

UAB SCHOOL OF HEALTH PROFESSIONS

The University of Alabama at Birmingham

CLINICAL DOCTORATE IN OCCUPATIONAL THERAPY

2022-2023 STUDENT HANDBOOK



UAB // SHP

UAB SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF OCCUPATIONAL THERAPY
CLINICAL DOCTORATE IN OCCUPATIONAL THERAPY
2022-2023 ACADEMIC HANDBOOK



5/3/2022

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5/6/2022

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INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions! We are pleased you chose to join one of our many excellent programs, which in combination have established us as a national leader in health professions education.

We are home to one of the largest health professions schools in the nation with more than 30 programs at the certificate, baccalaureate, master's, and doctoral levels, with more than 2,000 undergraduate and graduate students enrolled.

Moving into a post-COVID environment is a new start for everyone in health care, and you are in the best place to begin your personal journey toward joining this dynamic field. We are all committed to providing you a world-class education, and to support your pursuit of knowledge and your strong desire to serve others as a healthcare professional.

The pandemic has challenged all of us in many ways, and your entry into one of our professional programs demonstrates one of the most precious personal qualities one can have: resilience. That resilience has brought you here today and will continue to serve you well during your journey at UAB.

We recognize that healthcare needs - even outside of a pandemic - are constantly changing. That is why we continue to add innovative programs to our academic portfolio, and to enhance and revitalize ongoing programs. We also offer graduate programs you will only find in Alabama at UAB, such as Genetic Counseling, Nuclear Medicine and Molecular Imaging, Low Vision Rehabilitation, Health Physics, Healthcare Quality and Safety, doctoral-level Rehabilitation Science, and Biomedical and Health Sciences.

Our degrees and programs are fully accredited by their respective professional organizations. This means you will be eligible for licensure, national certification or registrations and enjoy being in high demand within the job market. Our first-time student exam pass rate on many credentialing exams is an astounding 98 percent or higher.

Graduating from the School of Health Professions means you will acquire an esteemed degree, have a host of job opportunities in healthcare – an industry that continues to grow rapidly – and be well prepared to make a difference in your community. We look forward to maintaining our relationship with you when you join our alumni community.

Our alumni give advice to current students that is worth repeating: “learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance”.

I look forward to seeing you grow in your respective fields and watching you become the leader we know you can be.



Andrew J. Butler, PhD, FAPTA

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP), is one of the largest academic institutions of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950's as a collection of training programs in various para-professional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the medical school. An innovative facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAH). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including a nationally ranked program in Nutrition Sciences. Through the leadership and guidance of early visionaries, the school experienced unparalleled success, which continues to date.

Today, the School of Health Professions is comprised of more than 30 programs – at the certificate, baccalaureate, master's, and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building, and the School of Health Professions Building (SHPB).

With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25
- Research funding is over \$14 million and growing
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969

Under the current leadership of Dean Andrew Butler, the school has never been stronger, or better positioned as a national leader in health professions education.

SCHOOL OF HEALTH PROFESSIONS CONTACT INFORMATION

In addition to your program director and program faculty, the following individuals may be able to provide assistance with questions and issues related to your school and program activities.

Kristin Chapleau, Director of Student Services and Advising

205-996-4721; kjohnsto@uab.edu

Mary Foster, Dean's Executive Assistant

205-934-5149; fostermg@uab.edu

Samantha Giordano-Mooga, PhD, Director of Undergraduate Honors Program

205-996-1399; sgiordan@uab.edu

Donna Slovensky, PhD, Senior Associate Dean for Academic and Faculty Affairs

205-934-1679; donnaslo@uab.edu

Kevin Storr, Director of Communications

205-934-4159; storr@uab.edu

Lee Test, Director of Academic and Faculty Operations

205-975-8034; ltest@uab.edu

Marci Willis, Director, Learning Resource Center

205-934-9472; mbattles@uab.edu

SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

ACADEMIC CALENDAR

All dates related to registration, payments of tuition and fees drop/add dates, other administrative requirements, and official school holidays are recorded on the UAB Academic Calendar available at www.uab.edu/academiccalendar.

ACADEMIC INTEGRITY CODE

The University established a new Academic Integrity Code effective August 23, 2021. This Code, which applies to undergraduate, graduate, and professional students as well as all academic activities, defines academic misconduct and outlines procedures for breaches of the code. Policies are established for resolution of charges of academic misconduct, and these processes are managed by the Academic Integrity Coordinator (AIC). In the School of Health Profession, the AIC is the Senior Associate Dean for Academic and Faculty Affairs, the office is located in SHPB 660. The full text of the Academic Integrity Code is available at: https://www.uab.edu/compliance/images/FINAL_Academic_Integrity_Code__2021-June-22.pdf

ADVISING

Undergraduate student advising is provided through the Student Services and Advising unit, which is housed in the SHPB 230 suite of offices, near the elevators on the 2nd floor. Walk-ins are accepted, but appointments are preferred. Contact information for individual advisers is listed below.

Kristin Chapleau, Director of Student Services and Advising - 205-996-4721; kjohnsto@uab.edu

Anrika Steen, , Academic Advisor II –996-1689; anrikam@uab.edu

Eileen Hatfield, Academic Advisor II - 205-934-4185; mehatfie@uab.edu

Chris Smith, Academic Advisor II – 205-934-5974; cjsmith1@uab.edu

Adam Pinson, Academic Advisor II – 205-975-4194; apinson@uab.edu

Graduate student advising is provided through the SHP graduate programs.

AMBASSADORS

Ambassadors help to spread awareness of the School of Health Professions and it's multifaceted undergraduate and graduate programs, serving as liaisons between the department and university wide student organizations, serve as a student voice in school and university committees, and with the timely goal of creating a sense of community for all SHP students. The SHP Ambassadors help to support the programs within the school that will impact recruitment and retention initiatives.

ASKIT

AskIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email, or in-person. You will be asked to supply your BlazerID when you request assistance.

Phone: (205) 996-5555 Email: askit@uab.edu Website: https://uabprod.service-now.com/service_portal

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB policy for undergraduates follows.

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and, in those instances, requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

Absences due to jury or military duty provided that official documentation have been provided to the instructor in a timely manner in advance.

Absences of students registered with Disabilities Services for disabilities eligible for "a reasonable number of disability-related absences" provided students give their instructors notice of a disability-related absence in advance or as soon as possible.

Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:

Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.

If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.

Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students. In these instances, instructors must devise a system for reasonable accommodation including, for example,

policies allowing for dropped exams/quizzes, make-up exams, rescheduling of student classroom presentations or early or later submission of written assignments.

AWARDS AND HONOR SOCIETIES

All students in the School of Health Professions are eligible for consideration for the following awards or society memberships.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of his or her academic and non-academic achievements.
- Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A) and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.
- Cecile Clardy Satterfield Award for Humanism in Health Care – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care. Nominations are coordinated by program directors, but may also be made by faculty, students, patients, or preceptors.
- Charles Brooks Award for Creativity – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student's academic activities. Nominations are made by program directors.
- Dean's Leadership and Service Award – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community. Nominations are made by program directors or faculty.
- Phi Kappa Phi – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

Please refer to the program section of this handbook for awards and honors available to students in individual programs.

BACKGROUND CHECK

Students in SHP programs are required by policy, to undergo a background check using the school's approved vendor, CastleBranch <https://discover.castlebranch.com/>, at the time of program admission, and again, prior to placement in a fieldwork I rotation. In addition, some sites are requiring the social media background check. This package code is different than the initial package code given. Instructions for requesting the background check and appropriate consent forms are provided to students by their programs. Please refer to the policy section of this handbook for the policy statement.

BLAZERID / BLAZERNET / EMAIL

BLAZERID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazeridYour BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information, and announcements. UAB student email is provided through Microsoft Office 365, a cloud-based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

BOOKSTORE

There is one bookstore located on the UAB campus, offering a wide variety of products and services to students, including online purchasing and shipping. The bookstore stock UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB Barnes and Noble Bookstore

Location: 1400 University Blvd, Hill Student Center, 35233

Hours: M – F 7:30 a.m. – 6:00 pm.; Sat Closed; Sun Closed

Telephone: (205) 996-2665 Website: <https://uab.bncollege.com/shop/uab/home>

CAMPUS ONECARD

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at www.uab.edu/onecard.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas.

Students should monitor their course sites routinely for communication from faculty and manage course assignments.

CATALOG

<http://catalog.uab.edu/student-handbook/>

COUNSELING SERVICES

The Counseling and Wellness Center offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. The Center is located in Student Health Services at 1714 9th Ave. South. For more information, call 205-934-5816 or

<https://www.uab.edu/students/counseling/>

COVID-19 PRECAUTIONS

The COVID-19 pandemic necessitated many changes in our academic and administrative operating practices. While we anticipate a return to regular operations in fall term 2021, we remind students that certain precautions are still recommended. These recommendations include:

- **Masking – masking is required in all UAB clinical spaces. (Please check [UAB United](#) for current recommendations)**
- If you are not vaccinated, we highly encourage you to obtain the COVID vaccine – students may receive the vaccine at no cost through Student Health Services, at walk-up clinics, or through UAB Medicine. Scheduling information is available at <https://www.uab.edu/uabunited/covid-19-vaccine>
- If you are vaccinated, please upload an image of your vaccination card through the Student Health Patient Portal at https://studentwellness.uab.edu/login_directory.aspx.
- Students who experience COVID symptoms should not come on campus or clinical sites and should contact Student Health immediately for further instruction.
- Maintain hand hygiene with frequent handwashing and disinfectant solutions.
- Clean your work areas with disinfectant solution regularly.
- Eat only in designated spaces. Student may consume water in classrooms but should comply with any restrictions on food and other beverages that may be in place.

Official information about COVID-19 and University guidelines is available at:

<https://www.uab.edu/uabunited/>

DIVERSITY, EQUITY, AND INCLUSION (DEI)

The mission of DEI is to “... champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel.” Inspired by “... what we value, what we learn from research and what we teach and share with the world.” DEI’s goal is “... to inspire our people to take a courageous step to inspire equity and inclusive excellence throughout our state, nation and world, every day.” Dr. Paulette Patterson Dilworth

is the Vice President responsible for the activities of this office. Information: [UAB Office of the Vice President of Diversity, Equity, and Inclusion](#)

[SHP Diversity, Equity, and Inclusion Site](#)

DISABILITY SUPPORT SERVICES (DSS)

“DSS provides an accessible university experience through collaboration with UAB partners. These partnerships create a campus where individuals with disabilities have equal access to programs, activities, and opportunities by identifying and removing barriers, providing individualized services, and facilitating accommodations.”

“DSS serves as the university-appointed office charged with providing institution-wide advisement, consultation, and training on disability-related topics which include legal and regulatory compliance, universal design, and disability scholarship.”

To apply for accommodations, contact DSS. **Note:** *You must have your Blazer ID and password.*

Telephone: (205) 934-4205 or (205) 934-4248 (TDD) Fax: (205) 934-8170

Email: dss@uab.edu Website: www.uab.edu/students/disability/

DRUG SCREENING

By policy, SHP students in programs requiring fieldwork/internship placement are required to undergo a routine drug screen using the school’s approved vendor, CastleBranch, www.castlebranch.com, at the time of program admission and again prior to placement in a fieldwork placement.. Instructions for requesting the drug screen and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the school and university policy statements. If you have questions, please contact (205) 996-1278. For more information visit: [Students - School of Health Professions | UAB](#)

EMERGENCIES

Report suspicious or threatening activity to the UAB Police Department immediately. Law officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

UAB Police: Dial 911 *from a campus phone* or call: 934-3535; 934-HELP (4357); or 934-4434

Emergencies affecting campus are communicated via the following:

Weather & Emergency Hotline: (205) 934-2165 •University home web page: www.uab.edu

- Webpage: www.uab.edu/emergency
- Announcements on BlazerNET
- Twitter@UABALERT: www.twitter.com/uabalert
- facebook.com/UABALERT
- Cell phone messages and SMS text – register for B-ALERT notices via <https://idm.uab.edu/ens/b-alert>

FERPA TRAINING

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at the following sites:

<https://sa.uab.edu/enrollmentservices/ferpa/>; If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu. All SHP students are required to complete [FERPA Training](#).

FINANCIAL AID

The Office of Financial Aid is located at 1700 University Blvd., Lister Hill Library, Room G20. Hours of Operation are from 8:00 am to 5:00 pm Monday thru Friday. Phone: (205) 934-8223; Fax: (205) 975-6168. Additional information can be located on the website www.uab.edu/students/paying-for-UAB.

FOOD SERVICES

Dining facilities available on campus closest to the SHP buildings include the Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center. Additional information about meal plans and campus dining facilities is available at www.uab.edu/dining.

GRADUATE SCHOOL

The UAB Graduate School offers doctoral programs, post-master's specialist programs, and master's level programs. Graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at www.uab.edu/graduate/.

GRADUATION

All students must complete an application for degree six months prior to graduating and not later than the deadline in the academic calendar. <https://www.uab.edu/commencement/faqs> The University holds commencement every semester. Check the commencement website for the most current information: <https://www.uab.edu/commencement/>

MEDICAL CLEARANCE

SHP students in programs that are on campus (not fully online), are required to receive medical clearance at the time of program admission. UAB Student Health Services utilizes a secure web-based process for the storage of required documents accessed through BlazerNET. More information is available at the Student Health Services website: www.uab.edu/students/health/medical-clearance/immunizations.

IMMUNIZATION POLICY

To provide a safe and healthy environment for all students, faculty and staff at the University of Alabama at Birmingham (UAB), first-time entering students, international students and scholars, and

students in clinical & non-clinical programs, provide proof of immunization against certain diseases:

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=322>

INSURANCE WAIVERS

To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, the University of Alabama at Birmingham (UAB) requires all students to have major medical health insurance. Students can provide proof of their own private coverage or be enrolled in the Student Health Insurance Plan. The plan is a 1-year commercial policy provided by United HealthCare and is re-negotiated annually. This policy is a comprehensive health insurance policy at an affordable cost that is specifically designed to meet the needs of UAB Students. If you are required to have insurance but have sufficient coverage on another plan and wish to opt out of the Student Health Insurance Plan, you are required to submit a waiver to Student Health Services at the beginning of every semester. More information including submitting a waiver can be found at this website:

<https://www.uab.edu/students/health/insurance-waivers/waivers>

HIPAA TRAINING

The Health Insurance Portability and Accountability Act includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at www.uab.edu/learningsystem. Compliance with the training requirement is monitored monthly.

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the IRB website www.uab.edu/irb.

INTELLECTUAL PROPERTY

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues is available at www.uab.edu/research/administration/offices/OSP/Pages/Training.aspx.

LACTATION CENTERS

Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. Locations of the centers are available at <https://www.uabmedicine.org/-/lactation-consultants-help-moms-navigate-breastfeeding-journey>. The School of Health Professions' lactation room is in the Susan Mott Webb Nutrition Sciences Building at 1675 University Boulevard, room 219A. Female students enrolled in the School of Health

Professions have access to the room via their student ID/OneCard. If you cannot access the room, contact the building administrator, Julia Tolbert-Jackson at (205) 934-4133.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. Have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation. <https://library.uab.edu/locations>

SHP Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing, and innovative learning environment. It provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom and testing labs.

Located: 1714 9th Avenue S. Phone: (205) 934-5146 Email: shplrc@uab.edu

Lister Hill Library of the Health Sciences

This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold "office hours" in the Learning Resource Center weekly.

Location: 1700 University Boulevard Website:

<https://library.uab.edu/locations/lister-hill>

Phone: (205) 975-4821

Mervyn H. Sterne Library

A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences.

Location: 913 13th Street South

Website: <https://library.uab.edu/locations/sterne>

Phone: (205) 934-6364 (Reference) (205) 934-4338 (User Services)

NON-ACADEMIC MISCONDUCT POLICY

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=305>

ONE STOP STUDENT SERVICES

If you have questions or need assistance with an academic or administrative process, the UAB One Stop is where to go! Advisers will help you solve your problem or do the legwork for you if another UAB resource is needed. One Stop located in the Hill Student Center, 1400 University Blvd. You may contact the One Stop office by phone or email at (205) 934-4300; 855-UAB-1STP; (855) 822-1787; onestop@uab.edu. Additional information is available at www.uab.edu/onestop.

PARKING

Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South. The office is open Monday – Friday from 7:30 a.m. – 5:00 p.m. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student's account. Additional information is available at www.uab.edu/parking.

PATIENT CARE PARTNERSHIP

Students in health professions programs learn general information about the health care industry as well as knowledge and skills specific to their chosen profession. The American Hospital Association (AHA) (www.aha.org) is an excellent resource for industry information. One role fulfilled by the AHA is that of patient advocate. The Patient Care Partnership brochure (link below) outlines rights and responsibilities of patients during hospital stays.

www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html.

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in dismissal from the School of Health Professions and UAB (see Academic and Integrity Policy). All papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software. Please note that all documents submitted to Turnitin.com are added to their database of papers that is used to screen future assignments for plagiarism.

RECREATION CENTER

The campus Recreation Center, located at 1501 University Blvd, Birmingham, AL 35294, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track. Check the website for information about hours and services at www.uab.edu/campusrecreation.

SCHOOL OF HEALTH PROFESSIONS SCHOLARSHIPS:

The SHP has several scholarship opportunities for students enrolled in SHP programs. The Scholarship Committee, comprised of faculty and administrators, review, and select awardees.

Scholarships available to students in any SHP program are the following:

Carol E. Medders Endowed Scholarship – Funding for students enrolled in a graduate program in the School of Health Professions. Awards are based on academic achievement and unmet financial need.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for students enrolled in SHP programs with GPA 3.0 or above and unmet financial need. Student must be a resident of the state of Alabama at the time of enrollment.

Lettie Pate Whitehead Foundation Scholarship – Funding for female students from selected states (AL, FL, GA, LA, MS, NC, SC, TN) enrolled in SHP programs. Award amounts are variable and are based on unmet financial need.

National Alumni Society Dean's Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student.

Sandra Dunning Huechtker Endowed Memorial Award – Funding for students enrolled in SHP program with GPA 3.0 or above and unmet financial need.

SHP Dean's Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement, and unmet financial need.

You may visit the UAB School of Health Profession Scholarship page to learn more

<https://www.uab.edu/shp/home/about-us/shp-scholarships>. Application announcements are made by the Office of Academic and Faculty Affairs. Many programs in SHP also have scholarships available to currently enrolled students in those programs. Please see the program section of this handbook for that information.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The school's official sites are the following:

- Twitter: https://twitter.com/uab_shp?lang=en
- Facebook: www.facebook.com/UABSHP
- YouTube: www.youtube.com/uabshp
- Vimeo: <http://vimeo.com/uabshp>
- LinkedIn: [UAB SHP LinkedIn](http://www.linkedin.com/company/uabshp)
- Website: www.uab.edu/shp

The School's Academic Affairs Committee published the following guidelines:

The Academic Affairs Committee proposes the following for social networking vehicles. Online communities like provide opportunities to share and explore interests that enrich the higher education learning experience. However, use them with discretion. UAB social media users are expected to act with honesty, integrity, and respect for others.

Professional Use - Only UAB employees authorized by their departments may use social networking Web sites to conduct University business. The authorized employee/position will serve as the point of contact for the web site. In keeping with University policy¹, the authorized employee may post on a social network profile: the University's name, school, department, and/or unit information, a University email address or University telephone number for contact purposes, or post official department information, resources, calendars, and events. The employee should use care that any personal opinions or opposition to the University either by direct statement or perception is not published.

General Use - The following guidelines are strongly suggested:

1. Use networking sites legally and appropriately. Consider your personal obligation as a citizen of the university. Use proper conduct in your posts regarding the university and your colleagues/fellow students.

2. Consider the use of a student, staff, or faculty member to monitor any departmental social pages. All parties need to understand the guidelines presented.
3. Remember, you cannot ensure who does and does not have access to your information. Any text or photo placed online is available to anyone in the world – even if you limit access to your site.
4. Information that you post online may continue to stay on the World Wide Web even after you erase or delete that information from your profiles or blog. Do not post anything that could reflect negatively on you, your family, your friends, and the university.
5. Do not post any confidential or sensitive information online.
6. By agreeing to the terms of use, online communities have your permission to republish your content worldwide and share information with advertisers, third parties, law enforcement, and others.
7. You are legally responsible for your posts on the social networking sites. Be discreet, respectful, and as accurate/factual as you can be in any comments or content you posted online.
8. Potential employers, admissions officers, and scholarship committees often search social networking sites to screen candidates. Your profile will be a part of how others know you.

STUDENT ADVOCACY, RIGHTS AND CONDUCT (SARC)

Student Advocacy, Rights and Conduct (SARC) is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development. More about SARC can be found here: [Student Advocacy, Rights & Conduct - Student Affairs - News | UAB](#) The UAB student conduct code may be accessed online: [Student Conduct Code \(uab.edu\)](#).

STUDENT HEALTH SERVICES

The University provides prevention, counseling, and treatment services to students through Student Health Services located at 1714 9th Avenue South. The clinic is open from 8:00 a.m. – 5:00 p.m. Monday – Thursday; 9:00 a.m. – 5:00 p.m. Friday Detailed information about services and operating practices is located on the SHS website at www.uab.edu/studenthealth. Appointments may be scheduled by calling 205-934-3580.

TUITION AND FEES

Tuition and fees for the University are published annually under the “Current Students” tab of the UAB website. They may be paid through BlazerNET. SHP programs have specific fees attached to programs, courses, and/ or laboratories. See the school fees at <https://www.uab.edu/students/paying-for-college/detailed-tuition-and-fees>

Payment deadlines for each semester are published on the official academic calendar and on the UAB website at www.uab.edu/whentopay/. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

WEATHER

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. Severe weather precautions are published at www.uab.edu/emergency/preparedness. Other information sources include:

<ul style="list-style-type: none">• Webpage: www.uab.edu/emergency	<ul style="list-style-type: none">• B-ALERT system: www.uab.edu/balert
<ul style="list-style-type: none">• Hotline: (205)- 934-2165	<ul style="list-style-type: none">• WBHM Radio (90.3 FM)

WITHDRAWAL FROM COURSE / PROGRAM

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. Please refer to the following link for additional information on withdrawal guidelines: <https://www.uab.edu/students/one-stop/classes/add-drop-and-withdrawal-policy>

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN

POLICY

With the exceptions noted below, students admitted to clinical and non-clinical programs in the School of Health Professions (SHP) will complete a routine drug screening and criminal background check using the approved vendor ([Castlebranch](#)). These screenings should be completed prior to the end of the first term of enrollment. A second routine drug screening and criminal background check using the approved school vendor, or a vendor required by the assigned clinical facility, will be completed prior to placement in assigned fieldwork. Any required additional screenings, and/or those specified by waived programs, will be at the discretion of the program.

Students enrolled in SHP undergraduate programs requiring an internship or other site placement as a component of degree requirements will complete a learning module in the campus learning management system by the end of the first semester of enrollment. They will submit the results of a drug screening and criminal background check from an approved vendor, prior to the end of the semester, immediately preceding the semester for which the internship or site placement occurs.

- School-negotiated fees for these screenings will be the responsibility of the student.
- Students who have completed the screenings as a condition of enrollment in a previous SHP program, are waived from the requisite unless the current program of enrollment also includes an internship or fieldwork placement component for degree completion.
- Drug screening and background check results performed by an approved vendor, within the most recent twelve months, may fulfill the SHP requirement
- The rules and regulations governing individual fieldwork placement sites may include additional provisions and/or more stringent guidelines which supersede this policy. Fees for these screenings are the responsibility of the student.
- Should you fail the drug screening, or your background check contains issues that may prevent you from receiving or sitting for licensure, a representative from the Office of the Senior Associate Dean for Academic and Faculty Affairs will contact you. Depending upon the outcome, you may be dismissed from the program. See your program's guidelines regarding specific consequences.

Programs requiring a background check and drug screening by the end of the first semester of enrollment and again, prior to fieldwork placement (if applicable in the program requirements) are the following:

Administration Health Services, PhD

Biomedical Sciences to Biotechnology Fast Track

Biomedical Sciences to Clinical Laboratory Science Fast Track
Biomedical Sciences to Health Physics Fast Track
Biomedical and Health Sciences, MS
Biotechnology, MS
Clinical Laboratory Science, MS
Dietitian Education Program, Graduate Certificate
Genetic Counseling, MS
Health Administration (Residential), MSHA
Health Care Management to Occupational Therapy Doctorate Fast Track
Health Physics, MS
Nuclear Medicine & Molecular Imaging Technology, MS
Nutrition Sciences, MS
 – Dietetic Internship Clinical Track
 – Dietitian Education Program
 – Prior Learning Clinical Track
 – Research Track
Nutrition Sciences, PhD
Occupational Therapy Doctorate – (entry level)
Physical Therapy, DPT
Physician Assistant Studies, MSPAS
Rehabilitation Science, PhD

Programs requiring the background check and drug screening learning module during the first semester of enrollment, a criminal background check and drug screening by the end of the semester immediately preceding fieldwork placement or internship (if applicable) are the following:

Health Care Management, BS
Biomedical Sciences, BS
Biobehavioral Nutrition and Wellness, BS

*Programs waived from the Background Check and Drug Screening requirement are the following:

Applied Mixed Methods Research, Graduate Certificate
Biotechnology Regulatory Affairs, Graduate Certificate
Clinical Informatics, Graduate Certificate
Health Administration (International and Executive tracks), MSHA
Health Informatics, MSHI
Healthcare Finance Management, Graduate Certificate
Healthcare Leadership, DSc
HealthCare Leadership, Graduate Certificate
Healthcare Quality and Safety, MS

HealthCare Quality and Safety, Graduate Certificate
Health Service Research, MS
Healthcare Simulation, MS
Nutrition for Community Health, Graduate Certificate
Nutrition Sciences, MS
 – Clinical Track-Prior Learning
 – Lifestyle Management and Disease Prevention Track
Low Vision Rehabilitation, Graduate Certificate
Occupational Therapy Doctorate (Post Professional)
Physical Therapy Residencies (Neurologic, Orthopedic)

Attachments:

- Procedure for Criminal Background Check and Drug Screening
- Student Instructions
- Consent to Drug Testing and Release of Drug Test Results
- Consent to Criminal Background Check and Release of Results
-

* Students enrolled in exempt programs who participate in a course(s) incorporating community, corporate or other high impact, out-of-classroom activities such as service learning, capstone projects or other hands-on learning experiences, may be required by placement sites to submit background check and drug screening results. Students are responsible for the fees associated with such screening

Attachment 1: Procedure for Criminal Background Check and Drug Screening

1. Program directors (or designees) provide all accepted students with instructions for completing a background check and drug screening.
2. Students request the specified package on the approved SHP vendor website and pay the required fees.
3. Assigned designee(s) in the SHP Office for Academic and Faculty Affairs review and provide compliance reports for programs.
4. In the event a report reveals information which may prevent a student from being placed in a fieldwork rotation or potentially makes them ineligible for professional certification or licensure, the SHP Office of Academic and Faculty Affairs works in conjunction with the program director to notify the student. If such information exists, the student must acknowledge in writing their decision to continue in the program's didactic phase with the understanding that a degree cannot be awarded without completion of required fieldwork placement.
5. Prior to fieldwork placement, program directors (or designees) will provide students with instructions to complete a repeat background check and drug screening. In addition, some sites require a social media background check. The package code for this is different than the initial drug screen and background package code. If a vendor is specified by the placement site or preceptor, the preceptor (or designee) will provide students with instructions.
6. Students are responsible for all additional fieldwork placement requirements.
7. The program director discusses with individual student's implications for information which may inhibit an assigned fieldwork placement.
8. Students provide preceptors or internship supervisors with the required information from the results of their background check and drug screening reports if required.

Attachment 2:



STUDENT INSTRUCTIONS FOR UNIVERSITY OF ALABAMA AT BIRMINGHAM SCHOOL OF HEALTH PROFESSIONS

About CastleBranch.com

CastleBranch is a secure platform that allows you to order your background check & drug test online. Once you have placed your order, you may use your login to access additional features of CastleBranch, including document storage, portfolio builders and reference tools. CastleBranch also allows you to upload any additional documents required by your school.

Order Summary

Required Personal Information

- o In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number, and e-mail address.

Drug Test (LabCorp or Quest Diagnostics)

- o Within 24-48 hours after you place your order, the electronic chain of custody form e-chain will be placed directly into your CastleBranch account. This e-chain will explain where you need to go to complete your drug test.

Payment Information

- o At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted, but will result in a \$10 fee and additional turn-around-time.

Place Your Order

Go to: www.castlebranch.com and enter package code:

AH01 - Background Check and Drug Test

You will be required to enter your program under "Student Information" classification

You will then be directed to set up your CastleBranch profile account.

View Your Results

Your results will be posted directly to your CastleBranch profile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password. If you have any additional questions, please contact the Service Desk at 888.723.4263 x 7196 or visit the website to submit your question at: <https://www.castlebranch.com/contact-us>.

Attachment 3

UAB School of Health Professions

Consent to Drug Testing and Release of Drug Test Results

For and in consideration of my participation in clinical education experiences, I understand that I will be required to submit to drug testing as a prerequisite to my assignment to a clinical site. I hereby consent to be tested for drugs and consent to the release of any such drug test results to the Office of Academic and Faculty Affairs, my Program Director, and the subsequent release of such drug test results to the clinical site to which I am assigned.

I understand that any clinical site to which I am assigned has the right to require additional drug testing as a condition of my placement. I hereby consent to any facility-required drug testing and consent to the release of such drug test results to my Program Director.

Student's Signature

Date

Signature of Parent/Legal Guardian
(required only if student is under 19)

Date

Attachment 4

UAB School of Health Professions

Consent to Criminal Background Check and Release of Results

For and in consideration of my participation in clinical education experiences, I understand that I will be required to submit to a criminal background check as a prerequisite to my assignment to a clinical site. I hereby consent to have a criminal background check and consent to the release the results to the Office of Academic and Faculty Affairs, my Program Director, and the subsequent release of the results to the clinical site to which I am assigned.

I understand that any clinical site to which I am assigned has the right to require additional background check as a condition of my placement. I hereby consent to any facility-required background check and consent to the release of the results of the check to my Program Director.

Student's Signature

Date

Signature of Parent/Legal Guardian
(required only if student is under 19)

Date

COVID-19 CAMPUS ENTRY

UAB is committed to making our campus among the safest in America as students return at the right time and under the right conditions.

- Students admitted to the School of Health Professions will follow university guidelines for COVID-19 entry found at: [Students Overview - United | UAB](#)
- Guidelines include wearing a mask while on campus; maintaining proper social distancing; washing hands often; cleaning and disinfecting frequently touched objects and surfaces; and completing required training and reporting tasks.
- All UAB students coming to campus for the fall semester 2021 will have access to a free COVID-vaccination through Student Health Services. See information at <https://www.uab.edu/uabunited/covid-19-vaccine>
- Vaccinated students should upload an image of their vaccination card through the Student Health Patient Portal at https://studentwellness.uab.edu/login_directory.aspx.
- Prior to placement in clinical settings, SHP students will follow the UAB School of Health Professions Plan/Checklist for Students entering Clinical Experiences.

EMERGENCY PLAN - SHPB

https://www.uab.edu/shp/home/images/PDF/SHPB_BUILDING_EMERGENCY_PLAN_2019.pdf

FINAL COURSE GRADE APPEAL PROCESS

www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf

PLAGIARISM

www.uab.edu/shp/home/images/PDF/Plagiarism_Policy.pdf

Please note that all papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. All documents submitted to Turnitin.com are added to their database of papers used to screen future assignments for plagiarism.

UAB POLICIES

CLASSROOM BEHAVIORS

ATTENDANCE / ABSENCE (UNDERGRADUATE)

<http://catalog.uab.edu/undergraduate/progresstowardadegree/#enrollmenttext>

HEALTH

BODY FLUID EXPOSURE

www.uab.edu/humanresources/home/employeehealth/reportingexposures

IMMUNIZATIONS

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=322>

SUBSTANCE USE/ABUSE

ALCOHOLIC BEVERAGES, USE AND CONSUMPTION

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=373>

DRUG FREE CAMPUS (GENERAL POLICY)

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=416>

NONSMOKING

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=392>

TECHNOLOGY GUIDELINES

COMPUTER AND NETWORK RESOURCES (ACCEPTABLE USE)

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=300>

COMPUTER SOFTWARE COPYING AND USE

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=153>

INCLUSIVENESS

EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=98>

RESEARCH AND SCHOLARLY ACTIVITIES

ACADEMIC INTEGRITY CODE

https://www.uab.edu/compliance/images/FINAL_Academic_Integrity_Code_2021-June-22.pdf

ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=398>

PATENT (INTELLECTUAL PROPERTY)

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=397>

FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS

<https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=330>

Note: Additional university policies may be located by searching the UAB Policies and Procedures Library available online at www.uab.edu/policies/Pages/default.aspx.

SECTION 3 – DEPARTMENT OF OCCUPATIONAL THERAPY POLICIES AND PROCEDURES

Occupational therapy is a client-centered health profession concerned with promoting health and wellbeing through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapy practitioners achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement.



(WFOT 2012)

INTRODUCTION

WELCOME to the entry-level Clinical Doctorate in Occupational Therapy (OTD) Program in the School of Health Professions at UAB.

The purpose of this document is to present the policies of the UAB Department of Occupational Therapy and to specify the standards of student scholastic performance and professional conduct.

Students must read this document carefully to gain a precise understanding of department expectations. These policies are intended to ensure matriculation practices, preservation of student rights, and promotion of a standard of performance that will qualify the student to meet the demands and challenges of occupational therapy practice.

The program you are entering will prepare you as generalists to practice occupational therapy. The program's focus is on enabling occupational participation at the individual, organization/community and population levels. The curriculum will develop your knowledge and skills to become a critical and creative problem solver who analyzes the physical, mental and social components of activities. You will learn to work collaboratively with your clients to begin or resume participating in daily occupations that are meaningful and lead to more productive and independent lives for them. The faculty urges you to commit to learning and to maintain the highest level of achievement. You are investing in your future as a professional person and in the occupational therapy profession, and these policies have been implemented to assist you.

The Student Handbook serves as a contract between you, the faculty and the program. Once you have read and understand the contents, you will be asked to electronically acknowledge your commitment to the information, policies and procedures included within it.

Department of Occupational Therapy Organizational Chart

Gavin Jenkins, PhD Chair/Associate Professor

Faculty

Beth Barstow, PhD Program Director Graduate Certificate in Low Vision Rehabilitation Associate Professor	Gavin Jenkins, PhD Program Director Entry-level OTD/MSOT Associate Professor	Sarah Tucker, PhD Program Director Post-professional OTD Assistant Professor
Megan Carpenter, OTD Doctoral Capstone Coordinator Assistant Professor	Deek Cunningham, MS, OTR/L Director of Clinical Education Assistant Professor	Jewell Dickson, OTD Academic Fieldwork Coordinator (OTD) Associate Professor
Hon Yuen, PhD Director of Research Professor	Sarah dos Anjos, PhD Assistant Professor	Rachel Ashcraft, MS, OTR/L Assistant Professor
Mary Bowman, OTR/L, C/NDT, LSVT-BIG® Neuroplasticity Clinic Assistant Professor	Christopher Eidson, MS OTR/L Assistant Professor	Areum Han, PhD Assistant Professor
Valley McCurry, PhD Assistant Professor	Jason Vice, MS, OTR/L Assistant Professor	Brooks Wingo, PhD Associate Professor

Adjunct Faculty

Jenice Heck, OTR/L. MMC Assistant Professor	Julie Preskitt, PhD Associate Professor	Laura Vogtle, PhD Professor
	Mary Warren, PhD Emeritus	

Staff

Donna Burnett Program Manager – SHP Grants and Contracts	Emily Delzell Grants Writer	Kerry McAlpine Administrative Supervisor Graduate and Professional Admissions
	Victoria Zajic Program Coordinator II Fieldwork/Capstone Experience	

Faculty and Staff Directory

Full-Time Faculty		
Rachel Ashcraft, MS, OTR/L	Assistant Professor	
Elizabeth Barstow, PhD, OTR/L, SCLV, FAOTA* SHPB 350	Associate Professor Program Director Graduate Certificate Low Vision Rehabilitation	934-7321 bbarstow@uab.edu
Mary Bowman, OTR/L, C/NDT, LSVT-BIG®	Assistant Professor	
Megan Carpenter OTD, OTR/L SHPB 348	Assistant Professor Doctoral Capstone Coordinator	205.934.1800 lmcarpenter@uab.edu
Deek Cunningham, MSOT, OTR/L, SIPT, ATP SHPB 349	Assistant Professor Director of Clinical Education/Academic Fieldwork Coordinator (MSOT)	934-8958 deekc@uab.edu
Jewell Dickson, OTD, MPH, OTR/L, ATP SHPB 339	Assistant Professor Academic Fieldwork Coordinator (OTD)	934-7238 jdickson@uab.edu
Sarah dos Anjos, PhD, OT SHPB 351	Assistant Professor	934-7323 smanjos@uab.edu
Christopher Eidson, MS, OTR/L SHPB 378	Assistant Professor	934-6284 ceidson@uab.edu

Areum Han, PhD, OTR/L SHPB 340	Assistant Professor	205-934-3568 ahan@uab.edu
Gavin Jenkins, PhD, OTR/L SHPB 355	Associate Professor Department Chair Program Director Entry-Level Clinical Doctorate in Occupational Therapy Program	934-5437 jenkinsg@uab.edu
Valley McCurry, PhD, MBA, OTR/L SHPB 361	Assistant Professor	934-7324 valley@uab.edu
Sarah Tucker, PhD, OTR/L SHPB 338	Assistant Professor Program Director Post Professional Clinical Doctorate in Occupational Therapy Program	934-8623 sarahg1@uab.edu
Jason Vice, MS, OTR/L, SCLV SHPB 342	Assistant Professor	996-1374 jvice02@uab.edu
Brooks C. Wingo, PhD SHPB 385	Associate Professor	934-5982 bcwingo@uab.edu
Hon K. Yuen, PhD, OTR/L SHPB 354	Professor Director of Research	934-6301 yuen@uab.edu

Adjunct Faculty

Jenice Heck, MMC, OTR/L	Assistant Professor	
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Julie Preskitt, PhD, OTR/L Ryals 330H	Associate Professor (Secondary Appointment)	preskitt@uab.edu
Mary Warren, PhD, OTR/L, SCLV, FAOTA*	Emeritus	
Laura Vogtle, PhD, OTR/L, ATP, FAOTA*	Professor	lvogtle@uab.edu

* Denotes Fellow of the American Occupational Therapy Association.

The honorary designation of FAOTA is awarded for significant contributions to the profession of occupational therapy

Administrative Staff

Donna Burnett SHPB 352	Program Manager - SHP	975-6860 burnettd@uab.edu
Emily Delzell SHPB364	Grant Writer	934-3568 esd@uab.edu
Kerry McAlpine SHPB 353	Administrative Supervisor	934-5420 kmcalpin@uab.edu
Victoria Zajic SHPB 347	Program Coordinator	996-9497 vzajic@uab.edu

MISSION, PHILOSOPHY AND CURRICULUM DESIGN

Introduction

The UAB Department of Occupational Therapy's mission reflects the philosophy of occupational therapy as well as promotes and enhances the mission and strategic vision of both the University of Alabama at Birmingham (UAB) and the School of Health Professions (SHP):

The Institution: The University of Alabama at Birmingham

Institutional Philosophy: At UAB, we have never settled on the limitations of the present—we have helped build the future through new ideas and initiatives in the classroom, the laboratory, the studio, and the clinic. UAB's vision, mission, and shared values provide a foundation for the university's strategic plan, [Forging the Future](#).

UAB's Vision: One university inspiring and empowering the creation of knowledge that changes the world.

UAB's Mission: UAB serves students, patients, the community and the global need for discovery, knowledge dissemination, education, creativity and the application of groundbreaking solutions. We are a leader among comprehensive public urban research universities with academic medical centers.

UAB's Values: Integrity; Respect; Diversity and Inclusiveness; Collaboration; Excellence and Achievement; Stewardship and Accountability.

The foundation of the university mission rests on four foundational pillars. These are:

- **Education:** Provide 21st century, world-class, socially responsible education that prepares diverse students to lead, teach, provide professional services, and become prominent scholars and societal leaders of the future.
- **Research, Innovation and Economic Development:** Pursue research, scholarship and creative activities that spur innovation, make UAB a vibrant cultural center, and expand our capability to continually discover and share new knowledge.
- **Community Engagement:** Encourage partnerships that advance education, the arts and humanities, health, economic prosperity, and a fulfilling quality of life through service at home and around the globe.
- **Patient Care:** Deliver the highest-quality patient care that reflects our ability to translate discoveries into revolutionary therapies in one of the nation's largest academic medical centers

UAB, 2018-2023: <https://www.uab.edu/plan/the-plan>

The University's vision, mission, and values provide a framework and common language for collaboration and strategic goals that will build on its strong foundation. The university serves students and patients while recognizing that it is also embedded in a vibrant community.

THE SCHOOL OF HEALTH PROFESSIONS

SCHOOL OF HEALTH PROFESSIONS PHILOSOPHY

The UAB School of Health Professions does not have a philosophy statement. Here we provide the school's vision statement:

School of Health Professions Vision: To be recognized as a global leader in teaching, research, and service that develops new scientific knowledge, removes barriers and disparities, and develops leaders who help individuals, organizations, and communities to achieve their highest potential in a changing world.

School of Health Professions Mission: Improving the health and well-being of people everywhere through exceptional, collaborative, and innovative teaching, research and service.

School of Health Professions Values: Collaboration; Compassion & Caring; Diversity, Equity & Inclusion; Excellence & Achievement; Integrity; Respect; Service; Social Responsibility and Stewardship

The goal of the University and School is to provide education that prepares diverse students to lead, teach, and provide professional services; to become prominent scholars and societal leaders of the future; to pursue research that benefits society, spurs innovation and expands our capability to discover and share new knowledge.

THE DEPARTMENT OF OCCUPATIONAL THERAPY

Vision: To advance occupational therapy practice by providing outstanding entry-level and post-graduate education; translate science to deliver exemplary practice; lead innovative and ground-breaking research and train the next generation of researchers and leaders of our profession.

Mission: To improve the lives of people through innovation in research, education, and service. We focus on our students' intellectual and social development and prepare visionary and ethical practitioners, leaders, scholars, and researchers who are curious about and committed to promoting participation in valued occupations as a means of enabling health and wellness for individuals, groups, and populations. Cultivating excellence, interdisciplinary collegiality, and inclusive excellence, we strive to prepare our graduates to be advanced entry-level practitioners able to deliver innovative, culturally responsive, and reasoned practice; to be societal leaders; and to pursue research that will benefit society and expand our capability to discover and share knowledge. In doing so, we strive to be recognized as a premier national and international occupational therapy program through excellence in teaching, research and service.

Value Statement: *Advancing Inclusive Excellence in Occupational Therapy at the University of Alabama at Birmingham*

The UAB Department of Occupational Therapy is committed to embracing a diverse and inclusive environment that reflects our collective values, cultures, aspirations, life experiences and commitment to excellence.

We believe that our department and community are enriched by the contribution and participation of people from different backgrounds. We are committed to developing an environment for the education of our students that views inclusive excellence as a transformational force in their academic and professional growth.

Toward this end, we will intentionally seek to:

- Create a welcoming community that engages all of its diversity in the service of student and organizational learning.
- Create a department that expects all members of our community to respect and appreciate individual and cultural differences.
- Recruit, retain and support a culturally diverse body of students, faculty and staff.
- Give attention to the cultural differences that each learner brings to the educational experience and that enhances our department.
- Promote inclusive excellence for people of different backgrounds throughout all interactions within the UAB Department of Occupational Therapy community.

The Department's vision and mission are aligned with both the vision and mission of the School of Health Professions and UAB to provide **education** that prepares diverse students to lead, teach, provide professional services and become the prominent scholars and societal leaders of the future; pursue **research** that benefits society, spurs innovation and expands UAB's capability to discover and share new knowledge; and encourage partnerships that improve education, health and quality of life through **service** at home and around the globe.

Our vision and mission reflect our commitment, in line with UAB's fundamental pillars, to educate, advance research and discovery, and use knowledge to respond to the needs of our communities (UAB, 2018).

Influenced by The American Occupational Therapy Association's "Vision 2025" (AOTA, 2016), we strive to address our profession's overarching purpose to meet society's occupational needs and aspire to strengthen our profession's value and outcomes for all clients, while acknowledging our location within a region comprised of traditionally underserved communities.

Through their preparation as lifelong learners, innovators and evidence-based practitioners, our graduates will be prepared to improve the health and well-being of persons, groups, and populations, today and into the future.

FOUNDATIONAL PHILOSOPHIES

FUNDAMENTAL BELIEFS ABOUT HUMANS

We believe that occupation is a central aspect of the human experience. Occupation fulfills basic human needs essential for survival, provides the mechanism for people to exercise and develop innate capacities of a biological, social and cultural nature, to adapt to environmental changes and flourish as individuals (Wilcock, 1993). People differ in how they are motivated toward and choose to do things, in their patterns of everyday life, and in their individual capacities (Kielhofner, 2017). Humans are complex beings engaged in a dynamic process of interaction with physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Human beings evolve, change, and adapt through their active engagement with their environments (AOTA, 2007).

Thus, we advocate the use of occupation to facilitate health by promoting growth, change, and/or adaptation with the ultimate goal that our clients will participate in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life. This aligns with the philosophical base of the profession of occupational therapy, which states “that by virtue of our biological endowment, people of all ages and abilities require occupation to grow and thrive; in pursuing occupation, humans express the totality of their being, a mind–body–spirit union. Because human existence could not otherwise be, humankind is, in essence, occupational by nature.” (AOTA, 2014)

To address this our mission is to optimize people’s participation in occupation and to understand its influence on health and well-being. We believe that participation can be supported or restricted by the physical, affective or cognitive abilities of individuals, the characteristics of the occupation, or the physical, social, cultural, attitudinal and legislative environments (WFOT, 2017). Our role is to better understand all aspects of a person (volition, habituation and performance) and the influence of the environment (Kielhofner, 2017) when we work with clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation or participation restriction. This also includes those experiencing occupational deprivation, occupational alienation, occupational imbalance and occupational injustice. Enabling occupation for personal well-being, for community development, to prevent illness, and to advance towards social justice and a sustainable ecology, provides the motivation and momentum to deliver and continue to evolve our department.

Educational Philosophy

The Department of Occupational Therapy is committed to providing students with opportunities to discover, apply, and disseminate knowledge, and to recognize life-long learning as the path to successful professional service.

The Department is committed to providing a climate for learning that is grounded in the mission of the UAB and of the SHP. This climate for learning includes mutual respect and concern for all learners, openness to questions and risk taking, cultural awareness and a focus

on excellence through engagement in active learning. The Department of Occupational Therapy tailors its educational program to strategies that emphasize embedded, real life learning.

To promote this, the Department aligns itself with UAB's Quality Enhancement Plan (QEP), which began in 2015, and focuses on "Learning in a Team Environment." (UAB, 2015). A main tenet of the Department's fundamental belief about learning is to shift the focus of instruction away from the teacher dispensing information and towards students engaging in activities that require them to use occupational therapy concepts to solve problems. Specific pedagogies, such as project-based learning, team-based learning and case-based learning, provide the structures to support learning, and foster both engagement and scholarship to an extent greater than is possible with traditional instructional pedagogies.

The use of group learning facilitates not only the acquisition of knowledge but also several other desirable attributes, such as communication skills, teamwork, problem solving, independent responsibility for learning, sharing information, and respect for others (Wood, 2003). As such, they provide a powerful intellectual and social foundation for dealing with genuinely challenging problems.

The faculty is responsible for facilitating students' learning and guiding them toward accomplishment of program competencies. Faculty members act as a coach or a facilitator, drawing upon the Departmental, School and University resources with the goal for students to ultimately be responsible for their own learning experiences.

This is commensurate with AOTA's Philosophy of Occupational Therapy Education (2018), which emphasizes the fundamental beliefs of occupational therapy education as:

"Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation. Occupational therapy education is an ongoing process that shapes a practitioner's professional identity."

CURRICULUM DESIGN

Introduction

The curriculum design and associated curriculum reflect, at their core, the importance that the program places on occupation, occupational participation, and health and well-being.

These core tenants fully support the profession's philosophy of occupational therapy, which states:

"Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation." (AOTA, 2017)

"Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy." (AOTA, 2017)

Scope of the Curriculum

The UAB entry-level OTD program addresses the 2018 ACOTE standards, as well as its own vision and mission, through an integrated curriculum centered on occupation, occupational participation, health and well-being, and the occupational therapy process.

Strong community partnerships embedded throughout the program ensure that meaning, understanding, and learning are all defined relative to practice contexts or within opportunities that closely simulate the demands of practice. Further, partnerships with non-traditional entities allow learning and development in emerging sectors, challenging learners to see occupational therapy in action beyond traditional settings, addressing, for example, occupational deprivation and justice at an individual, community, and societal level.

As a program, we strive to develop professionals who are well-prepared for current and emerging practice. Our goal is to produce graduates who use the most current evidence base to focus on client-centered enablement of occupation and base decisions on client information, a critical review of relevant research, expert consensus, and past experiences. Graduates of our curriculum will possess a series of characteristics and skills that will guide them to be innovators and collaborators who always strive to achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders, and the public.

Curriculum Model

Our curriculum design is depicted in the model below (Figure 1).

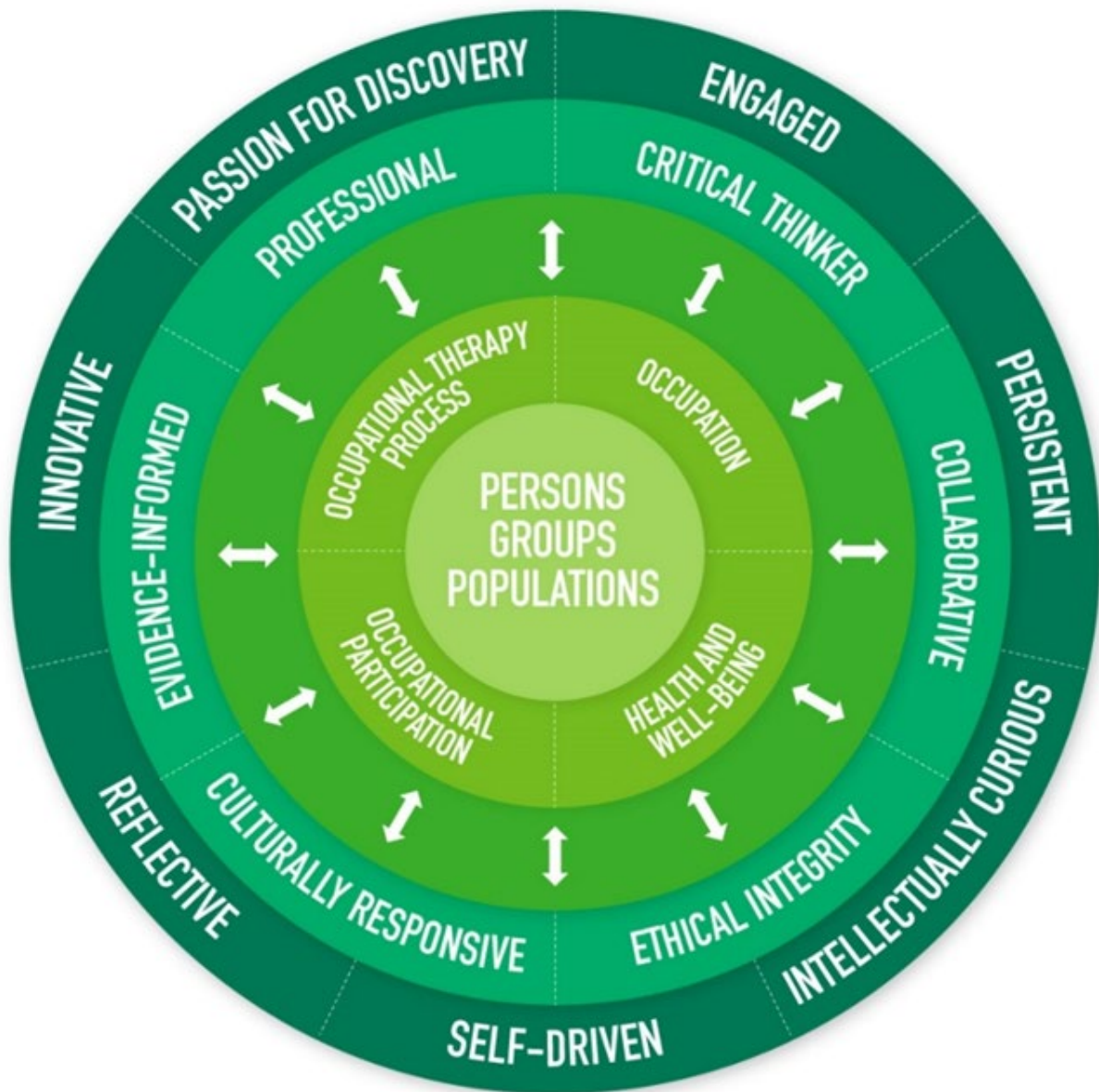


Figure 1: UAB OTD Curriculum Model

Key:

- Core: represents those we serve.
- First ring: department occupational therapy threads.
- Arrows: represent interaction of curriculum and professional characteristics.
- Second ring: characteristics of students beginning level II fieldwork.
- Third ring: characteristics of students upon program graduation.

Model Core

The core of the model is the basis for the curriculum, and those who we serve. The unique contribution that occupational therapy offers to society is enabling the health and well-being of **people, groups, and populations** through participation in occupations. The OTD curriculum is designed to ensure that it is responsive to the needs of the individual, the profession, and the broader society. Therefore, we provide our students with opportunities to use these fundamental qualities as a basis for clinical practice, scholarly pursuits, and service opportunities.

First Ring

The model's first ring, adjacent to its core, highlights our program's curriculum threads of **1) occupation, 2) occupational participation, 3) occupational therapy process, and 4) health and well-being**. To facilitate students' socialization into this collective belief about occupation, occupational participation, and health and well-being, the faculty use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2020) as a summary of the interrelated constructs that describe occupational therapy practice. These threads form the central tenants of the curriculum, permeate its courses and learning activities, and are reflected in student assessment measures.

Arrows

The arrows between the first and second ring represent the interaction between the curriculum and the **characteristics that we identify as important to occupational therapy professionals, employers, and alumni**.

Second Ring

Characteristics located in the second ring describe our expectations of students after they complete didactic courses and as they enter their level II fieldwork. Students develop these interpersonal attributes to support the application of the core tenants of our curriculum. The curriculum is designed to facilitate the students' socialization into our collective belief that **ethical integrity, professionalism, cultural responsiveness, collaboration, critical thinking, and evidence-informed care** are the basis of occupational therapy practice.

Outermost Ring

The outermost ring offers insight into the culmination of the didactic, fieldwork, and critical capstone process as the student emerges as an advanced entry-level occupational therapist. The characteristics emerging at this point are the attributes that differentiate the novice who entered the program from the graduate at completion of the curriculum, when they emerge as an occupational therapist who is **engaged, persistent, intellectually curious, self-driven, reflective, and innovative and has a passion for discovery**.

The layers of the curriculum are the foundations of our professional program that is designed to lead and support our students to experience and then pursue excellence as an advanced entry-

practitioner, to be a societal leader, and to pursue research that will benefit society and expand our capability to discover and share knowledge.

Curriculum Core Tenants or Threads

The UAB Department of Occupational Therapy Curriculum Threads include:

1. Occupation
2. Occupational Participation
3. Health and well-being
4. Occupational Therapy Process

Occupation/Occupational Participation/Health and Well-being

“Achieving health, well-being, and participation in life through engagement in occupation” (AOTA, 2020) is the central statement of our curriculum. This statement is woven into all learning experiences to support our students’ understanding of the complex nature of occupation and participation. Occupation refers to the everyday activities that people do as individuals, in families, and within communities to occupy time and bring meaning and purpose to life. Occupations include things people need to do, want to do, and are expected to do (WFOT, 2012).

Interrelated with occupation, the World Health Organization (WHO, 2001) and the Occupational Therapy Practice Framework (AOTA, 2020) use the term “participation” to refer to “involvement in a life situation.” Consistent with this usage, the term “occupational participation” is used within our curriculum to refer to engagement in activities that are part of a person’s sociocultural context and are desired and/or necessary to one’s well-being. It is through the active engagement in occupations that have personal and social significance that an individual’s health and/or well-being is promoted, facilitated and/or maintained. These statements support our curriculum and shape our students’ learning.

The complex and multi-faceted nature of occupation, occupational participation, and their impact on health and well-being inform our instructional activities. In turn, these are supported and shaped by key features and emphases within our curriculum that facilitate and support the therapeutic use of occupations. Our curriculum scaffolds elements, identified as critical in modern health and social care, in a dynamic, creative, inquisitive, and flexible manner.

Drawing on the diversity of our student cohorts, we strive to tailor our education to reflect and build on their life narratives to empower them as graduates of our program to be advanced entry-level practitioners whose practice is shaped by **ethical integrity, professionalism, cultural responsiveness, collaboration, and critical thinking** and is **informed by evidence**. As graduates, professionals, and citizens they will be **engaged, persistent, intellectually curious, self-driven, reflective, and innovative**, with a **passion for discovery**.

Occupational Therapy Process

Infused through our curriculum is the process of guiding the development of our students from their starting points as novices to the level of competence necessary for advanced entry-level practice. To support their development, the curriculum supports students’ needs for formally

learned facts and rules to guide behavior, as well the process of development in which they increasingly rely on their own decision making to guide their behavior.

We use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2020) to provide the structure for these formally learned facts and emphasize mastery of the occupational therapy process as an important step in enabling our students' ability to successfully respond to the novel situations they will face as graduates. Throughout their journey from novice to competent practitioner, the importance of this "borrowed knowledge" is emphasized to support success, both as a student and upon graduation as an advanced entry-level practitioner.

Rationale for Curriculum Design (selection, scope and sequencing of content)

Students enter the program with diverse academic backgrounds and life experiences. The curriculum's structure ensures that students have opportunities to share their abilities, knowledge, and skills. Students will individually and collectively build upon and integrate their prior knowledge while developing their occupational therapy identity. This is an important component of our occupational therapy education that supports students' advancement as practitioners, future scholars, and leaders in the community.

Didactically, the curriculum stresses problem solving, discussion, reading and writing, and analysis and synthesis of information. The use of traditional lectures is minimized, and classes are regularly divided into small learning groups. Faculty assume the role of facilitators and encourage students to learn through team-, problem-, and case-based studies; cooperative learning; peer instruction; role playing; and simulation. Students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media.

Development as a scholar is fundamental to the curriculum because contemporary clinical practice is informed by evidence-based decision-making that uses the best available research findings, integrated with clinical expertise and understanding of the client's values, to design interventions that provide optimal outcomes. Evidence-informed practice assumes that all practitioners have background knowledge in research, in particular, the skills of searching for and appraising literature, using research in assessment or intervention, and using research approaches to evaluate the effectiveness of service outcomes. To promote active participation in evidence-informed practice, our coursework and classroom activities are structured to help students develop and practice the skills required to appraise research critically, match research findings to specific clinical questions, and to integrate research into practice.

Finally, our students are actively engaged in real-world problem solving and work with numerous community partners, which prepares them for emerging areas of practice and helps them become leaders in their communities. Throughout the curriculum, students acquire essential knowledge and skills through immersion with community partners that engages them in real-world problems at the individual, community, and organization level. These immersion opportunities provide elements necessary for our students to apply sets of key component skills, developed through classroom participation and coursework, to clearly identify needs with

growing confidence and autonomy. Our curriculum is structured to expose students to an extensive network of community partners in both traditional and non-traditional and emerging settings in which occupational therapy can support the health and well-being of a diverse client base.

We encourage our students, who are pursuing a Clinical Doctorate in Occupational Therapy, to take responsibility for their learning as soon as they begin the curriculum. Developing independent responsibility for learning and professional behavior is embedded in our curriculum and forms a core characteristic of our graduates. This prepares them to take responsibility for their careers by giving them the skills they need to systematically analyze their developmental needs, identify and use appropriate methods to meet those needs, and regularly review achievements in relation to their personal and career objectives. Professional development is a key process for maintaining professional licensing and certification, and we expect all graduates of our program to participate in this process as a routine part of their professional practice. Our curriculum acknowledges that professional development is a learning framework for our students to ensure that they model and promote the values of reflective and evidence-informed practice, critical appraisal, and a commitment to lifelong learning.

The faculty and students collaborate to develop professionals who are well-prepared for current and emerging practice; who use the most current evidence-base, to focus on client-centered enablement of occupation, based on client information and critical review of relevant research, expert consensus and past experience. Equally, graduates of our curriculum will be innovators, and collaborators, and always achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders and the public.

SUMMARY OF CURRICULUM DESIGN

Curricular Threads	Goals and Objectives (Learning Outcomes)	Course(s) Addressing Goals and Objectives	Instructional Design to Address Goals and Objectives/Curricular Threads
<ul style="list-style-type: none"> • Occupation • Occupational Participation • Occupational Therapy Process • Health and well-being 	<ul style="list-style-type: none"> • Demonstrate and articulate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy. • Develop creative implementation of occupation-based practice in current and emergent practice areas. • Operationalize current research and knowledge bases to guide professional reasoning, critical-thinking, and decision-making in the context of evidence-informed practice. • Implement the occupational therapy process to facilitate occupational participation to promote health and well-being. • Demonstrate culturally responsive practice during implementation of the occupational process through collaboration with clients, caregivers, and other professionals • Exhibit professionalism and demonstrate ethical integrity consistent with the occupational therapy code of ethics throughout all areas of practice. • Develop as reflective practitioners who are empowered and engaged in their own learning and professional development. • Demonstrate intellectual curiosity and a passion for discovery to develop 	<p>The entire curriculum supports and facilitates the program threads, goals, and objectives. Each course contributes to these elements.</p>	<ul style="list-style-type: none"> • Lecture • Problem solving/problem-based learning • Discussion • Reading and writing • Analysis/synthesis of information • Small group learning • Experiential learning • Team-based learning • Case-based learning • Cooperative learning • Peer instruction • Role playing • Simulation • Laboratory experience • Hands-on experience • Therapeutic media • Reflective activities

	innovative solutions in clinical practice and scholarly activity.		
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The progressive educational position of UAB's occupational therapy programs integrate effectively with the enduring values of occupational therapy focused on the importance of occupation and the facilitation of occupational performance and with AOTA's Philosophy of Occupational Education (AOTA, 2018):

“Occupational therapy education prepares occupational therapy practitioners to address the occupational needs of individuals, groups, communities, and populations. The education process includes academic and experiential components (fieldwork, capstone, continuing education). The philosophy of occupational therapy education parallels the philosophy of occupational therapy yet remains distinctly concerned with beliefs about knowledge, learning, and teaching.

What Are the Fundamental Beliefs of Occupational Therapy Education?

Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching–learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (American Occupational Therapy Association, 2014b). Occupational therapy education is an ongoing process that shapes a practitioner's professional identity.

What Are the Values Within Occupational Therapy Education?

Enacting these beliefs to facilitate the development of a sound reasoning process that is client centered, occupation based, and theory driven while also encouraging the use of best evidence and outcomes data to inform the teaching–learning experience may include supporting:

- Active, engaging, diverse, and inclusive learning within and beyond the classroom environment.
- A collaborative process that builds on prior knowledge and experience.
- Continuous professional judgment, evaluation, and self-reflection; and
- Lifelong learning and continuous advocacy for the profession and society's occupational needs.

In addition, the philosophy and content of UAB educational programs are supportive of the profession's distinct value statement (AOTA, 2015), acknowledging its value to our graduates as they advocate for the profession to enhance quality and provide value in the dynamic systems we work:

Occupational therapy's distinct value is to improve health and quality of life through facilitating participation and engagement in occupations, the meaningful, necessary, and familiar activities

of everyday life. Occupational therapy is client-centered, achieves positive outcomes, and is cost-effective.

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ACCREDITATION

The UAB entry-level Clinical Doctorate in Occupational Therapy program has applied for accreditation and has been granted *Candidacy Status* by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA):

- Location: 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929.
- Telephone number c/o AOTA is (301) 652-AOTA
- Accreditation email: accred@aota.org
- Web address is www.acoteonline.org.

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork, as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage

Individual state regulations must then be met for the initially certified OTR to practice. All states require licensure or other types of regulation (e.g., certification or registration) in order to practice; however, these state requirements are usually based on the results of the NBCOT Certification Examination. Alabama is one of these states. Students/new graduates should contact the Alabama Occupational Therapy Licensure Board (www.ot.alabama.gov) P.O. Box 3926, Montgomery, Alabama 36109-0926, telephone number (334) 353-4466).

Most Boards award regular permits once the individual receives verification of successful completion of the national certification exam. In Alabama, one CANNOT practice if the certification exam is failed and will not be awarded licensure to practice until the exam has

been passed. Many states conduct criminal background checks as part of determining eligibility to apply for licensure to practice.

The **UAB entry-level Clinical Doctorate in Occupational Therapy program** is designed to lead to a professional licensure in Occupational Therapy. While there is a national professional exam, National Board for Certification in Occupational Therapy (NBCOT) examination, associated with the occupational therapy licensure, specific licensure requirements still vary from state to state.

COURSES – SEQUENCE

Students enter the program with diverse academic backgrounds and life experiences. The curriculum's structure ensures that students have opportunities to share their abilities, knowledge and skills. Students will individually and collectively build upon and integrate their prior knowledge, while developing their occupational therapy identity. This is an important component of occupational therapy education. Further, the curriculum stresses problem solving, discussion, reading and writing, and analysis and synthesis of information.

The use of traditional lectures is minimized, and classes are regularly divided into small learning groups. Students are encouraged to learn through team, project and case-based studies, cooperative learning, peer instruction, role playing and simulation while faculty assume the role of facilitator. Students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media. Students are also actively engaged in real-world problem solving, working with numerous community partners.

The curriculum leading to the Clinical Doctorate in Occupational Therapy has at its core critical practice courses, fieldwork experiences and capstone engagement, designed to prepare the student for generalists practice upon graduation. The student also completes basic science courses, research/evidence-based courses and foundational knowledge courses that support the student for the content and rigor of the practice, fieldwork and capstone courses.

Students enter the program having completed their undergraduate education, including program prerequisites.

Typical Sequence:

Summer Semester I		
OT701	Theoretical Foundations for Advanced Occupational Therapy Practice	3
OT704	Research Design for Occupational Therapy Practice	3
OT715	Introduction to the OT Process, Analysis and Adaptation of Occupation	3
OT716	Social, Economic and Political Factors that influence Occupational Participation	2
OT717	Creative Occupations	2
OT730	Performance Skills for Occupation: Introduction	2
Total Credit Hours 15		
Fall Semester II		
OT720	Contexts of Professional Practice: Infancy to Early Childhood	6
OT726	Low Vision & Participation	3
OT731	Performance Skills for Occupation: Infancy to Adolescence	2
OT764	Fieldwork Experience	1
OT776	Capstone Project	1
Total Credit Hours 13		
Spring Semester III		
OT705	Evidenced-based Occupational Therapy Practice Design and Application	3
OT721	Contexts of Professional Practice: Childhood to Adolescence	6

OT732	Performance Skills for Occupation: Adulthood	2
OT750	Scholarly Inquiry I	2
OT764	Fieldwork Experience	1
OT776	Capstone Project	1
Total Credit Hours 15		
Summer Semester IV		
OT703	Advocacy and Healthcare Policy in Population Health	3
OT706	Management for Occupational Therapy Practice	3
OT722	Contexts of Professional Practice: Early Adulthood to Middle Adulthood	6
OT751	Scholarly Inquiry II	2
OT764	Fieldwork Experience	1
OT776	Capstone Project	1
Total Credit Hours 16		
Fall Semester V		
OT634	Seminar in Professional Readiness	2
OT723	Contexts of Professional Practice: Later Adulthood	6
OT727	Health & Wellness Promotion	3
OT774	Contemporary and Emerging Issues in Occupational Therapy	2
OT776	Capstone Project	1

Total Credit Hours 14		
Spring Semester VI		
OT765	Advanced Fieldwork Experience I	10
Total Credit Hours 10		
Summer Semester VII		
OT766	Advanced Fieldwork Experience II	10
Total Credit Hours 10		
Fall Semester VIII		
OT777	Capstone Experience: Emerging as an Occupational Therapist	14
Total Credit Hours 14		
Total Curriculum Hours: 107		

COURSE DESCRIPTIONS

From UAB Graduate Catalog at:

<http://catalog.uab.edu/graduate/schoolofhealthprofessions/occupationaltherapy/>

Summer I

OT 701: Theoretical Foundations for Advanced Occupational Therapy Practice (3 credits)

Occupational therapy frameworks, theory, philosophy, conceptual models, and practice models as guides to clinical reasoning; integration into clinical practice.

OT 704: Research Design for Advanced Occupational Therapy Practice (3 credits)

Emphasis on study designs, advanced statistical concepts, internal and external validity, confounding variables, extrapolation of findings from sample to population; critique of the professional literature.

OT 715 Introduction to the OT Process, Analysis and Adaptation of Occupation (3 credits)

Examines the complex nature of occupation and how it contributes to the experience of being human; Employing logical thinking, critical analysis, problem-solving and creativity, students will learn how to analyze and adapt occupations. Students will study the domain and process of occupational therapy through case-based learning.

OT 716 Social, Economic and Political Factors that Influence Occupational Participation (2 credits)

Examines the individual, community and systems level influencers of occupational participation; Discussion of health viewed through social, cultural and systemic factors. Focus on developing critical thinking skills related to occupational justice, occupational disruption, deprivation, apartheid, transitions and imbalance in culturally responsive practice.

OT 717 Creative Occupations (2 credits)

Exploration of arts and crafts in both historical and contemporary contexts; involvement in creative projects and reflections on experience to support understanding of creativity in the arts, sciences, professions, evaluation, daily life, and culture.

OT 730 Performance Skills for Occupation: Introduction (2 credits per semester)

Introduction to the examination of anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes to occupational participation.

Fall II

OT 720 Contexts of Professional Practice: Infancy to Early Childhood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of infancy to early childhood.

OT 726 Low Vision & Participation (3 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention to address issues related to vision loss across the lifespan referred for OT treatment in all practice settings. Case-based learning.

OT 731 Performance Skills for Occupation: Infancy-Adolescence (2 credits per semester)

Anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, from infancy through adolescence, to occupational participation.

OT 764 Fieldwork Experience I (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Spring III

OT 705: Evidenced-based Practice Design and Application for Advanced Practice (3 credits)

Strategies for evidence-based service delivery; critical analysis of the literature to support clinical practice.

OT 721 Contexts of Professional Practice: Childhood to Adolescence (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of childhood to adolescence.

OT 732 Performance Skills for Occupation: Adulthood (2 credits per semester)

Examines anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, across adulthood, to occupational participation.

OT 750 Scholarly Inquiry (2 credits)

Introduction to key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 764 Fieldwork Experience II (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Summer IV

OT 703: Advocacy and Healthcare Policy in Population Health (3 credits)

Broad overview and challenges of the current U.S. healthcare system; impact of regulation on health care access, delivery, cost, and quality; effective patient-professional relationships.

OT 706: Management for Advanced Occupational Therapy Practice (3 credits)

Managing people and resources in a practice environment changing due to political, regulatory, economic, and social drivers.

OT 722 Contexts of Professional Practice: Early Adulthood to Middle Adulthood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of early adulthood to middle adulthood.

OT 751 Scholarly Inquiry (2 credits)

Continued study of key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 764 Fieldwork Experience III (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Fall V

OT 634 Seminar in Professional Readiness (2 credits)

Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

OT 723 Contexts of Professional Practice: Later Adulthood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of later adulthood.

OT 727 Health and Wellness Promotion (3 credit hours)

Occupational Therapy's role in developing theory-driven and evidence-based health promotion and wellness programs. Theoretical perspectives and intervention models guiding health promotion and wellness programs for individuals or groups of people, with and without disabilities, and in a variety of settings. Case-based learning.

OT 774 Contemporary and Emerging Issues in Occupational Therapy (2 credits)

Exposure to contemporary and emerging issues and trends in occupational therapy practice; value and contribution of occupational therapy in complex and emerging settings; key competencies and unique professional attributes of occupational therapists; factors influencing health and social contexts.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Spring VI

OT 765 Advanced Fieldwork Experience I (10 credits per semester)

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

Summer VII

OT 766 Advanced Fieldwork Experience II (10 credits per semester)

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

Fall VIII

OT 777 Capstone Experience: Emerging as an Occupational Therapist (14 credit hours)

Supervised experience for dissemination and application of the capstone synthesis project to demonstrate in-depth knowledge in a focused area of study.

Graduation Criteria

To matriculate from the Occupational Therapy Professional Program and receive the Clinical Doctorate in Occupational Therapy, students must have:

- completed the 107 credit hours from the Clinical Doctorate in Occupational Therapy program required for graduation
- have earned at a minimum B in all courses (note: one C is permissible) and achieved at least a 3.0 cumulative grade point; completed all required courses, have no incomplete courses, successfully completed two Level 1, two Level 2 placements and the capstone project/experience
- all tuition and fees must be up to date, and
- be in 'good standing' with the department and the graduate school.

Typically, the program is completed in 8 semesters.

STUDENT LEARNING OUTCOMES/PROGRAM COMPETENCIES

Program competencies, or the skills and abilities learners acquire through its curriculum, are the end-product of an educational program. These competencies represent a dynamic combination of knowledge and understanding, interpersonal and practical skills, ethical values and responsibilities, and abilities.

The educational goals of the curriculum are designed to produce strong, competent, and effective entry-level advanced occupational therapists. Our graduates will possess occupational therapy knowledge, skills, creativity, and critical clinical reasoning. Specifically, our curriculum will prepare them to:

- Demonstrate and articulate an understanding of **occupation** as a core value and organizing principle of the profession of occupational therapy.
- Develop creative implementation of **occupation-based practice** in current and emergent practice areas.
- Operationalize current research and knowledge bases to guide **professional reasoning, critical-thinking, and decision-making** in the context of **evidence-informed** practice.
- Implement the **occupational therapy process** to facilitate **occupational participation** to promote **health and well-being**.
- Demonstrate **culturally responsive practice** during implementation of the occupational process through **collaboration** with clients, caregivers, and other professionals
- Exhibit **professionalism** and demonstrate **ethical integrity** consistent with the occupational therapy code of ethics throughout all areas of practice.
- Develop as **reflective** practitioners who are **persistent, self-driven, and engaged** in their own learning and professional development.
- Demonstrate **intellectual curiosity** and a **passion for discovery** to develop **innovative** solutions in clinical practice and scholarly activity.

ESSENTIAL TASKS AND SKILLS

The Department of Occupational Therapy wishes to facilitate success for each student. **As a student, if you know of any reason that you cannot now, or after standard instruction, meet all of the requirements set forth below, you are to inform the UAB Disability Support Services so you can be counseled regarding the process for requesting reasonable accommodations. The University of Alabama at Birmingham wishes to make reasonable accommodations in areas in which it is able to do so.**

Note: there are certain requirements and standards of performance that this program cannot accommodate, such as in the areas of safety or judgment.

The student must possess sufficient cognitive skills to:

- Acquire, apply, process, retain and apply knowledge through a variety of instructional methods such as: written materials (i.e., texts, journals, documentation and other written sources), oral-delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
- Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice.
- Process (measure, calculate, analyze, synthesize and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem solving in a logical and timely manner.
- Perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice related tasks such as moving in a variety of environments, designing treatment equipment and fabricating splints.
- Maintain attention for 2 - 4 hours; tolerate days when classes or fieldwork may last 8 - 10 hours.
- Take and pass tests/quizzes in a variety of formats.
- Complete written assignments and produce written documentation in standard and organized English.
- Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
- Apply safety knowledge and judgment to a variety of situations.
- Comply with university, program, and fieldwork site rules and regulations.
- Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of individuals (behavioral, cultural, etc.), in order to maximize client performance.
- Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
- Identify and select occupations that are goal directed and motivate and challenge clients.
- Demonstrate judgment necessary to establish priorities and develop and use strategies.

The student must possess sufficient interpersonal skills, communication skills, and affective learning skills to:

- Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy and confidence.
- Collaborate with classmates, clients, family members, significant others and team members.
- Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
- Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
- Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently.
- Orally present information to groups of people.
- Communicate in the English language effectively and clearly in oral and written forms, using proper spelling, punctuation and grammar to explain procedures and teach skills.
- Use language appropriate to the recipient, with faculty, peers, clients and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely.
- Obtain information from clients, peers, faculty, supervisors and other professionals.
- Use therapeutic communication skills such as attending and active listening during therapeutic interactions; motivating and facilitating client behaviors in order to maximize client performance.
- Communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues.
- Be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients and establish professional identity within complex systems.
- Utilize the computer for communication and class assignments.
- Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
- Plan, guide and implement both individual and group interventions.

The student must possess sufficient professional behaviors to:

- Demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.

- Exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct.
- Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
- Exhibit flexibility and adapt to changing environments and expectations.
- Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
- Tolerate working in environments where there is exposure to disability, illness, pain and death.
- Maintain general good health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.
- Maintain ethical standards including honesty, integrity and confidentiality, at all times.
- Produce the required volume of work in the expected time frame.

The student must possess sufficient physical and sensory skills to:

- Tolerate sitting up to 2 hours at a time, over an 8-10 hour period.
- Tolerate periods of physical activity up to 8 - 10 hours per day.
- Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
- Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab and clinical settings.
- Demonstrate lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
- Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.
- Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotation.

- Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head, and limb movements.
- Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
- Legibly record/document evaluations, patient care notes, and referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
- Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
- Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.
- Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
- Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork.

OT DEPARTMENT POLICIES AND PROCEDURES

The purpose of this document is to present the policies of the UAB Department of Occupational Therapy and to specify the standards of student scholastic performance and professional conduct. Students must read this document carefully to gain a precise understanding of Department expectations. These policies are intended to ensure nondiscriminatory recruitment and matriculation practices, preservation of student rights, and promotion of a standard of performance that will qualify you to meet the demands and challenges of occupational therapy practice.

Your ability to practice as an occupational therapist will depend upon the extent of your knowledge and how you apply it to help people of all ages construct healthy, meaningful, and productive lives.

Therefore, the faculty urges you to maintain the highest level of achievement. You are investing in your future as a professional person and in the success of the profession.

ACADEMIC ADVISOR

In the first summer semester of the professional program, each student will be assigned a faculty advisor who will be available to them throughout the didactic portion of the program. Academic advisors provide guidance on professional and academic matters, and as a resource for personal matters should they arise.

Students will contact their academic advisor to schedule a meeting at least once per semester or as requested by the individual student or faculty. Semester meetings should preferably take place by midterm. Faculty will designate weekly “Advising Hours” each semester for scheduling and to allow students to “drop-in” and meet with their advisor without an appointment.

(These are not “Office Hours” - which are available for all students to discuss academic matters related to courses with the specific course director)

Note: When students complete the didactic portion of the program and transition to Level II Fieldwork and Capstone Experience – ALL students will transition and be advised/mentored by the Academic Fieldwork Coordinator during Level II Fieldwork Rotations, for the 6th and 7th semesters of the program, and by the Doctoral Capstone Coordinator for the 8th semester of the program.

ACADEMIC PROGRESS: STUDENT RESPONSIBILITY

Students are responsible for monitoring their university records. This includes checking the number of credits completed/needed for the Occupational Therapy degree, financial aid requirements and other university requirements such as vaccinations and health insurance. Students are also responsible for the timeliness and accuracy of all university, department

forms and required documentation for fieldwork/capstone experiences. Students should refer to the OT department, Graduate School and the University websites.

Academic Progression: “Good Standing”

All students in the occupational therapy program must remain in academic “good standing” in the Graduate School and the Department of Occupational Therapy throughout the tenure of the program. If at any time a student is not in academic “good standing”, they will not be allowed to progress toward completion of the degree.

“Good standing” is defined as follows:

- Successful completion of all occupational therapy course work with a grade of B or greater, or pass (P) in pass/fail coursework.
 - **Exception:** a student is permitted to earn a grade of C in **no more than 1 occupational therapy course without dismissal from the program**
 - Note: coursework is didactic as well as practical or clinical. Fieldwork or clinical education is included in the definition of coursework.

The graduate school states: For a student to maintain good academic standing in the Graduate School, they must maintain a cumulative grade point average (GPA) of at least 3.0 (B average) and an overall satisfactory performance on pass/not pass courses. Satisfactory performance on pass/not pass courses is defined as earning at least as many hours of P as of NP grades.

Any student who fails to achieve a 3.0 semester GPA for any semester in the program or receives a grade of C in any occupational therapy course will be placed on academic probation. At that time the student’s advisor will refer the student to the Department’s Committee for Student Success. For this purpose, the Committee for Student Success will be comprised of at least two faculty members and the student’s advisor who act on behalf of the faculty as a whole. They consider all appeals to academic policies, requests for leaves of absence, and grade appeals. They make recommendations to the OTD Program Director.

The Department’s Committee for Student Success will review the progress of any student that receives a C in any course and/or whose GPA falls below 3.0 and who has been placed on academic probation. The Committee may request a meeting with the student and will consider recommendations/remediation to the student about actions that need to be taken to improve academic performance and then monitor progress.

The goal of remediation is to promote student success by ensuring that the student has the full support of the department and university. If following probation/remediation the student does not return and remain in academic good standing, then dismissal from the program will proceed.

If a student is dismissed from the occupational therapy program, based on failure to remain in academic “good standing”, they may petition for consideration to be re-admitted barring any ethical or professional behavior issues. The occupational therapy program coursework is sequential. For this reason, if the student is permitted to return to the program it will be in the semester in which the failed course is offered again. Re-admitted students may also be asked to

remediate prior to returning to the program, if it is deemed to be in the best interest of the student.

The process to petition for readmission is as follows:

A student, previously dismissed from the program based on failure to remain in academic “good standing”, may petition (in writing) to the Department Chair for reinstatement into the program.

Prior to writing to the Department Chair the student must have been absent from the program for a minimum of one semester.

Following that absence, the written petition must be received at least 60 days prior to the date the student wishes to be re-admitted to the program.

Upon receipt of the petition, the Department’s Committee for Student Success (CSS) will be notified by the Department Chair to review the petition.

The CSS will respond to that charge by the Department Chair within 14 days, either with a:

- Formal recommendation to the Department Chair or
- Request for additional information from the student, which may include a request for the student to meet with the CSS.

If additional information or a meeting is required, following receipt of requested information or completion of a meeting, the formal recommendation will be submitted to the Department Chair no later than 30 days from the initial petition.

The Department Chair will consider the recommendations of the CSS and then make a decision regarding the request for re-admission to the program. The student will be notified in a prompt and reasonable manner.

All reinstatement decisions will include a personalized reinstatement plan, which may include requiring the student to take or repeat specific courses that are deemed necessary for success in the program.

The student will need to review the decision and reinstatement plan and acknowledge agreement in writing within 7 days of receipt.

If the student chooses not to petition, a future request to enter the occupational therapy program requires the student to re-apply through the regular admission process.

Academic Misconduct/Academic Integrity Code (UAB)

The University expects the highest ethical and professional behaviors from the academic community. The code, including penalties for violations, is published on the UAB website at [UAB Academic Integrity Code](#)

ACCIDENTS

All accidents/incidents occurring in the Department of Occupational Therapy are to be promptly reported to the faculty member in charge of the class. Incident reports must be filed with the Department Administrative Office within 48 hours of the incident. Failure to report accidents immediately may result in further action.

ADMINISTRATIVE REQUIREMENTS

Required Documentation for Students Prior to Participating In Any Off-Campus Experience:

- Record of immunization.
- Evidence of current criminal background check(s) (CBC).
- Evidence of 10 panel drug screen(s).
- TB testing: (Two, 2-step TB tests, or one TB blood draw, are required upon entry of OT program. Other TB tests will be required at a later date to comply with fieldwork and capstone requirements.)
- CPR at the basic healthcare provider level.
- Health insurance.
- HIPAA training
- FERPA training
- OSHA/Standard Precaution training.
Certificate of malpractice insurance (provided by the department).
- Documentation supporting health conditions that may require reasonable accommodations on behalf of the community partner or fieldwork facility.
- Any documentation specific facilities require, which may include additional drug testing and background checks.

All of these documents should be kept in a manner that is readily accessible, as it is the responsibility of the student to provide these documents to the community partner or fieldwork site. The above noted documentation will need to be shown to the department prior to initiating any out of class experience, including course-embedded experiences. For additional information, see the UAB Occupational Therapy Fieldwork and Capstone Manual.

ATTENDANCE

This is a professional graduate education program. Attendance at all class activities and fieldwork is mandatory. It is the responsibility of each student to be on time for classes and professional appointments.

Students should note that the University regards certain absences as excused and, in those instances, requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. The Department of Occupational Therapy adheres to this policy when the absence is recognized as excused by the university. See:

UAB Excused Absence Policy

At all other times, absences, in a professional program, except for illnesses, death in the family and other emergencies, are seen as inappropriate. Therefore, missing course activities for other reasons may lead to an unexcused absence. Course activities include lectures, fieldwork rotations, seminars, labs, site visits and observations, exams, quizzes, class meetings, and so forth.

The ***department's attendance policy***, listed below, applies to both the didactic portion of the curriculum, fieldwork and capstone experiences. HOWEVER, during fieldwork rotations and capstone experientials the student will refer to the attendance policy in the fieldwork and capstone manual that has more stringent requirements to ensure program compliance with ACOTE standards.

The department's attendance policy states that:

- Regardless of the reason for missing any portion of a course activity, students are required to contact the department at (205) 934-3568 and then follow-up with an email to the course directors of all courses impacted as soon as possible, prior to the course activity. The department office personnel will notify the Program Director. The student will need to provide the reason for the absence.
- In the case of absences during Level I or II Fieldwork Rotations, students will contact their Fieldwork Educator and Dr Dickson (Academic Fieldwork Coordinator) and/or Mr Cunningham, Director of Clinical Education and follow the attendance policy for fieldwork/capstone experience, as described in the fieldwork and capstone manual.
- In the case of absences during the Capstone Experience, students will contact their Capstone Mentor and Dr. Carpenter (Doctoral Capstone Coordinator) and follow the attendance policy for capstone, as described in the fieldwork and capstone manual.

Students are always responsible for meeting with the course director to discuss make up activities and are responsible for all course material missed regardless of reason for non-attendance.

Excused absences may also be approved for attendance at one-time "special functions". Examples of special functions may include family weddings, job interviews, birth of a child, conference attendance, etc. As much as possible, these events should be scheduled outside of class time. Students are expected to limit the time missed as much as possible, arranging flights and reservations appropriately, and with the increased workload for their course directors in mind. For non-emergency one-time "special functions" a request must be submitted by email to the course directors/program director at least 1 month prior to the proposed event.

This "special function" absence **will only be permitted once in an academic year** and therefore the student is expected to limit and prioritize their use. The spirit of this provision is that it will be kept to a minimum. If there is a request to exceed the one permitted absence, this decision will be solely at the discretion of the Program Director.

In the case of an emergency such as a death in the family or an illness, as documented by a physician, an email requesting an emergency excused absence, with the attached paperwork,

must be sent to the Program Director and affected course directors no later than 24 hours following return to class.

In the case of a student having to miss coursework for non-emergency illnesses that result in a short absence, (such as colds, severe headaches, 24-hour viruses and so forth, that do not necessitate a visit to a doctor or other healthcare professional), students must follow the general department attendance policy described above.

Students who miss more than two full class periods in a single course during any academic semester either by repeated tardiness or by unexcused absence will have their final course grade reduced by one letter grade.

Students with three unexcused absences within the program in any given semester will invoke the School Academic Integrity Code.

It is solely at the discretion of the course director as to whether missed coursework can be made-up. There are some activities that are impossible to re-create. The program cannot guarantee that all work missed for an excused absence can be made up. The option to make-up class activities and/or laboratories is at the discretion of the course director. Some activities (including laboratories) due to their complex, time intensive, and/or cost intensive nature will not be able to be made up. Students should not expect that an exact makeup version of all course activities (exams, assignments, site visits, lab experiences) will be available. This is particularly relevant to high stakes examinations and assignments, such as mid-term, finals and lab practicals, where there is no guarantee that an alternative will be offered and the student will need to accept the consequences of missing these on their overall grades.

No make-up exams will be given for unexcused absences.

TARDINESS

Tardiness is unprofessional and disruptive to other students. Students who get to class after the beginning of classroom instruction will be marked tardy. Students who are tardy in three separate instances will be considered to have missed the equivalent of one full class period, which will be counted as an unexcused absence. See the above department attendance policy section about procedures to follow when a student is going to miss any portion of class.

CLASS BREAKS

Course directors will be mindful to ensure that regular breaks are allowed during lectures and/or lab sessions. Please minimize disruption to the learning environment associated with students leaving the classroom or eating outside of break times; and, by returning promptly upon completion of a break

COURSES

Classrooms, dates, and times of classes for each semester will be indicated on schedules distributed prior to the first day of class each semester. Note that the Department of Occupational Therapy uses designated classrooms and therefore the provided schedules may differ slightly from those posted on BlazerNet.

Until the schedule is finalized for each semester, it is not possible to project class meeting times. Classes and lab experiences are scheduled on a regular basis during the semester. UAB allows classes, lab experiences and community activities to be scheduled during the week from 7am to 10pm and students must also understand that community and clinical sites might require the student to be available on the weekends. Students are expected to be on time for all classes.

DISCIPLINARY ACTIONS

Failure of a student to follow the prescribed guidelines for conduct or academic standards and performance requirements will subject them to disciplinary actions as outlined by the [UAB Academic Integrity Code](#)

In such instances, the student will have an opportunity to respond to an allegation of misconduct.

EMAIL

The University of Alabama at Birmingham provides email services to faculty, staff, and students. Please note that all email messages, documents, and correspondence and data obtained through UAB or UABHS network resources are considered UAB property. Students should review and be mindful of the following: [UAB IT Email Guidelines](#)

Faculty, staff, and students are expected to use their UAB email for all email correspondence.

EMERGENCY PLAN – SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions Building Emergency Plan can be found at: [SHPB BUILDING EMERGENCY PLAN](#)

Students, faculty, staff, and visitors to the department should review this plan and be aware of the necessary response to the different emergencies listed.

ETHICS/CONDUCT

Students are expected to conduct themselves in a manner appropriate to a professional person, and to abide by the Code of Ethics set forth by the American Occupational Therapy Association (AOTA). A copy of the *AOTA Code of Ethics* can be found at: [AOTA Code of Ethics](#)

The Occupational Therapy Code of Ethics (2020) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice.

AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients 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 individuals, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code of Ethics is an AOTA Official Document, and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

- It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles.
- It delineates enforceable Principles and Standards of Conduct that apply to AOTA members

University of Alabama at Birmingham Occupational Therapy faculty and students are responsible for learning about and upholding the AOTA Code of Ethics in their personal and professional interactions, decisions, and behaviors. Students learn and develop ethical, professional behaviors throughout their tenure at UAB, into fieldwork and ultimately, clinical practice. It is imperative that students take these responsibilities seriously.

EXAMINATIONS AND COURSEWORK

Students are expected to prepare for and to be present for examinations on the scheduled dates. Make-up examinations are reserved for those students who are ill or have other significant problems (e.g., death in the family) that prevent them from taking the exam on the scheduled date. Students who will be absent must call the Department of Occupational Therapy office at (205) 934-3568 before the exam time and then follow-up with an email to the course director(s) as soon as possible to explain the problem preventing them from taking the exam.

- Students must present themselves at the examination room before the examination is due to begin. Additional time for any student arriving after the start of the examination will not be given, unless the student has accommodations established through Disability Support Services.

- No student may leave the examination room for the duration of the examination, unless directed to do so by the faculty or the student has accommodations established through Disability Support Services. Any student who leaves the examination room will be deemed to have withdrawn from the examination and will not be re-admitted to the examination room. Doing so may result in forfeiture of the exam (i.e., a grade of zero on the exam).
- Students will be given random assigned seats for all examinations. Students must sit where they are assigned.
- Students must not have access to nor make use of any book, manuscript, calculator, electronic organizer, mobile phone or other device which is not specifically allowed in the instruction for the examination (e.g., laptop for computerized test).
- Mobile phones and smart watches must be switched off and placed in the student's coat, book bag, backpack, or similar item, which will then be deposited at the front of the examination room or as directed by the faculty.
- Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
- Once the examination starts, students shall not communicate in any way with any person other than the faculty.
- Students must not start writing until given permission to do so by the faculty.
- Students must stop writing immediately when they are instructed to do so at the end of the examination.
- A student whom the faculty believes to be using unfair means (including unauthorized aids, copying or communicating with others) will be so informed and his or her answer paper marked accordingly.
- A student who, in the opinion of the faculty, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and will not be re-admitted. Unreasonable disturbance may include the ringing of the student's mobile phone. These actions may conclude in the failure of the student for that examination and/or more stringent consequences of academic misconduct according to the Student Handbook.
- Occasionally, through an inadvertent error or a difference in interpretation, an exam question may be found to be flawed. Examples of issues might include typographical errors, ambiguities, or questions relating to material that is not covered in the course. Students who believe that a question is flawed should notify the course director within one week of the date the examination was administered. This notification by the student should explain in detail why this question seems to be flawed. The course director will investigate all questions brought to his/her attention in this way, and may make allowances in the grading process, if appropriate. The course director's decision on this is final.
- Normally, the course director returns graded exams within two weeks and provides a review session to discuss the correct answers.
- All examination/test questions remain the property of UAB and remain in possession of the Department of Occupational Therapy. Therefore, examinations and answer sheets must be returned to faculty at the end of the review session. Under no circumstances is

a test/examination to be duplicated, retained by the student (unless allowed by the course director) or posted or distributed in any manner.

- During the semester, examinations are held at the discretion of the course director; however, the Department of Occupational Therapy has established a final examination schedule for each semester. Make-up examinations are scheduled with the individual faculty. The course director must be contacted in order to schedule the exam on the make-up date during finals week. Make-up exams may have different test items and format from the original exam.
- In terms of assignments, projects, and other coursework, the course director normally can be expected to spend 1-2 weeks grading the items, depending on the length of the assignment, the amount of feedback needed for each student, and the number of students completing the assignment. After a two-week time period or within one week when an upcoming assignment is dependent upon the feedback from the assignment being graded, students are encouraged to consult with the course director in terms of when work will be returned. Problems in receiving graded work within a reasonable time period may be discussed with the Program Director when the course director does not respond to student requests for return of work.
- A student breaching any of these examination or coursework procedures will be reported to the Department Chair/Program Director and the matter will be considered in accordance with University Regulations.

Late Submission of Coursework

Students are responsible for ensuring that they submit coursework assignments in the correct format and by the published deadline (date and time) Any piece of assessed work that is submitted beyond the published deadline (date and time) will be a late submission and will incur a penalty. The department will implement the following penalties for coursework submitted late:

- | | |
|---|---------------------------|
| ● Up to 24 hours after the published deadline | Loss of a letter grade |
| ● Up to 48 hours after the published deadline | Loss of two letter grades |
| ● Up to 72 hours after the published deadline | Graded as zero (0) |

Virtual/Online Conduct

At times, you may have meetings that are conducted virtually. The following are guidelines students are expected to follow when participating virtually. Failure to meet any of these guidelines is considered academic misconduct

Person

- **Dress appropriately** – you should appear to be dressed as you would for an in-person class.

Environment

- **You should be in a quiet environment.** Plan where you are going to be ahead of time so that you can limit auditory distractions during the meeting.
- **Your background should not be visually distracting.** Sit in front of a simple background or use a virtual background. Be sure that there are no pets or other people

in the background and if something visually distracting enters the space, mute your video briefly until you remove them from the environment.

- **You are to be seated upright and professionally.** You should not be reclined or lying down at any time. If sitting on a bed, seat yourself in a way that does not show the headboard.
- **You are not to be in a moving vehicle at any time** while participating in a virtual meeting.

Occupation

- **Your microphone must be muted** as soon as you sign on and whenever you are *not* speaking.
- **Your video should be on, unless you have been granted an exception from the instructor.** It is acceptable and recommended to mute the camera if you must leave the screen or if something distracting enters your environment, but turn it back on as soon as possible. Video is crucial in building trust and engagement in virtual communications.
- **No eating during your meeting, unless you have been granted an exception from the instructor.**
- **Do not send private chats during a class session.** You need to understand that the “chat” feature creates an **automatic record** that is saved on the instructor’s computer, which includes messages to “everyone” as well as “private”. Limit chat to class comments and questions.
- **Do not share meeting links publicly.** If you are setting up or sharing meeting links, use email.

FACULTY AVAILABILITY

Please be aware that while our primary goal as faculty members is to facilitate student learning, all faculty have other responsibilities, which demand time and attention. These roles range from involvement on committees to research and client care.

All faculty will have regular, scheduled:

- Office hours that are identified in course syllabi, posted outside their offices and also provided to the students at the start of each semester. Students are encouraged to take advantage of this time to discuss course material and class performance with the relevant faculty.
- Advising hours that include both scheduled appointments and “drop-in” opportunities to meet with the student’s identified mentor.

Barring emergencies, adherence to this policy by students is expected. Appointments with faculty outside of those hours should be made by contacting the faculty member by email.

FACULTY TITLES

Faculty are to be addressed by their title (Ms., Mr., Dr., etc.) and last name. The climate in the department is student oriented and faculty members strive to be approachable and have the

common goal of excellence in education for each student. However, addressing faculty by their title and last name conveys appropriate respect for an academic appointment and is a way to recognize the scholarly achievements of occupational therapists in an academic setting.

Fieldwork Educators and classroom guests should also be addressed by their title (Ms., Mr., Dr., etc.) and last name.

This applies to all forms of communication (verbal, written, electronic) with faculty, staff, fieldwork educators and guests. Students should demonstrate a high standard of professionalism and respect in all interactions with others.

FIELDWORK LEVEL I

In addition to didactic coursework, the student is required to complete a series of Level I experiences. These fieldwork experiences provide the student with an opportunity to translate theory into practice and to observe or define the roles of occupational therapy in various clinical/community settings. Fieldwork experiences are embedded throughout the program

FIELDWORK LEVEL II

Occupational therapy students complete their preparation for professional practice by spending the required equivalent of 12 weeks full-time fieldwork in two significantly different clinical settings. The expected progression is for the student to complete two sequential 12-week placements in the spring and summer semesters of their second and third year.

CAPSTONE EXPERIENCE

The Doctoral Capstone is an individualized project designed and implemented by each student. Capstone project courses and education is designed to both challenge the student and offer them an opportunity for in-depth exposure to one or more of the following: research skills, clinical practice skills, theory development, program development and policy development, administration, advocacy or education (ACOTE, 2018). Students are required to complete the equivalent of no less than 14 weeks (560 hours), during their capstone experiences. During the doctoral experience, the student is mentored by an expert in the focus area chosen.

[See UAB Occupational Therapy Fieldwork and Capstone Manual for specific policies related to all fieldwork experiences](#)

FIRST AID KIT

First Aid kits can be found in classrooms 124 and 125. Students or faculty will find band aids, gauze, antibiotic ointment, and others supplies available in the kits. Students and faculty should notify the department if supplies are being depleted so that the kits can remain stocked appropriately.

Please see section: Accidents

GRADING

Criteria for grading will be discussed at the beginning of each semester. Unless otherwise specified, the grades will be based on university policy:

100-90%	A (superior performance)
89-80%	B (adequate performance)
79-70%	C (performance only minimally adequate for a graduate student)
Less than 70%	F

NOTE: Grades will be reported to students only by course instructors or the UAB Office of Registration and Records. Students are advised not to call the Department of Occupational Therapy main office or ask staff members for grades, as they are not at liberty to give this information due to FERPA policies.

Students receive end of semester grades according to his/her level of performance in each course. Future practice as an occupational therapist demands at least a minimal level of competence; therefore, the student must achieve at least a "B" level of performance for progression to the next sequence of occupational therapy courses (a grade of C in one occupational therapy course is allowed). **This expectation applies to units of study within courses as well as to specifically numbered courses. The faculty reserves the right to require that a student demonstrate acceptable achievement in all portions of the program whether this be a unit of work within a course or the total course content. Also, note the section on Academic "Good Standing".**

Grades

The assignment of grades is the responsibility of the individual faculty member. General guidelines are available for each academic experience that outline criteria for awarding grades. If a student believes that a grade was awarded inappropriately, the student may first request that the course director reconsider, by providing rationale to support the request and then, if necessary, request a review of the grade by the Program Director. The Program Director's decision will be final. If the Program Director is the course director, the Department Chair will review the decision and his/her decision will be final. The Program Director/Department Chair will respond within five (5) workdays after notification.

If a student receives a final grade of F due to academic misconduct, the student may appeal the grade to the Program Director and then to the Department Chair. If the student believes that the decision of the Department Chair is unfair then they may appeal to the Assistant Dean for Academic Affairs and then to the School of Health Professions' Dean. The Dean's decision will

be final. The responses of the Program Director, Chair, Assistant Dean and Dean will occur within five (5) workdays from receipt of the student's request. The student must initiate the appeal process within 30 days of the date that the grade was posted.

Grade Rounding

Final course grades which are determined using decimals will be rounded up to the next whole number only when equal to .5 or greater. For example: 89.51 would round up to 90.

GUIDELINES FOR STUDENT USE OF SPACE AND RESOURCES

The Department of Occupational Therapy is in the privileged position of having classrooms allocated solely for the use of the department.

Students have access to these rooms from 7am to 10pm, Monday to Friday using their OneCard. Access outside these times, including at weekends is not permitted.

Use of the OneCard is tracked centrally and security cameras are monitored routinely for purposes of maintaining security of department areas. Classrooms may be used by students for professional and education purposes only.

All classrooms, both within the department and throughout the School of Health Professions and UAB, must be kept clean and tidy at all times.

When using rooms outside the department the area must be left in the highest standard and ready for courses that follow allocated times. Failure to comply may result in disciplinary actions.

Food consumption in the classrooms must be kept to a minimum, except for approved lab activities. Beverages in containers with lids may be used in the classrooms.

Failure to maintain any area to a high standard may result in the removal of the privilege to use the facilities outside of scheduled class times. Students should be courteous of noise levels and disruption when between classes.

Students may not invite people outside the department into the classrooms without prior permission from the Department Chair/Program Director.

UAB's policy states that individuals are not allowed to attend University courses unless officially enrolled for class through the appropriate registration process.

Students, faculty and staff are responsible for ensuring that these areas remain secure by keeping doors closed/locked at all times. Access to the classrooms is limited to the department and a limited number of key individuals only. Therefore, any actions that compromise safety, such as propping doors open, allowing others into the rooms and so forth, will not be tolerated.

CHILDREN IN UNIVERSITY COURSES

While there are some exceptions related to teaching and lab practicals, the position on children being brought into classrooms is that it is not appropriate for students to bring children into a classroom or course.

Having children in the classroom can impact the learning environment for other students, however, the department does acknowledge that occasionally issues with childcare and other circumstances can present challenges and in those cases, students are encouraged to email the course director to discuss this as soon as they arise.

IDENTIFICATION BADGES

Students are provided with a UAB Campus OneCard photo identification badge.

Students must wear their OneCard badge at all times in and around the campus.

Any student who is seen not wearing a badge may be asked to leave the premises. The UAB Campus OneCard is the card used to gain entrance into the School of Health Professions Building and the appropriate classrooms.

If a student loses the UAB Campus OneCard they must report this to the staff in the Department of Occupational Therapy, for information on how to obtain a replacement. The student will be responsible for all associated costs for replacing the UAB Campus One Card.

INCOMPLETES

The Department of Occupational Therapy faculty do not give grades of “Incomplete” for failure to meet due dates for course assignments, except when extraordinary circumstances prevent compliance. The circumstances include, but are not limited to, severe illness, death in the family, and so forth. A student must discuss the need for an incomplete with the respective course director. The incomplete must be made up and grade assigned in line with the university policy at that time.

LABORATORY EXPERIENCES

Students should realize that many courses require the student to examine and be examined by other students, and to practice learned techniques and procedures under the supervision of faculty members. As a result, occupational therapy laboratory sessions may require the student to dress in a manner that allows that the body part to be evaluated and treated can be adequately exposed. Course directors will inform students if the required dress code does not align with the standard dress codes outlined in this handbook.

During any given laboratory session, students are responsible for disclosing to the course director any physical or medical condition or cultural, religious, ethnic and personal circumstances that might make involvement in certain examinations and techniques inadvisable, undesirable and/or prohibited. In no instance will a student be penalized if a physical or medical condition prevents them from receiving certain examinations or treatment procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques; i.e., the student is required to meet the essential functions of the occupational therapy program. Reasonable accommodations may be implemented so that performance occurs.

Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical problems without supervision from a certified and state licensed occupational therapist. The professional liability insurance that covers each student only covers the student when providing occupational therapy interventions with the appropriate supervision sanctioned by the University of Alabama at Birmingham (with a current Memorandum of Understanding).

In the same regard, students should not ask faculty for advice or to treat any medical conditions – physical or psychosocial.

LEAVE OF ABSENCE

If a student has to take a leave of absence, they should first speak to the Department Chair/Program Director to discuss the reason for the leave, the stated time of the leave and any necessary documentation (letter of necessity from physician, personal letter reflecting hardship, etc.). Each request will be considered on an individual basis. If the student is unable to complete the requirements for an academic semester a grade of incomplete may be considered. If the incomplete is given, the work must be made up within one semester of the leave of absence.

In the circumstance of a leave of absence request during a Fieldwork Rotation, the student should first notify the Academic Fieldwork Coordinator, including the reason for the request, the amount of time requested, and any necessary documentation (e.g., letter of necessity from physician, personal letter reflecting hardship, etc.). The Academic Fieldwork Coordinator will advise the student regarding notifying the fieldwork site. The Academic Fieldwork Coordinator will forward the request to the Department Chair/Program Director for consideration. If the

student is unable to complete the requirements for completion of the Fieldwork Rotation during the academic semester, a grade of incomplete or multi-term may be considered. In either case, if the Fieldwork Rotation is not completed within one semester of the leave of absence of request, a failing grade will be submitted.

In the circumstance of a leave of absence request during the Capstone Experiential, the student should first notify the Doctoral Capstone Coordinator, including the reason for the request, the amount of time requested, and any necessary documentation (e.g., letter of necessity from physician, personal letter reflecting hardship, etc.). The Doctoral Capstone Coordinator will advise the student regarding notifying the fieldwork site. The Doctoral Capstone Coordinator will forward the request to the Department Chair/Program Director for consideration. If the student is unable to complete the requirements for completion of the Capstone Experiential during the academic semester, a grade of incomplete or multi-term may be considered. In either case, if the Capstone Experiential is not completed within one semester of the leave of absence of request, a failing grade will be submitted.

All requests will be considered on an individual basis. Failure to make the request in a timely manner may result in the request being denied. In the event that the leave of absence is granted, the terms of completing the remaining portion of the Fieldwork Rotation will be determined by the Academic Fieldwork Coordinator based on the circumstances surrounding the request and site availability. The terms of completing the remaining portion of the Capstone Experiential will be determined by the Doctoral Capstone Coordinator based on the circumstances surrounding the request and site availability. All Level II Fieldwork Rotations and Capstone Experimentals must be completed within one year of completion of didactic coursework. For more information, see the UAB Occupational Therapy Fieldwork and Capstone Manual.

LEAVE OF ABSENCE - PREGNANCY

A student who is pregnant is asked to notify course directors/laboratory personnel and the Academic Fieldwork Coordinator immediately to prevent problems related to harmful exposure in the inappropriate receipt of occupational therapy interventions, and participation on out-of-class experiences and fieldwork involving clients with communicable diseases. Complications related to the pregnancy should be discussed immediately with the Program Director/Department Chair if it is expected that participation in the curriculum may be impacted.

The Department has had many students who have been pregnant (or students whose significant other is pregnant) and have given birth while in the program and at all stages. As long as the necessary absences for medical appointments and for the birth are carefully planned then absence of this nature will not typically impact the students' progression through the program.

- **Title IX**

- Title IX prohibits discrimination on the basis of sex - including pregnancy, parenting and all related conditions - in education and in programs and activities that receive federal funding. This means persons who are pregnant “actual or potentially” cannot be treated differently from other persons who are able to unable to participate in an educational program or activity. A student who is pregnant “actual or potentially” is encouraged to contact the Title IX office at: <https://www.uab.edu/titleix/pregnancy-parenting>
- **Campus Lactation Centers**
 - The department will customize a plan for students upon their return from maternity leave, including ensuring that the student has access to the resources and facilities they need that aligns with their course schedule.
 - In addition, the UAB Commission on the Status of Women has worked to provide lactation centers around campus. Please see: <https://www.uab.edu/titleix/pregnancy-parenting/campus-community-support/lactation-centers>

LOCKERS

Student lockers are available in limited supply. They are located in the hallway outside classrooms 124/125 on the first floor. Lockers are available on a first come first serve basis. Students are responsible for purchasing suitable locks and removing them at the end of each semester. Students are reminded not to leave valuables unattended; the department is not responsible for locks or the contents of lockers.

PROGRAM EVALUATION

A variety of measures are used on an ongoing basis to provide data helpful for continually improving the quality of the programs and to maintain accreditation. Students are periodically asked and encouraged to provide confidential feedback regarding various aspects of the program.

PROFESSIONALISM

Professional conduct includes behaving with courtesy and respect towards classmates, clients, staff, classroom and department visitors and faculty. Personnel in the Department are here to help the student develop professional attitudes, and knowledge and skills in occupational therapy. This process is best fostered in a climate of mutual respect and high expectations.

Professional relationships and mentoring established within the department and school are part of the department’s overall top-down approach to developing professionalism. A top-down approach emphasizes role modeling and immersion in both a professional culture and

professional activities. Students have opportunities to participate in professional occupational therapy associations at both state and national levels, as well as student organizations within the department. Through such engagement, students gain experience in active volunteerism and leadership, which fosters the development of humanitarianism, integrity, and accountability. Participation in professional opportunities also promotes a critical awareness of personal behaviors and respect for others.

The faculty take professional behaviors seriously. When a student demonstrates inappropriate professional behaviors, faculty will meet with the student to discuss the behavior and a plan to improve behaviors will be developed.

PROFESSIONAL DRESS CODE/GUIDANCE

The status of each of us, as individuals, is reflected by the initial image we portray to others. Studies have shown that professional competency is judged initially by the outward appearance and manner of health care professionals. Trust and acceptance by clients is an important factor in how well they respond to our interventions, despite our technical skills. Dress regulations, in many instances, serve to protect the client, to identify the professional to the consumer and to other professionals, and to allow us to do our jobs safely and effectively. Guests to our department, clients, research volunteers, applicants to the program, and a host of professionals notice our campus attire. When one accepts the individual responsibilities inherent in becoming an occupational therapist, one assumes the collective responsibilities of reflecting upon the profession as a whole.

The University of Alabama at Birmingham has professional dress code guidelines for all students. Students are expected to be well groomed and to portray the appearance of a responsible health professional while in attendance at any activity associated with the profession and department. It is the student's responsibility for dressing appropriately. The professional standards, goals, and objectives of the occupational therapy program require appropriate behavior and attire in the classroom/educational environment at all times. Unprofessional attire may not be worn at any time when a student is representing UAB as an institution – on or away from campus.

Failure to comply with the dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make up missed work.

IN ALL SETTINGS

Photo Identification: UAB photo identification must be worn at all times (on campus and during off-campus activities affiliated with UAB and during fieldwork). UAB photo identification badges must be secured above the waist, with the photo facing forward and clearly visible to others.

Personal Hygiene: Students need to manage their own personal hygiene to avoid offensiveness in close physical interactions with clients, visitors, students and instructors. Body odor/smoke

or other odors are not acceptable. Use of deodorants and/or antiperspirants is encouraged. Perfumes or other strong fragrances are not acceptable.

Nails: Fingernails are to be kept short and clean to avoid skin trauma or contamination. Nail polish should be well maintained in classes and labs. Please note that nail polish is not appropriate in clinical settings and should not be worn in clinical situations to minimize infectious disease concerns.

Hair: All hair should be clean and well-groomed at all times. During labs or during other simulated or actual client interactions, hair should be secured (pulled back/up) in a way that it will not interfere with management of clients or use of equipment.

Hats and head coverings: Hats are not acceptable. Head coverings are allowed when worn for religious, cultural, medical or ethnic observations (please discuss with the Program Director).

Jewelry: Jewelry should be minimal, with no sharp edges, in order to avoid risk to others or self during simulated or actual client interactions (in the classroom, during labs or practical exams, or during community-based and other off-campus clinical education experiences).

Clothing: Clothing should be clean and neat, free of rips, holes and excessive wrinkles or frayed hems. Clothing should not be tight or thin enough for undergarments to be visible. Undergarments shall be worn and shall not be visible when the students are involved in any activities in the classroom, labs or fieldwork – regardless of body position or task.

Classroom Dress Code

In addition to the “In All Settings” guidelines listed above, classroom dress code includes the following:

- **Upper Body:** Tops should provide coverage of the shoulders, chest and torso area. Low cut tops, or short tops that do not fall below the level of the pant or skirt waistband are not considered appropriate attire. Top/shirts should not gap when bending forward nor ride over the lower back region when moving or raising your arms overhead.
- **Lower Body:** Shorts, dresses, or skirts must not be shorter than 3” above the knee. Track, basketball, or other athletic shorts are not acceptable. Leggings, yoga pants and similar can be worn when paired with a dress or tunic-length shirt. Note that tight or revealing clothing is deemed as professionally inappropriate and can disrupt the learning environment
- **Footwear:** Shoes should be clean, in good condition and must be worn at all times, even when seated (no bare feet). Closed toe shoes, including running shoes or sandals that cover the majority of the foot are strongly encouraged. Flip flops are not acceptable.

Guest lecture attire: When guest lecturers are scheduled to be in the classroom, official UAB OT department polo shirts and khaki, black or navy-blue solid color pants/skirt **MUST** be worn (no denim). Sweatshirts or sweaters may not cover the polo. Students may wear a plain colored long-sleeved shirt under the polo if they anticipate being cold during the guest lecture.

Classroom or external presentation attire: Business or business-casual dress will be required at the discretion of the course instructor. Please ask for additional guidance about what constitutes business or business-casual dress as needed prior to the presentation.

Lab attire in the classroom: Lab attire may be acceptable in the classroom setting if a student does not have adequate time to change between classroom and lab activities. This needs to be cleared with the course instructor and does not apply when guest lectures, outside guests or presentations are scheduled.

Laboratory Dress Code

Wearing appropriate lab attire has a direct effect on learning experiences. Specific guidelines are offered to ensure that you will be able to examine the body, move appropriately and maintain modesty. Students show respect for classmates by presenting themselves in a clean, appropriate lab "uniform". (Course specific dress code requirements are at the discretion of the course instructor and may differ from the general policy).

In addition to the "In All Settings" guidelines, laboratory dress code includes the following:

- Scrubs tops and pants, athletic (tennis) shoes and socks must be worn and in good condition, or the following is acceptable:
 - Upper Body: t-shirts, sweatshirts, and scrub tops are acceptable. There may be times students are asked to wear tank tops or sports bras to identify bony prominences or to assess movement. Students will be notified ahead of time and are encouraged to discuss with their lab instructor if they are uncomfortable with that request.
 - Lower Body: track, basketball and other athletic shorts are acceptable. Yoga pants, spandex, scrub pants, and sweatpants can be worn. Athletic (tennis) shoes and socks must be worn and in good condition.

Academic Skills Competencies/Lab Practical/Off Campus Clinical Education Dress Code

Many clinical sites have increasingly strict guidelines on dress and appearance where if the student chooses not adhere to the policies they would be unable to participate in fieldwork courses that are hosted at those sites. As a result, the department has stricter guidelines for specific activities that are designed to model all or part of clinical rotations.

Therefore, in addition to the "In All Settings" guidelines, the following dress code applies during academic skills competencies, lab practicals, and/or during off-campus community-based experiences, unless stated otherwise by the course instructor:

Clothing: Official UAB OT department polo shirts and khaki, black or navy-blue solid color pants/skirts MUST be worn (no denim). Sweatshirts or sweaters may not cover the polo. Students may wear a plain colored long-sleeved shirt under the polo if they anticipate being cold. Clothing worn in these settings/situations must be neat and clean to avoid contamination in clinical settings/situations. They should be removed for cleaning as soon as possible after leaving any clinical site to reduce contamination to your personal surroundings.

Shoes: Closed-toe shoes with rubber soles must be worn. Shoes should be clean and in good condition.

Nails: Nails should be clean, trimmed, and free of polish. No artificial nails. Nail length must be kept to a minimum to avoid skin trauma or contamination.

Jewelry: All jewelry should be minimal. Excessive jewelry, dangling earrings or large hoops, and facial piercings are not permitted. With the exception of ear piercing, there will be no visible body piercing, including but not limited to tongue or nose piercing, or eyebrow rings/bars

Tattoos: Visible tattoos are not acceptable. Either clothing or a derma-blend product should cover all tattoos.

Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make up missed work.

PROFESSIONAL & STUDENT ORGANIZATIONS

American Occupational Therapy Association

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.

Mission Statement

To advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.

Vision 2025

As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

AOTA is only strong because of member support and participation and therefore the department and faculty expect all UAB occupational therapy faculty and students to be members of our national professional organization.

AOTA has an active student membership. Student members get the same benefits as every other AOTA member, with substantial savings on dues and more. More information regarding AOTA student membership and links for joining can be found at: [AOTA Membership](#)

Follow AOTA on social media: students have many opportunities to network with and learn from AOTA leaders, educators, researchers, experienced OTs and OTAs, and fellow students.

Alabama Occupational Therapy Association

The Alabama Occupational Therapy Association (ALOTA) is a member organization. ALOTA is the state-based professional organization and public voice for the occupational therapy profession within Alabama. Members consist of occupational therapists, occupational therapy assistants, occupational therapy students, and corporate sponsors who employ occupational therapy personnel. ALOTA is a state affiliate of the American Occupational Therapy Association (AOTA), which is the national professional association. ALOTA and AOTA share the common

goals of working to advance the profession of occupational therapy, the public's awareness of and access to needed occupational therapy services, and the contributions of occupational therapy to health, wellness, productivity and quality of life.

ALOTA is only strong because of member support and participation and therefore the department and faculty *expect all UAB occupational therapy faculty and students to be members of their state professional organization.*

For more information visit: [ALOTA](#)

World Federation of Occupational Therapy (WFOT)

The WFOT was founded in 1952 and is the official international organization for the promotion of occupational therapy. Since its inception, the Federation has done much to develop minimum education standards and clinical practice throughout the world. Each official OT association of a country is eligible to become a member, as can individual certified therapists. The Federation holds a general conference once every four years. Delegates and individual members from countries throughout the world convene to exchange ideas and information.

To join WFOT as an Individual Member please contact the American Occupational Therapy Association. For more information see: [WFOT](#)

Graduate Student Government

The vision of the GSG is to protect and promote the interest of graduate students, provide a forum for graduate students to voice concerns on academic and non-academic issues, and enhance the quality of education and research at the University of Alabama at Birmingham. For more information: [Graduate School Government](#)

Pi Theta Epsilon

Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. PTE recognizes and encourages superior scholarship among students enrolled in accredited educational programs across the United States. For more information: [Pi Theta Epsilon](#)

Each year the Alpha Beta Chapter of PTE, founded at the University of Alabama at Birmingham (UAB) in 1988, inducts new members.

Student Occupational Therapy Association

The Student Occupational Therapy Association (SOTA) was established as a service club in 1969 for, according to the bylaws, "the purpose of fellowship among students, faculty, and those persons interested in promoting the profession; for the dissemination of knowledge; and for the purpose of both unification within the profession and with other organizations at The University of Alabama at Birmingham."

Membership of the association includes interested students enrolled in the occupational therapy program at UAB. The student association also has a faculty sponsor who serves as a liaison between the department and the student association.

One of the main functions of the SOTA is the raising of funds to help pay expenses of student representatives to the Annual Conference of the American Occupational Therapy Association. Funds are also raised for the Memorial Scholarship, to help pay expenses for active members to attend the ALOTA conference, and community service projects. Participation in SOTA is voluntary, but membership is strongly encouraged.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

Part of UAB's mission is to champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel. In that spirit, COTAD mission is to meet society's occupational needs by developing local and national initiatives and aligning with key stakeholders to create a socioculturally diverse workforce that is able to provide culturally sensitive and client-centered services to occupational therapy consumers.

COTAD Chapters are designed to support occupational therapy students to work together to develop and promote diversity and inclusion within occupational therapy education programs and in the profession. Each Chapter is designed to create opportunities and resources to foster open conversation and increase awareness of different lived experiences to increase cultural humility.

OT Student Ambassador Program

The Student Ambassador Program is a more formal means to reach out to those interested in the Department of Occupational Therapy at UAB. Student Ambassadors correspond with prospective students to answer questions about the department from a student perspective, give tours of the campus, and assist faculty with recruitment activities. It is a volunteer position, and there is an application process for interested students; this usually takes place near the beginning of the second semester, which allows for mentoring with the soon-to-be outgoing cohort of ambassadors. Interested students are encouraged to contact any of the student ambassadors, or the admissions coordinator, Mr. McAlpine.

QUALITY IMPROVEMENT: COURSE EVALUATIONS

Students are typically asked to evaluate a selection of the courses they take through an on-line course feedback system (IDEA). Student anonymity is protected, enabling the student to provide honest and accurate assessments of course content and instruction.

RECORDS

Policy can be found in the Occupational Therapy Student Handbook

In addition:

Student Records Policy (One Stop Student Services) at: [One Stop Student Services](#)

UAB Records Retention Policy at: [Records Retention Schedule](#)

UAB graduate school records policy at: [Graduate School Policies and Procedures](#)

REFERENCE REQUESTS

Faculty are under no obligation to provide references for students. Students are responsible for asking for a professional reference beforehand, and completing a 'Release for Recommendation' form, available from faculty. References will be provided under university/department policies and **cannot be given before receiving the form.**

SCHOLARSHIPS

Keep updated on available scholarships by visiting the following links:

[SHP Admissions Tuition Scholarships](#)

[AOTA Scholarships](#)

SOCIAL MEDIA

Social media, such as LinkedIn, Twitter, Facebook, YouTube etc., can be a useful communication tool, but occupational therapy students should use these forums judiciously. Use of social media sites by health care providers presents unique concerns due to the blurring of the line between one's personal and professional lives (McBride & Cohen, 2009). Occupational Therapy students should note that potential employers might examine your online presence to assess your behavior related to ethical decision-making and/or respectful and courteous communication.

The AOTA Advisory Opinion for the Ethics Commission on Social Networking (2011) stated:

Although posting information on an OSN site is not inherently unprofessional, health care providers need to be cognizant of their responsibility to carefully select the content and amount of information they post. As health care providers, occupational therapy practitioners, educators, and students should ensure that their postings are consistent with professional legal and ethical standards, behavior the term e-professionalism was coined to describe.

UAB welcomes individuals and academic/organizational units to identify their role at UAB publicly on social media. Be aware that by doing so, you are representing UAB and therefore subject to UAB's conduct policies. Students are subject to the [Academic Integrity Code](#).

Academic/organizational units are free to create and maintain a presence on social media that is professional, technically secure and does not violate university web policies or laws that govern the dissemination of public information. These include UAB's Digital Mass Communications and Content policy, UAB IT's Acceptable Use Policy, as well as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). These policies are part of the implicit and explicit agreement you make with UAB for the use of its resources, including its logo and branding.

Social Networking within UAB OT

Students in the Department of Occupational Therapy need to be aware that, when posting on any social media, students must adhere to privacy and confidentiality guidelines and laws. Students should never be discussing or posting pictures of classroom guests, any material about a patient, client or family, or even a work setting – these are HIPPA and confidentiality violations. The rules of academic integrity also apply to postings on social media sites. In considering a post to any social media site, you should think about how it will reflect on you, the department, or the university if it were to become widely known amongst students, faculty and staff.

The Department of Occupational Therapy restricts “friending”, “linking”, “following” on personal social media sites between faculty/staff and students. The only exception to this might be a professional site, such as “LinkedIn”. Maintaining appropriate professional boundaries, while a student is enrolled in the program, means that faculty-student, staff-student merit close consideration of the implications and nature of interactions on social media.

The Department of Occupational Therapy and the students of the Department of Occupational Therapy actively participate on several social networks – consider connecting with your department and colleagues.

STUDENT PHOTOGRAPHS

Each member of the entering classes will be asked to provide/pose for photographs, usually during New Student Orientation. These pictures are used to make a composite picture of the entire class. The pictures are also used for our records. Students will be informed where and when the photographs will be taken.

STUDENT SUPPORT AND RESOURCES (ACADEMIC)

There are many resources available to you as a student of UAB for academic support. The following is a list of some of the resources that the department has found to be particularly beneficial to students:

The Office of Student Recruitment, Engagement and Success: This department can assist with academic counseling, advising support, peer tutoring services, ADA accommodations for students, and campus resource referral. More information can be found here: [SHP Student Services](#)

The University Writing Center: This service provides free writing support to all UAB students, including in person one-on-one consultations and tutoring services. More information can be found here: [UAB Writing Center](#)

Disability Support Services: This department provides a wide array of services and technologies to make the campus and by extension, a UAB education, more accessible for students with disabilities. More information can be found here: [UAB Disability Support Services](#)

Library Liaison: Lister Hill Library has a dedicated liaison for the School of Health Professions to serve as a point person and advocate for students and faculty. The liaison is available in person, through email, and instant messenger. Some of the services provided include one-on-one or small group research assistance, review of methods for identifying resources, review of library services, assistance with searching databases, and assistance with managing citations. More information can be found here: [UAB Libraries](#)

TECHNOLOGY REQUIREMENTS

All students must have access to a computer that allows them to complete all coursework and general curriculum requirements. Students are responsible for knowing how to operate the computer systems and the software packages required, including the capability to use the university's lock-down browsers for testing. (Please reference the UAB IT website for recommendations on computer specifications and software availability for students).

UAB's Learning Management System is "Canvas". It is important that students are familiar with accessing and using this system: there are resources for students such as training options, tutorials and technical support on the Canvas website.

TECHNOLOGY USE

Established and emerging online internet and wireless technologies and social networking platforms are fundamentally changing the way organizations and individuals communicate. Because of the constantly evolving nature of social networking platforms and technologies, this policy and guidelines do not attempt to identify every platform, although they will apply to all contemporary communication technologies available.

The rationale for this policy is that in the clinical setting, health care professionals may not engage in the use of any form of electronic device/technologies for non-work-related needs/activities while in the work environment. This includes, but not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, use of social media apps, playing games, accessing internet, listening to music, or any other contemporary communication technologies available. The use of any communication technology is often prohibited or restricted to specific areas. The use of any device to take photographs of staff, visitors, clients/patients and even clinical areas is prohibited. Any photographing, videotaping, audiotaping, and/or filming in clinical areas is subject to strict policies and is often prohibited unless it has been approved by Risk Management Departments.

Therefore, in preparing students for careers in healthcare settings, the UAB Department of Occupational Therapy has a **ZERO TOLERANCE** policy for communication/electronic technology, including cell phone use. This includes, but is not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, playing games, accessing internet, listening to music, emailing or using social media, including but not limited to Facebook, Snapchat, Whatsapp, Facebook Messenger, WeChat, GroupMe, Instagram, YouTube, Pinterest, or any other contemporary communication technologies available during any instructional sessions. This includes, but not limited to, lectures, presentations, discussions, group work, lab activities, community activities, fieldwork rotations and any activity, regardless of setting, associated with courses.

- Communication/electronic technologies, including cell phones, must be silenced and placed out of sight and remain there for all instructional times.
- Communication/electronic technologies, including cell phones may be left on vibrate for emergency notification purposes only. In this case, the student will notify the course director/instructor/fieldwork educator prior to the instructional session and quietly excuse herself or himself when they receive it.
- Communication/electronic technologies, including cell phones may be used when the course director/instructor/fieldwork educator allows it for specific learning activities.
- All course directors build in designated breaks and the use of communication/electronic technologies, including cell phones in the instructional environment is allowed at that time. Students will return their devices to silence/out of sight when instruction recommences.
- The recording of any instructional session, faculty, staff, colleagues, students or visitors, either through video or voice, is strictly prohibited at all times. Prior approval from the person being recorded is required.

The School of Health Professions expects students to maintain an acceptable quality of academic performance and to exhibit appropriate conduct. Students are expected to conduct themselves in a manner similar to the accepted standards for practicing health care professionals. As a result any student in breach of the technology use policy will be viewed as exhibiting unprofessional behavior, as detailed in the UAB Academic integrity Code.

Students will be subject to disciplinary action as detailed in this policy ranging from oral or written warning to suspension/expulsion from classes and other privileges in the School of Health Professions.

TRANSFER OF CREDIT POLICY

The Department adheres to the credit transfer policy established by the UAB Graduate School, presented in the Graduate School Policy and Procedures Section 9 Policy 4 at: <http://www.uab.edu/graduate/component/content/article/23-students/catalog/72-policies-and-procedures>.

Previously earned graduate credit that has not been applied toward another degree (either at UAB or elsewhere) is eligible for transfer into the student's current degree program. Ordinarily no more than 12 semester hours of transfer credit can be applied to a degree program. Acceptance of more than 12 hours will require approval by the program director, department chair, and Graduate School Dean. All credit transfer requests must be initiated by the student and require the approval of the graduate program director and the Graduate School Dean.

Transfers of Credit forms are available online at <http://www.uab.edu/graduate/online-forms>. An application for transfer of credit will not be considered until the student has completed at least 9 semester hours of graduate credit in their current UAB program and is in good academic standing. Once transfer credit has been accepted, it will be included in the calculation of the grade point average in the student's current UAB program.

Graduate credit earned with a grade of B or above while a graduate student in another regionally accredited graduate school may be considered for transfer. In programs offered jointly by UAB and other universities, all graduate credits earned in the program at a cooperating university are eligible for transfer to UAB. If a student earns credit in one UAB graduate program and is later admitted to another program, unused credits from the previous program, if applicable, are eligible for consideration for transfer into the current program.”

In keeping with this University policy, requests for transfer of graduate credit from another entry level occupational therapy program, accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), will be considered on an individual case basis and will require approval from the Program Director and the Department Chair before it is submitted for approval to the Graduate School Dean. Each course submitted for review will be evaluated for equivalence to the required department course by the faculty member currently teaching the course, and the program director. Course syllabi must be provided for equivalence review, and a competency test may be administered at the Program Director’s discretion.

WITHDRAWAL - COURSE

Because the professional program is a sequenced curriculum, students may not withdraw from a course without permission. Course withdrawal may prevent the student from enrolling in subsequent semester coursework.

WITHDRAWAL - PROGRAM

A student may choose to withdraw from the program but is encouraged to engage in an exit interview with the Department Chair/Program Director. If the student is in good academic standing, they may petition the faculty for re-entry into the program. Depending on withdrawal

reasons and permission to re-enter, specific objectives may be required before the student re-enters. Acceptance for re-entry will be subject to class space availability.

WRITTEN ASSIGNMENTS

Students should follow instructions for written assignments as provided by the course instructors. In general, the Department of Occupational Therapy recommends American Psychological Association (APA) style of referencing for assignments.

The Department of Occupational Therapy Student Handbook serves as a contract between you and the faculty/program.

Once you have read it and understand the contents, all students, faculty and staff will be required to sign that they acknowledge and understand the contents of the student handbook.

A link will be sent to you at the start of the semester.

UAB Department of Occupational Therapy Website:

