

Department of Occupational Therapy

**Entry-level Doctor of Occupational Therapy
(EL-OTD)**

**Student Manual
Fall 2025**



**Entry-level Doctor of Occupational Therapy (EL-OTD)
FALL 2025 STUDENT MANUAL
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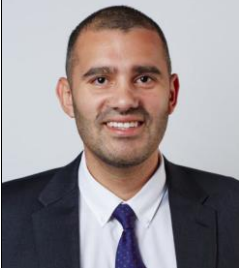
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Boston University (BU) College of Health & Rehabilitation Sciences: Sargent College
OCCUPATIONAL THERAPY FACULTY
Fall 2025

To learn more about each faculty, please visit the Sargent College website at
<http://www.bu.edu/sargent/academics/departments-programs/occupational-therapy/entryotd/faculty/>

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ACCREDITATION

Boston University College of Health & Rehabilitation Sciences: Sargent College's entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education ([ACOTE](http://acoteonline.org/)) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. AOTA's phone number is 301-652-AOTA, and their website is <http://acoteonline.org/>.

Institutional Accreditation: Boston University, including the College of Health & Rehabilitation Sciences: Sargent College, is accredited by the New England Association of Schools and Colleges, Inc. The University was most recently granted continuing accreditation in October 2019.

PROGRAM COST- <https://www.bu.edu/sargent/admissions/graduate/tuition-and-fees/#program-costs>

PROGRAM OUTCOMES- <https://www.bu.edu/sargent/academics/departments-programs/occupational-therapy/entryotd/accredit/>

ETHICAL STANDARDS of BOSTON UNIVERSITY COLLEGE OF HEALTH & REHABILITATION SCIENCES: SARGENT COLLEGE

Boston University (BU) College of Health & Rehabilitation Sciences: Sargent College has a commitment to excellence in the education of health and rehabilitation professionals. Individually and collectively, those associated with BU Sargent College are responsible for maintaining and promoting the ethical standards listed below.

I. Responsibility of the College to Students

- A. In the process of recruiting students, the College and its programs should be represented accurately.
- B. The admissions procedure should include a fair and impartial review of a student's credentials.
- C. A learning environment should be provided which is safe and conducive to learning.
- D. The curriculum should be consistent with the best current practices, philosophies, and patterns within the health and rehabilitation professions.
- E. The College and its programs should attempt to respond creatively to changing patterns and concepts in the process of educating health and rehabilitation professionals.
- F. The faculty should be competent educators in their respective fields.
- G. Procedures used to evaluate students should be fair and clearly presented to the student at the beginning of each course and throughout the program.
- H. Grievance and appeals procedures for students should exist and be clearly presented to students.
- I. The College should make every effort to ensure that the students will be competent in their professional areas at the completion of program requirements.
- J. Students should be given the opportunity to participate in the governance of the College.

II. Responsibility of the College to Consumers of Health Care Services

- A. The College should make every effort to ensure that each of its graduates should be competent for service in his or her health and rehabilitation profession.
- B. The College should emphasize through its instruction that its graduates should respect the dignity and privacy of each individual with whom they come in contact in a professional setting.

III. Responsibility to protect the rights and welfare of human subjects of research

- A. Boston University has two institutional review boards (IRBs), an IRB for the Charles River Campus and an IRB for the Medical Campus, including Boston Medical Center. The purpose of the IRB is to protect the rights and welfare of human subjects of research and to assure the clinical research is conducted according to corresponding federal regulations, state law, and IRB policies. All research and clinical investigations involving human subjects in which OTD students are involved is subject to the authority of the Boston University Institutional Review Board (IRB).
- B. The BU Institutional Review Board includes information about CITI certification for human subjects' research: <http://www.bu.edu/researchsupport/training-how-to/human-subjects-training/>. All OTD students who work on faculty research projects, complete an OTD capstone practicum focused on research or conduct any research with human subjects must comply with the Boston University IRB regulations.

VISION and MISSION

Boston University College of Health & Rehabilitation Sciences: Sargent College

Vision Statement:

Our vision is to advance health and well-being for all.

Mission Statement:

Our mission is to:

- Advance knowledge of health and rehabilitation through science and scholarship,
- Empower our students to be leaders discovering what is possible, and
- Transform clinical practice through integrated research centers, partnerships, and outreach.

As a collaborative and diverse community of learners, scholars, professionals, and practitioners, **we value excellence** achieved through scientific discovery, experiential learning, inclusion, accessibility, creativity, and innovation.

Boston University: Mission Statement

Boston University is an international, comprehensive, private research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. Boston University is committed to generating new knowledge to benefit society.

We remain dedicated to our founding principles: that higher education should be accessible to all, and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community—local and international. These principles endure in the University's insistence on the value of diversity, in its tradition and standards of excellence, and in its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students and an ever-changing world.

Entry-Level OTD Program Vision

The vision of the BU EL-OTD Program is to **elevate** education, research & scholarship, and occupational therapy practice to support the occupational performance and wellness of all.

Mission

The mission of the BU EL-OTD Program is to **advance** the knowledge and skills of emerging occupational therapists to positively support the occupational engagement, health, and wellness of all, through excellence in education, research & scholarship, and clinical practice.

Students will act with

Curiosity: Engage in ongoing reflection and critical inquiry with respect to practice, theory, evidence, and professional values and advance the profession through service, knowledge translation, and mentorship.

Advocacy: Act with courage, compassion, dignity, purpose and professionalism to promote the best interests of clients (individuals, groups, and populations) for equity and inclusion for all.

Responsiveness: Demonstrate creative responses to needs in an ever-changing global environment, and a determination to be better.

Engagement: Create and participate in effective collaborations to meet the needs of clients, communities, and society.

(reviewed 5.13.24)

VALUES and COMMITMENT STATEMENT

We are committed to promoting full engagement in occupations across the life course, and we acknowledge that multiple systemic, environmental, and personal barriers limit meaningful occupational engagement for specific individuals, especially those who identify as members of minoritized groups or communities. We strive to:

- Prepare emerging clinicians who advocate for access, inclusion, equity, belongingness, pluralism, and social justice and demonstrate cultural critical consciousness.
- Collaborate with our students to provide inclusive teaching and learning practices.
- Support our students from underrepresented communities in occupational therapy to identify opportunities and navigate challenges as they seek to become leaders in the profession and agents of change across the health care continuum.

(reviewed 5.13.24)

STATEMENT of PHILOSOPHY

The philosophy guiding the OTD curriculum is explained in the following sections:

- I. Our fundamental beliefs about human beings and occupation
- II. Our view of intervention
- III. Our fundamental beliefs about professional student learning.

I. Our fundamental beliefs about human beings and occupation

Each human is an individual with a unique personal narrative and particular needs, desires, values, goals and responses to the environment and events. Simultaneously, each human shares a common history with others within the immediate environment (such as the family) and extended societal and cultural contexts. Participation in life is enabled through engagement in occupation and emerges dynamically from the transaction between a person's capacity and the environment (World Health Organization, 2001; 2014).

Occupations are "everyday personalized activities that people do as individuals, in families, and with communities to occupy time and bring meaning and purpose to life. Occupations can involve the execution of multiple activities for completion and can result in various outcomes. The broad range of occupations is categorized as activities of daily living, instrumental activities of daily living, health management, rest and sleep, education, work, play, leisure, and social participation" (AOTA, 2020, p. 79). Socially defined areas of occupation include ADL, IADL, health management, rest and sleep, education, work, play, leisure, and social participation (AOTA, 2020). Occupation involves a transaction with the environment. Individuals, a community, and society have the capacity to change

the environments through engagement in occupation, and environments provide opportunities to facilitate change. Everyone has the fundamental right to be included and participate in meaningful occupations.

II. Our view of intervention

The primary objective of intervention is enabling individuals, groups, and populations to engage in occupations that are meaningful and enable participation. Therefore, intervention is informed by multiple theoretical perspectives and a variety of intervention approaches.

Occupational therapy practitioners embrace occupation as the central method of intervention.. During intervention, occupations are used as a means and in a variety of ways to promote occupational performance, adaptation, health and wellness, participation, prevention, quality of life, role competence, self-advocacy, and occupational justice (AOTA, 2020). In these ways occupations have the potential to be transformative. Intervention is a collaborative process with individuals, organizations or populations and is driven by their unique needs, interests, and goals. Client problems are complex and socially constructed and situated. Consequently, the practitioner must enter into collaborative relationships to systematically evaluate goals in relation to the context in which activities are performed (Cohn, Schell & Crepeau, 2010). This collaboration results in intervention that may focus on changing the individual, the context or the occupation. To ultimately support occupational performance, participation, and engagement.

III. Our fundamental beliefs about professional student learning

The student in a professional program is an individual who can use personal experience to understand the experiences of others; who can assume responsibility for personal and professional development; who is open to understanding the complex systems that are involved in occupation and health; who communicates, interacts, and collaborates with peers, clients, family, professional colleagues, and the larger community; and who is flexible, dynamic, and creative in solving problems as well as proactive in her or his service to individuals and society.

Our curriculum design is guided by the following education principles. The philosophy is identified in normal font below and the implications for curriculum design are italicized:

1. Our curriculum is based on a developmental learning perspective, which means that curriculum decisions are guided by understanding where students have been (past history), where they currently are, and by the goals we want them to progress toward (future). We believe that students pass through developmental phases in their professional knowledge, skills, and identity; an effective curriculum acknowledges and helps guide their progress through these phases. *The sequence of courses, with their embedded learning experiences, is aligned with this developmental progression. An effective education will offer a flexible approach and make optimal use of students' current capacities while stimulating further development.*
2. We believe that optimal learning experiences provide just the right amount of structure to complete the overall program successfully and with a sense of personal efficacy. The terms “scaffolding” and “guided inquiry” both capture elements of the supportive role of the educator in this process. Scaffolding is particularly important to guide the learner toward creating integrative links across courses, fieldwork, and other learning experiences, which then provide the

base for more complex reasoning.

Another defining element of scaffolding is the progressive transfer of responsibility from educator to learner, a core principle of adult learning theory (andragogy). Grounded in Malcolm Knowles' foundational work, this approach recognizes that adult learners are self-directed, intrinsically motivated, and bring a wealth of prior experiences that significantly inform their learning process (Knowles, 1980). Although we believe that learning is always a shared responsibility of the learner and the faculty, a developmental perspective acknowledges that the roles of each partner will dynamically shift as learner knowledge and skills develop through active and experiential learning strategies.

This transfer is facilitated by clear initial delineation of expectations for learners, and by providing frequent and varied opportunities to receive positive, constructive, and informative feedback. The implementation of active learning principles is crucial in this process, emphasizing learner engagement through strategies such as problem-based learning, reflective practices, and collaborative learning experiences that promote critical thinking and self-directed skill acquisition.

3. We believe that effective learning involves a recursive process where knowledge and skills are revisited over time in new contexts. This recursive process stimulates more in depth understanding of concepts, and the integration and synthesis that support a higher order of thinking. *This recursive process is built into the curriculum through coordinated content, assignments, fieldwork, and application experiences. Repeated involvement in experiential learning is an essential element of this recursive process because it stimulates students to reexamine and rework their knowledge and skills in new and often more complex contexts.*
4. We believe that the learning community or cultural context created in a program is also an important source of student learning and must be congruent with the mission and values of the program. We believe it is important to recognize students as collaborators and contributors in this community of learning within and outside the classroom. *Therefore, it is important that faculty in our program model ongoing learning that includes openness to new ideas, and engagement in active and respectful dialogue.*

We are committed to promoting full engagement in occupations across the life course, and we acknowledge that multiple systemic, environmental, and personal barriers limit meaningful occupational engagement for specific individuals, especially those who identify as members of minoritized groups or communities. We strive to:

- Prepare emerging clinicians who advocate for access, inclusion, equity, belongingness, pluralism, and social justice and demonstrate cultural critical consciousness.
 - Collaborate with our students to provide inclusive teaching and learning practices.
 - Support our students from underrepresented communities in occupational therapy to identify opportunities and navigate challenges as they seek to become leaders in the profession and agents of change across the health care continuum.
5. We believe that an attitude of critical inquiry facilitates students' use of theories, evidence, and self-reflection in order to provide best practice. This clinical reasoning process allows for adaptability and flexibility in thinking and application of evidence, theories and skills, rather than implementation of one particular model or approach.

We encourage the development of the critical inquiry process through our curriculum design which uses an integrative and reflective approach.

6. Professional education is comprised of two integrated components: academic and experiential education. Both of these aspects of professional education are highly valued and inextricably linked. Extended level I experiences are integrated throughout the program culminating in participation in level II fieldwork. The program concludes with the doctoral capstone where the student gains advanced knowledge and/or skills in a context of practice (education, research, program development & evaluation, policy & advocacy, advanced clinical practice).

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CURRICULUM DESIGN

Four elements inform our curriculum design:

1. **Our fundamental beliefs about professional student learning**, which follows from our Mission, Vision, and Philosophical Statements about human beings.
2. The **Occupational Therapy Practice Framework, 4th ed.** of the American Occupational Therapy Association (AOTA, 2020).
3. **Curriculum goals and objectives for the BU Entry Level OTD Program**, which integrate the three previous elements.
4. **Curriculum content**, which outlines the specific coursework structure of the entry level program.

Element 1

The first element is described in the previous section: *Fundamental beliefs about professional student learning*.

Element 2

The second element of the curriculum design is the **Occupational Therapy Practice Framework** (4th edition) of the American Occupational Therapy Association (2020). This practice framework describes the domain and process of both current and emerging best occupational therapy practice. We include practice at the individual, community and population levels.

In order to teach the domain and process articulated in the OTPF, the curriculum design incorporates five major themes:

- Integrated practice areas
- Life course approach
- Occupation-based practice
- Evidence-based practice (EBP)
- Client-centered practice

Theme 1: Integrated practice areas: Our courses are based on an integrated practice approach where knowledge and skills are presented as they relate to functional and contextual issues instead of specific diagnoses.

Theme 2: Life course approach

Each course addresses the practice area as it would be applied from birth to end of life.

Theme 3: Occupation-based practice

We emphasize a top-down, occupation-based approach to evaluation and intervention.

Theme 4: Evidence-based practice

Consideration of evidence is integrated into all of our courses. In addition, we have 3 courses that specifically teach skills that support an evidence-based reasoning process.

Theme 5: Client-centered practice

We emphasize the importance of the collaborative relationship with the client understanding that each client and their problems are complex and socially constructed and situated.

Element 3

The third element of the curriculum design is **Curriculum Goals and Objectives for the Boston University Entry Level OTD Program**. These goals translate our philosophy, our fundamental beliefs about student learning, and the occupational therapy practice framework into a set of guidelines for developing coursework and evaluating student performance. The curriculum is designed to enable students/learners to become successful practitioners prepared to meet the goals of the program and objectives of our Mission.

Goal 1: The graduate will have achieved **competence for entry level occupational therapy practice** by providing client-centered, theory-driven, evidence and occupation-based assessment and intervention for all clients (individuals, groups, and populations).

Objectives: The graduate will:

1. Understand the roles, domains, scope of practice, process and responsibilities and core values of occupational therapy practitioners.
2. Assess occupational performance and guide intervention by analyzing the relationship among person, environment, and occupation.
3. Engage clients in a collaborative goal setting and decision-making process that integrates theory, research, and clinical experience.
4. Engage in effective relationships to facilitate change.
5. Modifies adapts, redesigns, or discontinues intervention based on on-going evaluation of outcomes.
6. Uses information and communication technology for practice.
7. Document for practice.
8. Participate in effective partnerships to meet the needs of clients.

Goal 2: The graduate will demonstrate **exemplary professionalism**

Objectives: The graduate will:

1. Respect human rights and the value of all individuals.
2. Understand and applies the OT Code of Ethics and Practice Standards for the delivery of OT services.
3. Contribute to the professional development of colleagues and students through supervision and mentorship.
4. Effectively communicate and interact, verbally and in writing, in a culturally effective and collaborative manner with all clients and colleagues.
5. Engage in self-directed life-long learning by reflecting on personal and professional development and implementing a professional development plan.
6. Engage with diverse professionals to enhance outcomes for clients.
7. Act with courage to promote the best interests of clients.

Goal 3: The graduate will be **an agent of change in the delivery models and systems** used in settings where occupational therapy is currently practiced and where occupational therapy is emerging as an area of practice.

Objectives: The graduate will:

1. Identify societal trends and their impact on the participation of clients in order to promote occupational therapy in emerging practice areas.
2. Navigate reimbursement systems, appeal mechanisms, and documentation requirements that affect the practice of OT.
3. Generate and disseminate outcome evidence to relevant stakeholders to promote data-driven decision making.

4. Contribute to the profession through leadership in scholarship, mentorship, and advocacy or professional services.
5. Understand and identify where areas of change are needed and how to influence change on a systems level.

Goal 4: The graduate will demonstrate **advanced skills in a selected area** (clinical practice, research, leadership, program and policy development, advocacy, education, or theory development).

Objectives: The graduate will:

1. Conduct an in-depth analysis of a clinical or service delivery problem.
2. Develop advanced content knowledge of theory and evidence in selected area.
3. Draw on diverse sources of evidence and theory to design a response to a complex problem.
4. Design systematic methods for evaluating the effectiveness of interventions, programmatic changes, research or educational projects.
5. Functions as a scholar by effectively translating and disseminating knowledge to diverse and relevant stakeholders.

Overview of the Entry-level OTD Curriculum Content

BOSTON UNIVERSITY Entry-level OTD Curriculum (Fixed Sequence)			
O T D 1	OTD-1 Fall (on-campus, 18cr): SAR-OT500 Integrative Seminar 1 & LIFW (2cr) SAR-OT506 Therapeutic Use of Self (2cr) SAR-OT513 Analysis & Adapt of Occupation (4cr) SAR-OT520 Evidence-Based Practice 1 (2cr) SAR-OT529 Occupation Across Life Course (4cr) SAR-OT576, Anatomy, (4cr) SAR-OT589 Orientation to Practice (0cr)	OTD-1 Spring (on-campus, 18cr): SAR-OT501 Integrative Seminar 2 & LIFW (2cr) SAR-OT524 Intro to the OT Process (4cr) SAR-OT526 Functional Movement Analysis (4cr) SAR-OT556 Neuroscience for OT (4cr) SAR-OT562 Learning & Behavior Change (4cr)	OTD-1 Summer (on-line, 8cr, 14wk): SAR-OT940 Social, Economic & Political Factors that Influence Occupational Therapy Practice (4cr) (7 weeks) SAR-OT942 Health & Wellness Promotion (4cr) (7 weeks)
O T D 2	OTD-2 Fall (on-campus, 16cr): SAR-OT502 Integrative Seminar 3 & LIFW (4cr) SAR-OT538 Assistive Technology (2cr) SAR-OT563 Contexts that Influence OT Practice (2cr) SAR-OT564 Skills for Occupation Based Pract (4cr) SAR-OT568 Occupation-Based Practice for Individuals (2cr) SAR-OT620 Evidence-Based Practice 2 (2cr)	OTD-2 Spring (on-campus, 16cr): SAR-OT530 Occupation-Based Pract w Groups & LIFW (4cr) SAR-OT565 Skills for Occupation Based Pract 2 (4cr) SAR-OT586 Professional Service Mgt (4cr) SAR-OT590 Level II Field Exp Sem & Fee (0cr) SAR-OT944 Needs Assessment & Program Development (4cr) (7 weeks)	OTD-2 Summer (on-line, 8cr, 14wk): SAR-OT945 Clinical Theory Development and Analysis (4cr) (7 weeks) SAR-OT943 Professional Development Sem (4cr)
Level II Fieldwork: No student may start LIIFW until all required professional courses have been completed with an acceptable grade (C), the minimum cumulative GPA (3.0+) is achieved, and professional behavior and technical standards are met. All students must complete LIIFW within 24 months of finishing their required professional courses work.			
O T D 3	OTD-3 Fall – LIIFW (0cr): SAR-OT593 Level II Field Experience I (0cr)	OTD-3 Spring - LIIFW (0cr) and on-line (2cr, 7wk): SAR-OT594 Level II Field Experience II (0cr) SAR-OT946 Preparation for Doctoral Capstone (7 weeks: 2cr)	OTD-3 Summer (online, 6cr, 16wk): SAR-OT949 Doc Practicum – 16 wks in situation of practice (0cr) SAR-OT947 Mentored studies in Doc Capstone (4cr) SAR-OT948 Mentored Doc Capstone Dissemination (2cr)
Earn Entry-level Doctor of Occupational Therapy (OTD) after completion of Level II Fieldwork and Doctoral Capstone requirements and within 5 years from initial matriculation. A minimum total of 92 graduate-level credits from courses numbered 500+ is required for the Entry-level OTD degree.			

Definitions of MAJOR FOCUS of courses: The terms refer only to the *primary* focus of the course. It is not implied that skill learning does not require attention to the knowledge base, or that skills instruction does not take place in a “resource” course.

- Resources:** Courses have a primary focus on understanding theory, policy, service delivery systems and evidence base for various therapeutic approaches. Focus is on core concepts, theories, policies, service delivery systems and evidence underlying OT practice. Students learn about selected clinical conditions, OT assessments, and interventions for practical application of this knowledge.

- **Skills:** Courses provide the context in which students learn the specific skills of practice. All aspects of the OT process are addressed including assessment, intervention, and communication (including documentation). They are “application” courses whose content is linked to the resources students have learned about previously or concurrently.
- **Integration:** Seminars provide the context for students to synthesize and apply learning from academic and clinical experiences (Level 1 Fieldwork) to develop more sophisticated clinical reasoning.

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
OTD-1 Fall			
SAR-OT500 (2cr) Integrative Seminar 1 and LIFW	integration	• Integration of course-based learning with clinical practice observations and interpretations about fieldwork experiences through in-class discussions, presentations and papers. • Introduction to theories of leadership • Participation in interprofessional education activities • Introduction to the OT Code of Ethics, occupational justice • Methods of learning are primarily through discussion in seminar style class	• Professional development activities including: ◦ reflecting on, establishing & measuring professional and leadership goals ◦ group presentation on social/occupational justice issues ◦ presentation of individual goal setting and achievement • Fieldwork reflections (therapeutic use of self, psychological and social factors that influence engagement in occupation, ethics, supervisor interview) • Analysis of the impact of context on occupational performance through analysis of Level I Fieldwork site for the Environmental Context assignment • Professional behaviors and participation in class discussions and learning activities
SAR-OT506 (2 cr) Therapeutic Use of Self	skills	• Explain the importance of therapeutic use of self when interacting with clients. • Understand and identify the important interpersonal and human relations skills needed in a helping relationship. • Demonstrate awareness and respect for diversity when discussing, interpreting, reporting, and engaging with others in classroom and professional practice environments. • Identify interpersonal skills essential for effective interactions in the clinic and classroom. • Identify own interpersonal strengths and limitations that will affect the ability to provide health and rehabilitation services.	• Therapeutic Use of Self Activities: • reflecting on, establishing & measuring the intentional relationship and clinical reasoning. • identify, explore and describe the characteristics of cultural competence and development of professional identity. • understanding of strategies to establish and maintain therapeutic relationships
SAR-OT513 (4cr) Analysis and Adaptation of	skills	• Skills of task and activity analysis. • Skills to design adaptations to task and materials.	• Hands-on activities in the class and community, e.g., environmental assessment of the MA State House and an apartment in senior housing and participation in National School Backpack Awareness Day

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
Occupation		• Introduction to the AOTA Occupational Therapy Practice Framework • Introduction to the Americans with Disabilities Act (ADA)	• Assignments, e.g., activity and occupation analyses
SAR-OT520 (2cr) Evidence-Based OT Practice 1 (EBP1)	Skills	• Skills of literature retrieval and critical analysis, with a focus on descriptive quantitative and qualitative evidence through reading evidence and answering guiding questions related to case studies. • Developing beginning skills and habits of mind in using evidence-based reasoning to understanding client's needs by analyzing relevance of study findings to clinical cases. • Skills to communicate evidence to client's to facilitate collaborative relationship.	• Structured assignment to use electronic data base to retrieve relevant research articles • Responses to weekly guiding questions • Case based final exam to apply research findings to case
SAR-OT526 (4cr) Functional Movement: Analysis and Assessment	skills	• Knowledge about functional movement development and skills across the life course. • Knowledge about providing recommendations and education to clients and families regarding the effects of functional movement on occupation. • Skills related to assessment and support of functional movement.	• Written exams • Lab practical using realistic scenarios • Written assignment to apply functional movement concepts with everyday examples
SAR-OT529 (4cr) Occupation Across the Life Course	resources	• Knowledge about patterns of occupation and occupational performance across the life course. Introduction to methods of gathering information on occupational performance. • Methods of learning include independent critical reading of research literature, lecture, and large and small in-class discussion.	• Participation in class discussions • Written mid-term & final exam • Digital story-telling • Papers requiring integration of course content with writing of observations, interviews, and assessments
SAR-OT576 (4cr) Anatomy	resources	• Knowledge of anatomical terminology, structures, and function. • Apply knowledge of structures and functions of major organs and systems on occupational performance. • Knowledge related to assessment and support of function.	• Medical Terminology • Lab practical exams • Midterm & Final
SAR-OT589 (0cr) Orientation to Practice	resources	• Topics include: orientation and introduction to current and emerging areas of practice, safety and confidentiality training, fieldwork program	• Participation in class discussions • Safety/confidentiality knowledge quiz • Final quiz to assess knowledge of course objectives

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
		policies & procedures, opportunities for professional development. Clinician panels introduce different areas of practice; preparation for selecting LIIFW placements.	
OTD-1 Spring			
SAR-OT501 (2cr) Integrative Seminar 2 and LIFW	integration	Integration of course-based learning with clinical practice observed during FW experiences through in-class discussions, presentations and papers. For example, in the case analysis paper, students analyze an intervention session observed during fieldwork and describe the theoretical framework and mechanisms of action used by the therapist.	- Professional development activities including setting and reflecting upon professional goals - Fieldwork reflections - Group presentation - Occupational analysis of client observed during FW - Group observation paper
SAR-OT524 (4cr) Introduction to the OT Process	skills	- Skills of the OT process in a context of wellness. - Skills of communication and documentation. - EMR documentation	- Occupational profile - Analysis of Occupation - Documenting evaluation findings - Complete Intervention Plan - Initial, progress and final discharge notes
SAR-OT538 (2cr) Assistive Technology	skills	Skills to identify and/or design technological solutions to enhance occupational performance and participation.	- Letter of justification - Written computer workstation analysis - Practicum - Written final exam
SAR-OT556 (4cr) Neuroanatomy for OT	resources	- Knowledge of brain structures and processes and how they affect functional behavior. - Knowledge about the impact of specific types of brain disorders on function.	Written exams
SAR-OT562 (4cr) Learning & Behavior Change	resources	- Theories of skill learning and behavior change. - Knowledge about behavior change, especially related to activity performance and participation. - Knowledge of conditions that affect skill learning or performance in different ways. - Application of theory to case scenarios - Small group work within class to apply concepts.	- Exams - Small group case application of theoretical framework related to behavior change - Paired evidence-based search of clinical application of change theories - Review of cognitive assessments
OTD-1 Summer			
SAR-OT940 (4cr) Social, Economic & Political Factors that	resources	- Current models of and perspectives on disability and their influence on social policy. - The history of disability policy is examined as well as the ways in which social, medical, and universal models are manifest in current health and social service delivery systems in the US and	- On-line discussion - Written reflections - Synthesis paper

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
Influence Occupational Therapy Practice		- other developed countries. - The course also examines cultural assumptions about the nature of health, disability, and quality of life and the implications of cultural differences for practice models and methods. - Students conduct a critical analysis of policy and disability theory related to OT practice	
SAR-OT942 (4cr) Health & Wellness Promotion	resources	- Occupational therapy's role in developing theory-driven and evidence-based health promotion programs. - Theoretical perspectives and intervention models guiding health promotion programs for an individual or groups of people, with and without disabilities, and in a variety of settings. - Effective teaching strategies for learners across the life course with a range of health literacy needs, and application of these strategies to communicate health and wellness initiatives.	- On-line discussion - Written reflections - Health promotion project including: - Group description of health problem addressed related to social determinans of health and overall health and wellbeing - Group synthesis of theories and evidence, including application of behavior change models to health problem selected at the population level - Group development/dissemination of narrated PPT
OTD-2 Fall			
SAR-OT502 (4cr) Integrative Seminar 3 and LIFW	integration	- Case-based seminar, with cases from LIFW and "teaching" cases that parallel content of OT563 and OT564. - Integration of all previous learning to design an evidence-based, theory-driven, and occupational - based and best practice intervention for client observed during Level I FW experience. - Methods of learning include modified problem-based learning, including problem identification, critical examination of available evidence and critical examination of theoretical postulates informing intervention. - Recursive review of knowledge learned in first year of program.	- Level I FW reflections - Search reports for PBL questions generated for each "teaching" case - In-class intervention plans based on assessment data, video of client performance and available evidence reported by classmates - Integrative intervention plan for client observed on Level I FW experience - Critique of oral presentation of intervention plan
SAR-OT563 (2cr) Contexts that Influence OT Practice	resources	- Knowledge of how occupational therapy is aligned with or can contribute to various practice settings given the philosophies driving service provision and best practices, and existing service delivery models. - Knowledge about relevant, healthcare, educational, social system, and funding	- IPE Activity: Related service contributions to RTI in schools - Clinical scenarios: A critical analyses of contextual factors influencing OT practice in 3 practice settings (problem based learning) - Emerging and specialty practice settings: Small group project describing the contextual factors in a range of specialty or emerging practice settings.

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
		regulations and policies and their impact on the delivery of occupational therapy • Recognize the roles of other educational, healthcare and community service professionals in collaborative service delivery and describe the role of the occupational therapist in relation to other professionals. • Articulate and to justify the unique contributions that occupational therapy can make in a variety of traditional and emerging practice settings.	
SAR-OT564 (4cr) Skills for Occupation-based Practice 1	skills	• Assessment and intervention skills, with a focus on compensatory and adaptive approaches. • Focus on activity and participation. • This course builds on year one (recursive learning and scaffolding-e.g., Documentation skills expanded, built upon knowledge gained in OT Process; Cognitive assessments and interventions built upon neuro background). Along with a weekly lecture, this class meets in small groups for 3hours/ week to provide ample opportunity to apply learning through hands-on practice.	• Case study assignment • 1 practicum • 2 Exams • 1 note writing assignment • 1 small group presentation assignment
SAR-OT568 Occupation-Based Practice for Individuals (4cr)	skills	• Practice in choosing, administering, and interpreting assessments along with opportunity to develop collaborative goals, and choose, implement, and re-evaluate interventions. • Documenting weekly sessions provide extensive practice of written communication. • Focus on individuals living in the community with chronic conditions. • Implementing client-centered, theory driven, evidence-based, and occupation-based interventions will be emphasized throughout.	• Preschool Screen: administration of screening tool and observation along with completion of screening form and written report • Questions to guide occupational profile • Evidence and theory paper to guide intervention planning • Occupational profile/evaluation results/goals • Weekly intervention plans • Progress notes • Client/Caregiver Education Assignment • Discharge evaluation and reflection
SAR-OT620 (2cr) Evidence-Based OT Practice 2 (EBP 2)	skills	• Recursive development of literature retrieval skills (OT520) for clinical questions related to interventions and outcomes. • Skills to evaluate evidence of intervention effectiveness examined using clinical trials to support evidence-based practice. • Guided inquiry through mini-lectures and small	• Individual critically appraised topic papers (CATs) • Group single subject design implementation, analysis, and white paper creation. • Group program evaluation assignments associated with experiential learning opportunity. • Individual outcomes dataset analysis and evaluation • Paired search reports

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
		- group work. • Focuses on generating evidence for one's own practice. • The course introduces students to methods to examine, select and generate group level (program evaluation, medical/school records) and individual outcomes (single subject design). • Analyze datasets and how to conduct secondary data analysis. • Examine and apply methods for presentation and dissemination of outcomes to diverse audiences. • Guided inquiry through experiential learning, mini-lectures, and small group work.	• Individual critically appraised topic papers (CATs) • Group research proposal development, including CATs, synthesis of research, and research proposal outline.
OTD-2 Spring			
SAR-OT530 (4cr) Occupation-Based Practice with Groups	integration on	• Integration of learning throughout curriculum to use clinical reasoning to design and implement group based occupation focused intervention in community programs. • Knowledge related to group intervention and leadership. • Students provide and receive supervision related to group intervention in small groups. • Negotiating and consulting with staff in community based programs. • Evaluate effectiveness of intervention and communicate outcomes to colleagues.	• Structured planning forms (needs assessment, , theoretical assumptions, review of available evidence) • Group protocol • Progress/Discharge • Session plan and critique of self and co-lead leadership skills • Poster presentation • Integrated synthesis paper
SAR-OT565 (4cr) Skills for Occupation Based Practice 2	resource skills	• Assessment and intervention skills, with a focus on remedial interventions. • This course builds upon year-one coursework, providing multiple opportunities for recursive learning (e.g., goniometry and MMT builds upon gross anatomy content; motor recovery builds upon both neuro content and motor learning theory from learning and behavior change). Along with a weekly lecture, this class meets in small groups for 3hours/ week to provide ample opportunity to apply learning through hands-on practice.	• Lab practical exam • Splinting fabrication and rationale assignment • Advanced topic paper and presentation • Final exam
SAR-OT586 (4cr)	resources	• Integration of knowledge of health care systems and policies.	• Hands-on advocacy activities in the community, e.g., participation in OT Day at the MA State House

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
Professional Service Management		Knowledge of critical elements of health services management.	Assignments, e.g., developing a business plan, letter to the editor and legislator
SAR-OT590 (0cr) Level II Field Experience Seminar	resources	Topics include: transition to practice, supervision issues, fieldwork experience responsibilities and program policies, evaluation procedures, and information on certification, licensure, and the job market.	Final quiz to assess knowledge of course objectives.
SAR-OT944 (4cr) Needs Assessment & Program Development	Integration	- Methods of assessing how occupation contributes to health and well-being among populations and will provide opportunities to develop and practice needs assessment skills. - How to use available data to examine whether a health problem in a community warrants occupational therapy intervention. - Conduct a needs assessment of a population and develop a proposal for occupational therapy intervention to address the identified needs	- Description of population need (literature review, analysis of public data). - Needs assessment design
OTD-2 Summer			
SAR-OT943 (4cr) Professional Development Sem	skills	- Students to develop a professional development plan to achieve career aspirations as well as a proposal for the OTD Capstone Project. - Through a series of guided self-analysis assignments students will identify academic, personal and professional strengths and create career goals. - Students will begin planning the doctoral capstone during this course. - Students will review gaps or shortcomings in current occupational therapy practice and work with their assigned mentor to identify their focused area of interest. Students will identify necessary knowledge and skills to achieve their goals and develop an initial plan for the OTD Doctoral Capstone - Assignments in this course will lead to the completion of Competency Task 1.	- Identify focus of Doctoral Capstone and define problem - Develop initial outline for Doctoral Capstone
SAR-OT945 (4cr) Clinical Theory	Integration	Knowledge of micro and macro level theories that are used to conceptualize health, participation, and OT intervention.	Development of a model of the problem being addressed in their doctoral capstone

COURSE NAME	MAJOR FOCUS	OVERVIEW OF CONTENT AND INSTRUCTION METHODS	MAJOR ASSESSMENT METHODS
Development and Analysis		- Review of the literature to develop a theoretical conceptualization of the explanatory model of a problem that can be addressed by OT. - Application of theoretical assumptions and propositions to the development of occupational therapy interventions (or problems related to health and participation) - Review of the literature will provide the foundation for the theoretical conceptualization of the explanatory model to the problem.	Critical analysis of theories and assumptions informing intervention/ service delivery in their doctoral capstone area
Level II Fieldwork: No student may start LIIFW until all required professional courses have been completed with an acceptable grade (B-), the minimum cumulative GPA (3.0+) is achieved, and professional behavior and technical standards are met. All students must complete LIIFW within 24 months of finishing their required professional courses work.			
OTD-3 Fall			
SAR-OT593 (0cr) Level II Field Experience I		1st required full-time, on-site clinical experience. Opportunities to participate in supervised OT Process (evaluation/screening, intervention & outcome measurement).	AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student
OTD-3 Spring			
SAR-OT594 (0cr) Level II Field Experience II		2nd required full-time, on-site clinical experience. Opportunities to participate in supervised OT Process (evaluation/screening, intervention & outcome measurement).	AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student
SAR-OT946 (7 weeks: 2cr) Preparation for Doctoral Capstone	Integration	- Review of the literature will provide the foundation for the rationale, design, and methods for the student's proposed response to the problem. - Develop a thorough and detailed description and logic model of the proposed program - Develop an evaluation plan to determine whether the goals of the program were achieved and orally present the proposed Doctoral Practicum Plan to mentors. - Revise the initial plan to develop a realistic and precise final plan for the Doctoral Practicum.	- Initial plan to develop a realistic and precise final plan for the Doctoral Practicum - Written synthesis of literature to address the need identified in their Doctoral Capstone competency task 3

OTD-3 Summer			
SAR-OT949 (0cr) Doc Practicum – 16 wks in situation of practice	Practical application	• In-depth experience in one or more of the following student-selected areas: clinical practice, research, leadership, program and policy development, advocacy, education or theory development. • Development of individualized learning objectives, assignments and evaluation of student performance objectives occurs in collaboration with the student, Doctoral Project mentor and mentor in the situation of practice with expertise in one of the above areas.	• TB negotiated based on Doctoral Capstone goals.
SAR-OT947 (4cr) <i>Mentored</i> studies in Doc Capstone	Practical application	• Concurrent mentoring from faculty advisor and peer mentor while completing the Doctoral Capstone. • On-line in small mentoring sections with faculty advisor throughout the Doctoral Capstone. • Complete the 5th Doctoral Capstone. competency task: a final written report of the Doctoral Capstone., depending on the specific focus of the Doctoral Capstone.	• Doctoral Capstone. competency task: a final written report of the Doctoral Capstone., depending on the specific focus of the Doctoral Capstone.
SAR-OT948 (2cr) Mentored Doc Capstone Dissemination	Practical application	• Culminating Doctoral Capstone. Competency task • Disseminate the findings from scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. • Present Doctoral Capstone. and discuss findings in a professional forum • Individualized plan for dissemination and evaluation of student performance	• Formal presentation and dissemination of Doctoral Capstone.

REQUIREMENTS FOR THE Entry-level Doctor of Occupational Therapy (OTD)

A. Entry-level OTD Degree Requirements

The Boston University Entry-Level OTD program is designed for full-time study. In the unusual event that a student is approved by faculty for a part-time or extended program due to extenuating circumstances, the student must complete at least one semester of coursework on a full-time basis (minimum of 12 credits).

- A minimum grade of B- (80%) in all professional courses (students may not repeat more than two courses, and no course may be repeated more than once)
- A minimum cumulative GPA of 3.0
- A minimum of 92 graduate-level credits from courses numbered 500 or above.
- Successful completion of 24 weeks of supervised Level II Fieldwork (SAR-OT593/OT594) and 14-weeks of Doctoral Experiential Component within 24 months after finishing didactic work.
- Completion of all requirements within five years of initial matriculation.
- Demonstration of appropriate professional behaviors as described in the Occupational Therapy Student Manual.
- Successful completion of doctoral capstone report

A1. **Professional Courses**

All professional courses must be taken at Boston University because the individual courses were designed as part of an integrated curriculum. No student may start LIIFW until all required professional courses have been completed with an acceptable grade (B-), the minimum cumulative GPA (3.0+) is achieved, and professional behavior and technical standards are met.

COURSE NUMBER	COURSE NAME <i>Prerequisites:</i> The Entry-level OTD curriculum is sequential. Therefore, successful completion of ALL courses from preceding semesters is required to progress to the next semester in the program.	MINIMUM REQUIRED GRADE
SAR-OT500	Integrative Seminar 1 and LIFW	Pass
SAR-OT501	Integrative Seminar 2 and LIFW	Pass
SAR-OT502	Integrative Seminar 3 and LIFW	Pass
SAR-OT506	Therapeutic Use of Self	Pass
SAR-OT513	Analysis and Adaptation of Occupation	B-
SAR-OT520	Evidence-Based OT Practice 1	Pass
SAR-OT524	Introduction to the OT Process	B-
SAR-OT526	Functional Movement: Analysis and Assessment	B-
SAR-OT529	Occupation Across the Life Course	B-
SAR-OT530	Occupation-Based Practice with Groups – Integrative Seminar 4	Pass
SAR-OT538	Assistive Technology	B-
SAR-OT556	Neuroscience for Occupational Therapy	B-
SAR-OT562	Learning and Behavior Change	B-
SAR-OT563	Contexts that Influence OT Practice	B-
SAR-OT564	Skills for Occupation Based Practice I	Pass
SAR-OT565	Skills for Occupation Based Practice 2	Pass
SAR-OT568	Occupation-Based Practice for Individuals	Pass
SAR-OT586	Professional Service Management	B-
SAR-OT589	Orientation to Practice	Pass

SAR-OT590	Fieldwork Seminar and Fee	Pass
SAR-OT622	Evidence-Based OT Practice 2	Pass
SAR-OT940	Social, Economic & Political Factors that Influence Occupational Therapy Practice	B-
SAR-OT942	Health & Wellness Promotion	B-
SAR-OT943	Professional Development Sem	B-
SAR-OT944	Needs Assessment & Program Development	B-
SAR-OT945	Clinical Theory Development and Analysis	B-
SAR-OT946	Preparation for Doctoral Capstone.	Pass
SAR-OT949	Doc Practicum– 14 wks in situation of practice	Pass
SAR-OT947	Mentored studies in Doctoral Capstone	Pass
SAR-OT948	Mentored Doctoral Capstone Dissemination	Pass

A2. **Grade Point Average (GPA)**

Entry-level OTD students must achieve a cumulative grade point average (GPA) of 3.0. Students whose GPA falls below 3.0 will be placed on academic probation and have one semester to raise their GPA. Thereafter if a GPA of 3.0 is still not achieved, students will be terminated from the professional program. If it would be statistically impossible for the student to achieve a 3.0 GPA the following semester, the program may terminate the student immediately. (Students will not be scheduled for Level II Fieldwork while they remain on academic probation.) Students whose GPA is below a 3.0 at the end of the academic program will need to complete a petition to the OT Student Petitions Committee to request permission to begin Level II Fieldwork.

If a student repeats a course, both grades (non-passing and repeat) will be counted in calculating the GPA. The cumulative GPA is calculated based on courses taken at Boston University *only* (transfer courses and repeated courses from outside Boston University do not calculate in the cumulative GPA).

- If a student's GPA falls below 3.0 in the Fall semester of the first year of the OTD program, he or she will have the Spring semester of year one of the OTD program to raise their GPA to a 3.0.
- If a student's GPA falls below 3.0 in the Spring semester of the first year of the OTD program, he or she will have the Summer semester of year one of the OTD program and the Fall semester of year two to raise their GPA to a 3.0.

If a student's GPA falls below 3.0 in the Spring semester of the second year of the OTD program, he or she will have the Summer semester of year two of the OTD to raise their GPA to a 3.0.

A3. **Grades Below the Acceptable Minimum (Lower than "B-")**

Students who receive less than the minimum required grade of "B-" (including a "W") will need to repeat the course. The entry-level OTD curriculum is sequential. Therefore, successful completion of **ALL** courses from preceding semesters is required to progress to the next semester in the program. A grade below the required minimum may preclude the student from continuing in the program until the course has been repeated with a satisfactory grade. When a student has received less than the minimum required grade, they must meet immediately with their advisor to develop an individual plan together for remediation and continuation in the program. This plan must be approved by the faculty via a formal petition.

A4. **Repeating Courses**

Students may not repeat more than 2 courses during the entry-level OTD program before they are terminated. A "W" grade is counted as having taken and failed the course once. Students who receive below-B- grades or a 'W' in two or more courses during the entry-level OTD program will also be terminated.

If a student repeats a course, both grades (non-passing and repeat) will be counted in calculating the GPA. The highest grade, however, will be considered as the final grade received in the course. No course may be repeated more than once. Students who fail to achieve the minimum required grade after repeating a particular course will be terminated from the program.

The cumulative GPA is calculated based on courses taken at Boston University only (outside transfer courses do not calculate in the cumulative GPA).

A5. **Credits**

A cumulative minimum total of 92 graduate-level credits from courses numbered 500+ is required for the entry-level OTD degree. The entry-level OTD degree will be awarded after satisfactory completion of two Level II fieldwork experiences (SAR-OT593 and OT594) and Doctoral Capstone requirements and within 5 years from initial matriculation.

A6. **Time Frame**

All entry-level OTD program requirements must be met within five (5) years of initial enrollment in the program.

A7. **Medical Terminology**

Knowledge of medical terminology is required for all professional courses. Students should complete a self-study program on medical terminology in the summer prior to matriculating in the entry-level OTD program. Students are required to pass a medical terminology exam given by the OTD program with a grade of 80 or better within their first semester of the professional program.

B. **Experiential Learning**

B1. **Level I Fieldwork (LIFW)** is designed to provide experiences which complement and enrich professional courses in the curriculum and assist in the integration of curricular material (see Level I Fieldwork Experiences on page 51).

B2. **Level II Fieldwork (LIIFW)** gives students in-depth experience providing occupational therapy services to clients.

Students will not be scheduled for Level II Fieldwork while they remain on academic probation.) No student may start LIIFW until required core academic coursework has been completed with an acceptable grade ("B-") minimum cumulative GPA (3.0+) is achieved, and professional behavior standards are met (e.g., is not on a professional development contract).

SAR-OT593	Level II Field Experience 1
SAR-OT594	Level II Field Experience 2

Two required LIIFW (SAR-OT593 and OT594) experiences equivalent to 24 weeks full time and all components of the Doctoral Capstone must be completed successfully before the entry-level OTD degree is awarded. Students who fail or are terminated from a LIIFW experience may be terminated from the OT program and must petition the OT Dept for approval to schedule another field experience. Students who fail or withdraw from two LIIFW experiences will be terminated from the occupational therapy program. (See Level II Fieldwork Experiences on page 56.)

B3. Qualifications for Fieldwork and Certification

All of the academic programs at Boston University Sargent College include some type of fieldwork experience. Your ability to participate in such experiences may depend on satisfactory documentation of your health, immunizations, drug testing, criminal records, and CPR certification. You are not required to disclose this information to your program, but it may be required before placement in a fieldwork experience external to the college.

IMPORTANT: The National Board for Certification in Occupational Therapy (NBCOT) *may* disqualify students with felony convictions/charges from becoming certified. The Qualifications Review Committee (QRC) will review the qualifications of examination candidates who have been convicted of or charged with a felony to determine if the circumstances appear to relate directly to the safe, proficient, and/or competent practice of occupational therapy. For students entering an OT program, the QRC may give an *early determination* (\$225 fee) for approval to take the certification exam. For more information, please contact the NBCOT directly (see NBCOT Applicant Handbook, page 71).

- B4. Name Badge:** During your 1st year in the entry-level OT program, the OT Office will provide you with a student name badge at no charge. Replacement name badges can be ordered directly from Recognition Center using this form: <https://recognitioncenter.com/bustaff>. Please note that you are responsible for the costs associated with purchasing a new name badge. For assistance, contact Senior Program Coordinator DeeDee Liberti (ot@bu.edu).

- B5. Capstone:** The purpose of the Doctoral Capstone is to engage students in applying the knowledge and skills developed in courses and Level I and II fieldwork to design and implement an applied and innovative response to an identified need in the field. The goal is to develop occupational therapists with in-depth skills in one or more of the following areas: clinical practice, research, program or policy development, advocacy or education.

Entry-level OTD Degree Curriculum

Professional Courses

The structure and content of our academic and fieldwork experiences reflect the most current thinking in the field, including the Occupational Therapy Practice Framework (3rd ed, 2014). The curriculum has three organizing threads that guide all instruction:

- a clear focus on occupation as the central concern of the profession
- a commitment to client-centered practice; and
- a strong belief that practice must be theoretically-based guided by the best scientific evidence available.

The curriculum is organized in a developmental sequence that integrates academic and clinical learning throughout.

Fixed Sequence of Courses

- The sequence of courses for the entry-level OTD program is fixed. Professional courses are sequential and offered only once a year.
- Semester-long weekly Level I Fieldwork experiences are included each semester.
- Typical course loads are 16-18 credits.

Credits:

- A cumulative minimum total of 92 graduate-level credits from courses numbered 500+ is required for the entry-level OTD degree. Successful completion of 24 weeks of supervised Level II Fieldwork (SAR-OT593/OT594) and 14-weeks of Doctoral Experiential Component within 24 months after finishing didactic work. Completion of all requirements within five years of initial matriculation.

Entry-level OTD Course Descriptions by Semester

Prerequisites: The entry-level OTD curriculum is sequential. Therefore, successful completion of ALL courses from preceding semesters is required to progress to the next semester in the program.

OTD-1 year Fall:

- **SAR-OT500 Integrative Seminar 1 and LIFW (2cr):** This graduate course in occupational therapy is the first integrative seminar in a 4-seminar sequence designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. This seminar has two primary focuses. One is on learning the foundations for professional socialization including: therapeutic relationships, ethical practice, group processes, and other professional issues for working with persons and populations of all ages with a variety of needs for occupational therapy services. The second focus is on the initial development of students' individual professional identities. Leadership theories will be explored and applied to personal goal setting. Self-directed, collaborative learning and class participation are essential approaches to this course.
- **SAR-OT506 Therapeutic Use of Self (2cr):** This course in occupational therapy was created to address the promotion of therapeutic use of self. The course will focus on the development of skills and knowledge to develop confidence and competence at using therapeutic use of self with clients, and professional skills that support effective communication with families, communities, and interprofessional teams. Concepts covered will include therapeutic use of self, interpersonal skills and reasoning, professional communication, and coping skills. This course aligns with Integrative Seminar 1 and supports the foundations for professional socialization.
- **SAR-OT513 Analysis and Adaptation of Occupation (4cr):** This course will introduce students to the *Occupational Therapy Practice Framework: Domain & Process (OTPF) 3rd edition* (AOTA, 2014), an official document for the profession. Through lecture and participatory activities, students will investigate aspects of the domain of occupational therapy and “achieving health, well-being, and participation in life through engagement in occupation” (AOTA, pg. S4). Employing logical thinking, critical analysis, problem solving, and creativity students will learn how to analyze and adapt occupations and activities. Students will be able to explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. Through community service projects, students will articulate to clients and the general public the distinct value of occupation to support participation. Using small team presentations, students will gain an understanding of the importance of the historical and philosophical base of occupational therapy.
- **SAR-OT520 Evidence-Based OT Practice 1 (EBP1) (2cr):** This course is designed for occupational therapy graduate students to develop beginning skills for conducting evidence-based practice. The focus is on using research evidence to support the first task of therapy: getting to know the client and the client's needs. Students learn how to find, use, and communicate about two types of published research reports that support the therapist's task of getting to know a client: (1) reports about the occupational lives and needs of people like the client (i.e., similar health care conditions, gender, cultural group, etc.), and (2) reports about the quality of different assessment methods for gaining information about a client's occupational life and needs. The format of class sessions is primarily discussion that is structured around actual client cases and guiding questions. Student performance is assessed with class participation, homework assignments, and a final exam.
- **SAR-OT529 Occupation Across the Life Course (4cr):** This course examines current theory and research related to the development of human occupation throughout the life course. Human development is viewed from occupation-based and ecological perspectives,

emphasizing the inextricable links among person, environment, and occupation. The performance of activities of daily living, instrumental activities of daily living, work/education, play/leisure, and social participation, especially as potentially affected by health and disability, will be examined across the life course. Students are required to observe, interpret, and describe occupational performance, and to apply relevant theories and constructs to understand the development of human occupation. Students will begin to develop a base of knowledge about different types, administration, and interpretation of assessment methods and measures.

- **SAR-OT576 Anatomy (4cr):** In this foundational graduate level anatomy course for occupational therapy, the student will correctly identify anatomical terminology, correlate diagrams and images used for studying with three-dimensional human anatomy, apply anatomical information to clinical scenarios and case studies, apply anatomical information to occupational therapy treatment activities, identify all bones of the human body, including important landmarks on each bone. identify the various types of joints in the human body and describe the movement that occurs at individual joints, identify individual muscles and understand the attachments, function and innervation of each, describe regional blood supply, understand the structure and function of major organs and systems. In addition to an in-depth discussion of anatomy of each of the above systems and structures, each topic will have an applied component in which students will investigate the impact of these systems and structures on function. Students will be presented with case studies in class and in the lab portion of the course which reinforce the clinical application of the course topics.
- **SAR-OT589 Orientation to Practice (0cr):** This graduate course in occupational therapy is designed to orient and introduce students to current and emerging areas of practice. Guest faculty and practitioners will share their experience and expertise for various areas of practice to aid students in understanding the typical contexts of fieldwork experiences that will be an integral part of the curriculum. This course is intended to introduce students to common types of client populations across the lifespan and typical interventions and goals for areas of practice addressing mental health, pediatrics, and physical disabilities occupational needs and services. Goals, guidelines, policies and procedures for participating in the academic program's Level I (LIFW) and Level II (LIIFW) fieldwork programs will be reviewed. Training in confidentiality/privacy laws will be provided to support students in abiding by professional ethics and behaviors. Additionally, opportunities for professional development within and outside of the University will be highlighted.

OTD-1 year Spring:

- **SAR-OT501 Integrative Seminar II and LIFW (2cr):** This course is the second in a four-seminar sequence designed to develop and enhance professional reasoning processes by integrating knowledge and skills from previous educational and work experiences and from concurrent OT courses with weekly fieldwork experiences. This seminar focuses on reasoning related to theories of learning and behavior change; the assessment, intervention, and documentation process; use of theory and research evidence in practice; therapeutic rapport and communication; and other professional topics and issues as they relate to working with persons and populations of all ages in a variety of OT practice contexts. Self-directed and collaborative learning, class participation, reflective writing for application and analysis of learning, case-based learning, and ongoing development of a professional portfolio are essential aspects of this seminar.
- **SAR-OT524 Introduction to the OT Process (4cr):** This course is designed to introduce students to the Occupational Therapy process as described in the OT Practice Framework II. The course is organized around collaborative student relationship designed to provide a practical context for developing skills in evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy

assessment and intervention. Students will learn to apply theory to the OT Process in developing and implementing intervention. Professional topics related to interviewing, clinical reasoning, giving feedback, use of theory to guide practice, professional development and wellness-oriented practice are addressed. Course principles are applied to all areas of OT practice.

- **SAR-OT526 Functional Movement: Analysis and Assessment (4 cr):** This occupational therapy course examines changes in gross and fine movement skills across the life course, and the relation of these changes to occupational performance. In addition, students learn biomechanical, ecological systems, and dynamical systems' principles underlying human movement and their application to functional activities including seating, transfers, and mobility. Principles covered in lecture are applied through practical experiences and discussions during the application sessions.
- **SAR-OT556 Neuroscience for Occupational Therapy (4cr):** In this foundation neuroscience course, the student will be presented with topics including histology of the central nervous system, gross anatomy and organization of the central nervous system, cross-sectional anatomy of the brainstem and spinal cord, autonomic nervous system anatomy and function, ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition to an in-depth discussion of the neuroanatomy of each of the above systems and structures, each topic will have an applied component in which students will investigate the impact of these systems and structures on function. Students will be presented with case studies in class and in the lab portion of the course which reinforce the clinical application of the course topics. In lab, students will also conduct exercises related to the testing of neurological function and investigate neuroanatomic structures using brain atlases and images.
- **SAR-OT562 Learning and Behavior Change (4cr):** This graduate course in occupational therapy is designed to examine interdisciplinary theories and methods of learning and behavior change that inform current OT theoretical approaches and interventions. The course explores the impact of various clinical conditions and cognitive function on learning and behavior change. Readings, independent learning and group activities are combined with assignments focused on 1) analyzing theory as a guiding principle in designing evidence-based, occupation and client centered interventions, and 2) demonstrating an understanding of selected occupational therapy assessments that include a metacognitive or dynamic component, including knowledge of assessment procedures and clinical implications of assessment findings. Class participation and independent learning are an essential aspect of this course. Class format is lecture and application discussions.

OTD-1 year Summer:

- **SAR-OT940 Social, Economic & Political Factors that Influence Occupational Therapy Practice (4cr):** This on-line graduate case-based course examines current models of and perspectives on disability and their influence on social policy. The history of disability policy is examined as well as the ways in which social, medical, and universal models are manifest in current health and social service delivery systems in the US and other developed countries. The course also examines cultural assumptions about the nature of health, disability, and quality of life and the implications of cultural differences for practice models and methods. Students conduct a critical analysis of policy and disability theory related to OT practice (e.g., ergonomics, medical rehabilitation, early intervention, mental health services). Students complete critical reviews of additional reading related to OT practice as well as a sequence of analyses of the impact of relevant policies on resource allocations, service delivery methods, and reimbursement.

- **SAR-OT942 Health & Wellness Promotion (4cr):** This on-line graduate course focuses on occupational therapy's role in developing theory-driven and evidence-based health promotion programs with an emphasis on OT's role in addressing the social determinants of health. Students learn theoretical perspectives and intervention models guiding health promotion programs for an individual or groups of people, with and without disabilities, and in a variety of settings. Students will examine effective teaching strategies for learners across the life course with a range of health literacy needs, and apply effective teaching strategies to communicate health and wellness initiatives.

OTD-2 year Fall:

- **SAR-OT502 Integrative Seminar 3 and LIFW (4cr):** This is the third course in a sequence designed to develop clinical reasoning by integrating course-related knowledge with weekly fieldwork experiences. The course uses problem-based case scenarios and fieldwork experiences to practice reasoning about evaluation and intervention for person of all ages with a variety of disabling conditions. Students apply client-centered, occupation and evidence-based practice concepts to their evaluation and intervention plans.
- **SAR-OT538 Assistive Technology (2cr):** This course provides a lecture and laboratory-based introduction on the use of assistive technologies and related issues, such as funding and legislation. Since the area of assistive technology is a rapidly changing and dynamic one, this course is designed to provide a basic understanding of various types of technologies, user populations, and environments. It is also designed to provide informational resources for students to access later in clinical experiences.
- **SAR-OT563 Contexts that Influence OT Practice (2cr):** This graduate course in occupational therapy is designed to be taken concurrently with two other complementary courses: OT 564 (Skills) and OT 502 (Integrative Seminar III). This course explores how context influences the practice of occupational therapy. In various settings, occupational therapy practice is influenced by policies and regulations, related reimbursement models, the setting's philosophy of care, service delivery models in that setting, and inter-professional practitioner roles. An understanding of these contextual influences will equip students with the comprehensive knowledge and resources needed to justify the unique contributions that occupational therapy can make in a variety of traditional and emerging practice settings. This course will examine selected practice settings in class, and students will apply this contextual framework to additional practice settings in class assignments.
- **SAR-OT564 Skills for Occupation Based Practice 1 (4cr):** This companion course to OT563 Context and OT502 Integrative Seminar III emphasizes the development of assessment and intervention skills for working with individuals living with chronic conditions likely to benefit from compensatory and adaptive strategies. Students have opportunity for hands-on practice in selecting, administering, and interpreting assessments, as well as choosing and implementing occupation-based interventions. Best practice is promoted by requiring students to support their assessment and intervention choices through theoretical and empirical evidence.
- **SAR-OT568 Occupation-Based Practice for Individuals (2cr)** This course is designed to provide practice of skills to select and implement specific occupational therapy assessments and interventions. Specifically, this course provides opportunity for hands on practice to choose, administer and interpret assessments along with opportunity to develop collaborative goals, and choose, implement, and re-evaluate interventions. Documenting weekly sessions provide extensive practice of written communication. This course will focus on individuals living in the community with chronic conditions. Implementing client-centered, theory driven, evidence-based, and occupation-based interventions will be emphasized throughout. This class meets 2x/week, once as a large group and once/week for intervention session. Students spend time outside of class time reviewing the evidence, practicing administration of assessments, developing session plans, and preparing for client sessions.

- **SAR-OT620 Evidence-Based OT Practice 2 (EBP2) (2cr):** This is a graduate-level course for occupational therapy students designed to develop essential skills for conducting evidence-based practice. We will focus in detail on appraising the internal, external, and statistical validity of evidence related to intervention effectiveness and predicting client outcomes. We will examine evidence gathered using a variety of quantitative methods including group designs. Readings have been selected from a variety of peer-reviewed journals related to health and disability to introduce students to the interdisciplinary literature that may provide valuable evidence for occupational therapy practice.

OTD-2 year Spring:

- **SAR-OT530 Occupation-Based Practice with Groups (4cr):** This Level I Fieldwork Practicum and Integrative Seminar in Occupational Therapy is the culminating course in a four-semester course sequence. It is designed to enhance clinical reasoning by integrating knowledge and skills from current and previous courses with a weekly fieldwork experience. Students use principles of program development, needs assessment, group intervention planning and implementation, along with theory and research evidence, to design and co-lead occupation-centered groups in a variety of practice settings and contexts with child, adult and elder populations. Readings, independent learning, and group supervision are combined with assignments specific to planning and leading a group. Class participation and independent learning are an essential aspect of this course.
- **SAR-OT565 Skills for Occupation Based Practice 2 (4cr):** This course builds upon year-one coursework, providing multiple opportunities for recursive learning (e.g., goniometry and MMT builds upon gross anatomy content; motor recovery builds upon both neuro content and motor learning theory from learning and behavior change). This companion course to OT566 Client Factors emphasizes the development of assessment and intervention skills for working with individuals living with conditions likely to benefit from remedial interventions directed toward performance skills and client factors. Students have opportunity for hands-on practice in selecting, administering, and interpreting assessments, as well as choosing and implementing interventions. Best practice is promoted by requiring students to support their assessment and intervention choices through theoretical and empirical evidence. Along with a weekly lecture, this class meets in small groups for 3hours/ week to provide ample opportunity to apply learning through hands-on practice
- **SAR-OT586 Professional Service Management (4cr):** This required graduate course provides a fundamental, critical overview of health care management principles. Detailed discussions, teamwork, practical case study experiences, as well as oral and written assignments will guide the soon-to-be entry-level occupational therapist to effectively manage people and resources, and to understand political, regulatory, economic, and social forces that are affecting a constantly changing and often complex health and rehabilitation environment. Major emphasis is on advocacy and legislation, reimbursement, financial planning, personnel management, leadership, negotiation skills, conflict resolution, ethics, grant writing, starting up a new program, business or practice, entrepreneurship, and marketing.
- **SAR-OT590 Level II Field Experience Seminar (0cr):** Registration required for all students in the semester prior to the start of their off-campus field experiences. Fee is equal to the cost of two credits. The Fieldwork Seminar is for students completing the didactic coursework in the program. Topics include preparing for the transition from the academic setting to the practice setting, program policies and procedures, criteria for evaluating student performance, supervision issues, fieldwork experience responsibilities, and information on certification, licensure and the job search.
- **SAR-OT944 Needs Assessment & Program Development (4cr):** This course will introduce students to methods of assessing how occupation contributes to health and well-being among populations and will provide opportunities to develop and practice needs

assessment skills. Students will learn how to access and analyze large data sets to examine whether a health problem in a community warrants occupational therapy intervention. Students will conduct a needs assessment of a population and develop a proposal for occupational therapy intervention to address the identified needs.

OTD-2 year Summer:

- **SAR-OT943 Professional Development Seminar (4cr):** This course will prepare students to develop a professional development plan to achieve career aspirations and a proposal for the OTD Doctoral Project. Through a series of guided self-analysis assignments students will identify academic, personal and professional strengths and create career goals. Students will review gaps or shortcomings in current occupational therapy practice and identify their focused area of interest. Students will identify necessary knowledge and skills to achieve their goals and develop an initial plan for the OTD Doctoral Project. The purpose of the Doctoral Project is to learn the process for creating an evidence- and theory-based innovative program. The Doctoral Project is organized around the student's proposed innovation in practice. The Doctoral Project includes a series of qualifying tasks, each of which represents a critical phase of the Doctoral Project. Guidance in the Doctoral Project is provided through a combination of three mentors: faculty advising (academic mentor), guidance by external expert (Mentor in the situation of practice), and peer mentoring (peer mentors). Students will develop peer mentoring relationships focused on their Doctoral Project in the context of this course.
- **SAR-OT945 Clinical Theory Development and Analysis (4cr):** This course is designed to help students think critically about the ways in which theories and models are used to guide clinical practice. In particular, students will examine the distinction between models of function and disablement and theories of how change occurs as a result of intervention, as well as how these models may or may not be related. Students will examine how theories and models describe or explain a phenomenon at different levels of analysis and the types of scientific evidence required to support or refute the propositions reflected in clinical models and theories. Students examine the contrasting views of mechanistic, organismic, and contextual models, and contemporary expressions of these approaches in the clinical theories. The course investigates explanatory models of change through a critical examination of the theoretical bases of intervention approaches in occupational therapy. Students examine in depth a theory relevant to their doctoral project. Students will complete the first Doctoral Project Task: articulate a concise and clear model of a clinical problem that reflects current theory and best evidence.

OTD-3 year Fall:

- **SAR-OT593 Level II Fieldwork I (0cr):**
Prereq: completion of entry-level OTD academic program. Full-time, on-site clinical experience.

OTD-3 year Spring:

- **SAR-OT594 Level II Fieldwork II (0cr):**
Prereq: completion of entry-level OTD academic program. Full-time, on-site clinical experience.
- **SAR-OT946 Preparation for Doctoral Capstone (7 weeks: 2cr):** To prepare for the Doctoral Capstone this course will guide students through the Competency Task 3: identifying the main questions that need to be addressed to understand the problem, thoroughly evaluating and synthesizing the literature on existing methods for addressing the proposed problem to be addressed in the Doctoral Project. This review of the literature will provide the foundation for the rationale, design, and methods for the student's proposed

response to the problem. Students will describe the main features of the proposed program; including the evidence base that supports the proposed design, logic model and evaluation plan.

OTD-3 year Summer:

- **SAR-OT949 Doc Capstone Practicum – 14 wks in situation of practice** (0cr): This doctoral experiential component is an in-depth experience in one or more of the following student-selected areas: clinical practice, research, leadership, program and policy development, advocacy, education or theory development. This experience is designed to support advanced skills the student's selected area. The experience is a minimum of 14 full-time weeks (560 hours). Development of individualized learning objectives, assignments and evaluation of student performance objectives occurs in collaboration with the student, Doctoral Project mentor and mentor in the situation of practice with expertise in one of the above areas.
- **SAR-OT947 Mentored studies in Doc Capstone** (4cr): This on-line course provides students with concurrent mentoring from their faculty advisor and peer mentor while they are completing the doctoral experiential component. Students meet on-line in small mentoring sections with their faculty advisor throughout the doctoral experiential component. Students will complete the 3rd Doctoral Project task: design and implement an intervention or program that is guided by current theory and best evidence. Students will develop a model for the hypothesized mechanisms of action of a particular intervention or program and incorporate a feasible and effective method for evaluation within the design of the program to be implemented during the doctoral experiential component in the situation of practice.
- **SAR-OT948 Mentored Doc Capstone Dissemination** (2cr): In this course students complete their culminating Doctoral Project and disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. The students present their Doctoral Project and discuss findings in a professional forum related to their selected area: clinical practice, research, leadership, program and policy development, advocacy, education or theory development. Development of individualized learning objectives for the dissemination, plan for dissemination and evaluation of student performance objectives occurs in collaboration with the student, Doctoral Project academic mentor and mentor in the situation of practice with expertise in one of the above areas.

Technical Standards for the Entry-Level Doctor of Occupational Therapy Program at Boston University College of Health & Rehabilitation Sciences: Sargent College

The following “**Technical Standards**” have been formally adopted by the Boston University College of Health & Rehabilitation Sciences: Sargent College, Department of Occupational Therapy. These Technical Standards encompass the technical skills generally expected of individuals practicing in the occupational therapy field and apply to all of the academic and fieldwork/clinical aspects of the entry-level Doctor of Occupational Therapy Program (OTD Program) at Boston University.

Students enrolled in the OTD Program must have sufficient abilities and skills in the areas of cognition, judgment, observation, communication, interpersonal/attitudinal and physical and sensory motor function as described below, and meet these Standards on a consistent basis either with or without an accommodation, for successful completion of degree requirements.

Applicants to and students enrolled in the OTD Program should review these Technical Standards carefully. An applicant or student with a disability who may need accommodation(s) to meet the curricular requirements of the OTD Program should contact the University’s Office of Disability & Access Services <http://www.bu.edu/disability/> for assistance in requesting accommodations. The use of a human intermediary may be permitted to assist a student in meeting these Technical Standards provided the person does not play any integrative, evaluative, or other clinical role which would affect the student’s own judgment.

Cognitive

1. Problem solving ability sufficient to organize and complete multiple tasks (such as projects and assignments and interventions relating to client care) from multiple courses and/or fieldwork/clinical, accurately and within assigned time frames.
2. Adherence to applicable safety precautions and ability to work in a manner that is safe for student and others, and to respond appropriately to emergency and urgent situations.
3. Demonstrate critical thinking skills, including measuring, calculating, reasoning, analyzing, hypothesizing, and synthesizing information and ideas.

Judgment

1. Ability to use appropriate judgment with patients, family members, faculty, and colleagues demonstrating ability to make situationally appropriate, mature, sensitive, and effective decisions.
2. Engage in self-reflection and apply feedback from instructors and clinical supervisors to academic and fieldwork/clinical situations in order to develop appropriate strategies for professional growth.
3. Generalize and apply academic knowledge to fieldwork/clinical situations.
4. Initiate and attend to tasks until completion.

Observation

1. Observe and participate in application sessions and fieldwork/clinical experience settings determined essential by the faculty, using sensory modalities.
2. Using sensory modalities, observe a patient accurately to assess clinical status, noting non-verbal as well as verbal signals; describe a patient’s changes in mood, activity, and posture; and perceive a patient’s nonverbal communication.
3. Accurately perceive and respond independently to an emergency situation signaled by changes in a patient’s appearance, pulse, or blood pressure; verbal, non-verbal, or physical communication of distress; and/or environmental event.

Communication

1. Elicit and transmit information effectively and efficiently to others.
2. Complete administrative requirements according to protocol and in a thorough and timely manner, such as medical records or treatment plans.
3. Communicate with others sensitively, effectively, efficiently, and appropriately in small and large clinical and academic settings.
4. Adhere to all applicable requirements concerning the confidentiality of client/patient information.
5. Initiate discussion and actively participate in classroom and fieldwork/clinical settings.

Interpersonal / Attitudinal

1. Possess the emotional and mental health required to handle an intensive curriculum by demonstrating effective coping and time management skills.
2. Use intellectual capacity, exercise good judgment, and quickly and effectively respond and adapt to changing environments and the patient's needs under potentially stressful circumstances.
3. Appropriately respond to situations involving pain, grief, death, stress, communicable diseases, blood and body fluids, and toxic substances.
4. Effectively work with a diverse client population including persons of various ages, disabilities, sexual preferences, ethnic, racial, religious, and socioeconomic backgrounds.

Physical / Sensory Motor

1. Possess manual dexterity, motor skills, and motor planning sufficient to perform evaluation, treatment, and emergency procedures without injury to self or others, e.g., manipulating patient's body parts, patient transfers, ADL interventions, or fabricating a splint.
2. Possess the physical strength and coordination to perform physically exerting activities, such as lifting and moving heavy objects (e.g. weighing at least 20 lbs.), assisting with patient mobility tasks (e.g. perform 50% of physical transfer of patient weighing up to 200 lbs.), and tasks requiring sitting down on and standing up from floor, frequent bending, walking, and prolonged sitting.

(Approved by Office of General Counsel, 7/2016)

PROFESSIONAL PERFORMANCE STANDARDS

BU Sargent College - Professional Performance

The mission of Boston University (BU) College of Health & Rehabilitation Sciences: Sargent College is to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences. BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the BU Sargent College community. A key expectation of this community of scholars, educators, practitioners, and students is the adherence to the highest standards of professional and ethical behavior.

Academic performance is only one indicator of success for BU Sargent College students. Students are expected to demonstrate professional behavior and to expect the same from their peers. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, research, or laboratory activities. Students are expected to know and comply with the specified rules for each of their academic and clinical experiences. Failure to meet the standards for professional behavior may result in dismissal from the program.

A copy of Boston University's Academic Conduct Code can be found at <http://www.bu.edu/academics/resources/academic-conduct-code/>.

Professional Performance Expectations for Students in Occupational Therapy

Students in the OT Program are expected to adhere to the professional standards described in the Professional Development Monitor and Self-assessment (PDM on page 39). These standards describe behaviors that are important and necessary to meet expected student role requirements during the Occupational Therapy program and on current and future fieldwork, and to fulfill professional role obligations as an occupational therapist. Students are encouraged to use the program's professional performance expectations to monitor their personal development. Professional behavior standards may be used to determine portions of course grades, and to provide assistance in supporting professional development.

The Professional Development Monitoring and Self-assessment Form will be completed **by OTD-1 and OTD-2 students by December 1**. The form may be completed sooner for a particular student or group of students if professional behavior concerns arise. Four categories of professional performance will be evaluated:

- A. Cognitive/judgment/observation
- B. Communication
- C. Interpersonal/attitudinal
- D. Leadership

Copies of the Professional Development Monitor and Self-assessment forms will be placed in each student's record each semester.

If a starred item on the PDM is identified as a professional behavior concern, the student will meet with his or her advisor, and a remediation plan will be created to support the student's development. Lack of subsequent improvement may result in dismissal from the entry-level OTD program. The Recommended Action Plan for students who are not meeting the entry-level OTD Program professional performance standards is:

1. The student with an identified specific professional behavior concern shall meet with his/her/their advisor to review the student's Professional Development Monitor and Self-assessment,

discuss action alternatives, develop a remediation action plan and sign the **Professional Development Agreement**.

2. The student's professional behavior shall be reassessed after a time period mutually agreed upon by student and his/her/their advisor.
3. If the professional behavior concerns are not resolved within the specifications of the professional behavior agreement, the student shall meet with the OT Program Director, with or without his/her/their advisor.
4. The student has the right to petition decisions made regarding the professional behavior concerns the OT Dept. Petitions Committee.
5. If the student is not satisfied with the OT Dept. Petitions Committee's decision, the student will be informed of his/her/their right to appeal the decision through the BU Sargent College CAPP Committee by the OT Petitions committee.
6. Further action will depend on the BU Sargent College CAPP committee's decision.

Boston University College of Health & Rehabilitation Sciences: Sargent College
Occupational Therapy Program
Professional Development Monitor and Self-assessment (PDM)

Student:	Email:	Date:	Advisor:
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Self-directed, intentional and life-long learning are essential for on-going professional development. Integral to the AOTA Code and Ethics Standards (2015) and the NBCOT certification process is the expectation that occupational therapy personnel will achieve and continually maintain high standards of competence. In order to maintain competence, one must continually reflect on one's knowledge and skills, and application of these competencies to one's practice. The ability to reflect in action, that is, to think in the midst of doing, is a critical aspect of professional development. This Professional Development Monitor and Self-assessment provides students and faculty with a structure to reflect on, assess and document the student's development of essential skills for successful completion of the entry-level OTD program, including academic and practical components.

Directions for completing the PD Monitor:

This monitoring and self-assessment form will be completed by **entry-level OTD-1 and OTD-2 students by December 1**. Please read the professional development expectations in the tables below. Students will document assessment of their professional behavior by noting Yes or No for each item. Skills listed at the Novice Level should be achieved by the end of the first semester in the entry-level OTD program; Developing Level skills should be achieved by the end of the first year and/or early in the second year; Fieldwork II Ready skills should be reached by the end of the second year, prior to beginning Level II Fieldwork. Items starred and italicized are considered to be essential behaviors that could affect a student's overall performance in the critical demands of Level I and Level II fieldwork. After students complete their self-assessments, the faculty will review student self-assessments and add their assessment of students' performance.

If a student receives a "NO" for any of the starred/italicized items, the student's advisor will meet with the student to discuss and develop a plan of action to address the behavior(s). The purpose of this meeting is for the advisor to support the student in improving professional behaviors. More frequent assessment may be completed, as deemed necessary by faculty or advisors. In order to begin Level II fieldwork, all starred/italicized items should achieve a Yes by the end of the academic program.

- A. **Cognitive/Judgment/Observation:** Based on my work and volunteer experiences prior to entering the OT Program, I have a basic understanding of OT and expected behavior of OT professionals. I understand as a graduate student, it is expected that I am able to demonstrate the ability to:
1. Problem solve sufficiently to organize and complete multiple tasks (such as projects and assignments and interventions relating to client care) from multiple courses and/or fieldwork/clinical, accurately and within assigned time frames.
 2. Adhere to safety precautions and ability to use appropriate judgment with clients, family members, and other stakeholders during lectures, application sessions, and clinical/fieldwork experiences (including independent studies and fieldwork/clinical).
 3. Handle possible stress and anxiety of an intensive curricula including the academic (classroom and independent studies) and fieldwork/clinical (Level I and Level II fieldwork/clinical and special programs such as service learning experiences) aspects by demonstrating effective and adequate coping and time management skills.
 4. Self-reflect and apply feedback to academic and fieldwork/clinical situations in order to develop appropriate strategies for professional growth.
 5. Generalize and apply academic knowledge to fieldwork/clinical situations.
 6. Initiate and attend to a task until completion.
 7. Observe and participate in application sessions and fieldwork/clinical experience settings determined essential by the faculty. Observation necessitates the functional use of the sense of vision and other sensory modalities. Student must be able to observe a patient accurately both at a distance and close at hand, noting non-verbal as well as verbal signals.

At this time, I am able to (Cognitive/Judgment/Observation):

Yes	No	Novice Level	Yes	No	Developing Level	Yes	No	Fieldwork II Ready
☐	☐	<i>*Demonstrates appropriate professional behaviors relating to attendance, and adherence to program and clinical policies and expectations.</i>	☐	☐	<i>*Prioritizes multiple demands of didactic and clinical expectations</i>	☐	☐	<i>*Adheres to safety precautions and uses appropriate judgment with clients, family members, and other stakeholders during lectures, application sessions, and clinical/fieldwork experiences</i>
☐	☐	Balances personal and professional obligations	☐	☐	Identifies own learning needs based on previous experience	☐	☐	<i>*Handles possible stress and anxiety of an intensive curricula including the academic and fieldwork/clinical aspects by demonstrating effective and adequate coping and time management skills.</i>
☐	☐	Accepts responsibility for personal choices	☐	☐	Appreciates and understands other personality styles or styles of learning	☐	☐	Demonstrates problem solving ability sufficient to organize and complete multiple tasks accurately and within assigned time frames.
☐	☐	<i>Adheres to safety precautions and uses appropriate judgment.</i>	☐	☐	Recognizes and respects the unique roles and perspectives of other professionals as members of the client care team (e.g., special ed. teachers, PTs, SW, SLP)	☐	☐	Self-reflect and apply feedback to academic and fieldwork/clinical situations in order to develop appropriate strategies for professional growth.
☐	☐	<i>Identifies and uses personal strategies to manage stress or anxieties that may develop in response to rigors of professional program. If necessary, accepts recommendations to support services in order to develop strategies to manage stress and/or anxiety.</i>	☐	☐	<i>Adheres to safety precautions and uses appropriate judgment.</i>	☐	☐	Generalizes and applies academic knowledge to fieldwork/clinical situations.
			☐	☐	<i>Identifies and uses personal strategies to manage stress or anxieties that may develop in response to rigors of professional program and fieldwork, clinical/ practicum experiences. If necessary, accepts recommendations to support services in order to develop strategies to manage stress and/or anxiety.</i>	☐	☐	Initiates and attends to a task until completion.
						☐	☐	Observe and participate in application sessions and fieldwork/clinical experience settings determined essential by the faculty.
						☐	☐	<i>Adheres to safety precautions and uses appropriate judgment in all instances.</i>
						☐	☐	<i>Consistently uses personal strategies to manage stress or anxieties that may develop in response to rigors of professional program and fieldwork, clinical/practicum experiences. If necessary, accepts recommendations to support services in order to develop strategies to manage stress and/or anxiety and actively uses strategies to successfully meet fieldwork requirements.</i>

Student Comments (Cognitive/Judgment/Observation):

Comments:

Advisor/Faculty Comments (Cognitive/Judgment/Observation):

Faculty Name (Date): Comments

B. Communication Skills

As a graduate student, it is expected that I am able to demonstrate the ability to:

1. Speak and write the English language intelligibly, hear sufficiently, and observe patients closely to elicit and transmit information; describe changes in mood, activity, and posture; and perceive nonverbal communication as well as possess reading skills at a level sufficient to accomplish curricular requirements and provide fieldwork/clinical care for clients. Capable of completing appropriate medical records, documents, and plans according to protocol, in a thorough and timely manner. Comprehend and use the English language in an understandable manner both verbally and in writing, including grammar and organization in an efficient time frame specific to the task.
2. Communicate sensitively, effectively, efficiently, and appropriately with peers, faculty, supervisors, other professionals, clients, and their significant others on a one-to-one basis, in a small group, large classroom setting, and large group and to respect the confidentiality of client/patient information.
3. Initiate and actively participate in classroom and fieldwork/clinical settings.

At this time, I am able to (Communication Skills):

Yes	No	Novice Level	Yes	No	Developing Level	Yes	No	Fieldwork II Ready
☐	☐	Verbal and written communication:	☐	☐	Verbal and written communication:	☐	☐	Verbal and written communication:
		<i>*Communicates clearly and concisely in papers, presentations and in fieldwork settings</i>			Modifies communication (verbal and written) to meet the needs of different audiences			<i>*Communicates sensitively, effectively, efficiently, and appropriately during classroom and fieldwork experiences</i>
☐	☐	Non-verbal Communication:	☐	☐	Non-verbal Communication:	☐	☐	Non-verbal Communication:
		<i>*Utilizes effective non-verbal communication to augment verbal message</i>			<i>*Assesses impact of non-verbal communication and modifies accordingly</i>			Uses verbal communication effectively as part of therapeutic-use-of-self
☐	☐	Displays a respectful personal space of others	☐	☐	Uses appropriate body language, affect, attitude, and non-verbal communication	☐	☐	Uses effective verbal communication in professional encounters.
☐	☐	Effective use of feedback:	☐	☐	Effective use of feedback:	☐	☐	Non-verbal Communication:
		<i>*Accepts personal and professional feedback</i>			<i>*Develops plan of action in response to feedback</i>			Uses non-verbal communication effectively as part of therapeutic-use-of-self
☐	☐	Utilizes feedback when establishing professional development goals	☐	☐	Assesses own performance accurately	☐	☐	Uses effective non-verbal communication in professional encounters.
☐	☐	Other:	☐	☐	Actively seeks feedback and help	☐	☐	Effective use of feedback:
		<i>*Maintains confidentiality in all interactions</i>			Accepts and integrates constructive feedback without being defensive			<i>*Seeks feedback from faculty and peers</i>
☐	☐	Identifies personal biases and how those biases may influence interactions with clients and caregivers	☐	☐	Other:	☐	☐	Modifies feedback to others according to their learning styles
								Reconciles differences of opinion with sensitivity
								Considers multiple approaches when responding to feedback
								Other:
								☐ ☐ Maintains professional demeanor in all clinical interactions

Student Comments (Communication Skills):

Comments:

Advisor/Faculty Comments (Communication Skills):

Faculty Name (Date): Comments

C. Interpersonal/Attitudinal

As a graduate student I can be expected to demonstrate the willingness and ability to:

1. Use intellectual capacity, exercise good judgment, and promptly respond and adapt to the client's needs under potentially stressful circumstances. Must be flexible in being able to adapt to changing environments and client factors, and respond in the face of uncertainties inherent in fieldwork/clinical practice.
2. Work within fieldwork/clinical environments that involve exposure to persons with physical and mental disabilities. Must also be able to appropriately deal with situations involving pain, grief, death, stress, communicable diseases, blood and body fluids, and toxic substances.
3. Work with a diverse client population including persons of various ages, disabilities, ethnic, racial, religious, and socioeconomic backgrounds.
4. Modify behavior/ performance in the classroom or the fieldwork/clinical setting after feedback from the instructor or fieldwork/clinical supervisor.

At this time, I am able to (Interpersonal/Attitudinal):

Yes	No	Novice Level	Yes	No	Developing Level	Yes	No	Fieldwork II Ready
☐	☐	<i>*Is on time for class and clinical experiences</i>	☐	☐	Asks questions in class, does not dominate class discussion	☐	☐	<i>*Tolerates inconsistencies in classroom, between classes, between fieldwork sites</i>
☐	☐	<i>*Avoids distracting others from learning</i>	☐	☐	Responds effectively to faculty or student question in class	☐	☐	Anticipates potential challenges and acts proactively to address them
☐	☐	Is prepared for class (readings and assignments completed)	☐	☐	Shares relevant information	☐	☐	Evaluates personal growth
☐	☐	Uses existing resources effectively	☐	☐	Participates in large group discussions	☐	☐	Take advantage of additional learning activities beyond course expectations
☐	☐	Takes direction from others.	☐	☐	Is engaged, positive and motivated	☐	☐	Routinely provides insightful ideas when participating in class activities
☐	☐	Gives constructive feedback to others	☐	☐	Takes initiative to direct learning	☐	☐	Actively looks for and suggests solutions to problems
☐	☐	Consistently works as a contributing member of a group/team	☐	☐	Demonstrates flexibility	☐	☐	Exhibits confidence in abilities, knowledge, and skills
☐	☐	Dresses appropriately for different learning & clinical situations	☐	☐	Utilizes faculty to assist with personal problem solving as needed			
			☐	☐	Offers constructive criticism during discussions			
			☐	☐	Consistently listens to, shares with, and supports the efforts of others.			

Student Comments (Interpersonal/Attitudinal):

Comments:

Advisor/Faculty Comments (Interpersonal/Attitudinal):

Faculty Name (Date): Comments

D. Leadership

Due to my undergraduate education, I am aware of the importance of leadership and see it being modeled at various degrees in myself, and others.

At this time, I am able to (Leadership):

Yes ☐	No ☐	Novice Level Explores opportunities for professional involvement	Yes ☐	No ☐	Developing Level Seeks opportunities for leadership development and professional growth.	Yes ☐	No ☐	Fieldwork II Ready Initiates opportunities for leadership development and professional growth.
								Takes responsibility for own professional growth and development
								Demonstrates leadership principals in the promotion of OT to client, family, significant other, other health care practitioners, and the public

When attending graduate school or working as a health professional, you are required to develop skills that are different than those you used at undergraduate level. One professional skill is the ability to reflect on your learning and behavior and to write personal goals based on that critique. This form will help you to develop those skills and it will help you to understand your strengths and the areas in which you need a plan for improvement.

List your Strengths

List your challenges

Student Comments (Leadership):

Comments:

Advisor/Faculty Comments (Leadership)

Faculty (Name/Date): Comments

~~~~~  
Faculty Review Completed (faculty add initials & date after completing review)

Faculty initials & date:

**Advisor Reviewed completed PDM**

Advisor Reviewed (Name/Date) and any additional comments:

## Ethics

Prepared by OT Student Laura Seidel\*

Ethics are the systems of beliefs, values, and rules of conduct that govern our actions; the American Occupational Therapy Association describes ethics as “principles used to promote and maintain high standards of conduct within the profession.” Ethics are influenced by context and help us to know what we should do. Similar to other professions, occupational therapists are bound by a professional code of ethics. Developed by the American Occupational Therapy Association, the occupational therapy code of ethics describes ethical OT practice as founded on the following principles (American Occupational Therapy Association, 2015):

- **Beneficence**- Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
- **Nonmaleficence**- Occupational therapy personnel shall intentionally refrain from actions that cause harm.
- **Autonomy** - Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.
- **Justice**- Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.
- **Veracity**- Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
- **Fidelity**- Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

Throughout our careers, the code of ethics prescribes how we should act in our professional role. In situations of misconduct, ramifications for a therapist are widespread and may include a negative impact on the client, with colleagues, in the workplace, judicial review, disciplinary action, and the loss of certification or licensure. The following table summarizes the possible ramifications of ethical misconduct on the client, employer, state, AOTA, and NBCOT level:

| Client                                                                                                                                                                                                                                        | Employer                                                                                                                                                                                                                                | State                                                                                                                                                                                                                                                                       | AOTA                                                                                                                                                                                                                                                   | NBCOT                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• loss of trust</li> <li>• end of therapeutic relationship</li> <li>• filing of a formal complaint against therapist with state licensing board</li> <li>• loss of trust with other clients</li> </ul> | <ul style="list-style-type: none"> <li>• poor evaluation, suspension or dismissal</li> <li>• formal review process</li> <li>• filing of formal complaint with state licensing board</li> <li>• loss of trust with colleagues</li> </ul> | <ul style="list-style-type: none"> <li>• formal investigation of complaint</li> <li>• judicial proceeding to determine penalties (including fines, suspension, or loss of state license to practice)</li> <li>• reports results of investigation to other bodies</li> </ul> | <ul style="list-style-type: none"> <li>• formal investigation by Ethics Commission</li> <li>• judicial proceeding to determine penalties (including loss of AOTA membership)</li> <li>• may report results of investigation to other bodies</li> </ul> | <ul style="list-style-type: none"> <li>• formal investigation by national board</li> <li>• may recommend disciplinary action (ranging from private reprimands to permanent loss of national board certification)</li> <li>• reports results of investigation to other bodies, including State regulatory body</li> </ul> |

*From: American Occupational Therapy Association, 2015 and NBCOT, 2009*

In our role as students, the code of ethics can seem rather abstract and distant from the day to day tasks of writing papers and completing readings. However, the same principles which define the ethical OT practice also apply to our lives as students and we are also bound to adhere to the Boston University Academic Conduct Code and can face serious penalties for

violations. Here are some examples of how we can and should demonstrate a commitment to the occupational therapy code of ethics while OT students:

- Give credit where credit is due. It is important to respect both the contributions of your classmates as well as those of scholars you do not know. If you use ideas or words previously written by another person, cite them. If you do not, you are claiming them as your own.
- Learn to ask for help. Seek answers for your questions. Acknowledge your own limitations, doubts and needs.
- Make the most of your education. Your professional training is not simply for your own benefit. It is also to protect and serve your future clients. You have an ethical obligation to be as prepared as possible so that you can provide the highest quality care.
- Do your own work when your professors specify. Much of the program is collaborative learning, but some assignments require independent work.
- If you have an opportunity to do research, make sure you educate yourself in the ethical issues relevant to your research area. Training in research ethics will likely be a required part of your work.

This program places a very high value on reflection in academic work. While there may be times when you feel tired of self-reflection as an OT student, these exercises do actually serve a meaningful purpose! In order to conduct ourselves ethically, we have to know our own strengths and weaknesses, critically evaluate our behavior, and recognize and learn from our mistakes.

As occupational therapy students, our ethical obligations extend beyond the classroom into our Level I and Level II fieldwork experiences and future clinical practice. It is essential to respect client confidentiality, maintain appropriate professional boundaries, be self-reflective about the limits of our knowledge, seek appropriate mentorship and supervision, and intervene in an ethical manner. To do so, we should recognize that:

- Client confidentiality extends beyond simply following the letter of the law, HIPAA or otherwise. Simply omitting the client's name does not make it ethical to discuss a client in a negative light in public. It is important to remember client confidentiality in every interaction and in each context whether it occurs on Facebook, in the hallway, at the nurse's station, or in the presence of another client.
- It is important to establish professional relationships with clients and supervisors in any setting. While the OT code of ethics does not strictly disallow personal relationships with a current or past client, ethical constraints may limit these relationships.
- Throughout our careers, but especially as students, it is essential to be aware of the limits of your own knowledge and seek help when you are unsure about how to proceed with a client. By establishing strong supervisory and mentoring relationships, fieldwork students and young therapists can gain clinical expertise in a supportive environment while ensuring that clients receive the highest quality care.
- Be honest and open with clients throughout the assessment and intervention process. Be fair and objective in assessment. Be truthful and accurate in your documentation.

In every context and with every client, occupational therapists have a responsibility to provide evidence-based, client-centered, and occupation-based care that respects the dignity, confidentiality and individuality of the person. Often, occupational therapists provide services for clients who are considered particularly "at-risk" or vulnerable. This work may require us to take special considerations as we strive to provide ethical practice. Examples of special populations may include: children, clients with profound disabilities, clients who have limited communication skills or use alternative communication methods, clients who have experienced trauma, clients with cognitive difficulties, and clients from socially marginalized groups. There is

no single one-size-fits-all approach to ensuring ethical practice with these populations, but the following are some general guidelines:

- Be conscious of unspoken power dynamics in your interactions- your body language, tone of voice, and position in the room all convey a powerful message.
- Take the time to learn how your client communicates what they are feeling and thinking and figure out way to express yourself in ways the client can understand. Even if the client does not use words, they have a way to express themselves and you should allow this to guide your interaction with them. Talking to people who know the client well may be an excellent way to find out more about how they communicate.
- Be very hesitant about talking about a client in their presence or while any other clients may be present, even if you think they will not understand or cannot pass on the information you shared. Your client deserves your full attention.
- Don't blame your client for behaving in ways that may be deemed unacceptable by majority culture. Seek to understand their behavior and form an alliance with them.
- Use your expertise as an occupational therapist to help your clients develop a greater sense of self-efficacy and safety awareness. For example, as an OT working with young adults with disabilities who is aware of the increased vulnerability of people with disabilities to sexual assault, might take an active role in educating your clients about healthy relationships, sex education, and self-protection as part of working on independent living skills.
- Be sensitive to experiences that may be triggering to clients who have experienced trauma. Experiences which have no particular meaning for you may be extremely difficult and alarming for your client.
- Educate yourself regarding your responsibilities to report abuse and neglect. Depending on the state, as an occupational therapist you are likely mandated by law to report it to authorities if you suspect someone is being abused or neglected.
- Be aware of your own values, the values of your workplace, and those of your client. The things that matter to you may not always be the same. Ethical practice includes respecting and supporting your client's values.

Throughout our careers, we will seek to use our skills and ourselves to help others live more fulfilling lives. By focusing on our own ethical and professional behavior just as much as our skill development, we can ensure that we will have the integrity, compassion, and strength of character necessary to be the kind of occupational therapists we want to be.

\*Updated to reflect 2015 AOTA Code of Ethics

## **Social Media Guidelines**

Prepared by OTD Student Ambassadors

### **What are social media outlets?**

- Social networking (Facebook, Instagram, Twitter, Snapchat)
- Professional Networking (LinkedIn)
- Media sharing (YouTube, Flickr)

### **Maintaining Professionalism**

As occupational therapists and occupational therapy students, it is expected that we maintain our professionalism throughout our occupational practice. This includes understanding the difference between public and private life and knowing that what you post can be a reflection of you, your work, and the field of occupational therapy.

It is recommended that practitioners have a professional and a private social page if they would like to share information online with clients or other individuals in the field. The professional social media platform should include information relevant to work and educational purposes and should not disclose any private information.

One principle that is recommended to use is: **Pause Before You Post, Reflect Before You Click**

- Once something is posted it may not ever be fully removed from the Internet.
- Think about the different ways what you post can be perceived.
- Understand the consequences the post may have.

### **Ensuring Client Privacy and Confidentiality**

In order to protect the client's privacy and confidentiality, there is no scenario in a fieldwork or clinical training site context where a student should post or take photos of clients.

### **Monitoring Your Online Presence**

Occupational therapists and occupational therapy students should check into their social media on an ongoing basis to assess who is accessing their posts and comments. If a friend has posted an OT's photo and it does not reflect their professionalism, they should ask the friend to remove the photo.

It is also important for occupational therapists and occupational therapy students to review their business and resource sites, such as LinkedIn and search engines such as Google, to ensure that all information is correct and professional.

### **Communicating Online**

Ensure that you communicate professionally, transparently, and respectfully. Make sure that you only disclose what you say face-to-face to an individual/group, do not state any unauthorized or personal quotes.

Social media is useful for introductions to professional relationships, but if a dialogue happens, try your best to take it offline. An example to do this, set a rule to move the communication to phone conversation or in-person meeting after three online interactions. Face-to-face

interactions and communication allows for mutual understanding (i.e., noting tone, voice, non-verbal cues, etc.)

### Tips for Use

- Get permission
- Be explicit about fact you got permission
- Identifiers – should you use someone’s name?
- Put yourself in your client’s shoes...would you want someone to post this of you?
- Use a disclaimer when you are not speaking on behalf of your organization
- Be smart, use your judgement
- Distribute clear social networking policies to employees
- Avoid any discussion of patients, even in general terms
- Speak generally about conditions and treatments
- Prominently post your policies and procedures on all social media platforms
- Do not practice medicine online by responding to patients offline

Do’s and Don’ts

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4103576/#b2-ptj3907491>

At bottom of article

“PROFESSIONAL GUIDELINES FOR THE USE OF SOCIAL MEDIA”

### References

College of Occupational Therapists of Ontario. (2018). *Practice guideline: Using social media*. [PDF]. Retrieved from [https://www.coto.org/docs/default-source/default-document-library/guidelines-for-use-of-social-media-2018.pdf?sfvrsn=5ca067b6\\_2](https://www.coto.org/docs/default-source/default-document-library/guidelines-for-use-of-social-media-2018.pdf?sfvrsn=5ca067b6_2)

## **Responsible and Ethical Use of Artificial Intelligence (AI) Guidance for Boston University Entry-Level Doctorate in Occupational Therapy (EL-OTD) Students**

As a Boston University entry-level doctorate in occupational therapy (EL-OTD) student, you are expected to engage in the responsible and ethical use of Artificial Intelligence (AI). The following guidelines are intended to promote the responsible use of AI in your academic work. 1.

Verification of Information: As a responsible user of AI, you should verify the accuracy of any data or information you use in your work.

1. This includes checking the sources and ensuring that the data or information is reliable, valid, and current. If you are using AI to generate data or information, you should validate the results before using them in your work.
2. Transparency of Use: You must be transparent about the use of AI in your work with your academic mentor and instructor. This includes clearly identifying when you are using AI and explaining how the AI was used including your process for verification and editing.
3. Incorporation of Inductive and Deductive Reasoning: While AI can be a valuable tool, it should not be the sole basis for your theoretical models. You must continue to incorporate your own inductive and deductive reasoning when proposing your explanatory models and justifications for program design. This means that you should not rely solely on the results generated by AI, but instead use them as one source of information to support your arguments.
4. Support of Main Propositions with Evidence and Appropriate Citations: All main propositions in your work must be supported with evidence, and appropriate citations should be provided. This means that you must be able to justify any claims made in your work and support them with relevant evidence-based literature and other scholarly sources.
5. Be aware of the limits of ChatGPT and other AI tools:
  - a) If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
  - b) Don't trust anything it says. If it gives you a number or fact, assume it's wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand or to help you consider initial ideas.
  - c) AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.
  - d) Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.
6. Consider the impact on society: as a PP-OTD student, you should consider the impact of AI on society. Reflect and analyze the potential consequences and ensure that the technology is used for the benefit of society.
6. Continually evaluate and improve AI: continually evaluate and improve the AI models they use. This includes monitoring for bias and evaluating the impact on stakeholders.

In summary, as a doctoral student, you should use AI responsibly and ethically. This includes verifying the accuracy of any data or information used, being transparent about the use of AI, incorporating your own inductive and deductive reasoning, and supporting your arguments with

evidence and appropriate citations. By following these guidelines, you can ensure that your use of AI is responsible, transparent, and contributes to the advancement of knowledge. \*Chat GPT was used to develop an initial guideline using the prompt: create a guideline for AI use for doctoral students. It was then revised and augmented by BU PP-OTD faculty to make the document relevant to our program and approved by BU EL-OTD faculty.

Created 3-22-23

Contact: Karen Jacobs [kjacobs@bu.edu](mailto:kjacobs@bu.edu)

## LEVEL I FIELDWORK EXPERIENCES (LIFW)

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Clinical Education Office (room SAR-218, 617/353-7526, [clined@bu.edu](mailto:clined@bu.edu))

### LIFW Introduction

Supervised fieldwork experiences are an integral part of the educational program. The Accreditation Standards of the American Occupational Therapy Association (AOTA) require two levels of fieldwork experience. Level I Fieldwork (LIFW) is designed to provide experiences that complement professional courses in the curriculum. Level II Fieldwork (LIIFW) is designed to provide in depth experience in providing occupational therapy services to clients after successful completion of prerequisite academic course work.

### LIFW General Information

Below are selected Level I fieldwork standards as specified in the Accreditation Council for Occupational Therapy (ACOTE) Standards:

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:

Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance.

Level I fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork education in a practice environment

Ensure that personnel who supervise Level I Fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.

At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

The structure of Level I Fieldwork (LIFW) experiences in the BU entry-level OTD program follows:

- The first two semesters on campus include semester long LIFW experiences, which typically involve weekly participation (8-10 visits), in conjunction with an Integrative Seminar. Placements involve students in several different community and health care settings, both with and without an on-site OT, and may involve both observation and active participation in programs. Each integrative seminar provides opportunities for sharing fieldwork experiences, guided discussion, and facilitates integration of the fieldwork experiences with coursework.
- The third semester of LIFW involves semester long LIFW experiences with standardized patients. The cases for each standardized patient enhances understanding of problem-based learning cases being discussed in OT502- Integrative Seminar 3. The focus of this Level I experience is to address psychological and social factors influencing engagement in occupation.

- The final semester of LIFW (SAR-OT530 Group Leadership Experience – Integrative Seminar 4) involves students in a group leadership experience designed to provide extensive practical experience co-leading a group in a community setting with a client population. As co-leaders, students lead a weekly OT group (client-centered, theory driven, occupation and evidence-based), which also meets the needs of the community setting. This 10–12-week experience provides an opportunity to integrate theory and practice principles from all professional courses, and to provide a transition to the Level II Fieldwork experience.

These Level I FW experiences provide structured/interactive observation of occupational therapy and related services with a variety of clients in different practice and community settings. At times, limited availability of certain types of experiences may necessitate changes to planned LIFW experiences which may include use of live demonstration, clinician/practitioner presentations on campus, video cases, and simulated learning in the classroom to ensure an optimal educational experience.

Students may need to use public transportation to travel to Level I Fieldwork placements outside of the immediate Boston University area. Students may need to plan for up to 1 hour or more of travel time to fieldwork placements. Students must attend FW as scheduled, any changes must be communicated to the Level I FW manager, in advance.

Successful completion and passing of each Level I experience and meeting our professional performance standards are criteria for continuing in the program and beginning Level II Fieldwork. Level I Fieldwork cannot be substituted for any part of Level II Fieldwork.

The student is required to maintain a listing of all LIFW experiences indicating setting, supervisor, population or type of experience, dates/hours (log sheet), and area of practice. This information is also documented in the fieldwork online data base. Each semester the student's Fieldwork Educator or student coordinator signs the Level I FW time log sheet. The Fieldwork Educator at each LIFW setting will be asked to complete a LIFW fieldwork evaluation form to document the student's performance and successful completion (pass) of the LIFW. This LIFW student evaluation form will be reviewed with the student, and the LIFW educator or coordinator and kept on file by the BU Level I Fieldwork Coordinator and in the students' file. Students complete assignments and projects based on their LIFW as a component of their integrative seminars.

### **Fieldwork Experiences**

NOTE: By contractual agreement, students **may not** independently contact facilities (both within the Greater Boston area and out of state) that have a fieldwork contract with Boston University to independently arrange Level I Fieldwork experiences, without permission from the Occupational Therapy Department. If students communicate with sites, without prior authorization, this will result in being ineligible for placement within the site.

Boston University requires a formal signed agreement with each of the facilities at which our students do their field experiences. Existing contracts with facilities that accept LIIFW students also cover LIFW student placements. Some settings accept only LIFW students and in this case, there may be a different contract for the affiliation between the University and the fieldwork site. Students need to be familiar with its terms as they specify the mutual and respective responsibilities of the school and the facility as well as the student's responsibilities as an intern. Each facility also must have qualified personnel to supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

## Objectives of Level I Fieldwork

1. To build skills in observation of client occupational performance, interviewing, communicating with clients and inter-professional colleagues, and professional presentation of self.
2. To recognize and reflect on personal reactions to clients/patients, their conditions/situations, culture, religion, race, gender, age, sexual preference, and SES, within a variety of practice settings.
3. To develop individual strategies to work effectively and professionally with clients, their families, and other professionals within a variety of practice settings.
4. To develop an understanding of, and empathy for, clients/patients and their families.
5. To gain an understanding of the psychosocial factors that influence occupational performance and understand the role of OT to address psychosocial factors.
6. To observe therapist role models performing the essential functions of their jobs.
7. To develop an understanding of the roles and functions of the occupational therapist in a variety of settings.
8. To begin to understand and appreciate the need for developing therapeutic relationships with clients/patients and begin to develop skills in facilitating therapeutic rapport.
9. To observe and participate in assessment of clients/patients.
10. To observe, participate in, and gain comfort in designing intervention plans for clients/patients, both individually and within groups.
11. To become aware of multidisciplinary and interdisciplinary models of service delivery.
12. To integrate and apply classroom knowledge, theory, and skills in the clinical setting: focusing on occupation based, evidence based, and client centered practice with relevant assignments: preparation of occupational profiles, intervention plans, group protocols, needs assessments, and evaluation of outcomes.
13. To provide the student with the opportunity to display appropriate professional behavior.
14. To become familiar with a variety of documentation methods.

## Level I Fieldwork Selection

The Level I Fieldwork program selection and sequence of settings is foundational to the curriculum design across four semesters. The main criterion for selection includes settings that provide opportunities for:

1. integrating the semester's course content and building upon the foundation from the previous semesters.
2. a broad range of experiences, within diverse settings, practice delivery models, and exposure to clients with a variety of conditions, ages, etc.
3. direct student engagement with clients, opportunities to assist in intervention activities, and participate in groups, initially assisting setting staff, culminating in leading groups for the Group Leadership Experience.
4. quality time for students to ask questions, receive feedback, and process the experience with therapists and other professionals at the site.
5. completing fieldwork-based assignments with the support of setting staff as needed.
6. exposure to "emerging areas of practice."
7. exploring unique areas of practice.

## Level I Fieldwork Sequence

- **Semester I and II:** during the 2<sup>nd</sup> semester, the majority of Level I placements are in occupational therapy practice settings where the OT serves as a role model. These settings are varied; some examples are schools, early intervention, community-based settings, acute care hospitals, rehabilitation hospitals, or outpatient clinics. The aim is the development of students' clinical reasoning throughout the "occupational therapy process" (assessment/screening, intervention planning, intervention, discharge planning, and analysis of outcomes). Students also gain an understanding of the differing practice cultures and

environments, delivery models, and documentation styles and methods, and the nature of the use of evidence-based practice within the setting.

- **Semester III:** during the 3<sup>rd</sup> LIFW students participate in a series of experiences with standardized patient. These experiences enrich their understanding of curriculum content being explored in OT502- Integrative Seminar. In Seminar, students continue to integrate their learning across the curriculum with their LIFW standardized patient experiences.
- **Semester IV:** during the 4<sup>th</sup> semester, a group leadership experience provides students with a culminating experience, in which they can integrate concepts and content from the entire curriculum. Students, as co-leader pairs, design, implement, and evaluate outcomes of a client-centered, occupation and evidence-based group, for clients within a community program. Students design their group protocol, based on information gathered at the setting through completing a needs assessment, discussion with staff at the setting, and faculty supervision. Through small seminar groups, students have weekly supervision sessions with faculty and peers for discussion, problem solving, and peer support. Faculty visits students at their community sites to provide further support and feedback, and to ensure the quality of the fieldwork experience, through its congruence with our curricular philosophy and opportunities for adequate supervision and support.

### **Level I Fieldwork Assignments**

Information regarding LIFW sites is usually posted on the LIFW blackboard course-site-Occupational Therapy Fieldwork (Ongoing) - at <http://learn.bu.edu/>. Each Level I Fieldwork experience is coupled with an Integrative Seminar. Students complete a variety of assignments based on their Level I experiences, within each seminar. Assignments provide opportunities for students to comprehensively develop their skills in the areas of observation, interviewing, assessment, documentation, clinical reasoning, goal setting, intervention planning, analyzing outcomes, utilizing evidence-based practice, presentation, and carefully reflecting on the connections between their experiences at the fieldwork setting, and the selected seminar topics for discussion. Assignments occur in a variety of formats such as reflection papers, preparation of occupational profiles, intervention plans, group protocols, and group projects. Each seminar also provides multiple opportunities for discussion of each student's Level I experience, class leadership activities, and presentations. In year two of the EL-OTD program students are asked to present their relevant fieldwork assignments to the staff at their fieldwork settings.

### **Level I Fieldwork Evaluation**

An evaluation form is filled out by each student's supervisor upon completion of each fieldwork experience. Supervisors are encouraged to review these forms with students in order to provide important feedback about the student's professional behavior and performance. Students keep a copy of their evaluation. These forms are sent to the Level I Fieldwork Coordinator, who then reviews them and keeps them on file. Meetings are arranged with students as needed to discuss any concerns, areas of difficulty, and to assist the student in initiating strategies for

### **Student Supervision**

Most Level I fieldwork placements are supervised by registered and licensed occupational therapists as confirmed by the student coordinator at the site. For community-based placements without occupational therapists, through communication with the student coordinator the BU Level I Fieldwork coordinator ensures that the supervisor is a qualified professional, such as a social worker, rehabilitation counselor, nurse, speech-language pathologist, teacher, or psychologist. In addition, students complete a final survey after each LIFW experience, and this includes the credentials of their supervisor.

Successful completion of Level I Fieldwork each semester is a requirement of the program. Failing a Level I Fieldwork experience will result in the failure of the Integrative Seminar course connected to that semester's fieldwork.

### **Level I Fieldwork Site Requirements**

Many fieldwork settings have specific requirements for students such as immunizations, drug testing, successful completion of criminal background checks, attendance at a facility orientation, etc. Fieldwork site supervisors communicate their requirements to the students and the BU OT Level I Fieldwork Coordinator.

It is the student's responsibility to provide to their clinical site the required documentation. In the event that documents need to be verified by the school, as per our contractual agreement with the facility, the Clinical Education Services office will provide verification of completion to the fieldwork site. Additionally, Boston University completes Massachusetts background checks (CORI and SORI) on each student upon their entrance into our professional program and verification of those results may be provided to the site as requested. Some sites require their own processing of criminal background forms. The Clinical Education Services office will inform you of the requirements relevant to your placement. The Clinical Education Services office has the capability to fax documents for students if documents need to be sent prior to the start of the fieldwork placement.

### **Liability Insurance, Background Checks, and Personal Information**

The University provides professional liability insurance coverage for all students while participating in fieldwork as a required activity of the curriculum. Additionally, the University conducts all required criminal background checks, or other background checks per individual training site prerequisite policies. Boston University is committed to collecting, handling, and using personal information properly and securely. All such personal information of students is handled in accordance with the privacy procedures outlined at the following link: <http://www.bu.edu/policies/policy-category/privacy-security/> in order to safeguard personal information. Policies and procedures are reviewed during the OT589 Orientation to Practice course during the first semester, and again during the OT590 Fieldwork Seminar course, prior to beginning Level II Fieldwork.

### **Fingerprinting**

Students participating in a placement at any school in Massachusetts (public, private, and parochial schools, including private special education schools and child care facilities, as well as early intervention) may be required to submit fingerprints for a national criminal background check due to the passing of An Act Relative to Background Checks (Chapter 459 of the Acts of 2012). These fingerprints must be taken by the company hired by the state (Morphotrust), and the Clinical Education Services Office will provide instructions for paperwork and testing locations.

### **Technical Standards and Level I Fieldwork**

All students must be able to fulfill the technical standards (outlined on page 38-39) during the Level I fieldwork experiences. We encourage students to reflect on the unique requirements of a fieldwork setting and whether they may require accommodations in that setting. Students who believe they may require accommodations should consult with the Office of Disability & Access Services (see page 92). An active collaboration among the student, the BU OT Department Fieldwork Coordinator(s) and fieldwork site supervisor, in consultation with the Office of Disability & Access Services staff, is encouraged to achieve the best possible accommodation plan.

## LEVEL II FIELDWORK EXPERIENCES (LIIFW)

Prof. Leanna Katz (room SAR-501A)

Clinical Education Office (room SAR-218, 617/353-7526, [clined@bu.edu](mailto:clined@bu.edu))

### LIIFW General Information:

#### **Goal and Purpose of Level II Fieldwork**

The goal of Level II fieldwork is to offer the practical experiences and professional interactions that will **enable students to become competent, entry-level, generalist occupational therapists**. Achieving this goal means that students who have completed the Level II Fieldwork aspect of the academic program will be prepared to enter employment, having established basic competencies in occupational therapy evaluation and intervention services. Overall, the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. The purpose is to provide students with an in-depth, supervised experience in which their knowledge and skills are applied and consolidated, while having the opportunity to assume responsibility for the delivery of occupational therapy services to patients/clients, under the supervision of a qualified occupational therapy practitioner.

#### **Occupational Therapy Services and Types of Settings**

Level II Fieldwork provides students with active learning opportunities to deliver occupational therapy services, while focusing on the application of meaningful occupation and research, administration, and management. Exposure to client populations is categorized by settings that are equipped to meet the curriculum's goals of viewing each client's unique history, occupational needs, and socio-cultural contexts, including settings that serve children (pediatrics), and adults with mental health/psychiatric needs and/or physical disabilities. In each type of setting, students apply their knowledge in practice, incorporating the curriculum's themes of client-centered, occupation-based, evidence-based practice, along with advocacy and leadership. Examples of the types of fieldwork facilities include traditional and/or emerging settings such as: acute care and rehabilitation hospitals, skilled nursing facilities, schools, private practice agencies, and community agencies (such as early intervention and community re-integration programs). In addition, there are limited opportunities in other areas of practice that are often considered as "specialties", such as hand therapy or burn rehabilitation. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The Academic Fieldwork Coordinator and the Fieldwork Program maintain regular communication with all active fieldwork sites about the curriculum to ensure the links between the University and fieldwork training sites.

***Students may not complete clinical education experiences in sites where they have a current employment position and/or from whom they have accepted scholarship money in return for post-graduation employment. Each of the above situations may compromise an objective evaluation of performance.***

#### **Fieldwork Orientation**

Orientation regarding the Level II Fieldwork Program and policies is provided:

- During SAR-OT589 Orientation to Practice course, the first semester of the entry-level OTD-1 year of the program,
- Via the information contained in the BU Student Manual, and
- Via online postings on the "Level II OT Fieldwork Resource (Ongoing)", Blackboard site <http://learn.bu.edu/>

- During SAR-OT590 Fieldwork Seminar course, the second semester of the entry-level OTD-2 year of the academic program, and

Via the Sargent College website, <https://www.bu.edu/sargent/academics/departments-programs/occupational-therapy/entryotd/fieldwork/liifw/>

### **Fieldwork Communications**

Leanna Katz, Academic Fieldwork Coordinator, ([leannak@bu.edu](mailto:leannak@bu.edu), 617-353-2728), is the primary contact person for all Level II Fieldwork-related inquiries. The Clinical Education Services Office looks forward to assisting students with completing their Level II Fieldwork requirements as part of the academic program. Students may contact Katherine Barnes, Clinical Sites Manager ([kcbarnes@bu.edu](mailto:kcbarnes@bu.edu), 617-353-7526) by email or phone. As much as possible, communication about fieldwork will take place via e-mail. Students must check their email on a regular basis and make sure that their current e-mail address is on file with the Clinical Education Services Office, updating changes to addresses and phone numbers for different residences during both the academic and fieldwork portions of the program.

**MyBU Student Portal** [Boston University MyBU Portals](#) (under “My Profile – Emergency Contacts”): Students must identify the name and phone number of a person to contact *in case of emergency*. Students must keep this personal information updated and accurate throughout their participation in the academic program and during Level II Fieldwork.

### **Fieldwork Appointments**

Please schedule appointments in advance to meet with the Academic Fieldwork Coordinator or Fieldwork Assistant to discuss specific circumstances or issues. All appointments can be scheduled with Leanna Katz via Calendly.

### **Level II Fieldwork Requirements:**

#### **Field Experiences: SAR-OT593, OT594**

The Accreditation Council for Occupational Therapy Education (ACOTE) requires that students be “...exposed to a variety of clients across the lifespan and to a variety of settings.” Students begin the Level II Fieldwork (OT593 and OT594) component of the program after completing the six semesters of core academic course work. Students plan their fieldwork placements to occur in Fall-and-Winter upon the completion of the core academic coursework. Students can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. The program requires students to complete fieldwork in *two different practice areas* that may vary according to: age (pediatrics or adults), hospital or community-based facility, and/or population served (mental health or physical disabilities).

#### **Minimum Requirements (Schedule) for Full-Time Level II Fieldwork:**

A minimum of 24 weeks of occupational therapy internship, which are typically completed in two 12-week full-time placements, is required for graduation from the program. Full-time fieldwork for a majority of Level II Fieldworks entails students being on-site for a minimum of 40 hours per week for 12 weeks duration. Therefore, Level II Fieldwork involves a schedule that is commensurate to full-time work. **Level I fieldwork is not substituted for any part of the Level II fieldwork.**

#### **Part-time Level II fieldwork policy**

For fieldwork settings with part-time schedules that involve less than 40 hours per week, the Program recommends extending the duration of the placement in order to meet the equivalent of 480 total hours. For examples of how to calculate the required number of weeks, refer to the following table:

| Fieldwork weekly schedule (hours/week) | Duration of Level II placement |
|----------------------------------------|--------------------------------|
| 35-36 hours/week                       | 14 weeks                       |
| 32 hours/week                          | 15 weeks                       |
| 30 hours/week                          | 16 weeks                       |
| 24 hours/week                          | 20 weeks                       |

### **BU Sargent College of Health & Rehabilitation Sciences Clinical Education Agreement**

Boston University requires a formal signed agreement with each of the facilities at which our students do their field experiences. Each facility also must have an acceptable student training program and a practitioner who has at least one year of experience as a registered OT, who is therefore qualified to supervise students.

A copy of the agreement originating from Boston University Sargent College of Health & Rehabilitation Sciences begins on page 104. Students need to be familiar with its terms as they specify the mutual and respective responsibilities of the school and the facility as well as the student's responsibilities as an intern.

### **Fieldwork Site Requirements:**

Students are informed of Level I and Level II fieldwork sites' requirements via Exxat as well as through participation in OT589 Orientation to Practice during the first semester of the program, and again in the OT590 Fieldwork Seminar course during their final semester of the program.

Information about individual Level II Fieldwork site requirements is made available to students for review on Blackboard at Occupational Therapy Fieldwork Site Information (ongoing), as well as through Exxat which students have access to after Level II placements have been confirmed. The Blackboard site is organized by state and type of setting (mental health, pediatrics, physical disabilities, and specialty). The Clinical Education Services Office also maintains an electronic database that incorporates information about individual fieldwork sites and requirements.

A Clinical Education fee is paid by Sargent College students throughout the graduate and undergraduate programs. This fee covers liability insurance for students, services provided by the Clinical Education Services office and Clinical Education Coordinators, costs associated with the development and retention of sites, travel by coordinators to sites when required, personal protective equipment for students, and for fees associated with background checks, drug screens, fit testing, and contract negotiation. Specific costs of the fees by program can be found here: <https://www.bu.edu/sargent/admissions/graduate/tuition-and-fees/>.

Students can also expect to incur approximately \$100 in costs per placement (part or full time) which may include fingerprinting, medical requirements, or site-specific fees. Additional costs not included in this estimate include travel-related expenses and housing. Travel related costs include access to a car, car-ride service, or public transportation. **Local sites may require a commute of up to an hour and a half each way, all students should be prepared for this type of commute.** You are also required to have CPR, which is not included in the \$100 fee estimate.

### **Fingerprinting**

Students participating in a placement at any school in Massachusetts (public, private, and parochial schools, including private special education schools and childcare facilities) will be required to submit fingerprints for a national criminal background check due to the passing of An

Act Relative to Background Checks (Chapter 459 of the Acts of 2012). These fingerprints must be taken by the company hired by the state (Morphotrust), and the Clinical Education Services Office will provide instructions for paperwork and testing locations.

### **Health Insurance**

Students are required to have some form of health insurance while on fieldwork. No center provides more than emergency treatment for students, and most require that students pay for this service, if it is required. The OT590 Field Experience Fee (see page 65) allows students to sign up for Boston University's medical insurance while participating in Level II Fieldwork. Students will be asked to sign a medical insurance waiver providing evidence of health insurance. If a waiver is not signed, students will be charged for BU health insurance.

### **Health Records**

A majority of fieldwork sites require students to provide health records, such as an immunization history and a recent physical examination report. At Boston University, students are responsible to provide such information directly to the fieldwork placement site. The Clinical Education Services Office does not maintain student health records. Any electronic transmission of health information is handled in accordance with the procedures of the University's privacy standards: <http://www.bu.edu/policies/policy-category/privacy-security/>. Boston University's COVID-19 Policy allows students to request an exemption from the vaccine mandate for religious or medical reasons. However, many of our partnering clinical, field, internship, or practicum sites do not recognize exemptions from BU and/or require student trainees to request an exemption directly from the site. This may impact your ability to complete these experiences, which are required for successful completion of the degree program.

### **Liability Insurance, Background Checks, and Personal Information**

The University provides professional liability insurance coverage for all students while participating in fieldwork as a required activity of the curriculum. Additionally, the University conducts all required criminal background checks, or other background checks per individual training site prerequisite policies. Boston University is committed to collecting, handling, and using personal information properly and securely. All such personal information of students is handled in accordance with the University's privacy standards (<http://www.bu.edu/policies/policy-category/privacy-security/>) in order to safeguard personal information. Policies and procedures are reviewed during the OT589 Orientation to Practice course during the first semester, and again during the OT590 Fieldwork Seminar course, prior to beginning Level II Fieldwork.

### **Policy on medical marijuana use:**

The possession or use of marijuana (in any form, with or without a prescription) and other controlled substances on BU's campuses is prohibited by federal law and is grounds for discipline by the University. Similarly, impairment due to the use of marijuana (again, in any form, with or without a prescription) or other controlled substances during Sargent program activities (e.g., in class, at fieldwork sites) may also subject a student to disciplinary action by College. While Sargent does not currently conduct drug tests of students in its professional programs, we cannot guarantee that all clinical/fieldwork sites which Sargent students might participate in do not conduct drug testing and/or that they would accommodate any student who uses medical marijuana with a prescription. BU cannot guarantee that the fieldwork sites which test for controlled substances would allow a student who tests positive for THC to continue in the program in light of professional standards and, as a result, the student should be aware that there is a possibility their fieldwork options may be limited.

## Hepatitis B

State Law requires all students who participate in any internship experience to have Hepatitis B immunization. Boston University's Student Health Services (located at 881 Commonwealth Ave, West Entrance, 617/353-3575) will administer the Hepatitis B vaccine at a cost to the student to meet this requirement. Students will be asked to verify that they have had the Hepatitis B series prior to going on fieldwork. (Also see Health Requirements on page 105.)

**CPR PLEASE NOTE: All students must be certified in Cardiopulmonary Resuscitation (CPR)** to participate in Level II Fieldwork. The course must include: adult, pediatric and infant CPR, airway obstruction management, 2-rescuer CPR, AED use, use of barrier devices, and use of ventilation bags-this is typically described as CPR for Healthcare Providers or the Professional Rescuer. **We strongly encourage you to seek out American Heart Association (AHA) CPR courses** as several of our clinical partners require this specific certification. If you do not have AHA certification, you may be required to obtain it prior to the start of a fieldwork education experience even if you have another type of certification. You may not participate in the clinical experience without current certification. It is your responsibility to be sure that your certification does not expire.

## Annual Training

Students must complete annual trainings related to patient privacy (e.g., HIPAA), infection control procedures (e.g., blood borne pathogens), and protection of minors to ensure the protection of both patients and healthcare providers is model practice in healthcare. All trainings must be completed prior to the start of Level I and II fieldwork experiences.

**International Student Status:** There may be some clinical placements that are unavailable to students who are non-US citizens, such as the Veterans Administration.

## Costs and Budget

Students are responsible for incidental costs incurred in meeting fieldwork site requirements, such as purchasing scrubs. Students must also pay for their own housing, meals, parking and transportation, etc.

All occupational therapy students are required to receive criminal background or CORI (Criminal Offender Record Information) checks before participating in a clinical education experience. Fingerprint analysis, immunization titers, and or drug testing may also be required, and are not centrally managed by Sargent; students may incur additional costs for these tests (approximately \$100/experiences pending clinical site requirements). History of a criminal background may disqualify students from participating in these experiences which are required for successful completion of the degree program. Specific procedures will be dictated by the clinical site and will be facilitated by the Director of Clinical Education.

Because participation in Level II fieldwork is a non-paid, full-time commitment, it is important that students plan ahead and share information about prospective plans (timing and geography) with family or significant others (parents, spouses, etc.) who may be helping with finances during the time they will be on fieldwork. In general, it is not recommended, and often is not feasible, for students to work during their participation in Level II Fieldwork. Therefore, outlining a long-term budget that includes completion of Level II fieldwork is advisable in order to determine where you might live (housing), as well as other resources (transportation, social support, etc.). Students should plan for commuting up to 60 miles and/or commute times up to 2 hours if relying on public transportation.

### **Eligibility for Level II Fieldwork**

Students are eligible to start a Level II Fieldwork experience once all core academic coursework has been completed, an acceptable grade (“B-”) is earned in all required professional core courses, and the minimum cumulative GPA (3.0+) is achieved. **Please note that students who are on probation for academic or professional reasons cannot be scheduled for fieldwork.**

### **Professional Performance Expectations**

All students are required to fulfill the cognitive/judgment/observation, communication, interpersonal/attitudinal, and physical/sensory motor technical standards (outlined on pages 33-34) for the LIIFW portion of the program.

Adequate professional behaviors are a requirement for beginning practice. Students will be given feedback from faculty and LIFW supervisors throughout their course work regarding their professional performance. If areas of potentially problematic professional performance are identified during any phase of the curriculum, the problematic performance will be brought to the student’s attention, and a plan to demonstrate improvement in professional performance will be established. A student experiencing problems with professional performance may be required to work under a learning contract in which his/her/their performance is monitored on a periodic basis. If problems in professional performance still persist upon completion of academic course work, the student will be prohibited from beginning the Level II Fieldwork experiences. BU Sargent College expects all students to adhere to the BU Academic Conduct Code in all academic and clinical work. A student who is accused of academic misconduct by another school/college at Boston University, or by a fieldwork training site, will attend a disciplinary hearing at the school and may face additional sanctions at BU Sargent College.

### **Requests for Accommodations on Level II Fieldwork**

Students planning for experiential learning experiences\* who may need reasonable accommodations in that setting are expected to proactively review the program’s technical and/or licensure standards and contact BU Disability and Access Services no later than 90 days prior to the start of the experience to discuss appropriate accommodations. Students may also need to communicate their accommodation needs to the program director and/or the Academic Fieldwork Coordinator and share relevant information with the site to ensure that approved accommodations are implemented to support their success.

*\*Experiential learning settings are inclusive of internships, practicums, fieldwork, clinical placements, and research opportunities.*

Please refer to the Office of Disability & Access Services resources on page 96.

### **The Level II Fieldwork Scheduling and Application Process:**

#### **Scheduling Procedures**

There are two time slots that are generally used for internships:

- FALL: September-December, and
- WINTER: January-March

**\*SITE PREREQUISITES:** Individual training facilities may have site-specific requirements or prerequisites as conditions for student placement. Students are responsible to read the facility’s Fieldwork Data Form (FWDF) for sites that they wish to include on their application form for “prerequisites” to make sure they can meet any requirements listed. For example, many pediatric sites, especially hospitals and outpatient settings, require that students complete a physical disabilities fieldwork as a first affiliation, prior to participating in their setting. Also, fast-

paced settings such as acute care hospitals and some rehabilitation hospitals tend to require students to participate as a second affiliation. In some instances, certain facilities may require a recommendation from the Program and/or a faculty member indicating that the student is a strong candidate for a fieldwork in that particular setting.

### **The Reservation List**

Boston University has requested “reservations” from more than 500 facilities, soliciting fieldwork opportunities from sites that are being held open for your class in order to generate the Reservation List. The Reservation List will be distributed after the Fall semester begins and reviewed in OT589 Orientation to Practice. This list contains the name of the facility, location (city/state), the time frame of the reservation (fall, or winter), the type of client population, and relevant site requirements.

### **The Fieldwork Files (Blackboard Course)**

Students will begin by selecting sites of interest from the “Reservation List” of facilities that have offered to hold a placement for a BU student in order to examine the site’s fieldwork files. Students may also wish to target certain types of fieldwork populations, and/or, specific geographies to guide their investigation and review of the fieldwork site files, located on the Blackboard site (OCCUPATIONAL THERAPY FIELDWORK SITE INFORMATION (ONGOING)). These files contain information about a variety of possible placements around the country and descriptions of their student programs. Site-specific information is typically contained on a standardized *Fieldwork Data Form (FWDF)*, accompanied by learning objectives and expectations of student performance in that particular setting. The site is organized with folders for each State, and then, according to the name of the individual facility.

### **International Fieldwork**

OTD students are not able to complete a Level II Fieldwork internationally. Students may explore international opportunities for their Capstone.

### **International Students**

International students on F-1 status must make sure to complete the Curricular Practical Training Form with the International Students & Scholars Office (ISSO) prior to any clinical affiliation (Level I, Level II or Capstone experience). CPT form can be signed by the Clinical Education Service Office. Please contact them at [clined@bu.edu](mailto:clined@bu.edu). In addition, certain placement sites, such as the Veteran’s Administration and other government agencies, will not accept international students for Level II fieldwork.

### **Level II Fieldwork Application Forms and Procedures:**

All Level II Fieldwork Application Forms and Procedures will be reviewed during the OT589 Orientation to Practice course. Students can also access and download required forms from the “Level II OT Fieldwork Resource (Ongoing)”, Blackboard site <http://learn.bu.edu/>.

BU Sargent College has clinical contracts with more than 500 clinical sites across the nation. However, it is important to know that not all sites are available for each clinical experience. Availability of sites at any one time is determined by the clinical site (not BU Sargent College) and is dependent on changes in health care, staffing patterns, timing of the experience during the year, the students’ level of preparation and the sites’ commitments to other programs. Students are provided with a list of available sites (a subset of the total) and subsequently identify those sites of most interest to them. For each experience, students are matched to sites from the list to best meet their educational needs. Students will be provided with the list prior to

the selection process. Students must list a minimum of 10 facilities that they are willing to accept for assignment for each of their Level II placements/timeframes.

### Cover Page to Application Forms

Students must fill out a Cover Page form to accompany their application forms. The cover page allows students to:

- describe their background experiences,
- identify their learning interests and priority goals for Level II fieldwork, and,
- explain relevant personal circumstances and resources (geography, housing, transportation, etc.).

Also on this form, **students sign their “commitment” to accept placement assignments at facilities that they have listed on their Application Forms.** A majority of facilities, especially those out-of-state, will only agree to hold a future reservation with a “student’s name”. Therefore, if you wish to be considered, it will be necessary for you to make the commitment to “accept” a placement assignment once the Academic Fieldwork Coordinator inquires on your behalf and provides your name to hold the reservation. However, it is important to understand that your signature to authorize the Fieldwork Coordinator to submit your name when inquiring if the facility has an opening for a particular time frame does not guarantee that the facility will be able to accommodate this request.

### New Site Development

In order to meet the needs of students, it is possible to develop new fieldwork sites under a limited set of circumstances. Students occasionally ask if they might locate their own fieldwork placements. Guidelines and procedures for exploring new site development will be discussed during the OT589 course and posted on Blackboard.

Please do not make such contacts with fieldwork facilities until you have checked with the Academic Fieldwork Coordinator and the Clinical Education Services Office to understand if the University has a history of working with the site. For facilities for which the University has contracts, **NO STUDENT MAY CONTACT THE CENTER REQUESTING INFORMATION OR FIELDWORK RESERVATIONS** (as outlined in our contractual agreements).

| Step | Action                                                                                                                                                                                                                                                                                         |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Submit New Site Inquiry Form                                                                                                                                                                                                                                                                   |
| 2    | Meet with Leanna Katz – per established Policy – to update your communication with a prospective new site, providing necessary contact information from the facility.                                                                                                                          |
| 3    | Leanna to follow-up with site and Clinical Education Services Office at designated time intervals to track the status of new site development. Ensure that site submits all requisite paperwork to Clinical Education Services Office in order to confirm and finalize placement arrangements. |

## **Level II Fieldwork Assignments**

Assignments for fieldwork placements are made, as much as possible, according to each student's application for a type of facility or experience serving various client populations (mental health, pediatrics, physical disabilities) as well as with consideration for geographic location, for a given timeframe.

All students will be required to meet one-on-one with the Academic Fieldwork Coordinator in the first semester of the program to discuss personal preferences and goals. Considerations for the Fieldwork Coordinator's final placement decisions include: students' reasons (educational goals, economic factors), students' qualifications, abilities, and strengths as perceived by the Coordinator and faculty, and Fieldwork Site program requirements (goal of Level II Fieldwork, objectives, system for supervision, administrative structures, and type of facility), and available training site resources.

## **Notification of Assignments**

During the OTD-1 Summer semester, students will receive notification of their Level II fieldwork site assignments or status of planning via Exxat. These letters will contain the contact information of the Student Program Coordinator at each assigned facility, and instructions for each student to make their initial contact to the assigned facility to verify the reservation and learn about the site's specific requirements (interview, health forms, etc.). Students must make an initial contact with their sites early fall.

## **Interviews with Fieldwork Sites**

A majority of facilities, require students to complete a pre-fieldwork interview, either face-to-face or by phone, in order to confirm the fieldwork reservation. In some cases, the interview will be competitive, and the site will determine which students will be selected for the prospective placement. Guidelines and recommendations to prepare for these interviews will be addressed in the OT589 course and posted on Blackboard.

Although the Department will make every effort to place students according to their Application Forms, if a student refuses options offered or is not successful during one or more pre-fieldwork interviews, the Department may require the student to engage in a remedial program before proceeding with Level II Fieldwork placements.

## **Student Agreements**

Boston University requires each student to sign an "Agreement" that he/she will abide by the dates and site requirements for each of his/her/their assigned fieldwork sites.

Criteria for individual fieldwork site's requirements are communicated to students on the "Agreement Forms", signed by students and the Academic Fieldwork Coordinator during the OTD-2 Spring Semester, and the student then sends the completed Agreement to their assigned Level II facility (OT593 Student Agreements are sent in July before the experience begins and OT594 Student Agreements are sent in November before the experience begins).NOTE: Any change in dates that is negotiated once the Agreements have been signed **must be** communicated to the Clinical Education Services Office. Such changes have implications for your course registration and financial aid status.

## **Procedures to Change Level II Reservations**

Once students have been assigned to sites by the University, submitting a student's name to "hold a reservation", paperwork starts changing hands and much effort takes place on the part of the College and the facility. "Reservations" can only be cancelled under dire circumstances,

and not because the student would “rather” go elsewhere. **If extraordinary circumstances result in a student’s need to change a scheduled fieldwork, the student will be asked to formally petition the Department** and include documentation explaining why the commitment is different in comparison to original plans, specifically outlining what has changed in their individual situation and when this change occurred. The Committee may request supporting documentation to facilitate decision-making. It is recommended that students meet with the Academic Fieldwork Coordinator to discuss their situation prior to submitting a petition to the Department. Formal Student Petition forms should be given to the Chair of the Department’s Academic Petitions Committee.

In the cases of students who opt to petition to change their established Level II fieldwork assignments, students must understand that they might need to “wait” or defer their Level II timelines, and/or need to accept a new placement assignment from a limited pool of facilities, regardless of the type of setting. For example, if an original placement was pediatrics, a petition to change may result in being rescheduled for a mental health placement instead. The Program is not responsible for any delay in the completion of Level II fieldwork as a result of a change of plans on the part of the student.

### **Fieldwork Experience Fee (SAR-OT590)**

Even though students are considered full-time enrolled while on fieldwork, there is no tuition. When registering for the last semester on campus (OTD-2 Spring semester), students must add OT590 Field Experience Fee to their course list. This is aligned with the OT590 Fieldwork Seminar course, a non-credit program requirement that provides students with the necessary information they will need to prepare for their internships. Topics covered include: procedures for sending required paperwork to each fieldwork site in advance of the scheduled start date, transitioning from the classroom to the practice environment, participating in supervisory relationships, becoming familiar with the AOTA FWPE and SEFWE forms that are used at midterm and final, and grading policies. In addition, information on financial aid during fieldwork, and orientation to professional credentialing procedures for the national certification exam (NBCOT) and state licensure are discussed.

The OT590 fee is a mechanism by which students are assessed the equivalent cost of two credits over and above the cost of tuition. This fee keeps students on the university roles as full-time special students during internships, qualifies them for deferment of loan repayment, provides professional liability coverage during their internships, continues health insurance coverage through Boston University (if desired), and entitles students to the services of the Fieldwork Coordinator and the Department until they have successfully completed their fieldwork experiences. This is a one-time fee regardless of the number of internships completed or of any delays that may occur due to health or family reasons. **STUDENTS do not pay tuition while interning.**

### **Registration for Level II Fieldwork: SAR-OT593 and OT594**

During the final semester of the curriculum (spring semester), the Clinical Education Office will work with the Academic Services Center to register all students for all fieldwork experiences. All students must remain compliant with information on the student link in order to be registered.

### **Financial Aid**

Financial aid is available to students while on fieldwork. Students should contact BU Sargent College’s graduate student financial aid officer Jasmine Samuels (jksamuel@bu.edu, 617-353-7477, room SAR-217) with any questions.

### **Objectives of Level II Fieldwork Experience**

Specific objectives for each fieldwork experience vary with the type of experience and setting. The objectives are established by the individual centers, in collaboration with the academic program prior to the start of each fieldwork experience and are included in the program information in the Fieldwork Files. In addition, standardized measurable objectives are listed as performance criteria on the *American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student*.

Boston University's general objectives of the fieldwork experience are identified below. These objectives are in keeping with the vision, mission, philosophy, and curriculum design of our occupational therapy program. Students are expected to meet these general objectives as they apply to the particular fieldwork setting to which they have been assigned.

1. To participate actively in the supervisory process using it as a tool for consolidating and synthesizing knowledge, improving skills, and promoting professional growth.
2. To develop increasing competence in the selection and administration of assessment instruments and in evaluating, interpreting, and documenting the occupational needs of individuals and groups.
3. To plan, implement, and justify, orally and in writing, an intervention and discharge plan consistent with: evaluation results, the individual or group's essential roles, the theoretical model(s) applicable to the fieldwork setting, and evidence-based practice.
4. To articulate and model client-centered, occupation-based practice applicable to the fieldwork setting, focusing on how psychosocial factors influence engagement in occupation and the development of client-centered, meaningful, occupation-based outcomes.
5. To work collaboratively with clients, families, and colleagues in a professional context, respecting diverse social/cultural values and practices.
6. To demonstrate personal responsibility for continued learning by initiating independent study and accessing appropriate resources such as: professional organization, related literature, and related websites.
7. To demonstrate an awareness of and a concern for social, psychosocial, and health care issues as these influence individual clients and their families as well as the community at large.
8. To gain a deeper understanding of the psychosocial factors that influence occupational performance and understand the role of OT to address psychosocial factors.
9. To practice ethical reasoning in clinical decision-making, service delivery, and professional relationships in accordance with the AOTA Code of Ethics.
10. To envision ways that an occupational therapist could develop programs in the community to support, maintain, and promote occupational performance and well-being as they pertain to the population at the fieldwork setting.
11. To achieve an effective transition from the role of a student to the role of an entry-level occupational therapist.

### **Guidelines for Level II Fieldwork Student Supervision:**

#### **On-site Occupational Therapy Supervision**

The contractual agreement between the University and the fieldwork site outlines the responsibility of the fieldwork facility to supervise the students directly during the clinical experience. Additionally, in the OT590 Fieldwork Seminar, students are made aware that the level and amount of direct supervision will be determined by their immediate supervisor

(Fieldwork Educator). There is an expectation that increased indirect supervision will occur in the instance of clients whose condition is stable and with growing competence on the part of the fieldwork student. For example, it is anticipated that direct supervision will be provided until the student has developed the basic competencies to provide safe client care, generally a skill anticipated by the midterm of the Level II placement. As a student's competence grows, supervision can be indirect, based on the needs of the individual clients and severity of their condition. In all instances, licensed/credentialed supervisors are responsible to review, approve, and co-sign all documentation.

Students should not complete an unsafe activity/task or a task they do not feel competent to complete. In such a situation, students are advised to first approach the supervisor to resolve the issue. If students are unable to resolve the issue, they are informed to contact the Program immediately. The Fieldwork Coordinator will then make appropriate arrangements with the fieldwork site. These safety guidelines are reviewed during Level I fieldwork and OT590 Fieldwork Seminar.

### **Emerging Practice Settings: Supervision where no Occupational Therapy Services Exist**

In accordance with 2018 ACOTE Standard C.1.14, fieldwork placements developed in emerging area of practice where no occupational therapy services exist, the program in collaboration with the site and OT supervisor will create learning objectives specific to the learning experience as well as weekly expectations for the student and supervision. Documentation and verification will include a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

**Policy:** Supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services. Supervision is provided by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience.

#### **Procedure:**

1. A memorandum of understanding will be in place and current prior to the placement of the student at the identified site.
2. A licensed occupational therapist with 3 years of full-time experience or equivalency will be identified either from the faculty in the OT department or as an adjunct faculty.
3. The financial responsibility for compensation of the supervising therapist if an adjunct faculty not typically compensated by the department will be the responsibility of the OT Program.
4. The OT department may bear partial financial responsibility for the costs; this will be determined by the Chair of the department
5. The student and the supervising therapist will meet with the identified on-site supervisor designee.
6. The on-site supervisor will provide supervision while the occupational therapy supervisor is off site.
7. All parties' (student, on-site supervisor and occupational therapy supervisor) roles will be defined prior to the beginning of the Level II fieldwork experience.

8. A documented plan of how occupational therapy services will be provided will be developed with the supervising, licensed occupational therapist and the student prior to the implementation of the experience.
9. The student and the supervising therapist will consult with the on-site supervisor about the plan.
10. The plan will include general expectations of the student, types of learning opportunities, types of assessments, interventions, outcome measures that may be utilized in the setting.
11. The supervising therapist will provide a minimum of 8 hours of direct supervision each week during the fieldwork experience.
12. The occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours.
13. Both the on-site supervisor and the supervising therapist will participate in the evaluation processes during the fieldwork experience.

### **Assessment of Level II Fieldwork Experience:**

Level II Fieldwork grades are Pass/Fail. No grades are submitted to the University Registrar until the Academic Fieldwork Coordinator and BU Clinical Education Services Office receives both the Final AOTA FWPE and SEFWE paperwork. Grades are based on the *AOTA Fieldwork Performance Evaluation (FWPE)* passing score criteria, filled out by the student's supervisor(s), to measure students' demonstration of entry-level competence.

***AOTA Fieldwork Performance Evaluation:*** Students are formally assessed on the AOTA FWPE at midterm, to provide feedback and to help students see how well they are progressing according to standardized measurable objectives, and at the end of their fieldwork experience. As a standardized assessment, this Evaluation is used to measure student performance to determine if a student meets entry-level competence expectations for a particular setting by the end of the placement. Specifically, this evaluation measures 1) students' performance of ethical practice (under the section "Fundamentals of Practice") including ethics and safety, and 2) professionalism (under the sections "Professional Behaviors" and "Management of Occupational Therapy Services") including (but not limited to) taking responsibility for attaining professional competence, accomplishing organizational goals and expected volume of work, and demonstrating respect for diversity. The AOTA Fieldwork Performance Evaluation also measures student performance of clinical reasoning and reflective practice through the sections that focus on "Evaluation and Screening", "Intervention", "Communication", and "Basic Tenets". For example, students are expected to demonstrate their ability to conduct an occupational profile as part of the initial evaluation, collaborate with the client/caregivers and team members to determine an intervention plan that reflects best practice, modify/adjust the plan or approach as needed, and document the efficacy and outcomes of occupational therapy services.

***Student Evaluation of the Fieldwork Experience (SEFWE) [Midterm & Final]:*** Students are required to fill out both a formal midterm and final evaluation of their experience at the facility, using the respective Student Evaluation of the Fieldwork Experience (SEFWE) forms. The Student Evaluation forms provide opportunities to rate the facility's orientation, and other aspects of the fieldwork program, as well as to rate supervisory experiences. Additionally, in these midterm and final evaluations, students respond to items that are designed to facilitate reflection on the curriculum themes of client-centered, occupation-based, evidence-based practice, and leadership/advocacy. The Midterm SEFWE requires students to set goals for the second half of their placement, promoting student responsibility for attaining professional competence. Information on these forms is used to ensure the adequacy of student supervision as well as for program evaluation.

### **Communication about Student Progress during Level II Fieldwork**

Prior to the student's start date, the Clinical Education Services Office mails Fieldwork Site Coordinators the required Evaluation forms for each student, along with a cover letter and a checklist to help supervisors plan the timing for both the midterm and final evaluation process. Formal communication occurs at the time of the midterm review where sites provide documentation of the student's progress electronically to the University with the AOTA FWPE scores, along with the BU Midterm SEFWE. The Fieldwork Coordinator reviews these documents to track the students' progress, ratings of their supervision, perceptions of their opportunities to apply their academic knowledge to practice, and goals for the second half of the placement. Email and/or phone communication frequently occurs between the University and the fieldwork site coordinator and/or student's supervisor before or after the formal midterm review. The Fieldwork Coordinator remains in contact with students and training sites, serving as a support for problem solving, as needed, throughout students' participation in Level II Fieldwork. Midterm visits are scheduled as needed.

### **Early Termination and Failure Policies**

Per the University's Clinical Education Agreement, the fieldwork facility may temporarily suspend, and/or may request the University to withdraw, any student whose conduct or health status may have a detrimental effect on the fieldwork facility's professional staff or its patients or clients. In such cases, the fieldwork facility shall notify the University of such temporary suspension as soon as possible. The University may withdraw any student from the fieldwork program whose progress, achievement or adjustment does not appear to justify his/her/their continuing with the placement. Wherever possible, such suspension or withdrawal shall be planned cooperatively by the fieldwork facility and the University, and any grievance against any student shall be discussed with the student and the Academic Fieldwork Coordinator.

If a student fails or terminates a Level II field experience, he/she must petition the faculty for approval to schedule another field experience. If a student leaves a fieldwork placement at any time during the official stay and, at the time of leave is considered by the OT staff to be failing that affiliation, an "F" grade will be submitted for that fieldwork experience. Furthermore, a student who fails or withdraws from two field experiences will be terminated from the occupational therapy program.

In certain cases, the Petitions Committee may determine that certain stipulations will need to be put in place by the student to address and remediate performance concerns that contributed to an unsuccessful fieldwork placement before initiating another placement. Upon approval from the Petitions Committee, students must complete and submit another LIIFW Application Form to the Clinical Education Services Office with the understanding that any future fieldwork placement is based on site availability. Such availability is frequently restricted due to limited advance planning time for scheduling the fieldwork. Therefore, site availability will impact the start date of a fieldwork and limit options in terms of location and type of setting or client population. With the need to search for, schedule, and participate in a "repeat" Level II fieldwork placement (OT593 or OT594), a minimum of 1 to 3 months is often required to set-up these logistics. For example, if a student fails a Fall (Oct-Dec) placement, it is unlikely that a repeat placement will occur during the Winter rotation (Jan-March); instead, it is most probably that the student will be scheduled for a Spring placement (April-June).

### **Graduation Ceremony and Dates**

Students are eligible to walk through the graduation ceremonies in May of the year they complete all academic requirements (including a minimum cumulative GPA of 3.0), LIFW

requirements and successfully complete Competency Task 3: Finalize Plan for the Doctoral Capstone of the OTD Program. Although they do not officially graduate until they have completed all their internships and Doctoral Capstone report. Official Boston University graduation dates are January 25, May (3rd Sunday), and September 25. (Also see BU Sargent Graduation Application on page 89.)

### **Completion of Level II & Capstone: Clearance for Graduation & Professional Credentialing Applications**

All degree requirements, including fieldwork, and capstone report must be completed within five years from initial matriculation into the professional program. Once a student has completed all of his/her/their course work, fieldwork requirements, and the doctoral experiential component requirements, the student will be cleared for graduation and will be eligible to take the National Board for Certification in Occupational Therapy (NBCOT) exam. Passing this examination qualifies the student to enter professional practice as an Occupational Therapist, Registered (OTR) and satisfies the requirements for licensure in most states that require a license to practice the profession.

### **The National Certification Examination**

The National Board for Certification in Occupational Therapy (NBCOT) certification exam for the Occupational Therapy Registered OTR is offered “on demand” in a computerized format at Prometric computer centers worldwide. Current regulations state that students are eligible to take the certification exam once they have completed all of the academic and clinical requirements of the program. As soon as NBCOT has received a candidate’s application with fees and the official transcript, the student will receive an “Authorization to Test” letter that will allow the candidate to schedule a time to take the certification exam. Students will need to submit a request to the University’s Registrar to send a Final Transcript (showing the Doctoral Degree awarded) to NBCOT. These procedures are reviewed during the OT590-Fieldwork Seminar course and resource materials are posted and available on “Level II OT Fieldwork Resource (Ongoing)”, Blackboard site, <http://learn.bu.edu/>. More information about the NBCOT can be found on page 71 and their website at <http://www.nbcot.org/>.

**DOCTORAL CAPSTONE**  
*Prof. Jennifer Kaldenberg (SAR 553-D)*  
617-353-2728 jenmk@bu.edu

PURPOSE OF THE DOCTORAL CAPSTONE: For additional information please refer to the Capstone Manual

The purpose of the Doctoral Capstone is to engage students in applying the knowledge and skills developed in courses and Level I and II fieldwork to design and implement an applied and innovative response to an identified need in the field. The goal is to develop occupational therapists with in-depth skills in one or more of the following areas: clinical practice, research, program or policy development, advocacy or education.

**Prior fieldwork may not be substituted for the doctoral capstone. If a student proposes to complete his or her doctoral practicum in a current work setting, additional experiential activities conducted at the current work setting must meet the requirements of the in-depth doctoral practicum.**

### **Practicum**

The Doctoral Capstone will include a mentored experience in a situation of practice for a minimum of 14 weeks (560 hours). This experience may be completed on a part-time basis and must be consistent with the individualized and specific objectives and culminating dissemination project.

**If the capstone site is within a faculty lab or in a virtual setting, the student must work the designated hours of the lab (i.e. 9:00 a.m. to 5:00 PM EST or as designated by the academic mentor) and be available for meetings and designated tasks during those hours.**

### **CONGRUENCE WITH BU EL-OTD CURRICULUM DESIGN**

The BU entry-level OTD program aims to develop visionary advanced practitioners who have the necessary knowledge and skills to identify gaps or shortcomings in the research literature, policies and current intervention methods and programs in their area of interest. Students will learn to conduct critical evaluation of theory and evidence relevant to the research, policies, interventions and programs, and to design innovative evidence-based responses to the identified needs. The Doctoral Capstone is designed to promote the habits of critical inquiry to enable students to use their knowledge and skills in a variety of practice settings. The OTD program produces leaders who desire to be agents of change through the application of occupational therapy knowledge and expertise to improve the health and well-being of others in a wide variety of settings. This goal requires that students understand the experiences of others; assume responsibility for their own personal and professional development; appreciate the complex systems involved in human occupation and health; and communicate, interact, and collaborate effectively with clients, families, professional colleagues, and the larger community.

The Doctoral Capstone is based on a developmental learning perspective, which includes a sequence of courses and competency tasks, with embedded learning experiences, that offer a flexible approach and make optimal use of students' current capacities while stimulating further development. Scaffolding, in the form of mentoring, is particularly important to guide the student toward creating integrative links across courses, fieldwork, and other learning experiences, and the Doctoral Capstone. Critical analysis of evidence is integrated into the entire curriculum and will be especially important in guiding the student's doctoral project.

## DOCTORAL CAPSTONE OBJECTIVES AND COMPETENCY TASKS

The purpose of the Doctoral Capstone is *to learn the processes* needed to create, implement and evaluate an evidence- and theory-based innovative intervention program, approach to practice, research project, advocacy or teaching/learning initiative.

### OBJECTIVES

The key student learning objectives for the Doctoral Capstone of the EL-OTD program include being able to:

1. Conduct thorough analysis of practice, education, policy or research need or problem to identify key variables that would impact/drive need.
2. Articulate a concise and clear explanatory model of a practice, education, policy or research problem that impacts occupational therapy.
3. Investigate and systematically evaluate methods that have been applied to address the problem.
4. Design, implement and evaluate an intervention, advocacy or educational program, or research project that is guided by current theory and best evidence.
5. Develop a feasible and effective method, from multiple stakeholder perspectives, to determine if goals of intervention, advocacy or educational program, or research project were achieved.
6. Translate and disseminate knowledge from capstone project in high impact delivery format (journal, presentation at local or national conference, practice setting, policy or educational context).
7. Communicate knowledge in oral and written format that may advance practice or profession to new stakeholders.

## POLICIES AND PROCEDURES

### General Policies and Procedures:

#### Student Responsibilities

Students are responsible for knowing and fulfilling program, department, and university policies and procedures as delineated in this *Entry-level OTD Student Manual*, the *Boston University Academic Conduct Code*, and the *BU Sargent College Graduate (Entry-level OTD) Bulletin*. Examples of specific student responsibilities include the following.

- Initial Registration - provide evidence of fulfillment of admission conditions if these exist.
- Registration – meet with your advisor to discuss progress and receive advising code. Enroll in courses in the prescribed sequence after successfully fulfilling course prerequisites (see Registration on page 75).
- Credits - keep track of credits accumulated toward graduation. Students can monitor their academic record on the Student Link under Degree Advise Report. Remember that a minimum of 92 graduate-level credits from courses numbered 500+ is required for the entry-level OTD degree.
- GPA – maintain a cumulative (GPA) of 3.0 during the entry-level OTD program.
- Academic Standards - meet with the advisor to establish a remediation plan after earning a grade below “B-”, an “Incomplete” grade, and/or having a cumulative grade point average below 3.0.

- **Avoiding Plagiarism** - Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas. It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source (BU Academic Conduct Code).
- **Review Academic Record** - Visit [MyBU Student Portal](#) for an unofficial transcript to check your grades, GPA, classes, credits, etc. Ensure that the necessary prerequisites/courses have been completed, the required GPA achieved, any missing "I" or "J" grades are resolved with professors, and sufficient credits have been earned.
- **Program Record Entry-level OTD students** submit a completed program record (see page 108) with projected Level II Fieldwork sites and dates to their advisor during advisement meeting.
- **Professional Performance Standards** – demonstrate professional behavior at all times. As students progress through the program, faculty and fieldwork supervisors evaluate professional performance as well as academic performance. Unprofessional performance will affect grades in courses and may result in dismissal from the program. Students with problems may be required to commit to a professional performance contract to closely monitor their performance. Continuation in the program will be contingent on the student's progress based on the professional performance contract. (See Professional Performance Standards on page 40.)
- **Courses** – be clear and in direct communication with professors and fieldwork supervisors. Talk to professors/supervisors in advance regarding (1) absence and/or lateness, (2) assistance in mastering a certain body of content, and/or (3) clarification of substitutions of course requirements.
- **Course Deadlines** – seek permission in advance from the instructor for submitting work past deadline, taking a test late, or obtaining an Incomplete grade in a course. Approval of such variations is at faculty's discretion.
- **Communication** – read and respond to mail and/or email in a timely manner (see Email Communication on page 74).
- **Accommodations**– contact professor as early in advance as possible. Students seeking accommodations must follow the Office for Disability Services guidelines outline on page 92.
- **Petitions for Waivers** - petition the appropriate faculty body and receive formal approval before pursuing any deviation from stated policy, standard, or program requirement. Note that as part of a petition review, the faculty will examine the pattern of the student's performance in occupational therapy and other courses as well as the student's professional performance. Formal Student Petition forms are available at <http://learn.bu.edu/> ("OT Office" course-site).

- Level I Fieldwork - keep a record of all Level I experiences (basic facility information, specific dates and hours of your experience on a log sheet signed by your supervisor at site, direct supervisor's name, and a copy of your student evaluation). This information must be updated each year and submitted to Level I Fieldwork Coordinator at the end of each semester (see page 52) and maintained in student portfolios.
- Level II Fieldwork Experiences - learn and follow the procedures for arranging the required 24 weeks of field experience (see page 57).
- Graduation - verify with the advisor the completion of all academic, LIIFW requirements including a minimum cumulative GPA of 3.0 and successful completion the Doctoral Capstone of the OTD Program. Obtain, complete, and submit a graduation application form to Academic Services Center (ASC).
- Sometimes errors are made in record keeping at Boston University. Students are strongly urged to keep the following:
  1. A copy of all registration forms, settlement statements, payment, and financial aid records.
  2. This *Entry-level OTD Student Manual*.
  3. Outlines or syllabi for each course.
  4. All graded papers, tests, and assignments (for at least one year).
  5. Official Grade Reports.
  6. *Boston University Academic Conduct Code*.

### **Academic Advisor Responsibilities**

The faculty advisor is available to assist students throughout their academic program. Specific advisor responsibilities include the following.

- At Initial Registration - check evidence of fulfillment of admission conditions, if they exist.
- At Registration - counsel regarding program planning; provide academic advising code.
- Adding and Dropping - counsel to help students sort issues and decide whether to add or drop courses; sign add/drop slips indicating approval.
- Petitioning for Waivers – assist students to develop petitions. Submit the student's petition to the appropriate body of the faculty and communicate the results of the petition. Advisors cannot guarantee that petitions submitted after Commencement in May will be reviewed before the following September.
- Academic Standards – advice regarding various consequences and options should a student earn a grade below a "B-", two or more failing grades ("W" or "F"), or if the GPA falls below the minimum required for continuation in the program, fieldwork, or graduation.
- Professional Development - discuss plans, interests, and issues. Assist students to locate resource information and people, as indicated.
- Personal Assistance – help students identify issues, and assist in locating services that may be needed for financial aid, personal counseling, etc.
- Verification of Records - make sure all academic records are updated and in good order in the student file and review student records prior to graduation.

- Letters of Reference - write letters for scholarships, awards, or job recommendations.

### **Entry-level OTD Program Record**

When requested by your Advisor (or no later than 3 weeks prior to graduation), please submit 1 copy of this record to the OT Office (room SAR-553) for your student file. This record helps faculty write strong and specific letters of recommendation as you apply for jobs and embark on your career. Please be as specific as possible -- include all the details you know thus far about your fieldwork assignments (projected Level II Fieldwork sites and dates) and any additional volunteer or scholarly activities you engaged in during your time here at BU.

### **Email Communications @bu.edu**

Email is the preferred means of communication between OT faculty and students. All students should have a BU email account. Your BU account will allow you to access secured sites on the BU network including MyBU Student Portal [Boston University MyBU Portals](#) for your personal academic transcript, and <http://learn.bu.edu/> for your course materials. Students should check their BU email account for important emails on a frequent and regular basis (at least every 24 hours) at central <http://www.bu.edu/webmail/> portal.

Incoming students will have BU e-mail accounts provided through BU Google Apps. Please visit <http://www.bu.edu/tech/services/comm/email/> for more information.

- **DISPLAY (DO NOT CONCEAL) YOUR EMAIL ADDRESS** in the BU Electronic Directory <http://www.bu.edu/directory/>. Students who conceal their email address will not have their email address published and may not receive emails; they should make arrangements with a classmate for email notices.
- **MEANINGFUL SUBJECT LINE:** Students should include a meaningful subject line, so their email message is not mistaken for spam.
- **USING ANOTHER EMAIL PROVIDER (FORWARDING EMAIL):** Students using other email providers (such as AOL or Hotmail) should have their BU email forwarded by following the directions at <http://www.bu.edu/tech/services/comm/email/forwarding/>.
- **NICKNAMES:** Students using nicknames (which is anything other than your full formal first name, e.g., Sue instead of Susan) should add this information on their listing.
  1. Go to <http://www.bu.edu/directory/change-entry.html> (Update Personal Preferences at the bottom of the page).
  2. Log in
  3. Add your Nickname.

### **Registration Policies and Procedures**

#### **BU Sargent Academic Services Center (mini-Registrar)**

Room SAR-105

617/353-2713

<http://www.bu.edu/sargent/current-students/academic-services-center/>

The Academic Services Center (ASC) Office is in room SAR-105 and is a mini-branch of the Registrar's Office. ASC is responsible for processing all paperwork pertaining to student's affairs (records, registration, etc.), advising students, providing guidance concerning resources, academic programs, etc. ASC is responsible for admissions, financial aid, registration, and graduation. ASC provides advice on academic and registration processes, general program and degree requirements, and accuracy of student's academic record. Students should go to the ASC Registrar's Office in room SAR-105 or visit <http://www.bu.edu/sargent/current-students/forms/> for:

- registration forms and information
- Formal Student Petition forms
- graduation information
- leave of absence forms
- class adjustment forms

## Registration

Registration is a semester-by-semester procedure that ensures that you are officially enrolled. You will find the registration dates for each semester listed on the Registrar's Important Dates website <http://www.bu.edu/reg/>. Any matriculated student who is not registered for a semester and has not filed a leave of absence form is automatically withdrawn from the University.

To be enrolled full-time, you must register for a *minimum of 12 credits*. (Less than full-time status may affect your financial aid. International students must get ISSO pre-approval to be part-time.) Typical registration is for 16 credits, and the *maximum recommended is 18 credits*. To register for more than 18 credits, you should obtain permission from your advisor.

REGISTRATION PROCEDURES for entry-level OTD professional students:

1. Download registration materials from the OT Office course-site at <http://learn.bu.edu/>. Tracks are re-assigned each semester.
2. Use a scheduling planner to tentatively select your classes according to your track schedule. Be sure all courses are graduate level (numbered 500+).
3. Meet with your advisor to review your progress through the program.
4. To register log in to your Student Portal [MyBU Student Portal](#). Any matriculated student who is not registered for a semester and has not filed a Leave of Absence is automatically withdrawn from Boston University.
5. If you have any registration questions or problems, contact Sharon Sankey at [ssankey@bu.edu](mailto:ssankey@bu.edu) or [sargrad@bu.edu](mailto:sargrad@bu.edu).

## The Track System

Most of the entry-level OTD classes include a lab/application/discussion component where students are divided into smaller groups that we call "tracks." There are at least 2 tracks each semester, and students are assigned to a track ("track assignments"). Though all tracks include the same courses, each track has its own class schedule ("track schedule").

## Explanation of Class Schedules

- Some classes meet 1-2x/week as a large group. These classes will be indicated as section A1, and all students on all tracks will meet at the same time and register for the same section (A1) (e.g., OT589 Orientation to Practice).
- Some classes meet 1x/week as a large group and then once/week in an application session. These classes will be indicated as section A1 for the large group meetings and as B1, B2, etc for the smaller application sessions (the number corresponds with the track assignment).
- Some classes only meet in small sections. These classes will be indicated as section A1 or A2, and the number will correspond with the track assignment. (e.g., OT500 Integrative Seminar: Track 1 is assigned section A1 and track 2 is assigned section A2).
- Level I Fieldwork (LIFW) is designated as C sections on the schedule (e.g., OT500 Integrative Seminar has a fieldwork component attached to this, and all of these are labeled C1). All students will have a once-a-week fieldwork placement; however, each track will have 2-3 blocks of time reserved on their schedules at the beginning of the semester until their fieldwork placements are finalized. The times reserved for **LIFW MUST BE KEPT**

**FREE until LIFW actually begins** (faculty may schedule other academic activities during these open periods at the start of the semester). Students will be notified of their placements by the LIFW Manager, Alison Lessard.

### **Track Assignments:**

To allow for balanced numbers of students in each class, students are **assigned** to a track, and corresponding smaller sections for specific courses. Track assignments are posted on the OT office window (room SAR-553) and on the OT office blackboard course-site at least one week before registration. Each semester, students will be assigned to a new track to provide the opportunity to work with different students throughout the entry-level OTD program. Track assignments are not final until the semester begins, as readjustments may need to be made based on unforeseen circumstances. Please do not finalize any work responsibilities or other activities until the semester begins.

#### **A. Requests PRIOR to track assignments (for all semesters except first Fall semester):**

Students **must** submit an “Early Track Request Form” (see Appendices on page 106) to their advisor at least **one month prior to registration** if they have any individual circumstances to be taken into consideration when assigning tracks.

Students entering their fourth semester of the program will be asked to complete a form for OT530 Group Leadership Experience (GLE) Preference Form that provides a mechanism for students to describe any special circumstances that faculty need to know in assigning GLE placements (and associated track) such as other commitments (TA responsibilities), childcare responsibilities, or elective courses they are planning to take. The GLE preference form is used instead of the “Early Track Request Form.”

Submitting a special request for track assignments does **not** guarantee a student a specific schedule. The highest priority is to ensure balanced track assignments in order to facilitate an optimal learning environment for all students.

#### **B. Switching tracks AFTER tracks are assigned**

Though strongly discouraged, there may be situations when a student needs to switch tracks once they have been assigned (e.g., change in weekly work schedule). **In this instance, students must submit a formal student petition.** The formal student petition should be accompanied by documentation when possible (e.g., a letter from a sports coach; hours of daycare). The OT Program will try to accommodate the petition request. The student may be asked to try to find someone willing to switch with him/her to make a change possible.

Formal Student Petitions can be downloaded from the OT Office course-site at <http://learn.bu.edu/> (preferred version) or obtained from the ASC Registrar’s Office in room SAR-105 (or here: <http://www.bu.edu/sargent/student-resources/forms/>), and must be submitted by the last day of the classes in the semester preceding the request. In rare situations, if subsequent conflicts arise, petitions can be submitted within the first 2 days of class of the new semester. Students should submit their request to switch tracks via a written petition to the Chair of the OT Petition’s Committee for consideration. The petition should include the following information:

1. Valid justification for switch
2. Documentation for justification
3. Name of other student willing to trade tracks (if requested)

Petitions will be reviewed, and decisions will be made by the OT Petition’s Committee, the student’s advisor, and course instructor(s) involved.

#### **C. Switching an application section for one class**

The OT program involves several application or small group sessions that are scheduled via tracks. When switching tracks is not feasible, in special circumstances, a student may request to change **ONLY** the assigned small group or application section. In this instance, the student’s overall track assignment would remain the same, but the student would enroll

in an alternative application session for one class. However, problems may arise due to potential interference with activities and group work scheduled during non-class time in the student's original track. For this request, the student must:

- Submit a formal petition (as described in B, above) AND
- Attach a completed "Request to Change Application Session Form" (see Appendices on page 103) to the petition.

The "Request to Change Application Session Form" requires students to obtain signed approval from all faculty teaching any course to that cohort of students that semester.

### **Class Adjustment (Add/Drop)**

Students should visit the Registrar's website <http://www.bu.edu/reg/> (Semester Dates) for specific adjustment dates. Class Adjustment (Add/Drop) forms can be downloaded at the Registrar's website or picked up from the ASC Registrar's Office (room SAR-105).

- **ADDING A COURSE:** No course may be added after the first two weeks of classes. Students should consult with advisors before adding a course.
- **DROPPING A COURSE:** To withdraw from a course, students must submit a Class Adjustment form to the ASC Registrar's Office (room SAR-105) by the drop deadlines listed below. (The Registrar's office will not accept W's reported by faculty, and instructors must report a letter grade for each student listed on the grade sheets after the 8<sup>th</sup> week of classes.)
  - The deadline for dropping a course without notation on the transcript is the end of the 5<sup>th</sup> week of classes.
  - The (final) deadline for dropping a course, with an indication of "W" on the transcript, is the end of the 8<sup>th</sup> week of classes. Students may not drop a course after the 8<sup>th</sup> week of a semester.

**Withdrawal from a course:** While a "W" grade will not affect the GPA, a "W" grade in a pre-professional or professional course is treated similarly to a failing "F" grade, and it will count as having taken the course once. No course may be taken more than twice, and there are limitations to the number of courses that can be repeated. Students should consult with their advisors before dropping a course.

### **Leave of Absence**

<http://www.bu.edu/reg/registration/withdrawals/>

The leave of absence is reserved for students who are in good academic standing and who need to absent themselves for a semester or more for personal reasons such as medical problems, family problems, financial need, or opportunity to study abroad. Any matriculated student who is not registered for a semester and has not filed a leave of absence form is automatically withdrawn from the University. A student may not apply for a leave of absence to avoid either probation or dismissal for academic reasons. To request a leave of absence:

1. Entry-level OTD degree candidates should obtain an official Leave of Absence form from the Academic Services Center, and immediately contact the Graduate Financial Aid Officer (Jasmine Samuels) for a possible refund on tuition. A student is eligible for a 100% refund if their LOA/withdrawal is documented before the first day of a new semester. Less than two weeks later, they are only eligible for 80% refund with a continual decline in refund amount in two-week increments.
2. Take this form to your faculty advisor for approval.
3. Return the form to the Academic Services Center.
4. Four weeks prior to the beginning of the semester in which you are scheduled to return, notify *in writing* the Dept of Occupational Therapy and Academic Services Center of your intentions to return or not return before the expiration date.
5. A leave of absence cannot be extended beyond one year.

## Course Policies and Procedures

### **Instructor and Student Responsibility within a Course**

- Instructor's Responsibility

Within each course, specific policies and standards are established by the individual instructor(s). The instructor will inform the class of the following information at the beginning of the course: course objectives and requirements, attendance policy, timing of assignments: due dates and penalties, professional behavior expectations, and grading criteria.

Faculty make every effort to have their entire course plan finalized by the start of the semester. However, alterations in deadlines, assignment requirements, or reading may be made in response to unanticipated schedule conflicts or perceived need of the class. Students are asked to be flexible in such circumstances and to negotiate positively and collaboratively if proposed changes create significant hardship.

- Student's Responsibility

It is the student's responsibility to be informed of the class requirements (see above) for each course early in the term and in advance of assignments. It is the student's responsibility to seek clarification as needed.

### **Repeating a Course**

Students may not repeat more than 2 courses during the entry-level OTD program before they are dismissed from the program. For more details, please refer to "Repeating Courses" on page 25.

### **Attendance**

**Attendance for all courses is mandatory.** An official academic calendar is listed on the University Registrar's website <http://www.bu.edu/reg/> (under Important Dates). **Students are expected to be on campus until the end of the official University exam period as exams may be scheduled throughout this time, as well as additional programmatic requirements.**

Attendance and promptness are expected, and student absence or tardiness will be noted. Students who must miss class are asked to complete the absentee form before the missed class.

If you miss a class, please refer to the student manual on how to make up missed work. If you miss more than one class session, you must email faculty a plan for demonstrating competency for content missed. Faculty must approve the plan before you complete the work. **No more than 2 classes can be missed for successful completion of the course.**

**\*\*For clinical or client facing components, these components cannot be missed or made up.**

### **Absence for Religious Reasons**

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or

work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section.

Within the first week of the class, students must communicate potential schedule conflicts *with* the course instructor.

### **Audio recording in Class or Live Streaming**

Massachusetts statute, [MGL c. 272 section 99](#), prohibits the taping of any oral communication without notice to all parties involved. For all BU EL-OTD classes this also refers to live streaming, video conferencing, Facetime, etc. It is important, therefore, that any taping of classroom proceedings (e.g., for the benefit of absent students or as a study aid to all students) occur only with effective prior notice to all. Audio and video recording class content for an absent peer is not permitted.

There may be instances when classroom proceedings are taped for students with accommodations. In these instances, the faculty member will announce that the class will be taped. In all circumstances, clients' confidentiality should be honored. This confidentiality is particularly essential when class discussions are taped.

### **Tests, Exams, and Quizzes**

Attendance is mandatory for all scheduled tests, exams, and quizzes.

If a student requires accommodations for test-taking, the student should coordinate with the testing center and inform the faculty member. No additional time will be granted for completing practical exams that involve simulation of actual professional practice in which time would be an important element. (See [Office of Disability Services](#) on limitations on accommodations and quiet space for exams.)

In order to assure confidentiality, posting of exam grades by professors will be done on Blackboard <http://learn.bu.edu/> (secured website).

## Final Exams Policy for Professional Courses

<http://www.bu.edu/reg/calendars/final-exams/>

Students are expected to be on campus until the end of the official University exam period, as exams will be scheduled throughout this time. An official academic calendar is listed on the University Registrar's website <http://www.bu.edu/reg/> (under "Important Dates").

Each faculty *determines* whether or not a final exam will be given. However, it is the Registrar's Office that *assigns* a date/time/room for the exam, and they will release the final exam schedule on <http://www.bu.edu/reg/calendars/final-exams/> in late-October (Fall finals) and early-April (Spring finals). Therefore, students wishing to finalize travel plans before the exam schedule is released **MUST** plan their travel to begin *after* the last scheduled exam block. Students who make travel plans that conflict with their OT final exams will not be able to have their exams rescheduled. ***Students who miss a final exam in a required professional course will receive a "zero" grade for the exam*** (there will be no exception to this policy).

Students who will need to miss a Saturday final exam for religious reasons must take the exam the preceding day (Friday). The student should contact his/her/their professor and make arrangements as soon as the situation is identified.

No individual student shall take more than two examinations per day during the examination period. In the event that a student is scheduled to take more than two examinations in one day, he/she will be allowed to reschedule one of the examinations to another examination day chosen in conjunction with the instructor, to be taken at a central, proctored location provided by the University.

For any extraordinary circumstances that involve actual or potential final exam schedule conflict, students must submit a Formal Student Petition to faculty for alternatives to be considered. No accommodation in final exam schedule may be made by an individual faculty member; decision must be made by the OT faculty as a whole.

## Standards for Written Work

1. Professional writing is a requirement in the program. Students with writing challenges may seek tutoring to develop professional writing skills, refer to [BU Writing Center](#).
2. All papers submitted are to be typed, unless the professor specifically states that a given assignment may be handwritten.
3. Within each course, the professor will identify the requirements regarding written work. Grades may be lowered for inaccurate spelling, grammar, documentation, or lack of typing; or the paper may be returned to be rewritten or retyped. Papers returned will be treated as "late" in accordance with conditions specified in the course information or course outline. No more than one rewrite will be allowed.
4. All students are expected to maintain academic integrity (please see *Boston University Academic Conduct Code* at <http://www.bu.edu/academics/policies/academic-conduct-code/>) in submitting written work. All ideas that have been paraphrased, as well as all direct quotes, whether from written materials or from oral statements by an individual, must be documented by citing the original source. Failure to provide such documentation may constitute plagiarism. The Dept of Occupational Therapy has elected the *Publication Manual of the American Psychological Association* (APA Manual) as the reference for style. A helpful resource for plagiarism is [www.plagiarism.org](http://www.plagiarism.org).

**Academic Honesty**

Boston University Sargent College is committed to creating an intellectual community in which both faculty and students participate in the free and uncompromising pursuit of learning. This is possible only in an atmosphere of mutual trust where the discovery and communication of truth are marked by scrupulous, unqualified honesty. The college expects all students to adhere strictly to the accepted norms of intellectual honesty in their academic work and fieldwork settings. It is the responsibility of the student to abide by the *Boston University Academic Conduct Code* that is distributed annually to each student at the college (a copy can be found at <http://www.bu.edu/academics/policies/academic-conduct-code/>).

Assignments should not be shared or made public (including via the student's e-portfolio) unless specifically authorized by the faculty instructor of the respective course.

**Volunteer Opportunities** Volunteer opportunities are intended to enrich your academic program. Volunteer opportunities will be posted on the Blackboard Learn OT Office course site ([learn.bu.edu](http://learn.bu.edu)), emailed to students from [ot@bu.edu](mailto:ot@bu.edu), and/or posted on the bulletin board outside Room 511A.

## Grading Policies and Procedures

### Posting of Course Grades

Faculty may post test grades including final exam grades, but they may *not* give course grades to students. Notice of course grades comes only from the Office of the University Registrar. You may access your course grades through your Student Portal (<http://www.bu.edu/mybu/>). Course grades are generally posted within 2 days after final exam date. However, courses with essay/short-answer exams or final papers may take longer for grades to be posted.

If you have not received notice of your course grades after a reasonable length of time, contact the Academic Services Center (BU Sargent College's registrar's office) at 617/353-2713.

The Sargent College grade criteria (below) are adhered to in all OT-prefix classes. Additionally, each faculty member will state his/her/their policy regarding the rounding of final grades in the individual course syllabus.

### Grade Criteria

| GRADE       |                                                                | CRITERIA                                                                                                                                                                                                                                                                                                                                    |
|-------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b>    | <b>4.0</b><br><b>93%+</b><br><b>Excellent</b>                  | Work indicating superior mastery of the material. Content, concepts, or techniques are applied with exceptional skill or great originality in satisfying the requirements of an assignment or course. Outstanding presentation of work, with no errors.                                                                                     |
| <b>A-</b>   | <b>3.7</b><br><b>90-92%</b>                                    | Work indicating a mastery of material. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course. Superior presentation with no significant errors or misconceptions.                                             |
| <b>B+</b>   | <b>3.3</b><br><b>87-89%</b>                                    | Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in applying them to satisfy the requirements of an assignment or course. Very good presentation of work with no more than a trivial error or misconception.                                                                                    |
| <b>B</b>    | <b>3.0</b><br><b>83-86%</b><br><b>Good</b>                     | Fine level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy requirements of an assignment or course. Good presentation of work with infrequent, minor misconceptions or errors in interpretation.                                                                                       |
| <b>B-</b>   | <b>2.7</b><br><b>80-82%</b>                                    | Acceptable or adequate level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy requirements of an assignment or course. Adequate presentation of work, with sporadic minor errors or misconceptions.                                                                                     |
| <b>C+</b>   | <b>2.3</b><br><b>77-79%</b>                                    | Acceptable level of knowledge of concepts and/or techniques with some skill in using them to satisfy requirements of an assignment or course. Limited ability in understanding and/or applying the material. "Sloppy" or careless presentation of work with minor errors throughout and several misconceptions or errors in interpretation. |
| <b>C</b>    | <b>2.0</b><br><b>73-76%</b><br><b>Satisfactory</b>             | Acceptable level of knowledge of concepts and/or techniques with minimum skill in using them to satisfy requirements of an assignment or course. Limited ability in understanding and/or applying the material. Poor presentation of work with errors throughout or some of the information is seriously misinterpreted.                    |
| <b>C-/D</b> | <b>1.7/1.0</b><br><b>60-72%</b><br><b>Not Meeting Criteria</b> | Minimal knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course. Work demonstrates a less than adequate grasp of the material, incorrect interpretation, and very poor presentation throughout. May be asked to redo assignment.                                                              |

|          |                                                              |                                                                                                                                                                                                 |
|----------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>F</b> | <b>0</b><br><b>59% &amp; below</b><br><b>Fail, no credit</b> | Incomplete assignment and/or considerable error in work done. Incongruities in interpretation reflecting poor grasp of material. Poor presentation throughout. May be asked to redo assignment. |
|----------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Pass/Fail Courses

In line with ACOTE standards and EL-OTD Program standards, students must earn a minimum grade of 80 to pass competency-based assessments. Exams and assignments may still be scored to ascertain if students meet the threshold of 80 for the course to pass. Other assessment measures may be used such as practical examinations which will use rubrics to identify if a student has met core competencies. If a student should fail an assignment or exam, there will be one opportunity to re-do it during the remediation time period of the course.

### Incomplete Grade

<http://www.bu.edu/academics/sar/policies/incomplete-coursework/>

An “I” incomplete grade is given at the discretion of the instructor and must be negotiated with the instructor at least 2 weeks before the last class meeting. An “Incomplete Grade” form can be obtained from Registrar Sharon Sankey in the Academic Services Center or here: <http://www.bu.edu/sargent/student-resources/forms/>) and will require the course instructor’s signature.

No “I” incomplete grades can be given unless (1) the instructor and the student have conferred, (2) the student has presented a sufficient reason in writing why the coursework cannot be completed on schedule

When an “I” incomplete grade is received in a prerequisite course, **the “I” grade must be resolved within the first 6 weeks of the following semester** in order for students to continue in the sequence of courses. All academic requirements must be fully completed before students can begin SAR-OT593/594 Level II Fieldwork Experiences.

For students on a contingency financial award, an “I” grade may affect financial aid. Please contact your financial assistance coordinator.

### Grade Changes

There are occasions when grade changes are indicated: 1) when a course has been taken as a continuing course and a grade of “J” has been recorded until the course is complete; 2) when an “I” has been negotiated with the professor; or 3) when an error has been made in computing or entering grades.

In the first two cases, the professor initiates the change of grade on forms that are available in the ASC Registrar’s Office. In the third case, where a student questions a grade, the student must make an appointment with the professor. If an error in computation or recording is discovered, the professor will submit the appropriate form. *At no time are students allowed to handle grade change forms.*

## **Academic Probation Policies and Procedures**

### **Occupational Therapy Program Probation**

During the professional years (OTD-1 and OTD-2), students must achieve a cumulative grade point average (GPA) of 3.0. Students whose GPA falls below 3.0 will be placed on academic probation and have one semester to raise their GPA. Thereafter if a GPA of 3.0 is still not achieved, students will be dismissed from the professional program. If it would be statistically impossible for the student to achieve a 3.0 GPA the following semester, the program may terminate the student immediately. (Students will not be scheduled for Level II Fieldwork while they remain on academic probation.)

### **BU Sargent Academic Probation, Suspension, or Dismissal**

<http://www.bu.edu/academics/sar/policies/>

<https://www.bu.edu/sargent/student-resources/forms/academic-probation-policy/>

Grades for transfer credits are not counted in your BU grade point average.

**Academic Probation:** A student is put on when s/he is in danger of not making sufficient academic progress toward his/her/their degree. Students' progress in the program is reviewed after one semester on. Those students who do not achieve Good Standing during the probationary semester will move to Academic Suspension, Dismissal, or a second semester of Academic Probation, as determined by Sargent College.

Students can be on Academic Probation for no more than two consecutive semesters. Academic Probation does not prohibit students from participating in extracurricular activities or intercollegiate athletics.

**Academic Suspension:** A student faces Academic Suspension when s/he has spent one or two semesters on Probation and has not achieved Good Standing in the most recent semester of Academic Probation. Specifics regarding the duration and terms of the Academic Suspension will be determined by the Sargent College on a case-by-case basis. Appeals of Suspension are directed to the Sargent Committee on Academic Policies and Procedures (SAR-CAPP).

**Reinstatement after Academic Suspension:** Students who have fulfilled their period of Academic Suspension must meet with their academic advisor and must also reestablish their standing in the Sargent College by contacting the Assistant Dean of Student Services, Sharon Sankey. Students are reinstated to a probationary standing.

**Dismissal:** A student faces Dismissal from BU Sargent College if s/he has spent one or two semesters on Probation and has not Good Standing in the most recent semester of Academic Probation. A student also faces Dismissal if s/he has spent at least one semester on Suspension and has not fulfilled the terms of the Suspension. Decisions on Dismissal are made by the individual School or College on a case-by-case basis. Dismissal results in permanent separation from the University. Appeals of Dismissal are directed to the Sargent Committee on Academic Policies and Procedures (SAR-CAPP).

## **Petition Policies and Procedures**

### **Types of Petition Forms**

There are two types of petition forms:

1. OT Student Petition: For all other issues, an OT Student Petition form should be submitted to the Chair of the OT Student Petitions Committee for review.
2. Sargent Student Petition: A student appealing an OT Dept decision should submit a Sargent Student Petition to the Chair of the Sargent Committee on Academic Policies and Procedures (SAR-CAPP) requesting a review of the department's decision. The student should contact the SAR-CAPP Chair as to when SAR-CAPP will be meeting.

### **Petitioning Process**

Any change within the sequence of professional courses, course requirements, fieldwork, or OT Programs policies will require written permission from the OT Student Petitions Committee. If a student is seeking acceptance/substitution of a course or curriculum requirement or seeking modification of any element within your professional academic program, he/she must submit a Formal Student Petition for waiver. If the student is having difficulty in a particular course, the student should first meet with the faculty member of that particular course. If the difficulty is not resolved with the faculty member, the student should meet with his/her/their advisor. (If the faculty member is the student's advisor, the student should meet with the Entry-level OTD Program Director.)

It is the student's responsibility to anticipate potential difficulties and prepare a petition even before final grades are posted, or a deficiency letter is received. Each semester, the deadline for petition may be the same day or only a few days after final grades are released. Thus, students with concerns that may require a petition are advised to plan ahead.

1. Prior to submitting a petition to the OT Student Petitions Committee, the student must first meet with his/her/their advisor. The advisor may help the student prepare their petition.
2. If the advisor is unable to resolve the student's difficulty or if the solution presented is not to the student's satisfaction, the student must submit a Formal Student Petition form, letter of appeal, and/or other pertinent documentation to the Chair of OT Student Petitions Committee to initiate the appeal process. Formal Student Petitions can be downloaded from the OT Office course-site at <http://learn.bu.edu/> The student must complete the petition form along with a brief summary/justification for submitting the petition and attach any necessary documentation. Petitions should be submitted to the Chair of the OT Student Petitions Committee for review.
  - a. Petitions regarding specific courses should be submitted the semester *prior* to the semester in which that course is taught.
3. The deadline for submitting a petition varies according to the academic calendar, and deadline dates will be posted on the OT Office course-site at <http://learn.bu.edu/> each academic semester.
4. Within 2 days\* of submitting the petition, the student will receive notification from the Chair of the OT Student Petitions Committee that the petition was received.
5. The Chair of the OT Student Petitions Committee will review the petition with the committee within 10 working days\* after receiving the petition. If the Chair of the Committee determines that the issue requires immediate attention, the petition may be reviewed sooner \*.
6. The committee will respond in one of 4 ways to the petition:
  - a. request more information from the student.
  - b. accept the petition in full.
  - c. accept the petition with modifications.
  - d. reject the petition.

7. After the Committee acts on the petition, the Chair of the Committee will communicate by email the outcome of the Petition Committee's decision to the student and the student's advisor within 5 business days. A copy of the petition and the Petition Committee's response will be placed in the student's file in the OT office and will be sent to the Academic Services Center (if necessary). In addition, the Petition Committee's response will be recoded electronically in the student's electronic record database.
    - a. The student's advisor will be notified of the outcome of the petition by the Chair of the OT Petition Committee when the decision has been made. Faculty will also be notified on a need-to-know basis.
  8. In cases where the petition is denied, the student will be notified of his/her/their right to appeal to the Sargent College Committee on Academic Policies and Procedures (SAR-CAPP).
  9. Students who would like to appeal the OT Petition Committee's decision to the SAR-CAPP committee should meet with their advisor to discuss this option.
- \* Faculty are on a 9-month contract from September-May only and, therefore, are not available to review petitions during the summer (June-August). Petitions submitted after the date noted in the student's deficiency letter, may not be reviewed by the OT petitions committee in time for the student to appeal to SAR-CAPP.

### **BU Sargent Petitions and Appeals (SAR-CAPP)**

Students who seek a variance of program policy/regulation or who have a grievance with an instructor, or a program judgment must attempt to resolve the situation in their program with the individual instructor, the Entry-level OTD Program Director, then by petition to the program academic standards committee.

It is the purpose of the BU Sargent Committee on Academic Policies and Procedures (SAR/CAPP) to assure that the standards set by the college at large and academic policies set by the faculty of individual programs are consistently applied in a non-prejudicial and non-discriminatory manner. Therefore, BU Sargent CAPP will consider petitions that involve academic standards and policies if students have pertinent additional information not previously presented within the student's program; if there are extenuating circumstances that justify deviation from, or exception to, stated rules; or if students feel that the program/departmental committee or a faculty member has not dealt with them in a fair manner.

SAR-CAPP will make decisions concerning the standing of students in accordance with BU's Academic Conduct Code. SAR-CAPP will uphold the highest standards of academic integrity. All alleged cases of academic misconduct will be brought to the committee if not dealt with directly by the student and faculty member involved or if the student is appealing the faculty member's decision. SAR-CAPP will notify the student of a hearing as soon as the hearing is scheduled. Prior to the hearing, the student and faculty member will submit all pertinent information to SAR-CAPP for review. The student has the right to present his/her/their case in person at the hearing. SAR-CAPP must be informed one week in advance of the hearing if the student is to be represented by an attorney. SAR-CAPP may request that other individuals with pertinent information attend the hearing. In the event that a SAR-CAPP member has a potential conflict of interest in a particular case, the Department Chairman may temporarily replace that member with another member from his or her department.

A student appealing a faculty, or a departmental academic policy and procedure decision must submit a written petition to the SAR-CAPP Chairman requesting a hearing or review of the Department's decision. The petition must be submitted to SAR-CAPP by the deadline noted in their response letter from OT Petitions Committee. The Committee must schedule the hearing to act on the petition no later than 14 days after the completed petition is received. The hearing process will be conducted according to the procedures specified in BU's Academic Conduct Code.

1. *For decisions made by SAR CAPP, an appeal to the Dean will be allowed only in the event of “significant additional information and/or extenuating circumstances”.*
2. *There is no further appeal process for actions decided by the Dean.*

Matters relating to a course taken by a student in a school/college other than the one in which the student is enrolled are subject to the determination of the school/college in which the course is offered. Disciplinary or academic actions against a BU Sargent College student by other segments of the University will be reviewed by the Dean of BU Sargent College.

Any student terminated from a program/department within BU Sargent College for disciplinary reasons is automatically terminated from the college.

Students may contact the Executive Director of Equal Opportunity, Equal Opportunity office, 19 Deerfield Street, Fl. 2, Boston, MA 02215, 617-353-9286 for consideration of non-academic issues such as charges of discrimination or sexual harassment by faculty, staff or students.

### **Procedure to File Complaint at Boston University**

Boston University prohibits discrimination on the basis of race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, gender identity, or other unlawful basis. The goal of the procedures in the BU Dean of Students Lifebook is to ensure that non-discrimination is a reality at Boston University and that no person in the University community is subjected to such unlawful conduct. All members of the University community can assist in the furtherance of this goal by ensuring that complaints of discrimination are promptly directed to the departments or individuals who have been designated to receive them, in accordance with these procedures. Students who believe that they have been subjected to unlawful discrimination may initiate a complaint either by meeting with the appropriate individual in one of the offices listed in the BU Dean of Students Lifebook, or by submitting a written complaint to that individual or office. See the Dean of Students' Lifebook for a full review of the complaint procedures.

<http://www.bu.edu/dos/policies/lifebook/grievance-and-complaint-procedures/>

The process for complaints or grievances related to distance education (including field placements, clinical rotations, and academic internships) [is here](#).

### **Procedure to File Complaint with ACOTE**

If all processes within Boston University have been exhausted, a student may file a complaint with the Accreditation Council for Occupational Therapy Education (ACOTE®). The student must provide evidence that he or she has followed Boston University's complaint or grievance policy and made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing. Comments or complaints about the program may be made by writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an e-mail addressed to [accred@aota.org](mailto:accred@aota.org) and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation".

A complaint against an educational program must: a. describe the nature of the complaint and the related accreditation standards or accreditation policies or procedures that the complainant believes are not being met by the program, including any evidence or documents that might substantiate the complaint; b. provide documentation that the complainant has followed the academic program's complaint or grievance policy and made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing; and

be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.) The ACOTE Standards can be downloaded from: <https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf> .

## **BU Sargent Programs Policies and Procedures**

### **Graduation Application**

<http://www.bu.edu/sargent/current-students/commencement/>

All students must fill out the online Application for Graduation below to certify that all degree requirements are met. The form must be submitted by February 1st of the last year of study to ensure that the student's name is included in the May graduation list and commencement programs. For students graduating in January, the Application for Graduation should be completed by November 1st. (Also see Graduation Ceremony on page 70.)

All students (January, May, and September grads) are invited to participate in the May commencement ceremony if they have completed Competency Task 4: Finalize Plan for the Doctoral Capstone of the OTD Program by that date. Commencement materials will be sent by email and postal mail; so please be sure that BU Student Link has your updated contact information. Check the Boston University and BU Sargent College websites for important details about the ceremonies or stop by the ASC office (room SAR-) if you have any questions.

### **BU OT Department Policy on EL-OTD Student Applications for Conference Support**

EL-OTD students may want to consider attending conferences including the Massachusetts Occupational Therapy Association (MAOT) annual conference, the American Occupational Therapy Association (AOTA) conference, or the World Federation of Occupational Therapists conference (WFOT). These can be expensive. The MAOT might cost approximately \$125 for registration, AOTA could cost approximately \$400 for a student registration not including travel costs, and WFOT may cost approximately \$600 for a student or one-day registration, not including travel.

Students have the following options for seeking funding support.

#### **(1) Sargent College Student Travel Grant**

The Sargent College Student Travel Grant makes available awards up to \$1,500 per student per conference. The deadline is March to receive funding that can be used during the following year. In other words, planning ahead is necessary. Decisions about funding are made by Sargent College administrators (i.e., not made by faculty in the OT Department).

To apply, please read the website description and apply as instructed:

<https://www.bu.edu/sargent/research/research-funding-administration/funding-opportunities-for-sargent-faculty-and-students/student-travel-grant/>

#### **(2) Linda Duncombe Scholarship – MAOT**

The Linda Duncombe Educational Scholarship supports students to attend the MAOT conference and was established by friends and colleagues of Linda Duncombe, a long-time

faculty member in the BU OT Department. Linda had a special interest in mental health practice. Each year, until the funding is fully expended, we will award approximately \$50 to each student for up to 10 students per year. The priority will be given to students with prior experience in and interest in pursuing mental health occupational therapy practice. Students are eligible only once for this scholarship. An OT Department faculty-student task group reviews all applications for selecting awardees. Applications are due in October. For more information, please contact Karen Jacobs at [kjacobs@bu.edu](mailto:kjacobs@bu.edu).

### **(3) OT Department Student Travel Funds**

The OT Department does not have a line item for student travel. In other words, the Department does not have an established fund for student travel. However, in rare cases, the OT Department will support students who want to participate in a conference. The Department will make up to 2 awards in the amount of \$200 per student per conference available on an annual basis. Once an EL-OTD student has received one OT Department travel award, they are no longer eligible for future conference or travel support in any subsequent year. The deadline is in October for MAOT, in February for AOTA, and in June for WFOT. To apply, please email your request for funding to EL-OTD Program Director, Jennifer Kaldenberg ([jenmk@bu.edu](mailto:jenmk@bu.edu)) and OT Department Chair, Emily Rothman ([erothman@bu.edu](mailto:erothman@bu.edu)).

**Important note:** Although the OT Department supports student's participation and presentation in conferences, when EL-OTD students submit an abstract to a conference, they do so "at their own risk," meaning that there is no guarantee that the OT Department will be able to support them financially, and having an accepted abstract does not ensure Department funding as it depends on the resources we receive every fiscal year.

## RESOURCES AVAILABLE at BOSTON UNIVERSITY

### Resources for Graduate Education at BU - <https://www.bu.edu/grad/resources/>

BU offers a wealth of resources to support graduate students. Whether you are seeking a rare document, tech support, or travel information, the graduate resources website will help you get the information you need to get your best work done, to stay healthy, and to enrich your experience here at BU. This web site is designed for graduate students and provides information about student groups and associations available to graduate students at BU. The university is redoubling their efforts and commitment to attracting, supporting, and promoting a wide variety of voices and backgrounds at BU, including, but not limited to, individuals who are historically underrepresented in the academy, are first in their families to attend college, are members of the LGBTQIA+ community, and who live with physical, intellectual, or mental disabilities. The web site provides a list of diversity resources for graduate students and resources to connect with fellow students.

### BU Mobile Apps

<https://www.bu.edu/tech/services/cccs/mobile/bu-mobile/>

BU Mobile Apps is a suite of applications for the iPhone. BU Mobile Apps for iPhone includes **BU Today News & Events** — a mobile version of the [BU Today](#) news and events website — as well as **BU Mobile** which includes the University's [calendar](#), [maps](#), [directory](#), [course descriptions](#), and live tracking of the BU Shuttle. BU Mobile also includes an “Emergency” feature, which provides quick access to the BU Police Department and other emergency service providers.

### BU Sargent Makechnie Study Center (MSC)

617/353-4201, room SAR-237

<http://www.bu.edu/sargent/current-students/makechnie-study-center/>

The George K. Makechnie Study Center (MSC) (formerly known as the Media Resource Center) is located in room SAR-237. The MSC is a support facility that provides a broad range of media services for students, faculty and staff. Services include classroom media support and media production resources for students and faculty as well as technical support and instruction. The MSC is most importantly a quiet study center for students of BU Sargent College.

Through the production of digital educational materials, the MSC supports and enhances teaching, learning and research in the health and rehabilitation fields. The new and improved Center houses four quiet study rooms for students to work in groups without disturbing others. These study rooms are equipped with hi-definition LCD panels for viewing course-related media and developing PowerPoint presentations for classes. Additional resources available in the Center include a digital video editing suite, 11 computer workstations, copy facilities and a print queue station serving both the Center and the adjacent, state-of-the-art computer lab.

### Educational Resource Center

100 Bay State Road (Center for Student Services)

617/353-7077

<http://www.bu.edu/erc/>

The Educational Resource Center (ERC) helps Boston University students develop the range and depth of academic skills required by the University's rigorous programs. The ERC focuses on promoting a disciplined approach to study, fostering active and independent learning, developing an awareness and understanding of one's own thought process, and advocating the strategic use of resources available throughout the University.

The center serves as an academic referral, training, and information resource for the University community, including faculty, staff, administration, parents, alumni, and both undergraduate and graduate students. ERC services are free and can benefit all students who are interested in

improving their academic performance. Services offered include peer tutoring, writing assistance, language link, and outreach.

### **Office of the Ombuds**

*19 Deerfield Street, Suite 203*

*(617) 358-5960*

<https://www.bu.edu/ombuds/>

An Ombuds is someone who investigates and helps to resolve complaints. The Office of the Ombuds [www.bu.edu/ombuds/](http://www.bu.edu/ombuds/) notes that it “is an independent, impartial, informal problem-solving resource serving faculty, staff, and students. The Office maintains strict confidentiality and provides a safe place to have off-the-record conversations on issues related to life, work, or study at Boston University.” The University Ombuds is Francine Montemurro.

### **Religious Life**

<http://www.bu.edu/chapel/religion/>

The Dean of Marsh chapel provides guidance, oversight and counsel for all religious life at Boston University. Questions and interests regarding religious life may be directed to the dean. Currently this includes 21 religious life groups, faculty advisors and/or campus ministers, and eight University Chaplains. (Campus ministers tend to be part time and chaplains full time. In general, these persons are supported by their own traditions and denominations).

A Religious Life Council provides advice to the Dean, as needed during monthly meetings. Religious Life Policy and the University Policy on Religious Observance is available for download on this website.

## **Supports for Students with Disabilities**

Boston University takes great pride in the academic and personal achievements of its many students and alumni with disabilities. The University is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and embodies the University’s historic determination to ensure the inclusion of all members of its communities.

Disability & Access Services is available to consult with students about potential accommodations needed to support full participation in their educational program. The office will work with students to determine eligibility for academic accommodations and will help identify the individualized services available. Once accommodations are identified, the Disability & Access Services and the Occupational Therapy program faculty will work with students to ensure the accommodations do not disrupt the academic integrity of the education or the clinical authenticity of fieldwork sites.

### **Disability & Access Services**

*25 Buick Street, Suite 300*

*617/353-3658 (Voice/TTY)*

[access@bu.edu](mailto:access@bu.edu)

<http://www.bu.edu/disability/>

The goal, at Disability & Access Services, is to provide services and support to ensure that students are able to access and participate in the opportunities available at Boston University. In keeping with this objective, students are expected and encouraged to utilize the resources of Disability Services to the degree they determine necessary. Although a significant degree of independence is expected of students, Disability & Access Services is available to assist, should the need arise.

Occupational Therapy students should carefully review the Technical Standards (see page 38-39) for the OT program and identify if additional supports are needed to meet these functions consistently in both the academic and fieldwork portions of the entry-level OTD program. The Disability & Access Services website <http://www.bu.edu/disability/accommodations/procedures/> provides information on policies, procedures, and documentation forms for requesting accommodations.

**Additional information regarding accommodations in the Occupational Therapy program:**

- **Limitations on Additional Time:** Additional time will not be granted for practical exams that involve simulation of a clinical practice situation in which time would be an important element. Such accommodations cannot be granted because under these types of circumstances, time becomes an essential function, i.e., a critical element of competent practice. Not responding or acting in a timely manner may jeopardize the well-being of the clients. It is our legal responsibility to assure that the student has the skill to respond appropriately within the time constraints of the task.
- **Students who require quiet space for exams:** The Occupational Therapy program will make reasonable efforts to provide a separate, quiet space for test taking. However, BU Sargent rooms are not soundproof; therefore, students are strongly encouraged to bring noise-reduction accessories (earplugs, cotton balls, headsets, etc.) to ensure the necessary level of quiet.
- **Accommodations during Fieldwork:** Students with disabilities should schedule a consultation with the University's Office of Disability Services to discuss their individual health or medical conditions that may require accommodations during fieldwork. Accommodations for fieldwork are negotiated between the student, the clinical site and DAS. The fieldwork facility must agree that they can provide the recommended accommodations. Any requests for accommodations must be directly negotiated with the designated fieldwork facility a minimum of 1 month in advance of the scheduled placement start date for Level I Fieldwork and a minimum of 3 months in advance of the scheduled placement start date for Level II fieldwork. Such requests for accommodations are reviewed on an individual basis by the fieldwork facility. The DAS is available to consult with students, and prospective fieldwork sites, to assist in meeting individual student needs.

**Support for first-generation students**

**Newbury Center**

Address:

755 Commonwealth Avenue, Suite B18

Boston, MA 02215

Phone Number: 617-353-3400

Email: [newburycenter@bu.edu](mailto:newburycenter@bu.edu)

The Newbury Center aims to become a highly visible, transformative unit of the University, offering programming and services designed to ensure that first-generation students experience the same sense of well-being, belonging, self-efficacy, and academic accomplishment as their continuing-generation peers.

Specific initiatives include:

Support for navigating the financial aid system and developing financial literacy.

Programs and systems to help students know where to turn for academic support and how to make the best use of the many available resources that ensure academic success, such as writing programs and course selection advice.

Support for taking full advantage of internships and study abroad opportunities.

Cohort and mentoring programs to foster a sense of belonging.

Outreach to families to build understanding and shared commitment to academic success and cocurricular engagement.

## **Title IX**

Faculty are mandated reporters. What this means is faculty have a responsibility and requirement to report potential instances of sexual misconduct, harassment, discrimination, and retaliation. Students experiencing any form of prohibited discrimination, harassment, or sexual misconduct should know there are [confidential resources](#) on campus that can help. Students are not required to participate in an investigation or resolution process to receive supportive measures including reasonable academic support. [Click here](#) to learn more about supportive measures. To learn more about reporting at Boston University or to understand your rights under our policies please visit the Equal Opportunity Office at [bu.edu/eoo](http://bu.edu/eoo) or contact them at [eoo@bu.edu](mailto:eoo@bu.edu).

## **OT ORGANIZATIONS**

### **Student OT Organizations:**

As a program, we are committed to facilitating active participation by each student in one or more of the student organizations of BU Sargent College or the Dept of Occupational Therapy in order to facilitate each student's professional development and commitment to the profession.

### **Interprofessional Education (IPE) Student Group**

The IPE Student Group organizes and hosts a number of co-curricular interprofessional activities open to all graduate students at Sargent College. Past activities have included social events and guest presentations from patients and professionals in our community. The IPE Student Group meets bi-weekly throughout the semester and consists of student representatives from each of the professional programs (athletic training, nutrition, occupational therapy, physical therapy and speech language pathology), as well as the Director of Interprofessional Education and Practice. Expressions of interest are sought each year to recruit student representatives. For further information about the group contact Craig Slater, Director of Interprofessional Education and Practice – [cslater@bu.edu](mailto:cslater@bu.edu)

### **Diverse OT Student Group**

Diverse-OT is a student group that aims to advance the cultural climate within the BU-OTD program and the greater Sargent College campus by providing opportunities for discussion and education on diversity and inclusion. We strive to create pathways for marginalized students into the program, and to foster a strong community of occupational therapy students who are knowledgeable about the experiences of underrepresented peoples and equipped to address health disparities.

To accomplish these goals, Diverse-OT:

- Hosts events featuring guest speakers with expertise in areas such as race, religion, disability, gender identity, sexuality, and more.
- Conducts community outreach in order to develop and support the recruitment of underrepresented groups into the OTD program.
- Integrates diversity and cultural humility into the BU OTD daily student experience.

You can contact Diverse-OT by emailing the group at [dotclub@bu.edu](mailto:dotclub@bu.edu).

## SCOTA

SCOTA is a student club that aims to create a sense of belonging among all classes of OTD students, to increase accessibility of opportunities to give back within the community (and therefore enhance our education), and to provide leadership opportunities for students at Boston University.

To accomplish these goals, SCOTA:

- Promote volunteering opportunities within the greater Boston community.
- Provide academic support to combat the negative effects of COVID-19 on academic performance.
- Organize social events to facilitate bonding among and within OTD classes.
- And promote advocacy and education to support the education of BU students and those in the community.

## Professional OT Organizations

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

6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929

Phone: 301/ 652-6611

Website: <http://www.aota.org/>

The American Occupational Therapy Association (AOTA) is a national professional society established in 1917 to represent the interests and concerns of occupational therapy practitioners and to improve the quality of occupational therapy services. The AOTA has over 48,000 members from all 50 states and 65 foreign countries and is supported by a network of more than 800 volunteers.

AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services, improving consumer access to health care services, and promoting the professional development of members. The AOTA supports state regulation of practice through licensure and other regulatory laws. AOTA sets standards for occupational therapy practice and helps members develop skills to monitor and improve the quality of care.

The AOTA provides continuing education programs that include conferences, workshops, publications, self-study, audiovisual materials, and information on new and traditional areas of practice. Annual conferences are held at different cities throughout the country, providing an opportunity to join over 5,000 occupational therapy practitioners in a variety of hands-on training modules, exhibits, workshops, lectures, and programs.

You will find through the AOTA, particularly through the journals, that you have access to information about the latest developments in our profession. Frequently faculty assign readings from *AJOT*. Further, your journals will become an excellent reference for future use.

**MEMBERSHIP:** Entry-level OTD students **are required** to be a member of the AOTA. The AOTA discounted Student membership includes full member benefits: subscriptions (*AJOT*, *OT Practice*, etc.), quality continuing education, professional resources, website access, advocacy, discounts, career resources, and special interest sections. Please visit the AOTA website at <http://www.aota.org/> for membership application and benefit details. **Please submit a screenshot or photo justification of your membership to DeeDee Liberti in the OT office at [ot@bu.edu](mailto:ot@bu.edu).**

ASSEMBLY OF STUDENT DELEGATES (ASD): Entry-level OTD-1s will elect an ASD representative to attend the full ASD Pre-Conference Delegates meeting and full AOTA Annual Conference. The ASD rep will be awarded money to help cover travel expenses and is obligated to report back to classmates informally in April and formally in September. The ASD representative will also report to either BUSOTA officers or the club as a whole before the end of the school year after the Annual Conference.

### **American Occupational Therapy Foundation (AOTF)**

12300 Twinbrook Parkway, Suite 520, Rockville, MD 20852

240/292-1079

[aotf@aotf.org](mailto:aotf@aotf.org)

<http://www.aotf.org>

The mission of AOTF is to advance the science of occupational therapy to support people's full participation in meaningful life activities. Toward this end, AOTF supports research initiatives that grow capacity and advance best practices in occupational therapy and supports educational initiatives. Two of its programs that relate directly to students are administration of scholarships for students in occupational therapy programs and support for Pi Theta Epsilon, the national honor society for occupational therapy. The Foundation also publishes *OTJR: Occupation, Participation, and Health*, an important journal publishing occupational therapy research. Students can also sign up for *Research Resources*, the monthly newsletter of the AOTF Institute for the Study of Occupation and Health. (To subscribe, fill out the "Sign Up Now" form at the following link: <https://www.aotf.org/Research-Resources/Research-Resources-Newsletter>).

### **Massachusetts Association for Occupational Therapy (MAOT)**

57 Madison Road, Waltham, MA 02154

781/647-5556

<http://www.maot.org/>

The MAOT provides a professional network for its members, develops and preserves the profession. MAOT serves the interests of its members, represents the profession to the public, and promotes access to occupational therapy. MAOT is committed to serving the needs of occupational therapy personnel throughout Massachusetts. The organization strives to achieve this goal by providing the leadership and direction to move the profession forward during today's changing times in healthcare. MAOT is a volunteer organization run by its members.

### **National Board for Certification in Occupational Therapy (NBCOT)**

One Bank Street, #300, Gaithersburg, MD 20877-4150

Phone: 301/990-7979

Website: <http://www.nbcot.org/>

The National Board for Certification in Occupational Therapy (NBCOT) is a national credentialing agency that certifies qualified persons as occupational therapists, registered (OTRs). The agency's goal is to promote the health, safety, and welfare of the public by establishing, maintaining and administering standards, policies, and programs for certification and registration of occupational therapy personnel.

The NBCOT offers a certification examination and certification to OTR candidates. To be certified by the NBCOT, an individual must: (a) be a graduate of an accredited occupational therapy program; (b) successfully complete all occupational therapy fieldwork requirements; and (c) pass the NBCOT certification exam.

When you apply to take the certification examination with the NBCOT, you will be asked to answer questions related to the topic of felonies. For further information on these limitations, you can contact the NBCOT at the above address.

## **OT Department Awards**

### **Sargent Graduate Leadership Award – OT Profession (awarded at Sargent graduation ceremony):**

Students are encouraged to nominate a classmate for this award by submitting a letter of support to the MOST Program Director. Faculty will make final selection of award recipient.

Criteria for award:

- An entry-level OTD-3 student who has excellence in scholarship (3.5+ GPA)
- Outstanding service to the program/college/community
- Potential to make an exemplary contribution to the profession/community.

### **Florence Hunter Award**

Faculty will make final selection of award recipient. Criteria for award:

- For excellence of scholarship while also fulfilling demanding work, family, or other major responsibilities.

## SAFETY and HEALTH

**IMPORTANT NOTE FOR AY 2022/2023: Students should regularly visit the University's Back 2 BU and related COVID-19 websites for up-to-date information related to health and safety during the pandemic.**

### 1. Personal Safety

#### **General Campus Safety**

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

All students should have received a copy of the Boston University pamphlet **Campus Safety**. Please review these materials thoroughly and follow the guidelines carefully to support your safety and well-being on campus.

#### **BU Alert**

<http://www.bu.edu/ehs/faqs/bu-alert/>

Boston University requires all students to provide/confirm a BU Alert contact phone number every semester (by March 1 and September 1) at <http://www.bu.edu/mybu/>. BU Alert is an emergency notification system that will help ensure rapid and reliable mass communication to students, faculty, and staff. The BU Alert system is designed to communicate with cell phones (text and voice messages), landlines, e-mail systems, and pagers during a crisis or time-sensitive situation on the Boston University Charles River and Medical campuses.

#### **BU Emergency Management**

<http://www.bu.edu/emergency/>

The Boston University community at the Charles River Campus can be threatened by emergency and disaster situations both natural (such as flash flooding, hurricanes, tornados and fires) and man-made (such as hazardous materials accidents, resource shortages, civil disorders and terrorist threats). The purpose of the Boston University Emergency Management website is to provide guidance and information to the response actions of university academic and administrative departments in crisis situations. This website describes the Emergency Response Plan (ERP), protective actions and responses to the various situations.

#### **BU Safety: Reporting Emergencies**

**For all police, fire, or medical emergencies: call the BU POLICE at 617/353-2121**

It is extremely important to report all criminal incidents, suspicious circumstances, and safety related emergencies occurring on university property promptly and accurately to the Boston University Police Department.

**For all police – fire – medical emergencies  
CALL THE BU POLICE  
617/353-2121**

#### Life and Safety Police Services:

- » Call the Boston University Police: 617/353-2121.
- » Tell the dispatcher the location and the nature of the emergency.
- » If off-campus, call the local police (usually 911).

#### Medical Emergencies:

- » Call the Boston University Police: 617/353-2121
- » Tell the dispatcher the location and the nature of the emergency.
- » If off-campus, call the local police (usually 911).

#### Fire Safety:

- » Call the Boston University Police: 617/353-2121
- » Give the location and the extent of the fire.
- » Sound the nearest fire alarm.
- » Leave the building, calmly, by following EXIT signs to fire exits. Do not use elevators.
- » If off-campus, call the local fire department (or 911).

#### Bomb Threats in a University Building:

- » Call the Boston University Police: 617/353-2121.
- » Do not touch or move any suspicious packages or objects.
- » State information as accurately as possible and, particularly, the specific location of the object.
- » If you are told to leave the building, do so calmly.

#### Physical Plant:

Snow, Ice, Flood, or Electrical Emergencies In case of flooding, electrical power disruptions, hazardous snow, or ice accumulation, call the Physical Plant Department's 24-hour emergency service line: 617/353-2105.

#### Maintenance Problems or Emergencies:

For routine repairs, contact BU Sargent's building superintendent (Roger Seale at [resale@bu.edu](mailto:resale@bu.edu) or 617/353-0618). For emergencies, call the Physical Plant Department's 24-hour service line at 617/353-2105.

### **BU Sargent College Building Safety**

Boston University Sargent College is an open building Monday through Friday from 7:00am-9:00pm. For your own peace of mind, please keep your belongings with you at all times unless you have a secure (locked) place to leave them. Please give similar care to any equipment or property that you have borrowed from classmates or are in charge of as part of teaching or research assistant responsibilities.

If you have been given access to the building when it is locked, or to locked rooms in BU Sargent (e.g., as a Teaching Assistant), please be careful about securing the door behind you when you enter and again when you leave. Please do not admit anyone else with you – this includes classmates, other BU Sargent students, as well as strangers. If you are working alone in a faculty office, lab, or classroom that is ordinarily locked, please lock the door any time you leave, even if you will only be gone for a few minutes.

### **Classroom Safety**

Procedures and routes for emergency evacuation are posted in all classrooms. All rooms used routinely for teaching will have at least two exit doors.

When any course requires training and manipulation of equipment and supplies, students are responsible for adhering to all the instructions given by the faculty and any written guidelines regarding proper and safe use. Students must be aware of all safety precautions and proper handling techniques before working with any piece of equipment, adaptive device, or therapeutic media. When working with liquid solvents or other potential environmental contaminants (e.g., when working on projects in room SAR444 or 610), students must also follow instructions provided about proper disposal of waste materials. Pouring such materials down the sink has serious potential to contaminate the water supply.

Additional specific precautions apply to the OT 576 Human Anatomy and OT556 Neuroscience labs because these courses may involve contact with cadavers. Specific guidelines will be distributed by the course instructors. It is important to note that, for safety reasons, no student who is pregnant may be in the anatomy lab. Any student to whom this may apply should meet with her advisor as soon as possible to develop an alternative plan.

### **Safety in Fieldwork Settings**

Students will participate in fieldwork experiences in a great variety of settings in the Greater Boston area and will encounter individuals with a variety of functional and medical conditions. Specific orientation will be provided to students before going on fieldwork regarding relevant precautions to optimize their own as well as client safety and well-being. If at any time a student does not feel sufficiently prepared to respond appropriately to the conditions he or she may encounter on fieldwork, it is the student's responsibility to seek additional information immediately, either from faculty (before going to the site) or from staff (if already on site).

### **Helping Students in Distress**

<http://www.bu.edu/shs/behavioral/helpinfo/>

Life at Boston University can be very stressful for students as they face the challenge of a highly competitive academic environment and begin to assume adult roles and responsibilities. Many students come to college with family difficulties, financial problems, or other struggles that challenge their ability to succeed in this environment.

Students experiencing difficulties are encouraged to seek assistance from their advisors and other faculty and staff members. In addition to this support, students may be referred to professional support services available to students on campus through the Dean of Students and Behavioral Medicine.

## **2. Exposure Control Procedures**

You will be required to complete annual training in regard to HIPAA, infection control, universal precautions, and FERPA, the Clinical Education Services Office will email instructions over the summer to complete the online modules and exam; proof of completion is required for OT 589. Content regarding appropriate use of equipment and supplies continues to be discussed in relevant contexts in the Integrative Seminars while students are participating in Level I Fieldwork. Emergency procedures are posted in the OT office and in room 610 and a pdf version of the BU emergency guidelines and abbreviated emergency procedures are posted on Blackboard. The following summarizes essential elements of these procedures to be aware of at all times.

As a health care professional, you are exposed to infectious diseases that are borne by blood and other bodily fluids. Following OSHA guidelines, Boston University has developed regulations designed to protect those who might come in contact with another's bodily fluids. It is essential that you become knowledgeable about your protection and adhere to the following rules.

## Universal Precautions

- *Wash your hands before and after giving direct care* to an individual, particularly if contaminated with blood or other bodily fluids.
- *Wear gloves* if there is any contact or chance of contact with blood, body fluids, mucous membranes or non-intact skin. Wash hands immediately after gloves are removed.
- Take care to *prevent injury from needles, scalpels or other sharp instruments*. Disposable syringes, needles, scalpel blades and other sharp instruments should be placed in puncture-proof containers for disposal. Do not recap, break or crush these items.
- Tables used for care in which there is contact with blood or bodily fluids should immediately be washed with an appropriate disinfectant. Whirlpools should be cleaned and disinfected daily.
- If you think you have been exposed to a blood born pathogen, immediately report the incident to the course instructor to initiate the appropriate medical care.
- Treatment areas must have the following items: sharps container, biohazard bag, enclosed tray for contaminated instruments, disinfectant, gloves, airway mask for rescue breathing, autoclave.
- If you are at an off-campus site, always follow Universal Precautions and inquire about any further regulations pertinent to that site.

## Health Requirements

Boston University is very concerned about the health and wellness of our entire student community. To this end, the University requires that every incoming student (freshman, transfer or graduate) have a physical examination by a licensed practitioner and be immunized against the following common communicable diseases; measles, mumps, rubella (MMR), tetanus, hepatitis-B and (bacterial) meningitis. The Commonwealth of Massachusetts requires that all full-time undergraduate and graduate students, all full-time and part-time health science students, and any full-time or part-time international students to submit proof of immunization. The following link outlines the requirements and provides the necessary forms: <https://www.bu.edu/shs/getting-started/incoming-health-requirements/>. When completing the form, please be sure to include immunization dates as well as the signature of your health care provider. This information should then be returned to Student Health Services.

### **Early Track Request Form**

**Submit to advisor at least one month before registration.**

**Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Specific request:** e.g., need classes to end by 2:00 PM as many days as possible; need an early track

**Reason:** e.g., weekly standing Dr.'s appt., need to pick up my child from school by 3pm each day, if possible...

## **Request to Change Application Session Form**

**(Attach to completed petition)**

Name: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Track #: \_\_\_\_\_

Currently assigned to application session on which day/time: \_\_\_\_\_

Requesting to switch to application session on which day/time: \_\_\_\_\_

Signatures (from all faculty who teach your core courses during the semester):

|                            |               |                   |
|----------------------------|---------------|-------------------|
| _____<br>Faculty signature | _____<br>Date | _____<br>Course # |
|----------------------------|---------------|-------------------|

|                            |               |                   |
|----------------------------|---------------|-------------------|
| _____<br>Faculty signature | _____<br>Date | _____<br>Course # |
|----------------------------|---------------|-------------------|

|                            |               |                   |
|----------------------------|---------------|-------------------|
| _____<br>Faculty signature | _____<br>Date | _____<br>Course # |
|----------------------------|---------------|-------------------|

|                            |               |                   |
|----------------------------|---------------|-------------------|
| _____<br>Faculty signature | _____<br>Date | _____<br>Course # |
|----------------------------|---------------|-------------------|

|                            |               |                   |
|----------------------------|---------------|-------------------|
| _____<br>Faculty signature | _____<br>Date | _____<br>Course # |
|----------------------------|---------------|-------------------|



## CLINICAL EDUCATION AGREEMENT

This Agreement between Trustees of Boston University on behalf of **BOSTON UNIVERSITY COLLEGE OF HEALTH AND REHABILITATION SCIENCES: SARGENT COLLEGE**, hereafter referred to as the "School", and, <<Facility>> hereafter referred to as the "Facility", made this day , will be effective until the termination of this Agreement in the manner provided herein.

It is agreed by the aforesaid parties, that a program of supervised clinical education (the "Program") shall be conducted for students of Sargent College of Health and Rehabilitation Sciences under the following terms and conditions.

### I. Responsibilities of the School:

1. The School shall be responsible for selecting only those students who have successfully completed all the prerequisite courses and/or previous clinical education experiences as specifically requested by the Facility.
2. The School shall inform the Facility of the level of training the students have received prior to this placement. The School shall provide the Facility with current information about its curriculum and clinical education goals.
3. The School represents that each student assigned to the Program while participating in a required student curriculum activity is covered by Student Professional Liability insurance with limits of at least \$3,000,000 per occurrence and at least \$3,000,000 in the aggregate. Each faculty member, while acting within the scope of his/her/their required duties, is covered by Teachers Professional Liability insurance with limits of at least \$3,000,000 per occurrence and at least \$3,000,000 in the aggregate.

The School shall furnish the Facility a certificate evidencing such insurance upon request.

4. The School will designate a faculty member, hereafter known as the Director of Clinical Education (DCE), to work with the Site Coordinator of Clinical Education (SCCE) at the Facility in coordinating the academic aspects of the student's education with the clinical experience.
5. In the event that it becomes necessary to cancel a reserved space or change a student assignment, the School will make every effort to notify the Facility at least one month in advance of the scheduled beginning of the clinical education experience. If a last-minute cancellation or a change is necessary, the DCE will call the SCCE immediately.
6. The School will notify the student that he or she is responsible for:
  - a. respecting the confidentiality of information regarding patients and clients of the Facility and their records in accordance with the Facility's policies and procedures;
  - b. adhering to the policies and procedures of the Facility;
  - c. providing appropriate uniform where required;
  - d. arranging for his/her/their own transportation;
  - e. obtaining housing and meals when not provided by the Facility;
  - f. providing to the Facility evidence of a physical examination and other routine medical

- tests and immunizations as are required for the Facility's employees, if required also for the students;
- g. providing to the Facility evidence of health insurance;
  - h. obtaining prior written approval from the Facility and the School before publishing any material relating to the clinical experience.

## II. Responsibilities of the Facility:

1. The Facility shall provide a planned, supervised program of clinical education based on objectives compatible with those of the School. Qualified personnel will be provided by the Facility to supervise the students directly during the clinical experience. The Facility shall designate and submit in writing to the School the name and professional and academic credentials of the person to be responsible for the clinical experience program, hereafter referred to as the Director of Clinical Education (DCE), as well as the names and credentials of the student supervisors.
2. The Facility shall retain full responsibility for patient and client care and welfare.
3. The Facility shall submit to the School a description of its current plan for the clinical experience, including objectives, learning activities, responsibilities of the students, nature of the supervision provided, and such other information as may be necessary to outline the content of the clinical experience. The Facility shall also provide information to the School regarding facilities, housing (where applicable), transportation, medical examination, testing and immunization requirements, other special requirements or restrictions, and such other information as may be useful for the student to know in advance.
4. The Facility agrees to provide an orientation to the students assigned to the Facility, including instruction on the relevant policies and procedures of the Facility. The Facility further agrees to provide the same information, training, and protection to the students in matters of health and safety as it provides to its employees in compliance with the standards set by the Occupational Safety and Health Administration (OSHA) and applicable law.
5. The number of students who can be accepted for the Program for any given period of time shall be determined by the Facility and will be dependent upon its philosophy, available space, patient or client population, and qualified staff. The clinical experience period will be the amount of time agreed upon by the School and the Facility.
6. The Facility agrees to inform the School of any changes in staffing or in its service program that will affect the clinical education experience. The Facility will make every effort to inform the School of such changes at least one month in advance of the commencement of the clinical experience period.
7. The Facility agrees to arrange for immediate emergency medical care to the school's faculty and students, at the faculty and students' own expense, in the event of injury or illness.
8. The Facility agrees to inform both the School and the student concerning the student's level of clinical growth and competence and to complete one or more evaluation reports on forms to be provided by the School. The evaluation process shall include a conference between the student and supervisor at the times the report is completed. The evaluation report(s) shall be sent to the School on the date(s) requested. The Facility further agrees to maintain such other records as may be requested by the School to evaluate each student's performance in the Program.
9. The Facility agrees, upon reasonable request made by the School at any time during or after the

Program, to permit inspection of its facilities, student records, or other records or items which pertain in any way to the Program or to the School's students, by the School and accrediting agencies. The Facility agrees not to dispose of or destroy such records for a period of at least three years after the termination of this Agreement.

10. The Facility agrees to maintain and keep in effect a Comprehensive General Liability insurance policy which shall include Professional Liability covering the Facility and all employees involved in the Program.
11. The Facility agrees to comply with all applicable federal, state, and local laws, regulations, rules, orders, and decrees insofar as they affect the clinical experience or the students.

### III. Additional Responsibilities of the School and the Facility:

1. The School agrees to indemnify and hold harmless the Facility and its directors, trustees, officers, and employees from and against all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage, to the extent arising out of the acts or omissions of the School's students, faculty members, employees or agents in connection with their duties under the Program.

The Facility agrees to indemnify and hold harmless the School and its trustees, officers, employees and students from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of conditions existing at the Facility or arising out of the acts or omissions of the Facility's employees or agents in connection with their duties at the Facility, including without limitation their supervisory duties under the Program.

Each party agrees that it shall give the other party prompt notice of any of any claim, threatened or made, or suit instituted, against it which could result in a claim for indemnification above.

2. The students, while engaged in the Program, shall be under the supervision of the Facility and shall be governed by the Facility's policies relating to health care delivery and the student's role in it. To the full extent permitted by law, students and faculty are not to be considered agents or employees of the facility.
3. The Facility may temporarily suspend, and/or may request the School to withdraw, any student from the Program whose conduct or health status may have a detrimental effect on the Facility's professional staff or its patients or clients. The Facility shall notify the School of such temporary suspension as soon as possible.  
The School may withdraw any student from the Program whose progress, achievement or adjustment does not appear to justify his/her/their continuing with the Program.  
Wherever possible, such suspension or withdrawal shall be planned cooperatively by the Facility and the School, and any grievance against any student shall be discussed with the student and the School's DCE.
4. It is mutually agreed that no person in connection with the program shall be subject to unlawful discrimination on the basis of race, color, religion, sex, national origin, age, veteran status and/or disability in connection with the program.
5. This Agreement may be modified by written amendment signed by duly authorized representatives of each party.

6. It is understood and agreed that this Agreement is not intended and, to the extent permitted by law, shall not be construed to create an employment relationship between the Facility and the students in the Program. The School and the Facility shall be treated for all purposes as independent contractors. While on clinical or fieldwork experiences, students are considered fully matriculated students at Boston University. They are neither employees of the facility nor of the University and, therefore, are not entitled to any benefits including workers compensation.
7. The School will disclose information from a student's educational record, as appropriate, to personnel at the Facility who have a legitimate need to know in accordance with the Family Educational Rights and Privacy Act. The Facility hereby agrees that its personnel will use such information only in furtherance of the clinical education program for the student, and that the information will not be disclosed to any other person without the student's prior written consent.
8. This Agreement may be terminated by either party giving sixty days' notice in writing to the other party by certified or registered mail at the address hereafter set forth. Such termination shall not take effect, however, until the students already accepted for placement in the Program have completed their scheduled clinical training period.

THIS AGREEMENT SHALL BE EFFECTIVE AS OF THE DATE WRITTEN ABOVE WHEN EXECUTED BY BOTH PARTIES.

TRUSTEES OF BOSTON UNIVERSITY

<<Facility Name>>

By \_\_\_\_\_  
Date

Jack Dennerlein, PhD, Dean  
Sargent College of Health and  
Rehabilitation Sciences

By \_\_\_\_\_  
Date

Title:

Boston University College of Health and

Rehabilitation Sciences:  
Sargent College

635 Commonwealth Avenue

Boston, MA 02215  
Attn: Dean

<<Facility Name>>  
<<Facility Address>>  
Attn:

**Entry-level OTD STUDENT'S NAME:** \_\_\_\_\_  
**Entry-level OTD YEAR MATRICULATED:** \_\_\_\_\_ **Form Updated On:** \_\_\_\_\_

**Entry-level Doctor of Occupational Therapy  
Professional Program Record**

When requested by your Advisor (or no later than 3 weeks prior to graduation), please submit 1 copy of this record to the OT Office (room SAR-553) for your student file. This record helps faculty write strong and specific letters of recommendation as you apply for jobs and embark on your career. Please be as specific as possible -- include all the details you know thus far about your fieldwork assignments and any additional volunteer or scholarly activities you engaged in during your time here at BU.

**OTD-1. TRAINING FOR FIELDWORK:**

|                                                                                 | <b>Method: class discussion, presentations, journal entry, short exam, film<br/>(List all that apply)</b> | <b>Date Completed</b> |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------|
| OT589 - Health Insurance Portability And Accountability (HIPAA) confidentiality |                                                                                                           |                       |
| OT500 - Ethics/OT code of ethics                                                |                                                                                                           |                       |
| OT589 - Universal precautions                                                   |                                                                                                           |                       |
| OT589 – Prevention and Management of aggressive behavior                        |                                                                                                           |                       |
| OT563 – Mandated Reporter for Abuse                                             | class discussion & handouts                                                                               |                       |

| <b>LIFW Placements within the entry-level OTD curriculum</b>   |                              |                                                                                   |                             |
|----------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------|-----------------------------|
| <b>Name of Fieldwork site and type of population it serves</b> | <b>Dates and Total Hours</b> | <b>Nature of Involvement<br/>(volunteer, observation, group leadership, etc.)</b> | <b>Course Number</b>        |
|                                                                |                              |                                                                                   | OT500<br>Fall<br>(year 1)   |
|                                                                |                              |                                                                                   | OT501<br>Spring<br>(year 1) |

Entry-level OTD STUDENT'S NAME: \_\_\_\_\_  
 Entry-level OTD YEAR MATRICULATED: \_\_\_\_\_ Form Updated On: \_\_\_\_\_

| LIFW Placements within the entry-level OTD curriculum   |                       |                                                                           |                                    |
|---------------------------------------------------------|-----------------------|---------------------------------------------------------------------------|------------------------------------|
| Name of Fieldwork site and type of population it serves | Dates and Total Hours | Nature of Involvement<br>(volunteer, observation, group leadership, etc.) | Course Number                      |
|                                                         |                       |                                                                           | OT502<br>Fall<br>(year 2)          |
|                                                         |                       |                                                                           | OT530<br>GLE<br>Spring<br>(year 2) |

**OTD-2. LEVEL II FIELDWORK:**

| Level II Fieldwork                    | Name of Facility (City, State) | Type of Setting<br>(hospital, school, etc.)<br>and Population (age group, diagnosis, etc.) | Term/Year Scheduled<br>(Summer, Fall, Winter, or Spring) |
|---------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------|
| SAR-OT593<br>LIIFW 1                  |                                |                                                                                            |                                                          |
| SAR-OT594<br>LIIFW 2                  |                                |                                                                                            |                                                          |
| Doctoral<br>Experiential<br>Component |                                |                                                                                            |                                                          |

Entry-level OTD STUDENT'S NAME: \_\_\_\_\_  
 Entry-level OTD YEAR MATRICULATED: \_\_\_\_\_ Form Updated On: \_\_\_\_\_

### **OTD-3. STUDENT OCCUPATIONAL PROFILE THROUGHOUT ENTRY-LEVEL OTD PROGRAM**

**Academic Achievements:** e.g., Honor Society; special awards or scholarships for academic achievement; course assistant; special contributions to projects, class, or program.

| <b>Academic achievement</b> | <b>Time frame</b> | <b>Nature of involvement</b> |
|-----------------------------|-------------------|------------------------------|
|                             |                   |                              |
|                             |                   |                              |
|                             |                   |                              |
|                             |                   |                              |
|                             |                   |                              |
|                             |                   |                              |
|                             |                   |                              |
|                             |                   |                              |

**Student Activities or Special Interests:** Describe other things you have done at Boston University or in the community during your three years in the entry-level OTD Program (e.g., Big Sister; RA, GA, TA or CA responsibilities; leadership responsibilities; athletics; arts; Greek life; membership in organizations).

| <b>Organization</b> | <b>Time frame</b> | <b>Major activities you were involved in and any leadership roles you took on</b> |
|---------------------|-------------------|-----------------------------------------------------------------------------------|
|                     |                   |                                                                                   |
|                     |                   |                                                                                   |
|                     |                   |                                                                                   |
|                     |                   |                                                                                   |
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|                     |                   |                                                                                   |
|                     |                   |                                                                                   |
|                     |                   |                                                                                   |

#### **OT, Disability, or Health Related Experiences (separate from LIFW listed above)**

Describe activities related to OT, health, or disability during your three years in the entry-level OTD program (e.g., PCA role, summer camps; fundraising activity; volunteer service, additional fieldwork experience).

| <b>Activity</b> | <b>Approximate dates and hours</b> | <b>Nature of Involvement (observation, work, advocacy, leadership, etc.)</b> |
|-----------------|------------------------------------|------------------------------------------------------------------------------|
|                 |                                    |                                                                              |
|                 |                                    |                                                                              |
|                 |                                    |                                                                              |
|                 |                                    |                                                                              |
|                 |                                    |                                                                              |

**Other:** Please list any additional activities or meaningful occupations during your tenure in the entry-level OTD program.

Rev: Aug 2025