

MASTER OF SCIENCE IN OCCUPATIONAL
THERAPY PROGRAM

Richard Stockton College of New Jersey

Program Handbook

2014-2015

TABLE OF CONTENTS

PART I: PROGRAM DESCRIPTION

STATEMENT ON ACCREDITATION.....	1
MISSION STATEMENTS.....	1
Institution Graduate Education Mission Statement.....	1
Program Mission.....	1
Program Philosophy.....	2
Curriculum Design.....	2
Threads in the Curriculum.....	4
Levels of the Curriculum.....	4
Student Learning Outcomes.....	4
COURSE SUMMARIES.....	5
<u>PART II. POLICIES AND PROCEDURES</u>	12
COLLEGE POLICIES.....	11
Academic Honesty.....	11
Advisory Board on Grades and Standing.....	11
Research and Ethics.....	12
Non-academic Disciplinary Issues.....	12
Emergency Closing.....	12
MSOT PROGRAM POLICIES.....	13
DEFINITION OF A MATRICULATED STUDENT.....	13
ATTENDANCE AND PARTICIPATION.....	13

CONTINUATION IN THE PROGRAM & ACADEMIC PROBATION.....	14
ACADEMIC PROBATION.....	15
GRADING.....	15
GRADING OF ASSIGNMENTS AND EXAMINATIONS.....	16
FACULTY AVAILABILITY POLICY.....	16
GRADUATION FROM THE PROGRAM.....	17
MSOT STUDENT ACTIVITIES AND RESOURCES.....	17
GRADUATE ASSISTANTSHIPS.....	17
DISTINGUISHED RESEARCH FELLOWSHIP.....	18
MSOT PROGRAM DISTINCTION AWARD.....	18
ALPHA ETA HONOR SOCIETY.....	19
STUDENT OCCUPATIONAL THERAPY ASSOCIATION.....	19
OCCUPATIONAL THERAPY CLUB.....	19
MSOT STUDENT BEHAVIOR POLICIES.....	20
CLASSROOM LECTURE AND LAB ACTIVITIES.....	20
DRESS CODE POLICY.....	21
SAFETY GUIDELINES LAB/EXPERIENTIAL ACTIVITIES	21
ELECTRONIC CUMMUNICATIONS.....	23
SUBMITTING ASSIGNMENTS.....	23
USE & MAINTENANCE OF CLASSROOM & RESOURCE ROOMS.....	26
<u>PART III. PROFESSIONAL BEHAVIOR AND PROFESSIONAL DEVELOPMENT.....</u>	28
<u>PART IV. ROLE OF PRECEPTOR.....</u>	31

<u>PART V. MSOT PROGRAM STATEMENT ON PROFESSIONAL USE OF SOCIAL NETWORKING SITES</u>	32
<u>PART VI. MSOT GRADUATE STUDENT FACULTY REVIEW COMMITTEE</u>	34
<u>PART VII. TECHNICAL STANDARDS</u>	35

Program Handbook
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

PART I: PROGRAM DESCRIPTION

STATEMENT ON ACCREDITATION

Accreditation

The Master of Science in Occupational Therapy (MSOT) is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. ACOTE'S telephone number, c/o AOTA,, is (301) 652-AOTA and its web address is www.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).

* After successful completion of this exam, the individual will be an occupational therapist.

* A felony conviction may affect a graduate's ability to sit for the NBCOT exam or attain state licensure.

MISSION STATEMENTS

Institution Graduate Education Mission Statement

The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the College's commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of new technologies. Through accessible graduate education the College responds to the State and regional needs.

Program Mission

The mission of the Occupational Therapy Program at the Richard Stockton College of New Jersey is to help our students become competent and caring practitioners and lifelong learners. We are committed to helping our students develop the capacity for continuous learning based on the belief that human beings learn and acquire knowledge as unique individuals who engage in the educational process through personally held values, interests, and beliefs as well as individual drives to participate in desired occupations.

Learning occurs in a variety of curricular and co-curricular contexts/environments and requires the integration of cognitive, motor, perceptual, social, and sensory skills so individuals are prepared to apply knowledge in the dynamic environments of a diverse and

multicultural society. The Program recognizes the diverse needs of students and faculty in the learning process and utilizes various pedagogical methodologies, including the use of technology and interprofessional educational experiences, to develop critical thinking and problem-solving, resourcefulness, scholarship, creativity, and intellectual achievement. Students emerge with integrated knowledge and skills to provide client-centered, occupation-based, holistic occupational therapy services and understand the need to engage in lifelong learning.

The Occupational Therapy Program at the Richard Stockton College of New Jersey is also committed to the development of southern New Jersey through research and community service.

Program Philosophy

The philosophy of the Occupational Therapy Program at the Richard Stockton College of New Jersey is based on the philosophy of the profession as well as an articulated approach to human beings and how they learn based on the philosophy of occupational therapy education (2007).

The Occupational Therapy Program at the Richard Stockton College of New Jersey is based on the philosophy of the profession that describes occupation as the uniquely personal and meaningful activities that provide individuals with a sense of personal identity and support participation in a variety of contexts/environments. Occupation is expressed uniquely in individuals across the lifespan, along a developmental continuum, and within varied contexts. Occupational therapy is a profession that understands the primary importance of occupation in allowing individuals to be productive, satisfied, and contributing members of society. When individuals are prevented from participating in occupations due to biological, psychological, societal, or other environmental factors, dysfunction may occur. Occupation is utilized by the occupational therapist for both intrinsic and therapeutic purposes. Occupational therapists' understanding of the restorative, normalizing, and life-enhancing role of occupation enables individuals to engage in occupation to support participation in context(s). (AOTA, 2002).

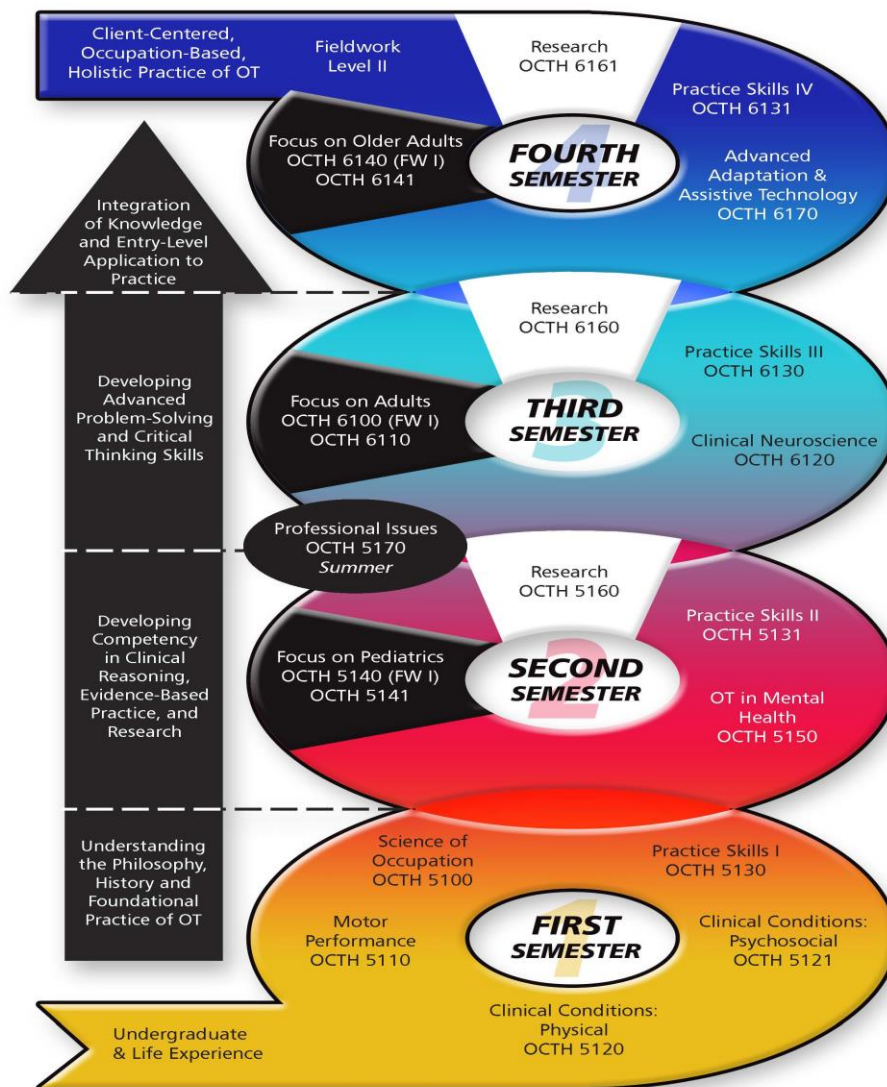
Curriculum Design

The process of learning is conceptualized in the curriculum as a sequential and developmental progression where learning occurs through a spiraling curriculum of knowledge construction and reconstruction. This involves learning about human occupation and development across the lifespan within contexts following a developmental curriculum. Students learn foundational concepts and continue to build upon this knowledge to develop more advanced and complex skills.

Concepts are best integrated and retained when learning builds upon existing knowledge. It is synthesized further through active engagement in meaningful, case-based, client-centered problem solving and activities that promote competence in professional knowledge and skills. Therefore, students bring prior learning and life experiences to the Occupational Therapy Program. They then develop competency to apply and utilize

occupation as a primary method of evaluation, intervention, and health promotion through clinical reasoning, evidence-based practice, advanced problem solving, critical thinking skills, integration of knowledge, and entry-level application of learning to practice.

The curriculum design consists of six threads and six levels. In each of these threads students learn and apply concepts advancing through levels of advanced complexity and problem solving until reaching the skill and knowledge level required of an entry-level occupational therapist. Skills that promote interprofessional learning, lifelong learning, and scholarly pursuits are incorporated throughout the curriculum in a developmental and spiraling sequence:



Threads in the Curriculum

Foundational Knowledge
 Practice Skills
 Research
 OT Evaluation Across the Lifespan
 OT Intervention Across the Lifespan
 Professional Skills

Levels of the curriculum

1. Entrance with undergraduate knowledge and life experiences
2. Understanding the foundational knowledge of occupational therapy
3. Competency in clinical reasoning, evidence-based practice, research, and interprofessional practice.
4. Advanced problem-solving and critical thinking skills
5. Integration of knowledge and entry-level application to practice
6. Application of knowledge and skills to provide client-centered, occupation-based, culturally relevant occupational therapy services.

Student Learning Outcomes

Students graduating from the Richard Stockton College of New Jersey's Master of Science in Occupational Therapy Program will possess expected professional behaviors of an entry-level occupational therapist as demonstrated by the following learning outcomes:

- Demonstration of professional skills based on an understanding of the profession's ethics, practice framework, safety regulations, and standards of practice.
- Effective articulation and utilization of occupation with individuals across the lifespan.
- Understanding of occupational therapy's history, philosophy, theoretical base, models of practice and frames of reference.
- The ability to evaluate a client's occupationally relevant strengths and needs in areas of occupation, performance skills, performance patterns, context, activity demands and client factors to support health and participation in life through engagement in occupations.
- The ability to provide occupationally based, client-centered intervention.
- Utilization of clinical reasoning that demonstrates problem solving, critical thinking, ethical reasoning, integration of knowledge, self-initiative and independent thought.
- Understanding of the changing health care environment with a commitment to lifelong learning that will allow the provision of therapeutic and humanistic care to promote health and well-being as evidenced in the ability to organize and manage OT services.
- Utilization of effective verbal, nonverbal and written communication skills.

- Utilization of appropriate professional and interpersonal skills to establish and maintain effective relationships with clients, caregivers and colleagues.
- Utilization of knowledge pertaining to cultural, political, and economic differences when working as a member of an interdisciplinary team, in the role of supervisor, and in the client-therapist relationship.
- Demonstration of entry-level research and presentation skills.
- Competent use of technology for gathering and processing information.
- Success in achieving personal satisfaction as an employed entry-level occupational therapist.
- Satisfaction with the educational experience gained at Stockton.

COURSES IN OCCUPATIONAL THERAPY (OCTH)

Note: Courses are open only to occupational therapy graduate students. During the first year of the program, there will be self-study competency tests in medical terminology and a competency exam in anatomy and physiology.

OCTH 5100 – M. Kientz

Science of Occupation - 4 credits

This course reviews the historical perspectives, philosophy of the profession, and the concept of occupation influencing participation in environments (contexts) considering social, cultural, and anthropological influences. It explores the impact of beliefs, values and interest throughout the life span relative to choices made in work, play, leisure and self-care activities. Includes interpersonal skills required for ethical and professional behavior, activity analysis, consideration of the impact of adapting tasks and environments, introduction to occupational theory, legislation, reimbursement, supervision, documentation, and practice settings.

OCTH 5110 – K. Klein

Foundations of Motor Performance - 4 credits

This seminar/laboratory course provides an analysis of functional anatomy, kinesiology, neuroanatomical, musculoskeletal, and cardiopulmonary factors related to movement/activity across the life span. Considerations of the effects of gender, age, strength, muscle tone, motor control, gravity, skill level, occupation, and task-environmental demands are integral to the class. *Includes competency test in Anatomy and Physiology.*

OCTH 5120 - M. Foti

Clinical Conditions: Physical - 4 credits

Introduction to the etiology, clinical course, medical management, and prognosis of developmental (physical), medical, neurological, musculoskeletal, and cardiopulmonary conditions frequently referred for occupational therapy services. The effect of these conditions on occupational performance will be explored. A self-study of medical terminology is included in the course.

OCTH 5121- M. Kientz
Clinical Conditions: Psychosocial - 4 credits

This course explores the etiology, classification, clinical course, medical management, and psychotherapeutic management of psychiatric conditions. The focus is on the effect of these conditions on occupational performance.

OCTH 5130 – V. Schindler
Occupational Therapy Practice Skills I - 2 credits

This course is an introduction to the basic principles of group dynamics and activity group process. Conducted as a seminar/activity/experience in which students will have the opportunity to examine their own and others' behavior within a group, to develop an understanding of the potential therapeutic use of group activities and to plan and implement an activity group session.

OCTH 5131 – K. Klein
Occupational Therapy Practice Skills II - 2 credits

This seminar/laboratory course offers a study of use of self and activity in occupational therapy including therapeutic use of self, the underpinnings of activity, activity analysis, and adaptation and grading of activity. The course includes an overview of the utilization of various activities and the application of activity as a treatment tool across the lifespan. Some basic experience with a variety of activities will be offered to facilitate familiarity when designing or modifying activities or adaptive equipment.

OCTH 5140 – M. Kientz
Evaluation of Occupational Performance in Pediatrics - 4 credits

This course reviews the evaluation of occupational performance and skill deficits of children including concerns of caregivers and demands of various pediatric environments; introduction to the evaluation process; administration and interpretation of assessment tools; knowledge of developmental perspectives including expectations of typical child development and impact of illness/disability. Simulated case studies using the occupational therapy *Framework* to guide evaluation assists students in developing entry-level skills. This course emphasizes clinical reasoning and utilization of frames of reference in evaluation and selection of assessment tools appropriate for a pediatric population. *Includes Level 1 fieldwork.*

OCTH 5141 – M. Kientz
Pediatric Occupational Therapy Intervention - 4 credits

This course explores the practical emphasis on pediatric occupational performance and meaningful engagement in occupations with application of appropriate theories/models of practice/frames of reference in the occupational therapy intervention process. The course

provides an overview of occupational therapy in various contexts with a focus on the importance of play for children. Strategies for evoking successful participation and engagement in desired occupations during intervention planning and implementation are identified with emphasis on public school and community settings. Ethics, advocacy, interdisciplinary problem solving, use of evidence-based practice resources, development of appropriate outcome measures, caregiver issues, and supervision of the OTA are addressed in a variety of environments.

OCTH 5150 - V. Schindler
Occupational Therapy in Mental Health - 4 credits

This course is a presentation of the theories, principles, evaluations and interventions that are used in the practice of occupational therapy with mental health populations. Information is presented in a lecture-seminar format and includes experiences in developing program proposals and intervention plans for a variety of mental health conditions and treatment settings. *May include Service Learning.*

OCTH 5160 –K. Klein
Research Methodologies - 4 credits

This course focuses on critical analysis of quantitative and qualitative evidence-based practice research found in occupational therapy and related literature, with emphasis on research as a means to measure client outcomes, validate clinical practice, and advances the profession. Students will learn how to integrate evidence-based practice as practitioners with a particular emphasis on evaluating and communicating critically appraised topics with various client populations.

OCTH 5170 - K. Furphy
Advanced Adaptation and Assistive Technology – 2 credits

Students will participate in the analysis and exploration of augmentative communication devices, alternative computer access, environmental activities of daily living systems, powered mobility systems, and assistive technology for leisure/recreation and work for individuals across the lifespan. Students will also participate in the design and fabrication of switches and low technology devices. In addition, students will explore alternative software that will enable access to the assistive devices aforementioned.

OCTH 6100 - K. Furphy
Evaluation of Occupational Performance in Adults - 4 credits

This course introduces students to an analysis of meaningful occupations, occupational performance, and skill deficits in adults with acute and chronic disease processes and traumatic injuries, using case simulations. Students will learn to identify and apply frames of reference and models appropriate for use in the assessment process with the adult client. Students will also develop skills in clinical reasoning in the selection and administration of

assessments and strategies used in acute, rehabilitation, skilled nursing, and managed care settings. *Includes Fieldwork Level I.*

OCTH 6110 - K. Furphy
Adult Occupational Therapy Intervention - 4 credits

This course introduces students to the skills required to develop treatment interventions to improve functional performance in consideration of environmental context. Students will learn to identify frames of reference appropriate for intervention with the adult population. Students will employ creative problem solving in considering energy conservation, flow of work, independent living skills, adapted homemaking, work-re-entry, driver re-education, adapted sports, and environmental adaptation of personal skills, roles, and tasks. There is a focus on the importance of work/meaningful activity in acute, rehabilitation, managed care and home environments. Advocacy, interdisciplinary problem solving, communication with caregivers, effects of disability on the family and supervision of COTA are examined.

OCTH 6120 - K. Klein
Clinical Neuroscience - 4 credits

This course introduces the central and peripheral nervous systems as determinants and products of human behavior. Neuroanatomy and neuroscience are understood with respect to health promotion and understanding of disease processes. Clinical neuroscience is reviewed based on current scientific knowledge with application of neuroscience principles tied to understanding occupational performance. This course encourages consideration of ideas about the nervous system (especially the brain) as impacting and being impacted by human behavior and occupation.

OCTH 6130 –M. Foti
Occupational Therapy Practice Skills III - 2 credits

A presentation of occupational therapy intervention skills used in the management of hand/upper extremity and industrial injuries will be provided. Skills include: manual techniques, ergonomics, work simplification, and energy conservation. In addition, complementary therapies that promote injury prevention and wellness will be explored. The course is conducted as a lecture/laboratory experience in which students, using a problem-based learning model, will have the opportunity to understand the therapeutic use of these interventions, to acquire basic implementations skills, and to apply the use of these interventions in the context of clinical simulations. *May include Service Learning.*

OCTH 6131 – M. Foti
Occupational Therapy Practice Skills IV - 2 credits

This course is a presentation of the principles of design and fabrication of splints and orthotics, and the utilization of selected physical agent modalities. It is conducted as a lecture / hands-on learning experience. The students will have the opportunity to develop

an understanding of the therapeutic use of these intervention tools, to acquire basic implementation skills, and to design and carry out these activities in the context of clinical simulations.

OCTH 6140 - M. Foti

Evaluation of Occupational Performance in Older Adults - 4 credits

This course introduces students to the analysis of occupational performance and skill deficits in older persons resulting from acute and chronic diseases and traumatic injuries using case simulations. Emphasis will be on the impact of normal aging and the concepts of caregiver stress, health status, role transition, memory and life review, retirement/leisure pursuits, and end of life issues. Application of clinical reasoning will be used in the selection, administration and interpretation of standardized and non-standardized assessments appropriate for use with the geriatric population in a variety of practice settings, such as, acute, rehabilitation, out patient, mental health, home, and nursing home facilities. *Includes Fieldwork Level I.*

OCTH 6141 - M. Foti

Older Adult Occupational Therapy Intervention - 4 credits

This course introduces students to the skills required to develop treatment interventions to improve functional performance in consideration of environmental context. Students will learn to identify frames of reference appropriate for intervention with the older adult population. Students will employ creative problem solving in the selection of aids to independent living, management of architectural barriers and modification of personal skills and tasks. The impact of disability on the family, ethics of euthanasia/prolongation of life, advocacy, burnout in primary caregivers, quality of life issues, and supervision of the COTA is explored in a variety of service settings.

OCTH 6160 - V. Schindler

Research Seminar - 4 credits

This course addresses the development and implementation of the research process/project to be finalized in OCTH 6161 Research Synthesis. The research process/project addresses the student's skills in understanding, planning, and implementing clinically relevant research. This course also includes Level I psychosocial FW in which students conduct a mentoring program with undergraduate students with a mental health, learning disability, and/or autism spectrum disorder. Students learn the research process with a specific focus on the collection of quantitative and qualitative data via pre/posttest assessments in the mentoring program. Additionally, the 6160/6161 courses include an optional Learning Abroad trip during spring break to Colombia, SA. Students choosing the Learning Abroad option gain information on the quantity and type of research conducted by occupational therapists in Colombia. *This class may include Level I Fieldwork.*

OCTH 6161 - V. Schindler
Research Synthesis Project - 4 credits

This course finalizes the development and implementation of the research process/project initiated in OCTH 6160. The research process/project addresses the student's skills in understanding, planning, and implementing clinically relevant research. This course also includes Level I psychosocial FW in which students conduct a mentoring program with undergraduate students with a mental health, learning disability, and/or autism spectrum disorder. Students continue to learn the research process with a specific focus on data analysis of quantitative and qualitative data via pre/posttest assessments in the mentoring program and a scholarly presentation of the research project. Additionally, the 6160/6161 courses include an optional Learning Abroad trip during spring break to Colombia, SA. Students choosing the Learning Abroad option gain information on the quantity and type of research conducted by occupational therapists in Colombia. *This class may include Level I Fieldwork.*

OCTH 6170 – M. Kientz & K. Klein
Professional Issues - 4 credits

This course provides an overview of the administration and organization of occupational therapy services within the changing health environment, with focus on ethics, client-centered program development, quality assurance, program evaluation, marketing, outcome measures and the impact of these issues on the assessment and intervention process. Health care reform, third party reimbursement and funding of alternative approaches are discussed relative to person/social responsibility. The need for accountability and efficacy are addressed relative to professional education, professional growth and service delivery.

OCTH 6910-001 and OCTH 6910-002-FIELDWORK LEVEL II (3 cr. each)-C.
Sauerwald

Prerequisites: *Successful completion of all course work including successful completion of all pre-required fieldwork assignments; and recommendation of the Program.*

Level II fieldwork consists of two 12-week, full-time clinical experiences in different settings. The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. The intent of fieldwork at this level is to provide the broadest exposure to the field with experiences across the lifespan and in a variety of settings or treatment models. For this reason, students are assigned to one setting that has a medical orientation serving a specific population, and the second assignment is oriented to a community-based setting or is with a population that is substantially different from the other assignment. Level II fieldwork is an in-depth experience in delivering occupational therapy services to clients, which focuses on the application of purposeful and meaningful occupation as intervention, and which incorporates experience with administration and management of occupational therapy services.

Participation in Fieldwork Level II is contingent upon several factors including, but not limited to student preparation (including successful completion of academic requirements and Level I fieldwork), clinical site availability, and suitability of the site for clinical skill development.

Fieldwork Level II is designed to involve placement in one setting that is hospital- or rehabilitation facility-based and one setting that is community based or in two settings that differ substantially in the population served, as available. Generally, the intent of fieldwork at this level is to provide the broadest exposure to the field with experiences across the lifespan in a variety of settings or treatment models.

PART II: POLICIES AND PROCEDURES

COLLEGE POLICIES

In addition to the resources located in this handbook, students should be aware of the College Policies that are located in the [Stockton Bulletin](#).

ACADEMIC HONESTY

As an academic institution of merit and integrity, The Richard Stockton College of New Jersey affirms its commitment to the honesty and excellence of research and pedagogy conducted by members of the Stockton academic community. Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student's first or a repeat offense, and the extent and nature of the offense. It is possible that a first offense will carry a penalty of suspension or expulsion, if deemed appropriate by the College.

The College makes two primary demands of its students and staff: 1) that each individual exercise the utmost care in planning and preparing the work presented for academic consideration, and 2) that members of the academic community conscientiously ensure the validity and protect the integrity of academic work and the grades earned for such work.

Please see the link below for the College's policy on Academic Honesty and note the MSOT program does have an Academic Integrity Committee:

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>

ADVISORY BOARD ON GRADES AND STANDING

Grades are not changed unless there is compelling evidence of inequitable treatment, discrimination, or procedural irregularity. The student who appeals a grade must follow protocol as described in the policy on grade appeals. If the dispute remains unresolved after having undergone the stages of review, and the student can provide evidence as required, the student may appeal to the Office of the Provost. If appropriate, the Advisory

Board on Grades and Standing, which is composed entirely of faculty, reviews the matter. The Board then makes a recommendation to the Provost, whose decision is final.

See the link below for further information:

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=26>

RESEARCH AND ETHICS

If faculty and/or student research or scholarship involves contact with human or animal participants, the research project requires pre-approval from the college's Institutional Review Board (IRB) before conducting the research:

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=92&pageID=49>. In addition to the IRB guidelines, Stockton's occupational therapy faculty and students must adhere to the *Occupational Therapy Code of Ethics and Ethics Standards (2010)* (located on the MSOT Program's Blackboard site) regarding research.

NON-ACADEMIC DISCIPLINARY ISSUES: GRADUATE STUDENT CODE OF CONDUCT

Graduate students are expected to behave in a professional and appropriate manner while on campus and at fieldwork or other college-related activities. Faculty and graduate students will treat each other with respect. Behavior and communication of any type that can reasonably be interpreted to constitute an abuse of authority, egregious nuisance or intimidation, or that systematically interfere with the fair opportunity for others to express their views, or that persistently disrupt the educational process, are not acceptable and will be subject to sanction. Offensive behavior or communication that in a single instance may not rise to the level of being actionable can do so if it is persistent. Further information about codes of conduct violations and dismissal procedures may be found in the *RSC Student Handbook*. Below is the link:

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=194&pageID=1>

EMERGENCY CLOSINGS

Information may be obtained from **Richard Stockton College Web Page** – www.stockton.edu, the **Richard Stockton College Automated Telephone System** – (609) 652-1776 or via the emergency text messaging option. Instructions for registering for this system can be obtained from

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=21&pageID=8>

In the event of severe weather or other types of emergencies, area radio stations will announce one of three conditions for Stockton.

Complete Shut Down of the Institution:

1. The Governor may order the closing of all state facilities, or the President may order the shutdown of Stockton College. Essential employees still may have to report to work.

Cancellation of Classes:

2. The College President may order the cancellation of classes for the day. In this situation, the institution remains open, however, because of the large numbers of students living on campus. Employees may still be required to report to work.

Delayed Opening:

3. The College President may order a delayed opening. In this situation, the late opening time will coincide with the beginning of a class module. Students will report to the class that ordinarily convenes at that time. Employees are to report to work as soon as conditions permit.

MSOT PROGRAM POLICIESDEFINITION OF A MATRICULATED STUDENT

To be considered a matriculated student, the applicant must have completed the application process and must have formal acceptance from the Graduate School Office of Admissions to work toward a degree and must have satisfied the acceptance deposit requirement.

Students attend the MSOT Program on a full-time basis. However, a matriculated student may need to take courses on a part-time basis due academic issues discussed below or due to personal issues necessitating a move to a part-time status within the program. Requests for part-time status must be made through the program director.

ATTENDANCE AND PARTICIPATION

The MSOT Program is a full-time program, M-F, 8:30 am-5:30 pm. Although the course schedule may not include all 5 days (M-F) in every semester, the program reserves the right to schedule make-up classes, meetings, and additional instruction at the discretion of the Program and/or faculty. In addition, students may be required to attend learning seminars or other learning opportunities that fall outside of normal class hours. These will be listed as requirements within individual courses. Attendance in the MSOT program is mandatory. Students are expected to attend **ALL** scheduled classes and participate in lectures, laboratories, examinations, field trips, observations, practicums, professional events, and all clinical experiences. If a student must be absent, it is the responsibility of each individual student to contact the course instructor prior to the scheduled class or activity, make up the work that was missed and provide appropriate work assignments or documentation as required by the instructor. Students engaged in group work for their

courses are expected to alert their group members of their absence and to complete all work associated with the project. Documentation may include medical clearance to participate in classroom or laboratory activities, and/or may be required by the instructor to document absence. Students who are absent from more than 2 classes per course may be counseled by a panel of faculty and may need to repeat the course.

Individual faculty has the discretion of their own attendance policy.

CONTINUATION IN THE PROGRAM & ACADEMIC PROBATION

To remain in the program, students are expected to complete every course with a B or better and maintain a GPA of 3.0 or above. At midterm, if the student is at risk for receiving a grade lower than a B, the student will be required to meet with his/her preceptor and/or the entire faculty to establish a plan for improving their performance for the remainder of the semester. A grade below a B for one course will require the student to meet with his/her preceptor and/or the entire faculty to establish a plan for improving their performance for the remainder of their courses. A grade below a B for a 2nd course will require the student to implement a remedial plan. Any student earning a D+ or below in a class will be required to repeat the class or will be dismissed from the program (GPA and potential to raise GPA in 1 probationary semester will dictate this). Repeating a class will alter the sequence and duration of the program. If a student's cumulative GPA falls below 3.0, the student will be notified of academic probationary status. The student will be granted no more than one probationary semester throughout the graduate program.

In some cases, students may be passing courses, but having difficulty with specific concepts, professional behaviors, or skills. In such cases, students may be asked to meet with the faculty to develop and complete remedial assignments addressing the identified deficits.

The MSOT program will assign each student to Fieldwork Level I if the student complies with all requirements established by the program and the fieldwork site. Successful completion of each Level I Fieldwork is required to continue into the next semester of the program. Students who have satisfactorily completed all academic coursework and Level I Fieldwork will be placed in Fieldwork Level II. Successful completion of all fieldwork experiences is a requirement for graduation. **Refer to the Fieldwork Manual located on the Program's Blackboard site for additional policies and procedures pertaining to fieldwork within the curriculum.**

The MSOT program is a "lock-step" program. Courses are offered once a year and must be taken in sequence, including by students attending on a part time schedule due to academic issues or other acceptable reasons for decreasing to a part-time status. In addition, students who must take a leave of absence from the program due to personal or family emergencies will have to wait until the following year when the course is offered. Students who fail fieldwork or are unable to complete a Level I or Level II fieldwork assignment may be

required to wait until the course is again offered before resuming attendance in the Program. Students in good standing at the time of the leave of absence will have a space reserved for continuation on a full time basis the following year. Leaves of absence must be renewed annually for up to 5 years:

<http://inraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=31>.

ACADEMIC PROBATION

If a student's cumulative GPA falls below 3.0, the student will be notified of academic probationary status. The student will be granted no more than one probationary semester throughout the graduate program. Students on probation may need to complete remedial activities, engage in independent study, repeat a course, and/or repeat a fieldwork experience. Depending on the timeline necessary for completing probationary requirements, graduation may be delayed. There may be the instance when a student cannot mathematically improve their GPA to 3.0 in one semester (i.e. probationary semester is during fieldwork level II semester when 3 credit FW experience occurs and GPA is too low to recover). In this instance, the student will be dismissed from the program.

GRADING

Grades will be recorded on the student's official transcripts. No credit is given for F (failed), W (withdrawal) grades or I (incomplete). Performance on Fieldwork Level I grades will be reflected in course grades for OCTH 5140, 6100 and 6140. Performance on Fieldwork Level II will be recorded for OCTH 6910. Letter grades for OCTH 6910 (Fieldwork Level II) reflect a combination of successful completion of Level II and other assignments at the discretion of the instructor.

The following scale will be used by the MSOT Program when computing letter grades.

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D+ = 67-69
- D = 64-66
- D- = 60-63
- F = 59 and below

GRADING OF ASSIGNMENTS AND EXAMINATIONS

The expectations for assignments such as projects, papers, presentations, and examinations will be indicated in the syllabus or assignment guidelines provided by the course instructor/faculty. Meeting these expectations is the responsibility of the student.

The grading of an assignment is based on how well the assignment meets the guidelines provided. If assignment guidelines/directions/expectations are not clear to a student, he/she is responsible to seek clarification from the faculty member utilizing office hours or other appropriate methods (question period during class, e-mail, discussion before/after class as appropriate).

Assignments are graded solely based on the quality of work produced and responsiveness to the assignment guidelines provided

Once an assignment has been graded, students who have specific questions or concerns regarding the grading of an assignment should speak with the appropriate faculty member during office hours or at a scheduled appointment. Discussion about grading should not occur during class time unless solicited by the faculty member.

Student assignment grades are confidential and faculty will not post student grades in a manner inconsistent with FERPA. Faculty may post or relay statistics related to grades (such as mean, median, mode or other class statistics for an assignment). In releasing such information, student names will not be associated with specific statistics.

If a student has a concern about a grade they received in a class, the student should first approach the faculty member teaching the course to discuss their concern. If the student feels that their concerns were not adequately addressed, he/she should next speak to their preceptor about their concerns. If, after meeting with the faculty member and preceptor, the student still feels his/her concerns were not adequately addressed, he/she can then approach the program director. Formal grade appeals should occur through the College's policy and procedure on grade appeals:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=26>.

FACULTY AVAILABILITY POLICY

Faculty attempt to be available to students using methods designed to be mutually convenient. As a professional it is important to respect and have reasonable expectations regarding access to faculty. Faculty are concerned about meeting all student needs as well as other required faculty obligations.

Full-time faculty members schedule office hours for a minimum of three hours per week during the semester. Each faculty member will indicate office location and hours on the course syllabus.

Although students do not need to schedule an appointment to speak to a faculty member during office hours, it may be beneficial to schedule an appointment. Otherwise, students are seen on a first-come, first-served basis. Also, there may be times when a faculty member is meeting with a student or conducting other office hour business in a location other than his/her office.

If a number of students are waiting to speak to a faculty member during designated office hours, it may be necessary to provide time limits for individual student issues.

If scheduled office hours are not convenient for students, most faculty offer scheduled meetings outside of established office hours. To make arrangements for a scheduled appointment, speak to the faculty member directly.

Faculty members may also choose to be available via e-mail and telephone as provided on the course syllabus. Students should send e-mails or leave telephone messages with an understanding that a response may not be immediate (especially messages sent in the evening or on the weekends). Additionally, technology problems may prevent a student message or faculty response from being received.

Students are expected to plan time with a faculty member wisely and utilize office hours for issues relevant to coursework, assignments, professional issues, and/or class activities in a timely and appropriate manner. It is important to allow sufficient time for a meeting or response to occur, students should not wait until the last minute to seek faculty assistance.

It is reasonable to expect a response to an e-mail within 24 hours during the week. However, faculty members are not required to respond to student e-mails on the weekend, which commences at 5 pm on Friday.

GRADUATION FROM THE PROGRAM

Students must satisfactorily complete all coursework, pass Fieldwork Level I and II with acceptable competencies, and demonstrate appropriate professional behavior to graduate. Students must submit an Application for Graduation to the Office of Student Records for review and certification.

MSOT STUDENT ACTIVITIES AND RESOURCES

GRADUATE ASSISTANTSHIPS

Richard Stockton College of New Jersey is an institution in which graduate programs will evolve as substantial contributors to the knowledge base and direct service activities of a number of professions. An important element of this process is the support of individuals

engaged in graduate study as they pursue scholarly goals. A Graduate Assistantship program is available to accomplish this objective: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=73&pageID=273>. The MSOT Program's policies and procedures for selecting and retaining students to participate as Graduate Assistants is located on the program's Blackboard site.

DISTINGUISHED RESEARCH FELLOWSHIP

The School of Graduate and Continuing Studies offers awards (stipends) up to \$2,000.00 per project to assist graduate students in pursuit of projects of a research and/or creative nature that will contribute to the evidence base of concepts, theories, and/or practice within one's discipline and will result in a peer-reviewed journal article and/or presentation at a professional conference, seminar or workshop on the state, national, or international level. Students must be enrolled full- or part-time as matriculated graduate students at Stockton during a.) the semester immediately preceding, b.) the semester in which which funds will be utilized; c.) the semester in which the second half of funding is paid. Students must be in good academic standing as defined by a minimum cumulative grade point average of 3.00 on a 4.00 scale. Applications can be found on the School of Graduate and Continuing Studies website: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=73&pageID=304>.

MSOT PROGRAM DISTINCTION AWARD

The Richard Stockton College of New Jersey Master of Science in Occupational Therapy Program may convey recognition of superior performance in the MSOT Program to students graduating with a minimum cumulative GPA of 3.80 in all MSOT coursework. Additional criteria for this award include academic performance, scholarship, and service to the program, college, profession, and community. The awards are mailed when the diploma is issued.

The MSOT Program Distinction Award is a competitive honor reserved for students who demonstrate excellence in academic performance, service, and scholarship beyond what is typically expected behavior in graduate education. A ranked scoring system along with faculty deliberation is utilized to determine eligibility for this award. **The award will be granted to no more than two students per graduating class.**

Application Guidelines for the MSOT Program Distinction Award:

Students interested in being considered for the MSOT Program Distinction Award must complete the online application, available on Blackboard, on or before October 1st in the year of completion of ALL program requirements/anticipated graduation. Completion of the application form requires data entry, development of portfolio evidence to support eligibility for this award, and a written self-reflection statement. Experiences prior to

enrollment as an MSOT student at Stockton are not considered when determining eligibility for this award.

ALPHA ETA ALLIED HEALTH HONOR SOCIETY, CHAPTER #73

Alpha Eta is the National Scholastic Honor Society for the Allied Health Professions (<http://www.alphaeta.net/>). Basic qualifications for membership are GPA of 3.8 or better (on a 4 point scale) while enrolled in the MSOT program. No more than twenty (20) percent of the graduating class of the MSOT program shall be invited to membership. Students are eligible to be nominated by the program faculty during the last semester of their academic programs. It is possible that more than 20% of a graduating class is eligible to be nominated for membership in Alpha Eta. However, the MSOT faculty will look at various criteria in selecting a student for nomination for membership. These criteria are: cumulative GPA of 3.8 or better, membership in professional organizations, service to the college, program, and community, and participation in research and scholarly activity. The Alpha Eta nomination and induction ceremony occurs during the Spring semester.

STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)

All MSOT students are eligible to be members of SOTA. SOTA is a non-profit student organization that serves to promote professional development through education, leadership opportunities, networking, volunteer activities, social activities and fundraising. SOTA creates a professional culture that is member driven and facilitates communication between first year and second year students, allowing all members to have the opportunity to contribute to the organization's yearly objectives. SOTA provides annual funding to a first year occupational therapy student to represent the Stockton MSOT Program students as the ASD representative at the annual AOTA conference. This allows students to stay up to date on national issues surrounding the profession of occupational therapy.

OCCUPATIONAL THERAPY CLUB (OT CLUB)

The OT Club is a non-profit, student-run association that aims to benefit the students interested in applying to an Occupational Therapy program. The purpose of the organization is to enhance awareness about occupational therapy, provide community service, and participate in volunteer opportunities, fundraising, and social events.

MSOT STUDENT BEHAVIOR POLICIES

CLASSROOM LECTURE AND LAB ACTIVITIES

Classroom lectures and lab activities are valuable learning opportunities that involve the simulation of lecture information, client situations and/or use of materials related to the profession of Occupational Therapy. Class activities may also involve actual clients and/or guest lecturers. As such, it is critical that behavior during class activities is professional and creates an atmosphere that enhances learning and is safe for all involved.

- All students must follow the directions/guidelines for the class activities provided by the instructor/faculty member. Students should be attentive and actively engaged in the activities assigned.
- All students must respect and treat others present for class activities in an appropriate professional manner.
- All students must follow the Dress Code policy as outlined in this student manual (below).
- All students must follow the Safety Guidelines for Lab Activities policy as outlined in this student manual (below).
- All students are expected to utilize class time to fully and actively complete the assignments. Students should NEVER be using class time to complete other assignments or have discussions not pertaining to the class activity.
- Eating and drinking are not allowed during class activities unless the instructor makes exceptions.
- Cell phone and laptop use is not permitted during lecture and class activities unless needed for the activity or as permitted by the course instructor. All electronic devices should be closed or removed from the tabletop.
- Students should follow appropriate universal precautions (washing of hands, covering of wounds, prevention of illness transmission) prior to, during, and after any class activities that require hands on experiences with others. Faculty will provide more detailed instructions, if necessary.
- All students are expected to assist with the set up and clean up of the classroom including supplies.
- Mats, tables, and all equipment should be washed and, as appropriate, disinfected prior to being stored.
- All equipment should be placed back neatly in the closet or on the shelf where it came from. If you are unsure, ask your faculty member where an item should be stored.

DRESS CODE POLICY

All students are expected to dress appropriately for class to reflect the expectations of Occupational Therapy clinics and fieldwork settings. Professional, comfortable, casual clothing is appropriate attire for the classroom.

- Clothing should never impede or limit movement by being too tight or too loose. Clothing should be professionally modest and should not cause distraction to others. Clothing that is not appropriate includes: Low-rise pants/shorts/skirts that reveal the navel, or the lower back/buttocks; shirts that expose excess cleavage, or the navel; shirts with offensive images or words; pajamas or other garments not suited for a professional environment; tight clothing.
- Appropriate footwear consists of sneakers or shoes that have a closed toe and flat heel. Socks should be worn or available at all times as lab activities utilizing the gym mats require sock use when shoes are removed. No flip flops or sandals are permitted as these are not permitted in any clinical or school setting.
- Hats, except those required for religious or medical reasons, are never permitted during examinations and should not be worn in class unless warranted by special circumstances.
- All fingernails should be clean and maintained at an active length. False fingernails (tips) are strongly discouraged to prevent the transmission of infection and avoid injuring others.
- Jewelry and accessories should be professional and modest. Loose or dangling jewelry can cause injury to self or others during certain class or lab activities.
- If there are special clothing requirements for labs or off-campus activities, such requirements will be noted by the instructor and will replace the requirements outlined above.

Failure to abide by the above dress code will be addressed in the student's Professional Behaviors Assessment for the semester.

SAFETY GUIDELINES FOR LAB/EXPERIENTIAL ACTIVITIES

- Students should adhere to all dress code and personal hygiene standards as described in the student manual and appropriate to the class activity.
- Dangling jewelry, very loose fitting clothes, and inappropriate footwear (high heels, open-toe shoes, clogs) are hazards that could harm you, your clients, and fellow students. Therefore, these items should not be worn during lab activities.
- There may be cases in which the faculty member asks the students to wear items to facilitate learning in lab activities. It is expected that students adhere to **all** faculty requests for dress code modifications or discuss any relevant religious or personal limitations with the faculty member prior to the lab activity.
- Personal hygiene should reflect cleanliness and appropriate physical appearance for close contact with others. Students should avoid the excessive use of scented

products as these can cause allergies or breathing difficulties in individuals sensitive to products such as lotions, perfumes, hairsprays, and powders.

- Long fingernails (longer than active length or $\frac{1}{4}$ "') and false fingernails pose a hazard to you and to clients/fellow students. Nails must be clean and neatly trimmed to prevent injury and/or the spreading of germs.
- Students are expected to frequently wash hands and utilize gloves and/or other precautions as indicated by the instructor during lab activities. Hand washing must occur before any direct contact with another student.
- There is to be **no** eating or drinking in the lab activities. All food and drink items should be placed in the refrigerator or in the Resource Room (if not being used for the lab activities).
- Students with special dietary needs will be able to access these items in the kitchen area if needed for medical purposes.
- Student behavior is to be professional and respectful during lab activities and should contribute to the learning atmosphere.
- Student behavior should reflect an awareness of their personal safety and the safety of others.
- Student behavior should include appropriate use of equipment. Any damage to equipment or missing items should be reported immediately to the instructor. If a student's inappropriate behavior is directly responsible for damage to equipment, the student will be expected to make financial restitution.
- Students should assist with clean-up and set-up of lab activities following instructor's directions.
- Equipment that requires sterilization/cleaning should be done properly and according to the instructor's directions.
- Students should immediately report any injuries or safety violations to the course instructor.
- The Student Health Service Office is available to all students in the event of an emergency.
- In the event of a facility emergency, all students should adhere to the guidelines established by the Richard Stockton College of New Jersey, as stated in the College Bulletin.
- Students should adhere to all safety rules while using equipment.
- Equipment is to be used for student learning. Items are to be used for lab activities primarily. However, students may borrow equipment for independent study only with permission of a faculty member. If equipment needs to be borrowed, the student should ask permission to borrow the item from the faculty member responsible for the course in which the item is being used. If approved, students should sign out that piece of equipment with the faculty member. Students should return the item to the faculty member who signed the item out.
- Borrowed materials should not be used in fieldwork with clients. However, students may show a fieldwork supervisor the item, if appropriate, to enhance the fieldwork experience.

- All materials used for class sessions or independent study should be appropriately cleaned/repackaged and placed back in cabinets where they were found. Students should demonstrate stewardship of resources by conserving supplies and equipment needed for any classroom activity.
- Students should report any broken or defective equipment to a faculty member so that the items may be repaired or replaced.
- Cleaning materials are located in the kitchen area in the lower cabinet near the sink. All mats and lab materials should be cleaned after each use. The classroom must be completely clean before anyone leaves the room at the end of class—each student is responsible for assisting with clean up of the classroom after lab activities.
- Books, videos, DVD, and CD may be borrowed from the Resource Room and book closet. These items must be signed out per the instructions listed in the storage space.
- Please see the MSOT Program Blackboard site for specific safety/use instructions for equipment utilized in the MSOT Program.

ELECTRONIC COMMUNICATIONS

When contacting faculty or when contacting fieldwork sites, fieldwork educators, or other persons associated with OT education within the program, students are required to use the Stockton email address issued upon admission. This is required for security purposes and for sound professional communication.

SUBMITTING ASSIGNMENTS

- All assignments are to be completed and submitted according to the written and verbal directions provided by the course instructor/faculty. It is the responsibility of the student to seek clarification if any assignment guidelines are unclear. Students are expected to apply good effort in completing assignments that are responsive to guidelines provided and reflect graduate level work including proper review and editing.
- Requesting clarification or appropriate assistance for the completion of an assignment should occur in a manner mutually convenient for the student and faculty. All faculty members have established office hours (posted and listed on the course syllabus). Office hours are specifically made available to address student issues related to coursework. Please use this time appropriately to ask specific questions about assignments.
- Faculty assistance with course assignments is limited to clarification of guidelines and addressing specific student questions (unless a specific course assignment specifies other services available). Students are expected to attempt to answer questions and complete assignments utilizing appropriate resources. It is not appropriate to request that a faculty member review an assignment prior to its due

date for correctness or grading purposes unless the faculty member has offered that option to all students.

- No grading of an assignment will occur prior to the date indicated on the syllabus unless special arrangements have been made with the course instructor/faculty as a reasonable accommodation for special circumstances.
- Individual faculty members have the right to determine point deductions or other penalties for the submission of assignments that are late, incomplete, or poorly executed.
- Students are encouraged to utilize appropriate and available Stockton resources such as the Writing Center and library staff to complete assignments that are responsive to the guidelines provided.

General Student Guidelines for Electronic Assignment Submission

When submitting an assignment either as an email attachment or in an online format (such as Blackboard), it is best to follow some simple rules to prevent frustration and unnecessary difficulties. Below are some general suggestions and guidelines that should help make the process efficient and successful.

1. Complete assignments on your own computer by downloading necessary forms and information provided by faculty.
 - a. Name assignment files in a logical manner. Online submission requires single-word file names or an inserted underscore between words. For example you can submit “JonesResearchPaper” or “Jones_research_paper” but you would not be able to submit “research paper”. It is also helpful to place your initials or last name in the title of the document to prevent confusion for faculty. For example, Mary Ham’s research paper file is titled “mhresearchpaper” or “mh_research_paper” or “HamResearchPaper”.
 - b. File names must contain numbers or letters only. Characters (?, @, &, *, etc.) will not be allowed as part of the file name for online submissions.
 - c. Be sure to organize assignments in a logical manner (i.e. folder for each assignment/class). **BE SURE TO BACK-UP ALL FILES ON A REGULAR, ONGOING BASIS** (CD-ROMs, DVDs & flash drives are recommended).
 - d. If you will be drafting many copies of an assignment without deleting original documents, be sure to use a date or number to indicate what copy of the document is the most recent and therefore most updated. So, you may have “researchpaper1”, “researchpaper2”, etc... or you may have “101508researchpaper”, “researchpaper101708”, etc. allowing you to identify the most recent file without opening the document and checking for changes. Before submission of the assignment, you will perform a “save as” using your most recent document and rename the file according to the instructions provided above in 1a.

- e. Be sure that your name is in the header/footer or clearly visible in assignments submitted for grading.
2. Written assignments **MUST** be completed in MSWord (MS Office) or saved as an .rtf file before submission. The file extensions that must be used for electronically submitted assignments/work include .doc, .docx, or .rtf (unless otherwise noted by faculty). *Note: you will also need to be able to open files with these extensions to receive information from faculty and access online documents.*

Submitting assignments via Blackboard is a two-step process. You must (a) upload the file from your computer to Blackboard and (b) submit the file for marking/grading. Students should follow specific instructions from their instructors on proper formatting and completion of assignments.

Once completed submit the appropriate assignment as follows:

1. Log into Blackboard and enter the appropriate course site.
2. Locate the assignment upload area for the work you need to turn in. The location of the Assignments tool will vary by course. Consult your course syllabus or instructor to determine the specific location of the Assignments tool.
3. To view or complete the assignment, select the Assignment title.
4. Complete the assignment as outlined by your instructor. Your instructor may want you to compose your assignment directly into the Submission text box, to complete the assignment as a separate file or document, or both. To attach a file, select Browse My Computer, then locate and select the appropriate file from the computer browsing window. If more than 1 file or document needs to be uploaded as part of the assignment, continue using the Browse My Computer button until all necessary files are attached. If desired, enter a note to the instructor in the Comments box.
5. Select Submit to turn in the assignment.
 - Students can also type a message in the Comment box, if desired or required by the instructor.
 - Additional files can only be uploaded **before** submitting the assignment.
6. When the assignment has been graded by faculty, *Submitted* changes to *Graded* in the *Status* column. You will be able to view your grade in the *Grade* column. Click **Graded** to view faculty comments about your work.

Submitting assignments via email:

When submitting assignments via email, be sure to attach the assignment file (document) to the email message being sent. It is not necessary to compose an email message although the subject line should provide information (i.e. – “MH’s research paper submission”). Be sure to address the email to appropriate faculty accounts as designated in your assignment

guidelines. To perform a quick and basic check that your submission is en route, review your *Sent Items* folder to see if the email is listed as being sent. Remember that there may still be errors in transmission, so you should check any error messages received from your email provider.

Finally, try to send assignments a few days before they are actually due. This is especially important if your own computer literacy is limited. Early submission can prevent the frustration and stress of not being able to access your online courses or email provider. As you know, viruses and network problems can occur at anytime causing you to be unable to submit your assignment. However, with an adequate back up of files, you can use Stockton's computers to make a timely submission. You will be spared the frustration, stress, and possible point deductions for late assignment submission if you submit your assignment in advance of the deadline.

Should you require additional assistance, you should review the handouts available from computer services or consider taking classes offered for students:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=204&pageID=2>. Peers may also be able to assist you with minor technical questions. Staff at computer services' student help desk can also help you locate appropriate assistance (ext. 4309 or helpdesk@stockton.edu).

USE AND MAINTENANCE OF CLASSROOM AND RESOURCE ROOMS

General use of Classroom Spaces: WQ203, WQ203a, WQ203b, WQ 208, WQ208a, WQ208b, WQ208c, WQ203d, WQ208j

- WQ203 and WQ 208 are designated classroom spaces for the MSOT Program and may also be utilized for scheduled meetings or continuing education events. When class or a scheduled event is occurring in the room, the room is not to be used by students not enrolled in the class/event (including the kitchen). The class may also be utilizing the associated rooms (WQ203a, WQ203b, WQ208, WQ208a, WQ208b, WQ208c, WQ208d, WQ208j) so these areas could be unavailable during scheduled use of WQ203 or WQ 208. When no class or event is scheduled in WQ203 or WQ 208, it is available for appropriate and professional student use.
- WQ203b is a resource room primarily designated for student use in obtaining mail from student mailboxes, utilizing book and journal resources available in the room, and appropriate and professional use of the designated computers. Students engaged in these activities should have priority and cooperation from students who are engaged in other activities. When WQ203 is in use for class, student behavior in WQ203b should not be distracting or disruptive to the class activities.
- WQ203a, WQ208a, and WQ208d are rooms primarily designated for faculty use and storage of classroom materials. Students will be instructed to obtain equipment and return equipment to WQ203a, WQ208a, and WQ208d as part of classroom

activity/lab set-up. Items in WQ203a, WQ208a, and WQ208d are not available for student use outside of classroom activities unless approved by instructors.

- WQ208b and WQ208c comprise the ADL suite. This area is for use by faculty and students for instructional purposes during scheduled classes and for student use for practice of lab activities.
- WQ208j is a break out room used for small group work and or faculty meeting space with students, as needed.
- Students involved in class activities or utilizing classroom spaces should clean up after use and engage in behavior that is not disruptive to others in the room or adjacent spaces.
- Students should never interrupt a class in WQ203 to access the kitchen or other rooms. If a class is in session in WQ203 or WQ208, students should not enter the room until the class is over or on break.
- If chairs are removed from WQ203b, they should be returned to WQ203b at the end of class.
- When class is not in session, WQ 203 and the Resource Room in WQ 203b can be used for students eating lunch and other events requiring food. Students are responsible for cleaning up this room after lunch. **Under no circumstances should lunch (or any food) be eaten in WQ 208 due to the mat tables in that classroom.**

MAINTENANCE OF CLASSROOMS AND RESOURCE ROOMS

- All students are responsible to maintain a clean and safe learning environment in all classrooms and resource rooms. This includes the OT classrooms, but also includes other classrooms on campus used for OT instruction. This begins with responsibility to maintain one's own space in the classroom and to correct problems observed in the classroom (in the event of a large safety or cleaning issue, notify faculty/maintenance).
 - Students should push in chairs when finished class and make sure desks/tables are straightened.
 - Students should discard all personal trash and take all personal belongings.
 - If a student has a spill or creates a mess, he/she is responsible to properly clean the area affected.
 - All students are responsible to assist in the set-up and cleaning of the classroom for lab or class activities or other events as directed by the course instructor/faculty.

- All students utilizing the kitchen in WQ203 are responsible to clean up after each use of the kitchen.
 - Students may not leave items in the refrigerator, microwave, cabinets, oven, or counters unless properly marked with student's name and date.
 - If the item is perishable, it should be disposed of or consumed prior to the expiration date.
 - Failure to abide by kitchen cleaning policy can result in all students being suspended from personal use of the kitchen.

- On a weekly basis, student groups will rotate the responsibility for cleaning the WQ classrooms and resource room.
 - Students sign a designated Kitchen/RR/Classroom Maintenance list at the beginning of each semester and select a week where that student group will be responsible for general room cleaning 1-2 times per semester.
 - During the last day of the week (the week the student signed up for on the Maintenance list described above), the student group should complete the following tasks:
 - Clean tables in WQ203 (wipe each table surface with paper towels and cleaner)
 - Clean kitchen area in WQ203 (remove all visible dirt from sink, stove, microwave, refrigerator using appropriate cleaning products; put away dishes and throw away any items that are not properly labeled or appear to be expired)
 - Clean refrigerator, microwave, and countertop in WQ 203b.
 - Clean table and desk areas in WQ203b (dust/wipe each surface with paper towels and cleaner; throw away trash)

PART III: PROFESSIONAL BEHAVIOR AND PROFESSIONAL DEVELOPMENT

The MSOT program of The Richard Stockton College of New Jersey asserts that appropriate professional behavior and the process of professional development is an important educational component for acquiring and applying the skills needed to be an effective and successful occupational therapist. For this reason, the curriculum and expected student conduct in academic activities includes a focus on professional behavior. Each semester students engage in a reflective process with an assignment (Professional Behavior Assessment) that is utilized to provide feedback on an individual student's professional behavior and measurement of professional development and growth throughout the program.

Statement on Professional Behavior

“Professional education...includes the development of professional identity, professional expertise, and reflective practice ... (becoming a professional is a transformative process which) allows us to make judgments in ambiguous, contradictory, (and) complex situations”(p. 47).

Merriam, S. & Clark, M. C. (2006). Learning and development: The connection to adulthood. In C. Hoare (Ed.), *Handbook of Adult Development and Learning*. New York: Oxford University Press

Philosophy/Purpose of Assessing Professional Behavior

Each student of the MSOT Program represents the Program, College, and profession of occupational therapy and must be prepared to assume the responsibilities of a graduate student and an occupational therapy professional. The MSOT faculty provides a graduate-level education based on the Standards of the profession and facilitates the learning process. In the Program, the student has the ultimate responsibility to determine the quality of his/her education. The student also bears the responsibility to ensure adequate personal and professional growth with the willingness to accept responsibility and consequences for his/her professional and personal actions.

It has been noted that student failure in academic and fieldwork experiences can often be related to difficulties with professional behavior. Success in the profession of occupational therapy requires a student to acquire and integrate professional knowledge and skills in various practice environments. Students must be insightful, resourceful, knowledgeable, and possess personal and technical professional skills necessary to meet client, environmental, and professional demands. Becoming an occupational therapist requires achievement of academic outcomes and the development of appropriate professional behavior. Professional behavior is defined as the student’s ability to accept and abide by the professional behaviors and values embraced by the MSOT Program, Stockton College, and the occupational therapy profession (refer to AOTA’s Code of Ethics and Ethics Standards (2010), and other core documents contained on the MSOT Program’s Blackboard site).

Professional Behavior Expectations:

A student’s professional behavior is defined as the student’s ability to accept and abide by the professional behaviors and values embraced by the occupational therapy profession (refer to AOTA’s Code of Ethics and Ethics Standards documents on the MSOT Program’s Blackboard site), the MSOT Program, and Stockton College. The student bears the responsibility to ensure adequate personal and professional growth with the willingness to accept responsibility and consequences for his/her professional and personal actions.

In many of the policies and procedures outlined in this manual, the expectations for professional behavior are clearly articulated and must be followed. Within each class, additional requirements may be indicated in the syllabus or by the course instructor/faculty.

Specific information about expected professional behavior is outlined in the Professional Behavior (PBA) assignment required each semester for all students of the MSOT Program (see below). Students are strongly encouraged to refer to the guidelines for the PBA assignment at the beginning of each semester and on a regular basis. The faculty member observing the violation will immediately discuss any observed violation of professional behavior with the student. If repeated infraction of the professional behavior issue is observed, the issue will be brought to the student's preceptor and/or the program director and/or the entire faculty. Students may receive additional feedback on professional behavior issues from these sources. In cases of significant or serious violations of professional behavior, appropriate Program, College, and/or other agency guidelines will be followed. It is possible for a student to be dismissed from the Program/College for serious violations (refer to College Bulletin and Nonacademic Dismissal Policy).

PBA Procedure and Assignments:

To ensure that Stockton MSOT students develop appropriate professional behaviors, each student is responsible for completing a Professional Behavior Assignment (PBA) twice each semester. The assignment requires guided self-reflection in addition to the observations of others (faculty/supervisors) and represents one method for assessing professional behaviors while the student is taking courses in the MSOT Program. The format of this assignment provides preparation for the Fieldwork Performance Evaluation for the Occupational Therapy Student (refer to student Fieldwork manual) as well as the types of performance evaluations typically utilized in reviewing the employment performance of occupational therapists in various practice settings.

In addition to the self-reflection, students will participate in other activities to introduce and reinforce the professional behaviors expected of students within the MSOT program in on site classes as well as in fieldwork experiences. These can include, but are not limited to, group sessions to address professional behaviors and expectations, individual meetings with faculty, preceptor, and/or program director, and full faculty review meetings used to meet with students who are demonstrating behaviors not deemed appropriate for students in the MSOT program and in the occupational therapy profession.

Faculty will review the Professional Behavior assignment with each of their preceptees at the mid-term preceptorial meeting. Should that preceptor feel that the student requires further input into their detrimental behavior, he/she can convene the other members of the MSOT faculty to meet with the student and develop a plan for remediation. At the end of the semester, faculty will also complete a PBA form, for each student they have in their individual classes. If there is a significant discrepancy between the student's self-graded

form and the grade given by faculty or if a particular behavior is detrimental to a student's progress, an action/remediation plan may be instituted to provide education toward a more adaptive pattern.

Instructions and forms for completion of the Professional Behavior Assignment (PBA) are located on the program's Blackboard site. Students are expected to familiarize themselves with this assignment to understand the requirements for demonstrating professional behaviors expected of a graduate student in the MSOT Program at the Richard Stockton College of New Jersey. The grade a student receives for the PBA will be worth up to 10% of the final grade received in each course each semester. PBA assignments are submitted online using Blackboard. The student is responsible to retain a printed copy of her/his PBA assignment each semester.

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing process that requires student commitment to improve knowledge and skills. Professional development is a lifelong process. Stockton MSOT students are encouraged to be lifelong learners who recognize that professional development requires continuous commitment to seek out knowledge and develop skills needed in the rapidly changing environments where occupational therapy is practiced and to develop professional behaviors appropriate to one's professional status.

MSOT students will complete a Professional Development reflective assignment in OCTH 6170- Professional Issues.

PART IV: ROLE OF PRECEPTOR

Statement on the Role of a Preceptor

Each student in the Master of Science in Occupational Therapy Program at the Richard Stockton College of New Jersey will be assigned a preceptor (a faculty or staff member of the Program). A preceptor serves as an advisor. Each preceptor will meet individually with assigned preceptees (students) at least once per semester to **discuss current performance in the occupational therapy program and explain the future expectations of the Program.** The preceptor is charged with assuring that students meet all expectations for graduation. Students are randomly assigned to a preceptor but may request a change of preceptor using the appropriate form available from Graduate Studies.

As part of the preceptor meeting(s), a preceptor will discuss with a student the student's concerns, needs, and issues related to the Program with consideration of the student's ability to handle the demands of graduate school. This emphasis provides students with an opportunity to directly talk to someone who cares about the student's academic experience while also considering the impact of student issues on

demonstrating the professional skills and attitudes required of a developing occupational therapist. The preceptor will discuss the professional behavior assignment with each preceptee. As needed, the preceptor will guide students having difficulty with professional behavior issues to utilize appropriate resources and engage in effective strategies to address specific issues. (See preceptor syllabus located on the MSOT Program Blackboard site).

Students may initiate contact and request a meeting with an assigned preceptor at any time during his/her enrollment in the Program. If a student is out of compliance with any of the policies of the MSOT program or at risk for becoming out of compliance with established policies (such as achievement of acceptable academic grades), the student is responsible for immediately contacting the preceptor to discuss the situation and develop an appropriate course of action.

Should a faculty member have a concern about the academic achievements or behavior of a particular student, the faculty member will discuss these concerns directly with the student and may choose to also discuss the situation with the student's preceptor. As appropriate, the student, faculty member, and preceptor may meet together to discuss/resolve the situation. In the event of an issue that impacts performance in the Program (not limited to a single class or incident), the student may be required to meet with the entire faculty and/or other appropriate College staff.

PART V. MSOT PROGRAM STATEMENT ON PROFESSIONAL USE OF SOCIAL NETWORKING SITES

The MSOT Program recognizes that social networking websites and applications, including but not limited to Facebook, MySpace, Twitter and blogs, are an important and timely means of communication. Students are reminded that they should have no expectation of privacy on social networking sites. Students must also be aware that posting certain information is illegal. Violation may expose the offender to criminal and civil liability and could result in dismissal from the program.

Such actions include:

- In your professional role as a caregiver, you may not present the personal health information of other individuals. Removal of an individual's name does not constitute proper de-identification of projected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment may still allow the reader to recognize the identity of a specific individual.

- You may not report private (protected) academic information of another student. Such information might include, but is not limited to: course grades, narrative evaluation, examination scores, or adverse academic actions.
- You may not post potentially denigrating, damaging, or libelous opinions about the capability of any faculty, or about clinical site staff members or supervisors encountered while completing academic work or clinical education.
- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson for the Richard Stockton College MSOT Program.
- You may not post pictures, videos, or sound recordings of any patient, patient family member, classmate, professor, academic fieldwork supervisor, or guest lecturer without written permission to do so. Please see the MSOT program director for the official release form to be signed.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions listed above and below.

The actions listed below are strongly discouraged. Violations of these suggested guidelines may be considered unprofessional behavior.

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity.
- Presentation of personal engagement in illegal activities including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual's website, e.g. on the "wall" of that individual's Facebook site.

When using these social networking websites/applications, students are strongly encouraged to use a personal e-mail address as their primary means of identification. Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

Adapted from: Social Media at the University of Kansas Medical Center Policy
<http://www.kumc.edu/Pulse/policy/socialmedia.html>

PART VI. MSOT GRADUATE STUDENT FACULTY REVIEW COMMITTEE

Students, faculty or staff members who feel that an MSOT student in this program has violated any **MSOT Program Behavior Policies** listed in this manual should complete the MSOT Program Policy and Procedure Violation form (located on the MSOT Program Blackboard site) and present it to the MSOT program director. The program director will then approach the rest of the program faculty to consider conducting an Occupational Therapy Faculty Review (OTFR). The purpose of the OTFR is to consider student infringements of the program's policies and procedures. All MSOT faculty members are eligible to review student infringements. MSOT faculty will review these cases and make recommendations to the appropriate members of the College administration. (Sanctions for violation of College Policies follows the College Procedures listed earlier in this manual.)

PART VII: TECHNICAL STANDARDS

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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Master of Science in Occupational Therapy Program Technical Standards for Admission and Retention

The Richard Stockton College of New Jersey complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants to the program and students in the program must meet the same technical and academic standards and must be able to function in a competent manner in educational and practice settings that may involve heavy workloads and stressful situations. The MSOT program and the Richard Stockton College of New Jersey cannot compromise the health and safety of others and reserve the right not to admit any applicant who cannot meet the technical standards or who would constitute a direct threat to the health and safety of others.

Revealing a disability is voluntary. However, such disclosure is necessary before any accommodations may be made. Therefore, prospective students are encouraged to identify their disability so the MSOT program can determine what reasonable accommodation may be made. All disability-related information is dealt with in a confidential manner. We urge applicants to ask questions about the program's technical standards for clarification and to determine whether they can meet the requirements with or without reasonable accommodations.

Reasonable accommodations made will comply with the Americans with Disabilities Act and require departmental and institutional approvals. The Program and College must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of an occupational therapist. Therefore, the MSOT program and the Richard Stockton College of New Jersey will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process or those that do not allow reasonable assessment of an individual's ability to perform as an occupational therapist.

The technical standards outlined below, in conjunction with established academic standards, are followed by the Admissions Committee to select students who possess the academic, communicative, cognitive, physical, personal and emotional characteristics that are necessary to become an effective occupational therapist. All students admitted to the MSOT Program should be able to demonstrate these abilities at the time of admission and at all times during their matriculation.

The following standards are those that are listed in the Occupational Information Network for any Occupational Therapist with or without accommodations (Occupational Information Network, O*NET On-Line, retrieved electronically on 9/15/07 from: <http://www.online.onetcenter.org>). Any applicant to the Richard Stockton College of New Jersey Master of Science program must be able to meet these standards:

Tasks

- Complete and maintain necessary records.
- Evaluate patients' progress and prepare reports that detail progress.
- Test and evaluate patients' physical and mental abilities and analyze medical data to determine realistic rehabilitation goals for patients.
- Select activities that will help individuals learn work and life-management skills within limits of their mental and physical capabilities.
- Plan, organize, and conduct occupational therapy programs in hospital, institutional, or community settings to help rehabilitate those impaired because of illness, injury or psychological or developmental problems.
- Recommend changes in patients' work or living environments, consistent with their needs and capabilities.
- Consult with rehabilitation team to select activity programs and coordinate occupational therapy with other therapeutic activities.
- Help clients improve decision making, abstract reasoning, memory, sequencing, coordination and perceptual skills, using computer programs.
- Develop and participate in health promotion programs, group activities, or discussions to promote client health, facilitate social adjustment, alleviate stress, and prevent physical or mental disability.
- Provide training and supervision in therapy techniques and objectives for students and nurses and other medical staff.

Skills

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Service Orientation — Actively looking for ways to help people.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Instructing — Teaching others how to do something.

Speaking — Talking to others to convey information effectively.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Time Management — Managing one's own time and the time of others.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Abilities

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Speech Clarity — The ability to speak clearly so others can understand you.

Speech Recognition — The ability to identify and understand the speech of another person.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Work Activities

Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.

Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/mag

Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.netic form.

Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.

Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.

Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

Work Styles

Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

Adaptability/Flexibility — Job requires being open to change (positive or negative) and to considerable variety in the workplace.

Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

Integrity — Job requires being honest and ethical.

Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.

Social Orientation — Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

Innovation — Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.

In addition the standards listed above, students in the Master of Science in Occupational Therapy program at the Richard Stockton College of New Jersey must also be able to meet these additional standards:

Academic Skills:

- Demonstrate basic computer skills including the ability to use computer hardware and software to enter data, to use Internet search engines, to send and receive e-mail, to use word processing programs such as Microsoft Word, and to be able to effectively learn other programs such as Microsoft PowerPoint.
- Perform basic arithmetic (addition, subtraction, multiplication, or division), geometry, and statistics quickly and correctly.

Communication Skills:

- Clearly communicate information and ideas verbally so others will understand.
- Clearly communicate information and ideas in writing so others will understand.
- Speak in front of a group of individuals.
- Understand the English language to understand lectures, instructions, concepts, narratives and to ask questions and understand answers.

Cognitive Skills:

- Read and understand information and ideas presented in writing (on paper and on electronic devices).
- Attend to written and verbal information for a minimum of 5 hours.
- Use logic and reasoning to identify alternative solutions, conclusions, or approaches to problems.
- Understand the implications of new information for both current and future problem-solving and decision-making.
- Identify information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Demonstrate the ability to analyze data, analyze activities, evaluate patient responses to treatment, and complete course work/assignments.
- Understand the consequences of errors.
- Analyze information and use logic to address school-related issues and problems.

Social Skills:

- Ask questions when appropriate, and not interrupt at inappropriate times.
- Adjust actions in relation to others' actions.
- Develop constructive and cooperative working relationships with others and maintain them over time.
- Consider the impact of decisions on classmates and team members.
- Participate in face-to-face discussions.
- Be in close physical proximity and in physical contact with others.

Visual Skills:

- Read patient/client charts or histories in hospital/clinical setting.
- Observe patient/client motor performance during tasks/tests.
- Watch gauges, dials, or other indicators to make sure a machine works properly, according to established safe practices.
- See details at close range (e.g., within a few feet of the observer).
- See objects or movement of objects to one's side when the eyes are looking straight ahead.
- See objects in the presence of glare or bright lighting.
- Perform tasks under low light conditions.

Physical Skills:

- Safely and skillfully move and handle patients of various ages and sizes. This involves the following abilities:
 - Use abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing, including the ability to lift 50 pounds from the floor to table height.

- Exert maximum physical force to lift, push, pull, or carry objects weighing up to 50 pounds
- Quickly and repeatedly bend, stretch, twist, or reach out with your body, arms and/or legs.
- Maintain the exerting physical force over long periods of time without getting winded or out of breath.
- Exert muscle force repeatedly or continuously over time.
- Maintain or regain body balance or stay upright when in an unstable postural position.
- Know your location in relation to the environment or know where other objects are in relation to you.
- Identify the direction from which a sound originated in order to:
 - Effectively respond to oral requests/instructions from patients and team members.
 - Auscultate for internal body sounds
- Tolerate sounds and noise levels that are distracting or uncomfortable.
- Make fast, simple, repeated movements of the arms, legs, fingers, hands, and wrists.
- Perform physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials. This includes being able to apply physical restraint when indicated.
- Spend time standing for up to 90 minutes.
- Spend time sitting for a minimum of 30 minutes.
- Spend time walking and running, depending on the requirements in the classroom or clinical setting.
- Spend time kneeling, crouching, stooping, or crawling in order to perform tasks or complete assignments in the classroom or clinical setting.

Professional Skills:

- Determine tasks, priorities, and goals that pertain to school and clinical site assignments and requirements.
- Coordinate or lead others as necessary for class assignments in accomplishing work activities in professional activities and clinical assignments.
- Meet multiple deadlines in the classroom and while on clinical assignments.
- Wear common protective or safety equipment such as safety shoes, glasses, gloves, hearing protection, hard hats, or life jackets when required in classes and at clinical sites.
- Be honest and ethical, and demonstrate personal and professional integrity.
- Fulfill all obligations in a reliable, responsible, and dependable manner.
- Recognize responsibility for outcomes and results of assignments both in the classroom and in the clinical setting.

- Demonstrate a willingness to lead, take charge, and offer opinions and direction as needed in school and clinical settings.
- Pay attention to detail, and perform school-related tasks in a thorough manner.

Note: These technical standards have been adapted from:

The School of Health technology and Management, Occupational therapy Program, Stonybrook University, retrieved electronically on 9/15/07 from: <http://www.hsc.stonybrook.edu/shtm/ot/techstandards.cfm>

The University of Tennessee Occupational therapy Program retrieved electronically 9/15/07 from http://www.utmem.edu/allied/ot_technicalstandards.html

Samuel Merritt College Occupational Therapy Program retrieved electronically 9/15/07 from http://www.samuelmerritt.edu/occupational_therapy/technical_standards

Medical College of Georgia, School of Allied Health Sciences, Department of Occupational Therapy retrieved electronically 9/15/07 from <http://www.mcg.edu/sah/ot/TechnicalStandards.html>

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THE RICHARD STOCKTON COLLEGE OF NEW

Master of Science in Occupational Therapy Program Technical Standards Certification

I attest that:

- I have read the technical standards for admission and retention in the Master of Science in Occupational Therapy at the Richard Stockton College of New Jersey.
- I am not aware of any impairment and /or disability that would interfere with my ability to comply with each and every requirement outlined in the document.
- If any such impairment should occur during my educational program, I agree to immediately notify the Richard Stockton College of New Jersey's Learning Access Program according to the policy established by the university system.

I understand that:

- The Richard Stockton College of New Jersey is committed to ensuring that otherwise qualified disabled students fully and equally enjoy the benefits of a professional education.
- The Richard Stockton College of New Jersey will make reasonable accommodations necessary to enable a disabled student who is otherwise qualified to successfully complete the degree requirements for an occupational therapist.
- The Richard Stockton College of New Jersey insists that all students meet the minimum essential requirements to safely, efficiently and effectively practice as an occupational therapist.

Printed Name

Signature

Date