Sacred Heart UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS

Graduate Program In Occupational Therapy Student Policy and Procedure Manual

2025-2027

Sacred Heart University

Fairfield, Connecticut

The Graduate Program in Occupational Therapy is housed with the College of Health Professions located at the Center for Healthcare Education, 4000 Park Avenue, Bridgeport, CT. The mailing address for the program is the main University address:

Graduate Program in Occupational Therapy
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825

August 2025

Dear Occupational Therapy Student:

Welcome to the Occupational Therapy Program at Sacred Heart University.

Over the next two years, you will engage in dynamic and meaningful learning experiences in collaboration with our dedicated faculty as you transition from graduate student to professional occupational therapy practitioner (OTP). Rooted in a commitment to excellence in education, the program's Vision, Mission, Philosophy, and Core Values reflect our dedication to preparing practitioners capable of "enriching life for ALL individuals and society through meaningful engagement in everyday activities" (AOTA, n.d., p.1).

As a member of our innovative and supportive learning community, you will focus on developing the knowledge, skills, and values essential to becoming a client-centered occupational therapy practitioner who promotes meaningful occupational participation across diverse relationships and contexts. The primary objective of the Occupational Therapy Program at Sacred Heart University is to develop practitioners who apply critical and contextual thinking to meet the occupational needs of individuals and collectives, including families, groups, and communities. You will be trained to engage in evidence-based and occupation-centered practice, promoting health and well-being through meaningful occupational engagement across various settings, systems, and populations.

Our values-driven curriculum aligns with the American Occupational Therapy Association's Vision 2030 Foundational Pillars. Vision 2030 is a guiding force essential to the profession's ongoing viability and success through creating an inclusive and equitable professional community, delivering evidence-based, client-centered and innovative practice, establishing universal recognition of valued excellence, and promoting occupational justice and advocacy (AOTA, n.d.). We aim to cultivate compassionate, reflective, and authentic professionals who can lead and serve in local and global contexts, advancing a more just and healthy society through service and practice.

This manual begins with four essential compliance documents, followed by a comprehensive overview of the curriculum, departmental policies and procedures, and fieldwork education requirements.

We deeply value each of you and your contributions to our academic community. We look forward to supporting you throughout this transformative journey and learning alongside you as you grow into your role as a future occupational therapy practitioner.

Stefanie A. Seanor, EdD, MBA, OTR/L, BCP
Department Chair and Program Director
Board Certified in Pediatrics

Introduction

Purpose of the Student Manual

The Student Manual describes the curriculum and policies and procedures designed to promote understanding and mutual respect among faculty, staff and students enrolled in the occupational therapy program. Faculty, staff, and students must adhere to the policies and procedures in this manual. This document was approved by the Program Director in August of 2025 and the SHU Faculty reserves the right to make revisions as necessary. Your input is valuable for future versions.

Updating the Student Manual

When needed, periodic student manual updates are provided in announcements, online modifications, handouts, and addition/replacement pages. Policies and procedures are subject to revision at any time. Electronic notifications of any changes are provided whenever a policy or procedure is modified.

Compliance Agreements:

There are several documents you are required to review, and sign that you have read and understood specific policies and procedures that will be important to your success as a student in our program. Please see the first section of this manual for forms required upon entry to the program. The first section includes the following documents for signature:

1. Compliance Agreement Declaration of Understanding Form
2. Student Manual Compliance Agreement
3. The Integrity Pledge, including the Core Values of Student Conduct at Sacred Heart University
4. Authorship Policy for Student Projects & Research (this document also requires a faculty signature – please discuss it with your advisor).
5. There will be some other documents for signature related to program requirements and fieldwork (e.g., Essential Functions and Photo release forms). You will receive further communications regarding additional forms.

Please submit all four signed documents to the Department Staff no later than August 22, 2025.

Compliance Agreement Declaration of Understanding Form

The Program's Student Policy and Procedure Manual and Sacred Heart University's Graduate Catalog comprise a working contract between the student, the Program, and the University. Adherence to the policies, procedures, and standards outlined in these two documents are expected of all students, faculty, and staff. The following page, which requires your signature, documents your agreement to adhere to the Program's and University's policies, procedures, and standards, and will be collected and filed with your student record. In addition, to ensure that you have read and understood specific policies and procedures that will be important to your success as a student in our program, you will be required to complete an online quiz about the student manual's content, with a passing grade of 80 or better. The quiz (about the manual content) located on the program's Blackboard site, is 'open book'; you may use the student manual to help you achieve a passing grade.

For your records:

I, _____ , have read the Student Policy and Procedure Manual of the Program in Occupational Therapy at Sacred Heart University, understand the contents, and agree to abide by the policies and procedures as outlined and amended. I have read and understand the OT Program values and standards of professional behavior. Additionally, I have read and agree to abide by the Occupational Therapy Code of Ethics, Standards of Practice, and Core Values as outlined by the American Occupational Therapy Association. In addition, by signing below, I agree to: (please initial each individual item).

_____ Maintain health insurance coverage while participating in the program. Students must provide proof of health insurance by uploading a copy of membership card to his or her Exxat account when entering the program. If my health insurance changes at any time while in the program, I understand that it is my responsibility to upload copy of card to Exxat account as proof of new insurance.

_____Obtain and maintain (while enrolled in the program) American Heart Association BLS for the Healthcare Provider Certification. It is my responsibility to provide initial proof of certification and recertification (as applicable) by uploading a copy of certification card to my Exxat account. I understand online CPR/AED courses are not accepted.

_____ Complete the required physical examination and immunization/titers when entering the program as well as an Annual Health Assessment within 12 months and submit the Annual Health Assessment Form to the department to be complying. It is my responsibility to update the Annual Health Form yearly and obtain a required annual 2 step PPD or QuantiFERON test and to upload this information to my Exxat account.

Sacred Heart University COVID-19 Policies and Procedures
While masks are not mandatory across campus, professors may mandate masks in the classroom or lab. When this is a requirement for the class, students are expected to comply.

Sacred Heart University is following CDC guidelines and the advice of state and local health officials regarding COVID-19 protocol, and these policies and procedures may change over time.

It is important to note that declination of the COVID-19 vaccine may preclude a student's ability to engage clinical fieldwork as many healthcare facilities continue to mandate COVID-19 vaccination requirements.

Complete all required CDC training modules:

o Navigate to CDC train website
o Register using your Sacred Heart e-mail address
o Once logged in, search the following modules
- HIPAA Awareness – Module 1 (1047429)
- HIPAA: Allowable Disclosures and Safeguards - Module 2 (1072478)
- HIPAA: Right to Access and Documentation - Module 3 (1072486)
- Basics of the OSHA Bloodborne Pathogen Standard for the Healthcare Setting (1084878)
- PPE Use in Healthcare Settings: How to Choose and Safely Don, Use and Remove (1084877)

o Once completed, upload certificates or transcript to the appropriate requirement on Exxat

_____ Satisfactorily complete a criminal background check (CBC) within six (6) weeks of registration for courses as a condition of matriculation. I understand that matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the Program Director or the Academic Fieldwork Coordinator and that all expenses associated with the CBC, fingerprinting, and/or drug screening are my responsibility. I further understand that if I do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information about the background check, I will be subject to disciplinary action up to, and including, refusal of matriculation or dismissal from the program.

_____ Should the fieldwork site require criminal background check, fingerprinting, and/or drug/alcohol testing, I understand that these checks are at my own expense and that I am responsible for completing these tests in the deadlines required by the fieldwork site.

_____ I further understand that my ability to be placed in a fieldwork site and completion of the program may be dependent on the results of these tests and that a "flag" on these tests may render me ineligible to be placed in a fieldwork site and therefore unable to complete the program. I understand that Sacred Heart University is not responsible for tuition refunds should the results of any of these checks render me ineligible to be placed in a fieldwork site. (Please see the complete Criminal Background Check policy).

_____ Complete the Protecting Youth Training Course that is required of all Sacred Heart University faculty, staff, and students who have contact with children. This course can be found on Blackboard.

_____ I understand that failing to meet these requirements during my enrollment in the Graduate Program in Occupational Therapy will be referred to the Professional Performance Committee for review. Violations which result or could have resulted in harm to self or others, falsification of records, and other major offenses may result in dismissal from the program.

Student Signature _____ Date _____

Student Manual Compliance Agreement

Please sign and return this form to the Occupational Therapy Department.

I, , have read the Student Policy and Procedure Manual of the Program in Occupational Therapy at Sacred Heart University, understand the contents, and agree to abide by the policies and procedures as outlined and amended. I have read and understand the OT Program values and standards of professional behavior. I have also read and agree to abide by the Occupational Therapy Code of Ethics, Standards of Practice, and Core Values as outlined by the American Occupational Therapy Association.

In addition, by signing below, I agree to: (please initial each individual item)

_____ Maintain health insurance coverage while participating in the program. Students must provide proof of health insurance by uploading a copy of membership card to his or her Exxat account when entering the program. If my health insurance changes at any time while in the program, I understand that it is my responsibility to upload copy of card to Exxat account as proof of new insurance.

_____ Obtain and maintain (while enrolled in the program) the American Heart Association BLS for the Healthcare Provider Certification. It is my responsibility to provide initial proof of certification and recertification (as applicable) by uploading copy of certification card to my Exxat account. I understand online CPR/AED courses are not accepted.

_____ Complete the required immunization/titers when entering the program as well as an Annual Health Assessment Form. (See Immunization Policy) It is my responsibility to update the Annual Health Form yearly and obtain a required annual 2 step PPD or QuantiFERON test and to upload this information to my account.

Note: All students should upload proof of vaccinations to their Exxat account. The COVID-19 vaccine is highly recommended. Declining the COVID-19 vaccine may preclude the ability to engage in fieldwork required to complete the program. Students may accept the COVID-19 vaccine at any date, however if delayed, it may impact the ability to participate in

required service learning and fieldwork rotations in the program. Sacred Heart University will bear no responsibility for failure to complete the program or graduate due to COVID-19 vaccine declination.

_____ Complete all required HIPAA and OSHA requirements

_____ Satisfactorily complete a criminal background check (CBC) within six (6) weeks of registration for courses as a condition of matriculation. I understand that matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the Program Director or the Academic Fieldwork Coordinator and that all expenses associated with the CBC, fingerprinting, and/or drug screening are my responsibility. I further understand that if I do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information regarding the background check, I will be subject to disciplinary action up to, and including, refusal of matriculation or dismissal from the program.

_____ Should the fieldwork site require criminal background check, fingerprinting, and/or drug/alcohol testing, I understand that these checks are at my own expense and that I am responsible for completing these tests within the deadlines required by the fieldwork site. I further understand that my ability to be placed in a fieldwork site and completion of the program may be dependent on the results of these tests and that a "flag" on these tests may render me ineligible to be placed in a fieldwork site and therefore unable to complete the program. I understand that Sacred Heart University is not responsible for tuition refunds should the results of any of these checks render me ineligible to be placed in a fieldwork site. (Please see the complete Universal Criminal Background Check in Exxat.)

_____Complete the Protecting Youth Training Course that is required of all Sacred Heart University faculty, staff, and students who have contact with children. This course can be found on Blackboard.

_____Meet all Essential Functions identified (see additional document posted on Blackboard) as fundamental to the curriculum and profession of occupational therapy. Essential Functions are the academic, clinical, and interpersonal aptitudes and

abilities that allow occupational therapy students to complete the professional curriculum and engage in practice skills. All Essential Functions must be met in order to participate in the program.

_____ I understand that failing to meet these requirements during my enrollment in the Graduate Program in Occupational Therapy will be referred to the Professional Performance Committee for review. Violations which result or could have resulted in harm to self or others, falsification of records, and other major offenses may result in dismissal from the program.

Student Signature_____ Date _____

Print Name _____

Sacred Heart University Graduate Occupational Therapy Program

Integrity Pledge

Please sign and return this form to the Occupational Therapy Department:
Sacred Heart University (SHU) occupational therapy (OT) students are expected to adhere to the University's and Graduate OT Program's academic integrity policies; SHU Code of Conduct and Community Standards; and the American Occupational Therapy Association's Code of Ethics, Core Values, and Practice Standards. Violations of academic integrity are unacceptable for graduate work and may result in a failing grade for the assignment or the course, referral to the Professional Performance Committee (PPC), and subsequent probation and/or dismissal from the program.

Below are some examples of what is considered as cheating by the SHU academic integrity policy:

- Copying work from other students when completing written assignments
- Copying work from other students when taking quizzes/exams
- Recognizing that AI can be used at times as a tool to enhance your classroom experience, you should never utilize AI to do your work for you. Use of ChatGPT (any AI platform) without instructor's knowledge and/or proper citation is a violation of integrity expectations.
- Using materials that have not been included in the professor's instructions during a quiz/exam
- Collaborating with peers during quizzes/exams

Communicating about quiz or exam answers with other students by phone, text, email etc. before every student in the cohort has taken it is also a form of cheating.
I understand that, unless assignment instructions specify group work or peer feedback, I am responsible for completing my assignments independently and without consulting with anyone other than my course instructor. I also understand that, should I violate the above requirement, it will negatively affect my grade for the course and, potentially, my tenure in the program.

Violations (non-academic) of the SHU Code of Conduct and Community Standards and its Core Values*, and violations of the American Occupational Therapy Association's

Code of Ethics, Core Values, and Practice Standards may be brought to the attention of the PPC. Violations of the SHU Code of Conduct and Community Standards may also be reported to the Sacred Heart University Office of Student Conduct & Community Standards.

***Core Values of Student Conduct at Sacred Heart University:**

• Integrity: Sacred Heart University students exemplify honesty, honor and respect for the truth in all their dealings.
• Community: Sacred Heart University students build and enhance their community.
• Social Justice: Sacred Heart University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.
• Respect: Sacred Heart University students show positive regard for each other, for property and for the community.
• Responsibility: Sacred Heart University students are given and accept a high level of responsibility to self, to others and to the community.
Violations of the SHU Code of Conduct and Community Standards can also be reported to the Sacred Heart University Office of Student Conduct & Community Standards.

By

Student Signature _____Date _____

Print Name _____

Sacred Heart University

Department of Occupational Therapy and Health Sciences

Authorship Policy for Student Projects & Research

The departmental policy regarding authorship for publication and presentation of student and faculty-student work, is derived from Publication Manual of the American Psychological Association (APA), 7th edition (2020), sections 1.21, 1.22, and 1.23.

The Publication Manual of the American Psychological Association (APA), 7th edition (2020) states that Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work. Individuals should take authorship credit only for work they have performed or to which they have substantially contributed (APA Ethics Code Standard 8.12 Publication Credit). Authorship encompasses, therefore, not only persons who do the writing but those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental study design, organizing, and conducting the analysis, or interpreting the results and findings (p. 24).

Contributing authors are those who have contributed to the study or writing by conducting observations or diagnoses, collecting data, contributing to data analysis, recruiting participants, or building apparatus. Contributing authors may be listed in the byline or acknowledgements and are those who provided supportive functions such as designing/building the study apparatus, advising, analysis advisors, collecting or entering data, participant recruitment, or conducting routine observations or diagnoses for use in the study (APA, 2020, p. 24).

Authorship of works emerging from student-faculty collaborations ought to be discussed and established in advance as students may require intensive supervision throughout the process, faculty may need to complete additional analyses beyond the scope of students' skill, or the student may make a substantial contribution. APA explains the conditions of primary authorship and author order (see section 1.22) and Protecting Intellectual Property Rights (see section 1.23).

Sacred Heart University's Department of Occupational Therapy faculty reserves the right to submit any student-faculty collaborative project or study for presentation or publication if it is of sufficient rigor and relevance to warrant submission. In the event that the faculty determines that the study should be submitted for publication, the students who implemented the study will be contacted and asked if they would like to assist in the effort of readying the manuscript for submission. If the student agrees to the submission and participates in manuscript preparation and revision, the content advisor will become primary author, and the students will be listed behind the advisors in alphabetical order. If

the faculty advisor does not significantly contribute to the project or writing, the advisor shall be listed as the final author in all presentations or publications of the collaborative work.

While all efforts will be made to contact students after graduation, if the students cannot be contacted or if students choose not to participate in manuscript preparation, the advisors reserve the right to submit the work for presentation/publication as the primary author(s) with the students acknowledged for their assistance in data collection and analysis or listed as contributing authors, whichever most appropriate.
I have read this policy and agree to it.

_____ _____
Student signature Date

_____
Print Name

_____ _____
Faculty Advisor Signature Date

_____
Print Name

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Section One

Curriculum and Course Format

Program Vision, Mission, Values, and Philosophy

Transformation through Values Driven Education

Sacred Heart University, contemporary in spirit and thinking, is rooted in the liberal arts and Catholic intellectual traditions. The university mission is to educate the whole person while preparing students to lead and serve the world today. The Catholic intellectual tradition, a rigorous and interdisciplinary search for truth and wisdom, forms the cornerstone of all University life and welcomes people from all faiths and cultures. Sacred Heart University (SHU) engages members of its community in personal and professional growth, while embracing a vision for service and social justice.

Open and welcoming, Sacred Heart University embraces a vision for social justice and educates students in mind, body, and spirit to prepare them personally and professionally to make a difference in the global community.

The occupational therapy (OT) program at Sacred Heart University offers a values-driven curriculum that emphasizes social and occupational justice, community-engagement, collaboration, and diversity. The program embraces the core idea of preparing compassionate, authentic occupational therapy practitioners, who can be leaders in local and global communities promoting a just society through service and practice.

What makes the OT program at Sacred Heart University unique is the way in which influential factors, such as the profession of occupational therapy, accreditation, student factors, and society, are intentionally woven into the educational goals, program threads, and learning activities (AOTA, 2021). As the faculty envisioned the program and curriculum, they were influenced by internal factors such as Sacred Heart University's institutional mission; the mission, vision, and philosophy of the profession of occupational therapy; teaching philosophies; and such external factors as community partnerships; and the trends and needs of society. The Department's Vision, Mission, Philosophy, and Values arise from a commitment to excellence in education and a commitment to our students, in the preparation of practitioners who can "address the occupational needs of individuals, groups, communities, and populations" (AOTA, 2018b, p.1) now and in the future.

Vision

The occupational therapy program aspires to achieve prominence in occupational therapy education through dynamic teaching, scholarship, and transformative experiences; an education grounded in values, collaborative relations, mutual respect, community engagement, and service. Our graduates will promote client-centered occupational participation, by creating opportunities for people, groups, and populations to participate within meaningful occupations, relationships, and contexts.

Mission

We fulfill the University and Program mission by preparing compassionate, authentic occupational therapy professionals, who are prepared to work in both traditional and non-traditional ways; leaders who can serve in local and global communities, who promote a just and equitable society through service and practice. We educate students to demonstrate integrity, ethical reasoning, are intellectually open-minded, and search for truth through inquiry and scholarship. Our graduates are prepared as practitioners, advocates, and agents of change, who can promote more inclusive, equitable, and satisfying occupational participation, maximizing their own and others' health, well-being, and quality of life.

Program Values

Human and spiritual values reflect our search for truth and meaning. The program's core values provide a foundation to guide all interactions and ways of being within and among our occupational therapy community. We believe the following five values are fundamental to the transformation of occupational therapy students:

- Authenticity indicates ways of being that are genuine, being real and true to
- oneself, transparent, and sincere.
- Justice places a value on fairness, inclusiveness, egalitarianism, and
- objectivity. This value includes attitudes and actions that are consistent with
- occupational justice.
- Integrity indicates honesty, trustworthiness, truthfulness, related to moral
- principles, understanding of self, and ethical reasoning.
- Altruism indicates a willingness to serve others, demonstrating compassion,
- acting out of concern for another, social conscience, unselfish concern for others.
- Open-mindedness indicates curiosity, acceptance, pluralism, unprejudiced,
- receptiveness to new ideas, humble about our own knowledge and thinking.

What do we mean by values and 'transformation through values-driven education'? Values are ways of being that we believe to be important, guiding principles to assist in occupational engagement, collaborative relationships and across contexts. We believe values shape lives, support growth and development, and contribute to meaningful relationships. In the OT program, the values we have identified are inspirational and transformative, and serve as a guide or compass to help in decision-making and the development of professional behaviors.

Program Goal

The aim of the occupational therapy program at SHU is to develop occupational therapy practitioners who use critical and contextual thinking to meet the occupational needs of individuals, groups, and populations, engage in evidence and occupation-based practice, and promote individual and collective health and well-being through occupational participation across a variety of settings, systems, and contexts.

Student Learning Outcomes

By completion of the program, students will:

- Demonstrate the knowledge, skills, and competencies required of an entry level
- occupational therapist, including critical thinking and clinical reasoning.
- Engage in ongoing professional development, continuous learning, and
- evidence-based practice with intellectual open-mindedness.
- Apply ethical reasoning aligned with the AOTA and program values to make
- effective decisions and practice professionally.
- Exhibit team collaboration skills, interprofessional practices, and demonstrate
- cultural sensitivity and humility in all communications and encounters.
- Promote inclusivity, equity, and justice through compassionate service within
- local and global communities.
- Demonstrate leadership in occupation-based practice, scholarship, and
- professional service.

Foundational Philosophy to the Curriculum Design

Philosophy means the use of abstract ideas and beliefs that are informed by our assumptions, worldview, and perspectives. The program philosophy communicates our beliefs about occupation, human beings, professional core values, and how we see the profession of occupational therapy contribute to society.

The philosophy of occupational therapy is "based on the belief that occupations are

fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation" (AOTA, 2017). Occupational therapy practitioners believe that all people have an "innate need and right to engage in meaningful occupations throughout their lives" (AOTA, 2017).

Our Beliefs about Occupation

"Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations, and enable them to participate in [life]" (AOTA, 2017). "Meaningful occupation" is personally and socially defined. "Occupations bring meaning to life" (Polatajko et al., 2007). Participation in occupation is complex, dynamic, and shaped by the interaction between the individual, the human and non-human environment, and the occupation itself. Occupations cover everything we do from basic survival activities such as eating and sleeping, work and education, to activities that allow humans to express their unique gifts. The occupations in which we engage contribute to individual, community, and societal health and wellbeing. Occupation has therapeutic and transformative potential, enabling people to flourish and grow.

Occupation is a determinant of human health and wellbeing. Engagement in occupation impacts the health of individuals, society, and the planet. Occupations done collectively create culture. Engagement in occupation is a human right and need. Occupational deprivation or disruption can negatively affect health and well-being. Occupational justice demands that all humans have the right to participate in and choose to engage in meaningful, healthy, and safe occupations across contexts as influenced by culture, society, and circumstances.

Our Beliefs about Human Beings

Throughout the course of life, we engage in four inter-related dimensions of existence, **doing, being, becoming** and **belonging** (Wilcock, 2014). Doing is active engagement with the world and the act of performing or executing tasks and activities. Being is our sense of self and is defined as 'who we are.' Being involves important roles in our lives. Becoming is a continuous process of transformation, changing into the person who we will be. Becoming involves choices, experiences, successes, and failures. Belonging is a sense of being part of a relationship, family, group, or culture. Our sense of 'self' influences our doing. Doing reflects who we are and shapes who we become. Through DOING with others, we can have the opportunity to belong. Belonging supports our resilience and participation in life. The search for truth, meaning, and spirituality

differentiates humans from other creatures and facilitates capacity for adapting to adversity.

Our Beliefs about Learners

Graduate learners enter their education with unique and diverse experiences, personal attributes, knowledge, and preparedness, that impact their understanding of the program's content and process. They enter with varying levels of readiness, curiosity, and motivation and therefore require varied levels of support and scaffolding. We see our students as occupational beings, open to being transformed through the teaching-learning process.

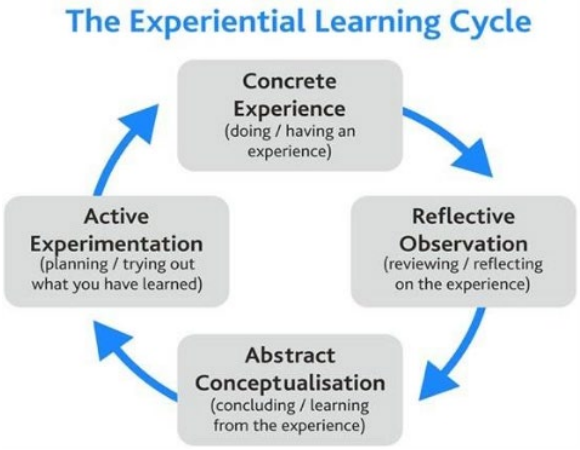
Doing and being a graduate occupational therapy student is purposeful and meaningful. We believe learners require a context that shapes and optimizes success in learning. Faculty create a context for learning that optimizes the student's occupational participation as learning is the student's occupation. We believe learners require a scaffolded curriculum that includes active, high-impact practices, and collaborative, participatory pedagogies.

Our Beliefs about Learning

The program's philosophy of education is rooted in the theoretical foundations of Mezirow's Transformative Learning Theory (1991, 1995, 1996, 1997) and Kolb's Experiential Learning Cycle (1984). We believe our teaching philosophy and dynamic curriculum design supports and transforms students in their learning.

Mezirow's Model posits that transformative learning occurs through a recursive process of critical reflection and the examination of our deeply held assumptions, beliefs, and perspectives. Central to this philosophy is the understanding that learning is not a passive act but an active, collaborative endeavor. Through experiential, hands-on, active learning, combined with reflection and discussion, students bring their unique experiences, insights, and cultural backgrounds to the learning space, and we support engagement in self-reflection, respectful and open-minded conversations, allowing for the emergence of new insights and understandings. By creating nurturing and inclusive learning environments, fostering critical reflection, connecting explicit learning to real-world experiences, we endeavor to empower students to not only acquire the knowledge and skills of occupational therapy, but also to transform themselves through reflective practice and service.

Kolb's Theory of Experiential Learning (1984) focuses on understanding the processes required to make sense of concrete experiences and related styles of learning. We believe our students learn because of experience, reflection, and experimentation. Learners require concrete learning experiences, scaffolding, reflection, and challenges to their pre-conceived assumptions (Kolb, 1984; 1974; Vygotsky, 1978, and Mezirow, 1991). According to Kolb, 1984 p. 38, adult learning happens in stages as proposed in the diagram below. Through the cycle of doing and observing, the learner analyzes patterns and hypothesizes general principles (abstract conceptualizations), and then tests these in context (active experimentation). Learners transform to become more self- directed and independent in their learning process, as they commit to becoming a professional engaged in life-long learning (Kearlsey, 2010; Knowles, 1980; 1984).



Influence of Bloom's Taxonomy on the program's educational philosophy

Bloom's Taxonomy (as revised by Anderson & Krathwohl, 2001) is incorporated in the development of course goals and objectives across the curriculum. The taxonomy is reflected in the progressive, scaffolding flow of our curriculum and courses:

Basic ---------- Complex
Generic ---------- Specific
Teacher-directed ---------- Student-directed
Novice ---------- Expert

Our beliefs about occupational therapy education

We believe in the AOTA Philosophy of Occupational Therapy Education in that, "the learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right" (AOTA, 2018). Our educational program promotes professional and clinical reasoning, use of OT theories, evidence, best practices, and skills. Our teaching and learning beliefs are consistent with philosophies of adult learning, students who are engaged and invested in their learning, able to initiate, and be self-directed. We also emphasize student development of a critical thinking, consciousness-raising perspective. Occupational therapy education is unique in that it requires personal student transformation and attainment of knowledge, skills, and professional behaviors.

Doing and Being a Learner

As occupational therapy requires the doing of specific skills, a strong education must include significant **doing**. Learners learn better when they are actively engaged. The SHU occupational therapy program uses a variety of high impact pedagogies to involve students in their learning. In this program a specific decision has been made to avoid large classes with traditional lecture approaches. Predominant pedagogies include active and experiential learning – case analysis, student presentations, service-learning, individual and collaborative projects, problem-based and team-based learning, self-directed learning, peer review, simulations, and interprofessional interaction. Students are encouraged to take risks, reflect on their performance, and use instructor feedback for growth.

Instructor-Learner Partnership

Instructors partner with learners in a reciprocal process of transformation. Immersed in collaborative learning and active engagement, students are guided through professional

growth during the varied stages of learning. The role of the occupational therapy instructor is to frequently provide rich experiences with which students can engage. Instructors support, scaffold, cue, model, and challenge learners through experiential learning and the process of transformation. Instructors regularly seek out and use student feedback for curricular and pedagogical evaluation and refinement.

The Occupational Therapy Lens

Graduates must not only "do" occupational therapy but develop an occupational therapy "lens." This lens or perspective includes simultaneous consideration of the client's body, mind, and spirit, the human and non-human environment, and the activity or occupation. Occupational therapists uniquely engage with clients through a collaborative focus on the clients in a given context. Occupational therapy education generates this lens or view to allow practitioners to understand and serve the health and well-being of clients. The occupational therapy instructors facilitate learners deep understanding of clients, context, and occupations.

Threaded Values

SHU occupational therapy education is infused with our values, authenticity, justice, integrity, altruism, and open-mindedness. These values have guided curricular decisions and informed the development of specific courses, learning experiences, faculty-student advisement, and community outreach. Like with transformative learning, the development of values is transformative, with the potential for future practitioners to bring about very real social change and address the broader barriers to occupational engagement at the individual, group, or population level.

Curriculum Overview

The occupational therapy curriculum is depicted by the profession's longstanding symbol of weaving. Weaving is the craft of fabric production, in which two threads or yarns are interlaced at right angles to form fabric or cloth. The visual representation of the cloth shows the intersections of the warp and weft of the woven fabric. The warp represents the values of the profession and program which run embedded within the curriculum. Our program values are consistent with the program, College, and University mission. Program values are threaded throughout the curriculum and are fundamental to the transformation of our OT students. In our visual representation of the curriculum design, the weft is the threads of OT knowledge, skills, and experiences that comprise the foundation of our program.

Our design emerged from our beliefs about occupation, OT, and the experience of being human. The major curricular content themes were selected to ensure students develop the requisite competencies necessary for entry-level practice. The curriculum design affords students opportunities for synthesis of content in a sequence and progresses student growth from the integration of foundational knowledge and skills to more advanced knowledge and technical skills required for practice. The course curriculum is organized around six curricular threads: Occupation - performance analysis and interpretation; Enabling occupation – individuals, groups, and populations; Scholarship and evidence-based practice; Professional and clinical reasoning, writing, and documentation; Development of relationships with individuals, groups, and populations; and, Becoming a professional, future leader, and an agent of change.

The overall aim of the program is the development of occupational therapists who use critical and contextual thinking to meet the occupational needs of individuals, groups, and populations, across a variety of practice settings, systems, and contexts. The curriculum includes academic and experiential components, seminars, service-learning, and fieldwork education. The learning process begins in the first semester of foundational knowledge and skills for OT: applied sciences, therapeutic use of self, introduction to the profession of OT, physical and mental health conditions, health and wellness, and activity analysis. The foundational semester prepares students for the next phase of learning in the subsequent three academic semesters that include the study of populations across the lifespan; current, traditional, and emerging practice settings, mental and physical health; and participation in the profession as practitioners, leaders, and scholars. Across the academic semesters, students engage in increasingly advanced knowledge and skills for OT through the pedagogies of problem-based and team-based learning courses with associated labs, seminars, and fieldwork. The curriculum sequence ends with advanced

courses appropriate for those about to enter the OT profession. Embedded in the curriculum are multiple co-curricular opportunities for students to collaborate with faculty and with each other. The combined curriculum and co-curricular activities allow our program to meet student outcomes.

Student-centered learning is central to the curriculum design, and this pedagogical approach encourages active student participation throughout the learning process. Faculty view themselves as partners with students in the delivery of content, while coaching and mentoring student development and growth. The curriculum design affords our students opportunities to acquire the knowledge, skills, and attitudes of a practice scholar, through the delivery of an active, engaged, and fully integrated curriculum. The teaching-learning process is designed to promote experiential learning, active engagement, and *transformation through a values-driven education*.

The Curricular Threads

Curricular threads are the broad themes of study addressed across the program and courses. There are six SHU occupational therapy curricular threads:

- Occupation – performance analysis and interpretation
- Enablement of occupation – individuals, groups, and populations
- Research and evidence-based practice
- Professional reasoning, writing, and documentation
- Development of relationships with individuals and groups
- Becoming a professional, future leader and an agent of change

Curriculum Organization of the Graduate Program in Occupational Therapy

The curricular sequence begins with a foundational semester, includes content knowledge and skills for occupational therapy, the sciences, therapeutic use of self, occupational therapy theory, and activity analysis. Next, students engage in three semesters of problem-based learning courses with associated labs, seminars, and fieldwork experiences. The program ends with advanced courses and activities appropriate for those about to enter the profession. The course series each build upon earlier courses in a recursive process that layers and scaffolds greater complexity of thinking over the foundations of basic content knowledge.

Curricular Threads

Examples of Courses Aligned to Threads (see course descriptions next section)

Occupation – performance analysis and interpretation	**Enablement of occupation – individuals, groups, and populations**	**Research and evidence-based practice**	**Professional reasoning, writing, and documentation**	**Development of relationships with individuals and groups**	**Becoming a professional, future leader and an agent of change**
OT546 Transformation through Human Occupation: C (Human Occupation and Activity Analysis) **OT504** Therapeutic Use of Self **OT523** Transformation through Human Occupation: A (Functional Anatomy) **OT528/OT547/OT576** Transformation through Human Occupation: Application courses (Lab – Mental Health, Peds, Adult)	**OT528/OT547/ OT576** Transformation through Human Occupation: Application courses (Lab – Mental Health, Peds, Adult) **OT574** Transformation through HO: Adult Rehab Theory **OT575** Transformation through HO: Adult Rehab Team Collaboration	**OT503** Evidence-Based Practice I **OT531** Evidence-Based Practice II **OT543** Community/Population Needs & Health I	**OT543** Community/Population Needs & Health I **OT503** Evidence-Based Practice I **OT527/OT549/ OT575** Transformation through Human Occupation: Team Collaboration courses (Mental Health, Peds, Adult)	**OT504** Therapeutic Use of Self **OT530** Groups **OT548** Service-Learning & Fieldwork I **OT608** Community/Population Needs & Health II	**OT525/OT562/ OT578/OT609** Personal Transformation - Series I, II, III, IV **OT501/OT505/ OT542/OT607** Becoming an OT Professional – Series I, II, III, IV

Examples of Co-Curricular Learning

Orientation program Pre-program quizzes (eg. APA) Pre-program advisement and social interactions	Service-learning across courses, local and global	Capstone Posters SOTA Pi theta ConnOTA /AOTA conference Student Conclave Capitol Hill Day Pinning Ceremony	IPE experiences Service learning Peer mentoring	Curricular review Program evaluation surveys / focus groups Service learning IPE experiences NBCOT prep and OTKE	Student Advocacy Group – Gov. Relations COTAD Chapter ConnOTA and AOTA engagement
		Mock interviews			

Curriculum Sequence

Sacred Heart UNIVERSITY
OCCUPATIONAL THERAPY

Graduate Program in Occupational Therapy
Curriculum Sequence – Cohort Entering Program Fall 2025 (76 Credits)

PY1 FA25 (25/FST) (Semester 1 – Fall)	PY1 SP26 (26/SST) (Semester 2 – Spring)	PY1 Late Spring/Summer 26 (26/SSST) (Semester 3 – LS/S)
OT525 Personal Transformation I (1 cr.) **OT501** Becoming an OT Professional I (3 cr.) **OT523** Transformation through Human Occupation - Foundations A (3 cr.) **OT524** Transformation through Human Occupation - Foundations B (3 cr.) **OT546** Transformation through Human Occupation - Foundations C (3 cr.) **OT503** EBP I (2 cr.) **OT504** TUOS (2 cr.) **17 credits (cr.)**	**OT562** Personal Transformation II (1 cr.) **OT505** Becoming an OT Professional II (3 cr.) **OT526** Transformation through Human Occupation: Theory in Mental Health (2 cr.) **OT528** Transformation through Human Occupation: Application in Mental Health (5 cr.) **OT527** Transformation through Human Occupation: Team Collaboration in Mental Health Team (3 cr.) **OT531** EBP II (2 cr.) **OT530** Groups (2 cr.) **OT529** SL/FW1A (1 cr.) **19 credits (cr.)**	**OT578** Personal Transformation III (1 cr.) **OT542** Becoming an OT Professional III (3 cr.) **OT574** Transformation through Human Occupation: Theory in Adult & Geriatric Physical Disabilities (2 cr.) **OT576** Transformation through Human Occupation: Application in Adult & Geriatric Physical Disabilities (5 cr.) **OT575** Transformation Through Human Occupation: Team Collaboration with Adult & Geriatric Physical Disabilities (3 cr.) **OT543** Community and Population Needs & Health Part I (3 cr.) **OT577** SL/FW1B (1 cr.) **18 credits (cr.)**
PY2 FA26 (26/FST) **(Semester 4 – Fall)**	**PY2 SP27 (27/SST)** **(Level II FW – Spring)**	**PY2 Late Spring/Summer 27** **(27/SSST)** **(Level II FW - LS/S)**
OT609 Personal Transformation IV (1 cr.) **OT607** Becoming an OT Professional IV (3 cr.) **OT545** Transformation through Human Occupation: Theory in Pediatrics (2 cr.) **OT547** Transformation through Human Occupation: Application in Pediatrics (5 cr.) **OT549** Transformation Through Human Occupation: Team Collaboration with Pediatrics (3 cr.) **OT608** Community and Population Needs & Health Part II (3 cr.) **OT548** SL/FW1C (1 cr.) **18 credits (cr.)**	**OT691** Level II FW A (2 cr.) **2 credits (cr.)**	**OT693** Level II FW B (2 cr.) **2 credits (cr.)**

New Curriculum Apr2025

Instructional Design

Introduction to Problem-Based Learning and Team-Based Learning

Pedagogy is the act of teaching. Across the curriculum, faculty focus on excellence in teaching and learning and utilize various pedagogy including PBL and TBL. Approaches to teaching and learning include (but are not limited to) experiential learning, active learning, problem- based learning, team-based learning, and service learning-community engagement, together with practice education delivered through fieldwork education.

The problem-based learning model was selected for this curriculum design because of its

capacity to establish a systematic clinical decision-making pattern, promote development of skills in teamwork and communication, develop student skills in critical analysis, transmission of professional knowledge, and develop self and peer assessment skills. The model stresses the process and content of learning.

Problem-based learning is well suited to a graduate program because of its emphasis on adult learning models and student responsibility for learning and other behaviors. Problem-based learning facilitates sharing the diverse educational and experiential backgrounds of students and faculty members and promotes use of various learning styles. Problem-based learning is student-centered, focusing on learning rather than on teaching. Student responsibility for identifying the need for information, locating, and evaluating information, and assessing their own performance and that of others is central to this approach. Team-based learning is also a student-centered pedagogical approach. It engages the student learning through prior readings, individual tests, and group collaboration. Units of instruction, known as "modules," are taught in a three-step cycle: preparation (flipped-classroom), in-class readiness assurance testing, and application-focused exercises. Following preparation and individual testing, the students then join in teams with the instructor, to work through the case problems, appealing when answers are incorrect. This approach is highly motivating and fun for students as they are accountable for themselves and for the team. Embedded in the curriculum are multiple extra-curricular opportunities for students to collaborate with faculty.

Course Descriptions

Fall Trimester - PY1

All courses offered in the first Fall trimester are the required foundational courses. Without the foundational content, one cannot proceed to the subsequent semesters. See Student Planning and Advising each semester.

OT 501 Becoming an OT Professional I, 3 cr.
Part one of this series introduces you to 'becoming an occupational therapist'. You will learn about the philosophy of occupational therapy, the Occupational Therapy Practice Framework (OTPF 4), the influence of social, cultural, diversity, and lifestyle factors on occupation. You will learn about the structure, function, and influence that occupational therapy theory, models and frames of reference have on practice. You will be introduced to the historical, philosophical and structure of occupational therapy professional organizations; roles and responsibilities of an occupational therapist across settings; and begin to think about the legal, ethical, and competency issues regarding practice. You will be introduced to the macro context, national and state health and education policies, legislation, and laws that affect occupational therapy practice, so as to prepare you for Part two of this series. You will also be introduced to practice settings, service delivery models and intra- and interprofessional teams.

OT 503 Evidence-Based Practice I; 2 cr.
Evidence-based Practice I is the first part of a series that provides students with a thorough understanding of the importance of research to the profession of occupational therapy and strategies to engage in evidence-based practice with clients.? Important skills for an occupational therapist includes the ability to read, understand, and use the research of the profession. Students will critique the research of occupational therapy and decide whether to and how to apply information to clinical practice. Topics covered in this course includes basic concepts of research, an overview of research designs and methods, methods of data analysis, and concepts of examining research evidence critically. After learning the basics of locating appropriate research and reading research evidence critically, Evidence-based practice I will focus on experimental research whereas Research II will focus on non-experimental research.

OT 504 Therapeutic Use of Self I; 2 cr.
This first semester course is designed to promote reflection on the educational process and the individual student's future occupational therapy practice. Students will complete reflective self-assessments and analyze them to determine their therapeutic personality

traits and modes necessary for developing a professional identity and skill base. Understanding the nature of the therapeutic relationship as an intentional process is taught for successfully developing client and group dynamics. Course formats will include seminars, discussions, and in-class and online course activities.

OT 523 Transformation Through Human Occupation-A, 3 cr.
This three-part, first semester, course will integrate the foundational knowledge of human anatomy and conditions as well as application of this knowledge through activity analysis. Part A of this course examines the organization, development, and function of the nervous, musculoskeletal, cardiovascular, respiratory, immune and lymphatic systems of the human body as well as assessment techniques commonly performed by occupational therapists in clinical practice to measure the body's vital life functions. Frames of reference integrated into occupational therapy practice are utilized as an anchor for weekly course content.

OT 524 Transformation Through Human Occupation-B, 3 cr.
This three-part, first semester, course will integrate the foundational knowledge of human anatomy and conditions as well as application of this knowledge through activity analysis. Part B of this course line will emphasize human conditions that occupational therapists may encounter when working with clients across the lifespan. It is designed to build a common language and foundation for future coursework requiring occupational therapy assessment choices and intervention strategies for clients with various diagnoses. Conditions will be examined in the context of their effects on human development and body structures and functions; etiology; epidemiology; prognosis; associated mental and physical deficits/disability; impact on occupational engagement; pharmacological and non-pharmacological interventions; and research. Different diagnoses will be covered alone and in combination with comorbidities. Cultural comparisons will highlight how treatment of different conditions is perceived within diverse cultures. Frames of reference integrated into occupational therapy practice are utilized as an anchor for weekly course content.

OT 546 Transformation Through Human Occupation-C; 3 cr.
This three-part, first semester, course will integrate the foundational knowledge of human anatomy and conditions as well as application of this knowledge through activity analysis. Part C of this course will introduce students to the skill of activity analysis. Activity analysis examines the essential components of an activity to identify the steps, demands and opportunities for therapeutic interventions. Activity analysis is the essence of what an occupational therapist does; fundamental to all aspects of occupational therapy practice;

an essential tool for occupational therapists in assessing and supporting occupational performance with clients. Frames of reference integrated into occupational therapy practice are utilized as an anchor for weekly course content.

OT 525 Personal Transformation I, 1 cr.
Personal transformation is a course where you will learn and practice some of the "soft skills" required of an occupational therapy professional. Soft skills are often highly valued by employers and can be the reason you get a job or get that promotion. Soft skills are things in addition to the skills you will learn in terms of "DOING" OT. They include things like communicating effectively, being flexible, being motivated, showing a good attitude, and successfully relating to others. To examine these skills in yourself requires self-reflection. This course will require frequent self-reflection in relation to a variety of assessments of your strengths and areas for growth and development. You will consider your personal values, your communication style, and your personality type. We believe that the process of becoming an occupational therapist in this program will transform you. You will be documenting this transformation across the program through your portfolio. In addition, professional self-reflection should lead to careful planning for continued learning and growth across the rest of your career. This course will continue across 4 semesters, culminating in the completion of your academic portfolio and initiating your professional portfolio and professional development plan.

Spring Trimester - PY1

OT 505 Becoming an OT Professional II, 2 cr.
Part II of this series introduces you to foundational concepts related to systems and organizations, with emphasis on the macro context, national and state health and education policies, legislation, and laws that affect occupational therapy practice. You will explore and gain an understanding of the complexity of healthcare and education systems and organizations and learn about the varied professional roles as future occupational therapists. We will include critical perspectives fundamental to our understanding of systems and the structural dimensions of privilege, looking at the social, cultural, political, legal, economic, and historical factors that shape societal systems and perpetuate societal inequalities. This course introduces you to teams and interprofessional practice. This course also introduces you to processes and operations of systems and organizations as they relate to service delivery and reimbursement. You will learn about documentation requirements and procedures for occupational therapy services.

Prerequisite: Pass all semester one courses.

OT 526 Transformation Through Human Occupation: Theory in Mental Health; 2 cr.
This course is designed for graduate occupational therapy students and will support the development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the first in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments. Activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and to learn communication skills required to work with an interprofessional healthcare team. Transformation through Human Occupation: Theory in Mental Health will place specific emphasis on theory utilized in mental health through lecture and case-based learning.
Prerequisite: Pass all semester one courses.

OT 527 Transformation Through Human Occupation: Team Collaboration in Mental Health; 3 cr.
This course is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the first in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments. Activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and to learn communication skills required to work with an interprofessional healthcare team. Transformation through Human Occupation: Team Collaboration in Mental Health will place specific emphasis on team-based case analysis in mental health.
Prerequisite: Pass all semester one courses.

OT528 Transformation Through Human Occupation: Application in Mental Health, 5 cr.

This course is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the first in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments. Activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and to learn communication skills required to work with an interprofessional healthcare team. Transformation through Human Occupation: Application in Mental Health will place specific emphasis on hands-on learning and practical skills development utilized in mental health.
Prerequisite: Pass all semester one courses.

OT 529: Service-Learning & Fieldwork I, 1 cr.
This second trimester course is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Service-learning includes community engagement and reflective practice. Students are engaged in personal and professional growth and development through service-learning and fieldwork, while embracing a vision for occupational and social justice.

Service-learning is a pedagogy and instructional practice that is threaded across the occupational therapy curriculum. Fieldwork occurs in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working with mental health clients with a variety of needs for occupational therapy services. Self-directed, collaborative learning and class participation are essential aspects of this course. Students will engage in both service-learning and fieldwork during the semester. Each student will attend a six- or eight-week mental health experience during this semester. Prerequisite: Pass all semester one courses.

OT 530 Groups; 2 cr.
Students will study the elements of groups to understand how they operate and how occupational therapists utilize groups for assessment and intervention within particular frames of reference and theoretical models. The format of the course includes lecture,

online material, discussions, and experiential learning activities.
Prerequisite: Pass all semester one courses.

OT 531 Evidence-Based Practice II; 2 cr.
Evidence-based Practice II is the second and final course in the series that provides students with a thorough understanding of the importance of research to the profession of occupational therapy and strategies to engage in evidence-based practice with clients. An important skill for an occupational therapist is the ability to read, understand, and use the research of the profession. Students will critique the research of occupational therapy and decide whether to and how to apply information to clinical practice. Topics covered in this course will apply content learned in the prior course, engaging students in specific skills for evidence-based practice.
Prerequisite: Pass all semester one courses.

OT 562 Personal Transformation II; 1 cr.
Personal transformation II is a continuation of the course you began last semester. This course will again require self-reflection and will begin to relate your self-reflection to the process of professionalization and building of professional identity in occupational therapy. We believe that the process of becoming an occupational therapist in this program will transform you. You will be continuing to document this transformation in your portfolio. Prerequisite: Pass all semester one courses.

Summer Trimester - PY1

OT 542 Becoming an Occupational Therapy Professional III; 2 cr.
This course offers specific knowledge for the development of a deep understanding of occupational therapy's role in health promotion practice and disease or disability prevention. Students will develop an understanding of conceptual models in relation to health and wellness and explore approaches, as well as the evidence regarding how physical, mental and spiritual health are critical to a person's overall health, well- being, disease prevention, and the ability to participate meaningfully in their daily occupations.
Prerequisite: Pass all semester one and two courses.

OT 543 Community and Population Needs & Health I; 3 cr.
This course offers specific knowledge for the development of a deep understanding of the occupational therapist's role in the community. The focus is on the occupational engagement of individuals, groups and populations critical for their overall health, well-

being, and disease prevention. The course culminates with significant progress on a community-based needs assignment mentored by faculty advisors. To this end, students develop knowledge and skills related to occupational justice, the concept of community, community health theory and practice, health promotion theories, health promotion practice, disease or disability prevention, and the needs assessment process.
Prerequisite: Pass all semester one and two courses.

OT 574 Transformation Through Human Occupation: Theory in Adult & Geriatric Physical Disabilities, 2 cr.
This course is designed for graduate occupational therapy students and will support the development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the second in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team. Transformation through Human Occupation: Theory in Adult & Geriatric Physical Disabilities will place specific emphasis on theory utilized with adult and geriatric clients through lecture and team-based learning.
Prerequisite: Pass all semester one and two courses.

OT 575 Transformation Through Human Occupation: Team Collaboration in Adult & Geriatric Physical Disabilities, 3 cr.
This course is designed for graduate occupational therapy students and will support the development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the second in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an

interprofessional healthcare team. Transformation through Human Occupation: Team Collaboration with Adult & Geriatric Physical Disabilities will place specific emphasis on team-based case analysis of adult and geriatric clients. Prerequisite: Pass all semester one and two courses.

OT 576 Transformation Through Human Occupation: Application in Adult & Geriatric Physical Disabilities, 5 cr.

This course is designed for graduate occupational therapy students and will support the development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the second in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team. Transformation through Human Occupation: Application in Adult & Geriatric Physical Disabilities will place specific emphasis on hands-on learning and practical skills development utilized with adult and geriatric clients. Prerequisite: Pass all semester one and two courses.

OT 577 Service-Learning & Fieldwork, 1B, 1 cr.

This third trimester course is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Service-learning includes community engagement and reflective practice. Students are engaged in personal and professional growth and development through service-learning and fieldwork, while embracing a vision for occupational and social justice. Service-learning is a pedagogy and instructional practice that is threaded across the occupational therapy curriculum. Fieldwork occurs in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working with mental health clients with a variety of needs for occupational therapy services. Self-directed, collaborative learning and class participation are essential aspects of this course. Students will engage in both service-learning and fieldwork during the semester. Each student will attend a six- or eight-week adult/geriatric rehabilitation experience during this semester.

Prerequisite: Pass all semester one and two courses.

OT578 Personal Transformation III, 1 cr.
Personal transformation III is a continuation of the course you began in your first and second semester. This course will again require self-reflection and will begin to relate your self-reflection to the practice of occupational therapy. We believe that the process of becoming an occupational therapist in this program will transform you. You will be continuing to document this transformation in your portfolio.
Prerequisite: Pass all semester one and two courses.

Fall Trimester - PY2

OT 545 Transformation Through Human Occupation: Theory in Pediatrics & Adolescents, 2 cr.
This course is designed for graduate occupational therapy students and will support the development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the third in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team.
Prerequisite: Pass all courses in semesters one, two, and three.

OT 547 Transformation Through Human Occupation: Application Pediatrics & Adolescents, 5 cr.
This course is designed for graduate occupational therapy students and will support the development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the third in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns,

contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team.

Transformation through Human Occupation: Application in Pediatrics will place emphasis on hands-on learning and practical skills development utilized with pediatric clients.
Prerequisite: Pass all courses in semesters one, two, and three.

OT 548 Service-Learning & Fieldwork 1D, 1 cr.
This third trimester course is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Service-learning includes community engagement and reflective practice. Students are engaged in personal and professional growth and development through service-learning and fieldwork, while embracing a vision for occupational and social justice. Service-learning is a pedagogy and instructional practice that is threaded across the occupational therapy curriculum. Fieldwork occurs in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working with mental health clients with a variety of needs for occupational therapy services. Self-directed, collaborative learning and class participation are essential aspects of this course. Students will engage in both service-learning and fieldwork during the semester. Each student will attend a six- or eight-week pediatric/adolescent experience during this semester.
Prerequisite: Pass all courses in semesters one, two and three.

OT 549 Transformation Through Human Occupation: Team Collaboration in Pediatrics & Adolescents, 3 cr.
This course is designed for graduate occupational therapy students and will support the development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the third in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will

encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team. Transformation through Human Occupation: Team Collaboration with Pediatrics will place specific emphasis on team-based case analysis of pediatric clients. Prerequisite: Pass all courses in semesters one, two, and three.

OT608 Community and Populations Needs and Health Part 2, 3 cr.
This is a continuation of the work begun in Community and Population Needs & Health Part I. Students complete the needs assessment begun in Part I and deliver a written report to the community partner. Students then develop an understanding of theory and practice related to the development of a community-based program or project, including research of available funding, based on the needs assessment completed for the community. They prepare a formal, professional presentation for the Sacred Heart University Occupational Therapy Program community and for the community partner, if requested. Students will also submit a proposal for a poster presentation for state and/or national conference.

OT607 Becoming an OT Professional IV, 3 cr.
Part IV of this series culminates with emphasis on professionalism and the design of a professional and comprehensive business proposal. You will learn about market analysis, operations planning, and finance. You will learn how to identify, analyze, and how to advocate for a new service and/or program opportunity. You will integrate all new learning in the creation of professional business/program plan and the marketing of your plan. This course also explores the attributes of professionalism in occupational therapy – professional communications, professional ethics, socialization into the profession, the credentialing process, continued competence, professional behaviors, and life-long professional engagement.

OT609 Personal Transformation IV, 1 cr.
Personal transformation IV is a continuation of the course you began in your first semester. This course will again require self-reflection and will begin to relate your self-reflection to the practice of occupational therapy. This course in the series will also help prepare you for employment as you will create a resume, write a personal mission statement, and consider important factors of employment and your values in relation to job opportunities.
We believe that the process of becoming an occupational therapist in this program will transform you. You will document your transformation in your portfolio and will create a professional development plan to guide your continued growth during your first year out of school. Prerequisite: Pass all courses in semesters one, two and three.

Spring Trimester - PY2

OT 691 Level II Fieldwork; 3cr.
Students will engage in Level II Fieldwork during the spring and summer semesters. Students will apply their understanding of occupation, professional practice, identity and leadership during a 12-week full-time fieldwork placement. Objectives of this course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of entry-level therapist for a particular site by the conclusion of this experience. Fieldwork locations are arranged with the Academic Fieldwork Coordinator and the student. Prerequisite: Pass all courses in semesters one, two, three, and four.

Summer Trimester - PY2

OT 693 Level II Fieldwork; 3cr.
Students will engage in Level II Fieldwork during the spring and summer semesters. Students will apply their understanding of occupation, professional practice, identity and leadership during a 12-week full-time fieldwork placement. Objectives of this course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of entry-level therapist for a particular site by the conclusion of this experience. Fieldwork locations are arranged with the Academic Fieldwork Coordinator and the student. Prerequisite: Pass all courses in semesters one, two, three, and four.

OT699 Independent Study in Occupational Therapy; 1—3 cr
Optional independent study in occupational therapy. Independent study requires the approval of the program director.

Course Format

'PBL/TBL' Groups

We create and utilize 'PBL/TBL Groups' during semesters two, three, and four. The Problem-Based Learning (PBL) groups consist of 6 to 8 students and a 'PBL Facilitator'. Sessions focus on carefully developed case scenarios which serve as

stimuli for further study across all semester courses including the lab and topics courses. The PBL instructor facilitates group learning, assists students to manage group dynamics and directs attention to relevant aspects of the case.
Students are expected to plan their PBL class time use, including time for organizing the class, reviewing the case, obtaining the needed information, and evaluating the session. Students are expected to meet outside of class time and engage in collaborative self-directed learning. Roles (timekeeper, recorder, discussion leader, etc.) may be distributed among the group members. Students review the case using a problem-solving model to generate hypotheses regarding relationships among case elements. In this manner, students discover what additional information is needed for learning purposes and establish elements of practice and contextual factors related to the case. The instructor does not ordinarily engage in explicit teaching but guides the students in their learning and may refer students to general learning resources.

Sometimes groups are engaged in Team-Based Learning (TBL). The group will consist of 6 to 8 students and one faculty instructor. Units of instruction, known as "modules," are taught in a three-step cycle: preparation (flipped-classroom), in-class readiness assurance testing, and application-focused exercises. Following preparation and individual testing, the students then join in teams with the instructor, to work through the learning and case problems, appealing when answers are incorrect. The group submits a team response at the end of the learning experience.

Human Anatomy Laboratory (HAL)

During the first semester, PY1 students receive some instruction in the HAL lab. The course instructor is available during designated periods to assist students with locating and interpreting information. Students need to come prepared to identify structures and function of anatomy on cadaver donors in the HAL. Learning resources include models, digital resources, videos, print media, textbooks, anatomical cadaver review, and library holdings.

Clinical Skills Laboratories

Across the curriculum students participate in Clinical Lab classes, generally two lab classes per week (5 to 6 hours of lab time). Classes are directed by the OT faculty and focus on the learning related to the PBL case of the week.
Student evaluations are based upon active engagement in lab activities,

assignments, and generally there is an OSCE (Objective Structured Clinical Evaluation) at the end of the semester.

Large Group Discussions

Topics courses are directed by OT faculty and focus on topics related to the PBL case and lab content associated with each course. Concepts relating to course content is systematically woven throughout each session and across the semester.

Student Projects

Group and independent projects are integrated into courses to provide opportunities for students to develop, plan, and implement projects according to specified guidelines. Project evaluation is described in the appropriate course syllabi.

Integrated Experiential Learning & Interprofessional Experiences

Throughout the curriculum, emphasis is placed upon self-directed learning and maximizing use of available resources. Experiential active learning opportunities are provided in all courses. Structured in-class activities are planned and designed to provide a stimulus for learning, reflection, and self-assessment.

Interprofessional Education experiences (IPEs) are designed to provide collaborative learning amongst students across diverse healthcare disciplines. There are mandated College experiences during the first year of the program, and other IPE opportunities are offered across the curriculum in some courses. These experiences are structured to allow students to learn about each other's disciplines, to facilitate effective communication across disciplines, and to foster collaborative relationships among members of the healthcare team.

***Note**: Travel to course related experiences*
Course experiences and labs will be conducted on campus, and/or in a clinical or community site. Students are responsible for their own transportation to on and off-campus labs and field visits and understand that they do so at their own risk.

Types of Academic Evaluations

Student Evaluation

Several examination formats are used depending on the type and the levels of the learning objectives being tested. Students should be aware that final examinations may be comprehensive over the entire semester and across the curriculum.

Multiple Choice Questions

Multiple choice examinations are used to familiarize students with the examination format used for the NBCOT examination. These questions may be used to assess knowledge and higher levels of problem solving. The usual instruction is "select the BEST response."

Objective Structured Clinical Examinations (OSCE)

This is a form of oral-practical examination and typically tests knowledge and skill across semester content. Students may be asked to demonstrate an assessment technique, evaluation procedure, communication technique, or interventions appropriate to the paper case and to explain clinical reasoning and rationale for responses. Each semester typically involves one or more OSCE's.

*Thank you to Sacred Heart University, College of Health Professions, Physical Therapy and Physician Assistant programs for alignment of descriptions.

Program and Curriculum Evaluation

To ensure the quality of the occupational therapy education provided at Sacred Heart University, the faculty maintains an ongoing program and curricular evaluation. Students will be asked to participate in these efforts via end of semester reviews, course evaluations, and online surveys. Periodically you will be asked to participate in online surveys after graduation.

ACOTE Accreditation of Program's Curriculum

The Occupational Therapy program is fully accredited through 2026/2027 (Certificate of Accreditation) under the "Standards for an Accredited Educational Program for the

Occupational Therapist–2018" by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The curriculum has been refined to meet the revised 2018 ACOTE Standards that went into effect July 31, 2020. The program is responsible for complying with all ACOTE accreditation standards and policies and interacting with ACOTE with integrity and honesty. The program will inform ACOTE of all major curriculum, site location changes, online/onsite formats, and the program director promptly. The program will honestly and accurately represent the program and its ACOTE accreditation status in all its publications and web pages available to the public.

Accreditation Council for Occupational Therapy (ACOTE)
6116 Executive Boulevard
Suite 200
North Bethesda, MD 20852-4929 Tel. (301) 652- 6611
Email: accred@aota.org https://acoteonline.org/

Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Students are required to create an account on the NBCOT website in order to register for the national exam. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure in order to practice; however, most initial state licenses are usually based on the results of the NBCOT certification examination. Please note that a felony conviction might affect a graduate's ability to sit for the NBCOT exam or attain state licensure.

Section Two

Program Policies and Procedures

Essential Functions Policy for Admission, Retention, and Graduation

Background

Pursuant to Sacred Heart University's Catholic Identity and Mission statement, the Graduate Program in Occupational Therapy at Sacred Heart University welcomes all qualified Occupational Therapy applicants regardless of age, gender, heritage, ethnicity, race, religion or disability. The Graduate Program in Occupational Therapy follows Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008.

Sacred Heart University's Graduate Program in Occupational Therapy is committed to graduating high-quality occupational therapists who are competent in providing safe occupational therapy services. The training of students for the complexities of clinical occupational therapy practice requires a variety of skills and aptitudes; cognitive, physical, and social emotional. For example, students must search for and evaluate a large body of scientific knowledge. Students must also become proficient in a variety of occupational therapy clinical skills such as analyzing occupations, evaluating and providing occupation-based interventions, and communicating effectively with patients, patient families, members of the community, and other members of the healthcare team.

Essential Functions are the academic, clinical, and interpersonal aptitudes and abilities that allow occupational therapy students to complete the professional curriculum. These essential functions are necessary to perform clinical skills consistent with occupational therapy practice standards as outlined by the AOTA's Guide to Occupational Therapy Practice. Essential Functions apply in the classroom, tutorial, laboratory, and clinical settings. Students may meet the requirements of Essential Functions with or without reasonable accommodations (please see section on OSA and accommodations). Sacred Heart University Graduate Program in Occupational Therapy uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by Sacred Heart University.

Application of Essential Functions

The Graduate Program in Occupational Therapy at Sacred Heart University selects applicants based on attributes and accomplishments portraying the candidate as highly

likely to succeed in the academic and clinical coursework and in the profession. Sacred Heart University must ensure that patients/clients are not placed in jeopardy by students with impaired intellectual, physical or emotional functions.

In accordance with the accreditation standards of the Accreditation Commission for Occupational Therapy Education (ACOTE), the OT program has the prerogative and ultimate responsibility for selection and evaluation of its students, the design and implementation of its curriculum, and the determination of who is eligible to be awarded a degree.

Admission and retention decisions made by the faculty are based on academic achievement and non-academic factors. Students are evaluated to ensure that they can successfully perform the essential functions of the academic program required for graduation.

Essential Functions

The faculty in the Graduate Program in Occupational Therapy at Sacred Heart University identified the following Essential Functions as fundamental to the curriculum and profession of occupational therapy. Students must be able to perform these Essential Functions during classroom, laboratory, and experiential learning activities (including but not limited to participation in one-on-one interactions, small group discussions, active engaged activities, presentations, clinical lab courses, simulation experiences, group lectures, and client encounters) in both the academic and clinical education settings.

An offer of admission may be withdrawn and/or a student may be recommended for dismissal from the program if:

1. After a student has requested and received reasonable accommodation, they are unable to meet program qualifications including these Essential Functions.
2. It becomes apparent that the student cannot meet the Essential Functions even with reasonable accommodations.
3. A student signed the Essential Functions agreement and withheld a pre-existing condition which meant they could not fulfill the Essential Functions.
4. The requested accommodation(s) would fundamentally alter the nature of the graduate program in Occupational Therapy at Sacred Heart University, or
5. The requested accommodation(s) would create a significant risk of harm to the health or safety of others.

Essential Functions

Cognitive Abilities and Skills

- Demonstrate the ability to be alert and attend in-person program to complete 30 hours or more each week for academic, community, and fieldwork/experiential activities and participate in an additional 20-30 hours per week preparation.
- Demonstrate the ability to measure, calculate, analyze, process, reason, integrate, synthesize, apply, retain, and understand complex relationships among and between facts, data, concepts, and theories within a reasonable timeframe as necessary for practice.
- Demonstrate the ability to identify, organize, synthesize, and integrate material across courses, content areas, resources (textbooks, research articles, health records, interviews, observations, etc.), and practice settings.
- Demonstrate the ability to apply research, theoretical concepts, and clinical reasoning to address client specific goals and participation limitation and provide a rationale for selected intervention.
- Show the ability to distinguish between relevant and irrelevant information, define problems, identify, and implement solutions, evaluate outcomes, and be cognitively flexible to create effective therapeutic treatment plans.
- Demonstrate the ability to consistently attend and contribute to academic, community, and fieldwork/experiential activities by appropriately and professionally sharing opinions, perspectives, insight, and experiences.
- Demonstrate the ability to utilize effective time management and organizational skills to meet deadlines for academic, fieldwork, and/or experiential activities.
- Demonstrate the ability to identify potential errors or mistakes in academic, community, fieldwork/experiential activities and take appropriate steps to proactively address these potential errors.
- Demonstrate the ability to accurately observe, gather relevant data/information from multiple sources, analyze the information, and report on the information, in a manner appropriate to the target audience and within a reasonable timeframe as necessary for practice.
- Understand computer literacy at a level sufficient for word processing, documentation, presentations, and other program requirements.
- Demonstrate the ability to reflect on past and current performance and accurately self-assess areas of strength and areas of weakness; develop a plan to address areas of weakness in order to develop proactive strategies for professional growth and development.
- Gather, critique, and apply relevant professional literature to clinical situations.

- Identify and solve problems in a timely manner.
- Successfully work towards task completion
- Organize and prioritize multiple tasks (projects/assignments, clinical activities)
- Attend to task completion.
- Exercise good judgment and adhere to all safety precautions during lecture, lab, and clinical experiences.
- Maintain confidentiality of client/patient information.
- Apply academic learning to clinical situations.
- Recall and retain information.
- Acknowledge limitations and obtain appropriate assistance to provide safe client care.
- Exhibit mathematical ability to understand, calculate, and interpret basic statistical tests and measures.

Physical Abilities and Skills

Motor

Occupational therapy students must possess a variety of gross and fine motor skills. These skills are reflective of the physical capacities required to perform the job of an occupational therapist in a wide variety of settings. Students must be able to:

- Maintain and assume a variety of positions including sitting and standing for up to 3 hours continuously, frequent walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning and movement of the trunk and neck in all directions.
- Move in and out of positions on the floor (squatting, sitting, kneeling, ½ kneeling) quickly during labs and FW.
- Demonstrate a variety of motor skills such as crawling, creeping, rolling.
- Run, to be able to potentially catch clients, especially children, who might be moving quickly.
- Climb step stools and ladders to hang equipment.
- Navigate and traverse distances required by the site/facility.
- Lean over from standing, to assist a smaller client/child sitting in front.
- Perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during functional mobility training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients.
- Specific requirements include:

    - Safely lift up to 50 lbs. independently when transferring and or performing manual
    - patient handling.
    - Safely lift up to 50 lbs. independently when handling materials.
    - Safely lift up to 200 lbs. with assistance.
    - Safely push and pull up to 200 lbs.
    - Safely lowering patients to the ground.
- Demonstrate adequate bilateral grasp during patient care activities, bilateral gross and fine motor control and strength to perform therapeutic activities, transfers and facilitation of movement, fine motor control to manipulate testing instruments/equipment/writing instruments/computers.
- Manually palpate various body structures during examination and intervention procedures.
- Balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.
- Have sufficient endurance to continue performing a variety of exertional activities for up to 8-10 hours daily, with occasional rest breaks.
- Respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR, and/or assist with transporting patients.
- Manipulate objects/equipment of various sizes, shapes, temperatures, smells, and textures (e.g., dials, knobs, testing instruments, therapy balls, scissors, clamps, kitchen equipment, bathroom equipment, raw foods, etc.).

Sensory Abilities and Skills

Visual

- Observe patients to elicit information; accurately describe changes in facial expression, affect, activity, and posture; and perceiving nonverbal communication.
- Observe and interpret patient/client movement, or other aspects of occupational performance.
- Observe client safety during occupational performance (ADLs and IADLs).
- Observe client physical and emotional wellbeing (e.g., body language, facial expression, bruising, rashes, facial droop, autonomic changes, changes elicited by medication, etc.).
- Observe equipment that monitors patient/client functions (e.g., BP, HR, respiration, pulse Oz monitors).

- Observe changes in soft tissue with the application of thermal and electrical modalities (e.g., orthoses, E-stim, iontophoresis, ultrasound, hot packs, cold packs etc.).
- Read and view books, articles, assessment manuals, word or PDF documents, electronic medical records, graphics, email, and or video in the classroom, lab, and or clinic.
- Read and score assessment forms.
- Observe individuals' performance on assessments of motor and sensory-motor skills.
- Observe faculty and peer demonstrations in the classroom.
- Observe client behavior (aggression to self, escapism, falling) to ensure client safety.
- Observe client responses to environmental changes (e.g., aggression, frustration, anxiety, etc.) to ensure one's own safety.
- Prevent unsafe situations and demonstrate situational awareness.

Auditory Sensory Skills

- Hear and appropriately react to alarms, emergency signals, timers, cries for help, phones, pagers, overhead page.
- Appropriately engage in conversation.
- Hear heart rate and blood pressure.

Olfactory Sensory Skills

- Assess wound and skin integrity and presence of infection
- Assess client hygiene and continence.
- Tolerate unpleasant odors of any kind.
- Smell and recognize safety issues including food preparation (e.g., burning food, rotting food, etc.).

Tactile and Proprioception Sensory Skills

- Use appropriate manual pressure when touching clients.
- Perceive touch information adequately (palpation, MMT, sensory testing, mobilization, facilitation, orthoses, tone, temperature, depth, etc.).
- Perceive temperature gradients for safe application of orthoses and bathing and cooking activities involving clients.
- Demonstrate a variety of somatosensory tasks (including for the purposes of assessment.

Vestibular Abilities and Skills

- Monitor one's own position in space to maintain balance and posture.
- Driving Simulator - tolerate vestibular input from driving scenarios in the simulator during labs and clinical experiences.
- Tolerate changes in head position during intervention.
- Demonstrate a variety of movement skills to clients, including movement on swings,
- ramps, sliding, rolling, spinning, rapid movement on level or incline surfaces i.e., scooter boards.
- Tolerate changes in elevation such elevators, escalators, climbing step stools.

Adaptive Abilities and Skills

- Implement Infection control measures including the wearing of PPE for 8 hours per day.
- Withstand exposure to hot and cold temperatures.
- Work at different heights.
- Withstand exposure to vibration.
- Work in confined spaces.
- Withstand exposure to noise.
- Tolerate exposure to dust, fumes, smoke, gases, acids, chemicals, detergents, solvents, body odors.

Social Emotional Aptitude

- Possess the emotional stability to perform in stressful or rapidly changing environments, such as an intensive academic program and a variety of clinical situations, which may involve witnessing pain, grief, death, stress, communicable diseases, blood and body fluids, and or toxic substances.
- Possess adequate endurance to tolerate physically, emotionally, and mentally taxing workloads and to function effectively under time constraints, proactively making use of available resources to help maintain both physical and mental health.
- Accept suggestions and criticisms and, if relevant, respond by modifying behavior.
- Manage stress associated with completing timed written, oral, and laboratory practical exams.
- Interact effectively with individuals, and groups from diverse ethnic, religious, social, emotional, cultural, and intellectual backgrounds in various settings.
- Exhibit attributes that include compassion, empathy, altruism, integrity, honesty, caring, fairness, responsibility, concern for others, accountability, interest, tolerance, and motivation.

- Maintain general good health, self-care, and hygiene in order not to jeopardize the health and safety of self and individuals with which one interacts.
- Demonstrate the ability to be self-reflective.
- Recognize and promptly respond to clients' communication of emotions such as sadness, worry, agitation, pain, and lack of comprehension of the information conveyed by the therapist.

Communication Skills

- Communicate effectively and sensitively both verbally and in writing in English with peers, faculty, fieldwork educators, clients, team members, and client families.
- Demonstrate computer literacy sufficient for obtaining professional literature, classroom notes, and clinical documentation.
- Produce and interpret both verbal and written communication, such as policies and procedures, safety precautions, home programs, and clinical documentation.
- Use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching others appropriately.
- Advocate for one's role and delegate responsibilities when appropriate and collaborate within an interprofessional team.
- Listen attentively and actively to receive and interpret oral communication.

Professionalism Skills

- Adhere to the policies and procedures of Sacred Heart University as outlined in the OT Student Handbook, the University Catalog, and other official program and University documents.
- Adhere to the AOTA Code of Ethics, the Occupational Therapy Practice Framework; other professional documents; and the local, state, and national legislation governing practice.
- Demonstrate the ability to accept responsibility for all actions and take the initiative to learn from and respond to challenges in a mature and responsible manner.
- Represent Sacred Heart University, the master's Program in Occupational Therapy, the profession of occupational therapy, and oneself in a professional manner as demonstrated through appropriate dress, respectful communication/interaction, proper etiquette/netiquette during all learning activities, including those conducted in virtual environments.
- Represent Sacred Heart University, Graduate Program of Occupational Therapy, occupational therapy, and oneself as a healthcare professional as evidenced by wearing professional clothing. This includes all educational, professional, and

community environments. Specific dress codes, e.g. hospital scrubs or a SHU lab shirt, may be required, at any time, per faculty and department communications.

- Exhibit independence with transportation to and from campus, fieldwork sites, service-learning sites, field visits etc.
- Demonstrate effective time management skills by being on time and fully prepared for all academic, community, and fieldwork/experiential activities.
- Demonstrate respect, courtesy, maturity, honesty, and integrity in all academic, fieldwork, community, and experiential activities.
- Exhibit a positive, respectful, and compassionate attitude for academic, community, and fieldwork/experiential experiences including those that require exposure of body parts and palpation of body structures.
- Demonstrate the ability to evaluate the impact of one's personal actions on others and modify the impact appropriately.
- Demonstrate personal initiative to direct one's own learning in all environments including completion of responsibilities without waiting for direction or reminders from others.
- Demonstrate the ability to prioritize and organize multiple course load/workload needs to complete assigned tasks and responsibilities within specified timeframes.
- Be flexible in adapting to change.
- Demonstrate professional behavior when dealing with emotional demands associated with pain, grief, death, stress, and safety/physical demands of encountering communicable diseases, blood and body fluids and toxic substances and when experiencing heavy course/workloads, fast paced environments; and/or unexpected demands.
- Exercise good judgment and attend to issues of safety in all environments.
- Work cooperatively and collaboratively with a variety of faculty, staff, peers, community members, fieldwork educators, clients, and other individuals and/or groups associated with fulfilling the requirements of the master's Program in Occupational Therapy.
- Demonstrate regular attendance/punctuality in-person as per department policy.
- Engage in professional, appropriate, and timely verbal and written communication at all times.
- Refrain from using rude tone in any correspondence with faculty, staff, and peers.
- Refrain from making threats or derogatory statements of any kind.
- Exhibit active and equal participation in group work.
- Refrain from placing excessive demands on faculty and staff.

Student Responsibilities Regarding Essential Functions

- Upon admission to the Graduate Program in Occupational Therapy at Sacred Heart University and prior to Level II Fieldwork, all students must sign a form acknowledging that they have read and understand the essential functions described and believe that they can meet these functions.
- Students must demonstrate the ability to perform, or learn to perform, the essential functions.
- Students who may have concerns about meeting these expectations are required to meet with the Chair of the Graduate Program in Occupational Therapy.
- If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of the program, he/she must contact Office of Student Accessibility located in the Sheila Hamilton Student Success Center (203-371-7820) with required documentation before any accommodations can be made.
- Students who have a change in status at any point during their matriculation in the OT program requiring accommodation must begin this process at the time of the status change.
- Due to the time it takes to properly evaluate a student's needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that the need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days (about 4 and a half weeks) before the start of a course or clinical education experience.

Students with Disabilities and Essential Functions

Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified to study and practice occupational therapy with the use of reasonable accommodations. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education. A student requesting accommodations will be required to provide documentation in the form of testing and/or medical opinions. After reviewing that documentation, the university may require him/her to submit to our own testing and/or medical evaluations. To be qualified for the study of occupational therapy in the Graduate Program of Occupational Therapy, students must be able to meet both program's academic standards and essential functions, with or without

reasonable accommodations. Accommodations should be reviewed and approved by OT faculty in conjunction with the Office of Student Accessibility.

The Use of Auxiliary Aids and Intermediaries

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or an auxiliary aid. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the OT curriculum. No disability can be accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills or supplements clinical and ethical judgment. The Occupational Therapy program is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the curriculum, including didactic/classroom components, lab sessions, and fieldwork/clinical experiences.

Students must sign this document before entering the program and before starting level II fieldwork.

Student signature _____ Date_____

Student signature _____ Date_____

*Thank you to Sacred Heart University Physical Therapy and Physician Assistant programs; Boston University Sargent College; University of the Sciences; Medical University of South Carolina; Nova Southeastern University; and University of St. Augustine.

Academic and Professional Behaviors

Occupational therapy students in the graduate program must meet the criteria in order to advance in the Occupational Therapy program:

1. Satisfactory completion of all required courses with a grade of "C" (72.5) or better.
2. An earned cumulative semester GPA of at least 3.0 by the end of the first semester, and an earned cumulative GPA of at least 3.0 in subsequent semesters.
3. All first semester courses require a passing grade to progress in the program. If any first semester course is failed, this results in the student being dismissed from the program.
4. A student who has been dismissed from the program can appeal the dismissal if they believe their academic deficiencies are due to extenuating circumstances. Appeals must include a reflection on the cause of the poor performance, documentation of any extenuating circumstances, and a plan of action for improving performance if you are admitted back into the program. The appeal and all supporting documentation of the appeal must be presented within 14 days after receipt of the formal dismissal letter OR by the deadline provided in the dismissal letter. All appeals must be submitted to the Dean of the College of Health Professions by the deadline provided in the dismissal letter.
5. If a 3.0 GPA is not met by the end of the first semester, the department Professional Performance Committee will convene, and a one-time academic probation status may be assigned, but only if the GPA is between 2.75 and 3.0; otherwise, the student will be dismissed from the program. This process is the same for subsequent semesters.
6. Complete all Level I clinical fieldwork experiences satisfactorily.
7. Adherence to standards of professional behavior outlined in the Occupational Therapy Code of Ethics, Standards of Conduct, and Values by the American Occupational Therapy Association.

Progression through program and graduation requirements

- Students must successfully attend all classes and complete all course work in the designated sequence unless otherwise approved by Chair and Professional Performance Committee.
- Designated pre-and-co-requisite courses must be successfully completed as required.
- Level I fieldwork experiences must be successfully completed before beginning any level II fieldwork experience.
- All foundational coursework, PBL, and Laboratory courses must be completed before beginning Level II fieldwork.
- Level II fieldwork must be successfully completed within 24 months of coursework completion.
- Completion of the Portfolio, community scholarly project and scholarly presentation are graduation requirements.
- Maintain all student compliance requirements throughout the program.
- Maintain all GPA, academic, and professional behavior requirements throughout the program.

Academic Participation

To begin and remain in the Graduate Program in Occupational Therapy at Sacred Heart University students must:

- Satisfactorily complete Criminal Background Checks (CBC) per the Criminal Background Check policy. Background checks will be completed at the student's expense. Students should be advised that a criminal or felony conviction may affect a graduate's ability to obtain fieldwork site placements, sit for the NBCOT certification examination, and/or attain state licensure. Should the results of these background checks render the student ineligible for fieldwork site placements thus resulting in dismissal from the program, the University and Program in Occupational Therapy will have no obligation to refund tuition or otherwise accommodate students.

- Maintain health insurance coverage. Students must provide proof of health insurance by uploading their membership cards to Exxat when entering the program. If a student's health insurance changes at any time while in the program, it is the student's responsibility to provide proof of new insurance by uploading a copy to Exxat.

- Obtain and maintain American Heart Association BLS for the Healthcare Provider Certification and provide original copies of initial proof of certification and recertification (as applicable) by uploading copy of certification card to Exxat. (Online courses will not be accepted).

- Complete all required immunization/titers and the Annual Health Form. The student must update the Annual Health Form yearly, obtain an annual 2 step PPD or QuantiFERON test, and provide proof by uploading lab reports and the physical, including PPD to Exxat.

- Complete all required HIPPA, OSHA, and PPE training modules through the CDC. Once completed, upload certificates or transcript to the appropriate requirement on Exxat.

- Declining the COVID-19 vaccine may preclude a student's ability to engage in the program and clinical fieldwork. Students may accept the COVID-19 vaccine at any date; however, it may impact the student's ability to participate in required classes,

service learning, and fieldwork rotations in the program. Students are required to post a copy of their vaccination status to their health portal. Sacred Heart University will bear no responsibility for failure to complete the program or graduate due to COVID-19 vaccine declination.

- Complete all required HIPAA and OSHA eLearning Tracker Modules in the Exxat portal. Upload certificates of completion to student's Exxat portal.

- Complete the Protecting Youth Training Course that is required of all Sacred Heart University faculty, staff, and students who have contact with children. This course can be found on Blackboard.

- Be able to perform the essential functions appropriate to the academic trimester.

- Maintain an overall GPA of 3.0 and a per semester GPA of 3.0. All graduate students at Sacred Heart University must have an overall 3.0 GPA to receive a graduate degree from Sacred Heart University.

- Maintain appropriate professional behaviors, academic integrity, and honesty, and adhere to AOTA's Code of Ethics, SHU's Student Conduct and Community Standards, the OT Program's Values, and the Program's Professional Behavior Standards.

- Satisfactorily complete all level I and level II fieldwork experiences.

Students failing to meet these requirements during their enrollment in the Graduate Program in Occupational Therapy will be referred to the Professional Performance Committee for review. Violations that result or could have resulted in harm to self or others, falsification of records, and other major offenses may result in recommendation for dismissal from the program.

Graduate students in the master's degree program in occupational therapy must maintain continuous enrollment in the program. Students who do not maintain continuous enrollment for any reason will be required to meet any new curriculum or program requirements that are in place at the time they return/re-enroll in the program.

Unapproved lapses in enrollment will result in the student's dismissal from the program. At the completion of the required curriculum, graduates of the program are eligible to sit

for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT; www.nbcot.org). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

All 50 states and the jurisdictions of Washington DC, Guam, and Puerto Rico have licensure laws for occupational therapists. The American Occupational Therapy Association (AOTA) website provides links to state regulations regarding qualifications and licensure, continuing competency requirements, regulations, supervision, and telehealth.

NBCOT offers an interactive US map with links to each state's OT State Regulatory Board Contact List and AOTA links to each state's licensure requirements. AOTA provides a list of the states that offer temporary licensure to graduates from ACOTE accredited programs who have not yet passed the NBCOT exam. AOTA's Student Guide to Registration and Licensure offers a self-directed "tour" for graduates seeking information on the NBCOT exam and obtaining state licensure.

State Authorization Reciprocity Agreements

Sacred Heart University has been approved by Connecticut to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Academic Performance

The Professional Performance Committee

The Professional Performance Committee (PPC) is made up of the Occupational Therapy Faculty. The PPC meets when necessary to address student academic concerns and violations related to expected Professional Behaviors. The sections concerning academic policies and professional behaviors that follow are areas that can result in PPC referrals and actions.

Academic Policies and Procedures

Academic Integrity

Students are expected to adhere to Sacred Heart University's academic integrity policy and the American Occupational Therapy Association's (AOTA) Code of Ethics, Core Values, Practice Standards, and SHU's Code of Conduct and Community Standards.

Violations of academic integrity are unacceptable for graduate work and may result in probation and/or dismissal from the program via the following process:

- Faculty members who suspect violations of academic integrity will meet with the student and the student's advisor to gather information and determine if a violation has occurred.
- If the student violated the academic integrity policy, the faculty member may assign a penalty of a failing grade for the assignment or immediately assign the student an F for the course.
- Violations will be reported in writing to the Occupational Therapy Chair and Program Director, and to the Office of the Provost within 5 days of the assignment or course failure using the Faculty Report on Violation of Academic Integrity Policy Form.
- Office of the Provost will inform the student and his or her academic advisor in writing of the accusation, instructor's course-based sanction, and the appeals process available to the student.
- In the event of a second confirmed violation, the letter sent to the student will stipulate that this is a second violation. These timelines apply under normal circumstances, barring institutional exigencies.

Any issue resulting in the faculty completing the Faculty Report on Violation of Academic Integrity Policy Form will result in the assignment's failure. If such failure, then

causes a course failure or a GPA below 3.0, the student will be referred to the PPC for academic concerns.

Grading Scale

The grading scale used for determination of course grades in the Occupational Therapy program at Sacred Heart University is as follows:

Table 1 Grading Chart

Grade	Numerical Grade
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
*C	*73-76%
F	72% or below

*Minimum required for Occupational Therapy Courses

Failed Courses or Academic Semesters

Students who receive a course grade below a 73, or cumulative GPA of less than 3.0 will be referred to the Professional Performance Committee. The Professional Performance Committee, with department faculty input may recommended a one-time academic probation and/or other academic actions or forms of remediation.

Academic Forgiveness for Graduate Students

A student who repeated a failed course and wants to adjust their transcript must first speak with their academic advisor; consultation with the Department Chair may also be sought out. Repeating a failed course is considered a highly unusual circumstance and only occurs after the Professional Performance Committee with department faculty input have met. If approved, the student will submit the Repeated Course form to the Registrar's Office. Please see the University Academic Forgiveness Policy for more information. It is the Program's Policy not to recommend a student who has failed and repeated any courses or fieldwork in the Graduate Occupational Therapy Program to graduate with university honors.

Grade Changes

Once officially recorded, grades may be changed only by the instructor Grade Numerical Grade through the filing of an official grade change form. Students should assume responsibility for checking with the instructor and with the University Registrar to be certain the grade change has been recorded.

Incomplete Course Work

Students who will be unable to complete course work by the end of the course must request an incomplete from the instructor in writing.

An incomplete may be changed by completing the missing course work no later than six weeks after the beginning of the following semester. Incomplete grades will automatically convert to a failing (F) grade if incomplete work is not finished and submitted to the course instructor within the six-week time period. In unusual circumstances, the six-week period can be extended up to one year with the approval of the faculty and Chairperson. Degree credit for incomplete courses will not be granted unless the work is completed by the date assigned, which must be no later than one calendar year of the date on which the incomplete is reported. Any incomplete grade not changed within this designated time period will revert to an "F".

Students who are awarded an Incomplete in a prerequisite Occupational Therapy course, must complete the missing course work prior to the start of the next course in the sequence. Many of our courses are sequential in nature, and one cannot matriculate to the next course without first successfully completing the prior course. The majority of first year, first semester courses are prerequisite to subsequent semesters and students will not be permitted to progress in the program if a student receives a failing grade in one or more of the designated courses. Refer to Student Planning and Advising each semester or the Occupational Therapy website for pre-and-co-requisite requirements.

Please see the University's Graduate Academic Catalog for policies and procedures regarding Incomplete grades.

Students who receive an "I" for their Community scholarly project, must register for and pay 1.5 credits tuition the next semester for continued advisement. Students who receive an "I" for Level II fieldwork must make up the fieldwork time or the entire fieldwork experience and requirements as determined by the AFC and faculty Professional

Performance Committee and must register and pay the University per credit rate and appropriate University fees.

Assignments

All assignments are to be individual work unless otherwise stated by the instructor. Each assignment listed on the syllabus or in a learning contract is due at the beginning of the class period unless otherwise indicated. Any assignments turned in after the instructor has collected them in class or on Blackboard are considered late. Emailed assignments and assignments turned in through Blackboard must be emailed or submitted to the course instructor by the time they are listed as due. Assignments emailed or submitted after the posted time due are considered late. Course instructors determine how they will deal with late assignments and will outline this on the course syllabus: late assignments may be given a grade of 0 or receive a grade reduction. General Program policy is that unless students plan directly with the course instructor prior to the assignment due date, or in the event of an emergency, late assignments will receive a reduction of one letter grade increment beginning the first day late with an additional grade reduction for each additional day late (for example an A paper will drop to an A- and so on). Advance arrangements must be agreed upon by the course instructor; voice messages or email does not constitute agreement or prior arrangement.

Any issue that results in the faculty completing the Faculty Report on Violation of Academic Integrity Policy Form will result in the failure of the assignment. If such failure then causes a course failure or a GPA below 3.0, the student will be referred to the PPC for academic concerns.

Writing Criteria

Criteria for all written assignments, unless otherwise specified, includes handing in assignments word-processed, double-spaced, in Calibri 11-point font or Times New Roman 12-point font, and adhere to all writing, formatting, language, and reference requirements outlined in the Publication Manual of the American Psychological Association, 7th edition (2020). Grades may drop on assignments that do not meet APA criteria, and/or assignments may be returned to be rewritten and the grade for the paper will drop at least one increment.

Authorship Policy and Protection of Intellectual Property

The Publication Manual of the American Psychological Association (APA 2019) states

that authorship is reserved for "those who do the actual writing [and] those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper" (p.18). Contributing authors are defined as those who have contributed to the study or writing by conducting observations or diagnoses, collecting data, contributing to data analysis, recruiting participants, or building apparatus. Contributing authors should be listed as such in publications or presentations. Authorship of works emerging from student-faculty collaborations ought to be discussed and established in advance as students may require intensive supervision throughout the process, faculty may need to complete additional research and analyses beyond the scope of students' skill, or the student may make a substantial contribution. APA explains the conditions of primary authorship and author order (see section 1.13, Protecting Intellectual Property Rights, in APA manual for a full explanation). The departmental policy regarding authorship for student Capstone projects follows APA's policy.

Sacred Heart University's Department of Occupational Therapy faculty reserves the right to submit any student or student-faculty collaborative project or study for presentation or publication if it is of sufficient rigor and relevance to warrant submission. In the event that the faculty determines that the study should be submitted for presentation or publication, the students who implemented the study will be contacted and asked if they would like to assist in the effort of readying the manuscript for presentation or submission. If the student agrees to the submission and participates in manuscript preparation and revision, the content advisor will become primary author, and the students will be listed behind the advisors in alphabetical order. If the faculty advisor does not significantly contribute to the project or writing, the advisor shall be listed as the final author in all presentations or publications of the collaborative work.

While all efforts will be made to contact students after graduation, if the students cannot be contacted or if students choose not to participate in manuscript preparation, the advisors reserve the right to submit the work for presentation/publication as the primary author(s) with the students acknowledged for their assistance in data collection and analysis or listed as contributing authors, whichever most appropriate.

Artificial Intelligence

The ethical use of Artificial Intelligence (AI) is paramount. It is expected that any written work submitted across courses in the program is your own. Using AI to generate written responses or ideas when not explicitly allowed by the instructor and submitting that content as one's own work is considered an academic integrity violation. This includes, but is not limited to, the writing of papers, reflections, clinical documentation, notations etc. Your learning across the program is a product of your own study, inquiry, reflection, and writing, built into each assignment. All work you submit must be your own. Any writing drawn from other sources, including AI, must be documented and cited accordingly. You may not use ChatGPT or other AI composition software while completing assignments across courses, unless otherwise indicated by the course instructor. Please review each course syllabus for specific details. You should keep your instructor informed about any possible use of AI. Please see Sacred Heart University Academic Integrity policy.

Exam Policies

All exams must be completed in the assigned room with the instructor or designated proctor unless previously arranged with instructor.

Missed Written or Practical Examinations. If a student cannot attend a written, oral, or practical examination, they must give the instructor a valid reason for their absence **prior** to that exam. Acceptable reasons for absence include illness, religious holiday, death in the family, natural disaster, or travel with a D1 athletic/dance team. Failure to follow this procedure will result in a grade of zero for the missed exam. Students who miss an exam due to an unforeseen situation must contact the instructor within 24 hours. It is the instructor's prerogative to handle each situation on a case-by-case basis. The individual course instructor has total discretion when a missed exam or quiz is rescheduled.

No later than one week following a missed exam, students must take responsibility for arranging a make-up exam with the instructor. Make-up exams are not necessarily automatic and given at the instructor's discretion. Failure to make acceptable arrangements within one week will result in a grade of zero for the missed exam. The format of the make-up exam is up to the instructor.

All students with documented accommodations through the Office of Student Accessibility (OSA)must complete all written exams at the OSA with a proctor. The OSA proctor will have full access to the instructor to ask and clarify questions. As per the OSA, all practical exams must be proctored by faculty members. Accommodations for lab exams must be

arranged with the instructor prior to the exam and provided according to the University guidelines for accommodations.

Professional Behavior Policies and Procedures

Professional Behaviors

Students in the Occupational Therapy Program are expected to adhere to the Code of Ethics and Core Values put forth by the American Occupational Therapy Association and the University's Student Conduct and Community Standards.

Students are also expected to adhere to the OT Program values and standards of professional behavior. They must demonstrate professionalism during all program related activities, fieldwork, field trips, and social media. In addition, students must comply with professional conduct expectations associated with clinical fieldwork. Failure to do so may result in failure of the fieldwork. Failure to adhere to professional behavior standards will result in notification or referral to the PPC and subsequent action.

Students read and sign the **Student Manual Compliance Agreement** to indicate understanding and consent which states:

I have read the Student Policy and Procedure Manual of the Program in Occupational Therapy at Sacred Heart University, understand the contents, and agree to abide by the policies and procedures as outlined and amended. I have also read and agree to abide by the Occupational Therapy Code of Ethics, Standards of Practice, and Core Values as outlined by the American Occupational Therapy Association.

I understand that failing to meet these requirements during my enrollment in the Graduate Program in Occupational Therapy will be referred to the Professional Performance Committee for review. ***Violations which result or could have resulted in harm to self or others, falsification of records, and other major offenses may result in dismissal from the program.***

Violations of professional behavior will be handled with the following procedures:

- The student, the faculty member, and the student's academic advisor will meet to discuss professional behavior concerns.
- The PPC will be informed of the issue and plan accordingly.
- Depending on the nature and severity of the professional behavior concern several courses of action may take place:

- **Violations of professional behavior that involve evidence of violations of federal, state, or local law will result in a recommendation to the Dean of CHP for dismissal, and referral to the Dean of Students under the SHU Code of Student Conduct procedures. Referral to appropriate legal and regulatory bodies may be made if required.**
- Violations of professional behavior that do not involve violations of federal, state, or local law will result in the faculty member, the student, and the student's advisor completing the Professional Behavior Checklist and developing a Learning Contract to create a plan of action to address the violation. The contract will include a written proposal of steps to be taken to address the problem(s), a proposed time frame for resolution, and proposed consequences for failure to solve the problem in the indicated time frame, which may include a recommendation for dismissal. Students may be asked to contribute to the written proposal. Remediation contracts are to be signed by all parties present. The contract will include a written proposal of steps to be taken to address the problem(s), a proposed time frame for resolution, and proposed consequences for failure to solve the problem in the indicated time frame, which may include a recommendation for dismissal. Students may be asked to contribute to the written proposal. Remediation contracts are to be signed by all parties present.
- A second violation of any professional behavior will result in a written warning from the PPC and an additional Professional Behavior Checklist and developing Learning Contract process (see above regarding plan of action and contract for violations of professional behaviors).
- A third violation of any professional behavior will result in a recommendation for dismissal from the program.
- Consequences for violations of professional behaviors may also include referrals to student support services, and regularly scheduled meetings with the advisor.
- If the student has not accomplished his/her approved plan or refuses to participate in a Professional Behaviors Contract, the consequences will be determined by the PPC, which can include a recommendation for dismissal.

All graduate students must adhere to Sacred Heart University's Student Conduct and Community Standards. Violations of the University's Code of Conduct will be reported to the Dean of the College of Health Professions and the Dean of Students.

The Office of Student Conduct & Community Standards and Office of Residential Life at Sacred Heart University operate under the direction of the Dean of Students to administer the Code of Student Conduct, which identifies behavioral expectations for all

students on and off campus. (See Student Conduct and Community Standards) The Student Conduct Process will be followed, and this is a separate process from the Occupational Therapy Professional Performance Committee processes.

The following issues of professional behaviors may or will result in additional consequences such as the inability to engage in future fieldwork, or the inability to register for courses:

- Failure to fulfill any of the non-academic requirements of the program including, but not limited to, Sexual Misconduct training, maintaining the specified CPR certification, maintenance of health insurance, and completion of annual health requirements in a timely manner
- A flagged criminal background check, drug test, or fingerprinting
- Engagement in any behavior which threatens the safety or rights of university or clinical facility personnel or patients, faculty or staff, or students
- Violations of the University's Student Conduct and Community Standards
- Violations of the Program's standards regarding professional communication, social media, and any area outlined in the Program's Professional Behaviors Checklist and Learning Contract can be found in the Appendices of this Manual.

Additional Program Policies and Procedures

Fees and Expenses

All expenses incurred by students for meeting course, fieldwork, and Capstone requirements are the student's responsibility. This includes course/laboratory fees, cost of additional materials, criminal background checks, copying and printing costs, and travel to and from field visits and fieldwork. Students may have additional expenses related to attendance and participation in professional association conferences and events, although students' and or SOTA fundraising efforts may offset some of these expenses.

For information see Sacred Heart University Tuition and Fees.

There is a $500 program fee assessed per student in each trimester of the curriculum. Fee monies are used to support the purchase of laboratory equipment and supplies, students' lab kits, special laboratory assistants, specialized software programs including EHR Go, EMR education software, Typhon curriculum mapping and student portfolio software, and Dedoose Qualitative analysis software, student support learning programs including SimuCase, AOTA's OTKE exam, and the NBCOT Exam Prep course, APA Online Tutorial, two years of AOTA student membership, and up to $250 per student per year to support student's registration for AOTA and/or ConnOTA annual conferences. Available monies toward conference support are determined annually.

Attendance and Class Participation

As per program policy, a 100% attendance rate for all courses is required. Absences from classes are only allowed under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events, e.g., the wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency.

In case of emergency, notify the department assistant and course instructor as soon as possible.

Failure to follow these procedures may result in a professional behaviors contract for each unexcused absence.

If you will be absent from a class for illness or an emergency, you must communicate prior to the class with the course instructor and the department assistant, Maggie Karageorge, by email (karageorgem@sacredheart.edu) or phone (203-365-4771).

- Absence or tardiness related to illness, or another emergency should be discussed with the course instructor as soon as possible.
- Documentation from a physician will be required for three or more days of absences due to illness, and for absences from exams or important presentations.
- Documentation will be required for absences due to reasons other than illness.
- In the event of absence or lateness, it is the responsibility of the student to obtain and learn missed materials from another student or from the instructor. It is the discretion of individual faculty to provide make-up material. Students are responsible for all work and fieldwork missed during absences.
- Absences may result in final course grade reduction and or make up work as determined by the course instructor. The Program uses multiple active and engaged learning strategies in all courses. Workshops, laboratories, PBL, and group experiences cannot be made up or replicated in an absence. Clinical and professional behavior skills critical for practice are learned during in- class experiences and laboratories.
- Students cannot “float” from their scheduled class, lab, or PBL day or section.
- Appropriate and safe faculty/student ratios must be maintained for safety and optimal learning environments.
- Students absent from a clinical Fieldwork experience must notify the site supervisor and the Academic Fieldwork Coordinator at least one hour before start time. The scheduled Fieldwork Day cannot be changed unless there is a written agreement between the Fieldwork site and the Academic Fieldwork Coordinator.
- Adherence to scheduled ‘self-directed’ PBL tutorial times and Capstone advisement times are required. Course instructors may require students to sign in or submit a validation of attendance.
- Bereavement-leave of up to three days may be granted for absences in connection with the death of immediate family members. Immediate family members are defined as a spouse, parent, child, sibling, grandparent, mother or father-in-law, and brother or sister-in-law. Students should discuss bereavement leave absences with their academic advisor before taking them. Students are responsible for all work and fieldwork missed during absences.

Tardiness

Students are expected to be on time for every class session and fully prepared to learn.

Students with Disabilities

Any student who wishes to identify themselves as having a disability which requires special accommodations to complete a course or professional program requirements (including exams) must follow the procedures defined by the Office of Student Accessibility.

Sexual Harassment

Sexual harassment is a form of sexual discrimination that violates Title VII of the Civil Rights Act of 1964. The EEOC defines sexual harassment as: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment."

Any overtures must be unwelcome to constitute harassment. Both the victim of harassment and the harasser may be any person or individual. The harasser can be a supervisor, classmate, co-worker, faculty member or even a patient. An appropriate first response to harassing behavior is to confront the perpetrator, tell him/her that the behavior is unwelcome and ask him/her to stop. Formal mechanisms exist in all workplaces and academic institutions to file a complaint or grievance if harassment is not stopped. The process for a student to file a grievance or complaint at the university level is through the University's Title IX office. Students should feel free to approach any faculty member with any concerns. Please refer to the University Sexual Harassment policy.

Sexual Misconduct Training

Sacred Heart University requires all students, faculty, and staff that will work with children to take a Protecting Youth Training Course. Students are automatically enrolled in Blackboard.

Professional Communication

E-mail is designated as the "official" form of communication among the Sacred Heart

University community. The email policy requires that email be checked regularly throughout the day. It is expected that all students respond to faculty email communications within 24 hours. The email policy can be accessed at University Student Conduct and Community Standards. Please also check Blackboard daily for announcements, deadline reminders, and new course materials. Professional behaviors are expected of students in virtual postings and communications.

Cell Phone & Electronic Devices

Students are expected to turn off all cell phones during class and clinical experiences. Computer use in class is for note taking and research only. Social networking, shopping, or doing work related to another class will not be tolerated. Students who use their electronic devices during class time for activities not directly related to the class/topic may be asked to leave the classroom. If applicable, may have professional behavior percentage deducted from their overall course grade, and/or be referred to the PPC regarding violation of professional behaviors policy.

Cell phones, smart watches and other electronics will not be allowed during exams. Cellphones and other electronic devices are not allowed on desktops, and smart watches must be removed before the exam starts.

Students may not record lectures or group discussion without the instructor's permission.

Food and Beverages

Food and beverages are not permitted in any of the larger CHE classrooms, laboratories, team-based-learning room, and conference rooms. Smaller rooms, with instructors' permission, can allow for water bottles and small snacks, however, students are expected to clean up after themselves and use appropriate trash and recycling containers for disposable items.

Social Media Policy

As healthcare professionals, students need to consider the following social networking guidelines to ensure compliance with HIPAA regulations. These guidelines are also in place to help facilitate the integration of professional skills and practices into students' everyday routines as healthcare providers.

1. Students should consider what they post on any social networking site at any time. As a rule of thumb, students must assume that any information they post on any social network is public. This means that family, friends, classmates, any university officials, faculty and staff, clinicians, employers, clients, clients' families, and all others may see students' postings. For example, many potential employers go to these sites to see what the employees and applicants have posted and often determine if they are interested in having the applicant as an employee. If students do not want any of these parties to read the information they post, then students should not post it. Students can consider Googling their name to discover what is in cyberspace that others can see about them.
2. Names of instructors and supervisors and comments and criticism about classes/sites or information about what is happening at classes/sites are not appropriate on public social network sites.
3. Students should not ask faculty to "friend" them while students are currently enrolled in the program. Likewise, students should not ask the fieldwork educator or clients to "friend" them while on fieldwork. This puts all individuals in an awkward situation with personal information about each other. The exception is if posting on a social media website, such as LinkedIn, is a required assignment for a course and the course syllabi identifies this practice as required or recommended.
4. It is advised that students leave their cell phone in the car, in a closed personal bag, or in the office (when at a fieldwork site) when participating in learning experiences for the program so that students are not tempted to pull it out while attending to class, with a patient, caregivers, fieldwork educators, etc.
5. Using a cell phone when participating in learning experience can be a significant issue in student's ability to perform in a professional manner and could have negative consequences if the site feels that it is a hindrance to student's ability to meet performance standards.
6. When speaking with peers while visiting various sites for specific classes and while on Level I Fieldwork and Level II Fieldwork, students must also recognize they cannot share any patient information, or anything considered Protected Health Information on Facebook, LinkedIn, Instagram, X, or any other social network.
7. It is a HIPAA violation if students mention a client/patient with enough information that the client/patient might be identified, even if students avoid Protected Health Information. The consequences for this type of violation are severe. Students should be safe and not mention clients/patients on social networks.
8. Students should not post words or photos on social networks about any fieldwork experience (including location, clients, diagnosis, treatment, fieldwork educators, and staff, etc.). This holds true even if the site posts a picture of students and their

clients on their organization's website. Students are welcome to provide the link to that page, but do not repost those pictures on students' personal social media pages.

9. Stating where students are on fieldwork is up to students but may lead to students being identified by others. Students should consider whether they want privacy from clients, patients, and staff.
10. If there are any questions or students are unsure of something regarding social networking while on fieldwork, discuss the issues directly with the fieldwork educator or Academic Fieldwork Coordinator before acting. Otherwise, students can discuss questions with the Department Chair.

(Adapted June 2025 from: Occupational Therapy Program, College of Health Sciences, the University of Texas at El Paso, Policy on Social Networking)

Sacred Heart University's Social Networking Sites

Sacred Heart University's Program in Occupational Therapy maintains a Facebook site and Instagram page which we encourage students and alumni to join. The Program's Facebook page includes Program faculty, staff, alumni, SOTA, and present students.

Neither SOTA nor the Program's Social Networking sites constitute official representation or serve as spokespersons for the University, Program, or affiliate organizations, and SOTA and the Program's social media sites are subject to the University's identity standards. Violation of this policy may be considered a violation of professional behavior. Sacred Heart University Social Media Policy.

Use of Learning Resources Policy

Occupational therapy learning resources are designed to facilitate study, laboratory learning, and in-class experiences. Students are expected to demonstrate respect to their peers and the department by treating these materials in a professional manner. Violations of this policy are considered violations of professional behaviors. The department provides assessment tools, books, and lab equipment for student use. Each of these has differing rules for sign-out.

- Assessment tools may be signed out to be used within the building or taken to a PBL room but may not be taken home and may not leave the building. When specifically

approved by the faculty, some assessments may be signed out for use in community projects.

- Resource books located in the pediatric lab, Home Suite, and from faculty, may only be signed out for 24 hours and then must be returned. These may be taken home. These books are not provided to allow students to avoid buying their own textbooks and they may not be kept for longer than 24 hours.
- Certain lab equipment may be signed out to be used outside our department, for example for service-learning visits, in PBL classrooms, or for community projects.
- Lab equipment must be cleaned and returned in the same condition it was left in. Lab instructors should be contacted before lab equipment is removed to ensure that it is not required for the labs happening that week.
- No equipment or resources may be signed out during the weeks of exams, practicals, and finals.

Student must sign out ALL materials with the Program Assistant and return them directly to the Program Assistant. Students are fully liable for the entire replacement cost of the instrument, equipment or book, if damaged or lost, or not returned. If an assessment or piece of equipment is damaged or missing components when you sign it out, please report this to the Program Assistant ASAP.

All assessment tools and books have sign out cards to be filled out. These cards should be given to the Program Assistant. Lab materials do not have sign out cards; however, they must still be brought to the Program Assistant's desk so that she can fill out paperwork for the specific materials.

Do not leave materials unattended on the program assistant's desk.

For the assessment tools:

- Do not consolidate multiple instruments into one container.
- Do not separate the components of an instrument from the container.
- Do not use the sample test booklets provided in the container or write on or in any
- of the manuals.

Course visitors

A professional appearance for the announced presence of a guest faculty member and official visitors is strongly recommended. In addition, students will be expected to be

attentive and respectful of all guest lecturers. This includes turning off all cell phones and closing laptops to demonstrate your interest.

Professional Appearance and Demeanor

Professional demeanor refers to student's outward physical behavior and appearance, including dress, tone of voice, non-verbal expressions and gestures, and physical stance. Students are expected to always maintain a professional demeanor and present a neat and well-groomed appearance when they are in the community representing Sacred Heart University and the Department of Occupational Therapy. When engaged with others online via any telecommunications platform, you are expected to maintain a professional manner and demeanor; this includes appropriate appearance and body language and using a professional virtual background during Zoom, Webex, and Teams meetings. Specific facilities and sites may have requirements for clothing, jewelry, and shoe types that must be followed by all student visitors. Please be aware that, when in person with clients, certain perfumes, lotions, or soaps can be offensive and may need to be avoided for some sites. Please see the Professional Behaviors Checklist and Learning Contract for a description of "professional demeanor." You will be counseled on a first violation of professional dress and demeanor. In the event of a second confirmed violation, the letter sent to the student will stipulate that this is a second violation. These timelines apply under normal circumstances, barring institutional exigencies.

Class Cancellations

Sacred Heart University has implemented an Emergency Notification System comprised of multiple technology layers (e.g., cell phone text, e-mail, and voicemail messaging) for all members of the University community. This system requires that each student provide emergency contact information to the university via Student Planning and Advising. Official University cancellations are also broadcast on local radio and television stations, including WICC 600 AM, WELI 960 AM, and WTNH TV. In the event of extended school closures, faculty may conduct "classes" via web-based technologies; faculty will communicate this decision to all students in advance of such classes. When such classes are available, students are expected to participate.

Employment and Extracurricular Activities

All students are expected to be prepared for and to participate in all classes and clinical education experiences. Students are responsible for arranging their lives to permit full

participation in the educational experience. Employment, volunteering, and extracurricular activities are recognized as important life activities and are encouraged so long as they do not interfere with academic and clinical responsibilities. As the program workload is rigorous and time consuming, it is strongly suggested you are judicious in the number of hours in part-time work or other life activities.

Leave of Absence / Medical Leave of Absence

A student wishing to take a leave of absence must contact the Program Director to discuss personal and academic concerns that could result in permission for either request a medical leave of absence or a personal leave of absence. A student wishing to take a leave of absence must complete the appropriate documentation in collaboration with the Program Director and University Administration. Permission for a leave will include information about the student's responsibilities and criteria for return to the program. Students may request a medical leave of absence to address physical or psychological issues that interfere with a student's ability to function in the Occupational Therapy program – either in academic or clinical performance. The Program Director is open to discussion about potential leave requests and will ensure confidentiality as a collaborative plan is put in place.

Legal Requirements to Practice Occupational Therapy

Students should be aware that occupational therapy is a licensed profession in all states. Eligibility for licensure includes, at a minimum, graduation from an accredited occupational therapy program, completion of an application for licensure and licensure/testing fees, and successful completion of licensure examination(s). You will be asked about any prior license revocations or criminal convictions. In some states, a criminal record may preclude your ability to obtain licensure.

Student Organizations

Student-led organizations promote the profession of occupational therapy and provide opportunities for students to engage in leadership, service, professional development, and possible scholarship. Student-led clubs include SOTA, COTAD, PiTheta Epsilon, and OT Advocacy Club.

SOTA-Student Occupational Therapy Association

The Sacred Heart University Student Occupational Therapy Association is a club for all occupational therapy students and all students are encouraged to participate. The club's mission is to serve the OT department, Sacred Heart University, the profession, and the human community. SOTA's mission is to actively promote awareness of occupational therapy through collaboration with students, peers, health care professionals, and local community organizations. Members are encouraged to advocate for the profession on national and state legislative issues as well as encourage participation at the national and state conferences in order to network with other students and occupational therapy practitioners.

Each year, it is the responsibility of SOTA Club members to:

- Identify its strategic goals and objectives for the two years of the full-time program by meeting regularly and keeping notes on all meetings and decisions.
- Organize and conduct fundraising to support the student representative's attendance at the Assembly of Student Delegates (ASD) meeting at the annual AOTA conference and both the Spring and Fall ConnOTA conferences.

Typically, the SOTA club organizes social, service, and educational experiences depending on the priorities of the SOTA club members. Committees are often formed to work on tasks such as fundraising, public relations and volunteer experiences. Organizing activities for OT Month (April) or any special interest populations such as MS Society, Autism Speaks, N.A.M.I. are done by democratic decision-making process in the SOTA Club meetings. As of 2020, a sub-group of SOTA members founded a COTAD chapter at SHU – Coalition of Occupational Therapy Advocates for Diversity.

The OT student clubs will also collaborate with the Pre-Occupational Therapy Club and its OT Faculty Advisor. The Pre-OT Club is made up of undergraduate SHU students preparing to enter the Graduate Program in Occupational Therapy.
Each fall, the previous first year OT students become 2nd year students, and their elected officers run meetings until the end of November, when the new SOTA Board Members are elected from the new, 1st year students who arrived that fall. The executive board meets with the club's OT Faculty Advisor regularly to plan their activities.

The board membership includes:

President	Organizes meeting times – announces via e-mail to all students and faculty and posts on BB under “Organizations.” Runs meetings with written agenda. Sets yearly goals with the club membership including: fundraising needs (how much money must be raised and by when), community service activities, and social events.
Vice President	Serves as representative to the Graduate Student Affairs Council (GSAC). Meetings are usually a few times per semester in the evenings. (If unable to attend a meeting, the VP must find a replacement from the SOTA Board to attend) and reports back with meeting notes. Runs meetings in place of the president when needed.
Secretary	Takes attendance and minutes at all meetings and sends to all OT students, the Program Assistant, and to the Faculty SOTA Club Advisor via E-mail. Maintains a binder with a hard copy of the minutes, which is kept in Program Office. Updates second year students out on fieldwork via e-mail about important information as needed. Sends correspondence as needed – thank you notes, for example.
Treasurer	Collects dues from all members, which is $40 (which covers both years in program). Works with OT Program Assistant to get all money deposited into SOTA account. Retrieves money from the OT Program Assistant as needed for Events. Keeps a spreadsheet on the finances of the club including starting balance, items purchased/money spent, reports to Membership at SOTA Club Meetings
Historian	Takes pictures of the club for the Graduation Slide Show while participating in classes, labs, or during special events. Can appoint other members to be helpers in the scrapbooking of photos. Sends article with picture to the school newspaper or the College webmaster, at least one time per module or semester.
ASD Representative	Represents SHU at the national AOTA conference. The ASD representative must attend all opening events, main lectures and student/ASD meetings at the conference. He/she will be reimbursed for the conference fee, hotel, and travel. Pre-conference seminars or workshops are not reimbursable. Reimbursements must be submitted on expense vouchers which can be obtained from the Program Assistant

	Completes tasks assigned by ASD or AOTA such as encouragement to join AOTA or distributes copies of Student Voices (Newsletter of the ASD). See the AOTA web page, Student area for further information on the Assembly of Student Delegates. www.aota.org
ConnOTA Representative	Attends both the spring and fall ConnOTA conferences and board meetings each month. Reports to SOTA club on ConnOTA activities. Encourages ConnOTA membership along with the Program's required National membership in AOTA.
COTAD - Coalition of Occupational Therapy Advocates for Diversity	This is a Chapter for SHU OT students. COTAD is a student-led group that works together with other COTAD university chapters and the COTAD non-profit organization itself to develop skills, promote JEDI, anti-racism, and anti-oppression within the occupational therapy education program and in the profession. The COTAD chapter at SHU elects a president or co-presidents, a secretary, and a treasurer every year. COTAD events should take place monthly throughout the academic semesters, and fund-raising events are also held to support local organizations and to pay guest speakers. A schedule of events must be provided to the faculty liaison.

Member Responsibilities for all OT Clubs:

- Attend all meetings to plan, develop, and participate in the service, social, or fund-raising activities.
- Pay dues to Treasurer promptly during the first academic year in the OT Graduate Program.

Dues are $40 for two years of the program unless otherwise voted upon by the members of SOTA. Students who do not pay SOTA dues or do NOT attend 75% of the SOTA Club meetings, are not eligible to receive funding from SOTA for events, the AOTA conference, or any other events or purchases.

SOTA funds are available ONLY to paid SOTA members, and SOTA students requesting SOTA funds must pay SOTA dues while they are in the program to be eligible for SOTA funds. SOTA fundraising first priority goes to cover the elected SOTA representatives for attendance at the Spring AOTA conference and the ConnOTA Spring and Fall conferences.

SOTA Fundraising is a major source of funding for SOTA – all students wishing to benefit from the fundraising efforts must participate in all fundraising events. If students choose not to participate in fundraising activities, they will not be eligible for funding from SOTA for

the AOTA conference, events, or any other purchases. For example, students who are not active SOTA Club members and wish to attend a conference, are responsible for paying for their own travel, food, and conference registration fees and will not be reimbursed by SOTA for this cost. Students must attend a significant number of workshops, exhibits, meetings, or sessions at the conferences, and must submit a conference attendance certificate. Faculty advisors will provide the number of required workshops, meetings, or sessions prior to the conference. Payments or reimbursements must be submitted on expense vouchers, which can be obtained from the Program Assistant. Expense vouchers must be prepared and submitted with appropriate documentation such as receipts for expenses incurred. Once the voucher has been completed by the originator, it is forwarded to the SOTA faculty advisor for approval and signature. The SOTA faculty advisor will then submit the request to the Program Director for signature who will return it to the Program Assistant for processing. Expense vouchers over $1000 must also be submitted to the Dean of the College of Health Professions for signature in addition to the Program Director. Once all appropriate signatures are received, the expense voucher is forwarded to the Business Office. A check will then be issued in accordance with the procedures of the Business Office.

The Gamma Nu Chapter of Pi Theta Epsilon

Pi Theta Epsilon is a national honor society for occupational therapy students in entry- level professional programs. The organization encourages academic achievement, and its mission is to "promote research and scholarship among occupational therapy students." The Gamma Nu chapter of Pi Theta Epsilon at Sacred Heart University was established in the 2008-2009 academic year with the first initiation ceremony taking place in spring of 2009.

Students who will be eligible for membership include those with a GPA of least 3.5, who have completed at least one full term, and who are in the top 35% of the class based upon their fall semester GPA.

1. The faculty advisor requests the lists of students' GPAs after all grades are in for the fall semester. This list is used to determine the top 35% of the class who have GPAs above 3.5.
2. This group will be emailed by the faculty advisor, with all application materials provided. The email informs the potential applicants about PTE, what it stands for, and the reason for the chapter on campus. Along with the initial email, the potential applicants receive a membership form, and the Members Handbook. The materials

should be sent with a due date for the application to be filled out and returned in hard copy to the PTE advisor.

3. The PTE advisor and student PTE president convenes a committee to review the applications as soon as they are submitted. This typically occurs in January each year. The committee includes the chapter advisor, current PTE student members and alumni members.
4. The committee reviews the application materials using the PTE eligibility criteria and establishes a score for each applicant (see appendix).
5. Those applicants that achieve the required score on their application are invited for membership by the current PTE student president using the form letter provided by PTE. The chapter advisor notifies the Program Assistant and the faculty of the newly accepted group of Pi Theta students.
6. Once accepted students agree to join and have paid their dues, the Program Assistant will report to the PTE national office and request certificates for all new PTE members. Student applicants must pay their initiation fees and annual dues online prior to the induction ceremony. Currently this is $75. Students must bring or email a receipt or proof of payment to the Program Assistant.
7. The current students and the newly admitted students arrange for a mutually acceptable date and time for the initiation ceremony. It is best for this to happen in late February so that the new members have as much of the spring semester available to them as possible to plan any events for that semester.
8. The second-year student officers of the chapter are responsible for running the initiation ceremony for the new members, even though they are out on Level II Fieldwork. They are expected to attend the ceremony unless they are placed out of state. With help from the chapter advisor, the current officers and members are responsible for:
    a) Selecting an appropriate location for the ceremony.
    b) Determining the menu and providing food, drinks, utensils, etc. as needed.
    c) Bringing the Gamma NU PTE sign in book for the initiation ceremony, the Gamma NU PTE photo album, and the box with the candles, the tablecloth, the ballot box and all other required items to the location the day of the event. This box is in the back closet of the OT Department, labeled with Pi Theta. Everything in the box is the property of the department, specifically purchased with PTE funds.

d) Maintaining receipts for anything purchased for the ceremony in order to be reimbursed.

e) Reading and familiarizing themselves with the ceremony prior to the date. This information is available in the handbook.

f) Electing new officers to take over.

9. The chapter advisor will inform the Program Assistant and faculty of the names of the new officers.

10. The Program Assistant will complete the required form for PTE national office, letting them know of the new SHU PTE officers.

11. PTE is a lifelong membership however, in order to remain in good standing, annual dues must be paid (lifetime membership at time of initiation currently $175 or annually $25). In order to wear honor cords at graduation, dues must be paid for the year.

Member Benefits (National and Chapter benefits)*

- Wearing an honor cord at graduation
- A Pi Theta Epsilon certificate for the student's portfolio
- A membership card for the student's wallet
- Subscription to the official newsletter of PTE, the Scroll and Pen
- Eligibility to participate in the national PTE meeting and to serve as an officer if elected
- Eligibility for life membership as an alumni member in the national chapter-at-large
- Eligibility for national PTE awards
- Pi Theta Epsilon pin*
- Listing of student's name in the graduation booklet as a member of the honor society*
- A financial contribution from the SHU OT department for attendance at either the ConnOTA State Conference, or Student Conclave*

Events and Requirements

The Gamma Nu chapter of Pi Theta Epsilon meets at least once per month and sometimes twice per month when fundraising or completing research. Meetings for the year will be established at the first meeting after the new board elections each spring. The chapter advisor should attend meetings as able.

Fundraising is completed to assist with registration fees for attendance at scholarly events such as ConnOTA and AOTA. The group is required to do at least one scholarly activity

per semester. The Pi theta secretary keeps a binder with information about prior meetings, prior scholarly activities, prior fundraising, and prior service. The group also keeps a Google page where they post ideas, and an excel sheet that tracks their service and scholarly activities.

General Student Fundraising

Students engage in various fundraising activities to support SOTA, COTAD, and Pi Theta, service and service learning, and to support student travel to conferences and service-learning trips. ALL student fundraising activities must be coordinated and approved by a designated occupational therapy faculty member and Sacred Heart University's Advancement office; Tel: 203-371-7860. Contact advancement@sacredheart.edu for more information.

Student Conference Reimbursement Policy and Procedure for Students

The Occupational Therapy Program faculty encourages student participation in professional events as essential to "becoming" an occupational therapist; therefore, the program will provide students with some financial support toward conference registration.

The Program policy for reimbursement is as follows:

1. Students can receive up to $250 from the Occupational Therapy program per fiscal year (July 1 – June 30) for ConnOTA and/or AOTA conference registration. Additional funds may be available from SOTA, Pi Theta, or GSAC. It is expected that when a student registers for a professional conference, they attend the learning sessions. Expectations can be clarified with the student advisor.

2. The ASD and Pi Theta Representatives will be reimbursed for 100% of expenses including conference registration, travel, the hotel room rate, and meals during the conference period. Reimbursement rate is contingent on the representative attending all required meetings and responsibilities as per a SHU student representative.

3. Receipts are required for everything. No expenses will be reimbursed without receipts and a properly completed travel and expense voucher form. Receipts must match what is written on the travel and expense voucher form—no rounding up or down.

4. Travel and expense vouchers must be submitted to the Program Assistant within two weeks of the conference. Travel and expense vouchers submitted after the two-week deadline may not be reimbursed. The Program Assistant will submit all student travel and expense vouchers at the same time at the close of the two- week post conference period.

5. SOTA and Pi Theta must inform the Program Assistant of SOTA, Pi Theta, or GSAC funds available for student conference registration immediately following the conference. SOTA must also inform the Program Assistant which students are and are not SOTA members.

6. The address on the travel and expense form must match the official address listed with the University Registrar. If the address differs, check the box "will pick up" and you will have to go to West Campus when the check is ready to be picked up.

7. Travel expense reimbursement must adhere to all University policies regarding travel and expenses. Visit the Business Office for details.

Procedure:

1. Complete the travel and expense voucher form electronically. This form **must** be completed in full and must be completed electronically. The travel and expense voucher may be obtained from the Program Assistant.

2. All receipts must be securely taped to a blank piece of paper. Each paper should Include a header with your name, the conference name & date on it. Email receipts and E-Z pass statements are acceptable as receipts. Receipts must match what is written on the travel and expense voucher form.

3. If you used an automobile for transportation, you are reimbursed at the standard University mileage rate of $0.66. This rate covers the use of the vehicle and gasoline. Receipts are required for tolls. The total auto reimbursement should not exceed equivalent air coach fare or other reasonable available transportation. Mileage reimbursement will be made based on the most direct route between the point of origin and the trip destination as documented on Google maps, which must be submitted with your travel.

Departmental funds must be used within the University's fiscal year and cannot be carried over to the next year. Pi Theta members receive additional funds specifically for attendance at the ConnOTA Conference. Funds must be used within the fiscal year and are not transferable to other professional events. Possible additional sources of reimbursement for attendance to Occupational Therapy conferences or events: SOTA funding, Pi Theta funding, and Graduate Student Affairs Council (GSAC) money.

Departmental funds may be used for any of the following professional meetings/conferences:

- Annual AOTA conference in spring
- Annual Connecticut Occupational Therapy Association (ConnOTA) conference
- Student conclave (AOTA)
- Capitol Hill Day (AOTA) in fall

SOTA Funds

SOTA funds are available ONLY to paid SOTA members, and students requesting SOTA funds must pay SOTA dues each of the two years they are in the program to be eligible for SOTA funds. SOTA's fundraising priority first goes to cover the elected SOTA representative (ASD) for attendance at student meetings at the spring AOTA conference. The student ASD rep will get 100% of eligible travel expenses paid for by SOTA, in addition to the $250 from the department toward registration. The student MUST attend all required meetings at AOTA to receive this reimbursement and must share a hotel room at AOTA's student hotel with a roommate or only half of the hotel fee will be reimbursed. An elected ConnOTA representative, who will attend ConnOTA meetings each month (2 hours per month), will receive full registration to attend the ConnOTA conference in the spring and fall and can receive reimbursement for mileage at the university's reimbursement rate from our campus to the North Haven campus of Quinnipiac where the ConnOTA meetings are held. Mileage reimbursement requests must be accompanied by a MapQuest or Google Maps print-out documenting mileage.

Private Automobile

When travel by a private automobile is desirable to save time, transport equipment or reduce costs when people travel together, reimbursement will be made at the standard University mileage rate of $0.66 per mile. This rate covers the use of the vehicle and gasoline. The total auto reimbursement should not exceed equivalent air coach fare or other reasonable available transportation. Mileage reimbursement will be made on the

basis of the most direct route between the point of origin and the destination of the trip. A Google Maps or Map Quest directions indicating distance in miles must be submitted with the Travel and Expense Voucher and will be used as the basis of milage reimbursement. Tolls and reasonable parking expenses with receipts are reimbursable but gas or other car-related expenses are included in mileage reimbursement.

Pi Theta funds

Students must be Pi Theta members to receive this funding. Pi Theta does fundraising each year with the money going first to the induction ceremony, and then to send one representative each year to AOTA. The person to attend AOTA will be voted on by the group, with majority rule. Pi Theta funds will pay for additional travel expenses after the $250 registration fee is paid for by the department. The student MUST attend all required Pi Theta meetings at AOTA to receive this reimbursement and must share a hotel room with a roommate or as only half of the hotel fee will be paid for.

The OT department will also reimburse all Pi Theta students for attendance at the annual state ConnOTA conference in the spring, at the student member, early registration rate. This funding is separate from any funding received for AOTA or student conclave. Pi Theta students may attend both ConnOTA and AOTA.

The ConnOTA conference registration is available to both PY1 and PY2 students but the Pi Theta rep for AOTA must be a PY1 student.

Graduate Student Affairs Council (GSAC) funds

GSAC money is available to ALL graduate students regardless of membership in professional organizations or SOTA. Any student can request GSAC funding for attendance at student conclave and/or Capitol Hill Day. However, there will be one elected GSAC rep from our program each year and this person will receive up to an additional $250 from the GSAC money to pay for registration for the fall AOTA Student Conclave. If there is additional money, students can apply for reimbursement for other travel expenses, but GSAC monies are not guaranteed year-to-year. The extra funding will be dispersed with student application with receipts, first come, first served, with no student receiving more than $60 in reimbursement from this source of funding. Priority will go to AOTA Student Conclave and Capitol Hill Day expenses vs. attendance to ConnOTA or AOTA. This money is open to both PY1 and PY2 students.

Student Membership in Professional Organizations

American Occupational Therapy Association (AOTA)

AOTA is the profession's association that advocates the enhancement of the profession of occupational therapy. The national office is maintained at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814-6519; home page at www.aota.org. All OT students will become AOTA members in their first semester. The occupational therapy program will purchase your membership for the two years you are enrolled.

Connecticut Occupational Therapy Association (ConnOTA)

Students are encouraged to join ConnOTA. Student membership in ConnOTA is $20 per year, which provides full member benefits as well as a discount on the annual conference rate. ConnOTA has multiple ways to join or contact them: telephone number: (860) 257-1371, e-mail: Membership@Connota.org and web page: www.connota.org

Student Complaints

Any student complaints about an assignment or a course must be addressed first with the course instructor. Any student complaints about another student should be first addressed with that student. If the complaint is not satisfactorily addressed, next students should speak with their academic advisor, then the Program Director, and then the Dean of the College if resolution fails at previous levels. All formal complaints must be made in writing and must be signed, dated, and submitted within the time-period designated in the Graduate Catalog or written communication with the student. Students are advised to append any documentation supporting his or her appeal. Complaints and/or suggestions are recognized as an opportunity for improvement and should be expressed with this end in mind.

Complaints against the program

Please see the program's webpage for policies and procedures regarding complaints against the program.
Complaints about fieldwork, grade grievances, a course, or faculty should follow the grievance procedures previously outlined in this Manual and in Sacred Heart University's Graduate Catalog. Complaints about the program including quality, faculty, or adherence to program and university's policies, should begin with the Program Director. If a student does not feel the complaint has been appropriately dealt with, the student may file a complaint with the Dean of the College of Health Professions.

Complaints regarding harassment or any unlawful discrimination on the basis of gender, sexual orientation, or feel they have been sexually harassed, may file a complaint with the University's title IX officer. See the University's policies for individuals claiming unlawful discrimination or harassment. Complaints about discrimination regarding a disability may be filed with the 504/ADA Coordinator. See the University's policies for Procedures for Accommodation Grievances & Discrimination Complaints.

Complaints about Student's Code of Conduct and/or student life issues, or other students may be filed with Denise Tiberio, the Dean of Students, (203)371-7736, tiberiod@sacredheart.edu and or with the Dean of the College of Health Professions, (203) 396-8024.

Procedures regarding complaints

- Records should be maintained of all complaints and kept in the students and/or faculty member's file depending on the nature of the complaint.
- Complaints about the Program will be maintained in a separate Program file with the Student Services Coordinator and Program Director.
- The Program Director and/or responsible faculty member will be responsible for maintaining a record of processing and disposition of complaints.

Complaints Against the Program that Fall Outside Due Process

The faculty and staff of the Graduate Occupational Therapy Program strive to demonstrate a high level of ethical values and professionalism in all its activities. In some cases, a situation may generate complaint for which no formal grievance process exists. The complaint should be written, signed, include details about the complaint and documented evidence and mailed to:

Program Director, Graduate Program in Occupational Therapy
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825

Please include contact information so the Program Director can reach you to resolve the complaint.

The following outlines the process for handling a complaint against the Program:

1. When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Program Director will provide a written description of the resolution to the person complaining.
2. If dissatisfied with the outcome of the discussion with the Program Director, or if the complaint is against the Program Director, the complainant may submit a written complaint to the Dean, College of Health Professions. The Program Director will provide the Dean with a written summary of previous discussions where applicable. The Dean will discuss the matter with the Program Director and complainant separately and may schedule a joint appointment or conference call with the Program Director and complainant in attempt to reach a solution. The Dean will provide the complainant and the Program Director with a written letter outlining the solution reached through this step.

3. If the complainant remains dissatisfied after step two, the last line of complaint is to the Provost, who serves as the chief academic officer of Sacred Heart University.
4. Any letters or documentation associated with the complaint from the complainant, the Program Director, Dean, or Provost will be kept in a folder marked "Complaints against the Occupational Therapy Program kept in the program's files for a period of five years.

Complaints Against the Program Regarding its Compliance with The Accreditation Council for Occupational Therapy Education (ACOTE)

Accreditation Standards or Adherence to Established ACOTE Policies and Procedures

The Accreditation Council for Occupational Therapy Education (ACOTE®) follows established procedures regarding complaints indicating that a Program may not be in compliance with the Accreditation Standards for a master's degree-level Educational Program or may not be following established accreditation policies or procedures. ACOTE's policies and procedure manual ACOTE must receive all complaints in writing as an attachment to an email addressed to accred@aota.org and must include a signed complaint form.

ACOTE's procedure for complaints, criteria for complaints, and links to complaint forms

Public Comments or Complaints Against the Program Regarding Regional, NEASC Accreditation

New England Association of Schools and Colleges' (NEASC) Commission on Institutions of Higher Education (CIHE) is the regional accrediting body for colleges and universities in New England. CIHE receives both public comments and complaints. Public Comments consist of observations about the quality of the University and its programs based on an individual's experience. Comments must be substantive but need not include evidence and may be written or emailed. Complaints must be written, signed, and meet CIHE's criteria for complaints.

CIHE's complaint criteria, procedures for filing complaints, and links

Safety

The Program in Occupational Therapy makes every effort to ensure the safety and well-being of its students, faculty and staff, patients, and others with whom we share our space within the University. You are required to follow all safe-guard procedures and protocols.

Students should be aware of the following issues related to safety in the clinical laboratories:

- Electrical items undergo annual safety inspection by qualified biomedical personnel. Other equipment is subject to regular visual and performance inspections. Students are asked to report any malfunctions immediately and tag suspected items "out of order" to promote safety.
- Lotions, gels, adhesives, and other topical agents are selected to be as non-irritating as possible to normal skin. Students are asked to use and store these agents properly to minimize contamination, drying or premature aging.
- Laboratory facilities are not to be used to treat students or others for ANY condition except with faculty authorization, and then only in the presence of a licensed occupational therapist or designated laboratory technician/faculty. The safety issue here is not the condition of the equipment or facility. This is a liability issue. Student liability insurance covers only "authorized" clinical placements; the laboratory is authorized only in the presence of an occupational therapist who is teaching a laboratory class.
- "Wheelies" are to be practiced only in wheelchairs with appropriate anti-tip bars. Any violation of this is interpreted as a serious safety violation subject to disciplinary action.
- Horseplay, distracting behavior, or other unsafe practice is not appropriate in the laboratory. Faculty members may ask students whose behavior is unsafe or disruptive to leave the classroom.
- Universal precautions are to be practiced in the laboratory. Appropriate protective gear is readily available and authorized for use to clean any body fluids that may contaminate equipment or supplies. Sudden attacks of "flu"; skin scrapes and other minor incidents are anticipated.
- Chemicals used for cleaning are in original containers with full labels. OSHA Regulations for posting hazardous chemicals are followed.
- Unusual occurrences are to be reported to the laboratory instructor immediately; completion of a written "incident report" will usually be necessary, just as it is in the

clinical setting. Any personal injury should be attended by personnel in the Student Health Center.

- All safety precautions exercised in clinical situations are to be strictly observed during laboratory practice. This includes routine inquiries regarding possible pregnancy, allergies and all other contraindications or precautions for a given procedure. Laboratory subjects are cautioned to be knowledgeable about precautions and to be proactive about protecting themselves. It is the responsibility of the student to volunteer relevant information when appropriate.
- Laboratory practice on subjects is restricted to consenting members of a given class or more advanced occupational therapy students. This safety precaution is posted because less advanced students, family members, friends, etc. are not knowledgeable about precautions.
- The use of splinting pans, heat guns, physical agents, the driving simulator, sensory integration swings and ramps, and any equipment designated by faculty as posing risk to students, liability, or damage to the equipment, are strictly off limits without faculty supervision.
- Traffic areas should be kept free of equipment, supplies, personal belongings, spills and other traffic hazards.

University Resources

Office of Graduate Student Affairs

The University's Office of Graduate Student Affairs will hold a Graduate Student Orientation each fall to orient graduate students to the services and resources available to them at Sacred Heart University. The Graduate Student Affairs website that provides information about setting up accounts, payments, calendars, catalogs, off-campus housing, events, and activities.

Manager of Graduate & Dual Degree Student Success

The University provides student support services, including support with the registrar's office, clinical compliance, fieldwork support, and graduate student department management, including additional academic advising. For more information reach out to your course instructor or schedule an appointment with:

Brittany Schweig
Manager, Graduate & Dual Degree Student Success
schweigb@sacredheart.edu

Access and Accommodations

The Office of Student Accessibility (OSA) is responsible for all tutoring, student learning supports, workshops, and one-on one help. To schedule an appointment for any Accessibility and Accommodation concerns, contact the Office of Student Accessibility responsible for all student accessibility needs including academic, disability housing, service animals, emotional support animals, dietary and parking accommodations. The OSA provides instructional accommodations and services for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. For more information reach out to your course instructor or schedule an appointment with the OSA:

Kathy Radziunas
Director, Office of Student Accessibility
Student Success Center. Room 105
203-371-7823
accessibility@sacredheart.edu

Classroom and Departmental Access

Laboratory classrooms will be open for students' self-directed learning at different times

during the week as per Public Safety availability in the evening and on weekends. Students may access all labs during off hours and weekends through the Public Safety Office at hours determined by the Program and Public Safety. Students must have their student ID cards to access the building and Program labs. Students are not to enter faculty office suite except during regular business hours.

Bookstore

The SHU Campus Bookstore carries all required course textbooks and a limited number of recommended textbooks including course related materials. In addition, the bookstore offers a selection of school supplies, emblematic clothing and gift items, special orders, and year-round textbook buyback. Please see the Bookstore's website for hours and policies. Textbooks may be ordered through the bookstore online through the bookstore's webpage.

Copy Service

A card swipe operated copy machine and printer is located in the library of the Center for Healthcare Education Building, the Main Academic Center and Ryan-Matura Library at the Fairfield Campus. The machine is multi-function and students may also scan documents or articles and email them free of charge. Please contact the Duplicating/Mail Center if there is a problem with the machines.

Financial Aid

Student Financial Assistance Office (SFAO) is available to all students. The phone number is (203) 371 – 7980.

Library

The Ryan-Matura library is located on the University's main campus. Please see the library's website for hours, database searches, and important library and research information. See the SHU Ryan Matura Library website for information.
There is a library resource room staffed with a reference librarian in the Center for Healthcare Education building located at 4000 Park Avenue. Hours for the resource room are posted.

Library phone numbers are:
General Information: 203-371-7700

Circulation: 203-371-7702
Reference Questions: 203-371-7726

Off-Campus Housing

The Office of Graduate Student Affairs maintains a list of area housing rentals available for students. See the Graduate Student Affairs website for information.

Parking

University Parking Regulations are intended to insure safe and orderly movement of vehicular and pedestrian traffic, reduce the potential for accidents, injuries and property damage, and to enforce CT State Motor Vehicle Laws and University policies.
All vehicles parked on either the Center for Healthcare Education, West Campus or the Fairfield main campus must be registered and have a valid parking decal or permit, obtained at the Cashier's Office located in the Main Academic Building of the Fairfield Campus. Additional information is available at the Public Safety Office located in the main academic building at 5151 Park Avenue, Fairfield, CT site.

Career Development

Sacred Heart University's Office of Career Development can assist students with finding local part-time, temporary, and seasonal employment, as physical therapy aides as well as in non-health care related positions. They also support current students and alumni in meeting their long-term career goals.

Public Safety

The department of Public Safety's mission is to provide for the safety and security of students, faculty, staff, and visitors of the University, to provide for the protection of property and to insure the smooth, efficient, timely and professional delivery of Public Safety services to the University community. The Department of Public Safety is in the Main Academic Building of the Fairfield Campus and is staffed 24 hours a day, 7 days a week. Services include 24-hour emergency response, personal safety escorts from dusk to dawn, vehicle assistance, including jump-starts and vehicle unlocks, and patrols of campus buildings and property.

Students are advised to register for the emergency notification system through Public

Safety. This system requires that each student, faculty and staff member(s) provide emergency contact information. This information will be protected and held confidential, for use only by this emergency notification system. To register for this service see: Public Safety Emergency Notification or register through Web Advisor under User Account, click on Emergency Notification System. Carry your cell phone with you at all times. Public safety offers a free phone app "SHU Safe". The SHU Safe app allows students to immediately report an emergency.
The Public Safety phone numbers are 203-371-7995 and for **emergencies only** 203-371 – 7911.

Shuttle Service

The shuttle service serves as free campus transportation for students, operating 7 days a week, from campus to off-campus University housing sites and selected service sites. The shuttle runs on a predetermined schedule. For more information: Shuttle Service. Shuttles run between all the campuses. There is a shuttle app "Ride Systems" Search for "Sacred Heart University", and you can locate the closest shuttle.

SHU Identification Cards

All students, faculty, adjunct faculty, and staff must have a SHU ID card. The ID card acts as the SHU Library Card, meal card, access to Blackboard, swipe card for copies and printing, and is used for student events. Additionally, the occupational therapy program facilities located in the Center for Healthcare Education building uses the ID card for the "1-card access system;" the ID card is used to obtain access into and inside of the building and allows for use of the copy machine and printers. It is, therefore, imperative that all faculty, staff, and students possess and carry a SHU ID card when on campus. ID cards are not transferable and cannot be traded or shared. There is a $25.00 fee to replace a lost, damaged (including the magnetic stripe), and/or tampered-with ID card. ID cards are kept from year to year as replacements are not given out annually. To obtain an ID card, students must present a photo ID, their SHU identification number, and a validated registration form to the ID office.
SHU ID cards can be obtained in the student union located near the cafeteria in the main academic building of the Fairfield Campus. Call 203-371-7913 for details. For more information on obtaining ID cards, hours, and contact information, see the student services web page.

Student Advising

Each student is assigned a faculty advisor the first week of classes. Your advisor will also be your course instructor for OT525 Personal Transformation I. Students are expected to meet with their advisor at least twice per academic trimester (in addition to the Personal Transformation courses I, II, III, and IV) during the four special trimesters. Additional meetings may be necessary if there are any academic, fieldwork, professional behavior, or personal issues impacting participation in program, academic, or fieldwork performance. The faculty advisor is required to maintain documentation of each meeting in writing on the advisement form that will be maintained in the student's file. Students will receive a copy of the completed form. All advisement forms will be destroyed upon the student's graduation.

You may also reach out to Ms. Brittany Schweig, Manager of Graduate and Dual Degree Student Success, for any questions in relation to University support services and resources.

During your level II Fieldwork, you maintain your faculty advisor, however, your initial contact for any concern should be the Academic Fieldwork Coordinator.

Student Records

Departmental student records are available for review by the student in accordance with FERPA federal law and University policy. The records are released to third parties only with the written and signed FERPA consent of the student. Third parties include student's parents, guardians, spouses, relatives, or friends, NBCOT, fieldwork supervisors, or present/future employers. Only departmental faculty and relevant staff members, designated members of pertinent committees, and College officials will have access to student records as necessary for the performance of their duties. Should the student sign a FERPA form granting permission that faculty to speak with a family member, the student must be present for any and all of these conversations.
Clinical Fieldwork Educators and Center Coordinators of Clinical Education do NOT have access to academic records. Because medical records and immunization histories are considered to be confidential information, it is the student's responsibility to provide this information to the clinical facility prior to clinical internships.

Student Orientation

Students entering the graduate occupational therapy program must participate in a

Graduate-student Orientation and a Program Orientation the week before the academic year starts. The orientations will take place before the start of classes, with some orientation activities scheduled online. Attendance at all orientation activities is mandatory.

Weather Related Cancellations

Official cancellations of classes or campus closing due to weather are broadcast on news media outlets, the University's main web page, and via the emergency notification system. You may also call (203) 365–7669 for up-to-date campus info regarding closings/delays. Individual course instructors may cancel class due to inclement weather. Individual class cancellations will be posted on the course's Blackboard page at least one hour prior to the class start time. If the University is closed, the Occupational Therapy Program will not post class cancellations on Blackboard. Students will be expected to complete online or other assigned work in lieu of classes cancelled due to weather. There may be occasions when the Occupational Therapy Program closes or individual classes are delayed, re-scheduled, or changed to an online format due to weather even if the University is officially open since many faculty and students commute long distances. Students are responsible to check each class's Blackboard announcement site for cancellations, delays or format changes if the weather conditions are questionable. Should the University's Internet system be down, the Program will make every effort to inform students of events via the Program's Facebook page. In the case of anticipated weather events, students are advised to make sure they print hard copies of upcoming course materials in the event that BB access is unavailable. Students may be instructed to complete course activities using hard copies for classes that cannot meet as scheduled.

Fieldwork education cancellations are determined by the fieldwork facility and are not dependent upon campus closing. Students should note that in the event of inclement weather on a day of scheduled fieldwork, students are expected to attend fieldwork. The University's closing does not relieve a student's fieldwork obligation. If there is any question as to whether or not you should attend fieldwork, please call your fieldwork supervisor and inquire. Students are responsible for making up time missed in Level I or Level II Fieldwork experience with their Fieldwork Educator and must notify the Academic Fieldwork Coordinator of any make up time.

Change of Address/Personal Information

All changes in a student's marital status, address, phone number or e-mail address should be reported to the Registrar's Office and to the Occupational Therapy Program Office. In addition, all students are responsible for updating their personal information on Blackboard (online course management system) for each course, each module or semester. Look for Tools to find "Personal Information" on the courses Blackboard home page.

Preparation for Graduation

Requirements to Graduate

To graduate from the Program in Occupational Therapy, all academic and clinical coursework must be successfully completed with an overall grade point average of 3.0 as a requirement for graduation with no single course grade below a "C". Additionally, students must complete the pre-graduation paperwork required by University Registrar. You can register for graduation through Student Planning and Advising at least two semesters prior to your graduation date, or by the date and deadline posted by the University Registrar.

Sacred Heart University confers degrees three times per year: in May, August 15 and December 31. It may take several weeks following your official graduation date for official transcripts to be available from the Registrar indicating you have completed a Master of Science degree in Occupational Therapy at Sacred Heart University. Please ask for the transcript to be issued after your graduation date and showing your MSOT degree.

Please note: ***Only the student*** *may request an official transcript from the Registrar's Office at Sacred Heart University. Please do not ask the Occupational Therapy* Department staff to request transcripts on your behalf as it is not possible.

The National Board for Certification in Occupational Therapy (NBCOT) Examination

NBCOT is the national credentialing body for occupational therapists. After completion of all graduate requirements for the program each student is required to take the certification examination that is created and administered by NBCOT. The Occupational Therapy Program and University provide verification to the NBCOT that the student has completed all graduation requirements upon the request of the student. Information about NBCOT and the process of applying for the certification exam can be located at www.nbcot.org. It is the student's responsibility to initiate and complete the NBCOT exam registration process.

Temporary State Licenses

State licensing requirements and procedures differ from state to state. It is the student's responsibility to obtain information from the state licensing board and follow that state's requirements and procedures. The AOTA web page has links to state licensing boards. It is the student's responsibility to obtain the forms from the state, complete their portion of the form and if information is required from the OT Program or University, student must forward the form to the OT Department to complete. The University will provide verification of graduation to the state licensing board only at the student's request. Verification Forms, transcripts, etc. are not automatically sent to the state.

All 50 states and the jurisdictions of Washington DC, Guam, and Puerto Rico have licensure laws for occupational therapists. The American Occupational Therapy Association (AOTA) website provides links to state regulations regarding qualifications and licensure, continuing competency requirements, regulations, supervision, and telehealth.

NBCOT offers an interactive US map with links to each state' OT State Regulatory Board Contact List and AOTA links to each state's licensure requirements.

AOTA provides a list of the states that offer temporary licensure to graduates from ACOTE accredited programs who have not yet passed the NBCOT exam.

AOTA's Student Guide to Registration and Licensure offers a self-directed "tour" for graduates seeking information on the NBCOT exam and obtaining state licensure.
State Authorization Reciprocity Agreements

Sacred Heart University has been approved by Connecticut to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

University Honors

Please refer to Sacred Heart University's Graduate Catalog for information on Honors Designation for Graduating Graduate Students.

Request for References

Occupational therapy academic and fieldwork educators are often requested to serve as references for students and graduates seeking employment and/or scholarships. All requests for references should be submitted in writing.

Graduate Program in Occupational Therapy
Sacred Heart University

To: _____ (Faculty/Staff Member)

YOUR INFORMATION

Last Name: _____

Maiden Name: _____

First Name: _____

Dates in MSOT Program:

From: _____ to: _____ (graduation year)

Position you are seeking:

Name of Organization:

Contact Information:

Is letter to be mailed or faxed?
To whose attention:
Mailing Address:
Fax Number:

- How are you known to the letter writer (i.e., Chair, Capstone mentor, academic advisor, course instructor, etc.)
- Roles you took in program and special accomplishments (Pi Theta, SOTA officer, GPA, other accomplishments & contributions to program) University level service, if any (e.g., GSAC, Assistant coach, club advisor, etc.)
- Community and Professional service (State association such as ConnOTA, AOTA service, etc.) Scholarly and Creative activities: (presentations & publications (include full APA style reference for both); specialized programs developed, equipment invented, etc.)
- Explain why you are a good fit for this position, the organization, and what you will bring to the position.

Sacred Heart University Occupational Therapy Program Forms

Photographic Consent and Release Form

I hereby authorize SACRED HEART UNIVERSITY, INCORPORATED, Fairfield, Connecticut and those acting pursuant to its authority to:

- Record my likeness and voice on a video, audio, photographic, digital, electronic or any other medium.
- Use my name in connection with these recordings.
- Use, reproduce, exhibit or distribute in any medium (e.g., print publications, video tapes, websites) these recordings for any purpose that the University, and those acting pursuant to its authority, deem appropriate, including promotional or advertising efforts.

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

I have read and fully understand the terms of this release.

Name: _____

Address: _____

Street _____

City State Zip _____

Phone: _____

Signature: _____ Date: _____

Parent /Guardian Signature (if under 18): _____

Date: _____

PROFESSIONAL BEHAVIORS CONTRACT

STUDENT name: _____ Faculty name: _____ DATE: _____

Check any item which is below expectations; & write a contract below using the Professional Behaviors Contract.

- ☐ Adheres to AOTA Code of Ethics
- ☐ Demonstrates AOTA core values: Altruism, equality, freedom, justice, dignity, truth, prudence

  American Occupational Therapy Association, The Standards and Ethics Commission. (1993). Core Values and Attitudes of Occupational Therapy Practice. *American Journal of Occupational Therapy, 12,* 1085-1086.

- ☐ Demonstrates respect for cultural differences; e.g. uses neutral, non-judgmental language.
- ☐ Informs faculty or peers in timely and appropriate manner if absence or lateness is necessary.
- ☐ Prioritizes responsibilities in order to be successful in all student roles.
- ☐ Displays positive attitude using body posture and affect that communicates interest.
- ☐ Works effectively with others; able to collaborate with faculty and peer.
- ☐ Neat clean appearance and wears clothing, jewelry, make-up appropriate to context.
- ☐ Adheres to safety policy and procedures of the environmental context; responds calmly in urgent situation.

See attached contract established to correct above area(s).

_____

(Student signature / date)

_____

(Academic Advisor / date)

Date for REVIEW of contract:_____

c.c. Student file, Course Instructor(s), Department Chair

Section Three

Fieldwork Education

General Fieldwork Information

AOTA Statement

Occupational Therapy Fieldwork Education: Value and Purpose

The purpose of fieldwork education is to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population. Fieldwork experiences may occur in a variety of practice settings, including medical, educational, and community-based programs. Moreover, fieldwork placements also present the opportunity to introduce occupational therapy services to new and emerging practice environments, such as telehealth and simulation. Fieldwork experiences constitute an integral part of the occupational therapy and occupational therapy assistant education curricula. Through fieldwork education, students learn to apply theoretical and scientific principles learned from their academic programs, to address actual client needs within the context of authentic practice environments. During fieldwork experiences, each student develops competency to ascertain client occupational performance needs to identify supports or barriers affecting health and participation, and to document interventions provided. Fieldwork education also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of practice settings, while incorporating principles of evidence-based practice and client-centered care. Finally, the student develops a professional identity as an occupational therapy practitioner, aligning his or her professional judgments and decisions with the American Occupational Therapy Association (AOTA) Standards of Practice (AOTA, 2015b) and the Occupational Therapy Code of Ethics (AOTA, 2015a).

As students proceed through their fieldwork experiences, performance expectations become progressively more challenging. Level I fieldwork experiences occur concurrently with academic coursework, and the goal “is to introduce students to the fieldwork

experience, to apply knowledge to practice, and to develop understanding of the needs of clients" (Accreditation Council for Occupational Therapy Education® [ACOTE®], 2012, p. S61). Furthermore, Level I is "designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process" (ACOTE, 2012, p. S61). Level II fieldwork experiences occur at or near the conclusion of the didactic phase of occupational therapy curricula and are designed to "develop competent, entry-level, generalist practitioners" (ACOTE, 2012, p. S62). Level II fieldwork features "in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation" (ACOTE, 2012, p. S62). For the occupational therapy student, there is an additional exposure to "research, administration, and management of occupational therapy services" (ACOTE, 2012, p. S62). Students should be "exposed to a variety of clients across the lifespan and to a variety of settings" (ACOTE, 2012, p. S62). The value of fieldwork transcends the obvious benefits directed toward the student. Supervising students enhances fieldwork educators' own professional development by providing exposure to current practice trends, evidence-based practice, and research. Moreover, the experience of fieldwork supervision is recognized by the National Board for Certification in Occupational Therapy and many states regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners. Another benefit to the fieldwork site of sponsoring a fieldwork education program is the recruitment of qualified occupational therapy personnel. Through the responsibilities expected during Level II fieldwork, occupational therapy staff and administration are given opportunity for an in-depth view of a student's potential as a future employee. In turn, an active fieldwork program allows the student, as a potential employee, to view firsthand the agency's commitment to the professional growth of its occupational therapy personnel and to determine the fit of his or her professional goals with agency goals. The fieldwork program also creates a progressive, state-of-the-art image to the professional community, consumers, and other external audiences through its partnership with the academic programs. In summary, fieldwork education is an essential bridge between academic education and authentic occupational therapy practice. Through the collaboration between academic faculty and fieldwork educators, students are given the opportunity to achieve the competencies necessary to meet the present and future occupational needs of individuals, groups and, indeed, society as a whole.

Reference

Accreditation Council for Occupational Therapy Education. (2012). 2011 Accreditation

Council for Occupational Therapy Education (ACOTE®) standards. American Journal of Occupational Therapy, 66(6, Suppl.), S6–S74. http://dx.doi.org/10.5014/ajot.2012.66S6
American Occupational Therapy Association. (2015b). Standards of practice for occupational therapy. American Journal of Occupational Therapy, 69(Suppl. 3), 6913410057. http://dx.doi.org/10.5014/ajot.2015.696S06

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Adopted by the Representative Assembly 2016

Note. This document replaces the 2009 document Occupational Therapy Fieldwork Education: Value and Purpose, previously published and copyrighted in 2009 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 63, 821–822. http://dx.doi.org/10.5014/ajot.63.6.821
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American Occupational Therapy Association. (2016). Occupational therapy fieldwork education: Value and purpose. American Journal of Occupational Therapy, 70(Suppl.

2), 7012410060. http://dx.doi.org/10.5014/ajot.2016.706S06

Fieldwork Materials

All necessary forms, a copy of this manual, Level I and Level II forms for the fieldwork sites can be found on Blackboard by going to Courses and Organizations, Occupational Therapy Students, and the Fieldwork tab.

Fieldwork Definitions

Level I Fieldwork

The purpose of Level I Fieldwork is for students to synthesize academic learning with clinical practice. Level I Fieldwork experiences are structured around the assignments provided by the course instructors, with emphasis on developing professional behaviors and observation skills. Level I Fieldwork is integrated into evidence-based seminars, problem and team-based learning experiences, and clinical laboratory experiences throughout the Program. Additional Level I fieldwork experiences are also offered in less formal ways in other classes. Fieldwork I experience include online simulations, observation of typical and atypical development; observation of clients with a variety of conditions and dysfunctions; observation and description of evaluation and intervention; observation of client behavior; and identification of the roles and functions of the occupational therapist and occupational therapy assistant in various settings. Fieldwork experiences might occur online and at sites where an occupational therapist is not currently employed. SHU OT faculty and adjunct faculty will support students onsite or at SHU.

Level II Fieldwork

Level II Fieldwork is an in-depth experience in delivery of occupational therapy service to clients. Full time students will participate in Level II Fieldwork during the spring and late spring/summer semesters of the second academic year. Level II Fieldwork is 24 weeks at FTE at 2 or more sites or can be lengthened if done on a part-time basis at a location determined by the AFC. Part of Level II Fieldwork can be in traditional or non-traditional settings and include emerging practice areas, like telehealth. The purpose of Level II Fieldwork is to apply previously learned theoretical concepts to the actual therapeutic and professional situation and to demonstrate appropriate methods of data collection to determine the needs and intervention/treatment goals of assigned clients. Students are expected to progress to an entry level of competence in all areas of

practice specific to the fieldwork location.

Academic Fieldwork Coordinator (AFWC)

This faculty member at Sacred Heart University is responsible for monitoring the fieldwork experiences. Responsibilities include assigning students to Level II fieldwork experiences, negotiating contracts, assuring all written contracts are in place and make contact with each fieldwork placement where students are located. The AFWC maintains the fieldwork office and all required forms, site files, and contracts. The AFWC provides information to the clinical institutions regarding the academic curriculum and provides feedback to the rest of the academic program faculty regarding curriculum and clinical practice issues.

Fieldwork Coordination Assistant

Provide administrative support to Academic Fieldwork Coordinator and Assistant Academic Fieldwork Coordinator including general clerical and administrative functions as needed for day-to-day operation of the Level I and Level II Occupational Therapy Fieldwork Education components of the Graduate Occupational Therapy Program. This includes reviewing, maintaining, and assuring timely updates of all site contracts, setting up and maintain FW scheduling, maintaining site, student and fieldwork educator profiles, and coordinating, overseeing, and assuring student compliance for fieldwork readiness, program, and University requirements.

Fieldwork Educator

Also referred to as Clinical Instructor or "CI", Student Educator and Fieldwork Supervisor. They are the individual(s) responsible for student training in the fieldwork placement. During Level I experiences there are traditional and non-traditional Level 1 Fieldwork educators. All Fieldwork Educators have two major areas of responsibility-administrative functions and direct day-to-day supervision. One or more Fieldwork Educators may be assigned to a student (most often in Level II), or more than one student may be assigned to the same Fieldwork Educator (most often in Level I). The Level II Fieldwork Educator is responsible for completing the student evaluation at mid-term and at the end of the fieldwork placement and the non-traditional Level I Fieldwork educator will complete a Level I student evaluation at the end of the placement.

Site Clinical Coordinator of Education/Student Coordinator

Some facilities may have one person designated as the coordinator of all fieldwork

education (PT, nursing etc.). This person is usually responsible for orienting the student to the facility, serving as an additional resource to the student and assuring the fieldwork runs smoothly. If the fieldwork site does not have a CCE, the responsibilities listed may be assumed by the Fieldwork Educators supervisor or by the Fieldwork Educator themselves.

Level I Fieldwork

Important Level I Fieldwork Information

Level I Fieldwork at Sacred Heart University is composed of experiences aligned with evidence-based seminars, team and problem-based learning experiences, and clinical laboratory experiences throughout the Program. Level I Fieldwork is also incorporated in less formal ways in other classes. Fieldwork Level I experiences take place both on- and off-campus. Transportation is the responsibility of the student.

The goal for Level I Fieldwork is to provide opportunities to integrate academic knowledge of each age population in simulation, real life and treatment situations. Specific Fieldwork Level I assignments, goals and objectives, grade percentages, and experiences will be defined in each course syllabus.

Level I Fieldwork experiences will be a combination of online simulations or scheduled in-person experiences, depending on a student's schedule and the days that the student may or may not have classes at Sacred Heart. All in-person fieldwork sites are either on campus or within 60 miles of a student's current address. Fieldwork experiences will be arranged by the AFWC, and students are expected to attend Fieldwork Level I during the times established by the Level I Fieldwork supervisor.

Level I Fieldwork in person supervisors may be from various backgrounds other than OT. Supervisors may include, and are not limited to case managers, occupational therapists, teachers, nurses, social workers, physical therapists and psychologists. Students are expected to follow the guidelines listed in the Level II information section for professional behaviors, dress code, conduct and confidentiality. Students will be evaluated based on their performance in Level I Fieldwork seminars, written assignments each semester, Blackboard discussion board postings and on their professional behaviors surrounding fieldwork expectations. This includes but is not limited to attendance at required fieldwork seminars and simulation debriefing sessions,

meeting deadlines set by AFWC and the Fieldwork Coordination Assistant or submitting requested paperwork, alerting the AFWC about absences, participation in fieldwork discussions including understanding of required readings, etc. The Level I Fieldwork grade will be determined by the AFWC and posted in Student Planning and Advising for the relevant fieldwork course.

If a student fails Level I Fieldwork, the following will occur:

1. The student will be referred to the Professional Performance Committee (PPC). The committee may determine (but is not limited to) one of the following as the course of action for the student:
    a. If the student fails the practical Level I component, the student must repeat the experience and must complete remedial work outlined by the AFWC in the timeframe established.
    b. If the student fails the classroom component of fieldwork, the student may be required to repeat the fieldwork experience and must complete remedial work outlined by the AAFC in the timeframe established.

2. The student must meet with the AFWC and their academic advisor to review the PPC's decision.

Please note that:

1. Failure in Level I Fieldwork can lead to a student's dismissal from the Program.
2. A student may not fail either of the Level I Fieldwork components more than once.
3. Failure in Level I Fieldwork may delay a student's progression in the curriculum including the start of Level II Fieldwork.
4. Students must successfully complete all Level I Fieldwork experiences before beginning a Level II fieldwork.

Nametags will be provided for each student to wear while on Level I Fieldwork that will identify them as occupational therapy students. The Program purchases the first nametag. Students are required to purchase any subsequent nametags. Nametags must be worn while participating in any Level I fieldwork experience. Occasionally, the Level I fieldwork site may require students to wear a lab coat, scrubs or other types of professional garments. It is the student's responsibility to obtain any necessary garments for the fieldwork experience. It is also the student's responsibility to pay for parking at any fieldwork site.

Students are covered under the Sacred Heart University Medical Professional Liability Insurance Policy. Students who wish to purchase additional liability insurance are encouraged to do so.

The following are prerequisites for participation in Level I and Level II Fieldwork (uploaded to Exxat):
1. Current physical examination, 2-step PPD/QuantiFERON and immunization record and all required immunization/titers/lab reports (uploaded to student's portal on Exxat).
2. Current AHA Basic Life Support (BLS) Provider CPR certification. (uploaded to student's portal on Exxat
3. Proof of Health Insurance (uploaded to student's portal on Exxat)
4. Completion of EXXAT Profile.
5. Criminal background check completed at admission to program and updated if required by fieldwork site. Fingerprinting, drug screen, completed child abuse clearance if required by the fieldwork site.
6. Completion of the Protecting Youth Training course.

The student is responsible for reporting any changes in prerequisite information i.e., change in health insurance, updated CPR, annual PPD etc. and supplying copies of updated cards and documentation to the Fieldwork Coordination Assistant. Any student found to be out of compliance will be referred to the Professional Performance Committee.

Students should note that a felony conviction may affect a graduate's ability to sit for NBCOT certification examination and/or attain state licensure.

In the event of an illness or emergency necessitating absence/ leaving early, you must notify the Fieldwork Level I supervisor and AFWC as soon as possible. Students are responsible for making up the time they miss in all Level I Fieldwork experiences and to notify the AFC of the make-up arrangements once they have been made with the Level I Fieldwork supervisor. Students are not allowed to change the day or time of the experience unless the student discusses with the AFWC.

In the event of inclement weather, students are expected to attend their fieldwork assignments. A Sacred Heart University closing does not relieve a student's fieldwork obligation. If there is any question about whether you should attend fieldwork, please

call your fieldwork educator and ask. If the weather is extremely hazardous, students may use their own judgment as to whether to attend fieldwork. As previously stated, students are responsible for making up time missed in Level I Fieldwork experiences. Upon completion of each Level I Fieldwork experience, students will be asked to complete an evaluation electronically of the fieldwork site to be shared only with the Sacred Heart University faculty.

Level II Fieldwork

Important Fieldwork Level II Information

Requirements for Participation in Fieldwork Level II

Level II Fieldwork is a required component of the curriculum. Successful completion of both Level II Fieldwork Education experiences is a requirement of the Accreditation Council for Occupational Therapy Educators (ACOTE) and for graduation from The Department of Occupational Therapy at Sacred Heart University. All fieldwork experiences must be successfully completed within 24 months of curriculum coursework completion.

In addition to the prerequisites listed for Level I and Level II fieldwork, the following additional prerequisites for participation in Level II Fieldwork:

1. GPA of 3.0 or better
2. Successful completion of all prerequisite coursework.
3. Passing grade on all Level I Fieldwork Evaluations
4. Contact the site within 48 hours of contact information being given to the student in writing by the AFC to arrange for an interview (phone or in person) if required.

The student is responsible for reporting any changes in prerequisite information i.e., change in health insurance, updated CPR, annual PPD etc. and supplying copies of updated cards and documentation to the Fieldwork Coordination Assistant. Any student found to be out of compliance will be referred to the Professional Performance Committee for review. Violations which result or could have resulted in harm to self or others, falsification of records, and other major offenses may result in dismissal from the program.

How are Level II Fieldwork Assignments Made?

The AFC determines all Level II Fieldwork assignments in collaboration with the student. Fieldwork placements can be within 60 miles of where a student is residing. Students will complete a Student Profile on the fieldwork software during the first Fall semester in the program. Students may make requests for specific geographical locations i.e., near campus or near permanent home address on their EXXAT Student Profile and also rank preferred practice areas for Level II fieldwork. Students can also request the AFWC to contact new sites that are not existing contacts using the New Fieldwork Site Recommendation Form. Once these choices are submitted, students may not change their preferences for location or site after the end of their first Spring semester in the program unless for an emergency, i.e., loss of housing, family reasons. The AFWC will research possible site locations for each student and may develop agreements with new sites that are appropriate. It is not acceptable for a student or a family member to contact a possible fieldwork site unless given prior approval by the AFWC. Please note that assignments are made with many factors in mind and students will not always get their first choice of location.

Students will be notified of their Level II Fieldwork placements as soon as possible so that necessary arrangements can be made. Once a student is notified of their fieldwork placement, they will have 2 days to bring any issues or concerns in writing to the AFWC. Students are not permitted to reject assigned FW placements without reasonable justification. If they do, they must go through an appeals process.
Level II fieldwork must be completed in at least two different settings. The three possibilities for fieldwork settings include inpatient settings, outpatient settings and home and community settings. In-patient settings include inpatient hospitals, inpatient rehabilitation, inpatient mental health, sub-acute facilities. Outpatient settings include hospital outpatient, outpatient clinics, and pediatric outpatient clinics. Home and community settings include home health, group homes, assisted living, industry and business, schools, early intervention centers, day-care centers, community mental health centers, hospice, and wellness centers. Students are also encouraged to work with different client populations across the lifespan.

What does the Level II Fieldwork Facility Know About Me?

The fieldwork educator will receive an electronic link to information including the following:

5. Your EXXAT Student Profile
6. The Liability Insurance Certificate from Sacred Heart University

7. A written statement from the AFC that you have received instruction in Health and Safety and OSHA standards for blood borne pathogens and HIPAA regulations
8. 4. Summary of the curricular content covered to date
9. General Level II Fieldwork objectives set by SHU
10. Readings on fieldwork education and supervision

Prior to Level II Fieldwork Experience

You must contact the facility at least four-six weeks prior to the start date to ask about an interview (by phone, video call, or in-person) and any special requirements or recommendations for advance preparation. You are responsible for making sure that all documentation is uploaded to Castle Branch **and** that you completed any pre-requisite documentation for your site **at least** four weeks before your start date. Failure to do by this deadline may result in forfeiture of the fieldwork assignment and may delay your progression in the OT program. You should also request any information that you will need before starting such as site-specific objectives, directions, expectations, dress code, etc. You are responsible for updating your Exxat Profile at least four weeks before your Level II fieldwork start date.

Tips for Preparing for Level II Fieldwork

1. Ensure you have reviewed all information the facility may have sent to you and completed any pre-requisite documentation or training that they require prior to your start date.
2. Ensure that you have proper directions and know where you will park prior to the first day.
3. Bring a binder and/or clipboard with any resources (lab notes, handouts, checklists etc.) that you need for the specific site, notepaper, pens, name tag and reference books.
4. Students with disabilities must meet with the staff from the Student Success Center and written accommodations must be sent by the JLC to the AFWC and the fieldwork site in advance of beginning Level II fieldwork so that all parties can discuss any accommodations that may be needed.

Student Responsibilities During Fieldwork

During all fieldwork education, you are expected to abide by the policies and procedures of the facility. While on fieldwork, you are representing yourself, Sacred Heart University and the entire Occupational Therapy profession. You should act in a manner that reflects well on all three parties, at all times.

Please complete the Fieldwork Verification Form/Supervisor Form on Exxat within the first seven days of starting your fieldwork experience. The AFWC will not submit grades to registrar until the Verification Form and your Student Evaluation of the Fieldwork Experience Forms are received.

Level II International Fieldwork Placement and Non-Traditional Settings

Students requesting a Level II Fieldwork outside of the United States of America or placement in a non-traditional setting must have completed and successfully passed one Level II fieldwork experience before being considered for a non-traditional or international fieldwork site. Students must have an overall GPA of 3.5. Additionally, for international sites, the country must be a WFOT member country, and the student must be fluent in the language of the country, or the fieldwork educator must be fluent in English and physically present with the student for the duration of the fieldwork. Students are responsible to make any travel, transportation, and living arrangements and assume all costs and expenses incurred as a result.

An international fieldwork site must adhere to ACOTE Standards with regards to supervision and the overall fieldwork experience. The fieldwork site is required to discuss their student program policy and procedures with the AFWC to ensure compliance with ACOTE standards. If it meets ACOTE standards, the site will be considered for placement. A site will not be considered a placement unless it has an occupational therapist on site for at least eight hours per week for student supervision.

Professional Behaviors/ Code of Ethics

Students are expected to demonstrate professionalism by projecting a professional image, displaying continuous positive regard for all patients/clients, peers, and other individuals and demonstrating responsibility for actions and outcomes. You should also be familiar with and follow the Occupational Therapy Code of Ethics.

Dress Code

Most facilities have their own dress code, which you are expected to follow. However, when a dress code does not exist, the requirement is clean, neat business-casual attire. For Sacred Heart Occupational Therapy students this means **no shorts, jeans, short skirts, high heels, sheer clothing, joggers, sweatpants, yoga pants, low-**

cut, or tight clothing at any time. Shoes should be closed toe with non-slip soles. For all fieldwork sites, long hair should be tied back, fingernails kept short, and jewelry kept to a minimum to prevent patient care from being affected. Some sites may not permit piercings and visible tattoos.

Avoid wearing perfumes or colognes as this may be offensive to your clients and the people you work with. You are expected to wear a Sacred Heart nametag, or one provided to you by your site clearly identifying yourself by first name and as an occupational therapy student. You are responsible for obtaining any professional garments that the site expects you to wear such as a lab coat, scrubs etc.

Conduct

Students must always behave professionally. All policies and procedures of the facility should be followed. You are expected to be prompt, courteous, and respectful. Remember that you are representing Sacred Heart University, the Graduate Program in Occupational Therapy and the profession of occupational therapy. Respect must be shown/given to all patients, staff and facility property.

Confidentiality

Confidentiality of all patient information must be adhered to. Follow all HIPPA guidelines. Never use patient names in any written or verbal reporting outside of the facility or in any situation (such as elevators, stairwells) where people other than team members may be able to hear your conversation. Patient charts should not be left open in patient-care areas and computers, or laptops must not be left on with patient information visible to others. **You are not permitted to bring any charts or patient information out of the fieldwork site**.

Attendance/Punctuality

The hours (usually 40 hours per week) and days worked are set by the facility and usually relate directly to the schedule of the fieldwork educator and may include weekend, holiday, and evening hours. You must attend all days during the fieldwork experience dates and be on time consistently. When absent, both the site and the AFC should be notified by phone or email.
Up to 3 days for illness, bereavement, or family emergency may be taken without making up time, although this is at the fieldwork site's discretion. **These days are not to be used for vacations and are not to be used at the end of the fieldwork to**

shorten the duration of the fieldwork placement.
In school-based settings, any holidays that are also Sacred Heart University holidays may be taken off without the need to make up time.
Any requests for time off to attend conferences, personal appointments, or other purposes require advance negotiation with the fieldwork educator and will have to be made up by the student during the fieldwork or at the end of the placement. Days off for the above reasons are not guaranteed and may be denied. Excessive absence means the student will be referred to the Professional Performance Committee and may require additional time, cancellation, extending or repeating the fieldwork experience. Any leave from fieldwork due to religious reasons must be discussed with the AFWC prior to the fieldwork so that the appropriate arrangements can be made.

Communication with the Program in Occupational Therapy

Please have the email address or telephone number of the AFWC, Fieldwork Coordination Assistant, and the Program in Occupational Therapy with you while on the fieldwork site. Please notify the AFC of any issues, problems, or situations that may arise promptly. Every effort will be made to return your email or phone call as soon as possible.

You are responsible to check your Sacred Heart email daily while on fieldwork in order that you can receive emails from the AFC or other faculty. The fieldwork site will be contacted by the AFWC either by email or telephone during your fieldwork education experience. This contact is to see how your experience is progressing with you and your fieldwork educator. The goal is to help you and your fieldwork educator identify and deal with real or potential problem areas evidenced.

The contact also provides the opportunity for the Academic Fieldwork Coordinator to offer guidance and suggestions to the fieldwork educator regarding teaching techniques and enable us to become better acquainted with the facility in order to maintain a more effective relationship. Site visits by the AFWC or another faculty member will be scheduled at the discretion of the AFWC or the fieldwork educator.

Dates of the FW Experience

The start and end dates, as well as any make-up days, will be determined by the fieldwork site. Because of the dates chosen, students may not be eligible for August graduation, as all grades must be received prior to August 31.

Student Evaluation and Grading

Evaluation of student performance is an ongoing process consisting of informal evaluations, feedback, participation in assignments such as discussion boards and meetings, and formal evaluations at the midterm and final (usually weeks 6 and 12). Students should self-evaluate at least once a week and be ready to discuss this personal assessment with your fieldwork educator as needed or as requested. Included in the self-evaluation process are goals to be accomplished by the student during the following week. These goals should be shared with your fieldwork educator during informal and formal meetings so that they may be refined. Forms are available for students and fieldwork educators to outline the 12-week fieldwork and for supervision/feedback meetings.

Students should be familiar with the AOTA Fieldwork Performance Evaluation (FWPE). For 12-week fieldwork assignments, the fieldwork site will complete the electronic versions of the mid-term and final FWPE electronically on Formstack, a software program housed by AOTA. For fieldworks of shorter duration, another evaluation form may be used and that will be shared in advance with the student and the fieldwork educator. Successful completion of the fieldwork experience is determined by the AFC, utilizing the information and documentation from the fieldwork evaluation forms. Grading for Level II Fieldwork is on a pass/fail basis. Upon successful completion of each Fieldwork Level II experience, the student will receive a grade of pass. Each fieldwork experience is graded individually. Failure of a fieldwork experience may result in termination of the student's enrollment in the occupational therapy program. If a student fails a Level II Fieldwork assignment, the PPC will determine if the student should be allowed to continue in the occupational therapy program. Based on the PPC's recommendations, the student may be asked to complete any or all of the following:

1. Remedial work chosen by the student's academic advisor and the AFC.
2. Meet with their advisor at least bi-weekly to discuss the fieldwork failure, the remedial work and plan for improved performance on a repeated fieldwork for a period of NO LESS THAN four weeks after the failed fieldwork.
3. Repeat failed fieldwork experience as arranged by the AFWC.
4. Repeat courses or laboratories.
5. Seek counseling or other medical attention and provide documentation of ability to continue.
6. Any other action as individually determined for a specific student case, which the committee deems necessary to remedy the situation.

It should be noted, however, that if a student fails Level II fieldwork, regardless of the student's overall GPA, the student is not eligible to graduate with honors from Sacred Heart University. If the PPC determines that a student should repeat the failed fieldwork experience, a one-time only make up fieldwork experience will be scheduled. If a student fails a second fieldwork experience, enrollment in the program will be terminated. Please be aware that all Level II fieldwork must be completed within 24 months.

Withdrawal from Level II Fieldwork

Students choosing to withdraw from Level II Fieldwork experience for any reason will be permitted to do so one time only. A "W" grade will be issued for fieldwork withdrawals within the first 5 weeks from the start date of fieldwork. Students withdrawing from Level II fieldwork will be referred to the Professional Performance Committee. The PPC will determine if the student should be allowed to continue in the occupational therapy program. Based on the PPC's recommendations, the student may be asked to complete any or all of the following:

1. Remedial work chosen by the student's academic advisor and the AFC.
2. Meet with their advisor at least bi-weekly to discuss the fieldwork withdrawal, the remedial work and plan for improved performance on a repeated fieldwork for a period determined by the PPC.
3. Repeat the fieldwork experience as determined by the PPC and arranged by the AFC.
4. Repeat courses or laboratories.
5. Seek counseling or other medical attention and provide documentation of ability to continue.
6. Any other action as individually determined for a specific student case, which the committee deems necessary to remedy the situation.

Withdrawal a second time from Level II fieldwork will result in the student being referred to the Professional Performance Committee again and may result in termination from the Program. Students who withdraw from their first Level II fieldwork experience and fail a second Level II Fieldwork experience and vice versa, will be terminated from the Program. For special circumstances, students may petition the AFWC and Program Director. Please refer to the Graduate Catalog policy for course withdrawal procedures.

Student Evaluation of Fieldwork Experience

Upon completion of each Level II Fieldwork experience, students must complete the

Student Evaluation of Fieldwork Experience Forms for the site and the fieldwork educator(s) on the fieldwork software program. This information is very important to everyone at the University including future students who may choose to affiliate at the same site. A grade for Level II Fieldwork will not be issued until this is received by the AFC. Failure to return this form will result in a grade of Incomplete "I" for the experience. Receiving an Incomplete grade may delay a student's ability to graduate and thus sit for the NBCOT exam and/or apply for a temporary state license.

Criminal Background Policy

This policy is required of all CHP students beginning with those entering in the fall 2025 and going forward.

Successful completion of the Graduate Program in Occupational Therapy at Sacred Heart University includes satisfactory completion of the curriculum's clinical education component. A majority of clinical sites now require students to complete a criminal background check prior to participating in clinical education placements. Some facilities may also require fingerprinting and/or drug screening. Additionally, state laws may restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. Additionally, national certification agencies may deem persons with criminal convictions as ineligible to sit for national certification examinations. Therefore, students with criminal convictions or backgrounds may not be able to obtain required clinical education experience(s), thus failing to meet the academic standards of the Occupational Therapy program.

It is, therefore, the policy of the Graduate Program in Occupational Therapy that all admitted students planning to enroll in the Occupational Therapy Program must consent, submit to, and satisfactorily complete a criminal background check (CBC) within six (6) weeks of registration for courses as a condition of matriculation. Matriculation will not be final until the criminal background check is completed, with results deemed acceptable to the Program Director or Academic Fieldwork Coordinator. All expenses associated with the CBC, fingerprinting, and/or drug screening are the applicant/student's responsibility. Students who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check will be subject to disciplinary action up to, and including, refusal of matriculation or dismissal from the program.

Some health care and education facilities require students to use a specific company to obtain background checks, drug testing, or fingerprinting. Other facilities accept background checks from any company. The Academic Fieldwork Coordinator will advise students prior to their clinical placement if the site requires a specific company for the CBC, drug screening, or fingerprinting. It will be the student's responsibility to complete the background check, drug screening, or fingerprinting with the required company at their own expense within the timeframe specified by the site. If a site requires CBCs to be completed with a company other than Universal (through Exxat), the background check results may be sent to the site. The policy regarding who receives the results is determined by the site, not the Occupational Therapy Program or Sacred Heart University.
Universal, provides CBCs, which will include felonies, misdemeanors, and sex offender status at federal, state, and local levels from seven previous years of residence. Each student must contact Universal via Exxat and place an order for his/her CBC. The following page provides specific instructions and product code information.

Because several clinical facilities require the university to provide students' CBC results, the Academic Fieldwork Coordinator will need to have access to Certified Background inquiry results during a student's active enrollment in the Occupational Therapy Program at Sacred Heart University. Students authorize this access during the online order processing of their CBC, by checking the box indicating agreement with Exxat's terms and conditions of use (https://mycb.Exxat.com/terms). In the case of adverse information in a CBC report, the Academic Fieldwork Coordinator will proceed as follows:

The Academic Fieldwork Coordinator will review the student's University/Program/Major application to determine whether the student reported the offense on his/her application.

The Academic Fieldwork Coordinator will contact the student to discuss the results and the student's perspective on the circumstances. The conversation will be documented in writing and included in the student's file. The student will be asked to sign an acknowledgement that they understand a flagged background check may impede their ability to be placed in clinical sites and therefore impede their ability to complete the program. The student will also be asked to sign a waiver agreeing to give the Academic Fieldwork Coordinator permission to disclose to the facility that there was a problem with the background check. Failure to sign a waiver to allow an attempt at a clinical placement will seriously call into question the student's ability to complete the degree requirements and may result in a recommendation for dismissal from the program as the student would be ineligible for a required clinical placement. The University will have no obligation to refund tuition or accommodate students if a CBC or drug screening renders them ineligible to complete required courses or clinical placement(s).

Should the student choose to continue in the program, the Academic Fieldwork Coordinator will inform the site that there was a flag on a background check of a student; the Academic Fieldwork Coordinator will not reveal the student's name to the site, rather, will identify the nature of the flag to the site and ask if such a student would be acceptable for placement at that site. The site will be asked to confirm their acceptance in writing in a letter, fax, or email. If the student feels that an adverse CBC finding is in error, the student will be directed to speak with Universal to determine if further investigation is needed. Errors may occur in instances of:

- CBC was completed on a different person with the same name
- CBC was completed on a similarly named person
- CBC returned information that was supposed to be sealed or expunged if the information is in error, the CBC is repeated, and Certified Background will update the CBC report online. If the adverse information is truly an error, no further action is taken.

If denied placement by the first clinical site due to a flagged CBC, drug screening, or fingerprinting, the Academic Fieldwork Coordinator will try to find a second clinical placement and follow the procedure outlined above. The student will be asked to sign a waiver agreeing to give the Academic Fieldwork Coordinator permission to disclose to the facility that there was a problem with the background check. Failure to sign a waiver to allow an attempt at a clinical placement will seriously call into question the student's ability to complete the degree requirements. Students who are twice denied a clinical placement based on the results of a background check will be considered ineligible for placement and unable to complete the program and, therefore, will be recommended for dismissal from the program. The University and the Graduate Program in Occupational Therapy have no obligation to refund tuition or otherwise accommodate students in the event that a CBC or drug screening renders the student ineligible to complete required courses or clinical placement(s).

Clinical sites may require a clean report of a criminal background check within 6-12 months of the clinical rotation. Therefore, repeated or additional background checks before a clinical education rotation may be required at the student's own expense. These requirements should be listed explicitly on the Clinical Site Information Form (CSIF). Sites may also notify the Occupational Therapy Program by letter or electronically, or by noting the requirements on pre-rotation confirmation forms as appropriate.

Prior to each clinical education rotation, the Academic Fieldwork Coordinator will provide the following attestation in his/her communications with each clinical site:

The Graduate Program in Occupational Therapy at Sacred Heart University obtains criminal background checks on all students upon admission to the program. Unless otherwise noted, the background check for the student assigned to your facility contained no adverse information.

If the clinical site requires more specific documentation, the student will be directed to provide a print-out of his/her results from Exxat.

Criminal background information is strictly confidential, for use only by authorized Occupational Therapy Program faculty, and shall be retained only until the student graduates or is dismissed from the program.

Immunization Policy

Students must complete required immunization and titers when entering the program, as well as the Annual Health Assessment Form. It is the student's responsibility to update the Annual Health Assessment Form and obtain a required annual 2 step PPD/QuantiFERON test and to upload this information to their Exxat account. It is also the student's responsibility to update and keep current any additional health requirements that expire or need updating per notification from Exxat.

The COVID-19 vaccine is recommended. All students should upload proof of vaccinations to their Exxat account. Declining the COVID-19 vaccine may preclude the ability to engage in fieldwork required to complete the program. Students may accept the COVID-19 vaccine at any date, however if delayed, it may impact the ability to participate in required service learning and fieldwork rotations in the program. Sacred Heart University will bear no responsibility for failure to complete the program or graduate due to COVID-19 vaccine declination.

Please note that a titer is the lab value of the antibodies being tested and requires a blood test. An immunization record of vaccinations does not meet this requirement.

Successful completion of the Graduate Occupational Therapy program at Sacred Heart University includes satisfactory completion of the curriculum's clinical education component. The majority of clinical sites require students to document proof of immunizations and titers prior to participating in clinical education placements. Students who do not have proof of the clinical site's required immunizations and titers, may be denied placement at those clinical sites, thus failing to meet the academic standards of the Occupational Therapy program. Students who cannot be placed in clinical placements due to absence of proof of the site's required immunizations and titers may be

recommended for dismissal from the program as they are ineligible for the required clinical placements. The University will have no obligation to refund tuition or otherwise accommodate students if the absence of proof of immunizations and titers renders them ineligible to complete the required courses or clinical placements.

Universal Background Check Instructions

Order Instructions for Sacred Heart University, Occupational Therapy

- Login to Exxat here using your Sacred Heart username and password
- Orientation Video for new students
- How to request Universal (background check) screenings: Background Check Instructions

Sacred Heart University, Occupational Therapy and Exxat – one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more detailed instructions on how to complete the specific information requested by your organization. Once the requirements have been fulfilled, the results will be submitted on your behalf.

Payment Information

Your payment options include Visa, Mastercard, Discover, Debit, electronic check and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. The OT Student Coordinator has her own secure portal to view your compliance status and results.

Contact Information

For additional assistance, please contact the Service Desk at 888-723-4263 or visit https://mycb.Exxat.com/help for further information.

Drug testing

Some health care and education facilities require students to obtain drug testing. The Academic Fieldwork Coordinator will advise students prior to their clinical placement if the site requires a specific company or if the student may obtain a drug test through Exxat. It will be the student's responsibility to complete the drug screening with the required company at their own expense within the timeframe specified by the site. Drug testing can be obtained through Exxat if needed.

CPR Certification

Students must obtain and maintain CPR certification for the entire time that they are in the graduate occupational therapy program. CPR course must the American Heart Association BLS for the Healthcare Provider Certification. It is the student's responsibility to provide original copies of initial proof of certification and recertification (as applicable) by uploading copies of certification card to their Exxat account. Online CPR courses are not acceptable.

Criminal Conviction

Students should note that a criminal conviction may affect a graduate's ability to sit for NBCOT certification examination and/or attain state licensure and/or obtain a fieldwork site placement.

Professional Liability Coverage (Malpractice)

Professional liability coverage for students is provided during scheduled fieldwork education experiences. Additional coverage may be purchased by the student, please see the AFWC for further information.

University Mailing Address

Sacred Heart University

Graduate Program in Occupational Therapy

5151 Park Ave., Fairfield, CT 06825

Fieldwork Office

Nicole Peloso Smith

203-396-8210

peloso-n@sacredheart.edu

Occupational Therapy Program Office

Department Assistant 203-365-4771

Level II Fieldwork Objectives

Fieldwork Level II will occur in the spring and summer semesters of the second professional year. The following Level II Fieldwork Objectives reflect ACOTE Standards, NEOTEC Level II FW Site Specific Objectives, and the Sacred Heart University Department of Occupational Therapy philosophy and mission. These objectives serve as an adjunct to the objectives stated on the AOTA Fieldwork Evaluation and will be met

according to the individual student's level of readiness. In addition, each facility will have site specific objectives, which can be viewed on the fieldwork software program on which to evaluate the student's performance at the midterm and final for grading purposes.

In preparation of the student being placed in a fieldwork setting, the AFWC will (Standard C.1.0 - 1.7):

C.1.0. Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements.

The AFWC will:

C.1.1 Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.

C.1.2 Document a process that ensures all students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.

C.1.3 Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

C.1.4 Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.

C.1.5 Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the written agreement (electronic agreements and signatures are acceptable). Document the process and criteria for: Selecting fieldwork sites, ensuring valid written agreements are signed by both parties and in effect prior to the onset and

through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.

C.1.6 Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.

C.1.7 Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives.

Sample site specific objectives can be provided to any site to assist them to develop their objectives for a Level II occupational therapy student.

Fieldwork Site Recommendation Form

New Fieldwork Site Recommendation Form Class of 2027

Directions

Please complete this form. Understand that this is a recommendation form, and it is necessary for the AFWC to determine if a contract can be established.

1. Student Name
2. Name of Site
3. Address
4. Contact person at the site
5. Contact Phone Number or Email
6. Type of Practice Area (i.e., Inpatient Acute, Inpatient Rehab, Skilled Nursing Facility, Pediatric Outpatient, Pediatric Hospital, Pediatric School, Mental Health Inpatient, Community Mental Health)

Any additional information Exxat Profile

The Occupational Therapy student should update their Exxat Student Profile approximately 2 months before Level II Fieldwork experience (October). The AFWC will email it to the fieldwork site with other prerequisite information. The Exxat Profile serves as an introduction of the student to the fieldwork educator(s) who will be supervising the student during the Level II Fieldwork experience. Please take time to fill it out accurately.

Information Release Authorization

The Occupational Therapy student should complete the Information Release Authorization in Exxat at the same time the Profile is completed. This E-Signature gives the Occupational Therapy Program permission to release the student's Profile to the site the student will be affiliated with. The AFWC will email it to the fieldwork site with other prerequisite information. It is the student's responsibility to provide their fieldwork site with any copies of medical records, CPR certification, evidence of health insurance, evidence of Hepatitis B Vaccination or signed Declination Forms or any other information the site requires as this information is not released by the Program.

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student

AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student

Student Evaluation of the Fieldwork Experience Form

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design
- Provide objective information to students who are selecting sites for future Level II fieldwork
- Provide evaluation to ensure fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

AOTA Student Evaluation of the Fieldwork Experience Form

Annual Health Assessment

Sacred Heart UNIVERSITY

Graduate Program in Occupational Therapy
Annual Health Assessment

To be completed by student:

Name_____ Date of Birth_____

Home Address_____Home Telephone_____

I understand that the fieldwork facilities to which I am assigned may require more health data than listed below. I understand that it is my responsibility to meet all health requirements of the fieldwork facilities.

Signature_____Date_____

To be completed by health care provider:

A thorough examination was performed on the above-named individual.

History and Physical Examination was performed on (date): _____

I find him/her to be in good health. He/she is free from a health impairment which may pose potential risk to patients or personnel, or which may interfere with the performance of occupational therapy responsibilities. **This form should not be signed unless the individual is able to fully participate in the Graduate Program in occupational therapy, including clinical fieldwork.**

Signature of Examining Physician_____

Print or Type Name_____

Address_____

Telephone_____Date_____

Immunization Requirements - Graduate Program in Occupational Therapy

Please log onto Exxat account to and place your order for both your background check and to set up your medical document manager. Our package code is **SF37.** You should follow the instructions on the site. There is a chat function available as well as phone and email help. The list below is generally the required immunizations and documents for students entering the OT program:

1. Annual Physical: Must be completed every 12 months
    - Must be documented on the Health Assessment form enclosed in this mailing by your physician. The form must be completed in full.
2. Measles, Mumps, and Rubella (MMR)
    - All students must have a positive titer for measles, mumps, and rubella (MMR)
    - If you have an immune titer: You do not need to prove any vaccinations, just submit lab work printouts for your titer
    - If you have any non-immune titer: If you have proof of vaccinations before your titers: Show proof of two MMR's **before**, and one new MMR **after** the titer
    - Re titer after the booster vaccination and submit proof of immunity
3. Varicella (Chicken Pox)
    - All students must have a positive titer for Varicella
    - If you have an immune titer:
        1. You do not need to prove any vaccinations, just submit lab work printouts for your titers
    - If you have any non-immune titers or if you have proof of vaccinations before your titers:
        1. Show proof of two Varicella Vaccinations **before**, and one new Varicella **after** the titer
        2. Retiter after the booster vaccination and submit proof of immunity

4. Hepatitis B Antibody Titer
    - All students must have 3 vaccinations for Hepatitis B and a positive titer (lab report required) OR a signed Declination Waiver.
    - Please note: There is a new 2-dose Hep B vaccine (Heplisav-B), given one month apart which is also acceptable, with a positive titer
5. Tdap (Tetanus, Diphtheria & Pertussis)
    - Documentation of receiving a Tdap in the last ten years
    - Have your healthcare provider complete and sign/stamp the form for your Tdap vaccination
    - If you have no record or recent vaccination, must receive immediately
6. PPD (Tuberculosis Test)
    - Two-step Tuberculosis Skin Test (PPD) or QuantiFERON Gold Blood Test Annually.
    - Have your healthcare provider complete and sign/stamp the form for your PPD test.
    - If you opt for the blood test, please upload your bloodwork lab results directly to your portal.
    - If positive, a normal chest x-ray needs to be documented from within the last two years.
7. Influenza (Flu Shot): You will need an annual flu shot **by November 1,** each year, and you must have it for your first Level I fieldwork assignment in January. You may wait until fall to complete this requirement, when flu shots are readily available. Most fieldwork sites will require students to have a flu shot (unless medically incapable of doing so). Please upload flu shot documentation to Exxat Approve by November 1 each year you are in the program.
8. COVID-19 Vaccine and booster
    - This is site specific requirement for fieldwork
    - Please submit documentation of your COVID-19 Bivalent Vaccination or if you are unable to receive the Bivalent dose, please submit either: Two Doses of Novavax COVID-19 vaccine OR One Dose of Johnson & Johnson's Janssen COVID-19 vaccine OR 2-Dose Monovalent (Pfizer or Moderna)

- Documentation MUST Include: First and Last Name, Vaccine Manufacturer

CDC Training Modules

- Navigate to CDC train website (linked above)
- Register using your Sacred Heart e-mail address
- Once logged in search the following modules.
  - HIPAA Awareness – Module 1 (1047429)
  - HIPAA: Allowable Disclosures and Safeguards - Module 2 (1072478)
  - HIPAA: Right to Access and Documentation - Module 3 (1072486)
  - Basics of the OSHA Bloodborne Pathogen Standard for the Healthcare Setting (1084878)
  - PPE Use in Healthcare Settings: How to Choose and Safely Don, Use and Remove (1084877)
- Once completed, upload certificates or transcript to the appropriate requirement on Exxat

CPR Certification

*Please note online courses are **not** acceptable.*

All students must complete: **American Heart Association BLS for the Healthcare Provider course**

The front and back of the card must be copied and submitted. Certificates or letters from the provider are accepted temporarily until the card arrives.

Criminal Background Check

- Obtained through Exxat via Universal Background
- Please refer to the enclosed Criminal Background Check Policy
- See details above for cost

Health Insurance

- Proof of health insurance coverage
- Ensure your card on Exxat is always up to date: *The front and back of the card must be copied and submitted*

Drug screens

Not required at this time, but may be required for future clinical education experiences

Titers and Vaccinations:

Titers are blood tests that measure whether or not you are immune to a given disease. The fieldwork sites you may be placed at require documented proof of immunity in the form of titers. Getting a vaccination is not enough. Each student is required to have titers drawn and the lab results uploaded per instructions.

Some things to keep in mind:

- If you do not have a record of vaccinations you have received, get your titers drawn first. Measure your immunity to a level before getting vaccinated to boost it. Your titers might indicate a high immunity to a specific disease in which case you will not need to get vaccinated for that disease.
- If a titer for a specific disease shows that you are not immune, you need to get vaccinated or re-vaccinated (known as a booster). This is why previous vaccination records are helpful. Vaccinations for different diseases have different timelines and numbers of shots required. (example: Varicella requires a 2-shot series 4-6 weeks apart whereas Hep B is a 3-shot series over six months). If a specific titer indicates non-immunity, your physician can direct you on the next steps for vaccination.
- Once vaccinated, titers should not be drawn until 6-8 weeks after the vaccination. If drawn too soon afterwards, the titers will indicate non-immunity as the vaccine will still be in your system. Do not make the mistake of getting a titer drawn prematurely to meet the deadline.
- If any of your titers come back not immune:
- Consult your physician about your vaccination history – how many immunizations have you already received for the disease?

- If you have not already had it, start the vaccination series for the non-immune disease. If you are partially through the vaccination series, complete it.
- If you have completed the series, you will need to get an additional immunization (known as a booster) for that disease.
- After completing the series or getting a booster, wait 6 weeks and then get a follow up titer. Do not get it too early or it will come back non-immune.
- If you have received all the immunizations possible (all the series are complete and you have received boosters) and your follow up titer still comes back non-immune, you may not covert to immunity and this will be acceptable. The program will need all documentation uploaded to your Exxat Approve account verifying your non-immunity to the disease as indicated by your follow up titer.

Please begin fulfilling these requirements as early as possible since compliance may require follow-up visits to the physician. All documents must be uploaded to Exxat - no paper copies are required. When uploading your documents ensure the document is clear, your name, date of birth, requirement, and results are all visible.

All requirements must be completed by August 1, 2025, unless previously noted. If you have questions regarding compliance with these requirements, please contact approve@exxat.com or Professor Nicole Peloso Smith at Peloso-n@sacredheart.edu

Hepatitis B Vaccine Form

Sacred Heart University
Graduate Program in Occupational Therapy
Fieldwork Office: 203-365-4773

Hepatitis B Vaccine

Student Name: _____

Address: _____
_____
_____

Phone: _____

Documentation of Vaccination

_____ I decline to receive the Hepatitis B Vaccine.

Please read and sign the Hepatitis B Vaccine Declaration below:

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring the Hepatitis B Virus (HBV) infection. I have been given the opportunity to be vaccinated with the Hepatitis B Vaccine; however, I decline the Hepatitis Vaccine at this time. I understand that by declining this vaccine, I continue to be at risk for acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials, and I want to be vaccinated with the Hepatitis B Vaccine, I can receive the vaccination at that time.

Signature: _____

Date:_____

Important Information About Hepatitis B and Hepatitis B Vaccine

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by the hepatitis B virus (HBV). The term "viral hepatitis" is often used for and may include hepatitis B and other similar diseases which affect the liver but are caused by different viruses.

Acute hepatitis generally begins with mild symptoms that may or may not become severe. These symptoms may include loss of appetite, a vague feeling of oncoming illness, extreme tiredness, nausea, vomiting, stomach pain, dark urine, and jaundice (yellow eyes and skin). Skin rashes and joint pain can also occur.

In the United States about 300,000 persons, mostly young adults, contract hepatitis B each year. About one-quarter will develop jaundice, and more than 10,000 will need to be hospitalized. About 350-400 people die each year from severe acute hepatitis B. Between 6 and 10 of every 100 young adults who contract hepatitis B become chronic carriers (have HBV in their blood for six or more months) and may be able to spread the infection to others for a long period of time. Infants who contract hepatitis B are more likely to become carriers than adults. About one-fourth of these carriers go on to develop a disease called "chronic active hepatitis." Chronic active hepatitis often causes cirrhosis of the liver (liver destruction) and death due to liver failure. In addition, HBV carriers are much more likely than others to contract cancer of the liver. An estimated 4,000 persons die from hepatitis B-related cirrhosis each year in the United States and more than 1,000 die from hepatitis B-related liver cancer.

The risk of acquiring hepatitis B is higher in certain groups of people because of their occupation, lifestyle or environment. Because of the risks of serious problems associated with hepatitis B infection, vaccination to help prevent infections is recommended for these groups.

Hepatitis B Vaccine

The Hepatitis B recombinant vaccine is made from common baker's yeast cells through genetic engineering. The yeast-derived vaccine does not contain human blood products. The vaccine is given by injection on three separate dates. The first two doses should be given one month apart and the third dose five months after the second. After three doses, the hepatitis B vaccine is 85% - 95% effective in preventing hepatitis B infection in those who received the vaccine. The protection for normal adults and children given vaccine has persisted despite the waning of measurable antibody.

Booster doses of vaccine are not routinely recommended at the present time.

Who Should Get Hepatitis B Vaccine?

The vaccine is recommended for persons at high risk of acquiring HBV infection who are or may be unprotected. These groups include:

- Health Care Workers
- Health Care workers who are exposed to blood or blood products or who may get accidental needle sticks should be vaccinated.
- Clients and staff of institutions for the mentally disabled. Other contacts of HBV carriers
- Hemodialysis patients. Homosexually active men.
- Users of unlawful injectable drugs Recipients of certain blood products.
- Household and sexual contacts of HBV carriers
- Special populations from areas with high rates of hepatitis B.

Vaccine Should Also Be Considered For:

- Long-term inmates of prisons
- Heterosexuals who come in for treatment of sexually transmitted diseases and who have histories of sexual activity with multiple sexual partners.

Additional Considerations

Hepatitis B vaccine is also recommended as part of the therapy used to prevent hepatitis B infection after exposure to HBV. Post exposure use of hepatitis B vaccine is recommended for the following persons: (1) infants born to mothers who have a positive blood test for hepatitis B surface antigen (HBsAG); and (2) persons having accidents involving HBsAG positive blood where there is entry through the skin or a mucous membrane. In addition, vaccination may be recommended for persons having sexual contact with someone who has a positive blood test for HBsAG. The hepatitis B vaccine series should be started at the same time as other therapy, primarily, treatment with hepatitis B immune globulin (HBIG).

Pregnancy

Limited information is available about the safety of the vaccine for unborn babies, however, because the vaccine contains only particles that do not cause hepatitis B infection, there should be no risk. In contrast, if a pregnant woman acquires hepatitis B infection, she may develop severe disease. Chronic infection may occur in the newborn baby if the infant is not treated immediately at birth with HBIG and vaccine.

HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address Dates - all, including date of birth, admission and discharge dates Telephone numbers
- Fax numbers
- Electronic e-mail addresses Social Security numbers Medical record numbers
- Health plan beneficiary numbers Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs) Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images Any other unique identifying number, characteristic, or code.
- For written reports, the following information can be shared:
    - Age (age 90 and over must be aggregated to prevent the identification of older individuals)
    - Race Ethnicity Marital Status
    - Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines; however, this information must be locked in a file cabinet when not in use and must be shredded when no longer needed.

HIPAA Frequently Asked Questions

What is HIPAA?

The Health Insurance Portability and Accountability Act, otherwise known as HIPAA, was enacted by Congress in 1996 to address insurance portability (when moving from employer to employer), to reduce fraud, and to protect confidential medical information. What is a "covered entity"?

Under HIPAA, this is a health plan, a health care clearinghouse, or a health care provider who transmits any health information in electronic form in connection with a HIPAA transaction.

What is a business associate?

A business associate is a person or organization that performs a function or activity on behalf of a "covered entity."

Do schools and fieldwork programs fall under "business associate" status?

There has been much discussion as to whether a fieldwork contract requires schools to become "business associates" and therefore fall under the HIPAA requirements for each contract.

The decision of whether or not to become a business associate lies with each school. But the argument can be made that the occupational therapy and occupational therapy assistant students and the schools are not business associates using the following information:

A Business Associate Agreement is required by HIPAA where a person or entity provides services for a covered entity that involve access to patient health information. An exception to that is a person who performs "in the capacity of a member of the workforce of [a] covered entity".

45 CFR Sec. 160.103 defines members of the "workforce" as "employees, volunteers, trainees, and other persons whose conduct, in the performance of work for a covered entity, is under the direct control of such entity, whether or not they are paid by the covered entity.

There is a specific exception indicating that a Business Associate Agreement is not required for persons or entities involved in a patient's treatment. 45 CFR 164.502(e)(1).

Is training required for occupational therapy and occupational therapy assistant students? If so, how can it be accomplished?

In order to meet HIPAA guidelines, individual fieldwork sites will require students to be trained, according to HIPAA standards, to follow privacy and confidentiality guidelines. Sites may meet this objective in several ways. They may send a video to the school and require that students watch the video prior to beginning the fieldwork. They may accept HIPAA training that is covered in the academic coursework, or they may stipulate that all HIPAA training be completed at their facility. It is important to remember that the fieldwork site is responsible for making sure that students meet the HIPAA guidelines as interpreted by their facility, and that there is clear communication between fieldwork site(s) and the school regarding how the school can best help meet those requirements.

Must fieldwork contracts be updated to include a HIPAA statement?

For any site that is required to meet HIPAA guidelines, the contract should be updated to reflect any changes in responsibility by the school or the site. This is true with any fieldwork contractual agreement - the contract should reflect shared responsibilities as well as

individual responsibilities of the school and the fieldwork site. The school or fieldwork site can choose to initiate these changes per contract guidelines.

What are the consequences, if any, if a student violates the policy while on fieldwork?

If a student violates HIPAA guidelines while on fieldwork, the school and fieldwork site should develop an action plan to address the issue. While up to the site and/or school, possible steps to take could range anywhere from a review of HIPAA policy to removal of the student from fieldwork - depending upon the severity of the violation. Schools should work with fieldwork sites so that the action taken with a student violation is similar or no greater than an action that would be taken with an employee.

Guidance on language regarding Business Associate status provided by Susan Levy Wayne and Nancy Cribbs, LLB, Cleveland State University

Resources:

Myths and Facts about the HIPAA Privacy Rule

Last Update AOTA: 04/07/04 References

Kearsley, G. (2010). Andragogy (M.Knowles). The theory into practice database. Retrieved from http://tip.psychology.orghttp://elearningindustry.com/17-tips-to-motivate- adult-learners

Knowles, M. (1984). The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing.

Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Knowles, M. S. (1980) The Modern Practice of Adult Education. Andragogy versus pedagogy, Englewood Cliffs: Prentice Hall/Cambridge.

Wilcock, A. & Hocking, C. (2014) Occupational Perspective of Health, Third Edition. Thorofare, NJ: Slack

Wilcock, A. (1999) Reflections on Doing, being, and becoming. Australian Occupational Therapy Journal, 46, 1-11.

The Adult Learning Theory: Andragogy Of Malcolm Knowles

Professional Liability Certificate

SACRHEA-06 JRIVERA

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 7/31/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Jennifer Hyland, CPCU, AAI, CRIS	
AssuredPartners New England, Inc. 100 Beard Saw Mill Road Shelton, CT 06484	PHONE (A/C, No, Ext): (631) 935-9208	FAX (A/C, No): (631) 935-9208
	E-MAIL ADDRESS: Jennifer.Hyland@AssuredPartners.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Pioneer Insurance Company, LLC	
INSURED	INSURER B : United Educators Ins., Reciprocal Risk	
Sacred Heart University, Inc. 5151 Park Avenue Fairfield, CT 06825	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 2,000,000
	CLAIMS-MADE X OCCUR			GLELL0825-01	8/1/2025	7/1/2026	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 0
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 0
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
B	Student Interns Prof	X		U2837U	8/1/2025	7/1/2026	Each Claim	3,000,000
B	Liab - Claims Made			U2837U	8/1/2025	7/1/2026	Aggregate	6,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Additional Insured and Waiver of Subrogation when required per written contract.

CERTIFICATE HOLDER	CANCELLATION
FOR EVIDENCE PURPOSES ONLY	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

ACORD 25 (2016/03)

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Addenda

October 2025

Policy and Procedures for Appropriate Use of Equipment and Supplies

Equipment and supplies are to be used only under the supervision or authorization of OT program faculty or designated lab personnel.

1. Students must complete all assigned safety and equipment orientation sessions before engaging in laboratory or simulation activities.
2. Equipment is to be used solely for instructional purposes related to OT coursework and not for personal use.
3. After use, all items must be cleaned, disinfected (as applicable), and returned to their designated storage area.
4. Any malfunctioning, damaged, or missing equipment must be reported immediately to the course instructor or lab coordinator.
5. Students are financially responsible for damage caused by negligent or inappropriate use.
6. No equipment or supplies may be removed from the classroom or lab without explicit faculty approval.

Policy and Procedures for Infection Control in the Classroom and Laboratories

To prevent the spread of infection and maintain a safe, hygienic learning environment, all students, faculty, and staff must always adhere to standard infection control procedures in classroom, laboratory, and simulation environments:

1. **Hand Hygiene:** Hands must be washed or sanitized before and after all lab activities, after contact with body fluids, and before leaving the lab.
2. **Personal Protective Equipment (PPE):** Appropriate PPE (e.g., gloves, masks, gowns, safety goggles) must be worn when indicated by activity or instructor.
3. **Cleaning and Disinfection:** All shared equipment, mats, and surfaces must be disinfected before and after use using approved cleaning agents.

4. **Sharps and Biohazardous Materials:** In the unlikely event students are required to use sharps, the sharps must be disposed of in designated containers.
5. **Illness:** Students exhibiting symptoms of communicable illness should refrain from attending in-person lab activities and notify the instructor immediately.
6. **Waste Disposal:** All waste must be discarded in appropriate receptacles following institutional environmental health and safety guidelines.

Policy and Procedures for Emergencies and Evacuation

All individuals in the OT program must be familiar with and adhere to the institution's emergency response and evacuation procedures:

1. **Emergency Notification:**
    - In the event of fire, severe weather, active threat, or medical emergency, immediately follow campus emergency notification protocols (e.g., emergency alert system, alarms).
    - For specific directions, please visit the Sacred Heart University Emergency Plan
2. **Evacuation:**
    - Evacuate the classroom or lab calmly and promptly via the nearest marked exit.
    - Faculty or designated personnel will take attendance at the designated assembly point outside the building.
3. **Fire Safety:**
    - If safe to do so, shut off equipment and close doors upon exiting. Do not use elevators during evacuation.
4. **Medical Emergencies:**
    - Notify emergency services (dial 911) and campus security.
    - Provide first aid or CPR only if trained and it is safe to do so.
5. **Shelter-in-Place (e.g., Severe Weather, Active Threat):**
    - Follow institutional shelter-in-place procedures as posted in each classroom and lab.
6. **Accessibility:**

- Faculty are responsible for ensuring that students with mobility or sensory impairments are aware of accessible evacuation routes.

7. **Training and Drills:**

- Emergency procedures are reviewed at orientation and will be practiced through scheduled drills at intervals during the academic year.