



University of  
**Pittsburgh**

School of Health and  
Rehabilitation Sciences

# **Manual for the Master of Science in Occupational Therapy Student**

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# TABLE OF CONTENTS

<a href="#">INTRODUCTION</a> .....	5
<a href="#">THE DEPARTMENT OF OCCUPATIONAL THERAPY</a> .....	6
<a href="#">Our Mission</a> . . .	6
<a href="#">Our Vision</a> . . .	6
<a href="#">Our History</a> . . .	6
<a href="#">Our Success</a> . . .	7
<a href="#">MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM</a> .....	9
<a href="#">Philosophy</a> . . .	9
<a href="#">Curriculum Design</a> . . .	10
<a href="#">MS in OT Curriculum</a> . . .	13
<a href="#">Essential Skills / Technical Standards</a> . . .	16
<a href="#">Clinical and Research Preceptorship</a> . . .	18
<a href="#">REGULATIONS</a> .....	19
<a href="#">Nondiscrimination</a> . . .	19
<a href="#">Academic Conduct and Integrity</a> . . .	19
<a href="#">Ombudsperson</a> . . .	20
<a href="#">Academic Advising</a> . . .	20
<a href="#">Plan of Studies</a> . . .	21
<a href="#">English Language Competency Requirements</a> . . .	21
<a href="#">Registration</a> . . .	21
<a href="#">Academic Standards</a> . . .	22
<a href="#">Comprehensive Examination</a> . . .	23
<a href="#">Grades</a> . . .	23
<a href="#">Probation, Suspension, and Dismissal</a> . . .	24
<a href="#">Class and Preceptorship Attendance and Punctuality</a> . . .	24
<a href="#">Course Assignments, Quizzes, and Examinations</a> . . .	25
<a href="#">Professional Development</a> . . .	26
<a href="#">Academic and Professional References</a> . . .	26
<a href="#">Student Release Permitting the Use of Academic Products</a> . . .	27
<a href="#">Professional Behaviors</a> . . .	27
<a href="#">SHRS Social Media Policy</a> . . .	28
<a href="#">Audio Recording, Video Recording and Photographic Imaging of Classroom/Laboratory Activities and Course Materials</a> . . .	28
<a href="#">Expectations for Appearance</a> . . .	29
<a href="#">Portability and Accountability Act (HIPAA) Certification</a> . . .	30
<a href="#">Bloodborne Pathogens Training</a> . . .	31
<a href="#">Collaborative Institutional Training Institute (CITI) Modules</a> . . .	31
<a href="#">First Aid / CPR / AED Certification</a> . . .	31
<a href="#">Health and Safety Issues</a> . . .	32
<a href="#">Professional Liability Insurance</a> . . .	32

<a href="#">Health Screening</a> . . .	32
<a href="#">COVID – 19 Vaccination</a> . . .	33
<a href="#">Influenza Vaccination</a> . . .	33
<a href="#">Health Insurance</a> . . .	33
<a href="#">Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting</a> . . .	34
<a href="#">Criminal Background Check, Child Abuse History Clearance, and Fingerprint-based Background Checks</a> . . .	34
<a href="#">Sexual Misconduct &amp; Title IX Overview</a> . . .	35
<a href="#">COVID-19 Introduction Education Module (Wolff Module)</a> . . .	35
<a href="#">SHRS New Student Survey, Orientation Acknowledgement and Photo Permission Form</a> . . .	35
<a href="#">Employment Options for International Students</a> . . .	36
<b>STUDENT RESOURCES</b> .....	36
<a href="#">Typhon Group System</a> . . .	36
<a href="#">Disability Resources and Services</a> . . .	36
<a href="#">Information Technology and Computing Labs</a> . . .	37
<a href="#">Emergency Preparedness</a> . . .	37
<a href="#">Evacuation</a> . . .	38
<a href="#">Lost and Found</a> . . .	38
<a href="#">Information and Updates</a> . . .	39
<a href="#">Student Lounge</a> . . .	39
<a href="#">Borrowing Materials</a> . . .	40
<a href="#">Mailboxes</a> . . .	41
<a href="#">Access Badge</a> . . .	41
<a href="#">Building Information</a> . . .	41
<a href="#">Transportation and Parking</a> . . .	42
<a href="#">Department of Occupational Therapy Award</a> . . .	42
<a href="#">Commencement / Graduation</a> . . .	42
<a href="#">Useful Telephone Numbers and Web Addresses</a> . . .	42
<b>STUDENT AND PROFESSIONAL ORGANIZATIONS</b> .....	45
<a href="#">Graduate and Professional Student Association</a> . . .	45
<a href="#">University of Pittsburgh Student Occupational Therapy Association</a> . . .	45
<a href="#">Coalition of Occupational Therapy Advocates for Diversity (COTAD)</a> . . .	45
<a href="#">TransfomOTive Justice (TJ)</a> . . .	45
<a href="#">American Occupational Therapy Association</a> . . .	45
<a href="#">Pennsylvania Occupational Therapy Association</a> . . .	46
<a href="#">World Federation of Occupational Therapists</a> . . .	46
<b>CERTIFICATION AND LICENSURE</b> .....	47
<a href="#">Certification Examination</a> . . .	47
<a href="#">Licensure and State Regulations</a> . . .	47
<b>APPENDIX A</b> .....	48
Student Agreement to Participate in Clinical Education Release of Information Form	
<b>APPENDIX B</b> .....	49
Student Waiver for Faculty/Staff Reference	

<a href="#">APPENDIX C</a> .....	50
MS in OT Professional Behavior Evaluation	
<a href="#">APPENDIX D</a> .....	52
MS in OT Student Required Documents	
<a href="#">APPENDIX E</a> .....	53
Guidelines for Clinical Preceptorship	
<a href="#">APPENDIX F</a> .....	57
Guidelines for Research Preceptorship	
<a href="#">APPENDIX G</a> .....	60
Guidelines for Research Preceptorship with Scholarly Project	
<a href="#">APPENDIX H</a> .....	64
Manual Acknowledgement Agreement	

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# INTRODUCTION

**WELCOME to . . .**

## **PITT's Master of Science in Occupational Therapy (MS in OT) Program!**

The University of Pittsburgh's OT program is one of the TOP 10 OT programs in the USA!  
The *U.S. News & World Report* rates the University of Pittsburgh's OT program as #3 in the Nation!

We specialize in facilitating your learning through interactive, student-friendly classes and broadening your horizons through study in an internationally renowned academic healthcare center. We are pleased that you have selected the University of Pittsburgh for your professional education.

The purpose of this Manual is to assist you in becoming acquainted with the policies, procedures, and expectations of the Department of Occupational Therapy of the School of Health and Rehabilitation (SHRS). We ask that you read the Manual carefully and seek clarification from the Program Director about content that you do not understand. We will keep you informed about any changes in the content that occur during your enrollment. Although this Manual provides you with some of the more salient policies and procedures, the UNIVERSITY, the DIVISION OF HEALTH SCIENCES, and the SCHOOL OF HEALTH AND REHABILITATION SCIENCES also have policies and procedures that affect you. You are responsible for being cognizant of the University, Division, School, and Department regulations relevant to your program of study and should refer to the websites and sources listed in this Manual for handbooks and bulletins containing these policies.

After you have read this Manual and fully understand its content, sign the Manual Acknowledgment Agreement (last page of this Manual), indicating that you understand and agree to abide by all the policies, procedures, and expectations of the Department of Occupational Therapy, School of Health and Rehabilitation Sciences, University of Pittsburgh.

# THE DEPARTMENT OF OCCUPATIONAL THERAPY

## OUR MISSION

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The Department of Occupational Therapy's mission is to:

- Educate entry-level professional students to practice evidence-based occupational therapy in a variety of healthcare, community, and educational settings; manage occupational therapy service delivery; and contribute to the profession through service and participation in research.
- Provide customized courses of study for post-professional students (master's and doctoral), designed to meet their individual learning needs and to enhance their ability to assume leadership roles in practice, education, research, program development, or program evaluation.
- Provide continuing education for practicing therapists to facilitate their continued competence.
- Plan and engage in research to advance occupational therapy (and rehabilitation) practice and education.
- Serve the University and public and professional communities through participation in University and community service and professional associations

## OUR VISION

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The University of Pittsburgh's Department of Occupational Therapy will be nationally and internationally recognized as a leader in occupational therapy education, a pioneer in occupational therapy research, and a partner in regional practice and development.

## OUR HISTORY

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- 1982 The Department of Occupational Therapy and the program in occupational therapy (BS) were established in the School of Health Related Professions.
- 1985 The entry-level baccalaureate curriculum was accredited by the Council for Allied Health Education and Accreditation (CAHEA), American Medical Association.  
The program in occupational therapy graduated its first students with a BS degree.
- 1990 The entry-level baccalaureate curriculum was re-accredited by CAHEA.
- 1992 The post-professional master's program (MS) with an emphasis in occupational therapy was established in the School of Health and Rehabilitation Sciences (formerly titled the School of Health Related Professions).
- 1993 The first students from the MS program with an emphasis in occupational therapy graduated.
- 1997 The entry-level baccalaureate curriculum was re-accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association (AOTA).
- 1999 The Department of Occupational Therapy began participating in the interdisciplinary doctoral program in rehabilitation science (PhD).
- 2000 The entry-level master's program in occupational therapy (MOT) program was established and accredited by the ACOTE.  
The Beta Tau Chapter of Pi Theta Epsilon was established at the University of Pittsburgh.

- 2002 The program in occupational therapy graduated its first students with a MOT degree.
- 2003 The first student from the Department of Occupational Therapy graduated with a PhD degree.
- 2005 The MOT program was re-accredited by ACOTE for a period of 10 years from academic year 2004/2005 to 2014/2015.
- 2014 The Doctor of Clinical Science (CScD) with an emphasis in occupational therapy was approved as a post-professional degree.
- 2015 The MOT program was re-accredited by ACOTE for a period of 10 years from academic year 2014/2015 to 2024/2025.
- 2016 The first students graduated from the CScD with an emphasis in occupational therapy program.  
The Master of Science in Occupational Therapy program was approved and the MS in OT was established as a degree type at the University of Pittsburgh.
- 2018 The post-professional master's program was revised and established as a Master of Science in occupational therapy (MS in OT).  
The Department of Occupational Therapy moved to Bridgeside Point I.

## **OUR SUCCESS**

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### **Our Faculty:**

Nationally Recognized Achievements:

- American Occupational Therapy Association – Award of Merit; Eleanor Clarke Slagle Lectureship (highest academic honor); Recognized Fellows; and Association Leadership: Board of Directors, Representative Assembly, Special Interest Sections, and Ad-hoc committees
- American Occupational Therapy Foundation – Research Academy honored members; and Leaders & Legacies Society
- Research Grants – National Institutes of Health; Centers for Disease Control and Prevention; Department of Defense; and Foundations
- Experts in the fields of Pediatrics; Gerontology; Neurorehabilitation; Disability Analysis; and Health Policy

### **Our Students:**

- Recipients of research/scholarly and leadership awards by the American College of Rheumatology Research & Education Foundation, RESNA/Whitaker Foundation, Albert Schweitzer Fellowship, Jewish Healthcare Foundation (JHF) Patient Safety Fellowship, JHF Jonas Salk Health Fellowship, JHF Death and Dying Fellowship, JHF Health Innovations Fellowship, National Institute for Disability and Rehabilitation Research, and Pi Theta Epsilon (nationally recognized honor society for occupational therapy students and alumni)
- University (Alumni Association, UPMC Endowed Scholarship, Nationality Room Scholarships, Anne Pascascio Scholarship), Department (Joan C. Rogers Student Award, Caroline Robinson Brayley Student Enrichment Fund, Department of Occupational Therapy Award of Professional Excellence), and professional (American Occupational Therapy Foundation, American Occupational Therapy Association, Pennsylvania Occupational Therapy Association, National AMBUCS, Inc. ) scholarship awardees
- Traditional and non-traditional students with diverse backgrounds and life experiences
- Application of education through participation in research and service activities

- Achieve the gold-level of AOTA Student Membership Circle (100% student membership).

### **Our Program and Curriculum:**

- Educational program established in 1982
- Ranked #4 in the nation by *U.S. News and World Report*
- Fieldwork opportunities across the country in a variety of practice areas (over 150 sites)
- Innovative learning opportunities, including clinical simulation experiences with practitioners, patient simulators, and standardized patients

### **Our Graduates:**

- National certification examination scores exceed national average
- Hold advanced practice positions including: clinical specialists, administrators, managers, researchers, educators, and business owners

### **Our Facilities:**

- Located within the School of Health and Rehabilitation Sciences, one of six schools (Dental Medicine, Medicine, Nursing, Pharmacy, Public Health) of the health sciences in a large academic medical center, the University of Pittsburgh Medical Center (UPMC)
- UPMC is rated among "the best" in the nation by *U.S. News and World Report*
- The University has numerous federally funded Centers of Clinical Excellence
- Best library facilities in Western Pennsylvania, among the top in the nation for psychiatric holdings
- State-of-the-art teaching and laboratory facilities
- Interprofessional learning opportunities

### **Our University and Community:**

- Founded in 1787 – one of the oldest institutions of higher education in the US
- Member of the Association of American Universities, an association of the leading research universities in North America
- In 2021, the *Wall Street Journal/Times Higher Education* College Rankings again named Pitt as the No. 1 public university in the Northeastern United States.
- Ranks 5th among all US universities in terms of competitive grants awarded to members of its faculty by the National Institute of Health
- Ranks 9<sup>th</sup> nationally in terms of total federal science and engineering research and development support, according to the National Science Foundation
- Strong university ties to the local medical community
- 132 acres (Yes, we have trees – in fact, over 500!)
- Access to ethnic diversity and cultural resources of a large city with a small-town atmosphere



# MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

The post-professional MS in OT program is designed for occupational therapists with a bachelor's degree in occupational therapy. The program is intended for occupational therapists, educated in the United States or internationally, who are seeking advanced knowledge and skills. For those students who earned their bachelor's degree in occupational therapy from a non-U.S. accredited college/university, the MS in OT program may also provide an opportunity to become eligible to take the registered occupational therapist (OTR) certification exam, which is conducted by the National Board for Certification for Occupational Therapist (NBCOT). After successful completion of the MS program, the students who have earned their bachelor's degree internationally, will complete the Occupational Therapist Eligibility Determination (OTED®) process through the NBCOT. The OTED process will evaluate the students' bachelor and master's curriculum to determine if the students' combined bachelor's and master's education, including Preceptorship, meets the eligibility requirements to apply for the OTR certification exam. Education and Preceptorship must be deemed comparable to current U.S. entry-level educational standards to become eligible to take the OTR certification exam. In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the OTR certification examination. A felony conviction may affect a graduate's ability to sit for the OTR certification examination or attain state licensure. Additionally, certification and licensure requirements include inquiries as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act including those associated with alcohol and/or substance abuse.

## **PHILOSOPHY**

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The beliefs of the faculty of the Department of Occupational Therapy, which comprise the program's philosophy, are consistent with the current published philosophy of the profession.

Philosophically, faculty of the Department of Occupational Therapy share the following beliefs about humans (students, patients/clients/consumers):

- Each person is an open system composed of interrelated structures and functions organized into a coherent whole that interacts with the environment.
- Each person has the capability, right, and responsibility to make choices and has the right to dignity and respect.
- Each person is an active being who has the capability to maintain, grow, and adapt through occupation (purposeful activity).
- When a person's ability to adapt creatively is impaired, dysfunction occurs.
- The occupational therapist uses occupation (purposeful activity) to enhance function through restoration, compensation, and education.
- The occupational therapist uses occupation (purposeful activity) as a primary method of assessment, intervention, and health promotion.

Similarly, the Department of Occupational Therapy faculty share common beliefs regarding how adult students learn:

- Students are active learners.

- Students develop cognitive (thinking) skills in a hierarchical manner, from a simple recall of knowledge (facts) to the complex evaluation of knowledge, and cognitive learning is enhanced when knowledge is organized from simple to complex.
- Students develop psychomotor skills primarily through practice, and skill learning is facilitated when practice is supervised.
- Students develop affective skills primarily through imitation and socialization, and affective learning is facilitated through self-reflection and exposure to competent role models.
- Students require assistance to integrate effectively their developing cognitive, psychomotor, and affective skills.
- Students learn in different ways, and hence a variety of teaching methods is needed to facilitate optimal learning.

Students enter the MS in OT program with a broad background in the liberal arts as well as specified prerequisites in the biological and behavioral sciences and statistics. To support active learning as well as individual learning styles, students are provided with multiple guided (e.g., student oral and poster presentations, case-based format) and interactive (e.g., CourseWeb discussion group, role modeling) learning opportunities in addition to lectures.

## **CURRICULUM DESIGN**

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The design for the MS in OT curriculum is based on the interaction of concepts from the International Classification of Functioning, Disability and Health (ICF) (World Health Organization (WHO), 2001), and three primary roles expected of occupational therapists – practitioner, manager, and contributor. The matrix formed by ICF concepts and the primary roles serves as an organizer for the relationship between the courses in our curriculum and the content within courses.

World Health Organization. (2001). *International classification of functioning, disability and health*. Geneva: Author.

The ICF is a required textbook for courses in the MS in OT curriculum.

The vertical axis of our curriculum matrix is formed by the following **ICF concepts** (WHO, 2001, pp. 8, 10):

- Environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives.
- Participation is involvement in a life situation.
- Participation restrictions are problems an individual may experience in involvement in life situations.
- Activity is the execution of a task or action by an individual.
- Activity limitations are difficulties an individual may have in executing activities.
- Body functions are the physiological functions of body systems (including psychological functions).
- Body structures are anatomical parts of the body such as organs, limbs and their components.
- Impairments are problems in body function or structure such as significant deviation or loss.
- Functioning indicates non-problematic aspects of health and health-related states.
- Disability indicates impairment, activity limitations or participation restrictions.

The horizontal axis of our curriculum matrix is formed by the three **primary roles** expected of

an entry-level occupational therapist.

### **Role of Practitioner:**

The occupational therapy practitioner, based on outcomes that are meaningful to clients, uses evaluation data to formulate and implement interventions to establish, restore, maintain, or enhance functional and structural integrity, activity, and participation in lifestyles that are optimally independent, productive, and satisfying to clients. Graduates will demonstrate the ability to:

- Establish therapeutic relationships with clients and caregivers, and professional relationships with colleagues consistent with the Occupational Therapy Code of Ethics (AOTA, 2015);
- Screen and evaluate client's participation and participation restrictions, activity and activity limitations, functional and structural integrity and impairments, and occupational environment; document the findings and accurately interpret the results;
- Formulate, implement, and document occupation-based intervention, using current best evidence, to enhance functioning and reduce or prevent disability; and,
- Develop and implement a transition plan in collaboration with clients in preparation for the discontinuation of occupational therapy services when appropriate.

### **Role of Manager:**

The occupational therapy manager plans, organizes, implements, staffs, directs, and evaluates occupational therapy services; coordinates these functions with other health, education, and work-related services; and promotes understanding of occupational therapy services. Graduates will demonstrate the ability to:

- Use data when making resource and program management decisions and apply management principles and strategies to direct occupational therapy services; and,
- Relate the roles and functions of occupational therapy to other health care services and describe the influence of external factors, such as demographic trends, public laws, health care policies, and reimbursement policies on health care services.

### **Role of Contributor:**

The occupational therapy contributor has a professional responsibility to recognize and influence health care within the context of world, national, state, community, and work environments. Contributors participate in the development and application of a scholarly body of knowledge within occupational therapy practice. A graduate will demonstrate the ability to:

- Recognize, integrate, and discuss issues pertaining to public health and occupational therapy practices, and articulate methods to effect change; and,
- Find, analyze, and integrate scholarly works from both occupational therapy and other appropriate sources; design, implement, and disseminate beginning level research projects as well as articulate the basics of programmatic grant writing.

**Curriculum Matrix: ICF x Primary Roles.** Table 1 demonstrates how the roles of practitioner, manager, and contributor interact with the ICF concepts to create the framework used by the University of Pittsburgh Occupational Therapy Program to plan, implement, and evaluate the program

Table 1. ICF concepts and professional roles

		<b>ROLES</b>		
		<b>Practitioner</b>	<b>Manager</b>	<b>Contributor</b>
<b>ICF*</b>	<b>Environment Factors</b>	Analyzes the influence of the environment on impairments, activities and participation and adapts environment and/or recommends changes.	Plans, establishes and manages organizational, educational and community environments.	Uses research evidence to identify & influence health within multiple environments. Advocates for the needs of consumers served by OT.
	<b>Participation / Participation Restriction</b>	Evaluates and intervenes for factors that enable or restrict full participation of consumers of OT services.	Considers social, economic, political, legislative and policy issues to plan, establish and manage service delivery systems that promote participation of OT consumers and populations with disabilities.	Uses & designs research to examine factors that enable full participation of individuals and populations and disseminates findings to consumer, professional, regulatory and health policy groups.
	<b>Activities / Activity Limitations</b>	Analyzes everyday activities and occupations. Evaluates and intervenes for factors that enable or limit expected, required, or desired activities/ occupations of consumers of OT services.	Plans, establishes, and manages resources and service delivery systems that reduce activity limitations & promote activities for OT consumers and populations with disabilities.	Uses and designs research to examine factors that enable activities and occupations of individuals and populations, and disseminates findings to consumer, professional, regulatory and health policy groups.
	<b>Body Functions &amp; Structures / Impairment</b>	Evaluates and intervenes for factors that influence optimum health as well as deviations and loss of functions/structures.	Plans, establishes, and manages resources and service delivery systems that reduce impairments and promote healthy function of body functions/ structures for OT consumers and populations with disabilities.	Uses and designs research to examine factors that prevent deviations & loss of functions/structures to promote health of individuals and populations, and disseminates findings to consumer, professional, regulatory and health policy groups.

\*International Classification of Functioning, Disability and Health

## **MS in OT CURRICULUM**

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Each student will be advised by the Program Director (PD) who will oversee the development, implementation and grading of Comprehensive Examinations necessary to complete the program. The MS program will provide didactic coursework as well as opportunities for research preceptorships under the guidance of faculty or clinical preceptorships across varying clinical settings.

The program requires the completion of 30 credits for the Clinical, Research and Research with Scholarly Project plan of study.

The following are typical plans of study for students enrolled in the Master of Science (MS) Program in Occupational Therapy (OT).

### **Clinical Plan of Study (30 credits, 2 terms)**

#### **Term 1 - Fall Term - 15 Credits**

OT 2207 – Principles of Assessment  
OT 2221 – Developmental Theory and Practice OR OT 2222 Productive Aging Theory and Practice  
OT 2224 – Management of Occupational Therapy Practice  
OT 2241 – Clinical Preceptorship 1  
OT 3010 – Evidence Interpretation for Implementation  
OT 3206 – Advanced Theory and Practice

#### **Term 2 - Spring Term - 15 Credits**

OT 2210 – Psychosocial/Cognitive Theory and Practice  
OT 2213 – Occupational Therapy and the Health System  
OT 2242 – Clinical Preceptorship 2  
OT 2248 – Professional Reasoning in Occupational Therapy  
OT 2249 – Special Topics in Occupational Therapy: Clinical  
OT 3200 – Evidence-Based Protocols and Practice Guidelines

### **Research Plan of Study (30 credits, 2 terms)**

#### **Term 1 - Fall Term – 15 credits**

HRS 2927 – Statistical Methods for Health Science Research 1  
OT 2221 – Developmental Theory and Practice OR OT 2222 – Productive Aging Theory and Practice  
OT 2245 – Special Topics in Occupational Therapy: Research  
OT 2246 – Research Preceptorship 1  
OT 3010 – Evidence Interpretation for Implementation  
OT 3206 – Advanced Theory and Practice

#### **Term 2 – Spring Term – 15 credits**

OT 2210 – Psychosocial/Cognitive Theory and Practice  
OT 2213 – Occupational Therapy and the Health System  
OT 2247 – Research Preceptorship 2  
OT 3100 – Evidence Analysis and Synthesis  
OT 3200 – Evidence-Based Protocols and Practice Guidelines

### **Research with Scholarly Project Plan of Study (30 credits, 3 terms)**

### **Term 1 - Fall Term – 12 credits**

HRS 2927 – Statistical Methods for Health Science Research 1

OT 3206 – Advanced Theory and Practice OR OT 2221 – Developmental Theory and Practice OR

OT\_2222 – Productive Aging Theory and Practice

OT 2245 – Special Topics in Occupational Therapy: Research

OT 2246 – Research Preceptorship 1

OT 3010 – Evidence interpretation for Implementation

### **Term 2 – Spring Term – 15 credits**

OT 2210 – Psychosocial/Cognitive Theory and Practice

OT 2213 – Occupational Therapy and the Health System

OT 2251 – Scholarly Project

OT 3100 – Evidence Analysis and Synthesis

OT 3200 – Evidence-based Protocols and Practice Guidelines

### **Term 3 – Summer Term – 3 credits**

OT 2251 – Scholarly Project

Comprehensive Examination:

Each student must successfully complete a Comprehensive Examination in Spring Term. This examination is used to determine mastery of the core content in the curriculum.

### **MS Course Descriptions:**

HRS 2927 – Statistical Methods for Health Science Research 1

This is the first of a two-course series in statistical methods. Topics covered include measurement, frequency distributions, histograms, bar graphs, stem-and-leaf displays, boxplots, scatterplots, measures of central tendency, measures of variability, point estimation, interval estimation, sampling distributions, one and two-sample tests of hypotheses for means and an introduction to non-parametric tests.

OT 2207 – Principles of Assessment\*\*

Examines the principles associated with the evaluation process, including the selection and administration of assessment tools, and the scoring and interpretation of assessment data. Psychometrics are explored and data collection and analysis is practiced using a range of assessment methods.

OT 2210 – Psychosocial / Cognitive Theory and Practice\*\*

The occupational therapy process for clients with psychosocial and/or cognitive dysfunction is studied in-depth. Theories, principles, assessments, and interventions focus on performance of activities and routines of daily living and participation in society.

OT 2213 – Occupational Therapy and the Health System

Examines health care trends, reimbursement regulations, legislative policies, and current issues affecting occupational therapy. Strategies for maintaining continued competence and supervisory roles are interpreted and applied to practice.

OT 2221 – Developmental Theory and Practice\*\*

The occupational therapy process for children and youth is studied in-depth. Theories, principles, assessments, and interventions focus on performance of activities and routines of daily living and participation in society.

OT 2222 – Productive Aging Theory and Practice\*\*

The role of occupational therapy in productive aging and the promotion of successful aging in older adults is studied in-depth. Theories, principles, assessments, and interventions focus on performance of activities and routines of daily living and participation in society

OT 2224 – Management of Occupational Therapy Practice

Examines the role of the occupational therapist as a manager of occupational therapy services. Focuses on the application of principles and practices of administration and supervision in diverse practice environments.

OT 2241 – Clinical Preceptorship 1

This course provides experiential learning in a specialized area of occupational therapy practice (e.g., pediatrics, acute care) for the purpose of developing advanced skills related to a specialty practice area and familiarity with the U.S. Health Care System.

OT 2242 – Clinical Preceptorship 2

This course provides experiential learning in a specialized area of occupational therapy practice (e.g., pediatrics, acute care) for the purpose of developing advanced skills related to a specialty practice area and familiarity with the U.S. Health Care System.

OT 2245 – Special Topics in Occupational Therapy: Research

This course examines special and advanced topics in occupational therapy research.

OT 2246 – Research Preceptorship 1

This course provides a structured exposure to occupational therapy research.

OT 2247 – Research Preceptorship 2

This course provides a structured exposure to an occupational therapy research laboratory under the guidance of a faculty mentor.

OT 2248 – Professional Reasoning in Occupational Therapy

This course uses professional and clinical reasoning to enhance evaluation and intervention.

OT 2249 – Special Topics in Occupational Therapy

This course examines special and advanced topics in occupational therapy research.

OT 2251 – Scholarly Project

This course provides the student with experience in implementing, analyzing, interpreting, and/or writing elements of an existing research project under the direction of a faculty mentor.

OT 3010 – Evidence Interpretation for Implementation

This course provides a basic understanding of methods to interpret research in the context of evidence-based practice. Content includes critical appraisal and interpretation of descriptive and inferential statistics (including univariate and multivariate parametric and nonparametric tests) that are commonly used in published clinical research studies.

OT 3100 – Evidence Analysis and Synthesis

This course uses systematic methods (e.g., PRISMA, Pedro, Consort, Strobe, Trend, CASP) to critically appraise and synthesize research to inform design and implementation of clinical protocols and best practice guidelines to improve clinical practices and outcomes.

OT 3200 – Evidence-Based Protocols and Practice Guidelines

This course focuses on the use of evidence checklists for evaluating and developing practice guidelines (e.g., AGREEII). Current professional practice guidelines will be evaluated, generated, implemented, and assessed for adoption and sustainability.

OT 3206 – Advanced Theory and Practice

Examines select theoretical perspectives, practice areas, evaluation procedures, intervention protocols, and/or professional issues in-depth.

\*\* Lab based courses.

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**ESSENTIAL SKILLS / TECHNICAL STANDARDS**

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Students in the MS in OT program at the University of Pittsburgh must possess essential skills (sensorimotor, process, social interaction) to perform all educational (classroom, laboratory and clinical) and fieldwork, and experiential preceptorship tasks in an accurate, safe and efficient manner, to the satisfaction of the faculty, with or without reasonable accommodation. These essential skills include, but are not limited to, the ability to:

### **Sensorimotor Skills**

1. Complete comprehensive OT evaluations and conduct intervention sessions which may include measuring range of motion, strength, endurance, muscle tone, pain level, activities of daily living skills, instrumental activities of daily living skills, fine motor skills, transfer skills, functional mobility, balance, response to sensation, cognitive status, and home management skills.
2. Assume a variety of body postures (i.e., sitting, standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, twisting of the trunk and neck in all directions).
3. Execute appropriate psychomotor movements required for manual handling and manipulation of various object/person sizes and weights including lifting and transferring clients, guarding clients during functional ambulation on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering and transitioning clients (i.e., dressing, toileting, bed mobility).
4. Demonstrate postural control, neuromuscular control, eye/hand coordination, strength and integrated function of the senses of vision, hearing, tactile sense, vestibular and proprioception to manipulate and use common occupational therapy equipment, devices, materials and supplies, and demonstrate competency in the use of these objects.
5. Demonstrate sufficient endurance to prepare the educational and clinical environment, effectively manage client care, and complete an episode of care within a reasonable time and adhering to best practice guidelines.
6. Demonstrate a high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately to provide clients a safe environment, including performance of CPR.
7. Attend and actively participate in all lecture and application sessions.
8. Tolerate sitting for up to 2 hours at a time, over an 8-10 hour period.
9. Tolerate periods of physical activity for up to 8-10 hours per day.
10. Access transportation to didactic and clinical education sites.

### **Process Skills**

1. Acquire, retain and apply knowledge through instructional methods (i.e., written material, oral delivery, visual demonstration, laboratory experience, clinical experience, and independent learning).
2. Comprehend, retain, assimilate, analyze, synthesize, integrate, and problem solve complex concepts.
3. Apply knowledge and judgment required to administer, interpret, modify, and prioritize evaluation, intervention, and outcome methods to meet the specific needs of the client.
4. Formulate written and verbal evaluations (reports) using sound therapeutic judgment to meet didactic, laboratory, and clinical demands in a reasonable time frame.
5. Apply knowledge and judgment required to demonstrate ethical reasoning.



6. Apply knowledge and judgment required to demonstrate safe performance.

### **Social Interaction Skills**

1. Demonstrate positive interpersonal skills such as collaboration, cooperation, flexibility, tact, empathy, and confidence.
2. Demonstrate respect for individuals with disabilities and those from diverse cultural and linguistic backgrounds, races, religions, and/or sexual orientations.
3. Engage successfully in supervisory and instructor-student relationships, in particular, accepting feedback positively and adjusting performance in a timely manner.
4. Communicate in the English language effectively in oral and written forms with all stakeholders (i.e. instructors, clients, classmates, preceptorship educator) using proper grammar, spelling and punctuation.
5. Exhibit professional demeanor, that is, language, dress, level of assertiveness and respect appropriate to the situation
6. Demonstrate effective organization, prioritization, time management and stress management.
7. Demonstrate consistent professional behaviors such as initiative, preparedness, dependability and punctuality.

Students should review the essential skills for the MS program carefully and identify if additional supports are needed for any portion (didactic and clinical) of the MS program. Students are encouraged to contact the University's Disability Resources and Services Office (412-648-7890) to arrange an individualized consultation to discuss any support services or accommodations they may need.

## **CLINICAL AND RESEARCH PRECEPTORSHIP**

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The MS in Occupational Therapy program offers clinical and research preceptorships. Clinical preceptorship provides a structured exposure to the U.S. health care system. Students are exposed to occupational therapy practice in various health care settings (e.g., acute and inpatient rehabilitation hospitals, outpatient clinics) under the supervision of a licensed occupational therapist.

Research preceptorships provide exposure to clinical research in the field of occupational therapy. Students are exposed to occupational therapy research in a variety of areas (e.g., pediatrics, neurology, geriatrics, health systems).

For all preceptorship experiences, in addition to the site mentor, students are assigned a faculty mentor who guides them through the preceptorship. The student and faculty mentor meet prior to the start of the preceptorship to discuss goals for the preceptorship, a plan of action for achieving the goals, and the evaluation process. The student and faculty mentor meet throughout the preceptorship to discuss the student's progress. Students find the preceptorships to be rewarding experiences that advance their clinical or research skills and career development.

The guidelines for clinical and research preceptorships are in [Appendix E](#) and [F](#). The guidelines for the Research with Scholarly Project preceptorship are in [Appendix G](#).

## REGULATIONS

The UNIVERSITY, the DIVISION OF HEALTH SCIENCES, the SCHOOL OF HEALTH AND REHABILITATION SCIENCES, and the DEPARTMENT OF OCCUPATIONAL THERAPY have policies affecting students. Students are responsible for being cognizant of the University, Division, School, and Department regulations relevant to their program of study and should refer to the websites and sources listed below for handbooks, bulletins and manuals containing these policies. The information in this Manual is limited to key policies affecting MS in OT students.

University	<a href="https://www.provost.pitt.edu/policies-guidelines">https://www.provost.pitt.edu/policies-guidelines</a>
Health Sciences	<a href="http://www.health.pitt.edu">http://www.health.pitt.edu</a>
SHRS	<a href="http://www.shrs.pitt.edu">http://www.shrs.pitt.edu</a>
OT	Manual for the Master of Science in Occupational Therapy Student <a href="http://www.shrs.pitt.edu/OT/">http://www.shrs.pitt.edu/OT/</a>

### NONDISCRIMINATION

#### **University of Pittsburgh Nondiscrimination Policy Statement**

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability. Further, the University will continue to take affirmative steps to support and advance these values consistent with the mission of the University. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

### ACADEMIC CONDUCT AND INTEGRITY

Students are expected to comply with the University of Pittsburgh's Academic Integrity Code, SHRS Academic Integrity Policy, and the canons of ethics of the student's discipline (\*Occupational Therapy Code of Ethics, AOTA, 2015).

The American Occupational Therapy Association (AOTA) has developed its own code of ethics to assist OT students, OT faculty, and occupational therapists in making ethical decisions. It is the expectation of the Department that all University of Pittsburgh MS in OT students will understand and abide by these principles throughout the curriculum including during preceptorship education.

For the complete University of Pittsburgh Academic Integrity Policy visit <http://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>. Visit <http://www.shrs.pitt.edu/current-students/student-handbooks> for the SHRS Graduate Student Handbook; <http://www.shrs.pitt.edu/academic-integrity> for the SHRS Guidelines on Academic Integrity; and <http://www.aota.org/en/Practice/Ethics.aspx> for the AOTA Occupational Therapy Code of Ethics (2015).

**Grievances and Complaints Regarding Faculty Obligations and Student Rights:** The

Department of Occupational Therapy adheres to the University and SHRS policies and procedures regarding grievances and complaints. Visit <https://www.studentaffairs.pitt.edu/conduct/guidelines/> for the University's Guidelines on Academic Integrity, and Student and Faculty Obligations and Hearing Procedures; and <https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines> (see; Grad Students, Postdocs, and Research Associates; Academic Integrity).

**Grievances and Complaints Regarding the Program:** The Department of Occupational Therapy strives to maintain good working relationships and a supportive learning environment, and encourages open and honest dialogue about concerns. Pending the nature of the concern, students may discuss the matter with their Class Liaison, Program Director or another appropriate faculty member. The Class Liaison serves as the communication link between students and faculty in representing issues common to the OT student body. The Program Director's and/or faculty member's responsibility is to meet in a timely and professional manner with the student to discuss the concern and consider reasonable solutions that would remedy the situation consistent with Department, School, and University policies. Students who feel they are not able to direct the particular concern to their Program Director or to a faculty member, may discuss the matter with the Program Director and/or Department Chair. If such discussion does not prevent or solve a problem, additional actions may be taken, and the concern can be expressed in writing to the SHRS Associate Dean of Graduate Studies or the SHRS Dean. The Associate Dean's/Dean's response to the complaint will be communicated to the student within 3 weeks of the appeal. The Associate Dean/Dean's decision is final.

The Chair/Dean will maintain a written record of a complaint, including the nature of the complaint, the steps taken to resolve the complaint, the final decision, and any external actions initiated by the student. This record will be confidential and will be held for 8 years.

## **OMBUDSPERSON**

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**Policy:** Students have access to the Ombudsperson for the School of Health and Rehabilitation Sciences (SHRS).

**Purpose:** The Ombudsperson is a person who handles complaints, serves as a mediator, and a spokesperson for the rights of a particular individual or group. The Ombudsperson in SHRS will be a neutral person (Non-faculty) for students whom they can engage in informal discussions to express concerns about conflicts and other issues that may arise during the course of their education that they believe are difficult to address with the academic department.

**Procedure:** The Ombudsperson for SHRS is Kellie Beach, Director of Student Services, and Registrar. To find out more information on the role of the Ombudsperson for SHRS and for her contact information, visit <https://www.shrs.pitt.edu/current-students/contact-us>.

## **ACADEMIC ADVISING**

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**Policy:** Students will be advised by the Program Director.

**Purpose:** Good academic advising supports quality education. Academic advising provides students with the opportunity to discuss their: academic performance and progress, professional behaviors, Professional Portfolio, and satisfaction with the program.

Because the MS in OT curriculum is standardized, the need for advisement regarding courses or course sequencing for students is minimal. However, students who: (a) are seeking to obtain course credit through examination; (b) want to take an overload to enhance their education; or (c) because of personal or academic reasons need to vary the standardized course sequence, benefit from additional advisement.

Procedure: Students will be advised by the Program Director. The Program Director will be in contact at least once per term for advisement. Additional advisement sessions are scheduled when recommended by the Program Director and/or other faculty, or as requested by the student.

## **PLAN OF STUDIES**

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Policy: Students must submit a Plan of Studies.

Purpose: The Plan of Studies documents the courses that the MS in OT student will, or has, enrolled in to meet their educational goal of a Master of Science in Occupational Therapy (MS in OT) degree. An accurate, updated Plan of Studies must be submitted and approved by the SHRS Registrar before the MS in OT student can be certified for graduation.

Procedure: The student will complete the Plan of Studies in consultation with his/her Program Director. The Plan of Studies will be completed during the first term of enrollment and will be updated, in consultation with the Program Director, when course changes are made.

See SHRS Graduate Student Handbook at <http://www.shrs.pitt.edu/current-students/student-handbooks> and Plan of Studies form at <http://www.shrs.pitt.edu/current-students/forms>.

## **ENGLISH LANGUAGE COMPETENCY REQUIREMENTS**

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If you are a citizen of a country whose official language is not English, and you scored below 120 on the Duolingo English Test, 100 on the TOEFL ibt or overall band 7.0 or lower on the IELTS, you will be required to take an English Language Proficiency Test as part of your orientation with OIS. The purpose of this test is to verify your English language proficiency at the time of registration. The results of this exam will be used to determine if additional English language classes should be considered as a supplement to your intended plan of study. If you have additional questions about the test, please [click here](#).

The exam must be taken within the first month of the start of the program.

## **REGISTRATION**

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The University Academic Regulations and Registration information can be found in the Graduate and Professional Studies Catalog at <https://catalog.upp.pitt.edu/index.php>

### **Registering for Classes:**

MS in OT students are “block” registered each term by the SHRS Registrar with the approval of their Program Director. MS in OT students meet with their Program Director each term to address registration for the subsequent term. Students receive written notification of the classes their Program Director has approved for registration. Registration follows the MS in OT curriculum (see page 13).

Once students are registered, they may view their course schedule at <http://my.pitt.edu>. Students receive access to their class schedule (Outlook calendar) each term from the Department of

Occupational Therapy. Students should follow the Outlook calendar as it is the most up-to-date schedule.

Students must be officially admitted to the University to be eligible to register for classes. Graduate students who are registered for 9 to 15 credits in the fall or spring term are full-time students and are assessed the SHRS full-time tuition rate. Students who register for fewer than 9 credits are part-time students and are billed on a per-credit basis. During the summer sessions (applicable to Research with Scholarly Project plan), MS in OT students are billed the SHRS per-credit rate. Visit <http://www.ir.pitt.edu/tuition/index.php> for the University's current tuition and mandatory fee rates. MS in OT students are assessed a major fee of \$150 per term (amount subject to change).

**Statute of Limitations / Leaves of Absence:** The purpose of the statute of limitations is to ensure that a graduate degree from the University of Pittsburgh represents mastery of current knowledge in the field of study. All requirements for the MS in OT degree must be completed within a period of four consecutive calendar years from the student's initial registration for graduate study. Under special conditions, graduate students may be granted one leave of absence. A maximum leave of one year to master's students. The length and rationale for the leave of absence must be stated in advance, recommended to the Associate Dean for Graduate Studies by the department (Program Director), and approved by the Associate Dean for Graduate Studies. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

Visit <https://catalog.upp.pitt.edu/index.php> for the University policy and <http://www.shrs.pitt.edu/current-students/student-handbooks> for the SHRS Graduate Student Handbook.

**Service Restrictions:** Restrictions can be placed by a variety of University offices. If a student has a restriction, he or she will be referred to the appropriate office to resolve the matter before registration can be completed. Types of restrictions include academic, missing data, disciplinary, and financial.

## **ACADEMIC STANDARDS**

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Quality Point Average (GPA) is a numerical indication of a student's academic achievement. GPA is the average of letter grades earned toward a degree. To maintain full graduate status, the MS in OT student must achieve a minimum cumulative GPA of 3.00 (based on a 4.00 scale) in the courses that make up the MS in OT program.

Courses that make up the MS in OT program have a grade option of Letter Grade (LG). Preceptorship courses (OT 2241, OT 2242, OT 2246, and OT 2247) and OT 2245, OT 2249 and OT 2251, have a grade option of Honors/Satisfactory/ Unsatisfactory (HSU). The grades H and S are counted toward graduation but not the student's GPA. Students must successfully complete all required coursework and achieve a minimum cumulative GPA of 3.00 to be eligible for graduation.

Students must achieve a grade of C or better in the courses that make up the MS in OT program with a grade option of Letter Grade. For the courses with a grade option of HSU, MS in OT students must achieve an S. Students who receive a grade of C- or below (or U) in a course must repeat that course and attain a grade of C or better (or S). The grade earned by repeating a course

is used in lieu of the grade originally earned, although the original grade is not erased from the transcript. Failure to receive at least a grade of C (or S) after the second opportunity to complete the course may result in the MS in OT student being dismissed from the MS in OT program. Students will not be permitted to register for advanced courses if the student received a grade of C- or below for a prerequisite to the more advanced course(s). This will require the MS in OT student to extend his or her program beyond the scheduled date for degree completion.

The MS in OT student who fails to make satisfactory progress may be subject to academic probation and/or dismissal. When the cumulative GPA of an MS in OT student falls below 3.00 in any one term or period of 9 credits, the student is automatically placed on academic probation. Visit <https://www.shrs.pitt.edu/current-students/student-handbooks> for the Academic Policy in the SHRS Graduate Student Handbook.

Conditions for loan eligibility and many scholarships usually require students to complete a specified number of credits each year and maintain a specified quality point average. Questions about the effect of unsatisfactory academic standing on loans should be directed to the Office of Admissions and Financial Aid, Alumni Hall, 412-624-7488. Questions about the effect of unsatisfactory academic standing on scholarships should be directed to the particular department or organization awarding the scholarship.

## **COMPREHENSIVE EXAMINATION**

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MS in OT degree is conferred only upon successfully completing a comprehensive examination. The comprehensive examination assesses competency and mastery in understanding evidence based occupational therapy practice. Students take the comprehensive examination at least one month prior to the last day of the term in which the degree is to be granted. The comprehensive examination has a written and an oral component. Students must successfully pass both the written and oral components of the comprehensive examination before graduation. Students on inactive, special, or provisional status or on probation are not eligible to take a comprehensive examination. A student who is unable to complete all degree requirements within a two-year period after passing the comprehensive examination may be re-examined at the discretion of the department Program Director, or Associate Dean of Graduate Studies.

## **GRADES**

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Grades are available shortly after the term ends or after a grade change has been made. Students can access their grades online via the University Portal at [my.pitt.edu](http://my.pitt.edu). Visit <http://www.registrar.pitt.edu/grades.html> and the SHRS Graduate Student Handbook at <https://www.shrs.pitt.edu/current-students/student-handbooks> for more information on grades.

The University of Pittsburgh Grading System follows:

Grade	Quality Points	Level of Attainment	
		Percentile Score	First Professional
A+	4.00	97–100	Superior
A	4.00	93–96	
A-	3.75	90–92	

The following grades carry no quality points:

- G Coursework unfinished because of extenuating personal circumstances
- H Exceptional (honors) completion of course requirements
- I Incomplete coursework due to the nature of the course, clinical work, or incomplete research

B+	3.25	87–89	Adequate		work in individual guidance courses or seminars	
B	3.00	83–86			N	Non-credit audit
B-	2.75	80–82			NC	No Credit
C+	2.25	77–79	Minimal	R	Student resigned from the University	
C	2.00	73–76		S	Satisfactory (successful) completion of course requirements	
C-	1.75	70–72		U	Unsatisfactory (failing) completion of course requirements	
D+	1.25	67–69		W	Withdrawal	
D	1.00	63–66		Z	Invalid grade reported	
D-	0.75	60–62		**	No grade reported	
F	0.00	< 60				

## **PROBATION, SUSPENSION, AND DISMISSAL**

The Department of Occupational Therapy adheres to the University and SHRS policies and procedures regarding probation, suspension, and dismissal.

**Graduate students must have a 3.000 cumulative GPA to be eligible to graduate.**

Visit <https://catalog.upp.pitt.edu/content.php?catoid=189&navoid=17972> for the University policy and procedure regarding probation, suspension, and dismissal.

Visit <http://www.shrs.pitt.edu/SHRSHandbooks/> for the SHRS policy and procedure regarding academic probation in the Graduate Student Handbook.

Visit <http://www.studentaffairs.pitt.edu/studentconduct> for the University of Pittsburgh's Student Code of Conduct and Judicial Procedures which outlines nonacademic standards of conduct appropriate to the University in consonance with the educational goals of the University.

## **CLASS AND PRECEPTORSHIP ATTENDANCE AND PUNCTUALITY**

**Policy:** Students are to attend all regularly scheduled classes in which they are enrolled (including assigned preceptorship experiences), to arrive at class/preceptorship prior to the scheduled start time, and to be prepared to begin class/preceptorship on time.

**Purpose:** A class, like any workplace, depends on instructors and students being present. Class sessions are the primary opportunity for instructors and students to create knowledge together and practice skills. Regular attendance and promptness are professional behaviors that facilitate learning and teaching. As with any job, failure to show up for work or being late for work reflects poorly on one's performance. In the professional workplace, employees who miss work or who are late too often are terminated. At the same time, exceptional circumstances do sometimes arise, and employers understand this. For that reason, the OT program permits a reasonable number of excused absences and late arrivals.

**Procedure: Class:** Attendance will be taken at each class session. Attendance and punctuality (unexcused absences, excused absences, lateness) are taken into account in the final course grade. For example, points may be deducted from the professional behavior component of the final course grade or from other components as specified by the instructor. If you are unable to attend a



class, you must notify the course instructor (and if applicable, course liaison) of your pending absence and the reason for your absence, as early as possible but no later than prior to the start of class on the day of your absence. Absences may result in a reduction of points unless the reason relates to an extreme circumstance (e.g., illness, funeral, etc.). Acceptance of the extreme circumstance will be determined on a case-by-case basis by the instructor in consultation with the Program Director. **Preceptorship:** Attendance during clinical and research preceptorship is monitored by the Academic Fieldwork Coordinator and the faculty mentor respectively. The student's preceptorship hours may include daylight, evening and/or weekend work hours. Any anticipated absences due to an extreme circumstance (e.g., illness, funeral, etc.) must be approved – absences during preceptorship must be approved by the Academic Fieldwork Coordinator, Faculty Mentor, and Program Director.

**University Holidays:** University offices are closed in observance of the following holidays: New Year's Day, Martin Luther King's Birthday, Spring Holiday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving, the day after Thanksgiving, the day before Christmas, and Christmas Day. The University attempts to recognize religious observances of members of the University community in instances where those observances may conflict with University activities. Examples of such occasions are Rosh Hashanah, Yom Kippur, Muharram, Diwali and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. On such dates, course instructors will work with students to allow for missed class for reasons of religious observations. It is the student's responsibility to notify the course instructor of an absence due to a religious observance by completing the Absence Notification Survey well in advance of the known religious observance (e.g., at the start of the term).

**Extreme Weather Conditions:** Only by authorization of the Chancellor shall the University be officially closed. Students are urged to use their own discretion in deciding whether they can safely commute to class. If personal health or safety is at issue in that decision, responsible judgment should be used.

**Disaster Preparedness:** In the event of a disaster, such as flooding, fire, or health pandemic, the University of Pittsburgh will post information for faculty, staff and students on the University's website home page (<http://www.pitt.edu>). The Department of Occupational Therapy will distribute information and instructions for occupational therapy students through recorded messages on the Department voicemail (412-383-6620) and through email (University of Pittsburgh accounts only). Students will be responsible for maintaining open lines of communication with course instructors/liaisons, and completing all required work as instructed.

## **COURSE ASSIGNMENTS, QUIZZES AND EXAMINATIONS**

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**Policy:** Students are to turn in assignments on their due dates and are to take examinations/quizzes at the scheduled time.

**Purpose:** Completion of assignments in a timely manner facilitates learning and instruction. All students completing quizzes and examinations at the scheduled time eliminates sharing of information with students who have not taken the quiz/examination. It also prevents the instructor from having to do extra work to develop a second test or monitor another test. In other words, it is fair to students and instructors.

**Procedure:**

**Assignments.** The due dates for assignments are listed in the syllabus and/or identified by the course instructor. Turning in assignments late, that is, after their due dates, is taken into account in the final course grade. For example, points may be deducted from the professional behavior component of the final course grade and/or from other components as specified by the instructor. All assignments, whether they are to be graded or not, must be submitted. It is the responsibility of the student to obtain and complete any missed in-class assignments prior to the next class.

**Examinations/Quizzes.** Dates of examinations/quizzes are listed in the syllabus. Students are expected to take all examinations/quizzes on the dates listed, so plan accordingly. Make up examinations/quizzes will only be scheduled under extreme circumstances. If an extreme circumstance prevents the student from taking the examination/quiz on the scheduled day at the scheduled time, the student may request an alternate examination/quiz date through the Absence Notification Survey. The student will be notified in writing IF an exception is to be made. Students are encouraged to submit requests as soon as they are aware there may be an extreme circumstance.

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## **PROFESSIONAL DEVELOPMENT**

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Policy: Students are required to document professional development in a Portfolio.

Purpose: A Portfolio facilitates the process of assessing individual learning needs and interests, establishing a professional development plan, and documenting professional development activities. Students may have already begun this life-long learning endeavor during their academic education and will continue the process throughout their career as an occupational therapist.

Procedure: The student is introduced to the components of the Portfolio in Term 2 (OT 2249 – Special Topics in Occupational Therapy: Clinical) and presents his/her Portfolio for peer and/or faculty for review and feedback at least once in the curriculum. The Portfolio includes the student’s career goals, strengths, plan for professional development, resume, reference contact information, and exemplars of academic, clinical and/or research accomplishment that individualizes the student’s professional development.

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## **ACADEMIC AND PROFESSIONAL REFERENCES**

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Policy: Students must submit a signed waiver to each faculty/staff member who is requested to provide a written or oral reference for admission to academic programs or professional employment.

Purpose: Under the Buckley Amendment, records or information pertaining to students’ academic performance are confidential. By submitting a signed waiver, students will notify the faculty member that they are requesting a written or oral reference, and permit the faculty member to share information with the academic or professional entity identified by the student.

Procedure: The student requesting written or oral references will complete and submit a signed waiver to each faculty/staff member he/she wishes to provide a reference. A waiver form is provided in the Manual for the Master of Science in Occupational Therapy Student (see [Appendix B](#)). The waiver is necessary for all written and oral references requested from

faculty/staff.

## **STUDENT RELEASE PERMITTING THE USE OF ACADEMIC PRODUCTS**

Policy: The Department of Occupational Therapy asks students to sign a release permitting faculty to use examples of the student's academic work for educational purposes beyond the student's own learning (e.g., models for future students, curriculum review).

Purpose: Under the Buckley Amendment, records or information pertaining to students' academic performance are confidential. By signing a release, the student gives permission for faculty to use examples of the student's academic work for future educational purposes.

Procedure: Students agreeing to permit faculty to use examples of the student's academic work for additional educational purposes will complete and submit a signed release to a faculty member. A release form is provided in the Manual for the Master of Science in Occupational Therapy Student (see [Appendix H](#)).

## **PROFESSIONAL BEHAVIORS**

Policy: The student is expected to demonstrate professional behaviors in his/her interactions with faculty members, practitioners, and fellow students during didactic, preceptorship, and preceptorship education to promote a shared supportive learning environment.

Purpose: In addition to knowledge and skills, professional education socializes the student to the personal, interpersonal, and interprofessional behaviors that he/she is expected to have as an occupational therapy practitioner, manager, and contributor.

Procedure: The student should familiarize himself/herself with the MS in OT Professional Behavior Evaluation. Professional Behaviors are evaluated for every student by each instructor who is teaching a course during the term. Problems are typically addressed by the individual instructor, but concerns are brought to the attention of the student's Program Director and further intervention may be deemed necessary. Intervention is determined on a case-by-case basis based on the severity of the behavior. See [Appendix C](#) for the list of MS in OT Professional Behaviors.

Students are expected to refrain from "distracting behaviors" when class is in session to maintain a supportive shared learning environment. Examples include but are not limited to:

- Using a cell phone (including text messaging)
- Using a laptop for tasks unrelated to class notation
- Conversing during lectures
- Not being ready to begin class on time
- Arriving late and/or leaving early
- Sleeping / putting head down on table
- Eating, drinking or chewing gum in an audible manner

## **SHRS SOCIAL MEDIA POLICY**

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Social media is rapidly expanding and new outlets are created every day. Professional organizations and ethical codes are often outdated given the rapid expansion of social media. It is essential that student and faculty remain aware and vigilant regarding the social media ethical challenges facing health professionals, clients, patients, and students.

Students are responsible for maintaining a professional social media presence related to any SHRS education activities. Some students may find it helpful to create separate professional and personal social media accounts.

We recommend that students consider the following prior to posting or transmitting on social media:

- Consider the audience and potential impact of your post prior to transmission.
- Assume anything that you post or transmit on social media can be made or viewed by the public.
- An electronic post or transmission is often traceable, without an opportunity for removal.
- Employers often search social media to learn more about you prior to interviews or offered employment.
- Clients often search social media to learn more about you. Proximity based apps and social media post new challenges to maintaining professional boundaries between health professionals and clients or patients.

SHRS students must:

- Respect the ethical standards of the profession in carrying out his or her academic assignments.
- Comply with HIPPA's social media rules.
- Read, review, and follow the social media policy of your practicum or internship placement.
- Comply with School and University academic integrity guidelines.
- Do not post or transmit *any* information or reference about your work with clients.
- Do not post clinical encounters, clinical experiences or information that pertains to working with clients.

Please note that boundaries on social media are no longer as simple as not 'friending' a client, professor, or colleague on Facebook. For example, all contacts in your phone book can read your posts on Venmo without being friends on the app. It is difficult to predict the latest ethical problem or boundary that will arise with social media. Therefore, please remain aware and consult with faculty or supervisors on these important issues. Faculty may have to act upon on any material that does not comply with current academic integrity guidelines, professional ethical standards, or HIPPA policies.

## **AUDIO RECORDING, VIDEO RECORDING AND PHOTOGRAPHIC IMAGING OF CLASSROOM/LABORATORY ACTIVITIES AND COURSE MATERIALS**

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Policy: Students may not audio or video record or take a photographic image of classroom/laboratory lectures, discussion, and/or activities and course materials without the advance written permission of the instructor. Any such recordings or images properly approved in

advance can be used solely for the student's own private use.

Purpose: Adherence to the classroom/laboratory recording and imaging policy is necessary to ensure the free and open discussion of ideas.

Procedure: Students requesting permission to record or take an image of a class/laboratory lecture, discussion, activity, and/or course materials must submit the request in writing to the instructor prior to the start of class on the day of the lecture, discussion, and/or activity. Acceptance of the request (i.e., permission to record or image) will be determined by the instructor.

## **EXPECTATIONS FOR APPEARANCE**

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Policy: The OT student is expected to display a clean and groomed appearance, and wear appropriate attire in the classroom, laboratory, and clinical settings at all times.

Purpose: Adherence to dress code criteria is necessary to maintain safety, health, professionalism, and a shared supportive learning environment.

Procedure: Appropriate attire is dependent on the setting and the activities required. Casual dress is appropriate attire for classroom and laboratory settings, however when community members (e.g., clients, guest speakers) are present students are expected to present with a professional appearance (i.e., business casual clothing) – see below. Students will adhere to the dress code of the assigned preceptorship/preceptorship site (course instructors will direct students where to obtain this information). Unless otherwise instructed, Department of Occupational Therapy student name pins/badges are worn at the preceptorship sites at all times. Name pins/badges are provided by the Department of Occupational Therapy. Replacement name pins and name badges cost \$10 (amount subject to change). Students are responsible for any and all expenses incurred for clothing required by an assigned preceptorship/preceptorship site. Failure to comply with this dress code will be viewed as a professional behavior issue. Problems are typically addressed by the course instructor, but concerns may warrant the attention of the student's academic advisor and the Program Director, and further intervention may be deemed necessary. Intervention is determined on a case-by-case basis and remediation is based on the type and severity of the behavior.

### **Preceptorship:**

- Clothing in preceptorship settings is determined by the facility. Students are expected to learn the facility dress code prior to the start of preceptorship and abide by it. Some clinical sites have specific uniform requirements, and some require business casual attire. Business casual is slacks/pants; skirts of modest length; collared shirt; blouse/shirt/top/sweater with at least short sleeves; blazer/jacket/sports coat; foot coverings; hard soled shoes. Clothing worn during preceptorship should be of correct size and fit. Pants and blouses should be worn in such a way as to prevent undergarments from showing.
- A University of Pittsburgh (or facility) photo identification badge (or name pin if approved by preceptorship facility) must be worn at all times.
- In general, preceptorship sites require staff and students to abide by the following in order to maintain infection control and safety:
  1. Hair should be neat, clean, and pulled back with small simple hair accessories, so hair

- does not come in contact with the client. Note: some preceptorship sites may have policies related to hair color of an unnatural tone (e.g., green, blue, pink, purple, etc.)
2. Facial hair should be clean and groomed. Note: some preceptorship sites may have policies related to facial hair (e.g., fit testing for N95 masks).
  3. Wearing jewelry (including, but not limited to dangling earrings/hoops, pins, buttons, and other adornments) is discouraged during direct patient contact. Note: some preceptorship sites may have policies related to jewelry (e.g, facial / oral piercings).
  4. Makeup should be kept at a minimum. Cologne and perfume are not recommended as many clients are sensitive to scents (including, but not limited to scented hair sprays, lotions, etc.). Smelling of smoke is not permitted.
  5. Nails should be groomed and kept to a length that is not detrimental to client safety or infection control. When having direct contact with clients, natural nail tips should be less than one quarter (1/4) inch past the tip of the finger and artificial fingernails or extenders (including, but not limited to, acrylic nails, all overlaps, tips, bondings, extensions, tapes, inlays, and wraps) should not be worn.
  6. Footwear must be clean; closed heel and closed toe; leather or vinyl; in good condition; and worn with foot coverings (hosiery or socks). If athletic shoes are permitted by the preceptorship site, they should be clean, in good condition, and ONLY used for work purposes.

**Classroom/Laboratory:**

- Clothing should be clean and free of offensive messages; excessive skin exposure; and exposed undergarments (upper and lower).
- Individual instructors may request alternate clothing in certain instances to fully participate in class and lab sessions.
- Hygiene that is supportive of a shared learning environment is required.

**PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) CERTIFICATION**

Policy: Students must be certified by the University of Pittsburgh in the Health Insurance Portability and Accountability Act (HIPAA).

Purpose: HIPAA certification documents training in the guidelines for the conduct of ethical and regulation-compliant clinical practice and research. Confidentiality of patient/client information is a critical component of HIPAA. Confidentiality is the guaranteed trust that all patient/client information will remain private. This includes both information shared and not shared in written reports and the confidentiality of professional consultation. Patients/clients should not be identified by name, other Personal Health Information (PHI) or image in public areas such as the hallways, elevators, lounges, cafeterias, or waiting rooms, or in any form of social media. Confidentiality extends to patient/client records which should NOT be photocopied or printed without the approval of the Preceptorship Educator.

Procedures: The student will complete the web-based HIPAA training modules for clinical practice (Information Privacy and Security Awareness Training for Physicians, Mid-level Providers, Dentists, Staff and Students Who Are NOT employed by UPMC but Who Encounter Protected Health Information in UPMC Facilities) and for research (Privacy and Information Security; Biomedical Course; Responsible Conduct of Research; Conflicts of Interest; GCP - Social and Behavioral Research Best Practices for Clinical Research). A copy of the certificates

earned upon completion of each module is filed with the Department of Occupational Therapy (see [Appendix D](#)). The student should also place a copy of the certificates in his/her Portfolio.

## **BLOODBORNE PATHOGEN TRAINING**

Policy: Students must be certified in the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogen Standard.

Purpose: Bloodborne Pathogens Training is intended for all users of human blood, blood products, biohazardous agents, and other potentially infectious materials. The intent of these regulations is to teach healthcare professionals how to control infectious diseases so that they can protect themselves and their patients/clients. The OSHA Bloodborne Pathogen Standard and the University of Pittsburgh's Exposure Control Plan require annual training for individuals with potential occupational exposure to bloodborne pathogens.

Procedure: The student will complete the web-based Bloodborne Pathogen Training module. Students complete the module annually. A copy of the certificate earned upon completion of the module is filed with the Department of Occupational Therapy (see [Appendix D](#)). The student should also place a copy of the certificates in his/her Portfolio.

## **COLLABORATIVE INSTITUTIONAL TRAINING INSTITUTE (CITI) MODULES**

Policy: Students must complete training modules addressing research conduct and compliance provided by the Collaborative Institutional Training Institute (CITI).

Purpose: The purpose of the training is not only to satisfy government and University of Pittsburgh policy requirements, but to enhance research activities at all stages.

Procedure: The student will complete the web-based CITI modules (Biomedical Course; Responsible Conduct of Research; Conflicts of Interest; GCP – Social and Behavioral Research Best Practice for Clinical Research; Privacy and Information Security). A copy of the certificates earned upon completion of the modules is filed with the Department of Occupational Therapy. The student should also place a copy of the certificates in their Portfolio. Students receive detailed instructions, including the due dates, for required documents. All required documents must be filed with the Department of Occupational Therapy (see [Appendix D](#)).

## **FIRST AID, CPR, AND AED CERTIFICATION**

Policy: Students must be certified and maintain certification in adult and pediatric First Aid, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED).

Purpose: First Aid/CPR/AED certification gives students the fundamental knowledge and skills for responding to breathing and cardiac emergencies to help individuals of any age (adults and children) and to recognize and care for a variety of first aid emergencies.

Procedure: The MS in OT student will complete the training as scheduled by the Department of Occupational Therapy (Year 1). A copy of the certificate is filed with the Department of Occupational Therapy (see [Appendix D](#)). The student should also place a copy of the certificates in his/her Portfolio.

## **HEALTH AND SAFETY ISSUES**

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**Policy:** Students must be familiar with the contents of the Department of Occupational Therapy Safety Binder.

**Purpose:** Knowledge of health and safety issues is necessary to maintain the health and safety of students, faculty, and clients during all educational activities. Some course activities and assignments may require students to use potentially hazardous equipment and/or chemicals.

**Procedure:** While course instructors review safety information prior to using hazardous equipment and chemicals, it is the student's responsibility to be familiar with safety precautions. Information pertaining to the safe handling of equipment, and, as per the Occupational Safety and Health Administration (OSHA) regulations, Material Safety Data Sheets (MSDS) for all chemicals, and infection control, medical emergency, and evacuation procedures are available in the Safety Binders located in classrooms/laboratories and the student lounge of the Department of Occupational Therapy.

## **PROFESSIONAL LIABILITY INSURANCE**

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**Policy:** Students must carry professional liability insurance throughout enrollment in the MS in OT Program.

**Purpose:** Professional liability insurance protects students against claims of healthcare malpractice by patients (clients) or their legal representatives.

**Procedure:** Professional Liability coverage is provided by the University's medical liability insurance plan at no cost to enrolled students. The SHRS Office of Student Services will provide verification of coverage to the Department and student upon request.

## **HEALTH SCREENING**

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**Policy:** Students must complete an initial health appraisal form (including health history, physical examination, immunization record, laboratory tests, and drug screens).

**Purpose:** To protect the student and patients/clients from infectious diseases, preceptorship and preceptorship sites require physical examinations prior.

**Procedure:** The student will receive information from the Department regarding the health screening requirements. The initial health appraisal form (4 pages) must be completed by the physician/examiner.

Completion of the health appraisal form provides evidence that the student is cleared to begin preceptorship in a clinical setting and interact with clients. The student is responsible for assuring that all areas of the forms are completed, including physician/examiner signatures. Incomplete forms may result in the student being delayed in starting preceptorship or preceptorship and placement of a hold on registration for the following term. The student should retain a copy of the health appraisal form (including copies of laboratory results) in the event that the student is required to present them to the preceptorship or preceptorship site. The initial health appraisal form must be submitted to the Department of Occupational Therapy (see Appendix D).



Students must notify the Academic Fieldwork Coordinator of any change in health status to determine if another physical examination and/or additional testing/documentation are required.

The student is responsible for any and all costs incurred to complete health appraisal and associated testing and documentation. The student may be required to fulfill additional health-related requirements specified by the preceptorship site.

## **COVID-19 VACCINATION**

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Policy: The University of Pittsburgh requires that all affiliates on all campuses be vaccinated against COVID-19 or have an approved exemption. This policy applies to all students.

Purpose: This OT program requires students to complete clinical education at facilities external to the university. Many SHRS clinical partners require employees, trainees, and students to be compliant with the federal vaccination requirement to protect the student and patients/clients from infectious diseases. This includes providing proof of vaccination or exemption to the clinical site. Failure to comply with this requirement for clinical partners may preclude the student from completing the clinical requirements of this program. Some of our clinical partners will not permit students to complete clinical rotations without proof of vaccination and will not accept exemptions.

Procedure: The student will receive information from the Department regarding the COVID-19 vaccine requirement. Students can receive free COVID-19 vaccine shots at University Student Health Clinics or through Student Health Service. Students receive detailed instructions, including the due dates, for required documents. All required documents must be filed with the Department of Occupational Therapy (see [Appendix D](#)).

## **INFLUENZA VACCINATION**

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Policy: Students are required to receive an annual flu vaccine.

Purpose: To protect the student and patients/clients from infectious diseases, fieldwork and preceptorship sites require a flu vaccine prior.

Procedure: The student will receive information from the Department regarding the influenza vaccination requirement. Students can receive free seasonal flu vaccine shots at University Student Health Flu Clinics or through Student Health Service. Students receive detailed instructions, including the due dates, for required documents. All required documents must be filed with the Department of Occupational Therapy (see [Appendix D](#)).

## **HEALTH INSURANCE**

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Policy: Students are required to carry personal health insurance. Students must report their health insurance coverage via the [my.pitt.edu] My Pitt Portal once they have arrived in Pittsburgh and enrolled in classes. A registration hold (C06 Health Insurance Hold) will be placed on your account by Student Health Services if the students do not do one of the following before the fall term:

Purpose: Preceptorship sites do not provide health services to the student in the event of injury or illness. The student is required to carry personal health insurance to provide for any needed

health services.

Procedure: A copy of the student's personal health insurance must be filed with the Department of Occupational Therapy (see [Appendix D](#)). Students verify that they are aware, that for the entire duration of the program, that they are responsible to cover payment for treatment and follow-up procedures related to bloodborne pathogens, other potentially infectious materials, and any illness or injury that could occur during class or clinical training.

[Purchase health insurance through the University's Student Health Plan \(UPMC\)](#)

Indicate your health insurance coverage from another provider (health insurance attestation).

Instructions to attest your health insurance can be found here

<https://www.hr.pitt.edu/students/medical-coverage-students/enrolling-student-health-coverage>

## **RECOGNIZING AND REPORTING CHILD ABUSE: MANDATED AND PERMISSIVE REPORTING**

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Policy: Students must complete training in Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania.

Purpose: Protecting children from abuse and neglect is a shared responsibility. It requires collaboration from the formal child protective services system, community partners and citizens to provide local safety nets for children and families that are facing challenges within their communities and neighborhoods. In Pennsylvania there is legislation that impacts the reporting, investigation, assessment, prosecution and judicial handling of child abuse and neglect cases. The website, [KeepKids.Safe.pa.gov](http://KeepKids.Safe.pa.gov), is designed to serve as the hub for information related to critical components impacting child protection including a link for mandated reporters to make reports of suspected child abuse electronically, training on child abuse recognition and reporting, information related to clearances and general information related to child protection.

Procedure: A copy of the student's certificate of completion for the Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania online training module must be filed with the Department of Occupational Therapy (see [Appendix D](#)). The MS in OT student should also place a copy of the certificates in his/her Portfolio.

Visit the following websites for information regarding Recognizing and Reporting Child Abuse: <https://www.hr.pitt.edu/protecting-children-abuse/report-abuse>, and <http://keepkidssafe.pa.gov/>.

## **CRIMINAL RECORD CHECK, CHILD ABUSE HISTORY CLEARANCE, AND FINGERPRINT-BASED BACKGROUND CHECKS**

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Policy: Students must request a criminal record check, child abuse history clearance, and fingerprint-based background checks from the Commonwealth of Pennsylvania (Department of Human Services and Department of Education). The criminal record check, child abuse history clearance and fingerprint-based background checks are completed annually in the program

Purpose: Preceptorship sites, particularly those sites that serve pediatric clients, may require proof that students do not have a previous criminal record or history of child abuse to protect their clients from potential harm and to ensure their safety.

Procedure: The student will complete the Criminal Record Check, Child Abuse History Clearance, and Fingerprint-Based Background Checks (Department of Human Services and

Department of Education). All required documents must be filed with the Department of Occupational Therapy (see [Appendix D](#)).

### **SEXUAL MISCONDUCT & TITLE IX OVERVIEW**

**Policy:** The University, through the Office of Diversity and Inclusion (ODI), requires all incoming new graduate and professional students to complete a Title IX/Sexual Misconduct training module.

**Purpose:** The University of Pittsburgh is committed to fostering an environment that is free from sexual misconduct, including Sexual Harassment, consistent with the University's obligations under applicable law. In support of that commitment, the University continues to take steps to increase awareness of such Sexual Harassment and eliminate its occurrence on campuses.

**Procedure:** A copy of the student's certificate of completion for the Sexual Misconduct & Title IX Overview Training module must be filed with the Department of Occupational Therapy. The MS in OT student should also place a copy of the certificates in their Portfolio. Students receive detailed instructions, including the due dates, for required documents. All required documents must be filed with the Department of Occupational Therapy (see [Appendix D](#)).

### **COVID-19 EDUCATION INTRODUCTION MODULE (WOLFF MODULE)**

**Policy:** All students are required to complete the UPMC COVID-19 Introduction Education Module (Wolff Module) annually.

**Purpose:** The UPMC COVID-19 Introduction Education Module (Wolff Module) provides basic COVID-19 education and expectations for students. All students must complete the education module annually in its entirety to ensure safety on UPMC campuses in the presence of COVID-19.

**Procedure:** A copy of the student's certificate of completion of the UPMC COVID-19 Introduction Education Module (Wolff Module) must be filed with the Department of Occupational Therapy. The student should also place a copy of the certificate in their Portfolio. Students receive detailed instructions, including the due dates, for required documents. All required documents must be filed with the Department of Occupational Therapy (see [Appendix D](#)).

### **SHRS NEW STUDENT SURVEY, ORIENTATION ACKNOWLEDGEMENT AND PHOTO PERMISSION FORM**

**Policy:** The School of Health and Rehabilitation Sciences (SHRS) requires all students to complete a new student survey, orientation to SHRS and a photo permission form.

**Purpose:** SHRS provides an Orientation for all incoming new graduate and professional students. The SHRS Orientation includes, but is not limited to, information and resources about SHRS, the Pittsburgh campus, safety guidelines, getting your Pitt ID, People Soft, social security cards, student billing, links for international students, other University offices, information technology and living in Pittsburgh.

Procedure: Students are required to review the information on the website and then complete the SHRS New Student Survey, Orientation Acknowledgement and Photo Permission Form. SHRS student services keeps a record of the form. Go to <https://www.shrs.pitt.edu/current-students/orientation> for instructions on completing the SHRS Orientation.

## **EMPLOYMENT OPTIONS FOR INTERNATIONAL STUDENTS**

F-1 and J-1 visa students can work on-campus (defined as: in a Pitt owned/leased building, paid by Pitt, and working for Pitt) up to 20 hours per week while classes are in session and over 20 hours per week during official university breaks.

F-1 visa students may be eligible for Optional Practical Training (OPT) authorization after being enrolled full-time in classes for one full academic year. OPT is typically authorized for 12 months and the employment must be directly related to the major field of study as listed on the I-20.

J-1 visa students may be eligible for Academic Training (AT) authorization that may occur during the academic program or after graduation.

For more information, please visit [www.ois.pitt.edu](http://www.ois.pitt.edu) or email [ois@pitt.edu](mailto:ois@pitt.edu).

## **STUDENT RESOURCES**

### **TYPHON GROUP SYSTEM**

The Department of Occupational Therapy uses the Typhon Group System to provide a centralized method for students and faculty to support, track, and disseminate students' learning experiences while at the University of Pittsburgh. The Typhon Group System has multiple uses for students including but not limited to tracking preceptorship experiences from site selection to onsite case management, development of an electronic professional portfolio, scheduling, and accessing surveys, questionnaires, and program documents. MS in OT students are required to use the Typhon Group System while enrolled in the MS in OT program and have access to select aspects of the System for 5 years after graduation. Students receive information from the Department regarding the Typhon Group System to establish an account.

### **DISABILITY RESOURCES AND SERVICES (DRS)**

The University is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Students with disabilities will be integrated as completely as possible into the University experience. Visit <http://www.drs.pitt.edu> for more information.

Students with a disability who are or may be requesting an accommodation should contact both the instructor and DRS, 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term. DRS will verify the disability and determine reasonable accommodations for the course.

Students with special needs or a disability that require accommodations in the event of a building evacuation should e-mail the Office of Environmental Health and Safety (EHS) at [safety@ehs.pitt.edu](mailto:safety@ehs.pitt.edu) to request the development of an individualized evacuation plan. A representative of this office will contact you for specific information. You should also inform your course instructor that you are requesting accommodations for an evacuation.

## **INFORMATION TECHNOLOGY AND COMPUTING LABS**

All correspondence between faculty and students must be conducted using University of Pittsburgh e-mail accounts. No personal e-mail accounts will be used. Therefore, students should ensure accessibility to their University e-mail account. Students are advised to check their e-mail at least daily throughout the curriculum for distribution of information. Students should contact the SHRS Information Technology Department at 412-383-6657 and/or the University Information Technology Department at 412-624-HELP (4357) for all questions and access issues related to their e-mail account.

Students have access to a Pitt Print Station, PC Station and TV monitor, and Mobile Charging Station in the Student Lounge at Bridgeside Point I.

The SHRS maintains 2 computer labs in Forbes Tower that are only open for use by the students of the school. The main Computer Lab is located in Room 6048, Forbes Tower and includes workstations that are available to SHRS students for general use when class is not in session in the Lab. The Anthony and Filomena Pascasio Learning Resource Center (LRC) includes computer workstations, a copier, scanners, treatment tables, a quiet study area, anatomy models, and a self-service printing station. Visit <http://www.shrs.pitt.edu/support/> for Lab hours and availability.

In addition to the SHRS Computer Lab, the University of Pittsburgh maintains 6 computing labs spread throughout the campus. Visit <http://technology.pitt.edu/about-us/lab-locations-hours-and-equipment> for more information on campus computing labs.

SHRS uses Pitt Self Service Student Printing. SHRS students can take advantage of their per term printing quota (equivalent to 900 sheets printed in black and white or 128 sheets printed in color) and can submit their print jobs and retrieve them from various locations on campus. The student print quota amounts are subject to change.

Wireless Internet access is available in the Department of Occupational Therapy at Bridgeside Point I and in Forbes Tower on the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> floors. The access is restricted to faculty, staff, and Pitt students.

Visit <http://www.shrs.pitt.edu/support/> to obtain a complete list of SHRS Information Services including links to University resources.

## **EMERGENCY PREPAREDNESS**

Students are members of the University community, and their safety is one of the University's prime concerns. Please keep in mind that safety and crime prevention are shared responsibilities. Use common sense and good judgment, and be watchful and alert. Never hesitate to ask for help. Become familiar with campus resources and use them to help ensure personal safety and contribute to the overall safety of every member of the University community.

The University's Notification Service will be used to communicate through voice and text messages as deemed appropriate in the event of an emergency. All students are eligible to subscribe. The University does not charge a fee to subscribe to this service; however, subscribers are responsible for any per message fees from their mobile phone/device provider. Additionally, the University is able to send emergency e-mail simultaneously to all faculty, staff, and students and can make announcements over the public address systems in campus buildings.

Visit <https://www.emergency.pitt.edu/> for more information on emergency preparedness.

For emergency situations in Bridgeside Point I . . .

1. Call 911. Give location: Bridgeside Point I, 100 Technology Drive, Suite 350. Describe the incident.
2. Notify a Department of Occupational Therapy staff or faculty member. If emergency occurs during non-business hours, call 412-383-6716 and leave a message with your name, contact telephone number, and description of the incident.
3. Department will notify Building Engineer and Property Management.
4. If you smell smoke or see flames, please pull the fire alarm, dial 911 and follow the above steps.

## **EVACUATION**

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For evaluation of Bridgeside Point I . . .

- The building is equipped with a fire alarm system which when triggered, either by a pull station being manually pulled or by a smoke detector detecting smoke, the entire building a loud audio alarm will sound and visual strobe lights will flash.
- Should the fire alarm be triggered, please calmly proceed to the nearest stairwell and exit the building. The meeting place for each floor of BSP I is the parking area in front of the building. Once your Department Administrator gets an "all clear" from either the City of Pittsburgh's Fire Department or building management, you may re-enter the building.
- Please do not try to use the elevators in the event of a fire. When an alarm is triggered the elevators automatically return to the first floor and remain there until they are reset.
- Learn the location of the fire alarm pull stations and the posted EXIT routes for your location in BSP-I. The fire alarm pull stations are located in the building corridors.

### **If you hear the fire alarm signal:**

1. Verify that the strobe on your floor is going off.
2. Close the door behind you and evacuate the building by following the EXIT signs to the nearest stairwell or exit.

### **Note:**

- Only use a fire extinguisher if the fire is small and you have been trained in the proper use of an extinguisher.
- Do not reenter the building until the "all clear" signal is given by the Police, Fire Department or Building Management.

## **LOST AND FOUND**

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The Lost and Found for Occupational Therapy is located in the Student Lounge within Suite 350, Bridgeside Point I. Please notify the Department of Occupational Therapy Administrative Assistant of missing and found items.

## **INFORMATION AND UPDATES**

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It is important to notify all appropriate departments of information changes immediately. Failure to do so may result in the student not receiving important mailings.

Students must notify the Office of the University Registrar (220 Thackeray Hall), the SHRS Office of Student Services (Forbes Tower, Suite 4044), and the Department of Occupational Therapy of name, mailing address, permanent address, and telephone number changes. Any name change requires documentation (i.e., marriage license, birth certificate, court order, or divorce decree).

Upon enrollment in the program, students establish an account with Typhon Group System and submit information related to their permanent and current addresses, telephone numbers, and e-mail addresses and emergency contact information. Students must maintain current information in the Typhon account and make updates as needed. Students must notify the Department of Occupational Therapy Administrative Assistant of any emergency information changes/updates.

## **STUDENT USE OF SPACE**

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The Student Lounge in the Department of Occupational Therapy is a comfortable area open to OT students for gathering, studying, and relaxing between classes. The lounge is equipped with:

- Furniture (furniture is not to be removed from the student lounge)
- Appliances – refrigerator, microwaves, Keurig (do not use appliances in laboratories, apartments or faculty/staff lounge)
- Pitt Print Station
- PC Station and TV monitor (see instructions for use; do not remove remote, keyboard, or mouse from student lounge)
- Mobile Charging Station
- Whiteboard
- Bulletin Board (do not post any items on walls)
- Staplers, three hold punch, tape, and pencil sharpeners (when refills are needed please see Administrative Assistant (Joyce Broadwick, jrb164@pitt.edu, 412-383-6620).
- Recycling bins. The recycling bin next to the printer is only for paper that is clean (white or colored printer paper, manilla folders and construction paper; do not place envelopes, notebooks, magazines, newspapers, treated or coated paper, cardboard, or anything with glue or binding). The mixed recycling bin near the bulletin board is for all other recycling.

Students are to use the student lounge area for storage of food, meal preparation, obtaining water, or other needs. Supplies in the Employee Kitchenette are not for student use. Students are responsible for their own personal items. Shelves and coat hooks located in the hallway adjacent to the Student Lounge are for student use.

General Rules:

- Be respectful of others and lounge area, furniture, and items.
- Be courteous and refrain from any activity that is disruptive (e.g., loud conversations, loud audio on electronic devices, etc.)
- Clean up after yourself, including the area and appliances (i.e., sink, counters, tables, microwaves, refrigerator, etc.)

- The classrooms (Riverside and City View) are available for use, including to eat lunch, when not reserved for class sessions or meetings.
- All appliances, except for those located in the student lounge, are for teaching purposes during class or laboratory sessions – use of ranges, refrigerators, microwaves, and washer/dryer in laboratories, apartments, and/or faculty/staff lounge is not permitted.
- Students are not to prop any suite doors open.
- Students are not permitted to provide access to Department of Occupational Therapy space to people not affiliated with the Department.
- Any and all equipment, supplies, and/or materials borrowed from classrooms, laboratories, apartments, and/or storage areas must be signed out. See the Materials Sign-Out/Return Procedure for Students on page 41.
- For special requests for use of space, please see Christie Jackson, Executive Administrator, or Denise Chisholm, Program Director.

The Department of Occupational Therapy has a private room (Room 388) that students can use for prayer/meditation, to change clothes, and/or for lactation. The room should not be used as a study room or meeting room or for other purposes without prior approval. If you need to use the room and it is not available, please see Administrative Assistant (Joyce Broadwick, jrb164@pitt.edu, 412-383-6620).

Other available space dedicated for graduate and professional students:

Graduate and Professional Student Lounge at William Pitt Union (5<sup>th</sup> floor)

Dissertation Writing and Graduate Study Rooms (Hillman Library 401, 402, and 403) – visit <https://www.library.pitt.edu/graduate-study-room> for more information.

## **BORROWING DEPARTMENT OF OCCUPATIONAL THERAPY MATERIALS**

The Department of Occupational Therapy (OT) maintains materials to serve the mission of education, research, and service. Materials may be borrowed by OT students, faculty, and staff. Contact Erin Mathia [elm194@pitt.edu](mailto:elm194@pitt.edu) for questions or problems with any OT materials.

### **BORROWING OT Materials**

- Information on what materials the OT Department has available for borrowing can be found here: [OT Materials for Borrowing](#).
- Contact Erin Mathia [elm194@pitt.edu](mailto:elm194@pitt.edu) for questions about where OT materials are located.
- In order to borrow (sign out) materials, scan the QR code or click on the link located below or posted in all rooms where materials are located.





[Borrowing OT Materials Link](#)

- Complete the form filling in all required information.
- OT materials are expected to be returned within one week of the date they are borrowed unless an extension is requested and granted.

### **RETURNING OT Materials**

- The individual who borrowed (signed out) the OT materials is responsible for returning all OT materials listed on the form. OT materials are to be returned in the condition they were received.
- To return OT materials, place the OT materials on one of the bottom three shelves below the faculty mailboxes in the student lounge, scan the QR code posted on the shelf and complete the form filling in all required information. **DO NOT** return OT materials to the location you borrowed them from or where they are stored.

If there are any issues with the condition of the materials you are returning, please make sure to note this on the form.

### **MAILBOXES**

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MS in OT student mailboxes are located in the Student Lounge. Faculty mailboxes for student use are located in the Student Lounge.

### **ACCESS BADGE**

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MS in OT Students receive an access badge which permits access to Bridgeside Point I and the Department of Occupational Therapy suite (3<sup>rd</sup> Floor). Access badges are distributed to students during Orientation. Students must turn in their badge upon graduation. Notify the Department of Occupational Therapy Administrative Assistant if an access badge is lost or damaged. Note: There is a \$25 fee to replace an access badge (amount subject to change).

### **BUILDING INFORMATION**

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Bridgeside Point I. MS in OT students have 24/7 keycard access to the Student Lounge and academic spaces (classrooms/laboratories) in the Department of Occupational Therapy at

Bridgeside Point I. Security is available at Bridgeside Point on weekdays from 7 am to 7 pm Monday – Friday. In the case of a forgotten badge during Security hours, the student will need to show ID and sign in with the security guard at the main entrance. Smoking is not permitted anywhere inside the building or within 35 feet outside of any entrance. Report any issues with facilities to Joyce Broadwick, Administrative Assistant. For off-hours non-emergencies (lighting, heating, housekeeping), report facilities issues by emailing Administrative Assistant (Joyce Broadwick, jrb164@pitt.edu, 412-383-6620). For non-business hours emergencies (fire alarm sounding, major leak, no electrical service), report to Property Management (24 hour messaging) at 412-385-2626. Also report issue to OTD Program Director (Denise Chisholm, dchishol@pitt.edu; 412-383-6606).

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## **TRANSPORTATION AND PARKING**

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Bridgeside Point I is accessible by bus and shuttle services.

Bus: Port Authority of Allegheny County bus routes 56, 57, and 58 stop at Technology Drive. Visit <http://www.portauthority.org/paac/> for more information.

Shuttle: Pitt shuttle transports to/from Oakland and Bridgeside Point. There are two shuttle routes – 40A Biotech Center (to/from Bridgeside Point I) and Bridgeside (to/from Bridgeside Point II (3 buildings from Bridgeside Point I). Visit <https://www.pc.pitt.edu/buses-shuttles> for more information and <http://www.pittshuttle.com/> for routes and the shuttle tracker.

Parking. OT students are not permitted to park in the front or side parking lots at Bridgeside Point I. The front parking lot is for visitors only and unauthorized vehicles may be towed. There is an indoor parking garage further down Technology Drive across from Bridgeside Point II. Students can either pay the daily rate in the parking garage OR may purchase a monthly parking lease (\$65 per month; amount subject to change). See the Department of Occupational Therapy Administrative Assistant for the form and instructions to obtain a monthly lease for the parking garage.

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## **DEPARTMENT OF OCCUPATIONAL THERAPY AWARD**

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### Award of Professional Achievement

To recognize University of Pittsburgh advanced practice students who have made notable contributions to the profession and/or Department of Occupational Therapy in promoting occupational therapy through professional and/or service activities.

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## **COMMENCEMENT / GRADUATION**

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As candidates of a professional doctoral degree, MS in OT students are invited to participate in the University and the School (SHRS) ceremonies. These are academic ceremonies, and as such, academic regalia is required to participate. Per the University of Pittsburgh regalia colors, MS in OT students wear yellow hoods.

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## **USEFUL TELEPHONE NUMBERS AND WEB ADDRESSES**

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The Book Center  
412-648-1455

<http://www.pittuniversitystore.com/>

Career Development 412-648-7130	<a href="http://www.studentaffairs.pitt.edu/cdpa/students/">http://www.studentaffairs.pitt.edu/cdpa/students/</a>
Counseling Center 412-648-7930	<a href="http://www.studentaffairs.pitt.edu/cc/">http://www.studentaffairs.pitt.edu/cc/</a>
Let's Talk	<a href="https://www.studentaffairs.pitt.edu/cc/lets-talk/">https://www.studentaffairs.pitt.edu/cc/lets-talk/</a>
Therapy Assistance Online (TAO)	<a href="http://www.studentaffairs.pitt.edu/cc/tao">http://www.studentaffairs.pitt.edu/cc/tao</a>
Virtual Wellness Workshops	<a href="https://www.studentaffairs.pitt.edu/cc/virtual">https://www.studentaffairs.pitt.edu/cc/virtual</a>
Cool Pittsburgh	<a href="http://www.coolpgh.pitt.edu">http://www.coolpgh.pitt.edu</a>
Emergency Notification Service	<a href="http://www.technology.pitt.edu/portal/emergency/emergency-notification.html">http://www.technology.pitt.edu/portal/emergency/emergency-notification.html</a>
Off-Campus Living 412-624-6998	<a href="http://www.ocl.pitt.edu/">http://www.ocl.pitt.edu/</a>
Information for Graduate Students	<a href="http://www.pitt.edu/~graduate/">http://www.pitt.edu/~graduate/</a>
Information Technology 412-624-HELP (4357)	<a href="http://www.technology.pitt.edu">http://www.technology.pitt.edu</a>
Office of Admissions 412-624-7488 (Option 1)	<a href="https://admissions.pitt.edu/">https://admissions.pitt.edu/</a>
Office of Financial Aid <a href="https://financialaid.pitt.edu/">412- 624-7488</a> (Option 2)	<a href="https://financialaid.pitt.edu/">https://financialaid.pitt.edu/</a>
Office of International Services 412-624-7120	<a href="http://www.ois.pitt.edu/">http://www.ois.pitt.edu/</a>
Office of Veterans Services 412-624-3213	<a href="http://veterans.pitt.edu/">http://veterans.pitt.edu/</a>
Parking, Transportation, and Services 412-624-8612	<a href="http://www.pts.pitt.edu">http://www.pts.pitt.edu</a>
Police Department Campus Emergency 811 or 412-624-2121	<a href="http://www.police.pitt.edu/">http://www.police.pitt.edu/</a>
Public Safety 412-648-SAFE (7233)	<a href="http://www.safety.pitt.edu/">http://www.safety.pitt.edu/</a>
Resolve Crisis Services 888-796-8226	<a href="https://www.upmc.com/services/behavioral-health/resolve-crisis-services">https://www.upmc.com/services/behavioral-health/resolve-crisis-services</a>
SHRS Office of Student Services 412-383-6554	<a href="http://www.shrs.pitt.edu/current-students/orientation">http://www.shrs.pitt.edu/current-students/orientation</a>
SHRS Student Resources	<a href="http://www.shrs.pitt.edu/current-students">http://www.shrs.pitt.edu/current-students</a>

Student Payment Center  
412-624-7520

<http://www.bc.pitt.edu/students>

Student Health Service  
412-383-1800

<http://www.studentaffairs.pitt.edu/shs/>

Graduate Studies – Student Services  
<https://www.provost.pitt.edu/students/graduate-studies>

<https://www.provost.pitt.edu/students/graduate-studies>

## STUDENT AND PROFESSIONAL ORGANIZATIONS

### **Graduate and Professional Student Association (GPSA)**

The GPSA is the student government that represents the interests of all graduate and professional students at the University of Pittsburgh and serves as the umbrella organization for all of the graduate/professional school student governments. Our mission is to act as the voice of our constituents and to actively ensure that the concerns of these students are heard. Program and services offered by GPSA include annual funding for graduate and professional student organizations, travel grants to students presenting and/or attending conferences, free legal services, and sponsorship of additional activities.

Visit <http://WWW.PITTGPSG.COM> for more information.

### **University of Pittsburgh Student Occupational Therapy Association (UPSOTA)**

The UPSOTA is a group of students who are interested in, or are pursuing a degree in the field of occupational therapy. Members function to promote occupational therapy as a profession within Pittsburgh and the surrounding areas. UPSOTA members raise funds for activities such as attendance at state and national occupational therapy conferences, social events that enhance the students' educational experience, and community service events.

Visit <https://www.shrs.pitt.edu/current-students/student-groups> for more information and <http://www.shrs.pitt.edu/ot/students> to learn more about our students.

### **Coalition of Occupational Therapy Advocates for Diversity (COTAD)**

The COTAD is a non-profit, grassroots organization that operates as groups from across the United States working toward a common goal of promoting diversity and inclusion within the occupational therapy workforce and increasing the ability of occupational therapy practitioners to serve an increasingly diverse population. The University of Pittsburgh COTAD Chapter aims to promote diversity and community and empower students to be more comprehensive and effective clinicians.

Visit <https://www.shrs.pitt.edu/ot/students/coalition-occupational-therapy-advocates-diversity-cotad> for more information.

### **TransformOTive Justice (TJ)**

TranformOTive Justice (TJ) is a student-led organization designed to critically analyze the manifestations of systemic racism in our personal and professional lives. The organization aims to challenge the nation's historical non-racist passivity with anti-racist activism.

Visit <https://www.shrs.pitt.edu/ot/students/transformotive-justice-tj> for more information.

### **American Occupational Therapy Association (AOTA)**

The American Occupational Therapy Association (AOTA) is the nationally recognized professional association of occupational therapists, occupational therapy assistants, and students of occupational therapy. The AOTA advances the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public. As a student member you ARE eligible to receive professional OT

publications, as well as reduced fees for AOTA products and registration fees to the annual AOTA conference.

Visit <http://www.aota.org> for more information.

### **Pennsylvania Occupational Therapy Association (POTA)**

The POTA is the predominant organization within the Commonwealth that advocates for, serves, and represents the membership of Pennsylvania occupational therapy practitioners for the purpose of: preserving and advancing the scope of practice, insuring access to occupational therapy services, and providing a forum for lifelong professional learning. As a student member you receive POTA's newsletter PennPoint, and reduced registration fees to the annual POTA conference.

Visit <https://pota.site-ym.com/> for more information.

### **World Federation of Occupational Therapists (WFOT)**

The WFOT is the official international organization for the promotion of occupational therapy. WFOT supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society. WFOT membership can be obtained through AOTA.

Visit <http://www.wfot.org> for more information.

# CERTIFICATION AND LICENSURE

## CERTIFICATION EXAMINATION

If a student did not earn an entry-level master's/doctoral degree in occupational therapy from a U.S.-accredited college/university, after successful completion of the MS program, students will complete the Occupational Therapist Eligibility Determination (OTED®) process through the NBCOT® (See details on page 9 of this manual). After successful completion of this examination, the individual will be an occupational therapist, registered (OTR). Candidates applying for the NBCOT® Certification Examination must answer questions regarding good moral character (e.g., whether he/she has ever been charged or convicted of a felony; had any professional license, registration, or certification revoked, suspended, or subject to probationary conditions; been found to have committed negligence, malpractice, reckless, or willful misconduct; been suspended and/or expelled from a college/university). A candidate may be barred from becoming certified by NBCOT® if an incident has a direct relationship to a potential violation of the Candidate/Certificant Code of Conduct (i.e., a felony conviction may prevent a graduate from taking this examination). Visit <http://www.nbcot.org> for more information.

## LICENSURE AND STATE REGULATIONS

Occupational therapy is regulated in all 50 states, the District of Columbia, Puerto Rico and Guam. Different states have various types of regulation, including but not limited to licensure. The major purpose of regulation is to protect consumers in a state or jurisdiction from unqualified or unscrupulous practitioners.

The student should contact the relevant state licensing agency to obtain the necessary information and/or an application. Each state differs in its procedures; however, state licenses are usually based on the results of the NBCOT® Certification Examination (or pending results). Many states offer a Limited Permit or Temporary License to practice prior to successful completion of the certification examination or while a licensure application is being processed. Many states also inquire as to whether the applicant has been convicted of or pled guilty or nolo contendere to a crime (e.g., misdemeanor, felony, or illegal act associated with alcohol/substance abuse), or have charges pending and unresolved. A felony conviction may prevent a graduate from obtaining state licensure.

Students planning to apply for a license in the Pennsylvania should obtain information from the Pennsylvania State Board of Occupational Therapy Education and License. Visit <http://www.dos.pa.gov/professionallicensing/boardscommissions/occupationaltherapy/Pages/default.aspx> for more information.

Note: OT program students/graduates requesting completion of forms verifying education status, graduation, preceptorships, etc. must make the request in writing and include all relevant information (e.g., full name, including maiden name if applicable; year of graduation; preceptorship sites and dates of affiliation; etc.). If the form requires the University seal there is no charge for completion, however, if the form requires notarization there is a fee of \$10 for completion of the form (amount subject to change). Check or money order made payable to the University of Pittsburgh must be submitted with the request. If the student/graduate requests expedited mail service, the student/graduate is responsible for the associated costs.

## APPENDIX A

### University of Pittsburgh School of Health & Rehabilitation Sciences Department of Occupational Therapy Clinical Placement Agreement

I, \_\_\_\_\_, a student in the Department of Occupational Therapy, School of Health & Rehabilitation Sciences, at the University of Pittsburgh (“the Department”) hereby acknowledge and agree to all of the following:

1. In accordance with the curriculum requirements outlined in the SHRS student handbook, in order to complete the program in which I am enrolled, I will be required to complete clinical education placements within facilities external to the University (“Clinical Sites”).
2. While the Department will make every effort to place me in a facility to satisfy my educational requirement, it makes no guarantee to do so, and the factors that may determine their inability to do so include, but are not limited to, the results of any background check that I am required to submit to.
3. While I am participating in education at a Clinical Site, I will not be covered by worker’s compensation for any injuries sustained at the Clinical Site. Any expenses incurred related to the aforementioned injuries are my financial responsibility, to be paid directly by me or any applicable insurance policy that I own, according to the plan coverage.
4. In consideration for the clinical experience, I agree to hold the Department and the University harmless for any and all injuries sustained or expenses incurred resulting from my experience at a Clinical Site. I do this on behalf of myself and my heirs and assigns.
5. If I am placed at a Clinical Site that requires the use of a personal vehicle for transportation, I take full responsibility for ensuring that I have an appropriate driver’s license and automobile insurance. In consideration for the clinical experience, I agree to hold the Department and the University harmless for any and all injuries I sustain or financial expenses I incur traveling to or from a Clinical Site.

I hereby give my permission to the Department to release any and all information requested by a Clinical Site, as requested, for the purposes of placement. This consent to release does not include my Department application materials, personal references, or transcripts. I understand that under the Family Educational Rights and Privacy Act (FERPA) that I have the right not to consent to the release of my educational records and I have the right to receive a copy of such records upon request.

My signature below indicates my understanding and agreement to the terms set forth above:

Student name (print) \_\_\_\_\_  
Student signature \_\_\_\_\_  
Date \_\_\_\_\_



## APPENDIX B

**University of Pittsburgh**  
**Department of Occupational Therapy**  
**STUDENT WAIVER FOR FACULTY/STAFF REFERENCE**

I, \_\_\_\_\_ [*print student's name*], hereby authorize

\_\_\_\_\_ [*print name of faculty member*] of the University

of Pittsburgh to release my educational record information for the purpose of providing a written and/or oral reference to the following: [check all that apply]

Any and all entities related to potential employment (i.e., employers, licensing boards, etc.)

Any and all scholarship and award opportunities

Specific recipient(s): \_\_\_\_\_

I understand that by signing this authorization, I am waiving my rights of nondisclosure of these records under federal law only to the person(s)/organizations(s) specifically listed. This release does not permit the disclosure of these records to any other persons or entities without my written consent or as permitted by law.

I further understand that I do not have to consent to this disclosure and that I may revoke the authorization by sending a written revocation of this authorization to the University of Pittsburgh's Department of Occupational Therapy.

I understand that any revocation of authority hereunder would only govern subsequent releases and only be valid from the time of the University of Pittsburgh's actual receipt of a written notice.

\_\_\_\_\_  
[*date*]

\_\_\_\_\_  
[*student signature*]

# APPENDIX C

## MS IN OT PROFESSIONAL BEHAVIOR EVALUATION

University of Pittsburgh  
Department of Occupational Therapy

Instructions: There are two primary purposes of the MS in OT Professional Behavior Evaluation system: 1) to verify mastery in professional behavior and 2) to serve as a method to change behavior.

In attempting to change behavior it is necessary to identify, evaluate, and document the behavior. The eleven professional behavior characteristics form the basis of this evaluation. The rating options are: No Problem, Potential Problem, and Problem. Examples of professional behavior specific to each characteristic are included on the evaluation form. This is not an all-inclusive list, but serves to help the evaluator in making judgments. Any characteristic rated as a Potential Problem or Problem requires an explanation including specific behaviors and corrective actions.

The evaluator is to focus on patterns of behavior, not isolated instances that fall outside the student's normal performance. For example, an MS in OT student who is consistently on time and prepared for class may have demonstrated competence in time management and should not be penalized for an isolated emergency that makes him or her late for one class. Conversely, if the MS in OT student is consistently late for class, he/she should be counseled and if the behavior continues, rated as Problem for the characteristic of time management/organization.

# MS IN OT PROFESSIONAL BEHAVIOR EVALUATION

Department of Occupational Therapy  
University of Pittsburgh

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

<b>1. INTEGRITY/DEPENDABILITY</b> Examples of professional behavior include, but are not limited to: Consistent honesty; reliability; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient/client care and learning activities.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>2. EMPATHY</b> Examples of professional behavior include, but are not limited to: Showing compassion for others; responding appropriately to the emotional response of patients/clients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; a good listener; being supportive and reassuring to others.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>3. SELF-MOTIVATION/INITIATION</b> Examples of professional behavior include, but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient/client care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>4. APPEARANCE AND PERSONAL HYGIENE</b> Examples of professional behavior include, but are not limited to: Clothing is appropriate, neat, clean and well maintained; good personal hygiene and grooming, appropriate body language.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>5. SELF-CONFIDENCE</b> Examples of professional behavior include, but are not limited to: Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercises good personal judgment.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>6. COMMUNICATIONS</b> Examples of professional behavior include, but are not limited to: Speaking clearly; writing legibly; using correct grammar; and punctuation; listening actively; adjusting communication strategies to various situations	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>7. TIME MANAGEMENT/ORGANIZATION</b> Examples of professional behavior include, but are not limited to: Consistent punctuality; completing tasks and assignments on time; demonstrates the ability to plan ahead.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>8. SUPERVISORY RELATIONSHIPS/TEAMWORK</b> Examples of professional behavior include, but are not limited to: Placing the success of others above self-interest; not undermining the team/peers; helping and supporting other team/peer/faculty members; showing respect for all team/peer/faculty members; remaining flexible and open to change; gives/receives feedback from supervisors appropriately; communicating with others to resolve problems.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>9. RESPECT/COOPERATION</b> Examples of professional behavior include, but are not limited to: Being polite and considerate to others; not using derogatory or demeaning terms; collaborates with others; behaving in a manner that brings credit to the profession.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>10. PATIENT/CLIENT ADVOCACY (CONFIDENTIALITY)</b> Examples of professional behavior include, but are not limited to: Not allowing personal bias to or feelings to interfere with patient/client care; placing the needs of patients/clients above self-interest; protecting and respecting patient confidentiality and dignity.	No Problem [ ]	Potential Problem [ ]	Problem [ ]
<b>11. CLINICAL REASONING/ DELIVERY OF SERVICE</b> Examples of professional behavior include, but are not limited to: critical thinking, patient/client-centered problem solving; demonstrating careful and safe procedures; following policies, procedures, and protocols; following instructions.	No Problem [ ]	Potential Problem [ ]	Problem [ ]

Adapted from Affective Student Evaluations, Emergency Medicine Program, University of Pittsburgh, Pittsburgh, PA.

Use the back of this form to explain all Potential Problem or Problem ratings.

Identify specific behaviors and corrective actions.

## APPENDIX D

### Required Documents

All required documents are maintained with the Department of Occupational Therapy. MS in OT students will receive information from the Department regarding submission of required documents. MS in OT students are responsible for any and all costs incurred to complete and maintain required documents.

<b>Document</b>	<b>Due</b>
Initial Health Appraisal (Form)	07/15
Personal Health Insurance (Copy of Card)	07/15
10 Panel Drug Screen (Report)	09/15
Module (CITI): Biomedical Course (Certificate)	07/15
Module (CITI): Responsible Conduct of Research (Certificate)	07/15
Module (CITI): Conflicts of Interest (Certificate)	07/15
Module (CITI): GCP – Social and Behavioral Research Best Practice for Clinical Research (Certificate)	07/15
Module (CITI): Privacy and Information Security (Certificate)	07/15
Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania (Certificate)	07/15
Module: Bloodborne Pathogen Training (Certificate)	07/15
Module: Information Privacy and Security Awareness Training for Physicians, Mid-level Providers, Dentists, Staff and Students Who Are Not Employed by UPMC but Who Encounter Protected Health Information in UPMC Facilities (Certificate)	07/15
Sexual Misconduct & Title IX Overview Training	07/15
PA Background Check (Criminal Abuse Clearance) (Report)	09/15
PA Child Abuse Clearance (Report)	09/15
PA DHS Fingerprint-based Background Check (Report)	09/30
PA DOE Fingerprint-based Background Check (Report)	09/30
First Aid Training (Certification Card)	09/15
CPR/AED Training (Adult/Child) (Certification Card)	09/15
Influenza Vaccination (Report)	09/15
COVID Vaccination (Report)	09/15
COVID-19 Education Introduction Module (Wolff Module)	09/15
SHRS New Student Survey, Orientation Acknowledgement and Photo Permission Form	09/15

Note: List of required documents and due dates is subject to change.

## APPENDIX E

**UNIVERSITY OF PITTSBURGH**  
DEPARTMENT OF OCCUPATIONAL THERAPY  
MS IN OT PROGRAM

FACULTY AND STUDENT GUIDELINES FOR CLINICAL PRECEPTORSHIPS FOR MS IN  
OT PROGRAM

**Course description:** The clinical preceptorship provides a structured clinical experience with occupational therapists in clinical education sites. This course provides experiential learning in a specialized area of occupational therapy practice (e.g., pediatrics, acute care) for the purpose of developing advanced skills related to a specialty practice area and familiarity with the U.S. Health Care System.

**General Guidelines for clinical preceptorship:**

- Enrollment
  - Students can enroll in a clinical preceptorship for no more than 1 credit per term.
  - Students can enroll in up to two clinical preceptorships (one per term) during their program (Fall, Spring).
  - Students can enroll in one preceptorship (either research or clinical) in a term.
- Clinical Preceptorship Objectives
  - The student will understand the evaluation, intervention, and documentation used at assigned clinical sites.
  - The student will find, analyze, and integrate scholarly works from both occupational therapy and other appropriate sources.
- Clinical Preceptorship Expectations
  - Each term that a student registers for a clinical preceptorship, it is expected that the student will engage in the clinical preceptorship for 6-8 hours/week for six weeks.
  - The student must show evidence of all site-specific required documents, bring copies of all completed required documents to the Clinical Supervisor on the first day of the clinical preceptorship. All copies must have the student's name and University of Pittsburgh written in the upper right-hand corner. All copies should be on 8"x 11" paper. The student will not be able to begin the clinical preceptorship without the completed documents. If the student begins a clinical preceptorship late, time cannot be made up.
  - The student will complete the Student Evaluation of Clinical Preceptorship and discuss the content with the Clinical Supervisor.
  - The student will be formally evaluated once at each site using the "Evaluation of Student" form on the last day of the preceptorship.
  - Students will receive a grade based upon the successful completion of the clinical preceptorship criteria (Satisfactory/Unsatisfactory).
  - The student will demonstrate professional behavior throughout the clinical preceptorship. Professional behavior expectations include but not limited to; adherence to ethical standards, site's policies and procedures, and safety

regulations, demonstrate effective time management, initiative, engagement, preparedness, problem solving, and ability to follow through with responsibilities, collaborate with supervisor(s) to maximize learning experience and respond to constructive feedback, uses self-reflection, asks questions, and demonstrates ability to analyze, synthesize, and interpret information, communicates verbally and nonverbally with clients, supervisor, and staff; exhibits appropriate level of confidence; and verbal and written language is appropriate to the recipient of the information.

- The student will follow dress code of the clinical preceptorship site.
- The student will attend ALL assigned preceptorship dates, arrive at their clinical site prior to the scheduled start time, and be prepared to begin their clinical preceptorship on time. Attendance will be taken at each preceptorship session. Attendance and punctuality (unexcused absences, excused absences, lateness) are taken into account in the final course grade. If the student is unable to attend the preceptorship, student must notify the Instructor/AFWC or course liaison of the pending absence and the reason for absence, prior to the start of the preceptorship on the day of your absence. Excused absences may result in a reduction of points unless the reason relates to an extreme circumstance (e.g., illness, funeral, etc.). Acceptance of the extreme circumstance will be determined on a case-by-case basis by the Instructor/AFWC. The student will keep clinical supervisor's work phone numbers with them in the event that preceptorship must be missed unexpectedly due to illness. The student will follow this procedure:
  - Follow the call-off procedure for the assigned clinical site.
  - Once the site has been contacted, contact Instructor/AFWCA via e-mail to update on your status.
  - Stay home and take care of your health.
- The student must adhere to the clinical preceptorship schedule. Any changes or modifications must be discussed and approved by the Instructor/AFWCA prior to discussion with the Clinical Supervisor.

**Specific guidelines for clinical preceptorship:**

- The clinical preceptorships will take place in the fall and spring term.
- In any given term a student can only enroll in one clinical preceptorship.
- The Instructor/AFWC confirms the preceptorship with the site and subsequently informs the student.
- In the event that a clinical site cancels a confirmed Clinical Preceptorship, a new assignment is made by the Instructor. Every attempt is made to secure an alternate placement as soon as possible however, an unexpected cancellation may delay placement.
- Student performance is monitored throughout the preceptorship by the Clinical Supervisor and the Instructor/AFWC.
- The Clinical Supervisor is in direct contact with the student and assesses performance on a routine basis. Both the Clinical Supervisor and the student are encouraged to

communicate with each other regularly regarding the student's performance and to contact the Instructor/AFWC with updates on progress or concerns.

- The Clinical Supervisor formally completes the final evaluation. If the student exhibits unsatisfactory performance, or if the likelihood of the student meeting course objectives is questionable, the Instructor/AFWC is to be notified. At that time, the Instructor/AFWC and Supervisor, in collaboration with the student, will determine a written plan of correction along with measurable goals and timelines will be established by the Clinical Supervisor in collaboration with the Instructor/AFWC.

**Clinical preceptorship student outcome expectations:**

- For each 1 credit clinical preceptorship, the student will be evaluated using the Clinical Preceptorship Experience – Evaluation of the Student. See Table 1 outlining the clinical preceptorship experience expectations.

**Table 1: Clinical Preceptorship Experience Expectations:**

Criteria	Expectation
<u>Ethical Behavior</u>	Student consistently adheres to ethical standards and site's policies and procedures.
<u>Safety Regulations</u>	Student consistently adheres to site's safety regulations, and maintain safety of self, others, and environment.
<u>Time Management</u>	Student demonstrates effective time management, including preparation and on time arrival.
<u>Work Behaviors</u>	Student demonstrates initiative preparedness, dependability, problem solving (as needed), and ability to follow through with responsibilities.
<u>Engagement in Experience</u>	Student actively participates in experience – initiates interactions with clients, supervisor and staff; demonstrates interest and positive attitude regarding experience; and seeks out learning opportunities.
<u>Response to Supervision</u>	Student collaborates with supervisor(s) and staff (as appropriate) to maximize the learning experience and responds constructively to feedback.
<u>Professional Reasoning</u>	Student uses self- reflection, asks questions, and demonstrates ability to analyze, synthesize, and interpret information.
<u>Communication</u>	Student clearly and effectively communicates verbally and nonverbally with clients, supervisor, and staff; exhibits an appropriate level of confidence; and verbal and/or written language is appropriate for the recipient of

	the information.
<u>Interpersonal Skills</u>	Student demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, diplomacy, empathy, and respect for diversity.
<u>Evaluation</u>	Student understands assessment of occupational profile and occupational performance at the preceptorship site.
<u>Intervention</u>	Student understands intervention planning and implementation at the preceptorship site.
<u>Documentation</u>	Student understands clinical documentation at the preceptorship site.
<u>Scholarly work</u>	The student will find, analyze, and integrate scholarly works from both occupational therapy and other appropriate sources.
<u>Overall Performance</u>	Student is progressing/performing as expected.

NOTE: The University of Pittsburgh requires that all affiliates on all campuses be vaccinated against COVID-19 or have an approved exemption. This policy applies to all faculty, staff, students and postdocs. This program also requires students to complete clinical education at facilities external to the university. Many SHRS clinical partners require employees, trainees and students to be compliant with the federal vaccination requirement. This includes providing proof of vaccination or exemption to the clinical site. Failure to comply with this requirement for clinical partners may preclude the student from completing the clinical requirements of this program. Some of our clinical partners will not permit students to complete clinical rotations without proof of vaccination and will not accept exemptions.



# APPENDIX F

UNIVERSITY OF PITTSBURGH  
DEPARTMENT OF OCCUPATIONAL THERAPY  
MS IN OT PROGRAM

FACULTY AND STUDENT GUIDELINES FOR RESEARCH PRECEPTORSHIPS FOR MS  
IN OT PROGRAM

**Course description:** The research preceptorship provides a structured research experience with the faculty of the Department of Occupational Therapy.

**General Guidelines for research preceptorship:**

- Enrollment
  - Students can enroll in a research preceptorship for no more than 2 credits per term
  - Students can enroll in up to two research preceptorships (one per term) in the research plan of study and one research preceptorship in the research with scholarly project plan of study during their program (Fall, Spring).
- First research preceptorship experience (fall term)
  - During the fall term, students will be exposed to the research laboratories in the Department of Occupational Therapy. All students will complete a rotation across all the research laboratories.
  - The students will read research articles as well as deliver a short power point presentation at the end of the first research preceptorship experience.
- Research Preceptorship Expectations for the fall term
  - It is expected that the student will engage in the research preceptorship for 48 hours in the fall.
  - The number of hours is divided into 26 contact hours of “lab experience” and 22 hours of “outside lab experience”.
    - The “lab experience” includes experiences in the lab (e.g., attending lab meeting and faculty mentor orientation).
    - “Outside lab experience” includes learning activities (e.g., reading articles, writing reflection paper).
  - The student will submit hours to the PD each week, which will be tracked and maintained throughout the term by the PD.
  - Students will receive a grade based upon the HSU criteria (Satisfactory/Unsatisfactory).
- Second research preceptorship experiences (spring term) for research plan of study
  - After completing the rotation through all the laboratories, students will rank all the department research labs based upon their interest using the *research preceptorship preference form*.
  - The Program Director (PD) will review the *research preceptorship preference form* and meet with the students during the first-second week of November to learn about their research interests. Based upon the students’ research interests, and the ranking the PD will discuss options for research preceptorships with

potential faculty mentors. The PD and faculty mentor will collaboratively determine the fit between the student interests and the faculty mentor’s research area.

- After successfully determining the appropriate faculty mentor the PD will inform the student about the research preceptorship and selected faculty mentor.
- Establishing Objectives for the second research preceptorship experiences (spring term)
  - The student, in collaboration with the faculty mentor, will develop clearly defined objectives, learning activities, deliverables and a timeline for completing the learning objectives.
  - The student will complete a *research preceptorship form*. The form outlines the plan for the research preceptorship and includes the objectives with timeline, learning activities, and deliverables (See Table 1 - research preceptorship menu with samples).
  - The PD will review the *research preceptorship form* and approve the plan for the research preceptorship. If changes are required, the PD will provide recommendations to the faculty mentor and student.
  - After the PD approves the research preceptorship plan (form), the student can start working with the faculty mentor.
- Research Preceptorship Expectations for the spring term
  - During the spring term, it is expected that the student will engage in the research preceptorship for 48 hours over the term.
  - The number of hours is divided into “lab experience” and “outside lab experience”.
    - The “lab experience” includes experiences in the lab (e.g., data collection, data analysis, etc.).
    - “Outside lab experience” includes learning activities (e.g., searching articles, reviewing literature, lab meetings, etc.).
  - The student will submit hours to the faculty mentor each week, which will be tracked and maintained throughout the term by the faculty mentor.
  - Students will receive a grade based upon the HSU criteria (Satisfactory/Unsatisfactory).

**Guidelines for determining objectives/learning activities and deliverables for research preceptorships in the Spring term:**

- For 2 credits of research preceptorship, the faculty mentor will determine two objectives. The first objective is knowledge-based and focuses on developing and increasing the student’s knowledge in the area of interest for the research preceptorship. The second objective is application-based and focuses on the practical application of the knowledge.

**Table 1: Sample objectives/learning activities and deliverables:**

Objective	Learning activity	Deliverable
<u>Knowledge-based</u> Describe health services research and its relevance to current US health care policy	Complete directed readings in the area of health services research	Develop a two-page reflection on health services research, informed by the assigned readings and own experiences

		Or, Develop a ten-minute presentation, which will be given during the weekly lab meeting, reflecting on health services research, informed by the assigned readings and own experiences
<u>Application-based</u> Execute a scoping review according to project guidelines	Review articles	Write a publication ready methods and results section
<u>Knowledge-based</u> Understand the approaches for non-invasive brain stimulation	Complete directed readings related to non-invasive brain stimulation	Deliver a 20-minute presentation during the weekly lab meeting describing the pros and cons of various approaches for non-invasive brain stimulation
<u>Application-based</u> Analyze transcranial magnetic stimulation in 5 participants	Learn to perform analysis of the transcranial magnetic stimulation data	Generate plots describing the analyzed data for a publication

Note: The hours spent on knowledge-based objectives typically count towards “outside lab experience”. The hours spent on application-based objectives typically count towards “lab experience”.

# APPENDIX G

UNIVERSITY OF PITTSBURGH  
DEPARTMENT OF OCCUPATIONAL THERAPY  
MS IN OT PROGRAM

FACULTY AND STUDENT GUIDELINES FOR RESEARCH WITH SCHOLARLY  
PROJECT FOR MS IN OT PROGRAM

The scholarly project provides the student with experience in developing a writing sample for PhD application over 2 terms under the direction of a faculty mentor. Scholarly project is graded based upon the HSU criteria (Satisfactory/Unsatisfactory).

Here are few examples of scholarly project:

1. Critically appraise, summarize and synthesize evidence (5-7 research articles) for a rehabilitation intervention using evidence review checklists used in OT 3010 (Evidence Interpretation for Implementation)
2. Descriptive analyses (e.g., means, standard deviations, frequencies, trends) of a behavior tracked over time in collected data of 3-5 participant (note – existing data collected by PI)
3. Descriptive analyses (e.g., means, standard deviations, frequencies, trends) on the effect of an intervention in collected data of 3-5 participants (note – existing data collected by PI)

### **Format for writing sample**

- The writing sample will be maximum 5 pages (single spaced, Times New Roman font 12 or Arial font 12, APA style)
- This sample will include the following sections:
  - **For review papers**
    - Problem statement
      - Provide a context or background for the project including the nature of the problem and its significance to the stakeholders, including the occupational therapy community
    - Purpose statement
      - Delineate the purpose or the objective
    - Review of the literature
      - Critically appraise (5-7 research articles) for a rehabilitation intervention using evidence review checklists used in OT 3010 (Evidence Interpretation for Implementation)
      - Summarize and synthesize evidence from research articles
    - Implications for future
      - Summarize the findings of the review and suggest next steps required to move the science forward
  - **For descriptive analysis papers**
    - Problem statement
      - Provide a context or background for the project including the nature of the problem and its significance to the stakeholders, including the occupational therapy community

- Purpose statement
  - Delineate the purpose or the objective
- Description of collected data (for example 2 above) or intervention (for example 3 above)
  - Describe data collection procedures (for example 2 above) or
  - Describe intervention procedures (for example 3 above)
- Explain descriptive results
  - Present the descriptive results in a logical sequence
- Conclusion
  - Summarize the findings of the descriptive analyses

**Scholarly project: process and timeline (subject to vary):** Scholarly project begins in the spring term and ends in the summer term.

**Scholarly project timeline:** Tables 1.1 and 1.2 provide the timeline of the review and descriptive analysis papers respectively.

Table 1.1: Timeline of scholarly project: review papers

<b>For review papers - Milestone</b>	<b>To be completed by (Date)</b>
Finalize the topic and objective of the scholarly project	Spring term
Identify 5-7 articles	Spring term
Critically appraise at least 5 articles using evidence review checklist	Spring term
Critically appraise the remaining articles using evidence review checklist	Summer term
Synthesize the literature	Summer term
Submit first draft of scholarly project	Summer term
Submit final draft of scholarly project	Summer term

Table 1.2: Timeline of scholarly project: descriptive analysis papers

<b>For descriptive analysis papers - Milestone</b>	<b>To be completed by (Date)</b>
Finalize the topic and objective of the scholarly project	Spring term
Describe data collection procedure (for already collected data)	Spring term
Conduct descriptive analyses	Spring term
Submit first draft of scholarly project	Summer term
Submit final draft of scholarly project	Summer term

**Scholarly project objectives:** Guidelines for determining objectives/learning activities and deliverables for scholarly project in the summer and fall terms:

- Spring term - For 2 credits in spring, the faculty mentor and the student will collaboratively determine two objectives.
- Summer term- For 3 credits in summer, the faculty mentor and the student will collaboratively determine three objectives.

The objectives can be divided into knowledge-and application based. Knowledge-based

objectives focus on developing and increasing the student’s knowledge in intervention research. Application-based objectives focus on the practical application of the knowledge

Table 2: Sample objectives for scholarly project

<b>Research Scholarly Project Plan of Study</b>
<p>Goal: provide a structured research experience (spring term), which lays foundation for developing a writing sample for PhD application (summer term)</p>
<b>Spring Term (2 credits)</b>
<p><b>Objectives:</b></p> <p><b>Objective 1 (knowledge-based):</b></p> <ul style="list-style-type: none"> <li>• Obtain theoretical foundational knowledge used in the lab (e.g., theories of health promotion)</li> <li>• Understand a focus area (e.g., sensory processing)</li> </ul> <p><b>Objective 2 (application-based):</b></p> <ul style="list-style-type: none"> <li>• Learn a research skill (e.g., REDcap).</li> <li>• Demonstrate research skill (e.g., create a database)</li> </ul> <p><b>Student deliverables:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate foundational knowledge (1-page paper)</li> <li>• Demonstrate focus area knowledge (short presentation)</li> <li>• Demonstrate competency in research skill</li> <li>• Demonstrate application of research skill</li> </ul> <p><b>Faculty mentor role:</b></p> <ul style="list-style-type: none"> <li>• Supporting knowledge-based objectives <ul style="list-style-type: none"> <li>• Provide articles for foundational knowledge</li> <li>• Select focus area topic</li> </ul> </li> <li>• Supporting application-based objectives <ul style="list-style-type: none"> <li>• Select the research skill</li> <li>• Direct the research activity</li> </ul> </li> </ul>
<b>Summer Term (3 credits)</b>
<p><b>Objectives:</b></p> <p><b>Objective 1 (knowledge-based):</b></p> <ul style="list-style-type: none"> <li>• Learn to write scientifically to develop problem, significance, and purpose statement for the writing sample</li> </ul> <p><b>Objective 2 (application-based):</b></p> <ul style="list-style-type: none"> <li>• Synthesize published evidence (5-7 articles) or analyze existing data set (3-5 participants) in a focus area (selected in spring)</li> </ul> <p><b>Objective 3 (application-based):</b></p> <ul style="list-style-type: none"> <li>• Summarize findings of published evidence or existing data (from objective 2) for the writing sample</li> </ul> <p><b>Student deliverables:</b></p> <ul style="list-style-type: none"> <li>• Synthesize published evidence or analyze data</li> <li>• Create writing sample</li> </ul> <p><b>Faculty mentor role:</b></p> <ul style="list-style-type: none"> <li>• Evaluate problem, significance and purpose statement</li> <li>• Evaluate appropriateness of selected articles</li> <li>• Provide already collected data</li> <li>• Evaluate writing sample</li> </ul> <p><b>Final scholarly project:</b> A writing sample describing evidence of focus area (5 pages)</p>

## SCHOLARLY PROJECT PARTICIPATION AGREEMENT

The scholarly project mentor should complete this form when the student has successfully finalized the scope of the scholarly project.

Student's Name: \_\_\_\_\_ PeopleSoft ID: \_\_\_\_\_

Date of Approval of Scholarly Project: \_\_\_\_\_

**Participation Agreement: As indicated by the signature below the following individual agree to participate as a faculty mentor of the above-named student. The responsibilities of the faculty mentor are initiated with the signing of this agreement and conclude with the completion of the scholarly project. The faculty mentor agrees to work collaboratively and responsively with the student.**

Scholarly Project  
Faculty Mentor:  
(Typed/Printed Name)

Signature:

School or Affiliation:

\_\_\_\_\_

## APPENDIX H

### MANUAL ACKNOWLEDGEMENT AGREEMENT and PHOTO/VIDEO and ACADMEIC PRODUCTS PERMISSON FORM

I have read the Manual for the Master of Science in Occupational Therapy (MS in OT) Student in its entirety. I understand all the policies and procedures included in this manual and agree to abide by them at all times while enrolled as an MS in OT student in the Department of Occupational Therapy, School of Health and Rehabilitation Sciences, at the University of Pittsburgh. If I have questions at any time regarding the content of the Manual, I will make an appointment with my Academic Advisor for clarification.

Yes     No

I agree that any photos and videos taken during education related activities (curricular and extracurricular) may be used by the Department of Occupational Therapy, with or without my name attached to the photo or video, for recruitment, educational, and promotional materials.

Yes     No

I give permission to the faculty of the Department of Occupational Therapy to share samples of my academic products for future educational purposes (e.g., accreditation, curriculum review, models for future students).

Yes     No

I understand that the authorization for photos and videos and samples of my academic products is indefinite; however, I may revoke authorization by sending a signed, written revocation of the authorization to:

Department of Occupational Therapy  
University of Pittsburgh  
Bridgeside Point I  
100 Technology Drive, Suite 350  
Pittsburgh, PA 15219

Revocation of authorization will only be effective upon the date of receipt going forward and will not impact prior disclosures. I further understand that: 1) I am not required to consent to the disclosure, and 2) I am doing so knowingly and voluntarily.

\_\_\_\_\_  
Name of Student – PLEASE PRINT

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date