



University of Pittsburgh

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

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INTRODUCTION

WELCOME to . . .

PITT's Master of Science in Occupational Therapy (MSOT) 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 #4 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

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

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

- 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 MSOT 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 (MSOT).
The Department of Occupational Therapy moved to Bridgeside Point I.

OUR SUCCESS

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 2018, for the second consecutive year, the *Wall Street Journal/Times Higher Education* College Rankings named Pitt as the best public university in the Northeastern United States.
- Ranks 3rd among all US universities in terms of competitive grants awarded to members of its faculty by the National Institute of Health
- Ranks in the top 10 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 MSOT 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 MSOT 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. Note that a felony conviction may affect a graduate's ability to sit for the OTR certification examination or attain state licensure. Additionally, to become licensed, many states inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse.

PHILOSOPHY

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 MSOT 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

The design for the MSOT 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 MSOT 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

		ROLES		
		Practitioner	Manager	Contributor
ICF*	Environment Factors	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.
	Participation / Participation Restriction	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.
	Activities / Activity Limitations	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.
	Body Functions & Structures / Impairment	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

The program requires the completion of 33 credits. 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 and/or clinical preceptorships across varying clinical settings.

Summer Term – Professional Foundations (9 credits)	
OT 2200 - Foundations of Occupation	2 credits
OT 2202 - Therapeutic Approaches 1	2 credits
OT 2218 - Biomechanical Theory and Practice	3 credits
OT 2203 - Clinical Seminar 1	1 credit
OT 2241 - Clinical Preceptorship or HRS 2594 Research Preceptorship	1 credit
Fall Term – Assessment/Analysis (12 credits)	
OT 2221 - Developmental Theory and Practice <u>OR</u> OT 2222 - Productive Aging Theory and Practice	3 credits
OT 2207 - Principles of Assessment	3 credits
OT 2224 - Management of Occupational Therapy Practice	2 credits
OT 2208 - Critical Appraisal of Evidence	2 credits
OT 2209 - Clinical Seminar 2	1 credit
OT 2242 - Clinical Preceptorship <u>OR</u> HRS 2594 Research Preceptorship	1 credit
Spring Term – Intervention (12 credits)	
OT 2210 - Psychosocial/Cognitive Theory and Practice	3 credits
OT 2213 - Occupational Therapy and the Health System	2 credits
OT 2240 - Special Topics in Occupational Therapy	3 credits
OT 2214 - Therapeutic Approaches 2	2 credits
OT 2216 - Clinical Seminar 3	1 credit
OT 2243 - Clinical Preceptorship <u>OR</u> HRS 2594 Research Preceptorship	1 credit

MS Course Descriptions:

Summer Term – Term 1

OT 2200 – Foundations of Occupation

Examines the history, philosophy, and science of the profession of occupational therapy. The focus is on the meaning of occupation and its role in health, wellness, and participation. Occupational science and occupational performance theories of practice are introduced.

OT 2202 – Therapeutic Approaches 1**

Examines how occupational therapists develop and manage their therapeutic relationships with clients using a model of intentional relationships, focusing on the use of narrative reasoning, emotional intelligence and empathy, and a client-centered collaborative approach. Formal interview techniques and casual conversation approaches used to obtain information are introduced and practiced.

OT 2203 – Clinical Seminar 1

Addresses professional issues and the professional development of the occupational therapist. Focuses on diversity, inclusion, self-awareness, and self-understanding. Issues explored include the roles and functions of occupational therapy practitioners; participation in professional organizations; and professional sustainability.

OT 2218 – Biomechanical Theory and Practice**

The occupational therapy process for clients with physical dysfunction involving biomechanical impairments is studied in-depth. Theories, principles, assessments, and interventions focus on performance of activities and routines of daily living and participation in society.

Fall Term – Term 2

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 2208 – Critical Appraisal of Evidence

Occupational therapy and rehabilitation research and its application to practice, management, and education is explored. Scientific method, hierarchies of evidence, levels of measurement, and interpretation of findings are examined.

OT 2209 – Clinical Seminar 2

Addresses professional issues and the professional development of the occupational therapist. Introduces a model for professional and clinical reasoning to plan, direct, perform, and reflect on occupational therapy services. Explores the various audiences and types of documentation used by occupational therapy practitioners.

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.

Spring Term – Term 3

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 2214 – Therapeutic Approaches 2**

Examines the dynamic process used by occupational therapists to facilitate a client's or group of clients' engagement in occupations to promote health and participation. Focuses on education and training, self-advocacy, and health literacy for clients, those involved in the care of the clients, and groups.

OT 2216 – Clinical Seminar 3

Addresses professional issues and the professional development of the occupational therapist. Focuses on applying the model for professional and clinical reasoning to practice. Issues explored include traditional and emerging practice settings, collaborative practice, ethics, and professional sustainability.

** Lab based courses.

ESSENTIAL SKILLS / TECHNICAL STANDARDS

Students in the MSOT 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.

MS 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

The MSOT program spans 3 terms (Summer, Fall and Spring). You will enroll in 1 preceptorship (either clinical or research) each term for a total of 3 preceptorships.

The MSOT program offers different clinical/research preceptorships combinations. Students select one of the following preceptorship tracks based on their professional goals and interests.

1. All clinical - 3 clinical preceptorships (one in each of three terms)
2. Mostly clinical - 2 clinical preceptorships (one in each of two terms) and 1 research preceptorship (in one term)
3. Mostly research - 2 research preceptorships (one in each of two terms) and 1 clinical preceptorship (in one term)
4. All research - 3 research preceptorships (one in each of three terms)

Clinical preceptorship provides experiential learning in an occupational therapy practice setting for the purpose of familiarity with the U.S. Health Care System.

Clinical Preceptorship is only conducted at sites that have a signed agreement (Memorandum of Understanding) with the SHRS. This agreement formally identifies the responsibilities of the University and the site.

Research preceptorship provides experiential learning in a Department of Occupational Therapy research laboratory for the purpose of exposure to rehabilitation research.

Identifying preference for clinical preceptorships

Before arriving at campus (around the second week of April) students will complete a preceptorship preference form. The form is designed to obtain clinical interests of the students and will be used to place the students in clinical preceptorships throughout the year.

Identifying preference for research preceptorships

Students who select one of the tracks with research preceptorship will do a research preceptorship in the first (summer) term. After completing the research preceptorship in the summer term, the students who have opted to do another research preceptorship will meet with the Program Director in the third or fourth week of June to discuss options for research preceptorship for the fall and/or spring terms.

The guidelines for clinical and research preceptorships are in Appendix H and I.

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 MSOT students.

University	http://www.pitt.edu/~graduate/courses.html
Health Sciences	http://www.health.pitt.edu
SHRS	http://www.shrs.pitt.edu
OT	Manual for the Master of Science in Occupational Therapy Student http://www.shrs.pitt.edu/OT/

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 MSOT students, OT faculty, and occupational therapists in making ethical decisions. It is the expectation of the Department that all University of Pittsburgh MSOT 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/drs/policies/grievance-procedure/> for the University's Guidelines on Academic Integrity, and Student and Faculty Obligations and Hearing Procedures; and <http://www.provost.pitt.edu/information-on/guidelines.html> (see Grad Students, Post Docs, & Research Associates; Academic Integrity; Faculty Obligations and Students Rights).

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 MSOT 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.

ACADEMIC ADVISING

Policy: MSOT 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 MSOT 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: The MSOT student 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

Policy: MSOT students must submit a Plan of Studies.

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

Procedure: The MSOT 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

If you are a citizen of a country whose official language is not English, and you scored below 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

The University Academic Regulations and Registration information can be found in the Graduate and Professional Bulletin at <http://www.pitt.edu/~graduate/courses.html>.

Registering for Classes:

MSOT students are “block” registered each term by the SHRS Registrar with the approval of their Program Director. MSOT 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 MSOT curriculum (see page 13).

Once students are registered, they may view their course schedule at <http://my.pitt.edu>. Students receive a print copy of their class schedule each term from the Department of Occupational Therapy. Students should follow the print copy versus the online version as the print copy will be 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, MSOT 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. MSOT 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 MSOT 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/content.php?catoid=6&navoid=580> 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

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 MSOT student must achieve a minimum cumulative GPA of 3.00 (based on a 4.00 scale) in the courses that make up the MSOT program.

Courses that make up the MSOT program have a grade option of Letter Grade (LG) with the exception of the "seminar" courses (OT 2203, OT 2209, and OT 2216), Preceptorship courses (OT 2241, OT 2242, OT 2243, and HRS 2594), which have a grade option of Honors/Satisfactory/ Unsatisfactory (HSU). The grades H and S are counted toward graduation but not the student's GPA. MSOT students must successfully complete all required coursework and achieve a minimum cumulative GPA of 3.00 to be eligible for graduation.

MSOT students must achieve a grade of C or better in the courses that make up the MSOT program with a grade option of Letter Grade. For the courses with a grade option of HSU, MSOT 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 MSOT student being dismissed from the MSOT program. MSOT 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 MSOT student to extend his or her program beyond the scheduled date for degree completion.

The MSOT student who fails to make satisfactory progress may be subject to academic probation and/or dismissal. When the cumulative GPA of an MSOT 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

MSOT 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

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 www.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	
B+	3.25	87–89	Adequate
B	3.00	83–86	
B-	2.75	80–82	
C+	2.25	77–79	Minimal
C	2.00	73–76	
C-	1.75	70–72	
D+	1.25	67–69	
D	1.00	63–66	
D-	0.75	60–62	
F	0.00	< 60	

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 work in individual guidance courses or seminars
- N Non-credit audit
- NC No Credit
- R Student resigned from the University
- S Satisfactory (successful) completion of course requirements
- U Unsatisfactory (failing) completion of course requirements
- W Withdrawal
- Z Invalid grade reported
- ** No grade reported

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=6&navoid=580> 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: MSOT students are to attend ALL classes (including assigned preceptorship and preceptorship experiences), to arrive at class/preceptorship/preceptorship prior to the scheduled start time, and to be prepared to begin class/preceptorship/preceptorship on time.

Purpose: Regular attendance and promptness are professional behaviors that facilitate learning and teaching and show respect for one's instructors and peers.

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, 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, and Good Friday. On such dates, course instructors, in consultation with the MSOT Program Director, will work with students to allow for missed class for reasons of religious observations. It is the student's responsibility to notify the Program Director and course instructor of an absence due to a

religious observance well in advance of the known religious observance.

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

Policy: MSOT 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. Completing quizzes and examinations at the schedule time removes students, who have taken a quiz/examination, from the temptation to share this information with students who have not taken the examination and removes students who have not taken the quiz/examination from the temptation to ask for information from students who have 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 word, 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 by submitting, in writing, a description of the reason why the examination/quiz must be missed to the course instructor/course liaison and MSOT Program Director. The student will be notified in writing IF an exception is to be made and IF SO under what conditions/penalties an alternate examination/quiz will be given. Students are encouraged to submit requests as soon as they are aware there may be an extreme circumstance.

PROFESSIONAL DEVELOPMENT

Policy: MSOT 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. MSOT 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 MSOT student is introduced to the components of the Portfolio in Term 1 (OT 2203 – Clinical Seminar 1) and presents his/her Portfolio for peer and/or faculty for review and feedback at least once in the curriculum. The Portfolio includes the MSOT 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.

ACADEMIC AND PROFESSIONAL REFERENCES

Policy: MSOT 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, MSOT 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 MSOT 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: Department of Occupational Therapy faculty must ask an MSOT student to sign a release permitting faculty members 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 MSOT student gives permission for faculty to use examples of the student’s academic work for future educational purposes.

Procedure: MSOT 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 C).

PROFESSIONAL BEHAVIORS

Policy: The MSOT 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 MSOT 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 MSOT student should familiarize himself/herself with the MSOT Professional Behavior Evaluation. The Professional Behavior Evaluation is completed on every MSOT 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 MSOT 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 D for MSOT Professional Behavior Evaluation.

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

The use of social media sites is increasingly common. Examples include, but are not limited to, Facebook, YouTube, Twitter, Snapchat, blogs, LinkedIn, Wikipedia, Second Life, Flickr, podcasts, and MySpace. Social media often crosses traditional boundaries between professional and personal relationships. Therefore, it takes extra vigilance to assure that personal, professional and university reputations are protected. The MSOT student who publishes information on social media sites is expected to demonstrate professional behavior when doing so. Professional behavior when using social media includes being honest about who you are, being thoughtful before you post, and respecting the purpose of the community where you are posting. When publishing information on social media sites the MSOT student needs to be aware that information may be public – that is, anyone can see, it can be traced back to you as an individual, and once posted, it can be difficult or impossible to erase. Since social media typically allows two-way communication, there is less control over how information posted will be used by others. As one person remarked, “If you wouldn't put it on a flier, carve it into cement, or want it published on the cover of a magazine or newspaper, don't broadcast it via social media channels.” The following are social media guidelines:

- Be respectful to yourself and others, and the Department and University
- Think before you post – there is no such thing as a “private” social media site
- Be accurate – make sure you have all your facts before you post
- Consider your audience and the overlap between personal and professional in social media
- Maintain confidentiality – do not post confidential or proprietary information about the University, its students, faculty, or alumni; or a preceptorship facility, supervisor, or its staff; or any clients
- Be aware of liability – you are legally liable for what you post on your own site and

the sites of others. Individuals have been held liable for postings deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts). Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

Visit <http://technology.pitt.edu/security/best-practice-safe-social-networking> for the University's Best Practice Guidelines for Safe Social Networking.

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

Policy: MSOT 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: The MSOT 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

Policy: The MSOT 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 MSOT students are expected to present with a professional appearance (i.e., business casual clothing) – see below. MSOT students will adhere to the dress code of the assigned preceptorship/preceptorship site (course instructors will direct MSOT 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). MSOT 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 MSOT student's Program Director and the MSOT 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/preceptorship settings is determined by the facility. Students are expected to learn the facility dress code prior to the start of preceptorship/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/preceptorship facility) must be worn at all times.
- In general, preceptorship/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. Hair color of an unnatural tone is not appropriate (e.g., green, blue, pink, purple, etc.)
 2. Beards and mustaches should be short, clean, and well groomed.
 3. Wearing rings and other jewelry during direct patient contact is discouraged. Wearing excessive jewelry, pins, buttons, and other adornments is not appropriate. Dangling earrings or hoops larger than one inch; more than two earrings per lobe; and facial/oral jewelry are not appropriate.
 4. Makeup should be kept at a minimum. Cologne and perfume are not recommended as many clients are sensitive to them (this includes scented hair sprays, lotions, etc.). Presenting smelling of smoke is not permitted.
 5. Nails should be well 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 should not be worn. The definition of artificial fingernails includes, but is not limited to, acrylic nails, all overlaps, tips, bondings, extensions, tapes, inlays, and wraps.
 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 worn, they must be primarily white, in good condition, and ONLY used for work purposes.

Classroom:

- Clothing worn in the classroom should be of correct size and fit. Examples of inappropriate dress are clothing with offensive messages; excessive skin exposure; and exposed undergarments (upper or 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: MSOT 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 MSOT 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 F). The MSOT student should also place a copy of the certificates in his/her Portfolio.

BLOODBORNE PATHOGEN TRAINING

Policy: MSOT 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 MSOT 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 F). The MSOT student should also place a copy of the certificates in his/her Portfolio.

FIRST AID, CPR, AND AED CERTIFICATION

Policy: MSOT 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 MSOT 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 F). The MSOT student should also place a copy of the certificates in his/her Portfolio.

HEALTH AND SAFETY ISSUES

Policy: MSOT 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 the MSOT student 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 MSOT 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

Policy: Students must carry professional liability insurance throughout enrollment in the MSOT Program.

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

Procedure: SHRS has a group policy covering all enrolled students. The SHRS Office of Student Services will provide verification of coverage to the Department and student upon request.

HEALTH SCREENING

Policy: MSOT 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 MSOT student will receive information from the Department regarding the health screening requirements. The initial health appraisal form (4 pages) (see Appendix F) 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 MSOT student should retain a copy of the health appraisal form (including copies of laboratory results) in the event that the MSOT 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 F).

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

HEALTH INSURANCE

Policy: MSOT 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:

- [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 in Appendix G

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

Procedure: A copy of the MSOT student's personal health insurance must be filed with the Department of Occupational Therapy (see Appendix F). 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.

RECOGNIZING AND REPORTING CHILD ABUSE: MANDATED AND PERMISSIVE REPORTING

Policy: MSOT 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, 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 MSOT 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 F). The MSOT 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

Policy: MSOT 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 MSOT 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 MSOT 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 F).

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 or email 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. MSOT students are required to use the Typhon Group System while enrolled in the MSOT program and have access to select aspects of the System for 2 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.

MSOT 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 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.

MSOT 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 4th, 5th, and 6th 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 <http://www.pitt.edu/prepare.html> 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.
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.

For emergency situations in Forbes Tower . . .

5. Call 9-911 (building telephone) or 911 (cell phone) – give the building name “Forbes Tower” at Meyran and Sennott – describe the incident.
6. Call UPMC Security at 412-647-7440 – tell them emergency services have been notified, give the room number (location) and the person involved in the emergency situation.
7. Call Pitt Police at 42121 (building telephone) or 412-624-2121 (cell phone) – tell them emergency services have been notified, give the room number (location) and the person involved in the emergency situation.
8. Report the incident to the Department of Occupational Therapy.
9. Report the incident to the Dean's Office.

EVACUATION

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.

For evacuation of Forbes Tower . . .

UPMC is responsible for the fire and emergency response plan at Forbes Tower. Activation of the fire alarm system at Forbes Tower is a signal to building occupants that a fire emergency exists. When the fire alarm activates, except when the building is posted for testing or repair, occupants in the “Fire Zone” should begin evacuation of the building. The "Fire Zone" is defined as (1) the floor in alarm, (2) the floor above the floor in alarm and (3) the floor below the floor in alarm. Occupants in the "Fire Zone" should proceed to the nearest exit away from the fire and evacuate the building in a calm, orderly fashion. **DO NOT USE ELEVATORS.** Seek paths of egress as far away as possible from the fire area so as not to hinder fire fighting efforts taking place in the fire area.

1. Evacuate to the nearest stairwell and go to the street level
2. Evacuation maps are posted in the larger classrooms and major traffic areas
3. All students, staff, and faculty should convene in the parking lot on Sennott Street between Meyran and Atwood Streets.

In the event of a long term evacuation, go to Posvar Hall if it is 2 hours or less and the Peterson Events Center if it is longer. Fire marshals have been identified on every floor and will be available to assist in the event of an evacuation. Students with special needs or a disability who 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 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.

LOST AND FOUND

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

INFORMATION AND UPDATES

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, Room 4024), 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. Students must maintain current information in the Typhon account and make updates as needed. Additionally, students complete a Student Information Form (see Appendix E) which provides information for use in an emergency situation. Students must notify the Department of Occupational Therapy Administrative Assistant of any emergency information changes/updates. The MSOT Student Information Form is maintained in a secure location in the Department.

STUDENT LOUNGE

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, refrigerator, microwaves, Pitt Print Station, PC Station and TV monitor, and Mobile Charging Station

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.)
- Students are responsible for their own personal items. Shelves located in the hallway adjacent to the Student Lounge are for student use.

MAILBOXES

MSOT student mailboxes are located in the hallway adjacent to the Student Lounge. Faculty mailboxes for student use are located in the Student Lounge.

ACCESS BADGE

MSOT Students receive an access badge which permits access to Bridgeside Point I and the Department of Occupational Therapy suite (3rd 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. Note: There is a \$25 fee to replace an access badge (amount subject to change).

BUILDING INFORMATION

Bridgeside Point I. MSOT 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. In the case of a forgotten badge during Security hours, the MSOT student will need to show ID and sign in with the security guard at the main entrance. A 24 hour hotline (412-372-8570) is available and can be used during the times when no security guard is on duty. Smoking is not permitted anywhere inside the building or within 35 feet outside of any entrance.

Forbes Tower. The SHRS entrance to Forbes Tower is located on Atwood Street (directly behind Starbucks on Forbes Avenue and across the Street from Rite Aid on Atwood Street – do not use UPMC/Meyran Avenue entrance). Forbes Tower Security may ask to see your Pitt ID at any time. Do not leave personal items unattended. UPMC has a smoke-free policy (no smoking in or around UPMC buildings). Forbes Tower hours: Monday through Thursday, 6:30 am to 9:30 pm (front door locks at 8:30 pm); Friday, 6:30 am to 6:00 pm; Saturday, 8:00 am to 5:00 pm; Sunday, closed. Forbes Tower/UPMC Security: 412-647-7440; Pitt Police: 811 or 412-624-2121.

TRANSPORTATION AND PARKING

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.

DEPARTMENT OF OCCUPATIONAL THERAPY AWARD

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.

COMMENCEMENT / GRADUATION

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

USEFUL TELEPHONE NUMBERS AND WEB ADDRESSES

The Book Center <http://www.pittuniversitystore.com/>
412-648-1455

Career Development <http://www.studentaffairs.pitt.edu/cdpa/students/>
412-648-7130

Counseling Center <http://www.studentaffairs.pitt.edu/cc/>

412-648-7930

Cool Pittsburgh

<http://www.coolpgh.pitt.edu>

Emergency Notification Service

<http://www.technology.pitt.edu/portal/emergency/emergency-notification.html>

Off-Campus Living

412-624-6998

<http://www.ocl.pitt.edu/>

Information for Graduate Students

<http://www.pitt.edu/~graduate/>

Information Technology

412-624-HELP (4357)

<http://www.technology.pitt.edu>

Office of Admissions and Financial Aid

412-624-PITT (7488)

<http://www.pitt.edu/~oafa>

Office of International Services

412-624-7120

<http://www.ois.pitt.edu/>

Office of Veterans Services

412-624-3213

<http://veterans.pitt.edu/>

Parking, Transportation, and Services

412-624-8612

<http://www.pts.pitt.edu>

Police Department

Campus Emergency 811 or 412-624-2121

<http://www.police.pitt.edu/>

Public Safety

412-648-SAFE (7233)

<http://www.safety.pitt.edu/>

SHRS Office of Student Services

412-383-6554

<http://www.shrs.pitt.edu/current-students/orientation>

SHRS Student Resources

<http://www.shrs.pitt.edu/current-students>

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

<http://www.pitt.edu/~graduate/services.html>

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.gpsa.pitt.edu/> 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 <http://www.shrs.pitt.edu/ot/students> 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 <http://www.pota.org> 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 MSOT 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: MSOT 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

Student Agreement to Participate in Clinical Education **Release of Information Form**

I, _____ am a student in the Department of Occupational Therapy, School of Health & Rehabilitation Sciences, the University of Pittsburgh. I understand and agree in accordance with the curriculum requirements outlined in the department student handbook that 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, and such facilities will require criminal background checks and drug screens prior to the start of the experience. Additionally, in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse. Should I fail a check, clearance and/or drug screen, I understand that the Department cannot guarantee that it will be able to place me in a facility in order to meet my clinical education requirements for graduation. Nor can the Department guarantee that these results may not affect my future ability to be licensed.

I also understand and agree that while I am participating in clinical education, that I am not covered by workman's compensation for any accident/injury that may occur during my time on site. I understand that I, or my medical insurance plan, are responsible for all expenses incurred and that the University of Pittsburgh and the Department of Occupational Therapy assumes no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Pittsburgh, its schools, departments, agencies, officers, directors, and employees from any such responsibility or liability.

I further understand and agree that during my clinical education, I may be placed at a facility that may require me to utilize a personal vehicle for transportation purposes. I am responsible for insuring that I have adequate and appropriate automobile insurance and a valid driver's license prior to using a personal vehicle during a clinical education experience. I accept this responsibility and I specifically release the University of Pittsburgh, its schools, departments, agencies, officers, directors, and employees from any such responsibility or liability.

Release of Information

Prior to the start of each clinical education experience, the Department of Occupational Therapy will send requested student information to the clinical site for review and verification that I meet their requirements for clinical placement. This may include clearances, certifications, health information, demographic information, and resumes.

I hereby give my permission to the Department of Occupational Therapy at the University of Pittsburgh, to release any and all information required for clinical education purposes to a contracted facility as requested. Release does not apply to my 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 on this agreement indicates that I have read and understand this agreement and represents that I meet all criteria listed above.

Student name _____

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 potential employers
- 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

**University of Pittsburgh
Department of Occupational Therapy
STUDENT RELEASE PERMITTING THE USE OF ACADEMIC PRODUCTS
FOR FUTURE EDUCATIONAL PURPOSES**

Student's Full Name (Last, First, Middle or Maiden Name)

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., models for future students, curriculum review).

Title of Academic Product

I understand that this authorization 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.

Student's Signature

Date

APPENDIX D

MSOT PROFESSIONAL BEHAVIOR EVALUATION

University of Pittsburgh
Department of Occupational Therapy

Instructions: There are two primary purposes of the MSOT 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 MSOT 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 MSOT 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.

MSOT PROFESSIONAL BEHAVIOR EVALUATION

Department of Occupational Therapy
University of Pittsburgh

Student: _____ Evaluator: _____ Date: _____

1. INTEGRITY/DEPENDABILITY 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 []
2. EMPATHY 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 []
3. SELF-MOTIVATION/INITIATION 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 []
4. APPEARANCE AND PERSONAL HYGIENE 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 []
5. SELF-CONFIDENCE 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 []
6. COMMUNICATIONS 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 []
7. TIME MANAGEMENT/ORGANIZATION 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 []
8. SUPERVISORY RELATIONSHIPS/TEAMWORK 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 []
9. RESPECT/COOPERATION 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 []
10. PATIENT/CLIENT ADVOCACY (CONFIDENTIALITY) 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 []
11. CLINICAL REASONING/ DELIVERY OF SERVICE 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 E

UNIVERSITY OF PITTSBURGH
School of Health and Rehabilitation Sciences
Department of Occupational Therapy

OT STUDENT INFORMATION FORM

PLEASE PRINT CLEARLY

UPDATES	Date

Name: _____ PeopleSoft #: _____

CONSISTENT WITH HIPAA REGULATIONS, PLEASE PROVIDE THE FOLLOWING EMERGENCY INFORMATION ON A "NEED TO KNOW" BASIS.

1. Do you have any pertinent health condition(s) or allergies which may have the potential to result in a medical emergency? (examples: Diabetes, Allergic to Penicillin)
 YES NO If yes, please describe:

2. Are you currently taking any medication(s) which may have the potential to result in a medical emergency?
 YES NO If yes, please identify:

4. Who should be contacted in case of emergency?

Name: _____ Relationship: _____

Telephone: (____) _____ Work Telephone: (____) _____

Name: _____ Relationship: _____

Telephone: (____) _____ Work Telephone: (____) _____

APPENDIX F

Required Documents

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

Document	Due
Initial Health Appraisal (Form)	5/03/2019
Personal Health Insurance (Copy of Card)	5/03/2019
10 Panel Drug Screen (Report)	5/10/2019
UMUC Online Writing Module	5/10/2019
Module (CITI): Biomedical Course (Certificate)	5/10/2019
Module (CITI): Responsible Conduct of Research (Certificate)	5/10/2019
Module (CITI): Conflicts of Interest (Certificate)	5/10/2019
Module (CITI): GCP – Social and Behavioral Research Best Practice for Clinical Research (Certificate)	5/10/2019
Module (CITI): Privacy and Information Security (Certificate)	5/10/2019
First Aid Training	5/14/2019
CPR/AED Training	5/14/2019
Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania (Certificate)	5/17/2019
Module: Bloodborne Pathogen Training (Certificate)	5/17/2019
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)	5/17/2019
PA Background Check (Criminal Abuse Clearance) (Report)	5/17/2019
PA Child Abuse Clearance (Report)	5/17/2019
PA DHS Fingerprint-based Background Check (Report)	6/21/2019
PA DOE Fingerprint-based Background Check (Report)	6/21/2019
First Aid Training (Certification Card)	6/28/2019
CPR/AED Training (Adult/Child) (Certification Card)	6/28/2019
Influenza Vaccination (Report)	9/05/2019

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

APPENDIX G

Instructions to Attesting to Other Coverage

Log on to the Pitt Passport

- Go to my.pitt.edu.
- Enter your University username and password.
- Select the “My Resources” tab.
- Select “Student Health Insurance” on the drop down menu.

Change My Benefits tab → Late Enrollment Request → Submit

The screenshot shows a web interface for 'Change My Benefits'. At the top, there is a navigation bar with tabs: Home, My Benefits, Personal Information, Change My Benefits (highlighted), Inbox (1), Benefits Information, and Enrollment, Coverage Changes and Payment Info. Below the navigation bar is a dark grey header with the text 'Fill out the form below to register a life event'. The main form area is divided into two columns. The left column has three sections: 'Your Event *' (a large empty text area), 'Date the Event Occurred *' (a date input field with a calendar icon), and 'Event Notes' (a text area). The right column contains a list of radio button options: Birth, Death of Dependent, Dependent Became Eligible, Dependent Became Ineligible, Divorce, International Student: Graduated program and leaving U.S., Late Enrollment Request, Lost Coverage Under Another Plan, Married, and Obtain Coverage Under Another Employer Sponsored Plan. At the bottom right of the form are three buttons: Submit, Cancel, and Clear.

Click Enroll Now

Registered Life Events

☰ Late Enrollment Request on 08/29/2015

Please upload supporting documentation for any dependents added to your coverage (birth certificate, marriage license, etc.). The University of Pittsburgh Benefits Department will need to approve your benefit changes and requires this documentation be submitted and approved.

1 Upload your event documentation and any completed forms.

You must submit valid documentation within 60 days of the event.

Messages:

Attachment

2 Enroll

You must submit your enrollments by 08/31/2015.

Click Begin Enrollment

Helpful Tips for Getting Started

Step 1 - To get started, please click the "Begin Enrollment" link below. To ensure you have an enrollment for every benefit plan, click "Save & Continue" on each page. This saves your election if you need to exit before you complete your enrollment.

Step 2 - Next, once your enrollment is completed, you will be able to review your elections before submitting.

Step 3 - If you have no further changes, remember to click the "Submit Enrollments" button and initial and submit your elections.

Note: If your elections require payment, you will need to submit payment information for your coverage to take effect. Insurance coverages will not be made effective unless payment information is successfully submitted.

Complete Mandatory Attestation → Continue

Mandatory Insurance Attestation

Mandatory Insurance Attestation 

Option Choose One of the Following:

I am already enrolled in comparable Health Plan coverage outside of the University.

I would like to enroll in the University's coverage.

Complete the attestation:

Please provide your answers to the following	
Acknowledgement of Medical Insurance Coverage	
Question No.1*	Insurance Company Name
Answer	<input style="width: 90%;" type="text"/>
Question No.2*	Insurance Company Address
Answer	<input style="width: 90%;" type="text"/>
Question No.3*	Insurance Company Telephone Number
Answer	<input style="width: 90%;" type="text"/>
Question No.4*	Insurance Company Policy or Group Number
Answer	<input style="width: 90%;" type="text"/>
Question No.5*	Effective Date of Coverage
Answer	<input style="width: 90%;" type="text"/>
Question No.6*	Does your insurance policy meet the following minimum coverage requirements: \$50,000 per accident or illness; Medical evacuation in the amount of \$10,000; Repatriation coverage for up to \$7,500; A deductible of no more than \$500 per illness?
Answer	<input type="radio"/> Yes <input type="radio"/> No

Click Submit Enrollments

Medical		
<p style="color: red; font-weight: bold; margin: 0;">Pending Submission</p> <p>Coverage Level: Your Contribution per Month: Tax Status: Carrier Contact Info: Carrier Name:</p>	<p style="color: #1a3d54; font-weight: bold; margin: 0;">2015-2016 COVERAGE</p> <p>Panther Blue - General Student Plan</p> <p>Student Only \$205.80 After-Tax UPMC Health Plan http://www.upmchealthplan.com UPMC Health Plan</p>	<p style="text-align: center; margin: 0;"> Change Enrollment</p> <p style="text-align: center; margin: 0;"> Opt Out</p>
Dental		
<p style="color: red; font-weight: bold; margin: 0;">Pending Submission</p> <p>Coverage Level: Your Contribution per Month: Tax Status: Carrier Contact Info: Carrier Name:</p>	<p style="color: #1a3d54; font-weight: bold; margin: 0;">2015-2016 COVERAGE</p> <p>Flex Dental Plan</p> <p>Student Only \$17.81 After-Tax United Concordia http://www.ucci.com United Concordia</p>	<p style="text-align: center; margin: 0;"> Change Enrollment</p> <p style="text-align: center; margin: 0;"> Opt Out</p>
Vision		

Check box → Initial → Submit Your Changes

Please click the check box below, enter your initials and click "Submit Your Changes" to finalize your insurance elections.

If you are required to make payments via a credit card or bank account you will be taken next to the Payment Election Form. Please print out the form and submit using the instructions at the top of the form to set up payment for your insurance coverage. Failure to set up payment will result in the cancellation of your coverage.

If you experience any errors or issues when initialing and submitting or processing payment information please contact Customer Service at 888-499-6885 

I have read and agree to the terms and conditions stated above. 08/27/2015 1:46:41 PM

Your Initials

[Submit Your Changes](#)

IF THE STUDENT IS RECEIVES AN ERROR MESSAGE, THE STUDENT SHOULD CONTACT UPMC HEALTH PLAN MEMBER SERVICES AT 1-888-499-6885.

APPENDIX H

UNIVERSITY OF PITTSBURGH DEPARTMENT OF OCCUPATIONAL THERAPY MSOT PROGRAM

FACULTY AND STUDENT GUIDELINES FOR CLINICAL PRECEPTORSHIPS FOR MSOT 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 three clinical preceptorships (one per term) during their program (Summer, Fall, Spring).
 - Students can enroll in one preceptorship (either research or clinical) in a term.
- Identifying preference for clinical preceptorships
 - Before arriving at campus (around the second week of April) students will complete a *preceptorship preference form*. The form is designed to obtain clinical and interests of the students and will be used to place the students in clinical preceptorships throughout the year.
- Facilitating match between student and clinical site
 - Based upon the students' clinical interests, and the *preceptorship preference form*, the Instructor/Academic Fieldwork Coordinator (AFWC) considers placement options. The Instructor/AFWC will determine the fit between the student interests and the clinical site considering clinical site availability.
 - After successfully determining the appropriate clinical site, the Instructor/AFWC will inform the student about the assigned clinical preceptorship and requirement process.
- 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.
 - 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 twice at each site using the “Evaluation of Student” form, once at midterm and once 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 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 preceptorship in the summer term will start in July. For the Fall and Spring terms the clinical preceptorship will start with the classes.

- 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 midterm 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 if the preceptorship will be continued or terminated. If the placement is to be continued, a written plan of correction along with measurable goals and timelines will be established by the Clinical Supervisor in collaboration with the Instructor/AFWC. These will be presented to the student who will read and sign an agreement to complete the plan. A site visit may be made.

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.

APPENDIX I

UNIVERSITY OF PITTSBURGH DEPARTMENT OF OCCUPATIONAL THERAPY MSOT PROGRAM

FACULTY AND STUDENT GUIDELINES FOR RESEARCH PRECEPTORSHIPS FOR MSOT 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 1 credit per term
 - Students can enroll in up to three research preceptorships (one per term) during their program (Summer, Fall, Spring).
 - Students can enroll in one preceptorship (either research or clinical) in a term.
- Identifying options for research preceptorships
 - Students who select one of the tracks with research preceptorship will do a research preceptorship in the first (summer) term.
- First research preceptorship experience (summer term)
 - During the summer term, students in the research preceptorship track will be exposed to the research laboratories in the Department of Occupational Therapy. All students will complete a one-week rotation across all the research laboratories.
 - The students will read research articles as well as write a one-page reflection paper at the end of the first research preceptorship experience.
- Research Preceptorship Expectations for the summer term
 - It is expected that the student will engage in the research preceptorship for 32 hours in the summer.
 - The number of hours is divided into 16 contact hours of “lab experience” and 16 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 and/or third research preceptorship experiences (fall and/or spring term)
 - After completing the rotation through all the laboratories, students who have opted to complete more than one research preceptorship, 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 midterm advising meeting (third-fourth week of June) 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 Research Preceptorship for second and/or third research preceptorship experiences (fall and/or 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 and the Vice Chair of Research 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 and the Vice Chair of Research approves the research preceptorship plan (form), the student can start working with the faculty mentor.
- Research Preceptorship Expectations for the fall and/or spring term
 - During the fall and/or spring terms, it is expected that the student will engage in the research preceptorship for 6 hours/week.
 - The number of hours is divided into 3 hours of "lab experience" and 3 hours of "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 Fall/Spring term:

- For each 1 credit 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”.

MANUAL ACKNOWLEDGEMENT AGREEMENT

I have read the Manual for the Master of Science in Occupational Therapy (MSOT) 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 MSOT 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 Program Director for clarification.

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

Name of Student – PLEASE PRINT

Signature of Student

Date

PLEASE RETURN to the Department of Occupational Therapy Administrative Assistant by **May 3, 2019**.