



**Katz**  
Katz School  
of Science and Health

# Yeshiva University Katz School of Science and Health Doctoral Program in Occupational Therapy

## **Student Handbook Academic Year 2025-2026**

Updated: Spring 2025

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## II. OVERVIEW: DOCTORATE IN OCCUPATIONAL THERAPY

### OTD Program Statement of Philosophy

The philosophy of the Occupational Therapy Doctorate Program reflects the mission statement and values of Yeshiva University, the values of the occupational therapy profession, and the professional values of the faculty of the Occupational Therapy Doctoral Program. The occupational therapy curriculum incorporates beliefs about health and well-being, occupation, and community.

**Health and Well-being.** The philosophy of the program embraces the definition of health of the World Health Organization: “Health is a state of complete physical, mental and social wellbeing – not merely the absence of disease or infirmity” (AOTA, 2020, p. 5). This holistic view of health is focused on quality of life; the defining contribution of occupational therapy is the application of knowledge, skill, professional attitude, and values to assist clients to engage in everyday meaningful activities or occupations, i.e., the things people need and want to do. The Occupational Therapy Doctorate Program at Yeshiva University (YU) program is committed to providing academic and experiential learning focused on health promotion, restoration of health, health maintenance, and compensation and adaptation. The program will educate students to evaluate all aspects of the occupational therapy domain and apply this knowledge to the intervention process as the students work to support the health and participation of their clients and in communities. This education further highlights the profession’s “positive relationship between occupation and health and its view of people as occupational beings” (AOTA, 2020, p. 4); the core values of the profession will be made clear to the student:

- All people should be able to participate to their fullest in the occupations they want or need to do.
- All people should be able to experience independence and interdependence.
- All people have the right to be treated with equality.
- All people have the right to feel secure.
- All people have the right to be well and have access to health care.

**Occupation and Community.** Occupations are “central to a person’s health, identity and sense of competence...and include things people need to want to, and are expected to do” (AOTA, 2020, p. 7). The program centers its curriculum on the value and meaning of occupation as performed by human-beings through the stages of human development. For occupational therapists to provide occupation-based interventions, they require a client-centered approach. The value of this approach will be mirrored and reinforced through the university’s student-centered commitment to education. The process of occupational therapy education will require that students develop critical and clinical reasoning skills, problem solving, creativity, abstract thinking, capacity for empathy, an understanding of diversity, and the perspectives of all stakeholders. This focus on occupation-based practice will give the student the critical experience of the profession’s uniqueness, establish society’s view of the profession, and develop a strong professional identity within the student. Occupation-based practice can be seen as a major curricular thread in the course design, fieldwork, and students’ learning experiences. A major focus of the program is community health and wellbeing: combining occupation-based practice with community practice. The students will, through fieldwork experiences and scholarly activities, provide interventions, develop, and evaluate community programs, and improve occupational engagement in a variety of non-traditional and emerging practice settings through the life span.

Located in NYC and part of the Katz School of Science and Health, faculty, students, and community members are working together bringing science, health, and technology to the forefront as we problem-

solve for a better future. In state-of-the-art laboratories, alongside faculty, students apply didactic content and build skills on how to promote health and well-being through occupational engagement.

### **OTD Program Mission**

The mission of YU Occupational Therapy Doctorate program is to educate and train students to become scholar-practitioners who are caring and competent in developing and delivering services; through the integration of theory, research, and practice knowledge-basis and clinical skills. These scholar-practitioners will be lifelong learners, advocates, and leaders for the profession and diverse consumers, local and global communities. Through student-centric pedagogy and curricular threads (i.e., occupation-centered, client-centeredness, evidence-based practice, interprofessional collaboration, therapeutic use of self, diversity, and diverse and global connections, wellness and prevention, critical thinking and clinical reasoning, leadership, and advocacy) the students will be prepared to be reflective and effective practitioners. Our program aligns with the American Occupational Therapy Association (AOTA) Vision 2025: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living”.

<https://www.aota.org/AboutAOTA/vision-2025.aspx>

### **Curricular Design: Scope & Sequence**

The curricular design is reflective of the mission and philosophy of both YU and the Occupational Therapy Doctorate Program and informed by the Program’s pedagogical approach. The Program philosophy views human experience through a lifespan perspective, providing a rich context from which to understand engagement in occupations. The lifespan perspective represents that human development and function is multifaced, comprised of psychological, physical, and social skills that are shaped by environmental and contextual factors. The Program’s curricular scope is grounded in the profession’s Vision 2025 (AOTA, n.d.) and Accreditation Council of Occupational Therapy Education (ACOTE) standards. It highlights the profession’s core tents: “positive relationship between occupation and health and its view of people as occupational beings” (AOTA, 2020, p. 4). Occupational engagement and occupation-based interventions are therefore the central themes of the curriculum. The curricular sequence follows reverse instruction of developmental stages. It begins with older adults in the second semester and moves sequentially through the lifespan stages to adolescence and children in the fourth semester of the Program. The reverse instruction of human development is informed by the Program’s pedagogical approaches, Constructivism, and Transformative Learning Theory (TLT; Hartle, Baviskar, & Smith, 2012; Hodge, 2019; Taylor & Cranton, 2013; Van Schalkwyk et al., 2019). According to these approaches, students' experiences, prior knowledge, and reflection are central to their learning, hence, the curricular sequence is organized to introduce content that is chronologically related to students' life experience (older and young adults' occupational performance) and gradually move to content that is chronologically distinct from their current experiences (Occupational Performance in the Child and Adolescent). Furthermore, informed by TLT and student-centered education, didactic knowledge is applied to the respective practice area course as Level I fieldwork at the midpoint of semesters two through five. Older adults' didactic course and Level I first FW rotation are taken at the second semester; adults' didactic course and Level I second FW rotation are taken at the third semester; and pediatric didactic course and level II FW third rotation are taken at the fourth semester (see curriculum sequence pages 9-10).

Programmatic themes set the foundational knowledge for the program courses:

1) occupational performance across the life span; 2) client centered evaluation and occupation-based interventions; 3) wellness and prevention; 4) technological advancements to support occupational performance; 5) leadership and advocacy; and 6) scholarship and research. These themes are reflective of the curricular scope and align with Katz School of Science and Health and YU mission statements.

The curricular threads create connectedness between the programmatic themes and pedagogical approach, aligning with mission and philosophical statements. The threads are interwoven across semesters, and content areas.

### **Program Curricular Threads**

- Occupations as a means *and* end
- Professional development
- The healing power of occupation
- Adaptation as a means towards performance and engagement
- Client-centeredness
- Evidence-based practice
- Critical thinking, analysis, and synthesis
- Clinical reasoning
- Interprofessional collaboration

The instructional design reflects both the commitment of YU to five core Torah values: truth, life, infinite human worth, compassion, and redemption (YU, n.d.) as well as Katz School of Science and Health vision: “We take an interdisciplinary approach to research and education, fostering the creativity, collaborative thinking and builder mindset required to take on today’s toughest problems. Faculty, students, and alumni are change-makers and entrepreneurs who bring science, technology, and health innovations to market.” (YU, n.d.). Constructivism, Humanism, and Transformative Learning Theory (TLT) constitute the Program’s pedagogical approaches to education. A Humanistic approach asserts that humans are intrinsically good and have the potential for development towards their full potential. A Constructivist approach describes learning as a student-centered process of active engagement, motivation and reflection building on prior knowledge. TLT combines and expands both approaches and fosters adult learners’ adjustment to new learning through reflection, problem solving, communication, and transforming perspectives (Hartle, Baviskar, & Smith, 2012; Hodge, 2019; Taylor & Cranton, 2013). Through these approaches students are engaged in experiential learning as they work collaboratively with the faculty who facilitate learning by extracting the student’s preexisting knowledge to connect with new knowledge. Students generate scholarship projects, receive feedback from their peers and faculty, making learning an empowering experience leading to the formation of student’s identity as practice-scholar occupational therapists.

### **Program Learning Outcomes**

The program’s stated Learning Outcomes are as follows:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs, and needs.
2. Demonstrate effective communication skills to function successfully as a member of an interprofessional health care team.

3. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship.
4. Design interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession's philosophy.
5. Implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession's philosophy.
6. Integrate health promotion and wellness in interventions with individuals, communities, and populations.
7. Model/demonstrate leadership and advocacy for occupational therapy in the full range of service areas.

### Program Objectives

Department Program Learning Outcomes	Objectives
1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.	a. Students will identify the impact contextual factors, socioeconomic, political, and demographic factors have on client's occupational performance.
	b. Students will promote culturally sensitive and inclusive service delivery to individuals, groups, and communities.
2. Demonstrate effective communication skills to function successfully as a member of an interprofessional health care team.	a. Students will demonstrate conscious use of professional language both verbally and in writing.
	b. Students will communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team.
3. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship.	a. Students will locate, analyze, and critique quantitative and qualitative research papers to guide clinical decision-making.
	b. Students will appraise then synthesize scientific literature to develop their capstone doctoral project.
	c. Students will disseminate their capstone doctoral project in a local, national, and/or international professional venue.
4. Design interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession's philosophy.	a. Students will evaluate an individual's occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures.
	b. Students will design a client-centered well-reasoned intervention plan to promote areas of weakness.
5. Implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession's philosophy.	a. Students will apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups, or communities.
	b. Students will report client's evaluation results and progress using professional documentation in accordance with reimbursement systems.



	c. Students will develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment.
6. Integrate health promotion and wellness in interventions with individuals, communities, and populations	a. Students will appraise individuals, communities, and population health needs and access to resources.
	b. Students will develop health and wellness programs to mitigate identified needs at an individual, group, and community levels.
7. Model leadership and advocacy for occupational therapy in the full range of service areas.	a. Students will examine health disparities or social injustices impacting individuals, groups, and communities.
	b. Students will propose programmatic changes to a selected organization, or agency about a social or policy issue.

### OTD Program Admission, course sequence/descriptions/accreditation

For admission requirements, OTD course sequence per semester, course descriptions, and accreditation information, please see the [Katz School Graduate Academic Catalog](#)

<b><u>Occupational Therapy Doctorate Curriculum Course Sequence by Semester</u></b>	<b><u>Credits</u></b>
<b>Semester One</b>	
OTH 5100 Occupational Therapy Profession and Practice	3
OTH 5101 Introduction to Doctoral Fieldwork I	1
OTH 5102 Assessment and Screening I	3
OTH 5103 Introduction to Scholarship and Research	2
OTH 5104 Clinical Skills and Procedures	2
OTH 5105 Anatomy and Human Movement	5
	Subtotal 16
<b>Semester Two</b>	
OTH 5200 Occupational Performance in the Older Adult Population	5
OTH 5210 Skills Lab: Older Adult	2
OTH 5201 Fieldwork I – Older Adult	1
OTH 5202 Assessment and Screening II	2
OTH 5203 Brain, Behavior and Occupation	3
OTH 5204 Scholarship and Evidence-Based Practice I	3
OTH 5205 Occupations in Practice through the Lifespan	2
OTH 5206 Introduction to Doctoral Studies	1
	Subtotal 19
<b>Semester Three</b>	
OTH 5300 Occupational Performance in the Adult Population	5
OTH 5310 Skills Lab: Adult	2
OTH 5301 Fieldwork I – Adults	1
OTH 5302 Scholarship and Evidence-Based Practice II	3
OTH 5303 Preparatory Methods I	3
OTH 5304 Assistive Technology	4

	Subtotal 18
<b>Semester Four</b>	
OTH 5400 Occupational Performance in the Child and Adolescent Population	5
OTH 5410 Skills Lab: Children and Adolescents	2
OTH 5401 Fieldwork I-Children and Adolescents	1
OTH 5402 Doctoral Fieldwork II	1
OTH 5403 Preparatory Methods II	4
OTH 5404 Occupational Wellness	4
OTH 5405 Leadership and Advancement in Practice	4
	Subtotal 21
<b>Semester Five</b>	
OTH 5500 Preparation for Doctoral Professional Practice	1
OTH 5501 Fieldwork II-A	12
	Subtotal 13
<b>Semester Six</b>	
OTH 5600 Capstone Project I	1
OTH 5601 Fieldwork IIB	12
	Subtotal 13
<b>Semester Seven</b>	
OTH 5700 Capstone Project II	2
OTH 5701 Capstone Experience I	5
	Subtotal 7
<b>Semester Eight</b>	
OTH 5800 Capstone Experience II	6
OTH 5801 Capstone Experience III	2
	Subtotal 8
<b>Total Credits: 115</b>	

## OCCUPATIONAL THERAPY DOCTORATE COURSE DESCRIPTIONS:

### OTH 5100 Occupational Therapy Profession & Practice

This course is an introduction to the field of occupational therapy, including the history, philosophical beliefs, areas of practice, and roles of practitioners. The focus of the course is on developing an awareness of professional organizations, ethics and values with an emphasis on the Occupational Therapy Practice Framework (OTPF4). Concepts such as theory, science occupation, service delivery models, legislation, and liability will be included and integrated with the content of the course.

### OTH 5101 Introduction to Doctoral Fieldwork I

Introduction to Fieldwork I is designed to assist in professional role development and to prepare the student for their first fieldwork experience and to introduce the student to a variety of traditional and emerging practice areas. Concepts such as IPE, technology, collaboration, licensure reimbursement systems, and ethics will be included and integrated with the content of the course.

### OTH 5102 Assessment & Screening I

This course will provide an introduction to standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Topics covered include assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. This course will provide instruction in screening and assessment of visual, perceptual and cognitive skills as well as standard physical assessments for range of motion and strength. Concepts

such as intervention, evidence-based practice, therapeutic use of self, quantitative and qualitative analysis will be included and integrated with the content of the course.

### **OTH 5103 Introduction to Scholarship and Research**

This course starts the development of the “practice scholar” and will focus on building skills by gaining an understanding of research in health care, utilizing logical and critical thinking skills to navigate research data, asking evidence-based questions, applying theory to research, and performing literature searches. Additionally, students will gain knowledge about research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Students will ask a clinical research question, design quantitative and qualitative data collection tools, collect data, analyze with theory, and write up findings. Concepts such as grants, instructional design, standardized testing, and methodology will be included and integrated with the content of the course.

### **OTH 5104 Clinical Skills & Procedures**

This course is an introduction to basic patient care skills as required by rehabilitation workers. It will offer an understanding of various bodily systems, conditions and, typical medical management and how they impact occupational performance. Concepts such as communication, training techniques, therapeutic use of self, disease processes, and safety will be included and integrated with the content of the course.

### **OTH 5105 Anatomy and Human Movement**

This course provides an integrated, as well as theoretical and practical approach to studying anatomy and movement. As all functions are performed by specific structures, anatomical information provides clues about structure and explains function. Knowledge of the anatomy of the healthy human body will enable the student to understand important mechanisms of disease. This course applies information learned in gross anatomy to mechanical and physiological principles of movement. It includes analysis of body alignment, joint structure, and muscle action and their relationship to functional activities. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks. Concepts such as intervention plan, safety, human behavior, lifespan development, and psychology will be included and integrated with the content of the course.

### **OTH 5200 Occupational Performance in the Older Adult Population**

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Concepts such as theories, wellness, prevention, precautions and care coordination will be included and integrated with the content of the course. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

### **OTH 5210 Skills Lab: Older Adult**

In the skills lab students will gain hand-on experience working with older adult populations. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult. Concepts such as models of practice, interventions, strategies, driver rehabilitation, and dysphagia will be included and integrated with the content of the lab. The course will incorporate evidence–based practice and apply knowledge to a variety of clinical and community settings.

### **OTH 5201 Fieldwork I- Older Adult**

This course provides opportunities for observation and participation in various aspects of the occupational therapy process during an older adult Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Experiential Internship.

### **OTH 5202 Assessment & Screening II**

This course provides an in-depth analysis of the occupational therapy assessment process over the lifespan. It focuses on standardized and occupation-based methods of gathering information about these developmental groups. Students will have the opportunity to develop their observation and analysis skills. Concepts such as interprofessional team, standardized testing, psychometric properties of tests, cultural factors, and intervention plans will be included and integrated with the content of the course.

### **OTH 5203 Brain, Behavior and Occupation**

This foundational neuroscience course will present topics including histology of the ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition, each topic will have an applied component in which students will investigate the impact of these systems and structures on occupations. Concepts such as society, assessment tools, performance patterns, occupation-based interventions, and social determinants will be included and integrated with the content of the course.

### **OTH 5204 Scholarship and Evidence-Based Practice I**

This course introduces students to evidence-based practice and knowledge development and how to create focused clinical questions, investigate and interpret research literature, and incorporate outcome-measures into practice. It is designed to foster professional writing skills as to become evidence –based practitioner in occupational therapy. Concepts such as theory development, evaluation, standardized testing, scholarly reports, and instructional design will be included and integrated with the content of the course.

### **OTH 5205 Occupations in Practice Through the Lifespan**

This course provides an in-depth analysis of the therapeutic benefits of occupations, in all areas of ADL, IADL, Health Management, Rest and Sleep Education, Work, Play, and Social Participation. Students will analyze and apply occupation – based media as they relate to client – centered intervention. Occupation-based activity analysis techniques are utilized to allow student to recognize the possible influences of activity demands, social, cultural, personal and temporal contexts on occupational performance. Students will learn how to implement the teaching-learning process as they train others to engage in occupations. Students will develop resources, teaching skills, observation techniques, and the therapeutic use of self. Emphasis will be placed on perceiving relationships between developmental stages and modifications in the individual's occupations, along with the impact of culture on development. Concepts such as diversity, occupation-based activities, clinical reasoning, teaching-learning process, and effective communication will be included and integrated with the content of the course.

### **OTH 5206 Introduction to Doctoral Studies**

This course will inspire the student's growth in doctoral level thinking and professional curiosity. Providing an overview of the culminating project, students are prepared to proactively explore areas of interest throughout the occupational therapy program as potential topics for the experiential internship and capstone. Additionally, students gain dialectical and critical analysis skills relating to occupational therapy history, literature, and theory in application to the profession today and in the future. Students

will be in class 30 hours for didactic instruction and seminar-style discussion. The course culminates with a critical analysis paper exploring a potential capstone topic. Concepts such as quantitative and qualitative research, grants, instructional design, and synthesis of data will be included and integrated with the content of the course.

### **OTH 5300 Occupational Performance in the Adult Population**

This course is an introduction to occupational therapy with adults. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and apply it to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Concepts such as scientific evidence, clinical reasoning, reassessment, referring clients, community resources, discharge planning will be included and integrated with the content of the course. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

### **OTH 5310 Skills Lab: Adult**

In the skills lab, students gain hand-on experiences with occupational performance in adults. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult. Concepts such as intervention strategies, technique training, evaluation, interprofessional collaboration, care coordination will be included and integrated with the content of the lab. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

### **OTH 5301 Fieldwork I- Adult**

This course provides opportunities for observation and participation in various aspects of the occupational therapy process during an adult Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on adults with a variety of diagnoses in a variety of settings. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Experiential Internship.

### **OTH 5302 Scholarship and Evidence-Based Practice II**

This course will focus building capabilities in assessing and systematically reviewing evidence, utilizing a critical appraisal process in investigating a clinical question, and developing a research proposal. Students will compare forms of evidence with specific reference to systematic reviews versus clinical practice guidelines. The doctoral student can use course assignments to explore potential topics for the culminating capstone project. Concepts such as client evaluation, standardized test interpretation, data analysis, publication, and proposal design will be included and integrated with the content of the course.

### **OTH 5303 Preparatory Methods I**

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as the use of physical agent modalities, wound care, managing edema, and tissue remodeling / scar management. Concepts such as interventions, safety, assistive technology, prosthetic devices, preparatory methods, and precautions will be included and integrated with the content of the course.

### **OTH 5304 Assistive Technology**

This course focuses on assistive technology, adaptive equipment and environmental modifications used by occupational therapist to achieve optimal occupational performance. It includes visits to vendors and community settings to explore how assistive technology is used for different populations, as well as to determine what is available to clients. Students will have the opportunity to design

assistive equipment for a client. Concepts such as assistive technology, orthotic devices, program design, and technology in practice will be included and integrated with the content of the course.

#### **OTH 5400 Occupational Performance in the Child and Adolescent Populations**

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in children and adolescents.

Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings. Concepts such as scientific evidence, consultative process, collaboration, and feeding will be included and integrated with the content of the course.

#### **OTH 5410 Skills Lab: Children and Adolescents**

In the skills lab, students gain hands-on experiences with occupational performance in children and adolescents. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the children and adolescents. Clinical concepts such as case reasoning, intervention strategies, specialist referral, care coordination, technique training will be included in the course. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

#### **OTH 5401 Fieldwork I- Children and Adolescents**

This course provides opportunities for observation and participation in various aspects of the occupational therapy process during a full-time one-week children and adolescents Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on adults with a variety of diagnosis in a variety of settings. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Experiential Internship.

#### **OTH 5402 Doctoral Fieldwork II**

This course will emphasize information that has been covered in the occupational therapy curriculum to prepare the student for Fieldwork Level II Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements. Concepts such as direct interventions, technology in practice, intra-professional collaboration, and reimbursement systems will be included and integrated with the content of the course.

#### **OTH 5403 Preparatory Methods II**

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance: Physical agent modalities and splinting. Concepts such as assistive technology, superficial thermal agents, and advocacy will be included and integrated with the content of the course.

#### **OTH 5404 Occupational Wellness**

This course examines the relationship of occupation to health, well-being, participation; critical thinking about lifestyle factors influencing occupational engagement and wellness in occupational therapy practice. Concepts such as public health, consultative process, teaching-learning process, and community resources will be included and integrated with the content of the course.

#### **OTH 5405 Leadership and Advancement in Practice**

This course will cover information on how to provide effective occupational services: the role of the occupational therapy manager; running a business/department/program; leadership; maintain

standards; use evidence; understand policy; and prepare next-generation leaders. It will foster professional development in leadership, management, and advocacy. The course prepares students for the lifelong task of professional growth as a leader. Students gain an understanding of how to carry out the role of an occupational therapy manager, start and run a private practice or business, follow professional regulations and policy, utilize evidence, acquire grant funding, and become future leaders. Concepts such as policy issues, service delivery models, regulations, leadership skills, and ethics will be included and integrated with the content of the course.

### **OTH 5500 Preparation for Doctoral Professional Practice**

This course will integrate knowledge from courses such as Leadership and Advancement in Practice, Introduction to Fieldwork, and Occupational Performances and apply it to the fieldwork experiences. Using a “mock” format and case studies, students will have the opportunity to interview, apply appropriate screening and evaluations, develop occupation-based intervention, and discharge plans. Students will also have to apply knowledge about payment systems in different settings; admission criteria; documentation requirements, and billing. The course will also revisit Models and Theoretical Frameworks that support fieldwork education. This process will be applied to all three lifespan categories as depicted by the Occupational Performance courses: The Older Adult, the Adult; and the Child and Adolescent. Concepts such as assessment tools, occupational profile, therapeutic use of self, occupation-based interventions, and discharge will be included and integrated with the content of the course.

### **OTH 5501 Fieldwork II-A**

This course provides fieldwork experience under the supervision of a license occupational therapist. Students’ participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop professional skills consistent with the profession’s ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain experience in OT evaluation and treatment with individuals with various disorders and performance deficits.

### **OTH 5600 Capstone Project I**

The Doctoral Capstone, consisting of the Capstone Project and Experience, is individually tailored by the student and capstone coordinator to synthesize advanced occupational therapy knowledge and grow professional skills in a focused area of interest. In this course, the student will both choose a topic area and determine the mode of implementation from one of the following areas: specialized practice, program development, education, leadership, administration, or advocacy. Each student will prepare a brief description of the proposed project addressing purpose and feasibility which will then be reviewed by the faculty for approval. Upon faculty approval, the student will complete an extensive literature review which will serve as the first part of the culminating project proposal.

### **OTH 5601 Fieldwork II-B**

This course provides fieldwork experience under the supervision of a license occupational therapist. Students’ participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop professional skills consistent with the profession’s ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain

experience in OT evaluation and treatment with individuals with various disorders and performance deficits

### **OTH 5700 Capstone Project II**

This course will build upon work from the first capstone course OTH 5600 Capstone Project I. The student will continue work on the project proposal utilizing one of the following modes for implementation: specialized practice, program development, education, leadership, administration, and advocacy.

### **OTH 5701 Capstone Experience I**

The Capstone Experience internship provides students with the opportunity to synthesize advanced occupational therapy knowledge, utilize evidence-based knowledge, and grow professionally in a focused area of interest. The approved proposal from the Capstone Project II course serves as the blueprint for learning experiences in the internship. Students will be focused on one of the following areas: specialized practice, program development, education, leadership, administration, or advocacy. Students will be in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, or administrative settings. The Capstone Experience internship will be mentored by a full-time faculty member, adjunct faculty/consultant, or a qualified person at the site where the internship will be completed.

### **OTH 5800 Capstone Experience II**

The Capstone Experience internship provides students with the opportunity to synthesize advanced occupational therapy knowledge, utilize evidence-based knowledge, and grow professionally in a focused area of interest. The approved proposal from the Capstone Project II course serves as the blueprint for learning experiences in the internship. Students will be focused on one of the following areas: specialized practice, program development, education, leadership, administration, or advocacy. Students will be in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, or administrative settings. The Capstone Experience internship will be mentored by a full-time faculty member, adjunct faculty/consultant, or a qualified person at the site where the internship will be completed.

### **OTH 5801 Capstone Experience III**

The course involves the student preparing a scholarly write up of the capstone implementation and outcomes from the Doctoral Experiential Internship OTH 5701 and 5800. The manuscript will demonstrate the doctoral student's ability to contribute to occupational therapy's knowledge base and demonstrate skills as a scholar and leader. The manuscript will build upon materials from the Preparation for Capstone I and II courses. The manuscript will include a critical analysis of the literature, clearly identified outcomes of capstone implementation, professional reflections on learning, and recommendations for future development. In addition to the manuscript, students will create either a publishable manuscript or poster or presentation suitable for submission to a professional conference.

## **III. SCHOLARSHIP AND CAPSTONE PROJECTS**

The Occupational Therapy Doctorate Program scholarship agenda is rooted in human development and learning theories as well as professional theoretical framework. Our scholarship agenda is responsive to the Katz School of Science and Health vision: "Making the World Smarter, Safer and Healthier" and is reflective of our program philosophy focusing on occupational health and wellbeing across the life span; developing and implementing assessments and interventions, technologies, and devices to promote individuals, caregivers, families, and community engagement. Faculty is engaged in an array of scholarship:



1. Education: development of curricular and clinical education content; assessment of student learning outcomes and pedagogical effectiveness.
2. Service: local and international intra- and inter-professional service-learning projects, administration, and advocacy initiatives.
3. Research: life span populations (older adults, adults, adolescents, and children) health, wellness, disability studies, assistive technology, caregivers and family co-occupations, adverse life experiences, development, and resilience.

Students are engaged in faculty-generated scholarships as they enter their third year in the program through the Doctoral Capstone Experience and Project. The Doctoral Capstone is an essential component of advanced occupational therapy education. It culminates in students acquiring theoretical, methodological, and clinical knowledge and professional skills such as clinical reasoning and critical thinking. The aim of the Doctoral Capstone Project and Experience is twofold: (a) to bridge theory and practice, and (b) to contribute to accumulation of Evidence-Based Practice and scholarly work in the form of research and systematic learning experiences. The Doctoral Capstone, consisting of the Capstone Experience and Project, is individually tailored by the student and Capstone Coordinator to synthesize advanced occupational therapy knowledge and grow professional skills in a focused area of interest.

### **Capstone Project and Experience, Curricular Sequence and Process**

The doctoral student education and preparation for the Capstone Project and Experience begins in the first semester and continues through the eighth semester. In the first semester, students are introduced to fundamentals of scientific research in OTH 5103 "Introduction to Scholarship and Research". In the second semester, in OTH 5204 "Scholarship and Evidence-Based Practice I", students gain knowledge and skills in evidence-based practice and learning theories, then apply that knowledge while completing a small group scoping review project, and in OTH 5206 students' doctoral level thinking and professional curiosity are explored. Continuing to the third semester, in OTH 5302 "Scholarship and Evidence-Based Practice II", students build their research and scholarship capabilities while developing a research proposal and Institutional Review Board (IRB) application. In addition, students select a topic area for their capstone from one of the following areas: education, service, or research, based on faculty available projects at that time. In the fourth semester, in OTH 5405, each student prepares a project/research proposal and IRB application, if required, to be reviewed by the faculty mentor and Capstone Coordinator. In the sixth semester, in OTH 5600 Capstone Project I, students finalize their Capstone Project proposal and submit the IRB application for review. The Capstone Coordinator reviews each student's Capstone Project Proposal to ensure feasibility to start the Capstone Experience in the seventh semester. Upon approval, students will transition to the final phase and begin their Capstone Experience during the seventh semester in OTH 5700 and OTH 5701. During the eighth and final semester, in OTH 5800 and OTH 5801, students develop a scholarly report (i.e., manuscript and poster) of the Capstone Project implementation and outcomes from the Doctoral Experiential Internship. The manuscript and poster demonstrate the doctoral student's ability to contribute to occupational therapy's knowledge base and demonstrate skills as a scholar-practitioner. Students will disseminate their Capstone Project outcomes in multiple ways: (1) presentation at the Katz School Research Symposium; (2) abstract included in the Katz School Research Symposium proceedings; and (3) presentation at a state or national occupational therapy conference.

### **Doctoral Capstone Project Authorship**

The Capstone Project is a culmination of student learning in the program and reflects commitment to education and advancement in a program-selected scholarship track, and a specific area of concentration.

**Faculty-generated projects** are considered intellectual property of the faculty. Students will always be acknowledged for their contributions; however, Yeshiva University (YU) Occupational Therapy Doctorate program recognizes that some projects may be student generated ideas that students work on with faculty or capstone mentor guidance.

For a **student-generated** project, the authorship guidelines are:

1. Student originated project has shared authorship between the student and faculty mentor.
2. The student may lose authorship listing if, post-graduation, they do not respond for a period of two months to faculty requests regarding continued work on the project.

For a **student-generated project in collaboration with an external partner** the authorship guidelines are:

1. Materials developed by the student with faculty guidance (i.e., handouts, survey, educational content, program protocols), that can be used at the external partner's site have shared authorship between the student and faculty mentor.
2. Materials co-developed by the student with faculty guidance, and by the external partner, specifically for a site (i.e., handouts, survey, educational content, program protocols) have shared authorship between the student, the faculty mentor, and the site.

Any individual providing additional substantive assistance to a work, including the duties of research assistant or external collaborator, will receive acknowledgement of their contribution.

#### **IV. OTD PROGRAM POLICIES AND PROCEDURES**

Students are required to adhere to all applicable University policies and procedures, including those outlined in the [Katz School Graduate Academic Catalog](#) and OTD Program Student Handbook. The contents of this handbook may be subject to change throughout the program. Please be advised that the [Katz School Graduate Academic Catalog](#) contains policies and procedures that apply to all students and is the primary source of reference. If there are any discrepancies or differences in policies or procedures that are contained in the Katz School Graduate Academic Catalog with those contained in the Occupational Therapy Program Student Handbook, the Occupational Therapy Program Student Handbook will be followed.

**The following additions to Policies and Procedures in the Katz School Graduate Catalog apply to the OTD Program:**

##### **Code of Ethics**

The Code of Ethics established by the American Occupational Therapy Association represents the core values grounding occupational therapy practitioners. Students are expected to be familiar with the Code of Ethics and to uphold its tenets both in the classroom and fieldwork settings. Breaches of the Code of Ethics will be reviewed by faculty for possible probation or dismissal from the OTD Program. Please use this link to access the AOTA Code of Ethics: [AOTA Code of Ethics](#).

##### **Academic Integrity**

In addition to the examples listed in the [Katz School Graduate Academic Catalog](#), the following may be regarded as being in violation of the Code of Ethics:

*Cheating*

- Using unauthorized materials such as books, notes, cell phones, PDA accessories, crib sheets, and/or AI (i.e., Chat GPT) to answer closed book examination questions.
- Copying another student's homework, written assignments, examination answers, electronic media, or other data
- Unauthorized collaboration on a take-home assignment or examination
- Allowing others to research or write assigned papers for you or to complete your assigned projects.
- Assisting someone else to cheat, or knowingly allowing someone else to cheat.
- Failure to report cheating to an academic official of the University.

*Plagiarism*

- Representing the ideas, expressions, or materials of another without providing the author with due credit
- Paraphrasing or condensing ideas from another person's work without proper citation
- Failing to document direct quotations and paraphrases with proper citation.
- Using web-based or electronic sources to download term papers or other assignments and then submitting that work as one's own

*Other forms of academic dishonesty*

- Fraud, deception, falsification, and the alteration of grades or official records
- Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research
- Purchasing or in some other manner obtaining and then submitting written assignments, homework, or examinations that do not represent the student's original work.
- Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another course without instructor approval.
- Misrepresenting oneself or one's circumstance to gain an unfair advantage.
- Selling or providing term papers, course work, study guide or assignments to other students

In the event of a Code of Ethics or Academic Integrity violation, the student is subject to the penalties and procedures outline in the [Katz School Graduate Academic Catalog](#)

## **Technology and Required Competencies**

Yeshiva University's Entry-Level Occupational Therapy Doctorate (e-OTD) uses a hybrid format with approximately 10-15% of online coursework. A personal computer (laptop is recommended for its portability) and access to high-speed Internet services are required throughout the course of the studies. In addition, both synchronous and asynchronous online learning may require your computer to have a webcam (built-in or USB), speakers and a microphone, or a headset with built-in microphone. Students will utilize Canvas (learning management system), Exxat (for compliance and program information), and video streaming programs and online simulations.

**Students should possess basic computer skills and be proficient in the use the following program (provided at no cost by Yeshiva University):**

- MS Word
- MS PowerPoint
- MS Excel

- Google Doc
- PDF reader
- Compression software (WinZip, 7-Zip)

**Students are required to have basic Electronic Communication Skills including:**

- Emailing
- Composing, Sending, Replying, and Forwarding messages
- Adding attachments to an email message
- Retrieving attachments from an email message
- Using a web browser
- Downloading and installing software

**Essential Competencies and Capabilities for OT Students**

In the OTD Program, students are expected to dress appropriately and professionally when on campus, especially in a clinical setting. Expected attire may vary for some clinical settings; if in doubt, consult with your clinical supervisor. In addition, students are expected to adhere to safety policies and upon acceptance of the program, demonstrate competencies and capabilities as described hereafter.

**Competencies and Capabilities** YU and the OTD program expect students to demonstrate acceptable professional behavior in the classroom and in FW. This includes participation in all lab activities, except in the case of a documented medical reason that precludes the student from safely participating. The student is responsible for professionally communicating any restriction to the lab instructor. Professional behavior is comprised of interpersonal, social, and communication skills as well as adhering to work-related norms. Professional behavior is a set of skills and competencies referred to as social and emotional intelligence, which is associated with student's success at a workplace setting.

**Personal Capabilities**

- Caring and nurturing to self and others
- Ethical and honest behavior in all situations
- Appropriate (professional) dress, language, and hygiene
- Physical strength to assist individuals in performing everyday life activities (bend, lift, transfer, carry)
- Punctuality
- Service oriented
- Self-directed, reflective, accountable

**Interpersonal and Social Skills**

- Self and social awareness
- Appropriate, respectful, sensitive, professional interaction with all people in all diversity factors given the context.
- Collaborative teamwork

**Communication Skills**

- Clear verbal and written communication
- Active listening and participation
- Confidential and private handling of sensitive information

## **Cognitive and Critical Thinking Skills**

- Sound judgment and safety in all contexts
- Problem-solving and decision-making skills
- Flexibility of thought and action.
- Time management and organization

## **Professional Responsibilities**

- The University ID must always be properly displayed above the waist on your front collar or on a lanyard.
- Annual professional association membership renewal is required after initial membership registration.
- Appearance:
  - All attire must be modest, neat, clean, and wrinkle-free.
  - Students are expected to wear business attire on days when guest lecturers and/or others are visiting the OTD Program. Students may also be required to wear business attire when giving formal presentations or case presentations as a part of their coursework.
  - All accessories and jewelry shall be free of offensive symbols or other insignia. Accessories and jewelry should not create a safety or health concern during lab or client interactions (e.g., long, or large earrings, chunky jewelry)
  - Laboratory attire should allow for safety, modesty, and free movement.
    - E.g., shorts, low cut tops, exposed cleavage, visible undergarments, a bare midriff/torso, shoe heel height greater than 2", open back shoes, snow boots, hiking boots, flip flops, are not appropriate.
    - Closed-toed, non-slip shoes are required for safety during certain labs and for all clinical experiences.
    - Instructors will provide more details as required.
- Body hygiene should be maintained and be inoffensive (e.g., no perfume, cologne, cigarette, or body odor).
  - Fingernails should be clean and trimmed to a reasonable length that will not pose any risk to the patient.
  - Hair should be clean and tied back so as not to require handling by the student (unsanitary) or to touch a client during interaction. For men, if facial hair is preferred, it should be well trimmed and clean.

## **Safety Policies**

Students are required to adhere to multiple safety policies and procedures, including:

- University/Campus [Emergency Procedures and Safety Policies](#)
- Submission of the required [Katz Health Science Immunization form](#) (appendix A)
- Academic and clinical policies including but not limited to universal precautions, infection control, blood-borne pathogens, client handling, and use of equipment (course specific – see course syllabi and Canvas for specific details).
- External (Fieldwork and Capstone) site specific safety policies, including health and immunization requirements.

All incidents should be reported using the incident reporting protocol of the university or specific facility.

## **Immunizations and Clinical Experiences**

Please note that YU Katz requires students who are enrolled in programs where fieldwork/clinical are required, to be fully vaccinated against COVID-19. Students attending a program with a clinical training component are subject to this policy. Medical and religious exemptions generally are not available for students in a university clinical training program due to the requirements of external clinical sites and other circumstances which would place an undue burden on the University to provide the accommodation. Please use this link to access more information [Covid Updates | Yeshiva University \(yu.edu\)](#) Full-time participation in fieldwork and doctoral capstone experiences is a required component of the Occupational Therapy Doctorate program. Many sites have certain health requirements for students including, but not limited to, proof of COVID-19 vaccination and proof of immunization or immunity against influenza, measles, mumps, rubella, varicella, tetanus, diphtheria, pertussis and hepatitis B. The program cannot guarantee a placement for exempted students.

### **Accommodations for Students with Disabilities**

Please see the [Katz School Graduate Academic Catalog](#) and access the [Office of Disability Services | Yeshiva University \(yu.edu\)](#) for more information.

### **Attendance Policy in Classroom and Fieldwork**

#### **Classroom**

The OTD program requires a high professional standard in clinical and classroom settings to prepare students for a future professional career. It is the student's responsibility to initiate contact with the instructor to arrange approved due dates to make up missed work. It is recommended that students meet with their faculty advisor if they are having difficulty with time management. Should a pattern of issues with attendance and timelessness occur, faculty will meet to review, and this may be reflected on the Student Professional Development Evaluation (SPDE Appendix B) which could result in professional probation.

**Attendance: The OTD Program emphasizes the need for all students to attend classes regularly and consistently.** In addition to research, which shows regular class attendance enhances student success, consistent attendance and punctuality help students develop good habits and behaviors necessary to compete in a challenging job market. Students must be in attendance in class by the first day of the semester. Students are expected to attend all scheduled classes in their entirety. Students must notify their instructors with as much advance notice as possible if they are going to be absent. **If a student misses 10% or more of a course ( 2 sessions) during the semester, they will receive a final grade of "F."** This grade will be reflected on the student's official university transcript. If the student is absent because of a disability which is documented with the Office of Disability Services at Yeshiva, falls ill or there are other extenuating circumstances, the student must inform the instructor in advance. The instructor may require appropriate documentation to make an exception to this policy.

**Tardiness and/or Early Departure.** Students who arrive for class after the scheduled start time are considered tardy; students who depart from class before the scheduled completion time are considered to have departed early. Tardiness and early departure are unprofessional behaviors. Faculty members track student attendance and timeliness. Students must notify their instructors if they are going to be late or leave early and give as much advance notice as possible. Course instructors are not obligated to give more time on an exam if a student is late or leaving early; for example, if an exam is scheduled for one hour, and a student arrives 15 minutes late, then there are 45 remaining minutes left for the student to complete the exam. If a student is expecting to arrive 15 or more minutes late to a class, or if they are expecting to leave class 15 or more minutes early, they must request

instructor approval ahead of time. It is at the discretion of the instructor to either grant or deny the request. Three tardies and/or early departures will be viewed as one absence from class.

### **Fieldwork:**

For fieldwork, **attendance is mandatory**. If the student is ill and unable to attend the fieldwork experience, the Academic Fieldwork Coordinator (AFWC) must be notified prior to the expected time of arrival of the student for that day. The student returning to the fieldwork site must consider the nature of their illness as to whether they are safe to practice. If the nature of the illness may endanger either the student or client, the onsite clinical supervisor (fieldwork educator) and/or AFWC may require that the student submit written documentation from a physician verifying that the student is able to return to the fieldwork site. During fieldwork, the student will **follow the holiday schedule established by the fieldwork site**, NOT the academic schedule of the University, except for religious holidays. For religious holidays or a need for early departure for religious needs during fieldwork, the student must submit written notice to the AFWC and the fieldwork educator at least 7 days before the holiday. The student **may be required to make up any missed time** prior to the completion of the fieldwork experience; missed time includes sick days, religious and other holidays, or early departure for religious reasons. Students missing any days of their fieldwork for any reason may be at risk of failing the fieldwork experience.

### **Classroom Polices**

All students are expected to attend class and all course-related activities. It is each student's responsibility to be prepared for class per the course syllabus and schedule, including to complete all reading assignments before class.

Students are expected to come to class on time and attend all scheduled classes in their entirety. If a student arrives late, they should enter quietly without disturbing classmates. With instructor permission, a student may arrange with a classmate to view a missed class remotely to assist in making up missed material; however, remote viewing of an in-person class is considered an absence and will be recorded as such.

Students are expected to dress and behave professionally during class time. All cell phones must be silenced before class begins and kept out of sight for the duration of the class. Texting during class is prohibited unless the instructor okays extenuating circumstances.

**Blended Course Etiquette.** Students are expected to be prepared for in-person and online sessions. The completion of designated work for in-person, synchronous, and asynchronous classes is an essential component of a course and will contribute to student learning. During synchronous instruction, students are expected to turn their camera on, be respectful to others, and participate in breakout room activities.

### **Deadlines and Grade Policy:**

Papers or assignments must be submitted by the due date/time. Late papers, assignments, and online assignments (including discussions) may be accepted at the discretion of the instructor but will incur a penalty of 10% for every day late. Students may request an extension, in writing and at least 2 days prior to the due date. Granting extensions is at the instructor's discretion.

### Assignment/Testing/Examination Policies

**Assignments.** Papers or assignments are due at the time and date stipulated by the instructor. The instructor has the discretion to accept papers after such time and may impose such penalty as they deem appropriate. If a student is absent when an assignment is due, the student must arrange submission with the instructor and may incur a penalty for lateness at the instructor's discretion.

**Examinations.** No phones or other electronic devices, food or drink, paper or backpacks can be taken into the examination area. In specific courses the faculty may have additional requirements. Talking during testing or sharing of information regarding the test questions is not allowed. Once exam results are available, students may arrange to review their exams with their instructors. The mechanism used to review final exams will be determined by the course instructor. *Review of exams or assignments is to advance learning. It is not a mechanism to obtain a higher grade.* If a student is absent on the day of a scheduled exam, it is the instructor's discretion whether to offer make-up. Make-up exams may be in a different format but will generally cover the same material as the original exam. If an instructor allows a make-up exam, it must be offered and completed by the student in a timely manner, as soon as possible after the missed date.

**Practical Examinations:** If the student fails any graded lab activities, they may retake each lab activity at the discretion of the instructor. The instructor may arrange for an additional faculty member to be present in the room for the retake attempt. The instructor may require a remedial plan if the student fails the retake attempt.

### Satisfactory Academic Progress

The OTD Program uses the Grading Scale in the [Katz School Graduate Academic Catalog](#).

ACADEMIC GRADES				ADMINISTRATIVE GRADES	
Quality of Performance	Letter Grade	Range %	GPA/ Quality Pts.	GRADE	DESCRIPTION
Excellent/  Very Good	A	94- 100	4.000	G	Stopped attending without filing an official withdrawal form (counted as failure)
	A-	90 – 93.9	3.667	I	Incomplete
Good	B+	87 - 89.9	3.333	L	Audit (no credit)
Satisfactory,	B	83 - 86.9	3.000	W	Withdrawal without penalty or prejudice
Below Average, need improvement	B-	80 - 82.9	2.667	Note that credit is given only for grades A through C and P. No credit is given for grades F, G, I, L, N, or W.	
Poor	C+	77 - 79.9	2.333		
	C	70 - 76.9	2.000		
Failure	F	< 70	.000		



**Good Academic Standing.** Per the [Katz School Graduate Academic Catalog](#), students are expected to always remain in good academic standing in their respective programs. Not remaining in good academic standing can result in dismissal from the University or probation with the expectation that the student will return to good academic standing by the end of the following semester.

- Dismissal at the End of the First Semester: If in the first semester of study, a student earns an “F” grade (fails a course), two “C” grades (“C” or “C+”), or has an overall GPA below 3.0, the student may be dismissed from the program.
- Probation: A student who earns an “F” grade (fails a course), two “C” grades (“C” or “C+”) or has an overall GPA below 3.0 in any semester will be placed on academic probation beginning in the following semester (if not otherwise dismissed from the program).
  - If a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the academic probation and a date for a performance review meeting with the faculty committee. After the meeting, the student will be provided with a letter outlining a success plan by the Program Director, the terms of which must be met by the student, to return to good academic standing. The student must sign and return the letter acknowledging his/her understanding and responsibilities.
  - Where applicable, during their academic probation, students may not be permitted to apply for their next fieldwork/externship or internship or attend a fieldwork/externship or internship they already received.
  - Academic probation may be documented on the student’s transcript. Being placed on academic probation may impact a student’s financial aid. Please contact the [Graduate Student Financial Aid and Tuition | Yeshiva University \(yu.edu\)](#) for more information.
- Dismissal Following Probation: While on probation or afterwards, if a student earns an “F” grade (fails a course), two “C” grades (“C” or “C+”) or has an overall GPA below 3.0 for a semester, the student may be dismissed from the program.
- Dismissal During the Didactic Year: An OTD or PA student who receives an “F” grade (fails a course) in more than one course in a given semester during the didactic year may be dismissed from the program.
- Making Up an “F” grade (failing a course): If a student receives an “F” grade in any of their courses, the student (if not dismissed from the program) must repeat and pass the same course. The grade earned from the repeated course will replace the “F.” The “F” will remain on the student’s transcript but will not be included in their cumulative GPA.
- Students must successfully complete all course work, maintaining a cumulative GPA of 3.0, and pass all Level I Fieldwork experiences, before they can enter Level II Fieldwork. No part of the Level I FW experience can substitute for the Level II experience.

If a student fails one Level I Fieldwork, they will receive a professional warning and meet with their advisor and the Director of Academic Fieldwork to develop a remediation plan for identified performance competencies. A make-up FW to take place between semesters will be arranged to meet the student’s learning needs. The student will receive their grade upon completion of the make-up FW. This professional warning and remediation plan for retaking Level I FW within the semester **can only happen for one** Level I Fieldwork course in the student's program. If the student fails a subsequent Level I FW, they will receive an “F” for that FW and will need to retake and pass the experience at a time arranged at the discretion of the Director of Academic Fieldwork, prior to being permitted to begin Level II Fieldwork in Semester 5.

- Level II A and B Fieldwork (12 credits each; total 24 credits) must be successfully completed before the Capstone and to graduate.
- Students have a maximum timeframe of 5 years to complete the didactic, fieldwork and capstone components of the program. Please see the [Katz School Graduate Academic Catalog](#)

**Appeals.** Please refer to the [Katz School Graduate Academic Catalog](#) for the Appeals process

### **Satisfactory Professional Development and Progress**

Students in the OTD Program must develop and maintain the highest standards of ethical integrity and professional behavior. This includes respect for others, responsibility, accountability, professional skills, leadership, caring, compassion, confidentiality, and safety. Students are expected to honor their responsibilities to the health professions, to the Program, to the University, and to their faculty, clinical supervisors, peers and clients. Students are expected to adhere to the code of ethics in our profession at both the state and national levels ([NYS Occupational Therapy: Application Forms \(nysed.gov\)](#) ; [AOTA Code of Ethics](#))

**Student Advisement.** Advisement is an integral part of student education and aims to ensure students are academically successful and develop professionally to meet clinical education expectations. Students will be assigned a faculty advisor during orientation in the first semester. Each student will meet with their faculty advisors at least once per semester. During meetings, the faculty adviser and student will discuss academic performance, professional behaviors development, identify areas of concern, and discuss strategies to support student's progression both academically and professionally. Students who need assistance with academic or professional issues may meet with their faculty advisor more frequently, at a schedule determined by the student and the faculty advisor. Additionally, students are encouraged to meet and discuss their progress with their faculty advisors on an as-needed basis.

**Student Professional Development.** The *Student Professional Development Evaluation* (SPDE) form (Appendix B) is designed to evaluate competencies and skills relating to clinical and academic performance. The SPDE will serve as a guide and point of reference during advisement meetings. It will be completed by both faculty advisor and student during a meeting before finals week. This evaluation will provide feedback to the students regarding their professional development towards becoming an Occupational Therapist. Ratings are based on faculty observations of the student in classroom, laboratory, clinical and professional situations. Course instructors provide regular feedback/updates to faculty advisors.

### **Academic and Professional Standing**

Students who display unprofessionalism during class, or in any interaction with faculty, staff, or peers, are subject to professional warning, probation, or dismissal from the program (Please see Academic and Professional Standing section).

Any student who has not made satisfactory academic or professional progress at the conclusion of any semester, as outlined in the Satisfactory Academic Progress and Satisfactory Professional Development and Progress sections, will receive notification of a change in their academic or professional standing. Changes in academic or professional standing include a warning, probation, or dismissal, depending on the severity of the unsatisfactory performance.

**Academic or Professional Warning.** The intent of the academic or professional warning is to notify the student of less than satisfactory academic and/or professional progress and initiate the process for corrective action. A student may receive an academic or professional warning at midterm or at the end of the semester, depending on their progress. The student will then have to meet with their faculty advisor to develop a corrective plan to improve future academic or professional performance, as applicable. The student is responsible for contacting their faculty advisor within one (1) week of receipt

of the warning and promptly developing a corrective plan. Failure to do so will be deemed unprofessional behavior. The student's instructor(s) as well as other Program administrators may participate in the development of the corrective plan, as determined by the faculty advisor.

**Academic or Professional Probation.** A student may be placed on *academic probation* for the reasons described above in Good Academic Standing Policies. A student may also be placed on professional probation if they do not properly participate in corrective action after receiving an academic or professional warning or are otherwise found to have acted unprofessionally. Probation will be lifted when the student demonstrates the improvements outlined in their corrective plan.

**Dismissal from the OTD Program.** Please see Good Academic Standing Policies (above) for dismissal resulting from academic performance. A student on professional probation who does not demonstrate the improvements outlined in their corrective plan within 2 consecutive semesters may be dismissed from the program. A student placed on professional probation for 2 or more semesters may also be dismissed from the program. In addition, a student may be immediately dismissed for unprofessional behavior as the Program Director may determine in their discretion. Appeals of a dismissal for professionalism are handled like an academic performance dismissal.

#### **Transfer of Credits**

Please see [Katz School Graduate Academic Catalog](#) for details for details No transfer credits are accepted in the OTD program. No credit will be given for work experience.

#### **Add/Drop Period**

The "add/drop period" is not available for the OTD Program as all semester courses are required throughout the program. Please see [Katz School Graduate Academic Catalog](#) for policies regarding changes in status such as leaves of absence, withdrawal, or dismissal from the program <https://www.yu.edu/registrar/grad-catalog>

#### **Leave of Absence (LOA) Policy**

Please see the [Katz School Graduate Academic Catalog](#) for details.

#### **Complaints Against the Program**

Please see the [Katz School Graduate Academic Catalog](#) for details about non-discrimination and harassment policies, and the procedure for filing a complaint. Student concerns or complaints regarding the OTD Program may be addressed to the Program Director. Students may either schedule a private appointment or submit the concern via email. Course evaluations, feedback to faculty advisors, and the Student Professional Development Evaluation, present additional avenues for voicing concerns. The program undertakes to gather data and document all complaints, to assume responsibility to investigate the complaint, and channel it to other appropriate entities. The disposition of the complaint will be documented.

#### **Requests for References from faculty**

When requesting a letter of recommendation from a faculty member, please adhere to the following guidelines:

- Please approach a faculty member who knows you and your work.

- Make a formal request via e-mail and attach the Reference Request form (Appendix C). Please use the subject line: Letter of Recommendation Request. Include the following information in the body of your message:
  - Student name and contact information
  - Recipient's name, position/title, and address
  - Reason for request
- Make certain that you have included the deadline by which the letter is needed.
- Make your request at least two weeks before the deadline.

## V. Students Resources

YU offers a wide range of resources and services to support our students in their academic pursuits. The OTD students are encouraged to make use of the following resources and services to complement departmental support.

- Information Technology Services [Help desk: https://www.yu.edu/its](https://www.yu.edu/its)
- Library: <https://library.yu.edu/home>
- Academic Advisement: please refer to page 23 of this handbook.
- Academic Support (OT tutor): please ask your advisor for a referral.
- Shevet Glaubach Center for Career Strategy and Professional Development:  
<https://www.yu.edu/sgc>
- Office of the Provost: <https://www.yu.edu/provost>
- Katz Writing Tutor: please ask your advisor for a referral.
- Health and Wellness: <https://www.yu.edu/student-life/resources/health>
- Office of Disabilities Services: <https://www.yu.edu/student-life/resources-and-services/disability-services>
- Counseling Center: <https://www.yu.edu/student-life/counseling>
- Graduate Student Life at Katz <https://www.yu.edu/katz/students>
- Clubs and Organizations: <https://www.yu.edu/katz/clubs>
- Parking <https://www.yu.edu/safety-security/parking>
  - Parking in the Rousso Campus lot is limited, and permits are issued first come-first served. It is suggested that students carpool with classmates whenever possible.
- ID cards: <https://www.yu.edu/orientation> (scroll down to Yeshiva University ID Card)

## **VI. Graduation, Events, and Celebrations**

The Occupational Therapy Doctorate program recognizes and celebrates students' accomplishments in multiple ways.

### **Graduation/Commencement**

At Yeshiva University Katz School, there is an interdisciplinary Graduation/Commencement Ceremony celebrating students' completion of all their course, fieldwork, and capstone requirements. OTD students receive their doctoral hood during the Commencement Ceremony, recognizing their clinical doctorate degree. The ceremony is celebrated with families, peers, and faculty.

### **Symposium on Science, Technology, and Health**

The YU Katz Symposium on Science, Technology and Health is an interdisciplinary celebration of graduate student research and scholarship. During the Symposium, student representatives from each of the Katz School of Science and Health programs showcase the scholarship that they have engaged in, typically through a poster presentation. This interdisciplinary ceremony is celebrated with families, peers, and faculty.

### **End of Didactics Celebration**

In the Occupational therapy department, we recognize the students' completion of didactic/classroom work as they prepare for their full-time fieldwork (Level II) experiences, with a departmental party. This celebration is held in the Rousso building and is celebrated with peers and faculty.

## **VIII. Post Graduation**

### **National Board Certification of Occupational Therapy**

As Yeshiva University's Entry-Level OTD Program is accredited through the Accreditation Council of Occupational Therapy Education (ACOTE), upon graduation, students are eligible to sit for the National Board Certification in Occupational Therapy (NBCOT) Examination. Please visit [NBCOT Occupational Therapy Certification](#) to learn more about the examination.

### **State Licensure**

In addition to board certification, occupational therapists practicing in most states must obtain a state license. Below are links to organizations licensing therapists in the tri-state area.

New York State licensure: [NYS Occupational Therapy:Application Forms \(nysed.gov\)](#)

New Jersey State licensure: [Licensure \(njota.org\)](#)

Connecticut State licensure: [OT Licensure Requirements \(ct.gov\)](#)

## **References**

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American Occupational Therapy Association. (n.d.). Mission and Vision

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Van Schalkwyk, S.C., Hafler, J., Brewer, T.F., Maley, M.A., Margolis, C., McNamee, L., Meyer, I., Peluso, M.J., Schmutz, A.M., Spak, J.M., & Davies, D. (2019), Transformative learning as pedagogy for the health professions: A scoping review. *Medical Education in Review*, 53: 547-558. <https://doi.org/10.1111/medu.13804>

Yeshiva University (n.d.) Core Torah values. <https://www.yu.edu/about/values>

Yeshiva University (n.d.a.) Katz school of science and health: about Katz school.

<https://www.yu.edu/katz/about>

## Appendices



## Appendix A



### HEALTH SCIENCE - STUDENT HEALTH FORM

Laboratory titer reports and interpretation must be noted below.

Please return this form to the appropriate program:

PA Program Academic Program Coordinator: [Nebahat.Bayraktcioglu@yu.edu](mailto:Nebahat.Bayraktcioglu@yu.edu)

Occupational Therapy Program Coordinator: [gladys.davis@yu.edu](mailto:gladys.davis@yu.edu)

Speech-Language Pathology Program: [speechclinic@yu.edu](mailto:speechclinic@yu.edu)

**Students who fail to return a completed form will be prohibited from registering and/or attending classes.**

To protect the security of this form, please submit from your yu.edu student email address.

**A copy of the laboratory reports must be attached to this form.**

**COVID-19 vaccination cards must be attached to this form.**

#### TO BE COMPLETED BY STUDENT:

Student Name: \_\_\_\_\_ YU ID: \_\_\_\_\_

Birth Date: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

#### TO BE COMPLETED BY HEALTH CARE PROVIDER:

##### LABORATORY TITER RESULTS

Rubella	<input type="checkbox"/>	immune	<input type="checkbox"/>	non-immune	titer value: _____
Rubeola	<input type="checkbox"/>	immune	<input type="checkbox"/>	non-immune	titer value: _____
Mumps	<input type="checkbox"/>	immune	<input type="checkbox"/>	non-immune	titer value: _____
Varicella	<input type="checkbox"/>	immune	<input type="checkbox"/>	non-immune	titer value: _____

##### LABORATORY ANTIBODY RESULT

Hepatitis B Surface Antibody: ☐ immune ☐ non-immune

##### VACCINATION RECORDS

1. Tetanus Diphtheria Pertussis (TDAP) Vaccination Date: \_\_\_\_\_
2. COVID-19 Vaccination Date(s): \_\_\_\_\_
3. Influenza Vaccination Date: \_\_\_\_\_

##### VACCINE BOOSTERS

HEALTH SCIENCE PROGRAMS FOLLOW CDC VACCINATION RECOMMENDATIONS FOR HEALTHCARE PROFESSIONALS. IF A TITER/ANTIBODY RESULT IS NON-IMMUNE, OR A VACCINATION IS NOT UP TO DATE, A BOOSTER MAY BE INDICATED.

IF APPLICABLE, PLEASE NOTE BOOSTER GIVEN BELOW.

MMR BOOSTER DATE: \_\_\_\_\_

VARICELLA BOOSTER DATE: \_\_\_\_\_

HEPATITIS B BOOSTER DATE: \_\_\_\_\_

TDAP BOOSTER DATE: \_\_\_\_\_

COVID-19 BOOSTER DATE: \_\_\_\_\_

**TB TEST**

IGRA Quantiferon TB test result: \_\_\_\_\_

OR:

**Purified protein derivative (PPD):**Placed on: ☐ left arm ☐ right arm on \_\_\_\_\_ induration (date) Read on \_\_\_\_\_ date Result: \_\_\_\_\_ mm**If PPD Positive**

Chest x-ray done on: \_\_\_\_\_ Results: \_\_\_\_\_ (date)

**HEALTHCARE PROVIDER ATTESTATION****Physical Exam**I have examined this student on \_\_\_\_\_ and found the student to be in good health.  
(date)

Healthcare Provider Signature: \_\_\_\_\_

Healthcare Provider Name and Title: \_\_\_\_\_

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

Healthcare Provider Stamp or License# \_\_\_\_\_

Office Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

Telephone: \_\_\_\_\_

\*\*\*\*\*

**Next Section to COMPLETED BY STUDENT:****MENINGOCOCCAL MENINGITIS VACCINATION RESPONSE FORM**

NYS law and University policy require the University to distribute information to students about meningococcal meningitis and the vaccine that protects against the disease, and to collect and maintain a record of each student's decision regarding meningitis vaccination.

**Please check the appropriate statement**

☐ I have had the Meningococcal Meningitis immunization (Menomune™ or Menactra™) within the past 5 years  
Date received: \_\_\_\_\_

☐ I have read the information regarding Meningococcal Meningitis, available on the Web at  
<http://www.cdc.gov/meningococcal/>  
[http://www.health.ny.gov/diseases/communicable/meningococcal/fact\\_sheet.htm](http://www.health.ny.gov/diseases/communicable/meningococcal/fact_sheet.htm)  
<http://www.cdc.gov/vaccines/hcp/vis/cvis-statements/mening.pdf>

- ☐ I will obtain immunization against Meningococcal Meningitis within 30 days from my private health care provider or through the Yeshiva University student health service network, and I will forward proof of vaccination to the University.
- ☐ I have read the information regarding Meningococcal Meningitis, available on the Web at  
<http://www.cdc.gov/meningococcal/>  
[http://www.health.ny.gov/diseases/communicable/meningococcal/fact\\_sheet.htm](http://www.health.ny.gov/diseases/communicable/meningococcal/fact_sheet.htm)
- ☐ I understand the risks of not receiving the vaccine. I have decided I will not obtain immunization against Meningococcal Meningitis.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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



## Appendix B

### OCCUPATIONAL THERAPY DOCTORATE: PROFESSIONAL DEVELOPMENT EVALUATION

Student: \_\_\_\_\_

Semester: 1 2 3 4 (circle)

Faculty Advisor: \_\_\_\_\_

Students in the OTD Program must develop and maintain the highest standards of ethical integrity and professional behavior, including respect for others, responsibility, accountability, professional skills, leadership, caring, compassion, confidentiality, and safety. This evaluation will provide feedback to the student regarding their professional development towards becoming an occupational therapist. Students should also conduct a self-evaluation of their own professional development as a reflective process and to identify discrepancies between self-perceived and observed behavior. Advisor ratings are based on faculty observations of the student in classroom, laboratory, clinical and professional situations.

The following scale is to be used for each item:

- 1: **Weak Area**- Student demonstrates the need to develop professional behaviors in this area. Student has significant opportunity for improvement.
- 2: **Progressing Area**: Student demonstrates developing professional behaviors in this area, although the student still has opportunities for improvement.
- 3: **Consistent Area**: The student is meeting current expectations of professional behavior in this area and has the potential to develop this behavior as an area of strength.
- 4: **Area of Strength**: The student demonstrates the behavior consistently in the program; this is a current area of strength.
- 5: **Exceptional Area**: The student surpasses the current expectations of professional behavior in this area and can generalize this behavior into their future role as an occupational therapy practitioner.

Professional skill	Demonstrated by:	Student self eval Score	Advisor Score
<b>Time Management/ Dependability/ Organization</b>	<ul style="list-style-type: none"> <li>Attends classes as scheduled</li> <li>Arrives/leaves on time; returns from breaks on time</li> <li>Notifies of absence/lateness in timely, professional manner</li> <li>Meets all assigned deadlines: on time for scheduled meetings, submits all documentations/assignments by deadline</li> <li>Sets priorities, manages time and materials to meet program requirements.</li> <li>Actively and willingly assists in set up and cleanup of all class activities</li> </ul>		
<b>Engagement/Self-Directed Learning/ Initiative</b>	<ul style="list-style-type: none"> <li>Actively participates in class (including in small and large group activities), maintains attentive attitude</li> <li>Comes to class prepared to discuss topic (preparatory reading done)</li> <li>Asks appropriate questions during class to clarify understanding</li> <li>Volunteers appropriate information in class to help class learning</li> <li>Active participant in learning; seeks feedback and assistance from faculty when needed, and in a timely manner.</li> <li>Presents with energetic, positive, and motivated attitude towards class or fieldwork</li> <li>Takes actions to solve problems, improve circumstances, and complete tasks, including facilitating group interaction.</li> <li>Seeks and acquires information from a variety of appropriate sources</li> </ul>		
<b>Cooperation/ Collaboration</b>	<ul style="list-style-type: none"> <li>Works effectively with other individuals and/or groups.</li> <li>Shows consideration for the needs of the group.</li> <li>Shares responsibilities for team/ group projects.</li> </ul>		
<b>Reasoning/ Problem Solving</b>	<ul style="list-style-type: none"> <li>Engages in self-reflection</li> <li>Asks thoughtful questions.</li> <li>Shows the ability to analyze and synthesize new information and perform clinical reasoning based on this information</li> <li>Provides alternative solutions to complex issues and situations.</li> <li>Demonstrates sound judgment and safety in the clinic and classroom</li> </ul>		





# **OCCUPATIONAL THERAPY DOCTORATE: PROFESSIONAL DEVELOPMENT EVALUATION**

Professional skill	Demonstrated by:	Student self eval Score	Advisor Score
<b>Professional Presentation/ Communication</b>	<ul style="list-style-type: none"> <li>• Handles frustrations and difficulties appropriately, maintaining professional demeanor</li> <li>• Demonstrates appropriate, respectful, sensitive, professional interaction with faculty, staff, clinical educators, and classmates, in all diversity factors including but not limited to cultural, racial, ethnic, demographic, gender, sexual orientation, sociological, spiritual, psychological and disability backgrounds</li> <li>• Presents with appropriate (professional) dress, language, hygiene</li> <li>• Actively listens to and considers the ideas and opinions of others.</li> <li>• Displays appropriate non-verbal communication including body language, affect, and attitude that communicates interest or engaged attention.</li> <li>• Uses professional terminology.</li> <li>• Speaks confidently and professionally during discussion and presentations, with knowledge and authority about the topic</li> <li>• Maintains confidentiality</li> <li>• Demonstrates appropriate communication via technology (phone, email etc.)</li> <li>• Develops an advocate's perspective and motivation, consistent with AOTA's code of ethics, and the standards set by the YU OTD program</li> </ul>		
<b>Empathy</b>	<ul style="list-style-type: none"> <li>• Demonstrates sensitivity to diverse views and opinions</li> <li>• Express opinions in a manner that respects the dignity and worth of each individual</li> <li>• Promotes exchanges in which individuals feel safe to dialogue</li> <li>• Demonstrates sensitivity in responding to the feelings and behaviors of others.</li> <li>• When presented with differing opinions, asks for clarification and/or seeks to learn about the difference</li> </ul>		
<b>Participation in the Advisement Process</b>	<ul style="list-style-type: none"> <li>• Recognizes own stressors and takes appropriate steps to address</li> <li>• Gives and receives constructive feedback</li> <li>• Accepts feedback and modifies behavior/performance appropriately</li> <li>• Seeks guidance when needed.</li> <li>• Takes appropriate and suggested corrective actions when provided with strategies during advisement</li> </ul>		
<b>Professional &amp; Personal Boundaries</b>	<ul style="list-style-type: none"> <li>• Balances personal and professional obligations that are necessary to be successful in coursework.</li> <li>• Displays honesty and integrity in academic and professional matters</li> <li>• During lab practicals/classes, wears clothing that reflects the expectations that clinical settings would expect of practitioners. Clothing should be appropriate for safety and effectively working with a client (modest clothing that is not revealing, no strong perfumes or body/hair lotions, etc.)</li> <li>• Wears professional attire for class presentation (professional interview/ professional presentation style)</li> </ul>		
<p>Scores below 16/40 (Semesters 1 &amp; 2) or 24/40 (Semesters 3 &amp; 4) warrant a letter of warning and a corrective plan. Please see OTD Student handbook for details.</p>		<b>Total =</b>	<b>/40      /40</b>

Comments: \_\_\_\_\_

Signature: Student: \_\_\_\_\_

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

Signature: Faculty Advisor: \_\_\_\_\_

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

## APPENDIX C

### Reference Letter Request Form

#### **Student Information:**

Name:

E-mail:

Phone Number:

#### **Institution/Work Information:**

Name:

Contact Person:

Address:

E-mail:

#### **Purpose of Request:**

Complete the following information to help the faculty member write your letter:

List three academic strengths that make you a strong student:

- 1.
- 2.
- 3.

Describe your initiative, self-motivation, and/or commitment to responsibility that would make you an asset to an institution/employer:

List three personal attributes that would make you an effective occupational therapy practitioner:

- 1.
- 2.
- 3.

Describe a course or school-related experience that inspired you to seek fieldwork/employment with your selected population:

Describe prior leadership experiences and how you made progress towards your leadership goals:

Include date of entry/graduation, GPA, any student awards or service (OTSA alpha eta, honors society), other special achievements