

Stony Brook University

**OCCUPATIONAL
THERAPY PROGRAM**

Student Manual



June 2022

Contents

Occupational Therapy Administration, Faculty and Office Staff.....	4
<i>Faculty.....</i>	4
<i>Administration Staff.....</i>	5
<i>Additional Administrative Support Members</i>	5
School of Health Professions	6
<i>Administration.....</i>	6
<i>Dean's Office Staff.....</i>	7
Philosophical Base and Mission – BSHS/MSOT Program	8
<i>Mission Statement:</i>	8
<i>Progressive Philosophy of Education:</i>	8
<i>Humanist Philosophical Base.....</i>	8
Course Sequence.....	9
<i>First Year Graduate</i>	9
<i>Second Year Graduate.....</i>	10
<i>Third Year Graduate</i>	10
Grading Criteria and Policy	11
<i>Grading policy.....</i>	11
Program and Classroom Policies	12
<i>Evaluation of Student Learning.....</i>	12
<i>Course and Instructor Evaluations</i>	12
<i>Attendance.....</i>	13
<i>Make-Up Exams and Lateness Assignments</i>	13
<i>Progression Policy Requirements</i>	15
<i>Social Networking Guidelines.....</i>	16
<i>Electronic Devices.....</i>	18
<i>Dress Code.....</i>	18
<i>Email and Black Board Accounts.....</i>	18
<i>Professional Behavior.....</i>	19
<i>Social Networking</i>	19
<i>Social Events</i>	19
<i>Withdrawal/Leave of Absence.....</i>	19
Plagiarism	20
Academic Honesty Policy for Distance Education Courses.....	20
Copyright Materials.....	21
Recording Classroom Lectures and Activities.....	21
Confidentiality	21
HIPAA(Health Insurance Portability and Accountability Act)	22
Annual Physical History/Assessment and Immunization Record.....	22
Student Advisement	22
Student ID's	22
Graduation Criteria	23
Certification by the NBCOT	23
New York State Licensure	23
Student and Professional Organizations	24
Job Placement/Listings	25
Scholarship Announcements	25
Americans with Disabilities Act	25
Supporting the Occupational Therapy Program.....	26
Appendices	27
Appendix 1- Curriculum Chart and Credit Hour Information	28
Appendix 2 - OT Curriculum Design	31
Appendix 3 - SOTA Bylaws.....	33
Appendix 4 - Faculty Advisor Lists	46
Appendix 5 - Professional Behavior Monitor.....	51
Appendix 6 - Professional Behaviors Form.....	56
Appendix 7 - OT Program Flow Chart	58
Appendix 8 - AOTA OT Code of Ethics and Ethics Standards (2020)	60
Appendix 9 - Admissions Policy 2022-23.....	70
Appendix 10 - Volunteering & Community Service Log Sheet.....	80

Introduction

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

This manual has been created to further introduce you to the Occupational Therapy program. It is important that you use this manual in conjunction with the School of Health Professions Bulletin for 2022-2023 and with the SHP Student Handbook of Policies and Procedures. Each publication is regularly updated and will be helpful to you in your current and future clinical and academic endeavors. Please keep the manual, bulletin, and handbook in an easily accessible place so that you can refer to each for policy and procedure clarification throughout your Stony Brook University experience.

Any information in this manual is subject to change.

Occupational Therapy
Faculty and Administration

Full Time Faculty:

- ***Dale A. Coffin, Ed.D, OTR/L***
Clinical Associate Professor,
Chairperson
(631) 444-7392
Dale.Coffin@stonybrook.edu
- ***Sean Getty, OTD, OTR/L***
Coordinator, OT Program Southampton
Clinical Associate Professor
(631) 632-5025
Sean.Getty@stonybrook.edu
- ***Karen DeChello, OTD, OTR/L, CEA***
Vice Chairperson, OT Program
Clinical Assistant Professor
Certified Ergonomics Associate
(631)-444-8380
Karen.DeChello@stonybrook.edu
- ***Blanche Leeman, OTR/L, CHT***
Clinical Assistant Professor
Southampton Campus
Blanche.Leeman@stonybrook.edu
- ***Hannah Mercier, PhD, OTR/L***
Assistant Professor
Hannah.Mercier@stonybrook.edu
- ***Inken Prochilo, MS, OTR/L***
Academic Fieldwork Coordinator
Clinical Assistant Professor
(631)-444-2403
Inken.Prochilo@stonybrook.edu
- ***Ghenet Weldeslassie, PhD***
Clinical Assistant Professor
(631) 444-6828
Ghenet.Weldeslassie@stonybrook.edu

Part Time Faculty:

- ***Kyle Karen, MS, OTR/L***
Clinical Assistant Professor
Southampton Campus
Kyle.Karen@stonybrook.edu

Administration Staff

- ***Sarah Battaglia, MA***
Assistant to the Chair/Staff Assistant
Division of Rehabilitation Sciences
(631)-444-2363
Sarah.Battaglia@Stonybrook.edu

Southampton Staff

- ***Margaret Sheryll***
Southampton Operations Coordinator
Division of Rehabilitation Sciences
Stony Brook Southampton
(631) 632-5131
[Margaret Sheryll@Stonybrook.edu](mailto:Margaret.Sheryll@Stonybrook.edu)
- ***Abigail Luizzi***
Administrative Assistant
(631) 632-2050
Abigail.Luizzi@StonyBrook.edu

School of Health Professions

Administration

- ***Stacy Jaffee Gropack, PT, Ph.D, FASAHP***
Dean and Professor
School of Health Professions
Room 400
(631) 444-2252
Stacy.Jaffeegropack@StonyBrook.edu

- ***Eric M. Lamberg PT, EdD, CPed***
Associate Dean and Professor
School of Health Professions
(631) 444-3058
Room 400
Eric.Lamberg@StonyBrook.edu

- ***JoanMarie Schreiber, MA***
Assistant Dean for Academic & Student Affairs
School of Health Professions
(631) 444-2257
Room 400
Joanmarie.Schreiber@StonyBrook.edu

- ***Paul Dominguez, Ph.D***
Assistant Dean for Administration and Finance
School of Health Professions
(631) 638-1243
Room 400
Paul.Dominguez@StonyBrook.edu

Dean's Office Staff

- ***Teresa Blaskopf***
Academic and Student Affairs Coordinator
(631) 444-2254
Room 400
Teresa.Blaskopf@StonyBrook.edu
- ***Jessica Rotolo, MA***
Executive Assistant to the Dean
(631) 444-6870
Room 400
Jessica.Rotolo@StonyBrook.edu
- ***Angela Scauso, MAPP***
Administration and Finance Coordinator
(631) 444-6855
Room 400
Angela.Scauso@StonyBrook.edu

Philosophical Base and Mission –MSOT Program

Mission Statement:

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

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

Progressive Philosophy of Education:

Purpose of education is to:

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

Education provides learners:

- with practical knowledge
- problem solving skills

Humanist Philosophical Base

Purpose of education is to:

- enhance personal growth and development
- facilitate self-actualization

Education provides learners:

Self –reflection abilities & skills

Self –directed learning abilities & skills

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

The program design stresses the importance of:

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

Course Sequence

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

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

Please see the School of Health Professions bulletin for a description of each course.

First Year Graduate

<u>Course</u>	<u>Title</u>	<u>Credits</u>	<u>Module(s)</u>
HAO 561	Functional Anatomy Review	4	Summer
HAO 504	Intro to Historical & Contemporary Practices of OT	3	Summer
HAO 505	Foundations in OT	3	1-4
HAO523	Assessment & Intervention of Psychosocial Issues	4	1-4
HAO 519	Kinesiology	4	1-4
HAO 506	Growth and Development	3	3-5
HAO 573	Prof Behaviors I	1.5	4-5
HAO 507	Clinical Conditions	2	4-6
HAO 500	Functional Neuroscience	4	5-8
HAO 586	Fieldwork IA	1	5-8
HAO 508	Theories of Adult Rehabilitation	2	6-8
HAO 509	Pediatrics Theory/Practice	4	6-8

Second Year Graduate

<u>Course</u>	<u>Title</u>	<u>Credits</u>	<u>Module(s)</u>
HAO 520	Substance Abuse	2	Summer
HAO 522	Assessment & Treatment of Adult Rehabilitation	3	Summer
HAO 587	Fieldwork IB	1	Summer
HAO 525	Vision, Cognition, Perception	2	1-2
HAO 524	Assessment & Interventions of Upper Extremities	3	1-3
HAO 526	Gerontology	3	1-3
HAO 588	Fieldwork IC	1	1-3
HAO 549	Intro to Research Design	3	2-3
HAO 540	Prosthetics & Orthotics	2	4-5
HAO 516	Universal Design	3	4-5
HAO 574	Professional Behaviors II	1	4-5
HAO 551	Research Design	3	4-5
HAO 596	FW IIA	12	6-8

Third Year Graduate

<u>Course</u>	<u>Title</u>	<u>Credits</u>	<u>Module(s)</u>
HAO 530	Community, Occupational and Health	4	Summer
HAO 580	Special Topics	2	Summer
HAO 597	FW IIB	12	1-3
HAO 562	Principles of Instruction	3	4-6
HAO 534	OT Manager	3	4-6
HAO 593	Case Studies	2	5-6
HAO 595	Service Learning & Capstone Project	4	5-8
HAO 585	Disability and OT	2	6-7
HAO 570	Global Communities Occupation & Health	2	6-8
HAO 575	Professional Transition	2	6-8

Grading Criteria and Policy

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

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

Students must be in good academic standing (professional GPA 3.0 and overall GPA of 3.0 throughout the program. Graduate students must maintain a GPA of 3.0 to be considered in good standing.

The occupational therapy program offers all courses starting with HAO. The occupational therapy program faculty believes that each course offered in the curriculum is essential to developing an occupational therapy professional; therefore, all courses within the curriculum are considered professional courses.

Grading policy

In addition to the School of Health Professions' academic policies and procedures, all graduate HAO courses in the Occupational Therapy curriculum must be successfully completed with a minimum grade of B, **except for first-year science-based courses (Functional Anatomy Review, Kinesiology, and Functional Neuroscience), which require a grade of B- to pass.** Failure to earn a minimum grade in HAO graduate courses will require a student to repeat the course and prevent the student from participating in clinical affiliations. A student may repeat a course only once; inability to successfully pass the course when repeated, may result in recommendation for dismissal from the program.

Students must also maintain a professional grade point average of 3.0 in the occupational therapy graduate program courses and a 3.0 grade point average in occupational therapy graduate program courses. Failure to successfully complete 3 or more courses during the three-year curriculum will result in the student being subject to termination from the program.

Please refer to SHP policies on academic standing found in the SHP Student Handbook.

Program and Classroom Policies

Evaluation of Student Learning

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

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

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

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

Course and Instructor Evaluations

Students have the opportunity to complete course and instructor evaluations at the end of each course. Once the evaluations have been rated, they are returned to the Program Director for review with the faculty. Faculty and the director review the outcomes annually.

It is only through such input that growth and change can occur. This evaluation method not only benefits you as a student, but it assists the faculty and the program administrators in their endeavor to provide students with the best program and faculty possible. Students are encouraged to provide constructive feedback to the instructor about the knowledge disseminated during the course. Providing constructive feedback is an integral part of being an occupational therapist and of professional behaviors.

Attendance

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

If an emergency occurs and the student will not be able to attend class, or if the student is going to be late due to an emergency, the student must notify the course instructor within 24 hours of the scheduled class explaining the absence. **Note that it is still the discretion of the course instructor to consider it an excused absence.** Attendance and participation are expected in every course. Each student is expected to be on time and remain in class for the full session. **Once the lecture or lab activity starts you are considered late. It is your responsibility to notify the instructor** via phone or e-mail prior to the absence/lateness within 24 hours of class. Failure to notify the instructor will result in an unexcused absence [no call or no email, no show]. **It is not acceptable to have your classmate or another designated person to call or email your attendance status to the instructor. The only circumstance** where this may be acceptable is in the event you are traveling to class and there is traffic that may delay you arriving on time to class. Every two unexcused absences will result in a decrease in your overall course grade by 5 points. Program Policy: Attendance is taken at the beginning of each class. **Three lateness will equal one unexcused absence. Every three excused absences** may also result in a 5-point decrease in overall course grade (may be considered excessive absences, even though they are excused- this is at the discretion of the instructor). Please note that the course instructor may have different policy on attendance, in which case, these will be enforced for that particular course. Your academic advisor will be informed of absences, lateness and any display of unprofessional behavior or lack of participation.

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

Make-Up Exams and Lateness Assignments

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

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

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

Student Grievance Policy and Procedures

Historically, the university administration, faculty and graduate students have worked together toward establishing fair policies and procedures regarding graduate students' rights and responsibilities. Graduate students, faculty and administrators assume a variety of roles and responsibilities with respect to one another. Successful graduate education requires fairness and mutual trust in these various roles and responsibilities.

Below is the link for the University's policies and procedures for Graduate Student grievances:

[SHP ASC and Appeals Policy](#)

If a graduate student feels that she or he has been discriminated against on the basis of any of the above, that person should refer to the Grievance Procedure for Review of Allegations of Discrimination. Contact the University Affirmative Action Office for information and documentation of these procedures.

We encourage all students to begin resolving grievances first with the faculty member. If the matter cannot be resolved, or the student is uncomfortable with bringing this matter to the attention of the faculty member, then the student is encouraged to present the matter to the program chairperson. A resolution of the alleged violation should be sought through a conference among the accused, the accuser, and the graduate program director, if possible. Grievances that cannot be resolved at the level of the program may be brought to the Dean of the school.

Progression Policy Requirements in the Occupational Therapy Program

Students must be in good academic standing (GPA of 3.0) throughout their three years in the program, including receiving a minimum final letter grade of a B for each course, except those science courses mentioned previously. Students who fail a course must satisfactorily repeat the course prior to moving on to the next course. This also includes all Fieldwork Level I and Fieldwork II courses. Failing a course could result in a student having to "**step out**" of the curriculum sequence. If the repeated course is successfully completed, the student will then be able to "step back" into the curriculum. The need to "step out" and "step back" in could result in a student registering for a modified curriculum plan which could extend the amount of time it takes to complete the curriculum from the student's initial year of entry.

The opportunity to repeat a Fieldwork Level I course because of failure is limited to one time per fieldwork level I course. The opportunity is offered on a case-by-case basis and in accordance with the School of Health Professions' Student Handbook of Policies and Procedures (see section on Academic Standing). Failing two consecutive fieldwork level I placements may result in termination from the program. Failure to successfully complete 3 or more courses during the three-year curriculum will result in the student being subject to termination from the program.

Students must be in good academic standing the semester prior to fieldwork (a GPA of 3.0) and during ALL graduate level coursework as a requirement for FWII courses. Students must successfully pass all coursework as well as all FW courses in order to graduate from the program. Successful completion of Level II fieldwork translates as entry level competence, along with completion of all other academic & research requirements; all of this is necessary for you to sit for the National Board for Certification in Occupational Therapy [NBCOT] exam.

To register for Fieldwork Level II courses (HAO 596, HAO 597) students must have successfully passed all Fieldwork Level I experiences, HAO 586 Professional Behaviors I, and have received a grade of "B" or above in HAO 574 Professional Behaviors II. Please note that some FW sites have additional requirements such as drug screening, background checks, fingerprinting, etc. Students are responsible for all expenses related to any additional requirements. You will be informed of these at time of placement.

Students who fail Fieldwork Level II courses may be required to "step out" of the curriculum sequence. The opportunity for remediation and for repeating the failed fieldwork course is offered on a case-by-case basis and in accordance with School of Health Professions' Student Handbook of Policies and Procedures (see section on Academic Standing). The opportunity to repeat a fieldwork course because of failure or the need for remediation is limited to one time per Fieldwork Level II course. If the repeated course is successfully completed, the student will then be able to "step back" into the curriculum. The need to "step out" and "step back in" will result in a student registering for a modified curriculum plan and extending the amount of time it takes to complete the curriculum from the student's initial year of entry. Students who fail two consecutive fieldwork placements will be dismissed from the program. **All fieldwork MUST be completed within 12 months of coursework.**

Social Networking Guideline

Being health care professionals, you now need to consider the following social network guidelines to ensure you are not unintentionally noncompliant with HIPAA regulations.

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

Such acts will be considered as unprofessional behaviors and will be addressed accordingly, including, but not limited to, removal of the student from that site, failing the student for that Field Work experience, or being immediately being placed on probation or recommended for dismissal from the program.

1. When speaking with your peers while on FW II, you must also recognize you cannot share any information related to fieldwork on Facebook, Twitter, Instagram or any other social media.
2. It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI. The consequences for violations, as you know, are severe. For more information: <http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Advisory/Social-Networking.ashx>
3. Names of supervisors, comments, and/ or criticism about sites or information about what is happening at sites should not be posted on public social network sites.
4. Students should not put posts or photos on social networks about fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators and staff etc.).
5. Do not ask your supervisor or anyone at the clinical site to "friend" you while on fieldwork. You are not permitted to accept requests from these individuals. This is to protect your privacy and maintain the boundaries of the professional relationship. If you mutually decide to do this after graduation, this is your personal choice.
6. Do not ask or receive requests on social media from the clients and/or from family members/significant others of clients you interact with while on fieldwork. If you mutually decide to do this after graduation, this is your personal choice.
7. If there is any question or you are unsure of something regarding social networking, call the Academic Fieldwork Coordinator for advice.
8. If you are attached to your cell phone and have to look at it constantly, it is advised you leave your cell phone in your car or in the office so you are not tempted to pull it out while you are with a client, caregivers, your clinical supervisor, etc.

9. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider Googling your name to discover what is in cyberspace that others can see about you.

I have read and agree to follow the above Social Networking Guidelines

Signature: _____

Name: _____

Date: _____

Adapted from: Occupational Therapy Program, College of Health Sciences, The University of Texas at El Paso & East Carolina University, Policy on Social Networking

Electronic Devices

No electronic communication devices are to be used in the classrooms during any learning activities. In the event that you are waiting for an important text or phone message, you **MUST**:

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

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

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

Dress Code

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

Caps, hoods, hats, or any other outerwear head cover that are not worn for religious, cultural, or medical reasons are considered unprofessional attire and must be removed and remain off during class time.

Email and Blackboard Accounts

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

In addition, any changes in student's personal contact telephone number(s) and address must be provided to the Occupational Therapy Program administrative assistant immediately in order to always maintain current emergency contact information. All students are responsible for updating this information on SOLAR.

Professional Behavior

Attitude and professional behavior, along with knowledge and skill, are evaluated during **all** classroom and fieldwork experiences. Please remember, this is a professional program. The faculty believe that students' knowledge, skills, and attitudes exhibited in the classroom are reflective of those they will exhibit during fieldwork experiences. The faculty encourage students to view the classroom setting (lectures, laboratories) as an extension of the clinical setting.

The faculty expect students to utilize their critical thinking, communication skills, and reflective reasoning at all times. Seeing these abilities on an ongoing basis assists the faculty when they are assessing the students' professional development. **Any student who communicates in a manner that is deemed unprofessional either through behaviors or means of communication will be spoken to first and will be placed on academic probation if this behavior should occur a second time. A formal reprimand will always be placed in the student's folder. Bullying of any form is not tolerated and is deemed an unprofessional behavior. If, after noted offenses, the student does not correct the noted unprofessional behaviors, it may be recommended that the student be dismissed from the program.**

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

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

Program Events/Activities

Several times during the school year, the program will host a community event where all faculty and students are expected to attend and actively participate. These events are important as they are representative of our program mission statement and represent our conviction and commitment to making a difference in our communities as occupational therapists. It is expected that students will make arrangements to attend and participate in those functions, which may take place on week nights or weekends.

Social Events

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

Withdrawal/Leave of Absence

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

Pregnancy Policy

In the event a student is pregnant while in the program, it is important to inform the Program Chairperson to determine if the student or the baby is at risk for harm depending on the course work and any materials that are to be handled. As for accommodations for coursework or class time during or after pregnancy, it is important to discuss with the course instructors what accommodations can be made without compromising the student's quality of education. It may be possible that the student may need to take a leave of absence and step out of course sequence, which may delay graduation by one year.

Plagiarism

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

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

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

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

Also see appendix for AOTA Advisory on Plagiarism.

Academic Honesty Policy for Distance Education Courses

Honesty in any college class is critical to your success as a student. Stony Brook University is committed to maintaining the highest ethical standards possible related to student academic performance in our distance and face-to-face courses.

As a Stony Brook Occupational Therapy student, when you are given access to Blackboard, our online course software, you are expected to keep confidential your username and password and to never allow anyone else to log-in to your account. Sharing access or passwords to Blackboard is considered a breach of academic integrity and could result in you being removed from your class.

When you log-in to Blackboard, you do so with the understanding and agreement to produce your own work, to complete course activities yourself, including online discussions, and to take course exams, tests or quizzes without the assistance of others.

Allowing others to complete your course work, discussions, or to take your quiz, test, and exams is considered cheating and could subject you to receiving an "F" for the course. In addition, this type of dishonesty can result in formal disciplinary action being taken against you by the college.

Copyright Materials

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

COURSE CONTENT: Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials is protected by copyright, and cannot be disseminated without permission of the copyright holder. It is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity and Student Conduct Codes:

<http://www.stonybrook.edu/uaa/academicjudiciary/policies.shtml> (you may have to copy and paste the address in a browser).

Recording Classroom Lectures and Activities

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

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

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

Confidentiality

Faculty, as ethical professionals, are expected to respect students' and clients' rights to confidentiality. It is also imperative that students pursuing a professional career understand that they are held to the *same ethical standards in clinical placements and academic areas of the program. Students are*

expected to complete HIPAA training and adhere to regulations regarding ethics and privacy matters.

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

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

HIPAA (Health Insurance Portability and Accountability Act)

See School of Health Professions Policy and Procedures Manual regarding HIPAA and student's responsibilities to adhere to HIPAA regulations.

Annual Physical History/Assessment and Immunization Record

All Occupational Therapy students are required to complete and submit the Stony Brook University School of Health Professions' physical history, health assessment form and immunization record prior to beginning coursework. The information on the forms is to be updated annually. The school provides these forms. Forms may be completed by making an appointment with the Student Health Services on West Campus, or by your own physician.

Students who have submitted incomplete forms, or students who have not submitted forms, will not be allowed to attend Fieldwork Level I or II until the forms are submitted and/or properly completed. Student Health Services must advise the Occupational Therapy Academic Fieldwork Coordinator that all health obligations have been satisfactorily met before a student will be placed on any fieldwork assignment. Failure to comply by the program and/or school recommended date may result in the student being placed on academic probation. ***(See SHP Student Handbook of Policies and Procedures regarding academic probation). Please note: even if you have been a student at SUNY Stony Brook you are still required to complete the School of Health Professions' health forms.***

Student Advisement

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

Student ID's

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

Graduation Criteria

Graduation is dependent upon the successful completion of all prerequisite, basic sciences, core, as well as the research sequence and final results pages and professional courses including HAO 596 and HAO 597 (Fieldwork Level II). **Fieldwork Level II must be completed within 12 months of successful completion of all coursework.**

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

Certification by the NBCOT

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

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

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

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

New York State Licensure

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

<http://www.op.nysed.gov/>

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

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

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

Student and Professional Organizations

Students are encouraged to join and participate in the student associations at Stony Brook University and in the School of Health Professions. The Occupational therapy program has specific requirements regarding participation of its OT organizations.

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

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

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

All students are required to maintain active membership in NYSOTA, AOTA, and SOTA until graduation and is a program requirement. Students who do not fulfill this obligation, may not be considered for scholarships or awards.

The SBU OT program has a chapter of the Coalition of Occupational Therapy Advocates for Diversity (**COTAD**) to empower our students to engage in practices that increase justice, equity, diversity and inclusive (JEDI) practices. It is our goal to aid in the mission of transforming the occupational therapy profession. Membership is open to ALL occupational therapy students. For more information, visit: www.cotad.org.

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

Alpha Eta Health Professional Honor Society - Every year, just before graduation, faculty from each SHP program reviews the academic records of their students. A limited number of the graduates from any one program who have demonstrated outstanding scholarship and exceptional leadership are

nominated for induction into our local chapter of Alpha Eta---the National Honor Society for Allied Health Professionals.

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

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

Service Obligations

Service to the community is considered a pillar of the profession and a part of our mission at SBU. We begin that process with students while enrolled in the program. Students are required to complete 30 hours of community service in acts other than their work capacity, throughout the duration of the program (within the 3 years). Students can perform these services as a group entity or on an individual basis. SOTA also offers opportunities to engage in service, such as meeting attendance and/or events which count toward service time.

Job Placement/Listings

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

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

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

Scholarship Announcements

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

Americans with Disabilities Act

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

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

Supporting the Occupational Therapy Program

The success of our program is not just excellence in teaching; it also involves excellence in providing support to our communities, as well as excellence in supporting our students in different activities. We are able to support our students in many ways, including, but not limited to, providing activities (end of the year dinner, program field trips, purchasing of special equipment, etc.) ceremonial pins (graduation pins, Level I FW Program Professional Shirts, etc.), and honor awards (Vera Jean Clark-Brown Leadership Award, Jacqueline Barrera Distinguished Student Award) These types of activities, awards and ceremonial recognition are funded through the **OCCUPATIONAL THERAPY IN EXCELLENCE FUND (SBF account number 297250), NOT through the SBU Alumni Association Fund.**

As a Program Chairperson, I cannot stress the value and importance of the Occupational Therapy in Excellence Fund. It is an account that allows us to do many things for the students in our program that the SBU Alumni Association Fund cannot do for the program. Please consider supporting the Occupational Therapy in Excellence Fund not only during your time here with us, but also after you graduate and are representing our program in your community as a highly trained professional. When you are ready to support the OT in Excellence Fund, please make your check out to:

OT in Excellence Fund account number SBF 297250

Appendices

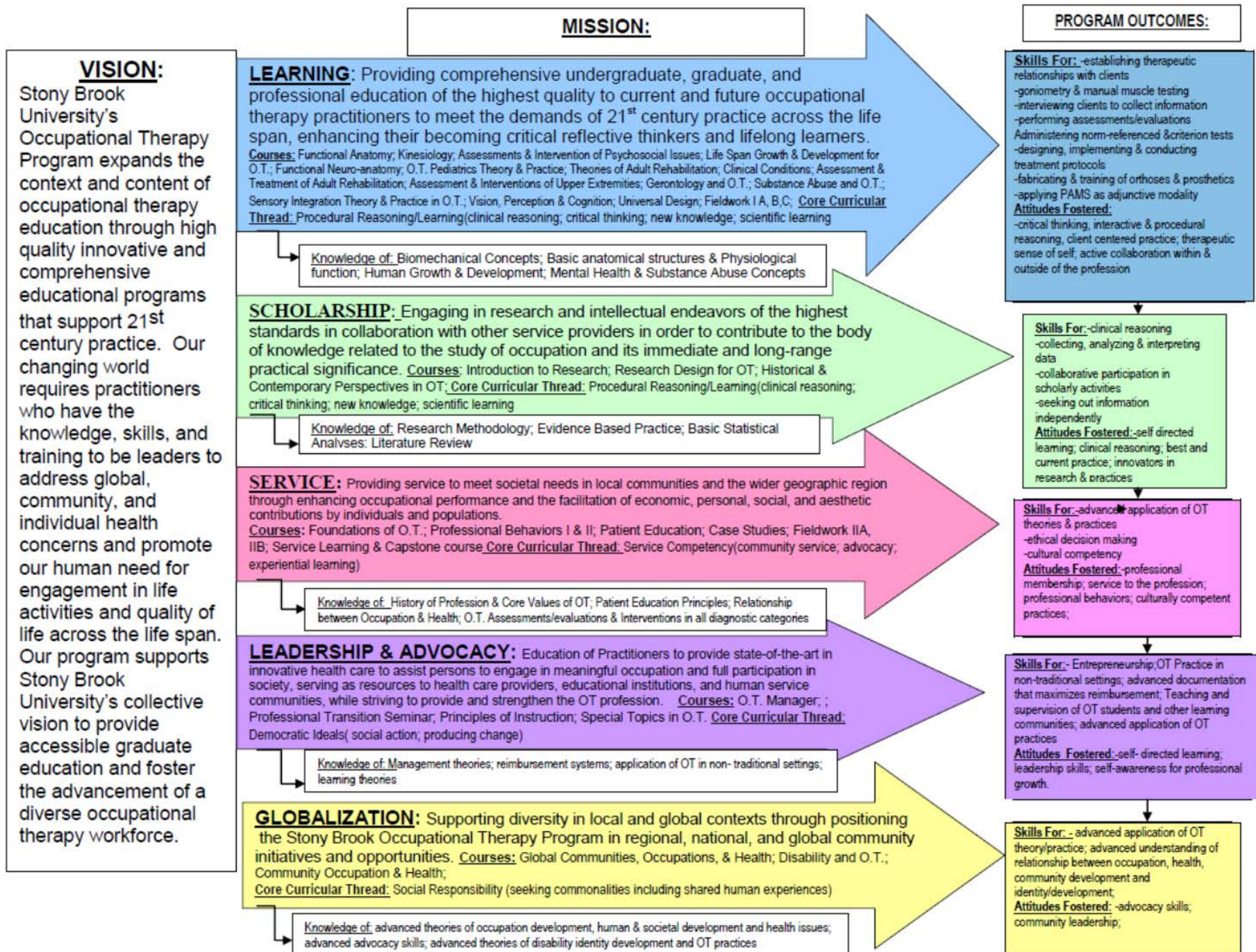
1. Curriculum Chart and Credit Hour Information
2. OT Curriculum Design
3. SOTA Bylaws
4. Faculty Advisor Lists
5. Professional Behavior Monitor
6. Professional Behaviors Form
7. OT Program Flowchart
8. AOTA Occupational Therapy Code of Ethics and Ethics Standards (2020)
9. Admissions Policy 2022-23
10. Volunteering & Community Service Log Sheet

Appendix 1- Curriculum Chart and Credit Hour Information

Third YEAR GRADUATE														
Community, Occupation and Health	HAO 530	4	4	0	60	x M								
Case Studies	HAO 593	2	2	0	30						x	x		
Specific Topics	HAO 580	2	2	0	30	X M								
FW IIB	HAO 597	12	0	12	180		x	x	x					
Disability and OT	HAO 585	2	2	0	30							x	x	
Principles of Instruction	HAO 562	3	3	0	45					x	x	x		
The OT Manager	HAO 534	3	3	0	45					x	x	x		
Global Communities, Occupation & Health	HAO 570	2	1	1	45							x	x	
Professional Transitions Seminar	HAO 575	2	2	0	30							x	x	x
Service Learning and Capstone Project	HAO 595	4	2	2	90						x	x	x	x
Total Credits Year 3		36												
Total Credits MS		110.5												
*24 of 110.5 = Fieldwork II credits		85 course credits												

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

Appendix 2 – OT Curriculum Design



Appendix 3 – SOTA Bylaws

STONY BROOK UNIVERSITY
SCHOOL OF HEALTH PROFESSIONS
OCCUPATIONAL THERAPY PROGRAM
STUDENT OCCUPATIONAL THERAPY ASSOCIATION
BY-LAWS
 November 2019 Revision

Article I. Name

Section 1. NAME.

The organization shall be named the Student Occupational Therapy Association of Stony Brook University, hereinafter referred to as SOTA.

Article II. Purpose and Non Inurement Section

Section 1. PURPOSE.

The purpose of the SOTA is twofold: first, to increase both campus and community awareness of the occupational therapy profession, and second, to participate in national issues facing the profession. The former will be accomplished through service to the Stony Brook and Southampton communities. The latter will be accomplished through the duties of the ASD representative (see job description) while on the executive board and by attending the AOTA Annual Conference each year and encouraging the members of SOTA to attend as well.

Section 2. NON INUREMENT. No part of the earnings of this Association shall inure to the use or benefit of any individual.

Article III. Members

Section 1. MEMBERSHIP CLASSES.

The membership of the Association shall consist of two classes:

- A. *Executive Board.* Executive Board members shall be professional students in the occupational therapy program at Stony Brook University who are elected into their respective positions by peers. Each campus will elect their own executive board for their respective chapters.
- B. *Membership.* The membership shall be all professional students enrolled in Stony Brook University's Occupational Therapy program.

Section 2. QUALIFICATIONS.

- A. *Executive Board.* In order to be eligible for membership, a student must be currently be registered with the University's Registrar as an active Stony Brook student, and be enrolled in the Occupational Therapy program. All E-board members are elected to their positions.

- B. *Membership*. In order to be eligible for membership, a student must be currently registered with the University's Registrar as an active Stony Brook student, and be enrolled in the Occupational Therapy program.
- C. *Revoked Status*: Dismissal from the Occupational Therapy Program revokes SOTA membership.

Section 3. MEMBERS IN GOODSTANDING.

A. *Executive Board*. An individual, who meets the qualifications for membership in the appropriate classification, has paid the membership fee of \$10.00 (revised November 2019), attends all Executive Board meetings, and agrees to uphold the standards and ethics of the SOTA, is a member of good standing. E-board members will not receive SOTA credit hours for attending E-board meetings. Members of the Executive Board will receive a *Certificate of Service* at the end of each academic year.

B. *Membership*. A member who has paid the membership fee of \$10.00 (Revised November 2019), attends all general SOTA meetings, agrees to uphold the standards and ethics of the Association, is a member in good standing. At the end of each year, members who either attend or contribute to a total of 50% of the total hours of SOTA events and meetings will receive a *Certificate of Active SOTA Membership* to signify their dedicated participation in SOTA. Members must take personal responsibility to fill out their documentation form as well as sign in at events in order to receive credit towards this certificate.

The following criteria will be utilized in determination of SOTA hours:

- Attending general SOTA meetings (.5 hour)
- Fundraising events (.5 hours per items donated; 1 hour for each hour of volunteering)
- Committee Meetings (1 hour for each hour of committee participation)
- Community Service Events (1 hour for each hour of participation; .5 hours for any items donated)
- Clothing drives (.5 hours for each piece of clothing donated)
- Adopt-a-Family (1 hour for each item purchased and donated)
- Blood Drives (1 hour for each time donating blood)
- For activities that do not fit into any of the above categories, the E-board, in collaboration with the SOTA faculty advisor, will establish hours as needed.

Section 4. RIGHTS AND PRIVILEGES OF MEMBERS IN GOOD STANDING.

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

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

Article IV. Meetings of the Membership of the Association.

Section 1. MEETING TIMES.

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

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

C. Committee Meetings. Committee Meetings specified in Article V will be scheduled in advance and posted on the g-mail calendar. They will transpire at least once a month when classes are in session. Additional committee meetings can occur anytime there is a need to focus on a specific task, and can be called anytime by the leading officer. *Refer to Article XI for additional information about Committees*

Article V. Executive Board Officers

Section 1. OFFICERS. Each campus will consist of a set of officers and each Executive Board will collaborate on decisions for their respective chapters. The officers of the Association for the individual chapters, shall be the President, Vice-President, Secretary, Treasurer, Fundraising Chairperson, Community Service Chairperson, Social Activities Chairperson, Historian, ASD Representative, Newspaper Editor/Public Relations, and three Class Liaisons. Fundraising Chairperson, Community Service Chairperson, Social Activities Chairperson, and Newspaper Editor will have committees that will assist them in their respective SOTA agenda.

Section 2. ELECTIONS. Executive Board Officers of the Association shall be elected by individual vote of the Association's voting members of that campus by ballot. Election of all officers will occur in July for each chapter.

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

Section 4. TERMS OF OFFICE. Officers shall assume their official duties at the close of the meeting during which they are elected and shall serve for a term of one year or until a successor is elected. No officer may serve more than two consecutive terms in the same office. Serving more than one-half term shall be credited as a full term. Only the Alternate ASD Representative may occupy two Executive Board Offices at the same time.

Section 5. DUTIES. Each officer shall become familiar with all of the SOTA Bylaws and maintain a personal copy. It is the responsibility of each officer to fully understand their scope and roles within SOTA and the role of their committees.

Section 6. Chapter PRESIDENT.

The President of SOTA shall be a second-year OTS. The President shall:

- Communicate with the NYSOTA Student Representative, NYSOTA President, NYS Representative to the Representative Assembly, and the ASD Steering Committee;
- Coordinate the work of the officers and the committees of the association;
- Arrange location and time of meetings
- Guide and call for frequency and duration of Executive Board and General SOTA meetings;
- Be an informing body for the student classes and encourage collaboration between each campus' E-Board; and
- Keep a current copy of the association's bylaws.

Section 7. Chapter VICE-PRESIDENT.

The Vice-President shall be a first-year OTS. The Vice-President shall:

- Collaborate with the President;
- Assist with supervising and facilitating actions set forth by the Executive Board;
- Coordinate the activities of the committees, ensuring their function by informing organization members and committees of their respective general activities;
- Guide and call for frequency and duration of Executive Board and General SOTA meeting while in collaboration with the President; and,
- Perform the duties of the President in the absence or inability of that officer to act;
- Ensure OT faculty and staff receive a photograph and membership listing of the Executive Board and explain which officer to call on for a given need; and
- Prepare ballots for voting of Executive Board Officers, run all SOTA elections: including scheduling election dates, and counting ballots with the SOTA advisor.

Section 8. Chapter SECRETARY.

The Secretary shall be a first- or second-year OTS. The Secretary shall:

- Maintain an accurate, typed record of minutes from every Executive Board and SOTA meeting;
- Upload copies of E-Board and General meeting minutes to the appropriate tab on the SOTA Blackboard Community within 24 hours of the held meeting (Revised November 2019) and email the minutes to all SOTA members and Stony Brook Occupational Therapy faculty;
- Maintain a current email listing of all SOTA members;
- Print and maintain attendance and community service participation records to be uploaded to the designated section of the SOTA Blackboard Community;
- By the end of May of each year, ensure that the faculty advisor receives Meeting and Event Documentation forms so that the *Certificates of Active SOTA Membership* can be printed at the end of each scholastic year. Certificates will be awarded at the annual end of year dinner in June.

- Print copies of the SOTA Bylaws for each Executive Board Member to be distributed at the first Executive Board Meeting;
- Ensure a photograph and membership listing of those on Executive Board is uploaded to the SOTA Blackboard Community and distributed to staff;
- Email reminders to all SOTA members about upcoming location and timing of meetings and events.

Section 9. Chapter TREASURER.

The Treasurer shall be a first- or second-year OTS. The Treasurer shall:

- Chapter Treasurers will collaborate to maintain the financial records for SOTA
- Sign and add name to bank account with faculty advisor
- Maintain an electronic financial record of checking and savings accounts in the form of an excel spreadsheet with an updated copy of the spreadsheet uploaded to the SOTA Blackboard Community monthly
- Collect and deposit acquired funds into a SOTA account;
- Manage money for fundraisers and the annual semi-formal;
- Reimburse as necessary from SOTA funds with approval from all Executive Board members and required receipt of payment;
- Handle donation sent to the chosen organization for that year;
- Obtain proof of conference registration from the ASD representative and related receipts and ensure proportional reimbursement;
- Review funds prior to Executive Board meetings and prepare an updated spreadsheet; and
- Stay abreast of bank policies.

Additional duties are outlined in Article X.

Section 10. Chapter FUNDRAISING CHAIRPERSON.

The Fundraising Chairperson shall be a first- or second-year OTS. The Fundraising Chairperson shall:

- Formulate and facilitate a Fundraising Committee that will (1) plan and conduct fundraising events within the rules and regulations of the Department of Campus Activities, and (2) store and maintain inventory of all fundraising resources;
- Receive approval from the SOTA Advisor(s) and Stony Brook Occupational Therapy Department Chairperson prior to planning fundraising events;
- Collaborate with the Treasurer to ensure adequate change is on site for fundraising events when applicable; and
- Be present throughout the beginning, duration, and termination of fundraising events planned.
- Maintain a list on the SOTA Blackboard Community of all fundraising events (to include the date, type, and location) and upload a copy of any flyers used.

Section 11. Chapter COMMUNITY SERVICE CHAIRPERSON.

The Community Service Chairperson shall be a first-year OTS. The Community Service Chairperson shall:

- Formulate and facilitate a Community Service Committee

- Research, organize and promote SOTA volunteer involvement on campus and in the community;
- Plan and Participate in Community Service Events for each chapter
- Plan and participate in combined chapter community service events
- After each event, complete the Community Event Summary (using the provided template) and post copy to the SOTA Blackboard Community.
- Update and maintain a current listing of SOTA community contacts to be kept on the SOTA Community Blackboard; and
- Gather ideas for OT promotion on campus and in the community (especially during OT Month).

Section 12. Chapter SOCIAL ACTIVITIES CHAIRPERSON.

The Social Activities Chairperson shall be a first- or second-year OTS. The Social Activities Chairperson shall:

- Formulate and facilitate a Social Activities Committee
- Plan the annual Occupational Therapy Semi-Formal in conjunction with other campus chairpersons
- Plan other social activities for their respective campus
- Plan combined chapter special activities and events
- Ensure that all students from both campuses are invited to all events, whether individual or combined campus activities.
- In collaboration with the second year class liaisons, direct and oversee the creation of the Student Buddy Program and corresponding buddy lists (first year students paired with second year students, second year students paired with third year students); and
- Upload an electronic copy of the buddy list to the SOTA Blackboard Community and distribute copies to each student class in the beginning of the year.

Section 13. Chapter HISTORIAN.

The Historian shall be a first- or second-year OTS. The Historian shall:

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

* Additional information is outlined in Article IX, Section 2

Section 14. Chapter CLASS LIAISON.

There shall be six Class Liaisons that are elected to represent each class year and each campus (SBU and SH). Class liaisons shall:

- Relay information between classes and act as an intermediary between Executive Board, SOTA members, and faculty;
- Communicate with the SOTA Advisor(s) before each SOTA meeting to convey any information or announcements to their respective class;

- Encourage involvement of their respective class;
- Advocate for their respective class in Executive Board and SOTA meetings;
- Maintain a list of current emails and create a phone chain (placing themselves first) for their respective class; and
- Inform Occupational Therapy faculty that they are the contact person for the class and important messages (i.e.: snow, class cancellation, time changes, etc.) should begin with them.

Section 15. Chapter NEWSLETTER EDITOR/PUBLIC RELATIONS

The Newsletter Editor/Public Relations shall be a first- or second-year OTS. The Newsletter Editor shall:

- Formulate a Newsletter committee
- Create a monthly electronic newsletter that will represent the SBUOT program as well as the OT community
- Distribute the monthly Newsletter electronically in addition to uploading the link to the Newsletter tab on the Blackboard Community.
- Create a monthly SOTA calendar and list of SOTA events to be posted on the bulletin board
- Post announcements on the Community Blackboard
- Create and/or post flyers for events

Section 17. ASD REPRESENTATIVE (Two, One for each campus).

The ASD Representative shall be a second-year OTS. The ASD Representative shall:

- Encourage political awareness, student leadership, professional development, and advocacy among SOTA members through relaying resources, opportunities, and news from AOTA and the ASD steering committee
- Poll all SOTA members prior to the annual AOTA Conference about their concerns about current issues and proposed resolutions
- Relay all pertinent information gathered from Conference to all members of SOTA via Delegate Address.
- Maintain a copy of the ASD Representative Handbook;
- Have the responsibility to confer with the ASD Representative from the year prior regarding expectations, advice, and further responsibilities; and
- Receive monetary support for attending the Annual AOTA Conference, as explained in Article IX, Section I.

Section 18. ALTERNATE ASD REPRESENTATIVE.

This is not an Executive Board position. The Alternate ASD Representative shall be a second year OTS. This office will be given to the OTS at each campus who receives the second most votes in the ASD Representative Election. Duties include:

- Resuming all roles of ASD Representative if the original ASD Representative is unable to attend the AOTA annual conference. The office will expire once the ASD Representative attends.
- In the event the ASD Representative and the Alternate ASD Representative cannot attend the AOTA annual conference, the SOTA executive board members will vote an executive board

member to attend in the representative's place. The elected executive board member will fulfill all roles of the ASD Representative as described in Section 17.

Article VI. Nominations and Elections

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

Section 2. TIMING OF ELECTIONS. To ensure continuity of Executive Board offices, there will be a one-time election for all positions.

A. All OTS Executive Board elections will occur within the last 2 weeks of July of the given year. This includes the induction of the: President, Vice-President, Secretary, Treasurer, Fundraising Chairperson, Social Activity Chairperson, Historian Chairperson, Newsletter Editor/Public relations, ASD Representative, 6 liaisons and Faculty Advisor.

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

Section 4. BALLOT.

A. *Preparation.* An elected member of the Executive Board will prepare a ballot with the names of those who wish to run for office.

B. *Nominations.* In the event that no SOTA member runs for an office needed for the Executive Board, a motion for nomination occurs. For five minutes SOTA members are encouraged to nominate an individual or a number of individuals within good standing that they feel would best suit the office. In order for the motion of inductance to occur, the chosen SOTA member(s) must accept the nomination for office. If more than one individual accepts the nomination, blank ballots with the name of the officer are submitted and counted. The member with the most votes will be inducted into office.

C. *Opportunity for Self-Promotion.* Before ballots are distributed to the voting SOTA members, each candidate will be given the opportunity for self-promotion via creation and distribution of an electronic speech (with photo) to all SOTA members as to why they feel they would be an ideal candidate. Additionally, if candidates want to, they can give an in-person one to two minute speech.

D. *Voting for Candidate.* Each SOTA member will vote for one candidate, except the President, who will not vote as per Article VI, Section 4, Part E.

E. *Tie vote.* In the event of a tie vote, the ballots shall be recounted. If the results are still tied,

the President will make the determination as to who receives the office.

Section 5. ANNOUNCEMENT. The SOTA club faculty advisor will announce results on the SOTA Community Blackboard. The ballots will be retained by the Secretary until the end of the meeting after which time shall be destroyed. All candidates' names will be posted on the SOTA Community Blackboard and the OT Bulletin Board.

Article VII. SOTA BLACKBOARD COMMUNITY (Manual)

Section 1. LOCATION. The SOTA Community on Blackboard is the SOTA "manual". Its existence and contents must be announced at general SOTA meetings at least once each semester.

Section 2. ACCESS. Each year, all elected E-board officers will be assigned an "Assistant" role in the Blackboard Community by the Faculty Advisor. This enables all E-board officers the ability to create and disseminate General Announcements and to create folders and upload files. All student members in good standing are assigned a "Participant" role which provides access to view all uploaded materials. The Faculty Advisor for each campus has the assigned role as "Leader" which enables full access to upload, modify, add content, and change member's roles within the Community.

Section 3. CONTENTS. The SOTA Community Blackboard will include at least all of the following: a photograph and membership listing of all those on the Executive Board for the current year, a copy of the SOTA Bylaws, minutes and attendance of all Executive Board and General Membership meetings, attendance and summary of all SOTA community events, a listing of all annual Fundraising activities with flyers (as applicable), SOTA Newsletters, NYSOTA and AOTA membership applications, social events, Historical Photo Album, the most recent AOTA Reference Handbook for ASD Representatives, and both the pre- and post- Conference mailings for the AOTA Conferences attended, buddy lists, a list of SOTA contacts, copies of receipts and a copy of the SOTA account spreadsheet (updated monthly by one of the Treasurers), information about the Annual AOTA Conference, and frequently used forms.

Section 4. EDITIONS. An additional binder with original receipts and SOTA bank statements will be kept in the Faculty Advisor's office at main campus. Hence, a series of SOTA Manuals will be formulated.

Article VIII. Membership of Other Professional Organizations

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

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

Article IX. Specialty Sections.

Section 1. FUNDING FOR ASD REPRESENTATIVES. It is the responsibility of the Executive Board for each chapter to attempt to raise enough funds to support the stay of the two ASD Representatives and all other SOTA members attending the Annual AOTA Conference. This undertaking will be supported by SOTA fundraising throughout the year. Each ASD Representative will be receive the complimentary conference registration which is awarded to programs with Gold AOTA Membership Status. As long as each campus attains Gold Membership status, each campus will be awarded a complimentary registration. In the event that complimentary registration is not received, the registration fee for the days the ASD Representative is required to be at conference will be paid for in full. Hotel and transportation costs will be paid by SOTA fundraising.

Section 2. HISTORIAN PHOTO ALBUM AND WEB VIDEOS The Historian Photo album on the SOTA Blackboard Community will be maintained each year so that albums are available for interclass viewing purposes. Historians will be responsible for creating separate Event Folders for each activity and uploading select photos from each event. Historians are also responsible for maintaining an online photo gallery managed through google drive that is shared with the Newsletter Chair from each campus.

Section 3. SOTA BYLAWS. The SOTA Bylaws shall be distributed to each Executive Board member at the First Executive Meeting. Each Executive Board member is to retain their own personal copy. A copy of the SOTA Bylaws may be placed for public display on the SOTA Bulletin Board for the Membership to read for a period of time determined by the Executive Board.

A. *Amending bylaws.* In the event that the executive board members feel that an amendment is to be made to the bylaws, the following steps must be taken: (Included November 2019)

- Topic is to be discussed at next E-board meeting. Majority vote is needed.
- If majority of E-board is achieved, the proposed amendment is to be brought up at upcoming general body meeting.
- A copy of the old wording and a copy of the new proposed bylaw shall be sent to all members in good standing.
- At the general body meeting, the secretary must record the old bylaw and new proposed by law in the minutes. The secretary must record the member who proposed the amendment and the member who second the proposed change in the bylaw.
- Two-thirds of total votes is needed to pass the amendment (across both campuses).

Voting may be done digitally to allow for maximal participation. Ballots to vote must have the original bylaws and the proposed edited bylaws.

- The results of the vote must be verified with both presidents and a SOTA advisor.
- Presidents from both campuses must then send the original bylaw along with new bylaw to the Faculty Advisors.
- Faculty Advisors amend respective section of bylaws and upload updated version of SOTA bylaws to Blackboard.
- The secretary must record the numerical vote and submit the results as an addendum to the minutes.

Article X. Annual Budget

Section 1. ROLE OF THE TREASURER. In addition to Article V, Section 9, the Chapter Treasurers will collaborate to: distribute an updated SOTA Budget Report to all Executive Board Members at each Executive Board Meeting. The treasurers, in collaboration with the SOTA advisors, will set a due date for the collection of \$10.00 SOTA dues (Revised November 2019). It is the responsibility of the Treasurers to ensure that (Revised July 2017) a minimum of \$200.00 be left in the SOTA account for the next term. The Treasurers, in collaboration with the Executive Boards, will determine a portion of the fundraising money collected during the one-year term of office to be set aside to support students attending the Annual AOTA Conference. The Treasurers must obtain proof of conference registration (students can forward an email confirmation from AOTA) and ensure that students are reimbursed proportionally to the number of days they registered for Conference.

Section 2. ALLOCATION OF FUNDS. Each school year, the Executive Boards will meet for an annual SOTA Budget Report update. Requiring a two-thirds vote, the Executive Board may: transfer a previously quoted budget amount for any given category to another category; and allocate additional funds required of an event or activity that surpasses its original budget amount.

Section 3. UTILIZATION OF FUNDS. Executive Board members may withdraw funds from their established budget with collaboration of both Executive Boards, the treasurers, and the SOTA advisor(s). The Executive Boards must report to the Treasurers as to what the funds were used for and submit receipts for all purchases.

Section 4. EXPENDITURES Should SOTA dissolve, any remaining funds will be donated to the American Occupational Therapy Political Action Committee (AOTPAC).

Article XI. Executive Board Committees

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

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

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

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

SOTA Bylaws

Revised November 2019

Appendix 4 – Faculty Advisor Lists

Rev. 7-8-2022

Stony Brook Campus Advisement List		
Class of 2023	Class of 2024	Class of 2025
Dale Coffin		
Nissim Balassiano	Kyle Fried	Colleen Reilly
Julie Ann Hedger	Julia Gawronska	Jacqueline Nieman
Serena Johnson	Sefa Guven	
Wan Yao (Amanda) Ko	Taylor Hanlon	
Rebecca Larkin	Julia Lohr	
Emily Lee		
Inken Prochilo		
Bianca Furci	Julia Costarella	Samar Alam
Lucas Galliano	Jacklyn Deniston	Jessica Baum
Erika Givre	Gina DiBenedetto	Gianna Inserro
Lauren Grodsky	Natalia Fernandez	Garrett Steen
Atara Hecht	Sabrina Floro	
Jenna Ferrara		
Karen DeChello		
Adriana Acerra	Rachael Burrei	Tammi Hussein
Fortuna Anannya	Joseph Cook	Victoria Natale
Christopher Bacus		Gabriella Ng
Rebecca Becourtney		Katherina Shen
Ariel Conti		Brittney Smith
Alexa Crook		Kenny Zambrano
		Rachel Pincus
		Megan Rutigliano
		Meagan Punay
		Victoria Barone

Stony Brook Campus Advisement List		
Class of 2023	Class of 2024	Class of 2025
Hannah Mercier		
Julia Londono	Nicole Magliulo	Mei Yi Li
Olivia Mangan	Megan Mahler	Joseph Marino
Tamara Napoleon	Rachel Masullo	Emily Rushton
Alana Paz	Kelsey McDonald	Julianna Williams
Nikola Sangulin	Allison Occhiuto	Meagan Kearney
Kirby Schneider		
Samantha Scholfield		
Lynzie Smith		
Jennifer Tiongco		
Sarah Hwang		
Ghenet Weldeclassie		
Kyle Walter	Alison Ruderman	Kimberly Calamia
	Yasmin Shafique Ventura	Gabriella Corona
	Ariel Sutton	Vanessa Dacunha
	Kelly Tran	Alicia D'Aoust
	Markella Tranquillus	Nicole Droesch
	Natalia Umanzor	Gina Edgeworth
	Shannon Vobis	Olivia Izenwasser
	Hariet Weltz	Nadya Pooran
	Sydney Zelin	Christina Cambria
		Andrada Onet

Southampton Campus Advisement List		
Class of 2023	Class of 2024	Class of 2025
Kyle Karen		
Alana Fernandes	Kevin Reyes	Caitlyn Kearns
Cole Francis	Andrea Dertis	Melissa Kelly
Gabriella Fuentes	Laura Vicari	Jean Lajeunesse
Nicole Garcia		Katherine Maurno
Bianca Esposito		
Ashliane Vazquez		
Mikayla Vogt		
Katie Weafer		
Alexandria Hutchins		
Inken Prochilo		
	Emily Macaluso	
	Kiley Magee	
	Frank Maggio	
	Erin Moloney	
	Isabella Morich	
	Yasha Pandohie	

Appendix 5 - Professional Behavior Monitor

Stony Brook University
Occupational Therapy Program

Student Academic Advisement Form

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

Student Name: _____

SBID
Number: _____

Year of Graduation: _____

GPA: _____

	Outcome/Action
Student's Review of Academic Progress	
Student's Review of Service Progress # of volunteer hours _____	
Student's Academic goals:	
Advisor's Review of Academic Progress:	

Student Signature

Date

Advisor Signature

Date

PROFESSIONAL BEHAVIOR AND ATTENDANCE

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

Definitions: Professional Behavior

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

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

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

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

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

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

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

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

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

Assisting in cleanup of materials used during lab/class: Replaces material to the proper locations after use. Cleans up personal space after class

Appendix 6 – Professional Behaviors Form

**STONY BROOK UNIVERSITY
SCHOOL OF HEALTH TECHNOLOGY AND MANAGEMENT
OCCUPATIONAL THERAPY PROGRAM
PROFESSIONAL BEHAVIORS REPORT**

STUDENT:

REPORT FILED BY:

DATE OF INCIDENT:

DESCRIPTION OF INCIDENT:

DATE WHEN PROGRAM CHAIR/ADVISOR WAS NOTIFIED:

PLAN OF ACTION:

EXPECTED OUTCOME(S):

SUPPORTING DOCUMENTATION, (IF ANY), ATTACHED:

STUDENT SIGNATURE: _____

DATE: _____

FACULTY/STAFF SIGNATURE: _____

DATE: _____

FACULTY/STAFF SIGNATURE: _____

DATE: _____

PROGRAM CHAIR SIGNATURE _____

DATE: _____

Appendix 7 - OT Program Flow Chart

**STONY BROOK UNIVERSITY
SCHOOL OF HEALTH PROFESSIONS
OCCUPATIONAL THERAPY PROGRAM CURRICULUM OUTLINE**

A Professional Graduate Entry-Level Program Leading to the MSOT Degree

ADVANCED (YEAR 3)

Courses and fieldwork experiences focus on preparation for practice in traditional and emerging areas that involve the application of scholarly inquiry, and sophisticated professional behaviors to solve complex problems. Independent work is encouraged as student transitions to professional roles. Beginning research skills are enhanced and students continue to develop evidence-based practices.

YEAR 3

Fieldwork IIB
The O.T. Manager
Principles of Instruction
Community, Occupation and Health
Case Studies
Global Communities, Occupation, & Health
Professional Transition Seminar
Disability Studies & OT
Special Topics
Service Learning & Community Based Research

KNOWLEDGE OF:

- learning theories
- measurement outcomes
- relationship between occupation and health
- reimbursement systems
- emerging practice areas
- concepts of disabilities and development, culture, and society
- management theories

SKILLS FOR:

- advanced application of O.T. theory/practices
- advanced documentation that maximizes reimbursement
- seeking out information independently

ATTITUDES THAT LEAD TO:

- culturally competent practice
- self-directed learning
- leadership & advocacy skills
- professional commitment
- self-awareness for on-going personal/professional growth

INTERMEDIATE (YEAR 2)

Courses and introductory fieldwork experiences reflect principles of practice in OT and continue to develop students' professional skills, therapeutic use of self, problem-solving behaviors, and clinical reasoning. Documentation, clinical conditions, theories that guide practice, and treatment interventions, modalities, and techniques are taught in the context of occupation. Beginning research skills are taught, as well as, advanced applications of evidence-based practices.

YEAR 2

Assessment & Treatment of Adult Rehabilitation
Assessments & Interventions of Upper Extremities
Vision, Perception & Cognition
Substance Abuse & OT
Universal Design
Gerontology and O.T.
Sensory Integration
Fieldwork IIA
Intro to Research Design
Research Design
Fieldwork 1B, 1C
Professional Behaviors II
Prosthetics and Orthotics

KNOWLEDGE OF:

- research methodology/developing proposals
- patient education principles
- basic statistical analysis
- normal aging process
- evidence based practice
- culturally competent practice
- O.T. interventions in all diagnostic categories

SKILLS FOR:

- fabricating orthoses
- prosthetic training
- assessing strength, sensation, vision, perception & cognition
- administering standardized & non-standardized evaluations
- transfer training and functional mobility
- applying PAMS as an adjunctive modality
- collecting, analyzing and interpreting data
- participation in scholarly activities

ATTITUDES THAT LEAD TO:

- interactive reasoning
- active collaboration within & outside of discipline
- realization of individual treatment needs
- client-centered practice and therapeutic use of self

BEGINNING (YEAR 1)

Courses provide foundation in the basic sciences, history of occupational therapy, nature of human occupation; begin to develop self-awareness, professional behavior, problem-solving, and critical thinking, and evidence based practices.

YEAR 1

Functional Anatomy
Historical & Contemporary Perspectives in O.T.
Foundations of O.T.
Assessment & Interventions of Psychosocial Issues
Kinesiology
Growth & Development
Functional Neuroanatomy
Prof. Behaviors I
Theories of Adult Rehabilitation
Clinical Conditions
Pediatrics Theory & Practice
Fieldwork IA

KNOWLEDGE OF:

- bio-mechanical concepts
- basic anatomical structures & physiological function
- human growth and developmental processes
- mental health & substance abuse concepts
- history of profession & core values of OT
- ethics, issues in current healthcare & universal precautions

SKILLS FOR:

- goniometry & manual muscle testing
- interviewing individuals to collect information
- establishing therapeutic relationships with consumers
- performing mental health assessment/evaluations
- designing, implementing & conducting group protocols
- professional writing & clinical documentation

ATTITUDES THAT LEAD TO:

- critical thinking
- demonstrating an understanding of professional behavior
- procedural reasoning
- responsibility & organization
- effective time management strategies

Appendix 8 - AOTA OT Code of Ethics and Ethics Standards (2020)

Occupational Therapy Code of Ethics and Ethics Standards (2020)

Preamble

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

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct. The Code serves two purposes: 1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles. 2. It delineates ethical Principles and enforceable Standards of Conduct that apply to AOTA members. Whereas the Code helps guide and define decision making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. The process for addressing ethics violations by AOTA members (and associate members,² where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>. Appendix A describes the revision process for the 2020 Code. Appendix B summarizes the history of the AOTA Occupational Therapy Code of Ethics.

The occupational therapy profession is grounded in seven longstanding Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice; AOTA, 1993):

Core Values

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

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

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

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

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

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

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

Principles and Standards of Conduct

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

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

Beneficence

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

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

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.

- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

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

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

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary, report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

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

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

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

occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

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

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate person's errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

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

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.

- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

References

- American Occupational Therapy Association. (1993). Core values and attitudes of occupational therapy practice. *American Journal of Occupational Therapy*, 47, 1085–1086. <https://doi.org/10.5014/ajot.47.12.1085>
- American Occupational Therapy Association. (2019). Enforcement procedures for the AOTA Occupational Therapy Code of Ethics. *American Journal of Occupational Therapy*, 73(Suppl. 2), 7312410003. <https://doi.org/10.5014/ajot.2019.73S210>
- American Occupational Therapy Association. (2020). *Occupational therapy practice framework: Domain and process* (4th ed.).
- American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
- Ashe, A. (2016). Social justice and meeting the needs of clients. In D. Y. Slater (Ed.), *Reference guide to the Occupational Therapy Code of Ethics* (2015 Edition).
- AOTA Press. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of biomedical ethics* (8th ed.). Oxford University Press.
- Braveman, B., & Bass-Haugen, J. D. (2009). Social justice and health disparities: An evolving discourse in occupational therapy research and intervention. *American Journal of Occupational Therapy*, 63, 7–12. <https://doi.org/10.5014/ajot.63.1.7>
- Doherty, R., & Purtilo, R. (2016). *Ethical dimensions in the health professions* (6th ed.). Elsevier
- Saunders. Kaslow, N. J., & Watson, N. N. (2016). Civility: A core component of professionalism? *Psychology Teacher Network*, 26(3). <https://www.apa.org/ed/precollege/ptn/2016/09/civility-professionalism>

Scott, J. B., Reitz, S. M., & Harcum, S. (2017). Principle 4: Justice. In J. B. Scott & S. M. Reitz (Eds.), *Practical applications for the Occupational Therapy Code of Ethics (2015)* (pp. 85–95). AOTA Press.

Veatch, R. M., Haddad, A. M., & English, D. C. (2015). *Case studies in biomedical ethics: Decision-making, principles, and cases* (2nd ed.). Oxford University Press

Authors Ethics Commission Members, 2019–20 and 2020–21

Brenda S. Howard, DHSc, OTR, Ethics Chairperson, 2019–2023

Leslie Bennett, OTD, OTR/L, Member at Large, 2019–2021

Brenda Kennell, MA, OTR/L, FAOTA, Education Representative, 2015–2021

Kimberly S. Erler, PhD, OTR/L, Practice Representative, 2014–2020

Barbara Elleman, MHS, OTD, OTR/L, Practice Representative, 2020–2023

Jan Keith, BA, COTA/L, OTA Representative, 2017–2020

Marita Hensley, COTA/L, OTA Representative, 2020–2023

Donna Ewy, MD, FAAFP, MTS, Public Member, 2019–2022

Roger A. Ritvo, PhD, Public Member, 2018–2021

Mark Franco, Esq., Legal Counsel

Rebecca E. Argabrite Grove, MS, OTR/L, FAOTA, AOTA Ethics Program Manager

Revised by the AOTA Ethics Commission, 2020 Adopted by the Representative Assembly, November 2020 Note. This revision replaces the 2015 document *Occupational Therapy Code of Ethics (2015)*, previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.696S03> Copyright © 2020 by the American Occupational Therapy Association.

Appendix 9 – Admissions Policy 2022-23

Stony Brook University
School of Health Professions
OCCUPATIONAL THERAPY DEPARTMENT
ADMISSIONS POLICY 2022-2023

The following protocol is utilized as the admissions criteria for individuals applying to the Occupational Therapy Program in School of Health Professions (SHP).

RESPONSE TO INQUIRIES and APPLICATION PROCESS

Written, phone and in-person inquiries are responded to with written literature and/or web information. The information provided describes the Occupational Therapy Department's prerequisites, required courses, tuition, fees, the availability of financial assistance and other pertinent information.

After reading the website, a person who determines she/he meets the prerequisites of the program contacts Occupational Therapy Common Application System (OTCAS) to apply online to the program. Applicants are directed to the OTCAS website to access the online application and instructions: <https://portal.otcas.org/> that is linked on the Occupational Therapy program website. The published deadline for the receipt of applications is **March 15**. Applicants must submit their complete application no later than 3 weeks prior to the March 15 deadline in order to allow time for validation of their transcripts by OTCAS. The program must receive the completed and verified electronic application packet from OTCAS by the deadline date (this includes the 3 letters of reference, 2 of which must be from occupational therapists) in order for the applicant to be considered for the interview portion of the admissions process.

In addition, those applicants who have identified the SBU OT Program as a program to which they are applying (and if they meet the minimum requirements) are required to complete the SBU OT supplemental questions. The supplemental questions are incorporated into the OTCAS application and require an additional \$100 fee. If the supplemental questions and/or additional fee has not been received the student will be unable to complete the application; it will be identified as an incomplete application and if not corrected will be defined as a non-accept.

PREREQUISITE REQUIREMENTS FOR ADMISSION

The following are the prerequisite requirements for admission into the School of Health Professions Occupational Therapy Department.

- ▶ A completed Bachelor's Degree (B.S. or B.A.) Including the courses below:
 - 3 credits of English Composition
 - 6 credits of Arts and Humanities (excluding performance-based courses [such as dance, painting, or acting] and introductory language courses)
 - 9 credits of Social and Behavioral Sciences to include Intro to Psychology and Abnormal Psychology, and EITHER Introduction to Sociology or Introduction to Anthropology
 - 8 credits of Biology with Laboratory (must be course designated for science majors)
 - 4 credits of Chemistry with Laboratory (must be course designated for science majors)

- 4 credits of Physics with Laboratory (must be course designated for science majors)
- 3 credits of Statistics (can be applied math, math, biostatistics or social science statistics)
- 4 credits of Anatomy

*If Anatomy and Physiology I and Anatomy and Physiology II have been taken, then these will count as 4 credits of Biology and 4 credits of Anatomy.

Applicants must have completed the required science coursework within the last 10 years.

- ▶ CPR and First Aid Certification is required (both Infant and Adult CPR)

Minimum final undergraduate overall GPA of 3.0 with preference given to an overall GPA of 3.5 or higher, prerequisite science courses must also have a minimum overall GPA of 2.8, with preference given to a GPA of 3.0 or higher. Natural Science GPA must also have a minimum GPA of 2.8, with preference given to a GPA of 3.0 or higher.

▶ Students may take their prerequisite courses at Stony Brook University or at other institutions. Prerequisite credits are granted from other academic institutions for relevant college level coursework with grades of “C” or higher. **Non-science** and liberal arts prerequisite course grades of “D” will only be accepted if required GPAs are met **AND** are from Stony Brook University.

- ▶ **Preference will be given to those applicants who have completed the 20 credits of the science prerequisites at the time of applying through OTCAS.**
- ▶ **Applicants who have submitted final fall grades and have more than one of the required prerequisite science courses outstanding will not be considered as meeting the minimum requirements for applying to the program.**
- ▶ Applicants with only one outstanding prerequisite science that is designated to be completed in the spring semester prior to starting the program will have their application processed and will be considered for interviews only if they have met the minimum GPA criteria standards of the admissions process.
- ▶ **Preference for interview is given to those applicants who have completed ALL course requirements at the time of application and who have submitted all application requirements such as letters of reference.**
- ▶ Preference for interview is given to candidates that have: a degree completed by time of interview, science prerequisite courses completed by time of interview, and the three letters of reference.
- A minimum of 40 hours of experience observing occupational therapy treatment in two different settings (i.e. outpatient rehabilitation, developmental disabilities, nursing homes, school-based, psychosocial or acute care) is required. At least 50% of the hours must be in a setting other than the applicant’s place of employment. Students must have completed their volunteer/observation hours prior to interview. These observation hours must be completed

under the supervision of an OT, not an OTA.

Note: Due to the COVID-19 pandemic, preference will be given to students who have obtained a temporary reduction of 25 hours of volunteer clinical experience observing an occupational therapist and/or have obtained letters of reference from occupational therapists. (This is subject to change dependent on COVID guidelines).

For entry into the program, all prerequisites must be completed by the end of the spring semester of the year for which applicants are applying. Students who are accepted for entrance without final grades on transcripts are accepted on a conditional basis. Students will be placed on probation until official final grades have been submitted for review and filing.

Students accepted for entry into the occupational therapy program must complete all outstanding conditions prior to the scheduled SHP orientation. Failure to do so may result in a recommendation of rescinding admission to the occupational therapy program.

Applicants wishing to apply to the Stony Brook Occupational Therapy Program from another occupational therapy program will have their completed courses be considered as transfer credits for the prerequisite courses only.

A faculty or staff member trained on the procedure for review reviews each application. The reviewer verifies all information supplied and completes a summary sheet. The information includes a review of the transcript(s), reference forms and other supporting documents. A decision is then made by the reviewer to recommend one of the following: Interview, Hold, Non-Accept.

DEFINITIONS

HOLD: An application may be placed on Hold by the reviewer(s), pending clarification of information or receipt of additional material. Should there be a question requiring further information from the applicant, the Department will communicate directly with the applicant. All hold applications are subject to a follow up review within two to three weeks. Should the criteria still not be met, the applications may be considered for the non-accept category.

DENY: Any applicant who fails to meet one or more of the criteria indicated above, and whose file has been reviewed will be placed in a non-accept category.

ACCEPT: Applicant has admissions final scores that meet the admissions criteria. Application is to be presented to admissions committee.

OFFER MADE: Application packet was accepted and presented to the admissions committee; admissions committee approved applicant and an offer was made; waiting for student's reply.

ADMIT: Offer of admissions accepted by applicant.

WAITLISTED: The applicant has been reviewed but is not a preferred applicant yet still meets admissions criteria.

NOTE: Any student who has been granted the status of non-accept and who wishes to reapply to the program must resubmit new documents and reapply to OTCAS the following year.

NOTE: All Occupational Therapy faculty and staff selected to review/screen applicant files will be oriented to the application process, and the OTCAS process. Discussions highlighting where to and how to review each file and the criteria and process for documenting – including a review of how to conduct interviews and provide recommendations (i.e., hold, offer, non-accept) – will take place via a documented School of Health Professions in-service workshop and an OTCAS webinar training session.

RECOMMENDATION FOR INTERVIEW

The following information and criteria is required for an interview recommendation to be rendered:

- All post-secondary education transcripts verifying completion or estimated completion dates of the Department's prerequisites and an overall GPA of 3.0, a science GPA of 2.8, and a natural science GPA of 2.8 are on file.
- Preference is given to applicants who have an undergraduate cumulative GPA of 3.5 or better and a 3.5 in the required sciences and natural sciences.
- Students must have completed their volunteer/observation hours prior to interview. These observation hours must be completed under the supervision of an OT, not an OTA.
- If the student's first academic experience is less than satisfactory, and he/she begins again with an all-new undergraduate transcript either at that institution or at another, the entire first transcript will not be included in the GPA and/or science cumulative average. This is true as long as none of the courses on the first transcript are being used toward the necessary prerequisites. The Department reserves the right to make final decisions.
- The Department reserves the right to make exceptions to the minimum overall, science or natural science GPA standard for applicants with special circumstances.
- Applicants must have completed the required science coursework within the last ten years.
- **Preference will be given to those applicants who have completed the 20 credits of the science prerequisites at the time of applying through OTCAS.**
- Applicants with only one outstanding prerequisite science that are designated to be completed in the spring semester prior to starting the program will have their application processed and are considered for interviews only if they have met the minimum GPA criteria standards of the admissions process.
- **Applications with more than one of the required prerequisite science courses outstanding at the time of application will not be considered.**

- In determining the science GPA, if a course is repeated, the higher grade will be used. All science and math grades will be included in the overall GPA and in the natural science GPA. Applicants must have completed the required science coursework within the last 10 years.
- Three OTCAS reference report forms must be received, including two from Occupational Therapists. These letters of reference must be written on the forms contained in the on-line application. Letters of reference written on letterhead or personal stationery cannot be accepted unless cleared by the program chairperson of the department.
- Preference for interviews may be given to candidates who demonstrate leadership experiences, community services, advocacy experiences, and/or research activities.

All applicants who successfully meet the above criteria will be notified and scheduled for one personal interview.

THE INTERVIEW COMMITTEE

The Occupational Therapy Department's Interview Committee includes but is not limited to Department Faculty, Occupational Therapists from the area who volunteer to be interviewers, and individuals of other SHP departments who have a familiarity with the profession and the admission criteria. Third-year Stony Brook Occupational Therapy program students are offered an opportunity to serve on the interview teams.

Each applicant selected for the interview is interviewed once. Interview teams consist of three individuals. Interviewers may be third-year students, faculty members or clinicians. Student interviewers are always paired with a faculty member or a clinician. The number of scheduled interviews determines the required number of teams and interviewers.

All interviewers are required to attend the School's workshop on interviewing or to listen to a tape of the session/review PowerPoint and read the accompanying material. Interviewers are oriented to the admissions criteria, the interview and the decision-making process.

THE INTERVIEW PROCESS

In order to be invited for an interview, an applicant must meet or exceed the Department's minimum GPAs requirements of the prerequisites, submit a literate and thoughtful narrative and positive references, and must have completed their volunteer/observation hours, as well as completion of the supplemental section that is incorporated into the application. In circumstances where an applicant does not have proof of CPR and First Aid certifications, successful completion of a course and submission of the certificates becomes a condition of admission should the applicant be offered a seat in the program. This condition of admission is also applied to the one outstanding science prerequisite course or any other non-science course that is also a prerequisite course. Any outstanding prerequisite courses must be completed with a letter grade of C or better. Stony Brook University students may receive a letter grade of D if the course is completed at Stony Brook University and their required GPAs meet the minimum criteria.

All applicants who are recommended for an interview based upon the initial screening process are contacted via electronic mail and phone. If after five business days, phone and electronic mail contact is unsuccessful, another electronic letter reiterating the date, time and location of the interview is sent by the Department. Applicants are asked to respond to this letter verifying their intent to attend the interview. The applicants have five days following the date of the letter to respond. If there is no response after these second set of 5 days, no more attempts to contact the applicant will be made. All applicants are asked to respond if they are accepting or declining the interview. Interviews conducted through the support of technology (Skype or other technology) will be granted only if the applicant is out of the country at the time of interview. Preference for interviews may be given to candidates who demonstrate experiences in leadership, community services, advocacy experiences, and/or research activities.

An interview date and time is only changed due to extreme circumstances and only at the discretion of the Department. The letter to the student provides a brief overview of the interview process and what to expect for the day. All travel arrangements, meals, and parking fees are the responsibility of the applicant.

During the interviews the applicants may be asked questions pertaining to:

- Their perceived role in Occupational Therapy and the health care delivery system.
- Their perceived assets and limitations.
- Personal experiences that have possibly impacted their desire to pursue this profession.
- How they will benefit the profession.
- How the profession will benefit them.
- Their education and professional aspirations.
- Their learning styles.
- Their stress management techniques.
- Their time management and educational achievement techniques.
- What community service have they engaged in and what their role was in providing the service.

Verbal communication skills and the ability to think and/or problem solve quickly and logically are explored. Each interviewer evaluates the interview itself. A final review and rating sheet is completed (see forms attached). Points are accumulated in each category and any comments are recorded on the form.

The total point accumulations for the interview portion of the admissions process will range from a high of 90 to a low of 18 and is based on the total of **three** interview scores.

DECISION

Each applicant scheduled for an interview will have had their academic preparation, observation experience, and reference reports rated based upon the applicant screening procedures and forms (see attached).

The final score for the applicant includes the averages of the natural science, prerequisite science and overall GPAs and references. This final score is then added to the applicant's total interview score.

Applicants are then rank ordered from high to low based upon the sum of the interview and screening scores. Preference will be given to applications with a point total of 200 or above and/or an interview total of 64 and above. A cutoff criteria of 184 total points overall, greater than 55 points on the interview and greater than 3.00 science GPA is used. Those who do not meet the cutoff will be automatically put on hold for further review.

As interviews are completed, the student's names and scores are rank ordered. The Department interview committee meets on an as-needed basis to review the list and recommend applicants for admission and any students that may be considered for the alternate list. Both lists are submitted to the School's Admissions Committee for approval.

Following the School's Admission Committee approval of each list, the students that are placed on the accept list are informed by the Department of their status via telephone or email. An official letter of decision is also forwarded to each applicant by the School's Admissions Committee, which also notifies alternates of their status in writing.

The School of Health Professions (SHP) has developed a system of checks and balances to ensure that the admissions process is non-discriminatory. Among these are the following:

- The criteria for admission are stated on all Department and School publications.
- The SHP admissions committee reviews the criteria for admission annually.
- The preferred deadline for application is stated on all SHP publications.
- Applicants are rated on their degree of academic preparation, overall grade point average, science grade point average, natural science grade point average, knowledge of their chosen profession and interview scores. Official college transcripts verify academic preparation.
- All interviewers take part in an SHP-sponsored in-service of demonstrated appropriate interviewing techniques. Those who have interviewed before receive a videotape review of the in-service.
- The Occupational Therapy Interview Committee rank orders candidates according to the posted criteria. All admissions decisions are reviewed by the SHP Admissions Committee which consists of one faculty member from each Department and is chaired by the Assistant Dean for Student Affairs
- The admissions process is consistent with the University's policies on equal opportunity and non-discrimination.

CONSIDERATIONS AND GUIDELINES FOR RATING GPA's

All science and math grades, including statistics, are included in the **overall** and **natural science** GPA; if a course is repeated, both course grades will be used in the natural science and overall calculations.

In determining the **science** GPA, if a course is repeated, the higher of the two courses taken will be calculated in the science GPA.

CONSIDERATIONS AND GUIDELINES FOR RATING APPLICANTS DURING THE INTERVIEW PROCESS

Each applicant has the following areas reviewed and scored prior to the interview: academic preparation, overall GPA, science cumulative average, natural science cumulative average, observation experience and references.

All applicants attending interviews must have a minimum of a 3.0 overall grade point average. Many of these students have a grade point average above a 3.0. Although the faculty believes that a grade point average is an important indicator of the student's ability to handle the academic workload at Stony Brook, we are not convinced it assures the applicant will be a good clinician. Therefore, we ask each interviewer to consider many variables during the interview process. These variables may strengthen or weaken the impression of the applicant and are noted on the interview rating form.

The following is a list of variables that may be considered by each interviewer.

- Did the applicant work and/or raise a family while attending school?
- Did the applicant participate in extracurricular activities (i.e., sports, music, drama, etc.)?
- Does the applicant have a Masters or Doctoral Degree in a related profession or field?
- Does the applicant have an ascending transcript (a transcript that improves each year while attending school)?
- Is this a student that took one class per semester for the purpose of easing the academic load to get better grades?
- Was the student a science major requiring science courses above the introductory level?
- What is the student's perceived role of Occupational Therapy and the health care delivery system?
- What are the student's perceived assets and limitations?
- What personal experiences may have impacted upon their desire to pursue the Occupational Therapy profession?
- How will they benefit the profession?
- How will the profession benefit them?
- What are their education and professional aspirations?
- How do they describe their learning styles?
- Can they identify their stress management techniques?
- How do they describe their time management and educational achievement techniques?
- How are their verbal communication skills?
- Are they able to think and/or problem solving quickly and logically?
- Did the applicant participate in community services that best reflect the mission and philosophy statements of the program?

CONSIDERATIONS AND GUIDELINES FOR SCORING OBSERVATION EXPERIENCE

All applicants must have the required 40 hours of clinical observation experience completed prior to interview. The screening form has been rated based on the number of hours in a clinical setting and

the number of different types of clinical experience. In addition, the faculty would like all interviewers to consider the following variables:

- How much direct contact did the applicant receive?
- How much direct therapist contact did the applicant receive?
- Did the applicant have patient contact with those in another profession (chiropractor, PT, physician, etc.)?
- Is the applicant's experience ongoing? Did the applicant stop at 40 hours just to meet the prerequisite requirements?

Some of this information may be obtained from the interview and can be noted and/or reflected in the interview rating.

If the applicant has completed 100 hours or more at 2 different settings at the time of submitting the application, the applicant will be given the highest rating possible for volunteer hours.

CONSIDERATIONS AND GUIDELINES FOR SCORING REFERENCE REPORTS

Each applicant is required to submit 3 reference forms including two from Occupational Therapists who had observed the applicants during the volunteer experiences. For purposes of this screening form, the following calculations are to be made:

Score questions 3-14 utilizing the ratings of:

Outstanding	5 points
Good	3 points
Average	1 point
Poor/inability to observe	0 points

Total each report. Add the total points together and divide by 3 for the average. If an applicant submits more than three letters of reference, the three highest scoring letters will be used to determine the average score.

Rank the average reference report scores using this rating and circle the points on the applicant's screening form.

5 points	50-60 point average
4	40-49
3	30-39
2	20-29
1	10-19

Interviewers may wish to review other sections of the reference reports and comment on them when completing the interviewee's rating form.

Appendix 10 – Volunteering & Community Service Log Sheet

VOLUNTEERING & COMMUNITY SERVICE LOG SHEET

Students are required to complete 30 hours of community service as a program requirement before graduation. The following guidelines apply:

1. Community service is defined as voluntary, unpaid work for a nonprofit activity, group, etc.
2. These 30 hours will fulfill the community service requirement.
3. Community service hours may begin any time the June start date of the OT Program.
4. Forms will be submitted in the final semester of the program

Last Name: _____ First Name: _____ Graduation Year: _____

Date	Hours	Type of Service	Description of activity	Name of Organization
Total:		Student's Signature: _____		