot be provided.
   a. All student health records are maintained through the University Health Services. Students are encouraged to retain a copy of their health records for their own reference and use.
   b. A student will not be admitted to the professional phase of the curriculum if they have not completed all pre-professional program health requirements.
   c. Each pre-professional student is notified of the health documentation responsibility in writing through the Director of Student & Alumni Service. The student’s advisor reports to the Chair regarding a student’s status every semester for the two semesters before entering the professional program.
   d. Any student that is non-compliant with the health and CPR requirements can be asked to leave class, fieldwork or any other academic-related activity immediately when they cannot provide verification of required health requirements. Make-up work may not be possible.
   e. The Academic Fieldwork Coordinator ensures that students comply with health requirements during fieldwork education. The student is expected to follow all fieldwork education health and safety expectations.

4. The Department follows the University Emergency Management Procedures for fire, building evacuation and emergency notification procedures. The Department participates fully in all evacuation drills expected by the campus.

5. All faculty, staff and students are encouraged to participate in the voluntary University’s Emergency Alert program.

6. All evacuations routes are clearly marked on campus. Students, faculty and staff are encouraged to know the closest evacuation route at all times.

7. Students receive Universal Precautions and General Safety training during the Fundamentals in Occupational Therapy course. Once trained they are expected to review periodically and act according to these precautions in all that they do in the academic program. Failure to comply results in consequences.

November, 2008
Appendix L

RELEASE OF INFORMATION CONSENT FORM

I, ____________________________________________, hereby authorize the release of information contained in my educational records for the purpose of letters of recommendation for employment or continuing education, or verbal and telephone recommendation for employment.

The following persons have agreed to write a letter of recommendation and have the authority to release this information in writing or verbally. Obtain signatures of Occupational Therapy Department faculty/staff:

__________________________________  ________________________________

__________________________________  ________________________________

__________________________________  ________________________________

__________________________________  ________________________________

It is my responsibility to submit changes to this Consent Form, in writing, once it is filed in the Deans office in my student record file.

__________________________________  ________________________________

Student Signature  Date

In addition, students are responsible for updating their contact information, such as name and address changes. This is necessary if faculty/staff need to contact students in regards to request for information in the future.

__________________________________  ________________________________

Student Signature  Date
APPENDIX M

1ST YEAR PROFESSIONAL DEVELOPMENT PLAN

*A journey of a thousand miles begins with a single step.*  Chinese Proverb

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date</th>
</tr>
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**At the beginning of the semester:**
1) Write at least 2 or 3 goals for yourself that can be completed this semester and post on BBoard.
2) Identify specific strategies you will use to measure whether you have accomplished each goal.
3) Schedule a brief meeting with your faculty mentor to discuss your goals.
4) Post your revised goals on your BB personal page and self-monitor your goal attainment.

**At the end of the semester:**
5) Document evidence that have met each goal
6) Generate a brief reflection on this semester’s professional development goals and begin thinking about creating a new plan for next semester.

**Professional Service Goal(s)**
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

**Professional Development Goal(s)**
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

**Practitioner Goal(s)**
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

**Check your goals: Are they SMART Goals?**

S = Specific  M = Measureable  A = Attainable  R = Realistic  T = Time-specific

**End of Semester Reflection:**
2nd YEAR PROFESSIONAL DEVELOPMENT PLAN

Valued goals drive us towards purposeful activity, the use of our resources of energy, time, interests and attention to complete life tasks. Pat Nuse Clark, 1979

Name: ____________________________ Date ____________________________

At the beginning of the semester:
1. Write at least 2 or 3 goals for yourself that can be completed this semester and post on BBoard.
2. Identify specific strategies you will use to measure whether you have accomplished each goal.
3. Schedule a brief meeting with your faculty mentor to discuss your goals.
4. Post your revised goals on your BB personal page and self-monitor your goal attainment.

At the end of the semester:
5. Document evidence that have met each goal
6. Generate a brief reflection on this semester’s professional development goals and begin thinking about creating a new plan for next semester.

Professional Service Goal(s)
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

Professional Development Goal(s)
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

Practitioner Goal(s)
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

Check your goals: Are they SMART Goals?
S = Specific   M = Measureable   A = Attainable   R = Realistic   T = Time-specific

End of Semester Reflection:

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3rd YEAR PROFESSIONAL DEVELOPMENT PLAN

Duquesne University, Department of Occupational Therapy Student Handbook – 2016
Goals create tension inside us. These task tensions keep us moving toward our goals until they are reached (or abandoned) and the tension is released. Kurt Lewin, 1935

Name: 

Date: 

At the beginning of the semester:
1. Write at least 2 or 3 goals for yourself that can be completed this semester and post on BBoard.
2. Identify specific strategies you will use to measure whether you have accomplished each goal.
3. Schedule a brief meeting with your faculty mentor to discuss your goals.
4. Post your revised goals on your BB personal page and self-monitor your goal attainment.

At the end of the semester:
5. Document evidence that have met each goal
6. Generate a brief reflection on this semester’s professional development goals and begin thinking about creating a new plan for next semester.

Professional Service Goal(s)
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

Professional Development Goal(s)
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

Practitioner Goal(s)
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

Fieldwork Preparation Goal(s)
Measurable Strategies to Accomplish this Goal:
Evidence that I accomplished this Goal:

Check your goals: Are they SMART Goals?
S = Specific  M = Measureable  A = Attainable  R = Realistic  T = Time-specific

End of Semester Reflection:

4th YEAR PROFESSIONAL DEVELOPMENT PLAN
At the beginning of the semester:
1. Write at least 2 or 3 goals for yourself that can be completed this semester and post on BBoard.
2. Identify specific strategies you will use to measure whether you have accomplished each goal.
3. Schedule a brief meeting with your faculty mentor to discuss your goals.
4. Post your revised goals on your BB personal page and self-monitor your goal attainment.

At the end of the semester:
5. Document evidence that have met each goal
6. Generate a brief reflection on this semester’s professional development goals and begin thinking about creating anew plan for next semester.

Professional Service Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

Professional Development Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

Practitioner Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

Fieldwork Preparation Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

NBCOT Certification Exam Preparation Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

Check your goals: Are they SMART Goals?
S = Specific M = Measureable A = Attainable R = Realistic T = Time-specific

End of Semester Reflection:

5th YEAR PROFESSIONAL DEVELOPMENT PLAN

Name: Date
3. Schedule a brief meeting with your faculty mentor to discuss your goals.
4. Post your revised goals on your BB personal page and self-monitor your goal attainment.

At the end of the semester:
5. Document evidence that have met each goal
6. Generate a brief reflection on this semester’s professional development goals and begin thinking about creating anew plan for next semester.

Practitioner Goal(s)
Measurable Strategies to Accomplish this Goal: 

Evidence that I accomplished this Goal:

Fieldwork Preparation Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

NBCOT Certification Exam Preparation Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

Practice Scholar Goal(s)
Measurable Strategies to Accomplish this Goal:

Evidence that I accomplished this Goal:

Check your goals: Are they SMART Goals?
S = Specific  M = Measureable  A = Attainable  R = Realistic  T = Time-specific

End of Semester Reflection: