



DEPARTMENT OF OCCUPATIONAL THERAPY

STUDENT HANDBOOK

2020-2021



Revised June 2020

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Welcome

Congratulations and welcome to the Department of Occupational Therapy at Kean University. We hope this will be an exciting and motivating experience as you begin the transition from a student to an entry level occupational therapist. This student handbook was developed to provide you with important information about our program such as our vision/mission, departmental policies, and curriculum guides. Please refer to the handbook when you have a question about our program or require additional clarification.

I. Our Vision

By 2025, the graduates of our masters and doctoral degree programs will excel in entry-level practice. Through creative programming and active learning opportunities, students will become leaders who serve society. Our graduates will create change through evidence based innovative practice.

Mission

Our mission is to develop entry-level occupational therapists who will utilize clinical reasoning skills to think creatively, critically, and holistically to deliver occupation-based practice to increase health, wellbeing and quality of life.

We promote professional growth, lifelong learning and inter-professionalism through leadership, scholarship, and/or creative works. Through collaboration with local, national and global community partners, we create unique learning and service opportunities to meet the needs of a changing social, economic and technological environment.

We seek to create excellence through a diverse and inclusive student body in support of a culturally competent workforce meeting the occupational needs of society.

Kean University Department of Occupational Therapy supports the missions and goals of Kean University and Nathan Weiss Graduate College. See **Appendix A** and **Appendix B** to review the University's and the Nathan Weiss Graduate College's mission, vision, and goals.

II. Educational Goals of the Program

All graduates of our program will:

1. Exhibit the roles and responsibilities of an occupational therapist as defined by the American Occupational Therapy Association, consistent with state regulations:
 - Adheres to ethics and safety guidelines
 - Effectively articulates the value of occupation
 - Effectively communicates in both oral and written format

- Understands costs and funding
2. Utilize clinical reasoning skills to develop client centered assessment, goals, and intervention that facilitate participation in meaningful occupation across populations, settings and practice areas.
 3. Demonstrate professionalism throughout all phases of academic career and into entry level practice.
 4. Appraise research and other resources to evaluate efficacy and implement occupation-based services supporting best practice.
 5. Collaborate with clients, community partners and inter-professional colleagues to meet society's occupational needs.
 6. Demonstrate a professional commitment to the promotion and advancement of occupational therapy.
 7. Demonstrate respect for diverse life experiences and cultures.

Occupational Therapy Entry Level Doctoral students have additional educational goals:

8. Demonstrates in-depth knowledge of practice models, policies and systems in current and emerging OT practice areas.
9. Utilize a comprehensive knowledge of evidence-based practice in assessment and intervention across current and emerging practice areas.
10. Demonstrate active involvement in professional development, leadership, and advocacy.
11. Demonstrate advanced knowledge and skills through in-depth experiences in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development by completion of an accumulating doctoral residency.

III. Curriculum Threads

KUOT curriculum has four specific threads that are embedded in each course and within all aspects of the professional phase of the program.

- Clinical reasoning
- Professionalism
- Scholarship
- Community relationships

A. Clinical reasoning

The Occupational Therapy Practice Framework (OTPF) cites a definition of a clinical reasoning as “process used by practitioners to plan direct, perform, and reflect on client care” (Shell et al., 2013, P.231). Clinical reasoning is also defined as an interaction between the client and practitioner that is influenced by each party’s social/historical/cultural context and the practice context of the interaction (Higgs et al., 2018).

Our curriculum is designed to develop your clinical reasoning skills to the level of an entry level OT practitioner. In each class, you will be given the opportunity to reflect on your problem solving, decision making and performance. Case presentations will encourage you to experiment with new concepts and develop clinical reasoning skills in a safe, supportive environment. The community partnership and service course, Level 1 and Level 2 fieldwork experiences will provide opportunities to implement programs and interventions in real circumstances and then reflect on those performances.

B. Professionalism

Professionalism is defined as “internalized attitudes, perspectives, and personal commitment to the standards, ideals, and identity of a profession” (Spurill & Benshoff, 1996). Yerxa (1966) states that “professionalism is much more than appearance and intellectual accomplishments. It means being able to meet real needs. It means having and acting upon a philosophy. It also means being ‘authentic’” (p. 127).

The American Occupational Therapy Association (AOTA) outlines the expected professional behaviors for entry level practice in its Fieldwork Performance Evaluation for the Occupational Therapy Student form. These behaviors include, but are not limited to: collaboration with supervisor, responsibility for learning opportunities, ability to receive constructive criticism, positive interpersonal skills and respect for diversity. Upon completion of Level II fieldwork, students’ performance in professional behaviors must “meet standards,” which is defined as “consistent with entry-level practice.”

The faculty and staff are dedicated to modeling and shaping professionalism, as we believe this is one of the most important contributors to success in the classroom and clinical practice. In order to ensure each student is demonstrating professional behavior throughout his or her academic career and into entry level practice, every course has a mechanism for evaluation of professional behaviors (i.e., class participation, professionalism form, fieldwork I & II evaluations).

C. Scholarship

Scholarship encompasses activities that demonstrate your understanding the importance of seminal literature, current research evidence and how it supports, guides and develops new knowledge for the practice of occupational therapy; the ability to form a clinical question then search for the best and most current evidence, the ability to critically appraise the evidence and use it to make clinical decisions. AOTA’s Vision 2025 states “Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” (AOTA 2017 p.71). Students in Kean’s program accomplish this through four guideposts, and one is that “occupational therapy is evidence based, client centered, and cost-effective evidence” (Vision 2025, 2018b).

Our curriculum is designed to introduce, develop and foster the appreciation of, and ability to use research and scholarship to promote the efficacy and visibility of occupational therapy. In each course, research evidence and scholarship are woven into the readings, discussion and

assignments to move from the level of recall to the higher cognitive level of creation (Anderson, 2001) of a scholarly project. You will learn to understand appropriate design issues and apply quantitative and/or qualitative scientific methodology to answer a research question or query. The scholarship of discovery will culminate in a research project demonstrating your ability to integrate the research process and disseminate the end product in a formal presentation. Scholarship entails integration of knowledge across disciplines, application of knowledge in practice and to meet societal needs at the community and organizational levels (contexts). You will use the evidence to learn about theory, protocols, and innovative treatment and use the evidence to enhance assessment and intervention in course work, and Level I and II fieldwork experiences. The focus of the integration of scholarship within each course is to cultivate your skills to appraise, use and contribute to the effectiveness of occupational therapy beyond graduation and serve as a foundation for lifelong inquiry and discovery to promote and support the profession.

D. Community Relationships

“The everyday life of a community, its mix of people, their needs, concerns, joys and struggles, offers an unparalleled opportunity to define our discipline, research its potential and extend its boundaries well beyond the current limits of our medically based practice” (Fidler, 2001, p.8). Occupational therapists have a unique skill set to discover the needs of people we serve and to facilitate positive client and community centered change towards meaningful participation in occupations (Fazio, 2008; Scaffa, 2001). We do so as individual practitioners, but most often with a variety of interprofessional partners, through the collaboration among the families in early intervention and home care, medical team members (nurses, physicians, physical and speech language therapists, social workers), in schools (teachers, paraprofessional, parents) and with community leaders and professionals (senior citizen housing directors, recreation professionals, business owners).

This curriculum is designed to provide the student with learning opportunities to develop the student’s active and contributory relationship to the community. Coursework will expose the students to a vast array of experiences in which service is provided to meet the needs of individuals, organization or populations within community settings and the Kean Community Cares Clinic. For example, guest lectures will be provided, throughout the curriculum, from experts in current and emerging practice areas (driving, low vision, NICU), and people with different abilities (disability awareness, perspectives from people with stroke, amputations, mental illness) will share their experience and insights into the influence of occupation and occupational therapy on their lives. Additionally, infused within many of the courses are assignments designed to provide you with an opportunity to research, create and deliver intervention with people from the university and local community. For example, many students will have the opportunity to provide educational courses for people with mental health issues within your first year in the program.

IV. Development of the Learner

Our program design aligns with the current philosophical base put forth by the American Occupational Therapy Association (American Occupational Therapy Association, 2017). Simply stated, all people have the right to participate in a balance of meaningful occupations in their natural settings, throughout the lifespan. These occupations, vital to health promotion and wellness, are dependent upon unique social and physical environments occurring within cultural, personal, temporal or virtual contexts. An individual's unique qualities, and his or her personal choice, impacts engagement in occupation.

Occupational therapy practitioners understand the power and meaningfulness that occupation has in the context of people's lives as a means or an end to the therapy process. Our students are empowered to facilitate the health and wellness of all individuals, communities and populations through active engagement in clinical practice, education, research and advocacy.

It is assumed that students entering our program are adult learners with varied, rich life experiences. Additionally, each student has a desire to learn and problem solve real life dilemmas. Learning and teaching cannot be separated. Learning changes knowledge which then can be translated into action. Learning involves the process of making meaning of your experiences, developing a new interpretation of those experiences and then changing or deepening those interpretations. Learning is an active process that involves making meaning of information and experiences, incorporating the learning into personal knowledge and the ability to make the new knowledge visible through action.

There is a strong and supportive relationship between the teacher and learner. A variety of teaching and learning strategies will be used to assist the student to integrate and put into practice professional knowledge and skills within each phase of their professional education. The teaching strategies of active learning, collaboration, experiential learning, and self-reflection promote professionalism, clinical reasoning, scholarship and collaboration with interdisciplinary and community partners in the provision of the ethical practice of occupational therapy. The faculty and staff members are committed to empowering our students to be agents of their own learning by creating a supportive environment to facilitate opportunities for self-reflection, constructive feedback, and compassion while interacting with persons served and interdisciplinary and community partners.

Our curriculum design reflects the mission of the university and the philosophy of the occupational therapy program. Our program was developed on a set curriculum based on Accreditation Council for Occupational Therapy Education standards (American Occupational Therapy Association, 2018a). Throughout the course of study; students will be actively engaged in the teaching and learning process; recognizing and implementing the tools necessary to create an effective learning environment.

V. Curriculum Design

Our curriculum design is based upon Bloom's Taxonomy (Bloom, 1956; Gronlund, 2004; Krathwohl, 2002). This taxonomy is used as a guideline to facilitate a student's progression through the learning process of novice learner to entry level practitioner. It provides the format of how we expect students to learn as a result of instruction. Implementing this taxonomy is extremely important to foster higher levels of learning in graduate school. Students will move beyond the lower levels of recalling concepts and eventually demonstrate how and what they can do with this knowledge in practice. However, there is more than one type of learning. Bloom identified three domains of learning that will be focused on in our curriculum design:

The *cognitive domain* of Bloom's taxonomy delineates the process by which students learn. This hierarchical framework consists of six categories (remembering, understanding, applying, analyzing, evaluating, and creating) each with specific qualities for achievement to progress the student from the lower levels of ability or skill towards the complex end of the continuum.

- Remembering- Retrieving, recognizing, and recalling information from long term memory. For example, recall and use the domain and process of occupational therapy based on the OTPF across course work when describing the role of occupational therapy across the lifespan.
- Understanding- Constructing meaning from oral, written and graphic message through interpreting, summarizing, explaining or comparing. For example, conducting an activity analysis of an occupation through the use of the OTPF so the student can conduct a community partnership and service session with a client centered activity based on the person's needs, life stage, context and desire.
- Applying- Carrying out or using a procedure by implementing. For example, learning an intervention strategy and then using this newly learned strategy during a level one fieldwork experience.
- Analyzing- Demonstrates the ability to appraise, compare and differentiate information. For example: Conducting a standardized or informal assessment of a client and interpreting the data from the assessment along with the occupational profile and clinical observation of the natural context to develop an appropriate intervention plan during seminar class work.
- Evaluating- Making judgments based on criteria and critiquing information. Be able to support their clinical decision based on the knowledge gathered, analyzed and applied. For example, deciding what evidence may best guide clinical decisions regarding the choice of assessment, intervention approach during intervention planning and delivery.
- Creating- Re-organizing information into new patterns by generating, planning or producing. For example, developing a program or advocacy project based on the client's or a societal need in Administration, Supervision and Advocacy class.

The *psychomotor domain* defines the physical skills needed for learning. Physical skills are the ability to move, act or manually manipulate the body to perform a physical movement.

- Imitation- Repeating an act that has been demonstrated or explained in class. For example, during theoretical guidelines for practice lab, you will watch a demonstration of

- how to do a range of motion screening. You will then have opportunities to practice this action with a peer in the class.
- Manipulation- You will continue to practice these skills until it becomes more comfortable and habitual. For example, during your level one experiences, you may have opportunities to perform transfers to wheelchair or help a person transition from sit to stand position under the close supervision of an occupational therapy practitioner. These skills were taught and imitated during the first year of the program and by second year you should become more comfortable and confident in this skill set.
- Precision- You are now able to perform the skills with accuracy and it will require less energy to perform these skills. For example, during the orthotics, prosthetics and modalities course you will be asked to design and fabricate four orthotic devices over the course of one semester. By the end of the semester, we anticipate that you will have refined those earlier skills and fabricate the fourth orthotics with precision, accuracy and ease.

* It is our view that the last two stages (articulation and naturalization) are very high-level skills and will not truly be achieved until the end of your level two experiences or as an entry level practitioner.

- Articulation- by now your skills are so well developed that you can change your patterns and behaviors as unexpected circumstances occur.
- Naturalization-your responses are automatic, and you can act without “thinking” about it.

The *affective domain* relates to attitudes, behaviors and values. It is how a person deals with things emotionally. These categories reflect your awareness and growth in attitudes, emotions and feelings.

- Receiving- awareness, willingness to hear and selected attention. You will be listening to others stories and worldviews while in the program. For example, during your first semester in the program, an individual with a disability will share his or her lived experiences with you and discussed adaptations made by the individual.
- Responding- active participation, willingness to respond, satisfaction in responding. We will also be encouraging you to actively share your thoughts during class discussion and presentations. For example, in the first semester you will read an article about Patricia Deegan. She is a clinical psychologist who also has been diagnosed with a mental illness. You will begin sharing, and possibly challenging, your worldviews of mental illness while discussing the message Dr. Deegan presents in her published works.
- Valuing- worth a person attaches to an object, behavior or phenomenon. You will now begin examining your value system on a deeper level. For example, you will learn more about the Occupational Therapy Practice Framework and how values may influence occupational performance. While completing occupational profiles, you will explore your value system as you learn more about the occupational choices that other people have made for their lifestyles.
- Organizing- prioritizing values, resolving value conflict and creating a new value system. For example, during all three level one experiences, you will have exposure to all types of people seeking occupational therapy services. You will begin to develop a value system that becomes a part of who you are as a practitioner. It will become more habitual and predictable. For example, during psychosocial practice seminar, your assignments will create opportunities for you to evaluate and treat people with mental health issues. You will

begin to challenge some of your past views of mental illness and integrate these new feelings/attitudes with self-reflection and support from the instructor.

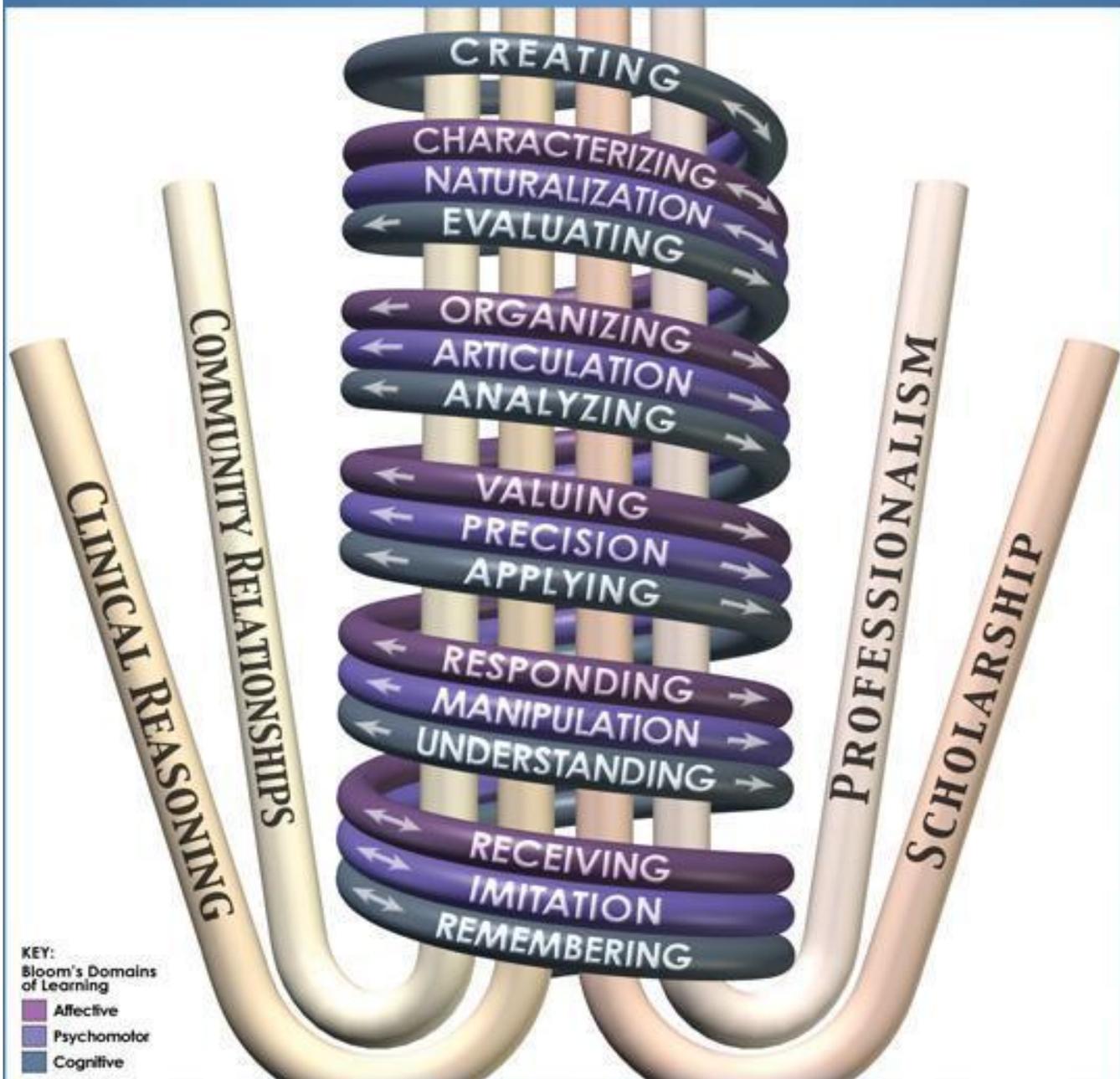
- Characterizing- predictable values, integrate value system. Actual integration of the affective domain is a very high end on the continuum of learning and will continue to emerge and change throughout your professional career.

Putting it all together

The goal of this academic program is to help prepare you to fulfill the role of an occupational therapist. Throughout all phases of the program, you will progressively gain skills, knowledge and attitudes to help you successfully make this transition. Following Bloom's taxonomy, you will move through a cyclical process of successive learning levels in all three domains (cognitive, psychomotor and affective) described above. Please refer to the visual presentation of our curriculum design in **Figure 1**. As new concepts are introduced you should expect to return to the initial stages of learning. You will continue to progress through the higher levels of learning until entry-level competency is achieved.

During the first semester in the program, you will learn and understand how specific practice models/frames of references guide occupation-based assessment and interventions. During classes you will have opportunities to practice the skills needed to conduct an occupational profile or analysis of performance. During your level one experiences while in the second year of the program, you will briefly return to the level of recall and understanding to create a treatment plan for a client, using the appropriate practice model(s)/frame of reference(s) as a guideline.

Entry Level Practitioner



OT Coursework and Fieldwork

Figure 1 is a pictorial representation of our educational philosophy.

Curriculum Stages, Sequence Scope and Content

The curriculum is divided into four stages: the basics, foundations, bridge to practice and practice. The *basics*, is the first and pre-professional stage of the program. *Foundations*, *bridge to practice*, and *practice*, comprise the professional stages of occupational therapy education. Throughout the three stages, the four curriculum threads (clinical reasoning, interdisciplinary collaborative efforts, professionalism and scholarship) are emphasized and learning is facilitated using Bloom's cognitive, psychomotor and affective domains.

Prior to acceptance in the program, students must successfully complete a series of prerequisite courses or the *basics*, chosen to provide a broad base for the future studies of occupational therapy (Anatomy and Physiology, Chemistry, Abnormal Psychology, Lifespan Developmental Psychology, General Psychology, Introduction to Sociology, Psychological Statistics and Introduction to Occupational Therapy). The prerequisite courses are referenced in the professional stage of the curriculum as way to strengthen students' understanding of concepts and skills taught. For example, students will retrieve information learned during their Abnormal Psychology prerequisite course to understand how various clinical conditions may impact on a person's occupation taught during the Conditions Across the Lifespan course in the first semester of the professional phase of the program.

Once accepted into the program, students enter the *foundational stage*. At this point in the curriculum, students will gain knowledge of various areas such as: the theoretical foundations of the profession, clinical conditions, activity analysis, human behavior and occupational performance. Students will take: Gross Anatomy, Neuroscience, Kinesiology, Theoretical Guidelines to Practice I & II, Foundations of OT, Conditions Across the Lifespan I & II, Group Development Across the Lifespan, Community Partnership and Service, and Occupations Across the Lifespan. In essence, this stage lays the "foundation" for all future courses. For example, students gain knowledge about various frames of reference/practice models during Theoretical Guidelines to Practice courses. Students then choose suitable practice guidelines as the foundation for future decisions regarding evaluation selection and treatment interventions.

Towards the end of the first year, students approach the *bridge to practice*. This next stage emphasizes how the knowledge acquired in the *foundational stage* is applied to clients, organizations and populations within the service delivery process. For example, Occupations Across the Lifespan course requires students to apply their knowledge of theoretical constructs and frames of reference/practice models, activity analysis/synthesis, evaluation and intervention as they complete a semester long case study. During the second year in the program students will begin crossing the bridge to practice. Such courses in this curriculum stage include: Research Methods in OT I & II; Advanced Research in OT; Administration, Supervision, and Advocacy; Orthotics, Prosthetics, and Modalities; Seminar in Adult Rehab. Practice; Seminar in Pediatric Practice; and Seminar in Psychosocial Practice. Coursework reinforces previously learned knowledge acquired in the earlier stages of the program. Students continue to model professional behaviors and apply the skills necessary for interdisciplinary collaborative efforts with clients and/or community programs. For example, students are in fieldwork level 1 experiences as part of their seminar course requirements. Students are expected to utilize all their previous learned skills and information taught in the earlier curriculum stages in order to develop and implement treatment plans with their clients.

Towards the end of second year of our program, students enter into the *practice stage*. In this final stage, students practice and refine their clinical reasoning skills to analyze, articulate and organize their clinical experiences in the Advanced Fieldwork Seminar courses. Students hone their skills while beginning to embody a professional identity within a bedrock of scholarship, professionalism, leadership and a commitment to the community. This 2 ½ year master's program time frame is designed to provide students an adequate amount of time to successfully pass through these stages of the curriculum.

For those students in the doctoral program, they will go through the same sequence with in-depth or additional analysis of topics discussed. Throughout the first 2 years they will be taking courses specific to the doctorate residency and project. The residency experience and project are designed to provide opportunities to train practitioners with advanced skills in the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. With a faculty member, the student explores areas of interest, identifies needs, and develops a project and capstone experience.

Please see **Figure 2** for a pictorial representation of these stages.



Curriculum Stages of the OT Program



Figure 2 is a pictorial representation of our curriculum stages.

VI. Course Sequence

MS in OT- 73 Credits
Summer (4 credits)
BIO 5405 Gross Anatomy (4)
Fall (13 credits)
OT 5002 Foundations of OT (1) OT 5612 Group Development Across the Lifespan (3) OT 5400 Theoretical Guidelines to Practice I (4) OT 5210 Conditions Across the Lifespan I (2) OT 5500 Kinesiology (3)
Spring (15 credits)
OT 5401 Theoretical Guidelines to Practice II (4) OT 5303 Occupations Across the Lifespan (3) OT 5611 Community Partnerships & Service (1) OT 5223 Conditions Across the Lifespan II (3) BIO 5406 Neuroscience (4)
Summer Session (3 credits)
OT 5520 Research Methods in OT I (3)
Fall (15 credits)
Track A OT 6521 Research Methods in OT II (3) OT 6920 Seminar in Psychosocial Practice (6) OT 6923 Seminar in Pediatric Practice (6)
Track B OT 5551 Education, Administration, Supervision, & Advocacy (3) OT 6921 Seminar in Adult Rehab. Practice (6) OT 6521 Research Methods in OT II (3) OT 6610 Orthotics, Prosthetics & Modalities (3)
Spring (15 credits)
Track A OT 5551 Education, Administration, Supervision, & Advocacy (3) OT 6525 Advanced Research in OT (3) OT 6921 Seminar in Adult Rehab. Practice (6) OT 6610 Orthotics, Prosthetics & Modalities (3)
Track B OT 6525 Advanced Research in OT (3) OT 6920 Seminar in Psychosocial Practice (6) OT 6923 Seminar in Pediatric Practice (6)
Summer (4 credits)
OT 6960 Advanced Fieldwork Seminar I (4)
Fall (4 credits)
OT 6961 Advanced Fieldwork Seminar II (4)

Doctorate in OT - 103 Credits
Summer (4 credits)
BIO 6405 Gross Anatomy (4)
Fall (14 credits)
OT 6002 Foundations of OT (1)
OT 6612 Group Development Across the Lifespan (3)
OT 6400 Theoretical Guidelines to Practice I (4)
OT 6210 Conditions Across the Lifespan I (2)
OT 6500 Kinesiology (3)
OT 6200 Introduction to Residency I (1)
Spring (16 credits)
OT 6401 Theoretical Guidelines to Practice II (4)
OT 6303 Occupations Across the Lifespan (3)
OT 6611 Community Partnerships & Service (1)
OT 6223 Conditions Across the Lifespan II (3)
BIO 6406 Neuroscience (4)
OT 6200 Introduction to Residency II (1)
Summer Session (3 credits)
OT 6520 Research Methods in OT I (3)
Fall (16 credits)
Track A
OT 7521 Research Methods in OT II (3)
OT 7920 Seminar in Psychosocial Practice (6)
OT 7923 Seminar in Pediatric Practice (6)
OT 7200 Residency Proposal I (1)
Track B
OT 6551 Education, Administration, Supervision, & Advocacy (3)
OT 7921 Seminar in Adult Rehab. Practice (6)
OT 7521 Research Methods in OT II (3)
OT 7610 Orthotics, Prosthetics & Modalities (3) OT 7200 Residency Proposal I (1)
Spring (16 credits)
Track A
OT 6551 Education, Administration, Supervision, & Advocacy (3)
OT 7525 Advanced Research in OT (3)
OT 7921 Seminar in Adult Rehab. Practice (6)
OT 7610 Orthotics, Prosthetics & Modalities (3) OT 7201 Residency Proposal II (2)
Track B
OT 7525 Advanced Research in OT (3)
OT 7920 Seminar in Psychosocial Practice (6)
OT 7923 Seminar in Pediatric Practice (6)
OT 7201 Residency Proposal II (2)
Summer (4 credits)
OT 7204 Residency Proposal III (3)
OT 7202 Leadership: Development & Application (1)

Fall (6 credits)
OT 7960 Advanced Fieldwork Seminar I (6)
Spring (6 credits)
OT 7961 Advanced Fieldwork Seminar II (6)
Summer or Fall (16 credits)
OT 7203 Doctoral Residency (16)

VII. Faculty and Staff: Department of Occupational Therapy

Chairperson	Mariann Moran, OTD, OTR, CHT Assistant Professor	X75859
Academic Fieldwork Coordinator	Patricia Higgins MS, OTR	X75853
Academic Fieldwork Coordinator for the entry-level OTD Program and Doctoral Capstone Manager	Danielle Centi, DrOT, OTR/L	
OT Clinic & Lecturer	Kelly Sullivan-Jones, MS, OTR	X75942
Full-Time Faculty	Jennifer Gardner, OTD, OTR Assistant Professor	X75852
	Laurie Knis-Matthews, PhD, OT Professor	X75858
	Claire Mulry, OTD, OTR, CAPS Assistant Professor	X75856
	V. Michael Camacho, OTD, OTR/L, CKTP Assistant Professor	x75854
	Patrick R. Field, PhD Associate Professor	X73667
Adjunct Professors	Stephanie Blodgett, MS, OTR/L, CBIS Christine Bodzniak, MS,OTR Christopher Hildeman, OTD, OTR Tarah Romano, MS,OTR Kevin Nelson, MS,OT Paul Ochman, MS Courtney Silviotti, MS,OTR	

	Alana Unger, MA, OTR Muhammad Kamran Zia, MD Mary Jo Zinnie, OTR	
Managing Administrative Assistant	Kimberly Burke-Coleman	X75850

Mariann Moran, OTD, OTR, CHT, has been an Occupational Therapist since 1979. Dr. Moran earned her Bachelor of Arts Degree in Psychology at Kean University (1976), her Master in Business Administration from Fairleigh Dickinson University (2000) with a concentration in healthcare administration, and her Doctorate in Occupational Therapy at Rocky Mountain University of Health Professions (2010) with a concentration in hand rehabilitation. She has worked in a variety of settings including acute care, homecare, school-based therapy, and hand therapy clinics. She has been a certified hand therapist since 1992. In 1994, she started her own private practice in hand therapy. Accelerated Hand Therapy had grown from one office to six offices in 5 counties, with a staff of 40 with 14 certified hand therapists and occupational therapists, when she sold it in 2017. She has served as an Adjunct Professor at Kean University from 2001-2011 and became a full time Assistant Professor in September 2011.

Mariann has represented both occupational therapy and hand therapy on several committees including Horizon Casualty (part of Horizon Blue Cross Blue Shield), New Jersey Occupational Therapy License Advisory Council and St. Elizabeth's College Masters in Health Administration Advisory Committee. She is a founding member of the New Jersey chapter of the American Society of Hand Therapists and was president from 1996-1999. She is an active member of the American Society of Hand Therapists and the American Occupational Therapy Association. She was president of the New Jersey Occupational Therapy Association from 2009 until 2011 and continues to be an executive board member. She represented New Jersey as the NJ Representative to the Representative Assembly of AOTA from 2014 to 2017. In 2015 she was honored with the Recognition of Achievement Award for Excellence in Service, leadership and Advocacy from the American Occupational Therapy Association.

Mariann has developed a special interest in ergonomics in addition to hand therapy. She has presented many lectures and workshops to companies, industries, other professions, and the general public. She has presented both national and international. She has articles published in peer review journals and in specialized hand therapy books.

Patricia Higgins, MS, OTR serves as the Academic Fieldwork Coordinator for the Occupational Therapy Department. She has been practicing as an occupational therapist since 2005. Ms. Higgins earned a Bachelor's of Science Degree in Biology from the University of Scranton in 2002 and a Master's of Science Degree in Occupational Therapy from Tufts University-Boston School of Occupational Therapy in 2005. Ms. Higgins has worked in a variety of adult rehabilitation therapeutic settings including inpatient rehabilitation, outpatient rehabilitation, day hospital, subacute rehabilitation, and homecare, with an overarching interest and expertise working with

clients with neurological conditions. She is certified in LSVT BIG, Congestive Heart Failure, and Kinesiotaping.

Prior to becoming the Academic Fieldwork Coordinator, Ms. Higgins served as an Adjunct Professor at Kean University since 2012. She currently teaches Applied Kinesiology for Occupational Therapy, Advanced Fieldwork Seminar I/II, and Theoretical Guidelines to Practice II Lab. Ms. Higgins is a member of AOTA and NJOTA. Ms. Higgins has presented at multiple state and local conferences on topics including: Visual Rehabilitation, Serial Casting, Pusher Syndrome, Occupational Therapy treatment for clients with Parkinson's Disease, Treatment Techniques for a Hemiplegic Upper Extremity, and Returning to the Kitchen Following a Stroke.

Danielle Centi, DrOT, OTR/L earned a bachelor's degree of individual concentration (BDIC) in pre-occupational therapy, minored in education, and earned a certificate in Developmental Disabilities and Human Services from the University of Massachusetts-Amherst. She then went on to earn her doctorate of occupational therapy degree from the University of the Sciences in Philadelphia in 2014. Dr. Centi's primary area of practice has been adult acute inpatient rehabilitation, specifically stroke and brain injury. She also has some experience in community residential centers, adult outpatient, and home services.

Dr. Centi's area of specialty and passion is addressing sexual health and intimacy across the lifespan. Dr. Centi developed education series and program development for staff and clients while working in a hospital system. She has been virtually guest lecturing across the country on this top topic for the last three years. Dr. Centi has started a social media platform as a means to offer more education and resources, as well as promote sex positive culture. She has also presented at a state and national level and co-authored a continuing education article.

Dr. Centi values involvement in professional organizations. She will be starting her second term as the state representative to the Representative Assembly of the American Occupational Therapy Association and currently is on the board of directors for the New Jersey Association of Occupational Therapy. She is also an ambassador for the American Sexual Health Association.

In addition to her professional roles, Dr. Centi is also a daughter, sister, friend, teammate, and animal lover. She enjoys dancing, playing soccer/exercising, cooking, reading, and getting into DIY/craft projects.

Kelly Sullivan-Jones, MS, OTR has been a practicing licensed occupational therapist since 2013. Kelly is a Kean alumna who received a Master's Degree in Occupational Therapy in 2013. Kelly earned a Bachelor of Science degree with a major in psychology from Rutgers University in 2010. Kelly is the first Lecturer in the department of occupational therapy. Prior to becoming full-time faculty in September 2018, Kelly was an academic specialist in the Kean University Occupational Therapy Community Cares Clinic (KU OT-CCC), an adjunct professor, a guest lecturer and a tutor (2014-2018).

Previously, she worked as an occupational therapist at JFK Johnson Rehabilitation Institute where she has advanced her skills in adult practice. She has worked on multiple units including inpatient

rehabilitation, general rehabilitation and inpatient brain trauma unit. She completed a pilot study on a supplementary upper extremity program for patients with hemiparesis where she collaborated with the JFK Medical Center Neuroscience department on further developing the research. Most recently, Kelly has expanded her clinical expertise to the pediatric population, specializing in Sensory Processing Disorder, Autism Spectrum Disorder, developmental delay and ADHD. She is a specialist in Sensory Processing Disorder, certified in the evaluation and treatment of Sensory Processing Disorder by the Sensory Treatment and Research Institute. She has experience working in both early intervention and outpatient therapy clinics.

Currently, Kelly is a practicing clinician at the KU OT-CCC. In addition to treating clients across the lifespan, Kelly creates clinic programming, supervises both Level 1 and Level 2 students, coordinates continuing education courses, participates in grant writing, and assists with marketing efforts.

Jennifer Gardner, OTD, OTR, is an Assistant Professor in the Department of Occupational Therapy at Kean University. An alumna of Kean's Master of Science in OT program, she has been practicing as a licensed occupational therapist for fourteen years. Dr. Gardner earned her Bachelor of Arts Degree in Psychology at The College of New Jersey (2002), her Master of Science Degree in Occupational Therapy (2005) and her Doctorate in Occupational Therapy at Chatham University (2012). Prior to joining the faculty full time, Dr. Gardner served as an Adjunct Faculty member in the Department of Occupational Therapy at Kean from 2007-2010.

Her clinical expertise is in the area of serving individuals living with mental health disorders and/or substance use disorders. She has worked with adults and children in both the inpatient and partial care settings. Her research interests and pursuits are varied but include exploring sensory preferences of adults with substance use disorders and the impact of physical limitations on occupational engagement. Dr. Gardner has provided consultation to support the development of sensory modulation rooms on inpatient psychiatric units. Dr. Gardner teaches the following undergraduate and graduate courses: Conditions Across the Lifespan I & II, Group Development Across the Lifespan, Occupations Across the Lifespan, Community Partnerships & Service, Psychosocial Seminar and Introduction to Residency II. Through state and national presentations, Dr. Gardner is an active member of the New Jersey Occupational Therapy Association (NJOTA) and American Occupational Therapy Association (AOTA).

In addition to her roles as occupational therapist and educator, Dr. Gardner loves being a wife, mother of two boys, aunt to a nephew, friend, sister and daughter. Her leisure pursuits include gardening, going to the beach and couponing.

Laurie Knis-Matthews, OT, Ph.D, has been an occupational therapist in New Jersey for over 20 years now. She has worked with many psychosocial populations across the lifespan including pediatrics, adolescent, adults and geriatrics in various treatment settings such as; hospitals, outpatient settings, group homes, detox units and long-term addiction programs.

After earning a bachelor's degree in occupational therapy from Kean College, she continued her studies at New York University where she earned both her master's and doctoral degrees in

occupational therapy in 1996 and 2005, respectively. Dr. Knis' dissertation topic focused on the experiences of substance dependent parents in a yearlong drug treatment program. Laurie was employed as an adjunct professor at Kean University and New York University, before beginning full time employment at Kean in 1999. Dr. Knis-Matthews currently teaches a variety of courses in both the masters and doctoral programs related to theoretical guides to practice, research, and psychosocial seminars. In 2012, she was promoted to full professor at Kean University and served as chairperson of the department from 2010-2017. Under her leadership, the occupational therapy program has earned a ten-year accreditation (the maximum amount permitted), developed an onsite OT clinic and began developing an entry level doctoral program.

She serves on numerous educational committees, is a prolific and acclaimed presenter and published author. Many of her research interests focus on the experiences of various vulnerable populations (adults and/or children diagnosed with cerebral palsy, autism spectrum disorder, mental illness, addiction). Laurie has had much success publishing and presenting research studies with her graduate students. Dr. Knis-Matthews has developed a model of clinical reasoning called the Matthews Model of Clinical Reasoning. This model is currently under contract to be published into a textbook for future reading.

Claire Mulry, OTD, OTR, CAPS, has been a practicing occupational therapist for over 22 years. Dr. Mulry received her Bachelor of Arts in Psychology from Rutgers University in 1988 and her Post Baccalaureate Certificate in Occupational Therapy from Kean College in 1997. She received her Certified Aging in Place Specialist (CAPS) from the National Association of Home Builders in 2009 and her Post Professional Master of Science in Occupational Therapy from Quinnipiac University in 2010. She earned her Post Professional Doctorate in Occupational Therapy (OTD) from Thomas Jefferson University's School of Health Professions in 2012.

Dr. Mulry's areas of expertise are adult rehabilitation, aging in place, environmental modifications and acquired brain injury. She has experience in acute care, acute inpatient rehabilitation, sub-acute and geriatric home care. Dr. Mulry, co-founded Independent Domain, LLC in 2003. Independent Domain, LLC provides OT services, aging in place, home and environmental modification consultations, dementia caregiver support and advocacy services to help individuals thrive as they age.

Dr. Mulry's passion is to promote participation and engagement in meaningful occupations for all. Dr. Mulry's research interests include aging and participation, acquired brain injury, inter-professional care and program development. Dr. Mulry has received outside grants totaling more than \$2,000,000 from the NJ Building our Future Bond Initiative, AARP New Jersey, and Roselle Senior Housing. Dr. Mulry has received Kean University Grants including the Quality First Initiative Grant 2017-2018, Students Partnering with Faculty Grant (SpF) in 2016-2017 and Foundation Faculty Research Awards in 2015-2016 and 2016-2017. Under these grants Dr. Mulry and a team of student researches implemented her Let's Go Program to promote community mobility for older adults in seven urban residences. Her students and program were invited to the Clinton Global Initiative University Meeting in 2015 and 2016. Dr. Mulry has received the New Jersey Occupational Therapy Association's President's Award (2014), Award of Merit (2014), Service Award (2014, 2012, 2010) and Nathan Weiss Graduate College Excellence in Graduate Faculty Award (2016).

Dr. Mulry served as an Adjunct Professor at Kean University from 2004-2010 and taught Clinical Conditions II, Adult Physical Rehabilitation Seminar, Administration and Supervision, OT Theory Lab and Introduction to Occupational Therapy. Dr. Mulry became an Assistant Professor in January 2010 and received tenure in September 2018. Dr. Mulry currently teaches Seminar in Adult Rehabilitation Practice, Administration and Supervision, Introduction to Occupational Therapy, Theoretical Guidelines to Practice I & II, Introduction to Doctoral Residency I and is a research advisor.

Michael Camacho, OTD, OTR/L, L.Ac. has been a practicing occupational therapist for over 24 years. Dr. Camacho received his B.S. in occupational therapy from Kean College in 1995. In 2004 he earned an M.S degree in Acupuncture from the Tri-state College of Acupuncture. Dr. Camacho maintains a national certification and NJ licence to practice acupuncture. He earned his Post Professional Doctorate in Occupational Therapy (OTD) from Quinnipiac University in 2019.

Dr. Camacho practice area of interest and passion is adult rehabilitation with an expertise in amputee rehabilitation. He has experience working in acute care, inpatient rehabilitation and skilled nursing facilities. As a clinician, Dr. Camacho has worked closely with amputee survivors and their families to facilitate engagement and participation in valued and needed occupations within their desired environment.

Dr. Camacho began his academic career in 2006 as an Adjunct Professor at Kean University and consistently taught Theory II lab and Introduction to Occupational Therapy until 2019. He has experience teaching in a classroom and virtual setting.

In 2019, Dr. Camacho joined the Kean University Occupational Therapy Department as an Assistant Professor. He teaches Adult Physical Rehabilitation Practice Seminar, Applied Kinesiology for Occupational Therapy, Conditions Across Lifespan II, Community Partnerships, Theory Guidelines to Practice II (lab instructor) and Introduction to Occupational Therapy.

Dr. Camacho's research agenda is focused on addressing the physical and mental health of individuals experiencing limb loss. Self-management of pain, health literacy and home modifications are among the areas of interest.

Patrick R. Field, Ph.D., has been teaching gross anatomy and neuroscience at undergraduate and graduate levels, senior seminar, anatomy and physiology, introductory biology and conducting pedagogical research involving the use of case studies in the classroom at Kean from 1997 to the present. His education includes a Ph.D. in anatomical sciences/neuroscience from the University of Maryland, Baltimore, a B.S. in biology education and a B.A. in biological/anatomical sciences. Dr. Field is an active member of numerous professional organizations including, but not limited to: American Association for the Advancement of Sciences, National Science Teachers Association, Society for Neuroscience, New Jersey Academy of Science and the Human Anatomy and Physiology Society. His research and scholarly articles have been published in *The Journal of College Science Teaching* in October 2006, September 2005, February 2003 and October 2002, on the National Center for Case Study Teaching in Science Website in June 2010 and January 2012, in the *HAPS Educator*, 2001, and in *In Vivo*, Journal of Metropolitan Association of College and University Biologists in June 2011. He has presented his research at numerous workshops and conferences and is a dedicated educator and faculty member at Kean University. Dr. Field was also very instrumental in the success of the department's video to promote student membership in the American Occupational Therapy Association (AOTA).

VIII. Departmental Policies and Procedures

A. Academic Advisement

Each student is advised by core full time faculty advisors. The academic advisors will help to maximize your graduate education experiences by assessing your progress and providing direction. You are encouraged to meet with your advisor at least one time per semester and more frequently if questions, concerns or predicaments arise. Also share good news and accomplishments with us! If you are having issues in a specific course, then first discuss it with the course instructor. Consult the resident faculty advisor if the issues do not get resolved and/ or for other non-course issues in the program. Remember that it is up to you to initiate contact with your faculty advisor as needed. If you are having difficulty, please do not assume that there is not anything that can be done to help the situation. Our faculty members have years of experience assisting students to navigate this challenging program.

B. Academic Integrity

Students are responsible to become familiar with, and will be held accountable for, the information on the following Web sites regarding important information related to plagiarism, cheating etc.:

- Academic Integrity at <https://www.kean.edu/academic-integrity>
- Student Code of Conduct at <https://www.kean.edu/offices/community-standards-and-student-conduct/student-code-conduct>

* Please understand that sharing study guides, papers or project information may not always be helpful to your classmates. Learning is emphasized when students create their own tools and guides. If in doubt, discuss this issue with your academic advisor before sharing information with your classmates.

C. Academic Probation and Dismissal

The Department of Occupational Therapy follows the policy of the Nathan Weiss Graduate College in regard to academic probation and dismissal. After a graduate student attempts six total graduate credits, as a matriculated student, a 3.0 cumulative GPA must be achieved. Failure to meet this minimum will result in the student being placed on academic probation. Additionally, conditions to the probation may be set at the discretion of the Dean of the Graduate College.

Upon completion of 12 attempted graduate credits, if a student on academic probation fails to achieve a cumulative GPA of 3.0, the student will be academically dismissed from Kean University. If the student achieves a cumulative GPA of 3.0 or higher, they will be removed from academic probation. However, if at any time during subsequent semesters the student falls below a cumulative 3.0 GPA, they will be academically dismissed from Kean University. All notices of academic probation and/or dismissal will occur at the completion of the fall and spring academic semesters.

If a student is academically dismissed from Kean University, the student is entitled to appeal the dismissal to the Academic Standards Committee of the Graduate College. This committee will be

comprised of the Dean of the Graduate College, as well as administrators and faculty members appointed by the Dean. The appeal must be submitted in writing to the Director of Graduate Student Services within fourteen calendar days of the letter of dismissal. Failure to adhere to this time frame can result in the committee's refusal to hear the appeal. No in-person appeals will be accepted. All appeals will be reviewed within a reasonable time frame and the committee's decision will be communicated via an official letter from the University. A dismissed student does not have the opportunity to appeal the committee's final decision.

If a student is academically dismissed from Kean University, they will have the opportunity to apply for reinstatement at no time earlier than two subsequent semesters. For example, if a student is dismissed after the spring semester, that student would not be eligible to apply for reinstatement until the following spring, with an anticipated start term of the following fall semester. An appeal for reinstatement must be submitted to the Office of the Dean of the Nathan Weiss Graduate College no later than the December 1 for a spring reinstatement or June 1 for a fall reinstatement. Included with the appeal should be any supporting documentation which can include but is not limited to: proof of academic growth, in the form of taking non-matriculated courses at another college/university, letter(s) of recommendation, or a personal statement expressing the student's growth, both academically and personally. The reinstatement appeal will be reviewed by the Office of the Dean of the Nathan Weiss Graduate College and a recommendation will be sent to the Academic Standards Committee as to grant or deny reinstatement. The Committee's decision is final and there is no further provision for appeal beyond that review.

In addition to the graduate college policy, if a student earns more than two grades of C+, C or lower in the professional phase of the program, the student may be dismissed from the program. These courses do not have to be within the same semester. However, if a student earns a grade of F in any course completed in the professional phase of the program, the student may also be dismissed from the program. It is up to the discretion of the departmental chairperson, to determine students earning a grade of C+, C or lower needs to be retaken to demonstrate mastery of the material. Any changes or modifications to the schedule will impact the student's graduation dates.

D. Attendance Policy

Attendance is mandatory. This policy applies to all classes, labs and fieldwork assignments:

1. You are expected to arrive at class on time and prepared.
2. If you will be absent or late, you are expected to notify the instructor prior to the beginning of class. When calling in, please indicate the reason for your absence or lateness. Messages from classmates or family will not be accepted unless it is an emergency situation.
3. On fieldwork days, you must similarly notify your supervisors and course instructor prior to your scheduled start time at the fieldwork site.
4. Absence for illness (more than 2 days with a doctor's note), emergencies or religious reasons will be excused with instructor/supervisor notification. Unexcused absences may be reflected in lowering of course grade, based on inadequate participation. You must discuss any planned absences with each course instructor in advance.
5. Students may be granted an excused absence on the day of an examination with a note from your doctor directing you to stay home. Student must contact the instructor prior to the

examination time with reason for absence and must bring in a doctor's note the next day to the instructor. Time and place of the make-up exam will be made solely by the description of the instructor. (Note: this rule does not apply to Gross Anatomy or Neuroscience class).

6. Students who are absent from class when a paper is due must contact the instructor prior to the start of class. It is up to the discretion of the course instructor if he/she prefer the paper be submitted that day via email or a paper copy the following day.

Religious Observance

Kean University's respects its members' religious beliefs. Officers of administration and instruction responsible for the scheduling of academic activities or essential services will attempt to avoid conflict with major religious days as much as possible.

In compliance with New Jersey State Law, each student who is absent from school because of his or her religious beliefs will be given an opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means may be sought for satisfying academic requirements involved.

Requested adjustments must: be reasonable, be made at the beginning of the semester(s), be agreed to by the course instructor and allow for fulfillment of academic requirements. Absences from class and fieldwork will not be accommodated on those holidays when work is permitted. Absences on days when work is permitted are considered unexcused; anything scheduled, including exams, presentations, fieldwork, etc., cannot be rescheduled. Each student missing a class is responsible for the coursework/assignments missed.

E. Blackboard System

You have access to Kean Blackboard system and many of your classes will require use of his system. The Blackboard System, it is an online system that permits faculty and staff to interact in a variety of ways, from online chats, to discussion boards, to posting of materials, etc. According to the Office of Computer and Information Services (OCIS), the log in procedure is simple. Go to Kean's website. Click on the Blackboard icon. Click on "For Students". Login by using your user ID (same as email account) and password (same as email account). If you have any questions, please do not hesitate to email the professor or OCIS can help you directly at 908-737-6000 or support@kean.edu.

F. Community Contribution

In addition to specific mandatory departmental events, you are required to participate in a community event at least one time per academic semester while in the program. There are many opportunities to work with people across the lifespan and context by participating in Kean University student events, some of which are developed and conducted by the Department of Occupational Therapy. At the end of the academic year, you will turn in your community contribution sheet to the department secretary for confirmation of this service. See Appendix D.

G. Departmental Resources

You have access to the department library and certain assessments, there is a sign out procedure and a RedBeam inventory system at the GA desk. It should be completed by graduate assistants/full time OT faculty. Please be aware that assessments may only be signed out for a maximum of one week. When taking out equipment that has multiple parts (e.g. assessment kits) the graduate assistants or OT faculty will check that all parts are there in your presence prior to you leaving with it. It is your responsibility to ensure that you have all of the pieces of the tool or assessment prior to leaving the clinic as you will be accountable for them. When returning the equipment/tools, it will again be re-checked for each individual piece in your presence. You will be held responsible for any missing pieces and are expected to replace them. If there is no one at the GA desk when you are returning the item borrowed, please do not put the item back yourself. If you do not find anyone, you will need to return to the department when someone is available at the GA desk. If you have any outstanding items signed out, your grade for the respective course may be held until you return the equipment.

H. Departmental Grading Criteria

Each of your professors has specific criteria for grading each assignment. This will be discussed in each class.

In general, assignments are expected to reflect your understanding of the information, your ability to cover the topic in sufficient depth, your ability to organize the material in a clear, consistent and coherent fashion and your ability to communicate effectively through proper use of grammar and punctuation. Please direct any questions regarding grading criteria to your individual professors.

Numerical scores are converted to letter grades using the following scale:

100 -94	A	77 -79.9	C+
90 -93.9	A-	74 -76.9	C
87 -89.9	B+	70 -73.9	C
84 -86.9	B	65 -69.9	D
80 -83.9	B-	0 -65	F

When letter grades are converted into numerical grades, the following conversion will be used:

A	=	96.5	C+	=	78.5
A-	=	92	C	=	74.5
B+	=	88.5	C-	=	72
B	=	84.5	D+	=	68.5
B-	=	82	D	=	65

Effective spring semester 2012, Kean University recognizes the following scale for grading of graduate courses:

Grade	Grade Points
A	4.0
A-	3.7
B+	3.3

B		3.0
B-		2.7
C+		2.3
C		2.0
F		0
IN	Incomplete	0
CG	Complete	0

I. Email Accounts

You are required to have a Kean email account. As a matriculated Kean University student, you are assigned a Kean University email account. Having a @kean.edu email address keeps you updated about Kean University events and activities, important dates and general information. The faculty members will contact you via this email address. Please report any email address changes directly to ot@kean.edu.

Note: All KU correspondence will be communicated from your KU email account. Please be aware of your email names to ensure it is professional at all times. Instructors will only use your KU account during the entire program including fieldwork and residency.

J. Essential Functions of an Occupational Therapy Student

We are committed to maintaining a qualified student body capable of performing the essential standards of the educational program and practice. Kean University will provide reasonable accommodations to enable students to participate in the life of the campus community where students can grow intellectually and develop as a people. Listed in Appendix E are the described essential skills necessary for full participation in the educational and practice settings of an occupational therapy student or entry-level practitioner from Kean University.

K. Infectious Control Policy

The Department of Occupational Therapy at Kean University is committed to protecting occupational therapy students in classroom and clinical environments from exposures to infectious disease and is a critical component of clinical education. Clinical situations present the possibility for injury and infectious disease risk. To minimize this risk, the concept of STANDARD PRECAUTIONS is to be practiced with all clients and peers during treatment and post-treatment procedures. Standard precautions encompass the standard of care designed to protect health care providers and clients from pathogens that may be spread by blood or any other body fluid, excretion, or secretion. The policies and procedures must be adhered to by all students, faculty and staff in the Department of Occupational Therapy when participating in clinical education experiences where the potential for contact with blood or other potentially infectious materials (OPIM) exists. These experiences include clinical practice on peers.

Exposure to infectious diseases is an integral part of practicing as a healthcare professional. Each student is required to complete the health requirements and submit to the student health center upon enrollment and the academic fieldwork prior Level I placements. All students must recognize and accept this risk in order to complete their education and participate fully in their chosen career.

Students may not refuse to care for a client solely because the client has an infectious disease or is at risk of contracting an infectious disease such as HIV, AIDS, HBV, HCV, or TB. All information regarding a client's medical status is considered confidential and shall be used for treatment purposes only. No information about the client's medical status will be disclosed or reported without the client's express written consent, except in those cases as stipulated by law.

The curriculum of the Department of Occupational Therapy includes information on Standard, Contact, Airborne, Seizure, Droplet Precautions (see definitions below) and HIPPA. This information is provided to the student prior to initiation of clinical experiences.

1. Hand washing is a significant infection control measure which protects both the student and the client. Students will wash their hands before donning gloves and immediately or as soon as feasible after removal of gloves or other personal protective equipment. Students will wash hands and any other skin with soap and water or flush mucous membranes with water immediately or as soon as feasible following contact with blood or OPIM. Jewelry has the potential to harbor microorganisms.

Hand Washing Procedure:

- Remove jewelry on hands/wrist
 - Advance paper towel
 - Wet hands
 - Apply soap and lather for 20 seconds
 - Ensure between fingers and wrists are lathered
 - Rinse hands thoroughly underwater
 - Turn off water using paper towel and dry hands completely and discard towel
 - Open the bathroom door with towel and discard towel
2. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in treatment areas or any other area where there is a reasonable likelihood of exposure to blood or OPIM.
 3. Sharps Management. Sharps are items that can penetrate skin and include ace wrap clips, injection needles and broken glass. All sharps are to be place in sharps containers. Containers containing disposable contaminated sharps are not to be opened, emptied, or cleaned manually or in any other manner which could create a risk of percutaneous injury.
 4. Personal protective equipment such as gloves, gowns, laboratory coats, face masks, eye protection or face shield shall be used whenever there is the potential for exposure to blood or OPIM. All personal protective equipment must be removed prior to leaving the treatment area. When personal protective equipment is removed it shall be placed in an appropriately designated area or container for disposal.
 5. Gloves shall be worn when it can be reasonably anticipated that hands may contact blood, OPIM, mucous membranes, or non-intact skin. Gloves shall be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Gloves should be replaced if excessive moisture develops beneath the glove and should not be washed or decontaminated for re-use.

L. Kean University OT Community Cares Clinic Policies and Procedures

The Kean University OT Community Cares Clinic (KUOT-CCC) is the only University-based OT clinic in the state and one of the few in the nation.

Mission: KUOT-CCC offers client centered and holistic occupational therapy, consulting, wellness, advocacy and support services to assist individuals to actively participate in meaningful occupations within their chosen communities. We promote health and wellness through education and high-quality care that is visible, accessible and affordable to both the Kean community, as well as local communities.

Vision: By 2020, the Kean University OT Community Cares Clinic will be the premier university-based clinic in the northeast. Through innovative programs and interprofessional collaboration, we will produce the next generation of healthcare leaders. We will provide both inspiration and resources for research to increase the recognition of Kean University nationally and internationally.

KUOT-CCC provides individual and group-based programs across the lifespan. Services are offered year-round. Example of previous therapeutic groups include:

- Steps To Your Future- a week long, pre-college program for young adults with special needs who are interested in attending college. Participants learn to navigate the college campus while also increasing independence in other college related life skills (ex. laundry, cooking, navigating the dorm dining hall, study skills, car maintenance and morning/evening ADL routine)
- Building Relationships in the 21st Century- a group designed to assist adults living with brain injury to regain skills related to rebuilding new and old relationships.
- Technology 101- various groups related to improving computer skills for adults in the mental health population in preparation for return to work, school or participation in leisure activities.
- Jump In: Experience, Empower, Explore- a sensory motor group for children with special needs held at the Bounce Factory for children to improve motor skills and their ability to participate in play activities at the Bounce Factory.

Student Involvement:

The clinic provides an evidenced-based learning environment for occupational therapy students and participates in research to highlight the value of the occupational therapy profession. As a student in the OT program, you will use the clinic throughout the program for labs, during classes and potentially for fieldwork I and/or II. Here are a few examples:

- 1st year- lab work for Kinesiology, Conditions and Theoretical Guidelines courses, running groups through Community Partnership programming
- 2nd year lab work for seminar courses; splinting labs for Orthotics course; potential placement in clinic as a Level I fieldwork site
- 3rd year potential placement in the clinic for Level II fieldworks site

Open lab times to practice will be set up in collaboration with the department and clinic to allow for preparation for practicals.

You are expected to be respectful of the clinic space and to assist in maintaining cleanliness when utilizing the clinic. Please review the clinic policies and procedures below to ensure safe use of the clinic.

Clinic Policies and Procedures

1. Please make sure you clean up the treatment space after class or lab so that it is safe and clean for our clients (e.g. all chairs tucked in and put back in original space; no garbage left out)

2. Students are NOT permitted to use the clinic appliances for personal use (e.g. microwave, refrigerator, freezer) or clinic bathrooms.

3. Students must either wait outside in the hallway for the professor or ask the clinic staff in the waiting room if they can enter clinic in case there are clients in the space before their scheduled class.

4. If students or professors need to borrow equipment, please ask the clinic staff so that we can make sure it is not in use or needed for our clients.

- There is an equipment sign out sheet and a RedBeam inventory system at the clinic front desk. It should only be completed by graduate assistants/full time OT faculty. Please do not ask the student workers to sign out equipment.
- Some courses may require that you borrow evaluations from the clinic. The clinic staff and OT faculty will check with the clinic director that the assessment is not being used currently for a client. Please be aware that assessments may only be signed out for a maximum of **one week** and then you will need to come back to the clinic and re-sign it out if it is still needed. However, if the clinic only has one set of the assessment, it may be signed out for a maximum of **three days** before you will come back and re-sign it out. If the assessment is not needed for any client, you may re-sign it out. In addition, you will initial on the expected return of the assessment to ensure accountability.
- Equipment/assessments may not be signed out during any break (e.g. winter or spring).
- When taking out equipment that has multiple parts (e.g. assessment kits) the clinic staff or OT faculty will check that all parts are there in your presence **prior** to you leaving with it. **It is your responsibility to ensure that you have all of the pieces of the tool or assessment prior to leaving the clinic as you will be accountable for them.**
- When returning the equipment/tools, it will again be re-checked for each individual piece in your presence. You will be held responsible for any missing pieces and are expected to replace them.
- If there is no one at the front desk when you are returning the item borrowed, please **do not put the item back yourself**. If the clinic is open, there is always someone inside.
- If you do not find anyone, you will need to return to the clinic when someone is available at the front desk. **If you have any outstanding items signed out, your grade for the respective course may be held until you return the equipment.**

Since you will be coming in and out of the clinic, you may happen to see clients during evaluation or treatment, therefore, we ask that you read and complete the attached forms. The **Confidentiality and Non-Disclosure Agreement** (Appendix M) and **Photo Release Form** (Appendix N) You do have the right to refuse, however we need a complete the form to reflect your refusal. ensures that you will respect the clients' privacy (that you will not share any protected health information). You are expected to review and sign these forms annually.

For any additional questions about the clinic, please see the clinic staff.

M. Medical Evaluation and Immunizations

All students admitted to the OT programs are required to undergo medical evaluation prior to entering the graduate program and fieldwork.

Vaccine Recommendations: Students who do not meet the recommendations below may experience difficulty being placed for fieldwork experiences.

Hepatitis B

Healthcare personnel (HCP) who perform tasks that may involve exposure to blood or body fluids should receive a 3-dose series of hepatitis B vaccine at 0-, 1-, and 6-month intervals. Test for hepatitis B surface antibody (anti- HBs) to document immunity 1–2 months after dose #3.

Measles, Mumps, Rubella (MMR)

Students born in 1957 or later can be considered immune to measles, mumps, or rubella only if they have documentation of (a) laboratory confirmation of disease or immunity (HCP who have an “indeterminate” or “equivocal” level of immunity upon testing should be considered non immune) or (b) appropriate vaccination against measles, mumps, and rubella (i.e., 2 doses of live measles and mumps vaccines given on or after the first birthday, separated by 28 days or more, and at least 1 dose of live rubella vaccine).

Varicella

It is recommended that all healthcare providers be immune to varicella. Evidence of immunity in HCP includes documentation of 2 doses of varicella vaccine given at least 28 days apart, history of varicella or herpes zoster based on physician diagnosis, laboratory evidence of immunity, or laboratory confirmation of disease.

- A. All students and faculty who have client contact are required to be immunized against tetanus and diphtheria, and encouraged to receive annual influenza immunization.
- B. All students must have annual PPD tests while attending Level 1 or Level 2 fieldwork. Whether a single or two-step PPD is required is site dependent.

All information regarding a student's medical status will be considered confidential and will not be disclosed or reported without the student's express written consent. A student's HIV, HBV and/or HCV status will not determine a student's opportunity to be admitted or progress in a program. The HIV, HBV, and/or HCV status will be considered only as it relates to: (1) the student's ability to safely carry out the normal assignments associated with the course of study and (2) the student's long-term health. Please refer to Appendix G, Appendix H, and Appendix I for health record forms.

N. Management of Exposure Incidents

Any percutaneous (needle stick, cut, human bite, splash to non-intact skin, etc.) or mucous membrane (splash to eye, lips, or mouth) exposure to blood, blood products, or other body fluids is

to be reported immediately by the student to the clinical instructor and within 24 hours to Kean University's fieldwork coordinator, Thais Petrocelli and Kean University Student Health Services (908-737-4880; <https://www.kean.edu/offices/student-health-services>). The clinical instructor will complete the site's incident report. Kean's Fieldwork Coordinator will document the incident in the student's file. Refer to clinical site policy for exposure incident treatment. The student will need to follow up with their primary health provider. For exposures to eyes irrigate with water for one minute. If exposure is to mouth cleanse with tap water for fifteen minutes.

For additional information:

Management of exposure incidents

http://www.cdc.gov/oralhealth/InfectionControl/faq/bloodborne_exposures.htm

National Clinicians' Post-exposure Prophylaxis Hotline

http://www.nccc.ucsf.edu/about_nccc/pepline/

Needlestick Reference

<http://www.mercydurango.org/srvcsmedical/Needlestick!%20Help%20Files.pdf>

Immunization Action Coalition

www.immunize.org & www.vaccineinformation.org

Please refer to Appendix J for definition of terms and abbreviations and Appendix K for the student exposure incident report.

O. Faculty Appointments

All faculty members have posted office hours within the department, on Kean Wise, and also listed these hours on class syllabi. If you need to see a faculty member at other times, please contact the faculty member directly to schedule an appointment. Please recognize many of your peers will attempt to see the instructors before and after class. To ensure your needs are met then appointments are necessary. Please see the department secretary prior to your appointment time and she will notify you when the faculty/staff member is ready for the meeting.

P. Fieldwork Experience

Level I Fieldwork Experience

During your second year in the program, you will be required to complete three Level I fieldwork experiences in three distinct practice areas. These experiences are embedded in the seminar courses: Seminar in Psychosocial Practice, Seminar in Adult Rehabilitation and Seminar in Pediatric Practice. Your level 1 seminar instructor and/or academic fieldwork coordinator will work collaboratively to provide you with fieldwork learning experiences to provide depth and a greater understanding of your didactic coursework. Level I fieldwork may be met through one or more of the following instructional methods: simulated environments, standardized clients, faculty practice, faculty-led site visits, or supervision by a fieldwork educator in a practice environment.

Level II Fieldwork Experience

Typically, each student in the program begins their Level II fieldwork experience after successful completion of their academic coursework. There are 24 weeks of mandatory full time Level II fieldwork required in two different areas of practice. These practice areas and specific fieldwork sites are determined by the fieldwork coordinator, faculty members and student input. Please note that all Level II fieldwork will be completed within 24 months of completing didactic coursework. Please refer to the Level II fieldwork student handbook for more information.

Q. Grade Grievances

As a student in our program you have the right to grieve a grade that you feel has been given unfairly. The program adheres to the Kean University policy for grade grievances as described in the NWGC catalog. If you feel that you have been graded unfairly, please first discuss the grade with the course instructor. If you do not feel satisfied with the response, then discuss the issue with the departmental chairperson. If you feel that a formal grievance is necessary, then the chairperson will discuss the departmental grievance policy with you at that time.

R. Inclement weather policy

When the weather is questionable, the department faculty follows KU closures and delayed openings. You can look on the KU website for these announcements or use the KU alert system. However, the majority of our courses are 2- 3 hours long. If there is a delayed opening, then you are expected to come to class for the remainder of our class time. For example, if there is a delayed school opening of 11:00 and you have a scheduled class from 9:30 - 12:20, then the instructor will be holding class from 11:00 – 12:20. Also if you have a class scheduled from 4:30 – 7:30 and there is an early dismissal at 6:00, then the instructor will hold classes from 4:30 until 6:00. If you are unsure of what to do, please have the class representative email the course instructor directly. This policy applies to all OT courses EXCEPT gross anatomy and neuroscience.

S. Personal student use of social networking sites

Social networking websites and applications, including but not limited to Facebook, MySpace, Twitter and blogs, are an important and timely means of communication. However, inappropriate information (vulgar language, irresponsible use of alcohol, substance abuse or sexually provocative postings on these sites can have harsh consequences to the user. Please be aware that faculty members and/or potential employers may search for your information on these websites.

T. Policy on Use of Cell Phones, Tablets and Computers

During class:

Cell Phones are generally not permitted during class time. It should only be used in class for the following reasons with prior instructor notification:

1. Immediate childcare issues.

2. Problems with an aging parent for whom you are responsible.
3. Potential for imminent death of a family member.

Students are able to use computers or tablets during class time for note taking and assignments. However, you can lose these privileges if the electronic device is used for emailing, texting others or other non-class activities.

Students must ask the instructor prior to class if cell phone use is required. Phones and PDAs should be set to vibrate so that an audible ring does not disrupt the class. If a call or a page requires an immediate response, the student should leave the class as quietly as possible so as not to disrupt your fellow students. Failure to adhere to or disregard for the cell phone policy in any class will result in the lowering of your final grade for the course that was interrupted.

During an exam: Students must put their cell phones and other electronic devices away during an examination. The phone can be kept in a purse, backpack or pocket and not placed on the desk. If you are waiting for an emergency call, then you must leave your phone with your instructor. You must leave your phone in the classroom if you need to leave the room for any reason during the examination.

During fieldwork: Cell phones and other electronic devices should only be used if allowed by the facility. If not permitted, you are required to identify a phone number at the facility where you may be reached and can be used to leave an emergency message for you.

U. Professional Associations

Mandatory AOTA and State OT Membership

All OT students are required to join and maintain membership with the American Occupational Therapy Association and your state association (example: New Jersey Occupational Therapy Association or the NY Occupational Therapy Association). Supporting your professional associations is part of your professional commitment. Your membership does several things, 1) it demonstrates a basis of support through membership numbers and dollars, 2) it allows the organization to work publicly on behalf of the profession through the promotion of legislation that will benefit occupational therapy and to support public relations efforts that will promote the growth of the profession, and 3) it provides a public presence for the profession. The personal benefits to access to journals, informational notices, publications that have job and scholarship information, discounts on books and workshops, and eligibility for scholarships. Student memberships are available at nominal rates. Applications are available on the organization's websites. Students are required to show proof of membership annually with the first month of school.

V. Professional Behavior Monitoring Form

Behavior appropriate to professionals is expected of students at all levels of the occupational therapy program in both the classroom and clinic. The development of these professional behaviors is an essential component of our program. To monitor and to help facilitate the development of these skills, the Professional Behavior Report Form (Appendix L) will be used throughout the program. Please note that instructors may ask to meet privately with a student at any time in the program to discuss issues of professionalism.

The standards are the essential skills necessary for full participation in the educational and practice settings of an occupational therapy student or entry-level practitioner from Kean University. Each student should review the Essential Functions of an Occupational Therapy Student at KU with specific attention on the subsections of: communication, interpersonal, professional and psychosocial skills. If a faculty member notes an issue with professional behavior, the student will be asked to meet with members of the faculty to discuss issues of professionalism. This form, signed by all parties, will outline the issue and action plan and will be part of the student's record. This behavior may result in a student earning a lower grade in participation for that class

W. Safety Control Policy

The Department of Occupational Therapy holds the safety of its students, faculty and staff paramount.

University Safety Policy

The Department of Occupational Therapy follows all policies and procedures outlined in Kean University's Safety Policy found at <https://www.kean.edu/media/general-safety-emergency-action-plan>. Every student, faculty and staff member are required to read this document upon admission or hire.

Emergency Management

In case of emergency, call campus security (908)737-5841 or the campus police at (908)737-4800. Information regarding Kean University's Emergency Management Policies can be found at <https://www.kean.edu/offices/university-police/emergency-management>

Evacuation Procedures

Each student and staff member must review the emergency egress and escape routes. Each building has been provided with emergency evacuation floor plan diagrams showing the primary exit and secondary exit as well as the external emergency evacuation assembly areas. To view see <https://www.kean.edu/media/evacuation-assembly-areas>

Classroom and Lab Areas

All classrooms and labs must be maintained and kept clean to ensure the health and safety all students, clients, staff, faculty and others. All trash/recycling are to be placed in the proper receptacles. All equipment used in lab must be cleaned following each use with disinfecting wipes. All spills must be cleaned up immediately.

OT Lab Policy

The occupational therapy labs are located on East Campus. Students are not allowed to use the equipment in either lab without the consent of a faculty or staff member. If a student is injured or equipment is broken a faculty or staff member must be notified immediately. Any broken equipment must be removed from use.

During lab classes all students must come to lab classes prepared to work safely in close contact with classmates. It is the responsibility of the student to inform the course and lab instructor of any medical or other concern that has the potential to impact lab participation. Proper dress is required

for lab courses. Students and faculty should dress in closed toed shoes, with rubber soles, loose clothes that allow freedom of movement and refrain from large jewelry.

Splinting

A faculty or staff member must be present if splinting materials (splint pan, heat gun) are in use. Strapping and other materials can be used independently with faculty permission. If additional time is needed in the splinting labs, the student must make an appointment with the course instructor and secure staff or faculty supervision. All splint pans and heat guns must be properly cooled prior to being stored in cabinets. All scissors and other materials must be returned to their proper place in the OT clinic.

Equipment

Equipment must be kept in good working order. If any piece of equipment is broken or damaged a faculty or staff member must be notified immediately. Any damaged equipment is removed should be clearly labeled and from service immediately. Students may not use damaged equipment. Student may borrow equipment or assessments with for fieldwork assignments or other projects faculty permission, however all equipment must be used as intended and according to current procedure. All equipment and materials must be stored neatly, in its proper place.

Body Mechanics

The use of proper body mechanics is valued and prevents injury to the student and the client they serve. The principles of good body mechanics are:

1. Wear rubber soled shoes
2. Feet should be flat on floor, shoulder width apart and pointing in the same direction.
3. Keep back straight.
4. When lifting an object or a person (1) test the weight of the load before lifting (2) bend at the knees and hips and keep back straight (3) do not twist or bend at the waist (4) keep weight close to the body (5) rotate the entire body while turning (6) lift with legs not back (7) breathe out while lifting

Standard Precautions

Standard Precautions include: 1) hand hygiene, 2) use of personal protective equipment (e.g., gloves, gowns, masks), 3) safe injection practices, 4) safe handling of potentially contaminated equipment or surfaces in the patient environment, and 5) respiratory hygiene/cough etiquette. Standard precautions refer to the prevention of contact with blood, all body fluids, secretions, and excretions except sweat, and must be used with every client. Exposure of non-intact skin and mucous membranes to these fluids must be avoided. All body fluids shall be considered potentially infectious materials.

Contact Precautions

Contact precautions are used along with standard precautions in an additional effort to prevent the spread of infection. Gloves and a gown are worn for all activities that may involve contact with the patient or potentially contaminated areas in the patient's environment. Use of noncritical care equipment (e.g., blood pressure cuffs) should be dedicated to a single patient. A private room may be recommended, especially if the patient's care is complicated or if the person is not able to follow instructions to limit contact with other patients and staff members. If a private room is not available, the patient is sometimes placed in a room with another patient who has the same bacteria or virus.

Airborne Precautions

Airborne precautions are required to protect against airborne transmission of infectious agents. Diseases requiring airborne precautions include, but are not limited to: COVID-19, Measles, Severe Acute Respiratory Syndrome (SARS), Varicella (chickenpox), and Mycobacterium tuberculosis. Preventing airborne transmission requires personal respiratory protection and special ventilation and air handling. Airborne precautions include standard precautions and personal respiratory protection N95 respirator or Powered Air-Purifying Respirator (PAPR) and an airborne Infection Isolation Room (AIIR).

Droplet Precautions

Droplets can be generated during coughing, sneezing, talking and during the performance of certain procedures such as suctioning. Droplets may contain microorganisms and generally travel no more than 3 feet from the patient. These droplets can land on eyes, nasal passages or mouth. Diseases requiring droplet precautions include, but are not limited to: Pertussis, Influenza, Diphtheria and Meningitis. Droplet precautions include the use of standard precautions and a surgical mask.

X. Student Mailboxes

Each student has a hanging folder in the Department of Occupational Therapy office. Faculty and staff will periodically use these mailboxes to distribute notices and graded work. It is your responsibility to check these mailboxes to retrieve important papers.

Y. Student Occupational Therapy Association (SOTA)

All students in the program are encouraged to join the student occupational therapy association. The student occupational therapy association (SOTA) was formed to promote fellowship among students, faculty and all persons interested in promoting occupational therapy. SOTA's mission includes community services and the promotion of occupational therapy on campus and in the community. Additionally, SOTA members support each other throughout the program. Class Liaisons and upper-class mentors help incoming students acclimate to the rigors of graduate work. Over the years, SOTA was awarded "Funded Group of the Year" for its community service and fundraising. SOTA meetings are held the second Monday of each month during college hour (3:30 pm- 4:30 pm). Please see our page on the website for more information

<https://www.kean.edu/academics/nathan-weiss-graduate-college/department-occupational-therapy/student-occupational>

Z. Student Concerns, Handling of Complaints and Chain of Command

When a student has an issue related to any course within the program, he or she must follow a communication chain of command. If you do not feel that your issue has been satisfactorily resolved, then you communicate up the chain of command in this progression:

1. Course instructor
2. Your academic advisor.
3. Department chairperson.
4. Dean of the Nathan Weiss Graduate College.

If a student has an issue that does not relate to a specific course within the occupational therapy program, he or she may consult his or her advisor, another faculty member, or the department chairperson.

If the entire class has an issue or concern within the program, then the elected class representative shall follow the chain of command listed above.

Harassment

Sexual harassment in any form shall not be tolerated at Kean University. The University has adopted a Policy on Sexual Harassment to help the University fulfill its educational mission, meet its ethical and legal obligations to members of the University community, and foster a productive environment for learning and working. More information about the Policy on Sexual Harassment can be found at <https://www.kean.edu/offices/policies/sexual-harassment-policy> .

AA. Written Assignments

The expectation is that you will learn to write professionally while in the program. Concise, correct and timely documentation is important for so many reasons. All written assignments are due on the date assigned. It is at the discretion of the instructor to allow papers and assignments to be handed in late. Permission to hand in an assignment later than the due date must be obtained from the instructor prior to the due date. If you are absent from class on the date that an assignment is due, please discuss specific accommodations with your instructor. Generally, there are penalties for late papers and assignments. Please consult the syllabi for each class to determine specific rules within each course.

Many written assignments must comply with guideline set by the American Psychological Association. Papers not following this style will be penalized by 1/2 letter grade. You are required to purchase the most recent edition of the APA Publication Manual.

Anti-plagiarism

There are many software programs detecting possible plagiarism of papers which may be use throughout the program. Instructors using these programs will provide directions of how to use these programs. This is a service meant to help you with professional writing.

BB. Kean University Campus Resources

Kean University has numerous resources available to you as challenges may arise in the program.

The Nancy Thompson Library

The Nancy Thompson Library offers student support services designed to meet the academic and information needs of the student community. Its mission is to provide an integrated information delivery and learning support system that directly assists students with academic learning, completion of research-creative-and-scholarly activities, and their continuous professional development through programs, placements, and events. Through its programming, technology lab, and various student support and learning services, the Library serves as the intellectual and cultural center of the university and is dedicated to promoting lifelong learning.

The Library provides a comprehensive and overarching Learning Commons environment. The Library partners with the faculty and administration to foster student development of information literacy skills and provides the necessary services to support the basic needs of faculty conducting research with students. These include access to a Computer and Technology Laboratory, Speech and Presentation Lab, Writing Center, Tutoring Services, and Career Development.

Located in the heart of the Kean campus, the Nancy Thompson Library and its web site and online catalog house the Library's print and online collections, with holdings of more than 201,146 volumes of books and access to more than 700,000 e-books. In addition, the Library subscribes to more than 56,748 electronic and print periodicals and provides access to more than 196,595 U.S. government online documents. A current validated Kean University photo ID is required to borrow materials from the library. A Kean Google-email account is required to access resources from off-campus. The Library can also request additional books and articles through the Interlibrary Loan system. Students may access other New Jersey academic libraries using the VALE Reciprocal Borrowing Program. <https://libguides.kean.edu/About-NTLC>

English as a second Language

We do assist ESL (and those who effectively "present as ESL") through our Writing-Public Speaking-Tutoring Services. We also strongly encourage ESL students to make use of the ESL Program through the English Department. The COE offers Reading Comprehension support.

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The CoE offers Reading Comprehension support.

Tutoring Services include "GoPeer" portal for online/virtual support

- Register for LC Workshops (Writing, Public Speaking, Tutoring)
- Self-registration for "LEARN" module: click here on how to
- "Grammarly" is available on desktop computers in the LC
- "Chat" service available 24/7 for your questions/queries
- Quiet study areas are available on the third floor

Office of Disability Services

The Office of Disability Services is dedicated to full inclusion and equal opportunity for individuals living with any type of disability. The University adheres to the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and provides students with accommodations and assistance necessary to participate fully in all aspects of college life. Students seeking support services are required to self-disclose their disability and submit current documentation to verify eligibility. Documentation includes current class schedule, medical documentation, and IEP, 504 plan, or documentation of past accommodations. All records of the Kean University Office of Disability Services are private and confidential.

More information about the Office of Disability Services can be found at <https://www.kean.edu/offices/office-counseling-disability-alcohol-and-other-drug-services/disability-services>.

Kean Counseling Center

The Kean Counseling Center (KCC) offers free individual, group, drug and alcohol, education, and psychiatric counseling. In addition to full-time counseling center staff members, a part-time psychiatrist is available for consultation when further evaluation and/or medication are needed, and a Licensed Clinical Alcohol and Drug Counselor is available to provide a one-on-one individual evaluation and treatment recommendations. Other services such as early intervention and educational programs, and self-help assessments and resources are available as well. It is important to note that you do not need to be dealing with a severe crisis or issue to seek counseling services. Kean University students come to the KCC for a variety of reasons such as depression, anxiety, issues with a roommate, homesickness, identity problems, academic difficulties, etc. All records of the Kean Counseling Center are private and confidential. More information on KCC services can be found at <https://www.kean.edu/offices/office-counseling-disability-alcohol-and-other-drug-services/counseling-center>

Faculty may contact the Kean University Behavioral Intervention Team (KUBIT) which is a multi-disciplinary group that provides proactive intervention, caring support, and appropriate institutional response to students exhibiting disruptive and/or concerning behavior.

CC. Alumni Services

Seniors, graduate students, and alumni looking for an internship or job will be supported by a member of the Career Services team to help them identify the best internship and job search strategies <https://www.kean.edu/career-services/career-services-students-and-alumni> .

Department of OT also maintains a LinkedIn page “Kean University Occupational Therapy” (<https://www.linkedin.com/groups/7300028/>) for graduates and alumni as a way to stay in touch. All employment opportunities received by the department are posted here. Check it frequently and stay in touch.

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Appendix A

Kean University Mission Statement

Kean University

Mission

Kean University is a public cosmopolitan university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff. In particular, the University prepares students to think critically, creatively and globally; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

Kean offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its socially, linguistically, and culturally diverse students the means to reach their full potential, including students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

Kean is steadfast in its dedication to maintaining a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community. The University seeks to combine excellence with equity in providing opportunities for all students.

Kean is a teaching university, and Kean faculty dedicate themselves to student learning as well as academic rigor. The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology. The focus includes the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas. Kean is committed to providing global educational opportunities for students and faculty.

Kean is an interactive university, and the University serves as a major resource for regional advancement. Kean collaborates with business, labor, government and the arts, as well as educational and community organizations and provides the region with cultural events and opportunities for continuous learning. Kean is also committed to providing students and faculty educational opportunities in national and international arenas.

Revised and Adopted March 2007

Appendix B

Nathan Weiss Graduate College Mission Statement

Kean University

Mission

The Nathan Weiss Graduate College supports the mission and goals of the University through graduate education, research and continuing education. Through comprehensive graduate programs, dedicated faculty promote the mastery of academic disciplines and their applications at an advanced level. We foster the development of ethical and effective leadership in the professions in an increasingly complex, diverse, and technological society. We also provide research opportunities for faculty and students and are committed to meeting the changing education and professional developmental needs of the region.

*Note: Advanced level refers to master and doctoral degree program housed within the Nathan Weiss Graduate College.

Vision and Goals for 2012-2020

To become a place of distinction that leads the way in establishing the reputation of Kean University as a leader in providing world class education. We seek to expand and develop new innovative graduate offerings, including mobile learning options that utilize 21st Century digital learning tools and platforms, and broaden our international collaborations by increasing international student population and strengthening existing and establishing new international partnerships. Within the elements of our vision and inclusive of the outcomes described below are the fundamentals of the Nathan Weiss Graduate College's plan for achieving our vision by the end of the decade.

Appendix C

Important Phone Numbers

Kean University (main number)	(908) 737-KEAN (5326)
Department of Occupational Therapy	(908) 737-5850
Mariann Moran	(908) 737-5859 (X75859)
OT Clinic	(908) 737- 5940
Patricia Higgins	(908) 737-5853 (X75853)
Jennifer Gardner	(908) 737-5852 (X75852)
Laurie Knis-Matthews	(908) 737-5858 (X75858)
Claire Mulry	(908) 737-5856 (X75856)
Victor Michael Camacho	(908) 737-5854 (X75854)
Kelly Sullivan	(908) 737-5942 (X75942)
Patricia Higgins	(908) 737-5853 (X75853)
Danielle Centi	(908) 737-5850 (X75850)
Nancy Thompson Library Commons	(908) 737-4600
Bookstore	(908) 737-5230
Campus Police	(908) 737-4800

Important Organizations

AOTA	American Occupational Therapy Association	www.aota.org
AJOT	American Journal of Occupational Therapy	www.ajot.aotapress.net
ASCOTA	American Student Committee of the Occupational Therapy Association Delegates	www.ot-student.com

SOTA	Student Occupational Therapy Association	www.ot-student.com
NJOTA	New Jersey Occupational Therapy Association	www.njota.org
NBCOT	National Board for Certification in Occupational Therapy	www.nbcot.org
KU	Kean University Website	www.kean.edu
	Kean University, Department of Occupational Therapy	www.grad.kean.edu/ot
	Department of Occupational Therapy Email Address	ot@kean.edu

Appendix D

Community Contribution Tracking Page

Kean University
Department of Occupational Therapy

In addition to specific mandatory departmental events, you are required to participate in a community event *at least one time per academic semester* while in the program. At the end of the academic year, please list at least two community events that you participated in. Careful consideration must be made when selecting these events. How are you contributing to the community? How can you represent, advocate or advance the profession of occupational therapy? The events must be aligned with the occupational therapy core values and something outside of your normal routine.

Please list more if applicable. This must be returned to the departmental secretary prior to the last day of spring semester classes for full credit.

Please list name, location and date of each event attended. Please attach any flyers or other information as verification of the contribution. What is your role at the event? Explain how this participation helped you to grow as a professional? How are you contributing to the community? How can you represent, advocate or advance the profession of occupational therapy? Attach additional pages as needed.

Appendix E

Essential Functions for an Occupational Therapy Student at Kean University

Kean University
Department of Occupational Therapy

In accordance with Section 504 of the Rehabilitation Act and Americans with Disabilities Act, the principles of equal opportunity and diversity are integrated into the university's mission. The occupational therapy program at Kean University is committed to maintaining a qualified student body capable of performing the essential standards of the educational program and practice. Kean University will provide reasonable accommodations to enable students to participate in the life of the campus community where students can grow intellectually and develop as a people. Students with a disclosed disability may request accommodations that will be reviewed and approved on an individual basis by the Office of Disabilities Services.

The following standards listed below describe the essential skills necessary for full participation in the educational and practice settings of an occupational therapy student or entry-level practitioner from Kean University. It is important to read this document carefully.

The OT student is expected to:

Cognitive Skills

- Demonstrate arousal, sustained and divided attention sufficient for classroom and fieldwork settings.
- Identify and recall relevant information, organize and prioritize data, interpret abstract relationships.
- Demonstrate the ability to read, synthesize and integrate material from texts, journal articles, medication records and client interviews and observations.
- Demonstrate the ability to contribute to classroom experience by sharing perspectives, opinions and experiences.
- Employ organization skills and time management skills to meet academic and practice deadlines.
- Utilize problem solving skills for creative and pragmatic solutions and program development.
- Recall and apply theory in vivo, generate and implement client centered treatment plans with sound rationales.
- Change their intervention or behavior when needed.
- Incorporate constructive feedback and adapt output.
- Employ professional behaviors as outlined within this document.
- Master abstract ideas and synthesize information to handle the challenges of the academic, laboratory and fieldwork settings.

- Formulate accurate clinical observations, select and administer standardized tests, calculate and synthesize the results to determine impact on clients' participation.
- Analyze the accuracy and effectiveness of their work and intervention plans.
- Employ error recognition and adaptation skills.
- Use computer and technology including word processing, learning platforms (Blackboard, Skype), databases, spreadsheets, PowerPoint, SPSS, and Internet search tools.
- Demonstrate additional skills including; active listening, reading comprehension, instructing, time management, active learning, deductive reasoning, inductive reasoning, decision making, adaptability, flexibility, cooperation, self-control, frustration tolerance, and attention to detail.

Communication Skills

- Be respectful in all verbal, written, and email communication.
- Have an awareness of nonverbal behaviors and the impact those behaviors have on communication.
- Use appropriate language and grammar.
- Use technology to be able to be able to communicate with others professionally and concisely.
- Request and respond to feedback in a professional manner.
- Communicate effectively within a variety of groups to complete projects as assigned.
- Gather data (from written evaluation, self-report, class exam, or lab practicum) and be able to articulate findings.
- Understand English, both written and verbal, to the extent necessary to: respond to questions in the classroom, initiate and participate in classroom discussion and activities, and communicate effectively as necessary in all fieldwork settings.

Interpersonal Skills

- Demonstrate awareness of others' reactions and understanding why others react in certain situations.
- Understand verbal and nonverbal behavior as way to facilitate learning process and/or therapeutic process.
- Interact with persons of various ages, disabilities, and sexual preferences, ethnic, racial, religious, and socioeconomic backgrounds without being judgmental or prejudiced.
- Engage in intimate situations involving client care (i.e., dressing, bathing and toileting).
- Effectively work with others for completion of group tasks.
- Build healthy relationships with faculty, fieldwork educators, fellow graduate students, coworkers, and clients and their significant others.
- Provide emotional support during situations involving pain, grief, death and stress.

Physical/Sensory Motor Skills

- Possess functional skills to use vision, tactile, auditory and other sensory perceptual skills to assess and provide treatment or interventions.
- Demonstrate ability to attend and actively participate in all classes, laboratory and fieldwork experiences utilizing gross motor skills, manual dexterity, motor planning skills and fine motor skills.

- Comfort with physically touching others without regard to the nature of illness or disability, culture, age, or gender.
- Demonstrates adequate motor skills to safely and skillfully move and handle people of various sizes and ages and in a wide variety of environments. OTs are often required to lift or move people (their size or larger), who are completely dependent.
- Exhibit sufficient postural and neuromuscular control, sensory functions and coordination to completed assessments and perform remediation including sitting, standing, stooping and lifting.

Professional Skills

- Uphold the ethical code of AOTA, Kean University and the clinical site by demonstrating respect and maintaining confidentiality of clients and complying with all laws and standards.
- Take responsibility for all actions and learning in a mature, calm manner.
- Demonstrate respect for others (faculty, peers, fieldwork educators, other disciplines, client, client's significant others, family members) through appropriate language, tone of voice and non-verbal communication.
- Represent Kean University, the department of occupational therapy and the profession in a professional manner as demonstrated through appropriate dress, courteous interactions and proper etiquette.
- Demonstrate reliability by being on time and prepared for class, clinic work, and following up and attending to details.
- Demonstrate honesty in all course work, documentation & communication, and about errors or uncertainties.
- Demonstrate awareness and sensitivity for a person's cultural, religious, spiritual beliefs and lifestyle choices.
- Exhibit a positive attitude for classroom and clinical learning and with others.
- Evaluate the impact of one's own decisions on others.
- Listen to others' feedback with an open mind.
- Critically reflect on one's own performance and actions before, during or after it occurs.
- Provide constructive, respectful feedback to others.
- Be proactive by taking the initiative for learning in all environments, taking the initiative to lead and by being a cooperative team member.
- Be flexible and creative in adapting to change in class and clinical environments by demonstrating professional behavior while experiencing heavy workloads, fast pace or unexpected demands.

Psychosocial Skills

- Accept responsibility for one's own behaviors and learning.
- Maintain boundaries between personal and professional issues.
- Have awareness of one's emotional state.
- Exhibit self-control when encountering challenging situations or individuals.
- Display emotional maturity and stability and is able to manage multiple tasks in stressful situations and respond to these stressful situations appropriately.
- Receive and integrate constructive feedback in a calm manner.

Appendix F

Acknowledgment Page

Kean University
Department of Occupational Therapy

I, _____, have read and understand **The Essential Functions of the OT student** listed in the Student Handbook and on the KUOT website. I understand that I am responsible for these essential standards listed to ensure full participation in the educational and practice settings of an occupational therapy student at Kean University.

Student Signature _____ Date _____

I, _____, have read and understand all the contents contained in the **Occupational Therapy Student Handbook**. I understand that I am responsible for following the set policies set in this handbook while I am a student in the occupational therapy program at Kean University.

Student Signature _____ Date _____

***Please sign and print this page.** Return to the departmental secretary within the first week of classes.

Appendix G

Health Record Completion

Kean University
Department of Occupational Therapy

This must be completed and signed by the healthcare provider and the student after the physical exam is completed. This must be submitted to Thais Petrocelli prior to beginning fieldwork.

I, _____ verify that my health record is complete. I understand that I am required to provide show my health records to my seminar instructor(s) on the first day of each seminar class and may be asked to provide my health records to the fieldwork site(s). **I understand that failure to comply with this regulation will delay my fieldwork start date and jeopardize my grade.**

TO HEALTHCARE PROVIDER: Please complete below. If no medical condition exists, please indicate by writing “not applicable”.

_____ The student has a medical condition, including pregnancy and allergies, but ***does not have limitations*** for working with clients during fieldwork.

_____ The student has a medical condition, including pregnancy or allergies, which ***results in the following limitation(s)***. (please be specific):

Condition Specific Limitations

I, _____ verify that to the best of my knowledge that the information provided above is true.

Student signature

Date: _____

Physician's Signature

Date: _____

Physician Name: _____

Address: _____

Phone number: _____

Please note: This form will not be accepted if physician name, address, and phone number above are illegible.

Appendix H

Health Record Requirements

Kean University
Department of Occupational Therapy

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Name: _____

Date: _____

Please note: This information is required prior to starting Fieldwork Level I.

IMMUNIZATIONS:

1. **Hepatitis B**

- a. Proof of having received all THREE doses of the Hepatitis B Vaccine

Dates: _____, _____, _____

OR

- b. Documentation of a positive Hepatitis Surface Antibody (HBSAB)

c.

OR

- c. Vaccine Waiver Form

2. **Rubeola (Measles):_ (if born after 1950)**

- a. Proof of TWO doses of live measles (or MMR) vaccine, at least one month apart, on or after first birthday

OR

- b. Documentation of a case of physician - diagnosed measles

OR

- c. Measles Titer Results:

Health Record Requirements
Kean University
Department of Occupational Therapy

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3. Mumps: (if born after 1951 or prior to 1951 if does not recall having had mumps).

- a. Proof of immunization with live mumps (or MMR) vaccine
on or after first birthday

OR

- b. Documentation of a case of physician-diagnosed mumps

OR

- c. Mumps Titer Results

4. Rubella (German Measles):

- a. Rubella Titer Results

5. Varicella (Chicken Pox)

- a. Documentation of a case of physician diagnosed chicken pox

OR

- b. Results of previous titer

6. Diphtheria/tetanus: (must be within 10 years)

- a. Date of Booster:

Health Record Requirements
Kean University
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TUBERCULOSIS TESTING

a. Mantoux Test (*must be done yearly*)

One Step_____ or Two Step_____ Date: _____

Results:

or (If the PPD is positive)

a. Chest x-ray Date: _____. Results:

b. Explanation of why a chest x-ray was not done:

PHYSICAL EXAMINATION

a. A physical exam on _____ certifies that _____ is in
satisfactory health and free from any communicable diseases

OR

b. The following health problems exist:

If your health status changes, the school must be notified as soon as possible. Failure to comply will result in disciplinary action.

Physician's Signature

Date _____

Student's Signature

Date _____

Appendix I

Annual Update of Health Records

(to be completed by healthcare provider)

Kean University

Department of Occupational Therapy

Student Name: _____

Address: _____

Telephone number: _____

Please complete this health record update. Be sure to complete the attached Health Record Completion Form.

1. ____ Completion of a physical examination indicates that this student is in satisfactory health and **free of any communicable diseases.**

OR

2. ____ The following health problems exist:

3. ____ The **Health Record Completion** form is attached and documents whether the student has any limitations due to any existing health problems.

4. ____ A current PPD (Mantoux within one year) has been completed.
PPD date _____ Results Negative _____ Positive _____

If PPD is positive, a chest x-ray is required. If a chest x-ray is not completed, the reason **must be documented.**

Chest x-ray results: _____

A chest x-ray was not completed because: _____

Physician's Signature

Date

Student's Signature

Date

Appendix J

Definitions of Terms/Abbreviations

Accreditation: The Accreditation Council for Occupational Therapy Education (ACOTE) offers recognition and accredits the university's occupational therapy program if they satisfy certain standards of quality.

Activity analysis: The process of breaking down an activity into its component parts to help adapt an activity and identify potential areas that a client may need help with.

Analysis of performance: A step in the evaluation process where the client's potential problems or barriers hindering their performance are identified.

OTA – American Occupational Therapy Association: the national professional association in which all students are expected to join and maintain membership.

Bloom's Taxonomy: A hierarchical ordering of cognitive skills used to organize educational learning objectives.

Client-centered treatment: An approach to treatment in which there is a significant focus on the client and encourages the client to take an active role in their treatment.

DA – Doctoral Assistant: An occupational therapy doctoral student who also works in the department of occupational therapy providing additional assistance to the faculty and students.

Doctoral residency: A capstone experience and project used to develop further exploration in one of the following focus areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

Emerging practice areas: Practice areas that are new and supported with some level of evidence on effective outcomes and are seen as worthy of further research.

Evidence-based practice: An approach that incorporates the best evidence to form strong arguments in guiding a client's treatment. Based on the clinician's expertise, scientific evidence, and client's perspective.

Fieldwork Level I: Students are being introduced to the experience of observation and participation in client-based settings where occupational therapy services are being delivered. Students are expected to complete three level I fieldworks experiences.

Fieldwork Level II: Students are providing occupational therapy interventions to clients under supervision of a qualified occupational therapist. Students attend their fieldwork site full time over the course of 24 weeks and are expected to complete their level II fieldwork experiences in two different areas of practice.

Frame of reference: A baseline for practical application which guides the evaluation, assessment, and treatment of a client.

GA – Graduate Assistant: An occupational therapy master's student who also works in the department of occupational therapy providing additional assistance to the faculty and students.

Holistic: An approach used to view the client as a whole individual, as opposed to a collection of parts.

NJOTA – New Jersey Occupational Therapy Association: The state professional association in which all students are expected to join and maintain membership (expected to support the students' state association, NJ, NY, etc.).

NICU – Neonatal Intensive Care Unit: A specialized area of a hospital where newborn babies reside if they intensive medical care.

Occupation-based services: Clinicians using occupations, when delivering services, as a client's primary way of achieving their goals related to performance.

Occupational performance: A person's ability to perform necessary or required activities or tasks.

Occupational profile: A client's profile which provides the clinician with their occupational history, experiences, and who they are as a person.

OTPF – Occupational Therapy Practice Framework: An official AOTA document that describes concepts which ground the profession of occupational therapy.

Practice model: Using the philosophical base of the profession to guide evaluations, treatments, and describe practice.

Qualitative: A type of research that gathers non-numerical data and measures the quality of something.

Quantitative: A type of research that quantifies the problem and gathers numerical data.

SOTA – Student Occupational Therapy Association: An organization contributing to students' knowledge of the occupational therapy profession.

Appendix K

Student Exposure Incident Report

Kean University
Department of Occupational Therapy

Student name: _____ DOB: _____
Date incident occurred: _____ Time incident occurred: _____ Time reported: _____
Has the student completed the hepatitis B vaccination series? yes no
If yes, dates of vaccination: 1st _____ 2nd _____ 3rd _____

Post-vaccination HBV antibody status, if known: positive negative unknown
Date of last tetanus vaccination: _____
Date of last tuberculin test: _____

Exposure Incident Information:

Agency/site where incident occurred (include specific unit): _____

Type of incident:

needle stick human bite
 instrument puncture burn laceration
 injury from other sharp object _____
 blood/other body fluid splash or spray
 other _____

Area of body exposed: _____

Type of body fluid/tissue/airborne pathogen exposed to:

Describe incident in detail:

What barriers were being used by the student when the incident occurred?

gloves mask eye wear gown other _____

Source Patient Information:

Review of source patient medical history: yes no

Verbally questioned regarding:

History of hepatitis B, hepatitis C, or HIV infection yes no

High risk history associated with these diseases yes no

Patient consents to be tested for HBV, HCV, and HIV yes no

Referred to (name of evaluating healthcare professional/facility): _____

Incident report completed by: _____

Student Signature: _____

Date: _____

Appendix L

Professional Behavior Form
Department of Occupational Therapy

Student _____ Track _____ Semester _____ Year _____

Professional Behaviors Expected	Explanation of Observed Behavior(s)
1. Demonstrates dependability by attending classes on time, handing in assignments when due, and/or returns after break on time.	
2. Demonstrates self-awareness through recognition and discussion of his or her feelings, attitudes and behaviors.	
3. Shows respect and a positive attitude for staff, faculty, peers, community collaborators and/or clients.	
4. Demonstrate interest in the material being presented in and out of classroom.	
5. Demonstrates initiative by taking advantage of opportunities for learning in and out of the classroom.	
6. Demonstrates professional communication with faculty, staff, peers, community collaborators and/or clients (i.e., verbal, written and/or virtual means).	
6. Other issue(s):	

Meeting Date:

Individual(s) Attended:

Student Response:

Follow-up/Plan of Action:

Appendix M



Confidentiality and Non-Disclosure Agreement

As a student in the Kean University Occupational Therapy Department, I understand that I am in and out of the clinic for classes and open lab sessions. I acknowledge that during my time in the clinic or during any programming involving clients, all client information is to be treated as confidential. This includes the fact the client has received, or previously received any services through the Kean University Occupational Community Cares Clinic. The privacy and confidentiality of our clients are protected by state laws and regulations and Federal HIPAA regulations. I understand that I will not have access to client records or information. No client information may be disclosed without explicit written or verbal consent from the client.

The following would be considered inappropriate or a breach of confidentiality:

1. Discussing/revealing client information to anyone outside of the KUOT-CCC team (i.e. family, friends, and fellow students.)
4. Sending any client information via email, text or FAX without explicit authorization from client and KUOT-CCC director, Geraldine Pagaoa-Cruz.
5. Placing client information on the internet or any other publicly available forum without explicit consent.
6. Leaving the clinic with any client photos on your phone or camera.

Kean Occupational Therapy Student Confidentiality Agreement:

By signing this document, I hereby acknowledge my understanding that all client information (including name, clinic attendance, financial status, etc.) is confidential. Should I break this agreement I understand disciplinary action will be taken as appropriate.

Print Name

Date

Signature

Date

Witness

Date

Appendix N



Kean University OT Community Cares Clinic (KUOT-CCC) Release Form

I, _____, hereby consent to and authorize Kean University, its officers, agents, employees and assigns to:

- a) Record my likeness and voice on a video, audio, photographic, digital, electronic, print or any other medium.
- b) Use my name in connection with these recordings.
- c) Use, reproduce, exhibit or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet/WWW) these recordings for any purpose that Kean University, and those acting pursuant to its authority, deem appropriate, including promotional or advertising efforts.

I release Kean University and those acting pursuant to its authority from liability for any violation of any personal, privacy or proprietary right I may have in connection with such use. I understand that all such recordings, in whatever medium, shall remain the property of Kean University. I waive the right to inspect or approve the finished product wherein my likeness appears.

I acknowledge that my consent to the above conditions is fully voluntary, given without coercion or duress. I further acknowledge that I have read and fully understood the terms of this release. I understand that no monetary consideration is being paid to me for my appearance, likeness, statements or recordings.

(Print Name)

(Date)

(Signature)

(Date)