East Carolina University
2016-2017
Occupational Therapy Department

Entry-level MS in Occupational Therapy
GRADUATE STUDENT HANDBOOK
# TABLE OF CONTENTS

Occupational Therapy Essential Functions & Technical Standards for Program Admission ..... 6  
and Continued Enrollment  
Essential Functions......................................................................................... Error! Bookmark not defined.

Technical Standards for Admission and Continued Enrollment ............................ 7  
Intellectual/Cognitive Abilities ........................................................................... 7  
Motor Skills.......................................................................................................... 7  
Observation Skills .............................................................................................. 8  
Interpersonal, Emotional, and Social Attributes .................................................. 8  
Communications Skills....................................................................................... 9  
Fieldwork (FW) Accommodations:...................................................................... 9

Occupational Therapy Program’s Student Essential Functions & Technical Standards ........ 10  
Introduction ......................................................................................................... 11  
The Master of Science Degree Program in Occupational Therapy (MSOT) .......... 11

Department Statements ..................................................................................... 12  
Program Objectives ............................................................................................. 16  
Educational Objectives ......................................................................................... 16

Curriculum ........................................................................................................ 19  
Student Load ......................................................................................................... 19  
Degree Requirements .......................................................................................... 19  
OCCT: Occupational Therapy Course Descriptions ....................................... 20  
Curriculum Design ............................................................................................... 24  
Expectations of Students .................................................................................... 32

Faculty and Staff Directory ................................................................................. 34  
Faculty and Staff ................................................................................................. 35

Professional Organization  
American Occupational Therapy Association (AOTA) ........................................... 41  
North Carolina Occupational Therapy Association (NCOTA) .......................... 41  
The American Occupational Therapy Foundation (AOTF) .............................. 41  
East Carolina University Student Occupational Therapy Association (SOTA) ....... 42

Available Student Resources .............................................................................. 43  
New Graduate Student Orientation Blackboard Course ..................................... 44  
Library Resources ............................................................................................... 45  
East Carolina University Counseling Center ..................................................... 45  
Writing Center .................................................................................................... 45  
Computer Resources ........................................................................................ 45  
Student Career Center ....................................................................................... 45  
Financial Assistance .......................................................................................... 46  
Off-Campus Services ......................................................................................... 46  
Human Subjects and Research .......................................................................... 46  
Parking ................................................................................................................ 46
## Graduate School

<table>
<thead>
<tr>
<th>Topics</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies, Guidelines and Procedures</td>
<td>47</td>
</tr>
<tr>
<td>Academic Policies and Guidelines and Procedures</td>
<td>48</td>
</tr>
<tr>
<td>Changes in Student Assignment to Occupational Therapy/Laboratory Section</td>
<td>51</td>
</tr>
<tr>
<td>Computer and Technology Equipment Guidelines and Procedure</td>
<td>52</td>
</tr>
<tr>
<td>Course Withdrawal Standard Operating Procedure for Entry Level Path Guideline &amp; Procedure</td>
<td>52</td>
</tr>
<tr>
<td>Equipment and Evaluation Guidelines and Procedure</td>
<td>53</td>
</tr>
<tr>
<td>Graduation Guidelines and Procedures</td>
<td>54</td>
</tr>
<tr>
<td>Lab/Classroom Use Guidelines</td>
<td>54</td>
</tr>
<tr>
<td>Professional Development Assessment Guidelines and Procedure</td>
<td>54</td>
</tr>
<tr>
<td>Professionalism</td>
<td>55</td>
</tr>
<tr>
<td>National Board for Certification in Occupational Therapy</td>
<td>55</td>
</tr>
<tr>
<td>Special Needs Standard Operating Procedure/Procedure</td>
<td>55</td>
</tr>
<tr>
<td>Student Advisory Committee Guidelines:</td>
<td>55</td>
</tr>
<tr>
<td>Certification and Licensure Process</td>
<td>56</td>
</tr>
<tr>
<td>Certification Examination</td>
<td>57</td>
</tr>
<tr>
<td>License to Practice</td>
<td>58</td>
</tr>
<tr>
<td>Fieldwork Guidelines and Procedures</td>
<td>59</td>
</tr>
<tr>
<td>Purpose</td>
<td>60</td>
</tr>
<tr>
<td>Level I Fieldwork: OCCT 6400 and OCCT 6410</td>
<td>60</td>
</tr>
<tr>
<td>Level II Fieldwork: OCCT 6450</td>
<td>60</td>
</tr>
<tr>
<td>Criteria for Enrollment in Occupational Therapy Fieldwork Courses</td>
<td>61</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>61</td>
</tr>
<tr>
<td>Fieldwork Placement Guidelines</td>
<td>62</td>
</tr>
<tr>
<td>Selection and Placement Process</td>
<td>62</td>
</tr>
<tr>
<td>ADA Accommodation</td>
<td>63</td>
</tr>
<tr>
<td>Fieldwork Settings</td>
<td>63</td>
</tr>
<tr>
<td>Level I Fieldwork Grading Procedures</td>
<td>63</td>
</tr>
<tr>
<td>Level II Fieldwork Grading Guidelines and Procedures</td>
<td>63</td>
</tr>
<tr>
<td>Prerequisites for Level II Fieldwork Standard Operating Procedure</td>
<td>64</td>
</tr>
<tr>
<td>Occupational Therapy Department’s Physical Requirements for Fieldwork</td>
<td>65</td>
</tr>
<tr>
<td>Occupational Therapy Department</td>
<td>66</td>
</tr>
<tr>
<td>Fieldwork Guidelines on Social Networking</td>
<td>66</td>
</tr>
<tr>
<td>Research Options</td>
<td>68</td>
</tr>
<tr>
<td>Master’s Research Project Process and Procedures</td>
<td>68</td>
</tr>
<tr>
<td>Graduate Research Thesis Process and Procedures</td>
<td>73</td>
</tr>
<tr>
<td>Scholarly Presentation Expectations:</td>
<td>78</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix A: Degree Works ........................................................................................................ 81

Appendix B: Professional Behaviors Assessment ....................................................................... 90

Appendix C: College of Allied Health Sciences Emergency Guidelines .................................... 95

Appendix D: ECU Policy and Guidelines Regarding Safety .......................................................... 99

Appendix E: College of Allied Health Sciences Standard Operating Procedures on ............. 103
Criminal Background Checks and Drug Screening on Students for Clinical Field Site
Placement

Appendix F: Standard Operating Procedure Regarding Student Insurance ............................. 104
Coverage for Exposure to Blood and Other Potentially Infectious Materials

Appendix G: College of Allied Health Sciences Smoking Standard Operating Procedure .... 105

Appendix H: Fieldwork Dress ..................................................................................................... 106

Appendix I: Professional Lab Dress Code .................................................................................... 107

Appendix J: Medical Emergencies in Your Classroom ................................................................. 108

Appendix K: Health Science Campus Map .................................................................................. 109
This is to be signed before orientation and returned to the Occupational Therapy Department indicating you have reviewed the handbook.

I, _____________________________ (print name), have received a copy of the Occupational Therapy Department's Handbook for the academic years 2016-2017. I understand that I am responsible for the information contained in this Handbook and I will abide by the guidelines and procedures, as stated in this Handbook. I also understand that at any time the Occupational Therapy Department may change a Standard Operating Procedure or guideline and I will be notified in writing and asked to replace the current Standard Operating Procedure or guideline of this Handbook with the new or revised Standard Operating Procedure/procedure.

I also acknowledge that this Handbook not only contains information that is helpful to me as a new student in the Occupational Therapy Program but also contains information about graduation, licensure, and certification. Therefore, since this may be the only source of such information and will be referred to by occupational therapy faculty, I will keep this Handbook safe and available for use throughout my professional program.

_________________________________  __________________
Signature                                      Date
Occupational Therapy Essential Functions and Technical Standards
For Program Admission and Continued Enrollment

The Essential Functions and Technical Standards for admission and continued enrollment establish the expectations and requisite abilities considered necessary for professionals in the field of occupational therapy (MSOT). Graduate students in the entry-level graduate Occupational Therapy program at East Carolina University (ECU), College of Allied Health Sciences are to achieve the level of competency required for graduation and practice as applicable. It is recognized the degrees of ability vary widely among individuals, but all students must be able achieve competency in the Essential Functions and Technical Standards in areas such as cognition, critical thinking, physical and emotional demands, ethical standards, communication, safety, etc. needed to evaluate and treat those with physical and mental disabilities and analyze medical data to determine realistic rehabilitation goals for patients/clients.

Admission candidates who feel they may not be able to acquire the Essential Functions and Technical Standards set forth are encouraged to contact the Occupational Therapy Department. Any admission’s candidate, who may require academic accommodations to fulfill the Essential Functions and Technical Standards, due to a disability, is encouraged to contact ECU’s Office of Disability Support Services at 252-737-1016 or dssdept@ecu.edu. ECU’s Occupational Therapy Department seeks to ensure that qualified persons with disabilities are not denied admission or subject to discrimination in the admission to the Program. The Occupational Therapy Department is committed to enabling students, by any reasonable means or accommodations, to complete the entry-level master’s degree in occupational therapy.

ESSENTIAL FUNCTIONS

To be successful in the entry-level graduate Occupational Therapy program and perform the essential functions of these professionals, a student must consistently:

1. Utilize appropriate and effective spoken, written, and nonverbal communication with clients/patients, caregivers, and other professionals from a variety of cultural backgrounds.
2. Possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the Occupational Therapy program.
3. Have the cognitive ability to learn complex information, be able to perform clinical problem-solving, and synthesize and apply information from the discipline of occupational therapy and related disciplines to formulate diagnostic and treatment judgments.
4. Possess sufficient motor, sensory, memory, and gross/fine motor coordination abilities to perform routine client/patient care and ensure patient safety.
5. Have the capacity to maintain composure and emotional stability during periods of high stress and emergency situations.
6. Demonstrate affective skills and appropriate demeanor and rapport that relate to professional education and quality client/patient care.
7. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in an academic or clinical environment.
8. Have the ability to reliably and critically self-evaluate professional, technical, and personal skills that contribute to positive patient/client outcomes.
9. Have the ability to accept constructive criticism and respond by appropriate modification of behavior.
Technical Standards for Admission and Continued Enrollment

The Technical Standards for admission to and continued enrollment in the entry-level graduate Occupational Therapy program reflect the essential qualities and abilities needed for a student’s successful academic and/or clinical performance. The ability to meet these Technical Standards is required for admission and must be maintained throughout a student’s progress in the entry-level Occupational Therapy graduate degree program. Characteristics of an occupational therapist include having integrity, adaptability/flexibility, concern for others, dependable, and self-control even in very difficult situations. Students should carefully review the Technical Standards below to determine if accommodation is needed in order to successfully perform any of the required academic and/or clinical skills.

Intellectual/Cognitive Abilities
A student must possess adequate intellectual, ethical, emotional, and cognitive skills to:

- Achieve academic and clinical knowledge and lifelong learning skills.
- Participate in clinical, community-based, and/or other settings and achieve the competence levels required by the academic and off-campus clinical supervisors.
- Critically think using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Critically solve problems by identifying complex problems and reviewing related information to develop and evaluate options and implement solutions for successful patient/client outcomes.
- Self-evaluate, identify, and communicate limits of one’s own knowledge and skills.
- Accept constructive written and/or verbal feedback from faculty, supervisors, colleagues, and peers in order to improve skills and abilities.
- Identify and utilize resources in order to increase knowledge and skills.
- Utilize detailed written and oral instruction in order to independently make decisions.
- Measure, calculate reason, analyze, judge, and synthesize, as needed, in the academic and clinical settings.
- Write in a concise and accurate manner; and, when in the clinic, document evaluation and treatment sessions in a timely and accurate manner.
- Manage one’s own time and others effectively and efficiently.
- Develop specific goals and plans to prioritize, organize and accomplish your work in a timely manner.
- Understand through active learning the implications of new information of both current and future problem-solving and decision-making.
- Ability to determine when something is wrong or is likely to go wrong, and then be able to act before there is a negative consequence.
- Ability to be creative about a given problem or situation including developing, designing, or creating new applications, ideas, relationships, assistive technology to assist with patient/client positive outcomes.
- Conduct research to increase knowledge base and add to current evidence-based practice.

Motor Skills
A student must possess adequate motor skills in order to actively participate in classroom, community, and clinical activities which include:

- Considerable use of arms and legs.
- Moving one’s body to stand, walk, climb, bend, reach, stoop, balance, kneel, crouch/squat, crawl, twist, and handle materials.
• Lifting (i.e., Floor to mid-thigh 20 - 50#; Mid-thigh to shoulder level10 - 50#; Shoulder level and above: 10 - 50#).
• Pushing/Pulling (i.e., Floor to mat 10 - 100#; Mid-thigh to Shoulder level: 10 - 100#; Shoulder level and above: 10 - 100#).
• Carrying with both hands more than 10 feet at least 10 or more pounds.
• Sufficient gross/fine motor coordination to execute movements reasonably required during classroom, community, and/or clinical activities, in general care, and emergency treatment for all patients/clients such as:
  o Evaluations (i.e., muscle palpation, range of motion, sensory processing, etc.)
  o Reaching and manipulating equipment in all required positions
  o Finger dexterity when performing precise measurements or splint/assistive technology fabrication
  o Documenting needs
  o Planning and implementing intervention sessions

**Observation Skills**
A student must demonstrate the ability to:
• Possess visual acuity, depth-perception, accommodation, color discrimination, and peripheral vision in order to observe others movements and body language.
• Observe a person accurately-- at a distance or close-up, with and/or without instrumentation.
• Acquire necessary and relevant information from written documents and for written documents.
• Visualize information presented in images from various formats.
• Interpret evaluation results.
• Perform formal and informal evaluations and treatment sessions including use of visual acuity, accommodation, and vision to discern differences and variations of movements, dexterity, functional performance, muscle integrity, etc.
• Interpret and, translate or explain what the observations mean in relation to a person’s performance and/or capabilities.

**Interpersonal, Emotional, and Social Attributes**
A student must possess adequate behavioral and social attributes in order to:
• Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
• Manage high stress in both the academic and clinical setting, and, if needed, recognize the need to ask for help.
• Have emotional stability to function effectively under stress and the ability to adapt to an environment that may change rapidly without warning or in unpredictable ways.
• Recognize and show respect for individuals of different ages, genders, races, religions, sexual orientations, cultural and socioeconomic backgrounds, and disability levels.
• Recognize when others (i.e., students, faculty clients, family members) do or do not understand his/her written and/or oral communication.
• Manage apprehensive patients/clients presenting with a range of moods and behaviors in a tactful, congenial manner, so as not to alienate or antagonize.
• Maintain emotional and mental health to fully utilize her/his intellectual abilities and exercise good judgment including prompt completion of all academic and clinical responsibilities.
• Demonstrate honesty, integrity, professionalism, and ethical behavior as set forth by the American Occupational Therapy Association and North Carolina Board of Occupational Therapy.
• Maintain confidentiality of student/client/patient information via all forms of communication (i.e., verbal, computer, and social media).
• Be socially perceptive of others’ reactions and understanding why they react as they do.
• Encourage and build mutual trust, respect, and cooperation among team members.

Communications Skills
A student must demonstrate the ability to:
• Speak, hear, and observe others for the purpose of eliciting and/or perceiving information.
• Provide information to others (i.e., faculty, classmates, supervisors, patients, caregivers) by telephone, in written format, email, and/or in-person. Confidentiality is considered at all times.
• Communicate effectively and efficiently in oral and written English formats with classmates, patients/clients, family members, and all members of the health care team, during both emergencies and non-emergency situations.
• Modify her/his communication style to meet diverse communicative needs.
• Ensure confidentiality of all patient/client related information in verbal or written format.
• Fluently communicate ideas related to a specific goal, topic, etc. for a positive patient/client outcome.
• Resolve conflicts and negotiate with others; provide consultation and advice to others; communicate with person outside the organization; and, guide, direct and motivate subordinates.
• Effectively communicate and schedule events, programs, activities, work responsibilities.
• Educate and train other students, professionals, patients/clients, and caregivers in a verbal or non-verbal manner that is at an appropriate level of understanding.

Fieldwork (FW) Accommodations:
A student must follow ECU’s policy and guidelines regarding the Americans with Disabilities Act (ADA) if she or he wants ADA accommodations while on his/her Fieldwork I or Fieldwork II internships. Students requesting accommodations during FW must contact the University Student’s Disability Services for assistance. Please recognize FW accommodations may be different than academic accommodations, and may require a different accommodation letter from the University’s Disability Support Services. The student should consult with the University’s Disability Support Services for assistance in identifying appropriate fieldwork accommodations. Once the student receives this fieldwork accommodation letter, s/he will consult with the AFWC and provide both verbal and written approval for the AFWC to contact a FW II site(s) to determine if the FW II site(s) would be able to provide reasonable accommodations for the student in order to successfully complete his/her FW II.
Occupational Therapy Program’s Student
Essential Functions and Technical Standards

Candidates for the entry-level graduate Occupational Therapy program who have been accepted for admission will be required to verify they understand and meet these Essential Functions and Technical Standards. Admission decisions are made on the assumption that each candidate can meet and fulfill the Essential Functions and Technical Standards with or without reasonable accommodation(s).

The ECU Disability Support Services office will review a student’s request for accommodation, and confirm the stated condition qualifies as a disability under applicable laws. If an applicant states s/he can meet the Essential Functions and Technical Standards with accommodation(s), the Program will determine whether it agrees with the applicant; this includes a review of whether the accommodations(s) would jeopardize patient/client safety or the educational process of the student, other students, or the institution, including all course work and internship/practicum placements deemed essential to graduation. At any time in the course of a student’s enrollment in the program, should her/his needs change; the student may request accommodation through the Disability Support Services office.

ECU’s Disability Support Services and the Occupational Therapy Department will jointly decide what accommodations are suitable and possible in terms of reasonable accommodation(s) in the classroom and fieldwork environment, which will render the applicant as a student capable of performing all Essential Functions and Technical Standards established by the Program.

I certify I have read and understand the Essential Functions and Technical Standards of admission to ECU’s entry-level graduate Occupational Therapy Department, and I believe to the best of my knowledge I meet each of these standards without accommodation.

__________________________  ______________
Applicant Signature Date

Alternative statement for students requesting accommodations:
I certify I have read and understand the Essential Functions and Technical Standards of admission to ECU’s entry-level graduate Occupational Therapy Department, and I believe to the best of my knowledge I meet each of these standards with certain accommodation(s). I will contact ECU’s Office of Disabilities Support Services to determine what accommodations are available.

__________________________  ______________
Applicant Signature Date
Introduction
The purpose of this handbook is to orient you to current procedures and guidelines, as well as resources relevant to your successful participation in the occupational therapy program at East Carolina University. Please read it carefully as its contents govern your enrollment in the Occupational Therapy Department. It contains information about fieldwork, graduation, licensure, and certification. Additional guidelines and procedures may be established or changes made in the program. Changes or additions will be shared with you when they become effective and students will be expected to adhere to all established guidelines and procedures.

The Master of Science Degree Program in Occupational Therapy (MSOT)
The professional master’s degree (entry-level) offers preparation for individuals with baccalaureate degrees who enter from fields other than occupational therapy. The expectation is that upon completion of the program, students are able to successfully pass the National Certification Exam through National Board for Certification in Occupational Therapy (NBCOT) and apply for State licensure in any of the 50 states across the nation.

Background
The East Carolina University’s College of Allied Health Sciences was established in 1968, then the School of Allied Health, and now offers undergraduate and/or graduate degrees in Clinical Laboratory Science, Health Services and Information Management, Addictions and Rehabilitation Studies, Occupational Therapy, Communication Sciences and Disorders, Physician’s Assistant, Nutrition Sciences, and Physical Therapy.

The Occupational Therapy Department graduated its first class in 1973. The Department's educational curriculum follows guidelines established by the Accreditation Council for Occupational Therapy Education (ACOTE®) and has been designed around the belief that professional level coursework must be based on a solid liberal arts general college background. The curriculum is also designed to provide students with the opportunity to integrate classroom learning with clinical experience and therefore includes several supervised, practice-oriented, fieldwork courses.

The Occupational Therapy Department was approved by the General Administration of the University of North Carolina to begin a professional master’s degree (entry-level) program in Fall, 2002.

ECU’s Occupational Therapy Department is fully accredited by the:
Accreditation Council for Occupational Therapy Education® of the American Occupational Therapy Association
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
301-652-2682

Most recently the program was granted reaccreditation during the 2014—2015 academic year and is valid for the full accreditation award of 10 years until the 2024—2025 academic year.
DEPARTMENT STATEMENTS
Occupational Therapy Department Statements

Vision Statement
The East Carolina University Occupational Therapy Department envisions a future for our graduates where they will support and enhance the occupational participation of individuals within our society. Graduates will provide ethical and evidence-based services in a variety of settings, to assist people of all ages and backgrounds in the achievement and preservation of health and well-being through meaningful occupational engagements.

Mission Statement
The mission of the Occupational Therapy Department is to provide a high quality educational experience for those individuals who are committed to enriching the lives of people through the profession of occupational therapy. The program will provide a variety of education experiences that will: 1) develop an understanding of the power of meaningful and relevant occupational engagement as a means of enhancing participation in life, 2) foster an understanding of the need to balance the use of technical skills and theoretically-based knowledge with clients while being respectful of unique sociocultural contexts, 3) enhance the development of clinical reasoning skills supporting the use of evidence-based practice, and 4) foster the development life-long learners who have the ability to successfully occupy roles in traditional and emerging practice arenas and to be leaders within the field of occupational therapy. This mission is aligned with the mission of East Carolina University through a shared focus on the training of future professional leaders and on the importance of cultural enrichment, understanding of diversity and acceptance of all people that we serve.

Approved: July 17, 2002
Revised and endorsed: June, 2013

Statement of Philosophy
Occupational therapy is a profession of many dimensions. The ECU Occupational Therapy program is based upon a unifying paradigm that ties the wide diversity of occupational therapy practice together. This paradigm consists of three basic themes: 1) the use of occupation as a health-promoting tool supported by psychometrically sound evidence, 2) the interactive nature of man and his environment, and 3) the importance of common values in the profession including the provision of service and advocacy for those who are at risk for occupational disruption or deprivation.

Theme 1: The use of occupation as a health-promoting tool supported by psychometrically sound evidence. Defined as work, leisure, play, education, rest and sleep, social participation, activities of daily living, and instrumental activities of daily living (AOTA, 2014), occupation is the dominant activity of human beings. Occupation influences the biological, psychological, cognitive and social nature of individuals throughout the life span and not only serves to develop unique qualities of individuals, but influence human cultural evolution as well. The concept of occupation is based upon the assumptions that: 1) human beings have an occupational nature. Engagement in purposeful occupation is innate and essential to the human species and directly correlated to health and survival (Wilcox, 1993). A disruption in the ability of the individual to participate in the occupations of living may result in a loss of occupational identity leading to, physical and psychological stress, anxiety, depression and decreased quality of life and 2) occupational therapy, as a therapeutic profession is grounded in the understanding of occupation and seeks to enhance participation of those served. Participation as an end goal of interventions is achieved through the use of occupational engagements that are both meaningful and relevant to the individual. Occupation can both restore and preserve the health and well-being of individuals,
ensuring that participation in life roles and routines is possible. Occupational therapy practitioners utilize the interaction of underlying client factors and skills with occupation, in context, to facilitate engagement, improvement in skills and the underlying factors themselves. Occupational engagements serve the purpose of preservation, habilitation or rehabilitation of participation in the natural context or environment.

**Theme 2: The interactive nature of man and his environment.** People are believed to have motivation to engage in occupation and strive toward competence. Concurrently, the social, physical, and cultural environments "press" the individual to engage in occupation. This perspective attempts to focus on the interdependent aspects of the person and the environment, realizing that both have adaptive capabilities and limitations. Further, rather than focusing on the end products of these interactions, the focus is on enabling the individual to experience competence within his or her environment.

**Theme 3: The importance of core values and attitudes of occupational therapy practice.** Values are an important part of the base or foundation of a profession. Ideally, these values are embraced by all members of the profession and are reflected in the members’ interactions with those persons receiving services, colleagues, and the society at large. Professional values have a central role in occupational therapy and are developed and reinforced through an individual's roles as a student and professional. Based on these facts, the importance of core values and attitudes and the application of them in practice must be made explicit and emphasized throughout the program of study. Altruism, equality, freedom, justice, dignity, truth, and prudence form the basis of the ECU OT program’s belief that individuals must be treated with dignity, respect, and seen as unique sociocultural human beings. Occupational therapy services should therefore 1) be person-centered, 2) consist of meaningful occupations, 3) maximize function with individualized intervention, 4) prevent impairment and enhance wellness, 5) consider the whole person within his/her environment, and 6) help a person gain a sense of self, self-efficacy, and life satisfaction.

In addition to the three basic themes, the ECU OT program also believes the following with regard to the learner, the curriculum and the profession:

**An effective curriculum must have balance between the teaching of technical skills, theory, scientific inquiry and assigned community involvement.** Effective occupational therapy practitioners must possess knowledge of technical skills, and the guiding theoretical principles of practice. They must also have the knowledge of evidence and research in order to make informed choices in the clinic. In addition, students must have a sense of commitment to the community and those at risk for occupational deprivation. To this end, the curriculum ensures a balance of courses including technical, theoretic and research based topics and offers options for community service that are completed within and outside of formal course work.

**Students must learn to be competent in the art of using caring relationships in a helping and ethical manner.** We believe that students benefit from experiences where they interact with individuals and groups within the community. Therefore, class-based community interaction and service to various groups and organizations is interwoven throughout the curriculum and strongly encouraged through extracurricular activities such as those sponsored by the Student Occupational Therapy Association. Interactions in the community with various individuals at different phases of life assist the student to integrate course-based knowledge of how to achieve a caring relationship using the therapeutic use of self in real life situations.

**Problem-solving and clinical reasoning abilities must be instilled in occupational therapy students.** The use of a developmental model of clinical reasoning will be the program's basis of providing the grounding for the development of clinical reasoning with facilitation of the more
complex levels of clinical reasoning applied as the student progresses in their readiness for learning more complex levels. The facilitation of clinical reasoning must be individualized based on the fact that students have a diversity of learning styles and come to the program with a variety of life experiences. The occupational therapy faculty strive to promote the student's individual learning in the necessary skills and abilities for an entry-level professional and to facilitate personal growth through the structure of the curriculum, course objectives, and fieldwork experiences including those unique to eastern North Carolina.

**In summary, the occupational therapist is a competent and caring expert in the use of occupation.** With knowledge based in physiological, cognitive, social, and psychological dimensions, the occupational therapist fosters self-determination in the client. The therapist acts as an agent of change by engaging people in occupations that are meaningful and promote satisfaction in their lives. The goal of this program is to facilitate development of professional mastery in the use of occupation, balanced with technical, theoretical, service, and research abilities, with the perspective "that man, through the use of his hands as energized by mind and will, can influence his state of health" (Reilly, 1962).

References
Program Objectives
The objectives of the occupational therapy curriculum are the following:
1. Prepare students to begin practice as caring, competent, ethical, and creative occupational therapists with professional mastery in the use of occupation appropriate to a wide range of populations and practice areas.
2. Provide students with the foundation of theoretical knowledge, technical skills, and values needed for quality occupational therapy practice.
3. Prepare students with the knowledge and skills to do clinical reasoning in order to assume the role of a health care professional who functions as a change agent by engaging patients/clients in meaningful occupation.
4. Provide students with the knowledge and skills, appreciation, and ability to use research that advances the effectiveness of occupational therapy practice.
5. Develop in students the appreciation and skills for life-long learning within a changing environment.
6. Provide the communities of our region, state, and nation with quality therapists who are responsive to an individual’s unique sociocultural nature and their environment.
7. Provide occupational therapy leaders and advocates to serve our region, state, nation, and international settings.

Approved: July 17, 2002
Revised and endorsed: June, 2013
Revised and endorsed: July 2014

Educational Objectives
1. Students will develop and refine their clinical reasoning skills.
2. Students will demonstrate independent thinking and apply critical thinking and clinical reasoning through case studies and/or “real life situations”.
3. Students’ critical thinking and clinical reasoning will be refined by allowing time and opportunities for reflection, thinking out loud about their reflections, and explaining how new information being presented relates to past information and occupational therapy practice.
4. Students’ will demonstrate motivation for independent learning which will be increased through the use of course material and/or learning opportunities (i.e., “real life” situations in the classroom and/or community).
5. Students will gain professional knowledge and skills through faculty, fieldwork experiences and peer feedback. This may include faculty and students making connections between concepts and application of the concepts to actual case scenarios, having an opportunity to give and receive various types of feedback regarding assignments and group discussions, and/or an opportunity to make and learn from their mistakes.
6. Student learning will be enhanced by using multiple teaching modes in response to various learning styles.
7. Students will engage in learning through social processes such as dyadic and group learning experiences and learning communities.
8. Students will be provided “just right” challenges by providing experiences that are appropriately structured to meet the learning goals.
9. Students’ needs will be addressed by attending to the physical, social, and temporal environments.
   a. Students’ learning will be enhanced by providing an environment that is physically comfortable and meets students’ needs.
   b. Student learning will be enhanced by providing a socially, emotionally, safe, and respectful environment. Thus, faculty will model appropriate behaviors, cooperatively set rules, and recognize student diversity.
10. Students will appreciate and be sensitive to those whom they will serve by using faculty and other occupational therapy practitioners as role models, having “real life” situations, and recognizing the unique needs and learning styles of their peers.

Approved: June 28, 2000
Revised and endorsed: June, 2013
Revised and endorsed: July, 2014
**Curriculum**

**Student Load**
No more than 15 semester hours (s.h.) may be taken in any one semester without approval. A student is considered full-time when registered for a minimum of 9 s.h. in a regular semester and 6 s.h. during summer semester.

**Degree Requirements**
Minimum degree requirement is 69 s.h. for project-based students and 75 s.h. for thesis-based students.

**Professional (entry level) Courses:**
OCCT 6000, 6001, 6002, 6003, 6004, 6005, 6006, 6007, 6008, 6009, 6080, 6100, 6150, 6200, 6250, 6300, 6350, 6400, 6410, 6450, 6500, 6550, 6600, 6650.
OCCT 6450 must be repeated once for a minimum of 12 s.h.

**Research options (Choose one) - 3-9 s.h.**
Master’s project: 3 s.h. - OCCT 6660
Master’s thesis: 9-12 s.h. - BIOS 7021 or OCCT 7100 - 3 s.h.
          OCCT 7000 - 6-9 s.h.

Successful completion of a professional presentation in a public venue of the student’s master’s project or master's thesis serves as the required comprehensive examination.

Verification by the Graduate School and Official Transcript requests from the Registrar’s office of completion of the professional master’s degree requirements is necessary to meet occupational therapy practice licensure statutes of the North Carolina Board of Occupational Therapy (www.ncbot.org).

Graduate students are responsible to track their progress in the program through Degree Works (Appendix A) and review this with their faculty advisor prior to the end of EACH semester.
## OCCT 6000 - Foundations of Occupational Therapy

4

4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Foundations and models of practice of OT. Dimensions and characteristics of human occupation and their relationship to models of practice. Analysis of occupation, including real and symbolic aspects meaningful for individuals and populations.

## OCCT 6001 - Occupation and Movement

4

4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Musculoskeletal system as related to human occupation. Mobility, stability, posture, biomechanics, development of movement, relationship between kinesiological components, and gradation of activities.

## OCCT 6002 - Occupation and Movement Laboratory

1

3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Musculoskeletal system as related to human occupation. Mobility, stability, posture, biomechanics, development of movement, relationship between kinesiological components, and gradation of activities.

## OCCT 6003 - Dyadic and Group Skills in Occupational Therapy

3

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Applies systems theory, communication, and techniques to dyadic and group processes relevant to OT. Relationships and roles of OT practice with individuals across life span.

## OCCT 6004 - Dyadic and Group Skills in Occupational Therapy Laboratory

1

3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Applies systems theory, communication, and techniques to dyadic and group processes relevant to OT. Relationships and roles of OT practice with individuals across life span.

## OCCT 6005 - Health Impairments and Occupational Therapy I

3

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Etiology of impairments and models of ablement/disablement. Identification of consequences of diseases, injuries or disorders and impact of these on human occupation. Applies appropriate OT frames of reference and remedial techniques.
OCCT 6006 - Health Impairments and Occupational Therapy I Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Etiology of impairments and models of ablement/disablement. Identification of consequences of diseases, injuries or disorders and impact of these on human occupation. Applies appropriate OT frames of reference and remedial techniques.

OCCT 6007 - Health Impairments and Occupational Therapy II
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Continuation of OCCT 6005, OCCT 6006.

OCCT 6008 - Health Impairments and Occupational Therapy II Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Continuation of OCCT 6005, OCCT 6006.

OCCT 6009 - Neurological Foundations of Occupational Therapy
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Occupational performance as affected by human nervous system. Structures and functions of human nervous system and relationship of occupation to brain function.

OCCT 6080 - Environmental Contexts and Systems of Occupational Therapy
3
3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Systems analysis of societal, cultural, physical, and temporal environments. Evaluates use of environment and technology to enhance occupational function.

OCCT 6100 - Therapeutic Use of Human Occupation I
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. First in three course sequence. Reflects a variety of system-practice contexts such as medical, educational, and natural environments. Occupational therapy roles, responsibilities, and interventions in the different settings will be examined.

OCCT 6150 - Therapeutic Use of Human Occupation I Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. First in three course sequence. Reflects a variety of system-practice contexts such as medical, educational, and natural environments. Occupational therapy roles, responsibilities, and interventions in the different settings will be examined.
OCCT 6200 - Therapeutic Use of Human Occupation II
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program
director. Extension of OCCT 6100, OCCT 6150. Case studies reflect complex health care systems,
reimbursement issues, and professional support environments.

OCCT 6250 - Therapeutic Use of Human Occupation II Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program
director. Extension of OCCT 6100, OCCT 6150. Case studies reflect complex health care systems,
reimbursement issues, and professional support environments.

OCCT 6300 - Therapeutic Use of Human Occupation III
4
4 classroom hours per week. P: Admission to MS OT program; or consent of graduate program
director. Extension of OCCT 6200, OCCT 6250. Case studies reflect community based practice,
require coordination of systems, and development of innovative OT services.

OCCT 6350 - Therapeutic Use of Human Occupation III Laboratory
1
3 lab hours per week. P: Admission to MS OT program; or consent of graduate program
director. Extension of OCCT 6200, OCCT 6250. Case studies reflect community based practice, require
coordination of systems, and development of innovative OT services.

OCCT 6400 - Fieldwork I
1
P: Admission to MS OT program or consent of graduate program director. Role of occupational
therapist in a variety of nontraditional or emerging practice settings and service delivery system.
Continued development of OT theory, evaluation, and treatment planning skills. Exploration and
development of creative applications of therapeutic occupation.

OCCT 6410 - Psychosocial Fieldwork I
1
P: Admission to MS OT program or consent of graduate program director. Role of occupational
therapist in a variety of nontraditional or emerging practice settings and service delivery systems
with a focus on psychological and social factors that influence occupation engagement.
Continued development of OT theory, evaluation, and treatment planning skills. Exploration and
development of creative applications of therapeutic occupation.

OCCT 6450 - Fieldwork II
6
Must be repeated once. May count for a maximum of 18 s.h. 12-week, full-time clinical practice.
P: Admission to MS OT program; or consent of graduate program director. Practice and master
skills necessary to function as competent, entry-level occupational therapist.
**OCCT 6500 - Managing Occupational Therapy Services**

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Leadership theory and roles in OT. Focus on supervision issues, planning, and management of service delivery programs. Emphasis on theories of change and student developments as change agents. Systems theory used as basis for understanding organizational structures and development.

**OCCT 6550 - Managing Occupational Therapy Services Laboratory**

1 lab hours per week. P: Admission to MS OT program; or consent of graduate program director. Leadership theory and roles in OT. Focus on supervision issues, planning, and management of service delivery programs. Emphasis on theories of change and student developments as change agents. Systems theory used as basis for understanding organizational structures and development.

**OCCT 6600 - Concepts and Practice of Research in Occupational Therapy**

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Qualitative and quantitative approaches. Application of knowledge culminates in development of research proposal.

**OCCT 6650 - Conducting Research in Occupational Therapy**

3 classroom hours per week. P: Admission to MS OT program; or consent of graduate program director. Design and implementation of research proposal that contributes to knowledge base of OT.
Curriculum Design

The faculty members of East Carolina’s Department of Occupational Therapy believe that occupational therapy education occurs through a multi-dimensional process. The program’s curriculum is designed in a manner that enables students to complete the program exhibiting excellence in entry-level occupational therapy practice.

The curriculum design highlights five (5) interrelated themes that are woven into each course and reflected in the sequence of courses. These themes are: occupation, client, therapist, context and environment, and research (see Figure 1). In the first semester, three of these major elements are emphasized in course work: occupation, client and therapist. The introduction of context and environment, as a foundational component, is introduced in the first three semesters but not emphasized until the fourth semester. Figures 2, 3 and 4 illustrate each of the elements separately, with Figure 5 showing the emphasis and overlay of occupation, client and therapist. By the end of the second semester, occupation, client, and therapist are linked with an underlying foundational need for research and evidence based decisions on which to build the ability to provide Excellent Occupational Therapy Practice. Basic research is introduced in order for students to learn how to understand and begin to establish evidence about an experience as well as begin testing various theories with case studies. Evidence is reviewed as it applies to course content and allows for constructive scaffolding.

When considering occupation in the curriculum, the meaning and purpose of occupations are explored, described, and applied as evidence supporting its inclusion within course content (Figure 2).
The second element of emphasis is that of client. The client is the person, group, and population (AOTA, 2014) who receive occupational therapy services (Figure 3). In the first year, students explore the meaning and impact of values and culture for clients, and the developmental milestones and tasks during one’s lifespan. Students examine performance skills, performance patterns and client factors (AOTA, 2014) that influence areas of occupation.

The therapist is the third major curriculum element that is emphasized. Areas addressed in this content area include the skills, knowledge, professional behavior, and the culture and values of the therapist that influence the therapeutic process (Figure 4).
These three elements of occupation, client, and therapist are seen as three diamond shapes that can be considered independently as in Figures 2, 3, and 4, yet through the occupational therapy process, dynamically interact with each other (Figure 5).

Concepts associated with these elements are introduced in the first year and continue to build as students’ progress through the curriculum. The interaction between client and therapist or therapeutic use of self is illustrated with the creation of a smaller but proportioned triangle (Figure 6). Therapeutic use of self is defined as “planned use of his or her personality, insights, perceptions, and judgments as part of the therapeutic process” (Punwar & Pelouquin, 2000, p. 285). The interaction that occurs between occupation and therapist is considered the process of activity analysis represented by a smaller but proportioned triangle (Figure 7). Activity analysis is the in-depth examination of an activity/occupation. The interaction of occupation and client is called occupational performance, and is represented by an equally sized triangle (Figure 8). Occupational performance is the “accomplishment of the selected occupation resulting from the dynamic transaction among the client, the context and environment, and the activity or occupation” (AOTA, 2014, p. S14). Thus, the overlapping diamonds create equally sized triangles.
and form a fourth but central triangle which is truly contiguous to occupation, client, and therapist, and support the development of occupational performance, the use of activity analysis and the integration of therapeutic use of self (Figure 9). The fourth triangle represents the final outcomes of the curriculum and is referred to as Excellence in entry level Occupational Therapy Practice.

By the second semester, research, the fifth major curriculum element, receives specific emphasis (Figure 10). The faculty members consider research as a critical element in a master’s degree program and fundamental to the excellent practice of occupational therapy as they affect occupation, client, therapist, context and environment.
During the second semester, health impairments of the client and the impact on occupations are explored. The occupational therapy process is established as the therapeutic process and reinforced throughout the remainder of the curriculum with the therapist as a therapeutic agent. Study of therapeutic use of self, activity analysis, and occupational performance are the elements linked in the process and will continue on into the third semester.

Beginning in the second semester and extending throughout the remainder of the curriculum the element of context and environment is discussed. Context is defined as “variety of interrelated conditions within and surrounding the client that influence performance” (AOTA, 2014, p. S42) while environment is defined as “external physical and social conditions that surround the client and in which the client’s daily life occupations occur” (AOTA, 2014, p. S42). Contexts and environments are explored more thoroughly during the fifth semester in a specific course that examines the impact of different settings and how they influence occupational performance across the life span. All the elements of client, therapist, and occupation are described as being embedded in the cultural, personal, physical, social, temporal, and virtual context and environment with occupation inseparable from contextual influence. Contextual setting and life span stages are incorporated as focused points of curriculum (Figure 11). Beginning in the fourth semester and continuing through semester five, Level I fieldwork introduces the student to the integration of all of the critical elements of the curriculum in practice with specific focus on the psychosocial impacts across practice settings.

By the end of the fourth semester all of the curriculum elements are present, with the overlapping areas becoming the centers of emphasis (Figure 11). In the fifth semester, the curriculum focuses on integrating knowledge and role modeling of skills to facilitate the students assuming an occupational therapy practitioner role. Students are expected to integrate therapeutic use of self and activity analysis to provide intervention that is focused on engaging clients in occupation that support participation in context and environment.
In this semester, the final intervention course considers various types of clients in diverse institutional or community settings. At this point, the curriculum’s emphasis is on the melding of research and practice that will culminate in the ultimate outcome of the occupational therapy program, “Excellence in entry level Occupational Therapy Practice.” Implementation of the students’ research projects begun during the second semester, continue into the final semester, based on the proposals completed during the previous semesters. These research endeavors are done under the collaborative supervision of the student’s assigned research faculty member completing the master’s projects or thesis options.

Semesters six and seven are designed to further facilitate the development of excellence in practice through Level II fieldwork and the completion of research as appropriate. The purpose of Level II Fieldwork, in conjunction with completing the research capstone requirement, is to demonstrate an understanding of the application of the occupational therapy process and theory, and integration of using research to make evidence-based decisions as it relates to current innovative practice. Upon completion of the program, students have mastered the use of critical elements of the curriculum (therapist, client, occupation context and environment, and research) and their interaction with each other (therapeutic use of self, activity analysis and occupational performance) demonstrating successful completion of the curriculum results in attainment of the program outcome of Excellent Occupational Therapy Practice (Figure 12).
References:
### Course of Study

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**Total Credits Required for Graduation**

75 min

69 min

*Thesis students should take OCCT 6600 Fall Semester 1, OCCT 6650 Spring Semester 1, and then take either BIOS 7021 or OCCT 7100 Spring Semester 1

**Can be repeated
Expectations of Students

As health care professionals, occupational therapists need to present themselves positively and professionally in both verbal and written communication formats. The faculty has adopted specific guidelines to facilitate this professional growth.

1. **Written communication.** For most written assignments, the faculty requires American Psychological Association (APA) style of documentation for manuscripts. Please clarify the expectations of the course instructor for each assignment. Students must purchase the *Publication Manual of the APA, 6th edition* to use a reference for all submitted work in the program.

2. **Oral presentations.** Students are required to follow each course’s oral presentation requirements.

3. **Documentation** in the profession of occupational therapy is critical. In many of the professional level courses, students are asked to summarize evaluations or assessments, develop intervention plans, and document progress of intervention through progress notes.

4. *The Occupational Therapy Practice Framework (3rd ed.),* adopted by the American Occupational Therapy Association in 2014, is an official document that provides guidelines for implementing occupational therapy intervention. The Occupational Therapy Department expects students to familiarize themselves with this framework and use it throughout their career. This is identified as one of your required textbooks for fall semester.

5. The Occupational Therapy Department expects students to behave in a professional manner and have adopted a framework explaining professional behaviors that is available from the student’s adviser, the professional behavior are listed Appendix B, as well as a chart to measure each behavior.

6. Many of the occupational therapy courses use Blackboard to support the class work. In addition, the faculty frequently communicate with students using email. It is important that you check your ECU email account on a regular basis. Your personal email accounts will not be used for department communication! A listing of these email accounts will be important to maintain in the event of a disaster event that prevents normal communication system through the ECU pirate mail system.

7. The Occupational Therapy Department completes your registration for your first semester of enrollment in the graduate program. You are expected to complete all subsequent registrations. Please schedule an appointment with your advisor to discuss Degree Works and the upcoming semester before enrolling in classes. Lab sections may be controlled to assist with the completion of research and grant processes.

8. The Occupational Therapy Department maintains an advising system and you are assigned an adviser for your first semester. You are expected to meet with your adviser during the semester. It is your responsibility to review your Degree Works (Appendix A) with your advisor prior to the completion of each semester of the program. Degree Works is designed to track your progress toward degree completion. The advising Standard Operating Procedure outlines the advising system and the process for changing advisers. This information is provided in this manual.

9. Students are expected to wear appropriate lab dress to the lab sessions of the course as required by the faculty member of the lab section. Those students who do not feel lab dress is appropriate due to religious or cultural issues must address this with the faculty member/instructor of the course. (See Appendices I and J for Dress Guidelines)

10. Students are expected to visit, observe, and participate in clinical or community settings. Dress should be professional and appropriate as outlined the faculty member who makes the arrangements.

11. Students are required to join and become members of the American Occupational Therapy Association. This membership provides you discounts to textbooks, direct access to journals, access to grant opportunities, and documents not otherwise available to non-members. Go to
the following link to join (http://www.aota.org/JoinAOTA.aspx). Joining AOTA is part of two course requirements and you must be prepared to provide proof of membership.

12. The North Carolina Occupational Therapy Association (NCOTA) and the East Carolina University Student Occupational Therapy Association (SOTA) are two other important associations. Although not required, joining these associations is recommended and often are reviewed as part of hiring expectations by employers as delineating factors of those demonstrating professional interest. Fees are reduced for student memberships and many of the occupational therapy courses use materials from these organizations. See www.ncota.org and www.ecu.edu/cs-dhs/ot/SOTA.cfm for more information.

13. Students and faculty often develop manuscripts and presentations based on the student’s work in the occupational therapy curriculum. There are guidelines for determining authorship of such professional endeavors when appropriate. Students are expected to be honest in their completion of this form.

14. Students are expected to know appropriate emergency procedures as outlined by the College of Allied Health Sciences (Appendix C).

15. Each student is expected to meet with his or her adviser to discuss the research expectations of the program and to determine if s/he wishes to complete the research project or thesis sequence.
Faculty and Staff

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Faculty Educational Backgrounds and Research Interests:

Anne E. Dickerson, Ph.D., OTR/L, SCDCM, FAOTA
Professor, Director ROADI
Editor of Occupational Therapy in Health Care
B.S. in Occupational Therapy, Temple University, PA
M.S. in Allied Health Education/Health Admin., Southwest Texas State University
M.S. in Psychology, Florida International University
Ph.D., Life Span Development, Psychology, Florida International University
AOTA – Specialty Certification in Driving and Community Mobility
**Major area of professional interest:** Research in normal aging; Assessments in occupational therapy, specifically the Assessment of Motor and Process Skills and the Role Checklist, Interactive Metronome and Neurofeedback Certified

Denise Donica, DHSc, OTR/L, BCP, FAOTA
Associate Professor, Graduate Program Director
Director of Admissions
Associate Editor of Occupational Therapy in Health Care
B.S. in Occupational Therapy, Indiana University
B.A. in Psychology/Criminal Justice, Indiana University
MHS in Occupational Therapy, University of Indianapolis
DHSc in Occupational Therapy, University of Indianapolis
Level-1 Certified with Handwriting Without Tears®
AOTA – Board Certified Pediatrics
**Major area of professional interest:** Handwriting and keyboarding instruction for school-aged students; teacher training for handwriting instruction; after-school programs for low-income children, use of telehealth in pediatric occupational therapy practice, occupational therapy in the NICU, handwriting assessment tools

Young Joo Kim, PhD, OTR/L
Assistant Professor
BS. in Occupational Therapy, Yonsei University, South Korea
MS in Rehabilitation Science, University of Pittsburgh
PhD in Rehabilitation Science, University of Pittsburgh
**Major area of professional interest:** Chronic fatigue in cardiac arrest survivors and other chronic adult conditions; functional outcomes in older adults; functional maintenance programs for nursing home residents; lower back pain in agricultural population.

Lynne Murphy, Ed.D, OTR/L
Assistant Professor
B.S. Occupational Therapy, Towson University
M.S. Health Science Administration, Towson University
EdD. Instructional Technology, Towson University
**Major areas of Professional interests:** Clinical experience in adult and older adult physical rehabilitation across the continuum of care. Research interests: equine-assisted occupational therapy, instructional technology, and ergonomics.
Jane Painter-Patton, Ed.D., OTR/L FAOTA
Professor
Fieldwork and Admissions Coordinator
A.S. in Data Processing, Indiana University
B.S. in Occupational Therapy, Indiana University
M.H.S. in Occupational Therapy, University of Florida
Ed.D. North Carolina State University
Major areas of professional interests: Gerontology issues including fall prevention: fear of falling, and home environmental considerations; Alzheimer’s disease: environmental considerations and caregivers of those with Alzheimer’s disease; traumatic brain injury, fibromyalgia, and arthritis.

Jennifer Radloff, OTD, OTR/L, CDRS
Assistant Professor
A.A.S., Occupational Therapy Assistant, Sinclair Community College
B.S., Occupational Therapy, Shawnee State University
M.H.S., Occupational Therapy, University of Indianapolis
O.T.D., Occupational Therapy, Chatham University
CDRS – Certified Driving Rehabilitation Specialist
CarFit Instructor
Major area of professional interest: Resumption of occupations for adults and older adults with neurological disabilities; Driving and community mobility rehabilitation; Instructional design, methods, and technology.

Leonard Trujillo, Ph.D., OTR/L, FAOTA
Professor and Chair
B.A. in Humanities, St. Thomas
B.S. in Occupational Therapy, Colorado State University
M.A. in Computer Resources and Information Management, Webster University
Ph.D., Educational Administration, Texas A&M University
Interactive Metronome Certified
AMPS Certified
School AMPS Certified
Certified Hypno Therapist
Major area of professional interest: Research in Assistive Technology: Development and impact of technology on the standardized assessments in occupational therapy; the impact of technology as a treatment intervention tool. The effectiveness of the Interactive Metronome, as a modality used by occupational therapy practitioners, with different populations.
PROFESSIONAL ORGANIZATIONS
Professional Associations

Students are **required** to become student members of the American Occupational Therapy Association. It is strongly recommended that they also join the North Carolina Occupational Therapy Association and the Student Occupational Therapy Association. Both American Occupational Therapy Association and North Carolina Occupational Therapy Association offer low student rates for membership. Information regarding membership in these professional societies is available in the Occupational Therapy Department office (Health Science Building 3305).

**American Occupational Therapy Association (AOTA)**

AOTA ([www.aota.org](http://www.aota.org)) is a national professional society established in 1917 to represent the interests and concerns of occupational therapy practitioners, and to improve the quality of occupational therapy services. Benefits of membership include advocacy for the profession use of the AOTF library, continuing education opportunities, toll-free information and consultation, online services through AOTA’s web page, annual subscription to the *American Journal of Occupational Therapy*, access to advertised jobs in *Occupational Therapy Practice*, discounts on professional publications, conference preregistration, continuing education courses, professional liability insurance, and access to grants, loans, and scholarships.

**North Carolina Occupational Therapy Association (NCOTA)**

NCOTA ([www.ncota.org](http://www.ncota.org)) is the state organization for occupational therapy in North Carolina. Membership benefits include state lead advocacy for the profession, discounts to local conferences and continuing education, and a discounted membership for the first year of their professional careers. NCOTA funds student scholarships administered through AOTF.

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

AOTF ([www.aotf.org](http://www.aotf.org)) as established in 1965 by AOTA as a 501 (c)(3) nonprofit organization dedicated exclusively to charitable, scientific, literary, and educational purposes. The mission of AOTF is to expand and refine the body of knowledge of occupational therapy and to promote understanding of the value of occupation in the interest of the public good. AOTF offers over 90 scholarships from the AOTF Scholarship Fund and from the ASCOTA and State Association Funds administered by the Foundation. To be eligible, students must be a member of AOTA, be currently enrolled in an occupational therapy program, demonstrate a need for financial assistance, have a record of outstanding scholastic ability, and complete the application with supporting documentation. For more information and/or to receive a scholarship application, contact AOTF at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220 or call the AOTF Scholarship information line at (301) 652-6611 ext. 199 or the Scholarships Coordinator at (301) 652-2682 ext. 2556 or www.aotf.org.

The Wilma L. West Library is part of the American Occupational Therapy Foundation and is located on the fifth floor of the National Headquarters of the American Occupational Therapy Association in Bethesda. The primary mission of the Wilma L. West Library is to acquire, organize, and preserve literature and other informational resources concerning the education, theory, and practice of occupational therapy. With this in-depth collection as its base, the library staff offers a variety of services that provide support to occupational therapy researchers, practitioners, students, consumers, and other health care professionals. Services include: interlibrary loans, literature searches on occupational therapy BibSys only and other databases, photocopying of articles specific to occupational therapy, and quick reference questions on matters not available at local libraries.
The library is open Monday through Friday from 11:00 a.m. to 5:00 p.m. In order to ensure that a librarian will be available to assist you, visits to the library are by appointment only. Please call the library to make these arrangements. You may also visit AOTF’s website at http://www.aotf.org to learn more about the library’s services and to search its databases. AOTA members may also reach the library using the membership number (1-800-729-2682). Non-members may call 301-652-6611, extension 2557. The library may also be contacted by fax at #301-652-1177, or e-mail at wlwlib@aota.org.

**East Carolina University Student Occupational Therapy Association (SOTA)**

Students are expected but not required to participate in the East Carolina University Student Occupational Therapy Association (ECU-SOTA). This organization exists to engage occupational therapy students in professionally oriented outreach, marketing, and educational and social activities that advance the objectives of state and national occupational therapy organizations and the ECU occupational therapy program. Its aims and purposes include:

- Promote knowledge and interest in the field of occupational therapy.
- Stimulate the professional growth of students.
- Provide information to the public concerning occupational therapy.
- Promote the objectives of the American Occupational Therapy Association and of the North Carolina Occupational Therapy Association.
AVAILABLE STUDENT RESOURCES
Resources Available to Students

New Graduate Student Orientation Blackboard Course
As a new occupational therapy graduate student, you have been given access to an online orientation course offered in the Blackboard course management system. This course is designed to help you successfully transition to graduate studies at East Carolina University and become acquainted with important university policies, procedures, and deadlines. You will also find training related codes of professional conduct and ethics to help you succeed as a student in the classroom and the lab and in your roles as a professional intern, graduate teaching assistant and/or a researcher. You will find this is your link to helpful information such as purchasing books, the ECU library system, and financial aid, etc. Some of the assignments in this module are required by the Occupational Therapy program and may be required components of courses as well.

To access the course, please visit http://blackboard.ecu.edu and login using your ECU Pirate ID and password that you received with your letter of admission. In the My Courses area (once you are logged in to Blackboard), click on: graduate_school_orientation_fall: Graduate School Orientation for New Students FALL: Once you have entered the course, you will see a list of links down the left hand side of the screen. This is known as the Course Menu or navigation panel. Use these links to access and peruse the various content areas of the course. You will want to review the I am in! So now what? and then go to the Required Assignments section where you will locate the Occupational Therapy listing. These required assignments are delivered via Blackboard; however, it is not a course in the usual sense in that it is NOT considered part of your “course load” and is not for credit. You will NOT receive a grade from this online course that will count as part of your GPA; however, elements in this course may be required elements of your for-credit courses. It may be in your best interest to complete some of the components this summer but make sure you do not do the ones earlier then indicated or you may have to complete them again during the program.

If you do not have prior experience with the Blackboard course management system, please take time to study the online tutorials. Please note that Blackboard works best in the latest version of Google Chrome. Blackboard will work in other browsers such as Internet Explorer or Safari, but a few features may not function properly. In order to avoid these issues, it is recommended that you install the latest version of Google Chrome.

If you encounter technical difficulties with the Blackboard course or have questions about the content, please contact Dr. Denise Donica at donicad@ecu.edu for assistance.
Library Resources
The Occupational Therapy Department owns testing, evaluation, and other materials and supplies for teaching purposes. Additionally, faculty members own professional libraries for their professional and personal use. These materials may be available to students, but must be checked out with the individual faculty member responsible. Copies of required and recommended textbooks, professional journals, audiovisual materials, and some computer software are available at the Laupus Health Sciences Library and/or Joyner Library. Both libraries have computers available for student use.

East Carolina University Counseling Center
The Counseling Center, (316 Wright Bldg, 328-6661) provides academic, personal, and vocational counseling services free of charge to all ECU students. Occupational therapy students have found the classes offered in stress and time management, assertiveness training, and anxiety reduction particularly helpful. The Center will also evaluate a student's study habits and offer suggestions to improve study skills. Their web site is http://www.ecu.edu/counselingcenter/.

Writing Center
The University Writing Center (UWC) (http://www.ecu.edu/cs-acad/writing/uwc/graduate-students.cfm) has as its goal instruction in basic writing skills by means of tutorial interactions. Our services are best used if students or their professors identify what, exactly, they would like to accomplish during their time working with a writing consultant. This means that students should come prepared to discuss their assignments and where in the writing process they think they are in completing the assignment. This might also mean that teachers who send their students to the UWC send along the assignment and some indication of writing problems that the writing consultants can help the student remedy. In order to be more convenient and available, the University Writing Center has sites in several buildings across campus during the regular semesters. Students are welcome to visit any site of the UWC. Three of the four sites are walk-in, so students can stop by any time they have questions about their writing. The Health Science Campus location is 2514 Laupus Library. (writingcenter@ecu.edu).

Computer Resources
The Laupus Library has a computer lab for student use in Room 2502. Library hours can be found on their web page: http://www.ecu.edu/cs-dhs/laupuslibrary/. Windows OS and Mac OS computers are available in the lab and many of these computers are state-of-the-art machines. There are multiple software programs loaded onto the computers including word processing, spreadsheet, statistical software, and graphic programs. Since the entire occupational therapy faculty expects students to use word processing programs to complete written projects, students are encouraged to utilize this computer lab if they do not have computer systems of their own. Students may also reserve meeting rooms in the library that have a computer and large screen for group work. These rooms can be reserved online (http://www.ecu.edu/cs-dhs/laupuslibrary/).

Student Career Center
The Career Center is a department within the Division of Student Affairs at East Carolina University. Their primary purpose is to assist and guide students and alumni in their career quest. They cultivate employers as partners by initiating and facilitating opportunities in the public, private, governmental, and corporate sectors. Students can use community resources which include the university, employers, agencies, and other external populations.

The Career Center provides workshops, programs, and opportunities for students that facilitate career exploration, practical work experience, and professional development. Comprehensive
technology and available resources enable us to increase quality service delivery to students and alumni who will become the employees of choice by employers nationwide. The Health Sciences Building Career Center is located at 3508C Laupus Library, 252-737-1572.

Financial Assistance
Graduate students are eligible for selection to assist the Department’s faculty in research through the Clinical Scholars Award. Students are selected on the basis of their abilities and background. Assistantships are available to students who are registered in full time course work during the term the assistantships are assigned. Information on other types of financial aid is available from the Office of Student Financial Aid (http://www.ecu.edu/financial/) at 2103 Old Cafeteria Complex, or call at 252-328-6610.

Off-Campus Services
The Off-Campus Services, part of the Division of Student Affairs, assists students and parents in their search to find safe and affordable off-campus housing. This is accomplished by encouraging open communication and delivering university programs and services to empower students to become good citizens, keeping them connected to the university. The office is located at 112 Spillman, (252) 328-2847. Their web site is http://www.ecu.edu/offcampus/
Their objectives:
  o Manage the administration of the third party website database for off-campus housing.
  o Deliver university programs and services to empower students to become good citizens.
  o Increase ECU student retention by encouraging open communications with off-campus students, keeping them connected to the university.
  o Assist in the preparation of students for citizenship in an increasingly global, culturally diverse, and rapidly changing society by delivering university programming and services to promote active personal responsibility in their off campus communities.
  o Encourage a safe living environment for off-campus students

Human Subjects and Research
The University and Medical Center Institutional Review Board review proposals for research using human subjects to assure adherence to federal, state, and hospital regulations and to ethical guidelines. Prior to beginning your research you will need to complete an application and work under the supervision of a faculty member who has successfully completed the IRB training. Committee staff can be reached at 252-744-2914 for questions. Proposals must be submitted through ePirate, located on-line at http://www.ecu.edu/irb/.

Parking
Parking on campus is by permit only. The Department of Parking & Transportation Services is responsible for the registration of all vehicles that use university parking spaces. Their office is located at 305 East Tenth Street (252-328-6294). The parking lot outside the Health Sciences Building requires a B4 permit. Please see www.ecu.edu/parking for a description of parking features.

Graduate School
Each student is expected to secure and read carefully the current East Carolina University Bulletin--Graduate Catalog, http://www.ecu.edu/acadprograms/catalogs.cfm. While academic advisors will try to be as helpful as possible, the student is responsible for knowing the academic regulations of the Graduate School and for meeting the standards and requirements of those regulations.
GUIDELINES AND UNIVERSITY PROCEDURES
Policies, Guidelines and Procedures

Academic Policies and Guidelines and Procedures
In addition to the general academic regulations as stated in the East Carolina University catalog, the following regulations pertain to all required courses taken by students enrolled in the occupational therapy program.

Attendance and Punctuality
Class and lab attendance is regulated by the policies of East Carolina University. Due to the sequential and experiential nature of the professional phase curriculum, knowledge gained in every class is vital for subsequent learning not only in each individual course, but also across courses and throughout the curriculum (See Curriculum Design). Attendance is expected and faculty may have specific expectations posted in their syllabus. Given this is a professional Program attendance is but one of the multitude of professional behaviors that you are expected to adhere to. Merely notifying your professor of your absence is not sufficient regardless of the nature of absence. Please note this notification does not excuse you from your responsibility to attend the class, but is a professional courtesy that notifies the faculty member of your absence. You must talk with individual faculty members as to what your responsibility is for any missed classes. Guidelines governing attendance for Fieldwork I and II classes are clarified in their respective Standard Operating Procedure statements.

The following is an excerpt from the ECU student handbook that identifies attendance:

“Attendance and Participation
A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with University policy. The instructor's attendance policy will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of University excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services do not issue official written excuses for illness or injury, but will upon request at the time of the visit, provide a note confirming that the student has received care. In the event that the student is seriously ill or injured at the time of final examinations, Student Health Services, on request by the student, may recommend a medical incomplete. A student who receives medical care from another licensed medical
provider may take his or her instructor a note from that provider indicating that the student was too ill or injured to attend class, and listing the date(s) for which the student was unable to attend. The instructor may choose to accept these notes as evidence of excused absences.

The Dean of Students may authorize a University-excused absence in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence.
3. An extreme personal emergency about which the student is unable to speak directly to the instructor.
4. The death of an immediate family member (such as parent, sibling, spouse or child).
5. Student participation in religious holidays.
   It is the student's responsibility to obtain verification of a university-excused absence by contacting the Dean of Students. Requests for university-excused absences should be submitted, whenever possible, to the Dean of Students at least a week prior to the scheduled absence. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

Instructors are expected to honor valid University excused absences and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's Department chair or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean.”

**Grading**

The Occupational Therapy Department has adopted a ten-point grading scale (90.00-100.00 = A, 80.00-89.99 = B, 70.00-79.99 = C, Below 70.00 = F). As a graduate program we do not follow a grading system of + or – system, but only assign letter grades. Faculty have the academic freedom to change the grading scale so long as it is posted in the syllabus for the students at the start of the course.

1. A cumulative graduate GPA of 3.0 or above is required and must be maintained in order to continue in the program. A student with less than a GPA of 3.0 is placed on academic probation (maximum length of probation is one semester). The student must petition in writing to the faculty to continue in the program, with the expectation of raising their GPA to 3.0 or above. The coursework that can be applied towards this requirement are only approved OT curriculum course work. Graduate course from other programs are not applicable. If the student fails to raise his/her GPA after the probationary period, s/he would be terminated from the program. Students cannot progress to Fieldwork II with a GPA lower than 3.0. If a student’s GPA falls below 3.0 on the last academic semester prior to attending
Fieldwork II, the student must repeat the course work that lowered the GPA average before being assigned Fieldwork II status. A student may have to wait until the next iteration of the course to make up the grade. A special topics course can be used with written permission and approval from the Chair of the Department.

2. While a minimum of a 3.0 grade average must be maintained, at all times, to continue in the program, in addition a maximum of 2 courses with a grade of “C” or lower is subject to review possibly resulting in his or her program being terminated. A student who has acquired two (2) “C” letter grades is notified of their status and placed on a probationary at risk status. This is not based on credit hour, but on course work completed. Thus, a lab course of 1 credit hour is weighted the same as a lecture course of 3 or 4 credits hours.

3. A 3.0 GPA or above is required for graduation based on semester hours of graded credit hours. Fieldwork II does not apply in this case.

4. A student who receives one “F” as a final grade, regardless of the credit hours for the course will be automatically terminated from the Program. This is inclusive of pass/fail for Fieldwork I and Fieldwork II

Excerpt from the ECU Graduate School handbook:

**Grades and Scholarship**

At the first scheduled class meeting, the instructor must state the basic requirements and assignments of the course and indicate his or her method of evaluation.

In the Graduate School, grades consist of A, AU, B, C, F, I, NR, S, U, and W.

**Change of Grade**

A change of grade must be made within one year from the date the original grade was received.

**Definition of Grades**

1. A (Excellent)
2. AU (Audit)
3. B (Good)
4. C (Passed)
5. F (Failure)
6. I (Incomplete) The grade of "I" is given for a deficiency in the quantity of work done in a course, as opposed to quality of work done in a course. It may only be awarded in extenuating circumstances. A student must have completed a substantial proportion of the course work and be passing the class. The grade is considered temporary. "I" grades must be resolved within one calendar year or a grade of "F" will be automatically assigned; instructors have the prerogative to require a shorter period of time to complete the remaining requirements. No student will be allowed to graduate with an incomplete on his or her record. The grade of "I" cannot be given for theses or dissertations. No exceptions to this policy will be granted.
7. NR (Not reported by faculty)
8. S (Satisfactory progress) A special grade reserved for thesis and dissertation research, internships, practica, and similar courses. The grades in these courses are not included in meeting the cumulative grade point average of 3.0 required for graduation.
9. U (Unsatisfactory progress) A special grade reserved for thesis and dissertation research, internships, practica, and similar courses. The grades in these courses are not included in meeting the cumulative grade point average of 3.0 required for graduation.
10. W (Withdrawn)

**Incomplete Grades**

Students must have a written contract with the instructor detailing the terms and requirements of the course to receive an incomplete in any OCCT courses. The requirements must be completed before the close of the subsequent semesters (including 11-week Summer session as one semester)
as contracted with the instructor of the course. A copy of the contract goes to the course instructor, student, Department Chair, and the student’s file. The grade change form will be sent to the registrar at the end of the semester with copies to course instructor, student, chair of the department, and the student’s file. Incompletes are not the accepted norm, but only in extraordinary circumstances. The exception would be for Level II Fieldwork where the Fieldwork extends beyond the course dates and students are given an incomplete until resolution and completion of the course.

**Graduate Student Grade Appeal**

Please see the current Graduate School Catalog for the current appeal process. It can be located at: [http://catalog.ecu.edu/content.php?catoid=11&navoid=812#graduate-student-grade-appeals](http://catalog.ecu.edu/content.php?catoid=11&navoid=812#graduate-student-grade-appeals).

**Advising Graduate Occupational Therapy Students Standard Operating Procedure**

In order to maintain the quality of faculty-student interaction, each student will be assigned an advisor for primarily academic and professional support and issues. Personal and/or professional support may be done with the assigned advisor and/or other occupational therapy faculty member of their choosing. All meetings will be documented and kept in the student’s file and/or in Degree Works.

**Procedures:**

1. Each student admitted into the occupational therapy program will be assigned an occupational therapy faculty advisor. Student must meet with his or her advisor at least once during the first semester in the program.
2. Students are responsible for meeting with their advisor prior to the end of each semester to review Degree Works (Appendix A).
3. Once admitted to the occupational therapy program, it is the responsibility of each faculty member to directly address any academic problem and/or professional behavior observed during his/her own course. If the behavior or issue does not change as discussed, that faculty member, student, and student’s advisor will meet. If needed, the department chair (or graduate program director if necessary) could also be requested to be present. If situation persists, the faculty member will share the observed problem(s) with other faculty members.
4. It will be the responsibility of the advisor to assist each of their advisees in the decision making process for selecting either the Master’s Project, OCCT 6660, or the Master’s Thesis, OCCT 7000.
5. The director of the student’s research project or thesis, once determined, will become the student’s advisor.
6. Refer to the Withdrawal Standard Operating Procedure for the advisor’s role when a student chooses to withdraw from an occupational therapy course.

**Changes in Student Assignment to Occupational Therapy/Laboratory Section**

**Guidelines and Procedures**

**Introduction:** It is important to structure the curriculum in a manner that best meets the needs of the students and the faculty. Since there has been confusion regarding changes which sometimes need to be made in course and/or lab sections after registration and section assignment has occurred, the following guidelines and procedures have been developed. **Guideline:** Any changes in assigned course/lab sections require permission from the Instructor(s) of the section(s).
Procedures:
1. Faculty can ask the Department Chair to have certain students assigned to their section of a course or lab prior to student’s register for semester’s course sections. Such requests will be made for educational purposes such as research demands, group interactions, knowledge levels, etc.
2. Any student who wishes to change a section should do the following:
   a. Obtain the Instructor's (or Instructors' if two classes are involved) permission.
   b. Find another student who is willing to switch sections so that the even numbers in the sections are maintained. Both students involved must email the Chair of the Department prior to the change of course section is approved identifying their intent.
   c. Complete the “Drop and Add” paperwork process as required by the University within the specified time frame for Drop/Add.
3. Any faculty member who wishes to change a student's section after the student has been assigned a section, should do the following:
   a. Check with any other course/lab instructor involved for permission.
   b. Notify the student(s) of changes and if applicable, the reason for the change.
   c. Assure that the student(s) completes the “Drop and Add” paperwork process as required by the University within the specified time frame for Drop/Add.

Student Computer Usage Recommendation
Occupational therapy students are expected to have access to a computer with Internet capabilities and are encouraged to purchase a laptop computer with wireless capability and with Microsoft Word, Excel, and PowerPoint software. Students, as part of their fees are provided MS Office 365. Student usage of computers during class time is based on individual faculty allowance; check the course syllabus for guidance as well as with the instructor at the time.

Computer and Technology Equipment Guidelines and Procedure
It is strongly recommend that if a student needs media or technology equipment that they seek the resources provided by the Laupus Library see the following link for more information http://www.ecu.edu/laupuslibrary/services/EquipmentLoanProgram.cfm

The Laupus Library Computer Lab loans out laptops, iPads, iPod touches, cameras, a video projector, and a Turning Point audience response system as part of their Equipment Loan Program. The loan program is available to ECU faculty, staff, and students. View the equipment loan frequently asked questions for more information about our equipment. All of our equipment loans are subject to our Equipment Loan Agreement.

Course Withdrawal Standard Operating Procedure for Entry Level Path Guideline and Procedure
Please see the Graduate Student Catalog for the withdrawal process: http://catalog.ecu.edu/content.php?catoid=11&navoid=774#Withdrawal.

Guideline:
One cannot drop a course to circumvent a recorded poor grade and expect to progress in the occupational therapy program. If a student elects to withdraw from a course in the Professional Entry Level Graduate Degree Program they are in essence withdrawing from the program and must follow the proper procedure for withdrawal. If the student wishes to reapply, the student must petition the faculty in writing via the Chair of the Department. An appeal hearing with the faculty may be considered depending on the mitigating circumstances.

Exceptions may be withdrawing for medical reasons. (Note: a medical withdraw is not automatic and must be applied for through the Dean of Students Office.)
Procedure. Follow the process as outlined in the Graduate Student Catalog and the Medical Withdrawals from the Dean of Students Office.

**Equipment and Evaluation Guidelines and Procedure**

Guideline:

1. All ADL equipment (with the exception of supplies in the kitchen) evaluations, splinting supplies, pediatric supplies, and audio-visual equipment will be kept in locked cabinets or the storage closet. Students will not have access to the storage area keys.

2. Faculty who have assignments and/or class activities, requiring students to sign out equipment will be responsible for checking out and checking in each item using the Equipment/Evaluation Form that will be located inside each cabinet and/or closet. Faculty must be sure that items are checked out as well as checked in to ensure that our supplies and equipment are not lost.

3. Items checked out by students should only be related to class assignments and activities. Special permission must be obtained from the faculty member who is most closely associated with the item(s) if a student wants to check out an item(s) for a personal reason. Again, the faculty member must check out and check in the item(s).

Procedure:

1. Each faculty member or faculty designee will be responsible for training their students in the proper usage of any equipment and/or evaluations prior to check-out.

2. Each student who plans on checking out any equipment or evaluations from the OT Department must have the OT faculty member whose assignment requires usage of the equipment/evaluation sign out the item(s) using the Equipment/Evaluation form before it leaves the OT Department. The faculty member may choose to have the student helper be responsible for signing in and signing out the required assignment item(s). However, it will ultimately be the responsibility of the faculty member to ensure that all items have been returned by the students at the completion of the assignment.

3. Faculty will need to announce to students time(s) the equipment may be checked out and checked in. Faculty member or student helper must sign out the equipment or evaluation on the Equipment/Evaluation Form listing student’s name and each item taken and sign-out date.

4. Returned items must be taken back to the person who signed out the equipment so the item may be checked back in on the Equipment/Evaluation Form. If this person is not available at the time of return, the student should return the item(s) at the next designated class that required usage of the item(s).

5. Student(s) will be held financially responsible for any expenses of equipment and/or evaluation kits that are lost or damaged due to misuse.

6. Each faculty member will be responsible for signing out and signing in any equipment or evaluations taken from the Department.

7. Student checkout of the laptop computer and LCD outside the Health Sciences building is permitted only when under the direct supervision of their faculty member and when the activity relates to a course assignment.

8. Due to the multiple needs of the laptop and LCD from faculty, one laptop computer must always remain in the Department.

9. Faculty who have assignments that require student usage of any equipment and/or evaluations will identify such needs prior to each semester on the coordinated assignment form. It will then be the responsibility of those faculty members or faculty designee to coordinate usage and sign-out equipment and/or evaluations.

10. Students will be responsible for supplying their own computer disks, CDs, videotapes, etc., needed when using the signed out equipment and/or evaluations.

11. Students may request a practice time for class presentations using the Department’s laptop and LCD within the Health Sciences building as long as the equipment is not scheduled by another

53
faculty member to use for class. The student must coordinate this with the faculty member or faculty designee.

**Graduation Guidelines and Procedures**
Upon the successful completion of all academic and fieldwork requirements of East Carolina University and of the Occupational Therapy Department the student will graduate with a Master of Science degree in Occupational Therapy. Upon graduation, the student will be deemed as eligible to take the certification exam. However, graduation does not imply credentialing and or licensure to practice occupational therapy. Each state, including North Carolina, may have additional components to its application process to be completed before a graduate can practice.

The following must be done prior to beginning Fieldwork II to prepare for graduation:

1. **Pre-Registration** - Students are required to pre-register for 2 fieldwork II courses. The bills for fees will come from the Cashier's office to your permanent address. It is your responsibility to notify people at that address to expect these bills from the Cashier's Office and to act accordingly! **If you do not pay these fees on schedule your fieldwork courses will be cancelled.** If you are not officially registered, you have no liability insurance and **cannot** continue with fieldwork.

2. **Application for Graduation** - You must file an application for graduation with the Registrar's office one semester prior to the completion of requirements for your degree. If you have chosen to do a thesis, you must submit your thesis to the Graduate School as determined by the calendar found in the Graduate Catalog.

3. It is **essential** that you leave your **permanent** address with the Occupational Therapy Department prior to leaving campus so we can send you important information and contact you if there are any problems.

**Lab/Classroom Use Guidelines**
Room 3325 is available to students for professionally related purposes and activities only. This room should be scheduled with the Department’s Administrative Assistants for large group meetings or activities to avoid conflicts. When occupational therapy students need to use the occupational therapy classrooms to study, to complete class projects, or for laboratory assignments or lab preparation, the following provisions have been made:

1. Students have access to Room 3325 via use of the keyless entry. It is the students’ responsibility to turn off lights, close door, and leave room as it was upon entry (i.e., tables and chairs put back where they were; dishes washed, supplies put away).
2. Follow adequate and proper safety procedures with lab equipment and with access to the classrooms. For safety reasons, use the buddy system when using the classrooms. College guidelines regarding student access to the Health Sciences Building after 5:00 p.m. must be followed.
3. Students are responsible for cleanliness of the labs, especially kitchen items. Privileges may be revoked, at any time, if students are not diligent about the labs being clean and tidy.
4. Students must leave all lab rooms locked with doors closed once they are finished. There should not be lab rooms left with doors open and unoccupied. Please turn off the lights and make sure the door is locked behind you, even if you are not the one who opened the door.

**Professional Development Assessment Guidelines and Procedure**
**Introduction:** The development of professional behaviors is a cornerstone of the educational experience within the occupational therapy program. Faculty will provide guidance and experience to further facilitate each student’s professional behavior development. Although ethics and academic integrity are related to professional behaviors, these behaviors are conceptualized by
the faculty as an expanded, holistic approach to develop skills and competencies essential to professionalism in occupational therapy. The five general areas of professional behaviors include: a positive self-regard, increased self-awareness, interpersonal competence, contribution to the learning of others, and a commitment to learning. Please refer to Appendix B in the student manual.

**Professionalism**
As students enter the professional phase of the occupational therapy program, they are expected to develop behaviors and habits expected of a professional occupational therapist. The American Occupational Therapy Association's *Code of Ethics* is a public statement of the value and principles used to promote and maintain the high standards of behavior in occupational therapy. The *Code of Ethics* is available from AOTA or in required occupational therapy textbooks. Students should read and be familiar with these principles and values.

**National Board for Certification in Occupational Therapy**
Students should be aware that the National Board for the Certification of Occupational Therapy, Inc. (NBCOT) may take disciplinary action against any OTR, COTA, or certification examination candidate who has been convicted of a felony. The grounds for discipline which specifically relate to felony convictions are unethical behavior which include: 1) violating any federal or state statute or law which relates to the practice for which the individual has a certificate; and 2) being convicted of a crime, the circumstances of which substantially relate to the practice of occupational therapy or indicate an inability to engage in the practice of occupational therapy safely, proficiently, and/or competently. If the individual is not yet certified by the NBCOT, the NBCOT Disciplinary Action Committee may decide to deny the individual the opportunity to take the certification examination or may deny the individual certification. The NBCOT Disciplinary Action Committee will consider each case on an individual basis and decide if the circumstances of an individuals' crime may be such to indicate an inability to safely, ethically, and proficiently engage in the practice of occupational therapy.

**Special Needs Standard Operating Procedure/Procedure**
The Americans with Disabilities Act has defined special needs as follows:

"Physical or mental impairment that substantially limits one or more of the major life's activities of such individual; a record of such an impairment; or, being regarded as having such an impairment" (ADA, 104, Statute. 338).

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services, located in Slay 138, to verify the disability before any accommodations can occur. The telephone number 252-737-1016, Fax: 252-737-1025, E-mail dssdept@ecu.edu.

**Student Advisory Committee Guidelines:**
Student input is seen as a valuable part of curriculum/program evaluation and as an addition to individual teaching and course evaluation processes. Therefore, each class will elect 3-4 members to serve as Student Advisory Committee members. This election should be held by the end of September of each year. The Committee will elect one person to serve as Chair. The Student Advisory Committee will be responsible for serving as a “voice” for classmates and it is important that members recognize that they serve as representatives of their class. These steps will be facilitated by a faculty member to assist with completing the process.
CERTIFICATION AND LICENSE PROCESS
Certification and Licensure Process

Certification Examination
Students who successfully complete the program, including the two Level II Fieldwork experiences need to apply to sit for the national certification examination. The National Board for Certification in Occupational Therapy (NBCOT) is the independent national credentialing agency that certifies eligible persons as occupational therapists registered (OTRs) and certified occupational therapy assistants (COTAs). The NBCOT can be contacted at the address and telephone number below.

National Board for Certification in Occupational Therapy
12 S. Summit Avenue
Suite 100
Gaithersburg, MD 20877
Phone: (301) 990-7979 - Fax: (301) 869-8492
Website: http://www.nbcot.org

NBCOT provides supervision and oversight for sitting for the certification examination for the Occupational Therapist Registered (OTR). The NBCOT certification examinations are on-demand, yearlong testing. Detailed instructions for submitting the application and transcript are provided in the National Board of Certification in Occupational Therapy Candidate Handbook available online at http://www.nbcot.org.

All NBCOT certification examinations are now computer-delivered tests.

As a part of the examination application process, candidates will be required to have the University’s Registrar submit an official transcript and the NBCOT’s Degree Verification Form directly to NBCOT in advance of being admitted to the examination. These forms must be received and must confirm that the appropriate degree has been awarded.

The rules for being allowed to sit for the exam are governed and enforced by NBCOT. ECU’s OT program will attempt to assist you in this process, but the responsibility now lies with the student to complete the form correctly and successfully apply to take the exam. Refer to www.NBCOT.org for specific application process and details on submission to take the exam. For information regarding the time limitations for the examination, please visit the NBCOT web site at www.nbcot.org.

Candidates are notified of results after the examination. The total score and those on major areas of the examination are indicated. The Occupational Therapy Department also receives a summary of the scores, but confidentiality of individual scores is maintained by the examination service. Only the total number of students who have taken the exam and the number passed is provided. On an annual basis the department is provided a report indicating an aggregate score in each of the defined areas of the examination in order to assist the department in its curriculum review process.

NBCOT’s character review program serves the public interest by screening illegal, unethical, and incompetent behaviors of individuals who are yet to be certified by NBCOT. To ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession, all applicants for certification are required to provide information and documentation related to affirmative responses to character questions on the examination application.
Candidates applying for the NBCOT Certification Examination for Occupational Therapist Registered OTR® (OTR) must answer each of the following questions on the examination application:
* Have you ever been charged with or convicted of a felony?
* Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
* Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct, which resulted in harm to another?

If the answer to any of these questions is “yes”, the candidate must submit the following information to NBCOT’s Regulatory Affairs Department:
* An explanation of events regarding the incident(s) (question) to which the candidate answered “yes;”
* Copies of official documentation related to the incident(s); and
* Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.

NBCOT will review the information submitted on an individual basis and determine whether the incident(s) has a direct relationship to a potential violation(s) of the Candidate/Certificant Code of Conduct. If a direct relationship is found, the NBCOT’s Qualifications and Compliance Review Committee may impose sanctions, including, barring a candidate from becoming certified by NBCOT either indefinitely or for a designated period of time. For additional information see Procedures for the Enforcement of the NBCOT Candidate/Certificant Code of Conduct on the NBCOT Website.

All information must be submitted and reviewed by NBCOT before eligibility to take the certification examination is determined.

**License to Practice**

All states require that occupational therapists attain a license to practice prior to accepting any job or performing any duties as an occupational therapist. Graduates should contact the occupational therapy licensing board in the state in which they plan to work. The state licensing board will provide information on the specific requirements and application process for their state. Graduates planning to practice in North Carolina should contact:

North Carolina Board of Occupational Therapy  
P.O. Box 2280  
Raleigh, NC 27602  
phone: 919-832-1380  
website: [www.ncbot.org](http://www.ncbot.org)  
e-mail: Administrator@NCBOT.org

Remember: It is your responsibility not the Occupational Therapy Department’s, to meet all licensure requirements.

Graduating students who sit for the exam are encouraged to email and share their pass/fail rate with the department or faculty members. It is reassuring to us to hear from you and your success!
FIELDWORK GUIDELINES AND PROCEDURES
Fieldwork Guidelines and Procedures

Purpose
The occupational therapy curriculum at East Carolina University includes a variety of fieldwork experiences designed to provide you with opportunities to apply the skills and knowledge that you have learned through your readings, research, and classroom activities and to learn directly from providers and recipients of service. Initial fieldwork activities will include a number of course integrated practicum experiences. These are typically short visits to facilities or consumers, or assignments that provide practical experience pertinent to the specific course content (if, for instance, you are studying conditions of aging, and also learning interview techniques - you might have an assignment to interview an elderly person about the changes they have experienced as they grew older). In addition to these course integrated practical experiences, there are three courses in the curriculum that are devoted entirely to fieldwork activities.

Level I Fieldwork: OCCT 6400 and OCCT 6410
Level I fieldwork experiences are designed to aid the student in developing a basic comfort level with, and understanding of, the needs of occupational therapy service recipients and to allow direct observation and participation in selected aspects of the occupational therapy process. Students will have the opportunity to apply classroom learning regarding theory, frames of reference, and techniques of occupational therapy evaluation, remediation, compensation and education in assisting people to enhance their occupational performance. Level I fieldwork provides students with opportunities to integrate theory and practice, to begin developing technical skills and to explore the balance between these technical skills, their theoretical knowledge base and their commitment to service and scientific inquiry.

Each student will participate in two distinct types of Level I fieldwork experiences that will be conducted in at least two different settings. Each field experience will consist of a week long, blocked practicum. Site selection and student assignment will ensure each of these two field experiences may differ both in the consumer groups being served and in the type of setting in which services are delivered. Emphasis will be placed on providing each student with exposure to both community-based and facility-based models of service delivery. Each student will participate in at least one classroom based preparatory session prior to beginning each fieldwork experience and in one follow-up discussion session and case preparation after each of the two field experiences.

The one week blocked experiences will take place in settings throughout North Carolina. A report of inappropriate behavior or failure to completed assigned fieldwork experience can result in removal from the program.

Level II Fieldwork: OCCT 6450
Level II fieldwork courses provide the final, and most extensive, component of the “significant role taking experiences” that are a vital part of the Department’s philosophy and curriculum design. Level II fieldwork provides students with in-depth experiences in integrating theory and practice and developing skills in the delivery of occupational therapy services. Students have the opportunity to begin acting as change agents and exploring roles in research, administration and management of occupational therapy services.

The student must complete a total of 24 weeks of full-time Level II fieldwork. These experiences are scheduled to occur as two separate fieldwork courses, each lasting 12 weeks. Each of these courses typically takes place at a different site or sites. Sites for the two Level II fieldwork courses will be scheduled to assure that the student is exposed to a variety of settings and service recipients across the life span. Level II fieldwork is designed to provide students with extended
practice opportunities for skill exploration, technique refinement, advanced knowledge acquisition, and critical thinking experiences pertinent to the provision of occupational therapy services.

Due to out-of-state surcharges that are levied against the OT Department Level II Fieldwork experiences are arranged within North Carolina.

**Criteria for Enrollment in Occupational Therapy Fieldwork Courses**

The following conditions are required for enrollment in Level I and Level II fieldwork courses:

1. Submission of accurate information to the Occupational Therapy Department for the purpose of determining eligibility for fieldwork. This includes:
   a. Results of a medical examination
   b. Infectious Disease training record
   c. Hepatitis B immunization record
   d. Proof of purchase of malpractice insurance and health insurance (Provided through the university.) At the beginning of the semester the OT Office collects payment for liability insurance, which is at a minimal cost to the student. Students will be notified of the cost and checks made payable to ECU are accepted.
   e. Proof of current CPR certification
   f. Proof of completion of training required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA)
   g. Fieldwork II. Successful completion of all Occupational Therapy courses
   h. Completion of any required FW II modules, criminal background check, and/or drug screening.

2. Performance that meets standards of educational and professional ethics. As professionals, students will be judged by the American Occupational Therapy Association Code of Ethics. Thus, students must abide by this Code throughout the academic portion of the occupational therapy program.

3. No involvement in conduct that has, or would, endanger the health, safety, or well-being of clients, staff, fellow students, or faculty.

4. Prior satisfactory compliance with instructions, directions and regulations from the Department’s faculty and from supervisors and/or other staff of the assigned fieldwork center.

5. Satisfactory compliance with the Occupational Therapy Department's Academic Guidelines and Procedures.

**Student Responsibilities**

**Criminal Background Checks and Drug Screening**

Students may be required by specific fieldwork sites to submit criminal background checks and/or drug screenings to the facility prior to participating in fieldwork activities at that site. It is the student’s responsibility to attain and provide this information to the facility (see Appendix E).

**Schedule**

The student is responsible for maintaining the assigned fieldwork schedule and attending all scheduled classroom preparation and review sessions. Only illness or emergency situations are justifiable reasons for missing a fieldwork assignment date. Both the Academic Fieldwork Coordinator and clinical supervisor are to be informed by the student of such a situation. The student must reschedule any time missed.

**Fieldwork Dress Code**

Refer to Appendix H.
Assignments
Students are responsible for completing written projects as identified in the fieldwork course syllabi and/or as specified by the clinical supervisor.

Other
- Students should keep copies of all written assignments and all formal FW I and FW II performance evaluations.
- On all written work that is to be taken outside of the facility at which the fieldwork is conducted, the student must assure that consumer’s confidentiality is protected (e.g. use the individual’s initials rather than name and delete all other identifying information such as social security number, patient ID # etc.)

Fieldwork Placement Guidelines
1. A student who is interested in establishing a new fieldwork site must meet with the Academic Fieldwork Coordinator for permission and receive instructions for doing so. This is to be considered an exception to the norm and not a standard request. Much work has been done to establish each current Fieldwork placement sites. Fieldwork I and Fieldwork II placement sites facilitate your experiential learning.
2. Students are not to make contact with any facility on behalf of East Carolina University or the Occupational Therapy Department. This contact is done exclusively by the Academic Fieldwork Coordinator. Taking such actions can void any possibility of your placement at that location and can be viewed as a conflict of interest. Continued pursuit of this nature can be viewed as disruptive and inappropriate behavior and result in removal from the program.
3. Students are made aware of the financial and logistical implications of Level II fieldwork prior to their acceptance into professional study. The following reasons, therefore, will not merit special consideration in the assignment of Level II fieldwork experiences: financial need, lack of transportation, lack of housing, special events such as weddings, reunions, etc. The Academic Fieldwork Coordinator will make every effort to minimize hardships imposed by Level II fieldwork. Some facilities may assist students in arranging for housing, transportation, and meals. Students will be given an opportunity to request housing or other assistance on the Student Fieldwork Preference Form. Arrangements for appropriate housing during all fieldwork placements are solely the responsibility of the student.
4. When a site cancels a student placement, the Academic Fieldwork Coordinator will make a concerted effort to replace the student in an acceptable, alternative site during the same time period as the cancelled Fieldwork II. However, in some situations this may not be possible due to limited site availability.

Selection and Placement Process
The following process will be used for the placement of students:
1. The Academic Fieldwork Coordinator (AFWC) will gather information from students regarding student housing, areas of practice interest, and other information that will aid in matching students to each fieldwork (i.e., two Fieldwork I’s and two Fieldwork II’s).
2. Based on the student's preference information and input from the appropriate academic instructors, the Academic Fieldwork Coordinator will determine the best possible placement for each student within the constraints of the number and location of site reservations. All students should expect to complete at least one of their Level II fieldwork placements in N.C.
3. Students will receive written notification of their site assignments, dates, and names of supervisors in ample time to make necessary arrangements.
4. Prior to the first Fieldwork I, each student must complete the AOTA Data Form and submit it to the Academic Fieldwork Coordinator by the designated due date.
The Occupational Therapy Department’s AFWC has the ultimate decision-making responsibility for all fieldwork placements **based on the student’s individual educational and learning needs.** Students must recognize the importance of the fieldwork experience, especially each three month internship, in relation to becoming an entry-level occupational therapist. Due to patient/client demands placed on our supervising occupational therapists, our Department **will not** be able to accommodate individual student requests for family vacations, weddings, wedding showers, or other activities that would require an adjustment of the fieldwork dates, fieldwork working hours, etc.

**ADA Accommodation**
A student must follow ECU’s University Policy regarding the Americans with Disabilities Act if she or he wants ADA accommodations while on their Fieldwork I or Fieldwork II internships. Personal disclosure of personal possible special needs is not sufficient for accommodation, but filing the request with the University Disability Support Services must be accomplished and accepted. A student must follow ECU’s policy and guidelines regarding the Americans with Disabilities Act (ADA) if she or he wants ADA accommodations while on his/her Fieldwork I or Fieldwork II internships. Students requesting accommodations during FW must contact the University Student’s Disability Services for assistance. Please recognize FW accommodations may be different than academic accommodations, and may require a different accommodation letter from the University’s Disability Support Services. The student should consult with the University’s Disability Support Services for assistance in identifying appropriate fieldwork accommodations. Once the student receives this fieldwork accommodation letter, s/he will consult with the AFWC and provide both verbal and written approval for the AFWC to contact a FW II site(s) to determine if the FW II site(s) would be able to provide reasonable accommodations for the student in order to successfully complete his/her FW II.

**University Policy states:**
“East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services, located in Brewster A-117, to verify the disability before any accommodations can occur. The telephone number is 252-328-6799”

**Fieldwork Settings**
Students may go to Blackboard to the OCCT 7777 course to review the most current Fieldwork settings that have been approved by the ECU Occupational Therapy Department and have active contracts.

**Level I Fieldwork Grading Procedures**
1. Prior to final grade determination:
   a. The clinical instructor or student will provide a copy of all completed assignments and the Level I Wisconsin Fieldwork Evaluation form to the Academic Fieldwork Coordinator.
   b. The Academic Fieldwork Coordinator will review evaluation forms and conduct individual conferences with students and/or clinical instructors as needed for clarification or additional information.
2. Students must receive a grade of "C" or better in order to pass this course. The final FW I grade will be primarily based from FW I evaluation (refer to FW I syllabus).

**Level II Fieldwork Grading Guidelines and Procedures**
The Academic Fieldwork Coordinator is responsible for assignment of course credit and grade for each Level II fieldwork. Students will be evaluated based on the clinical fieldwork instructor’s assessment of student performance using the AOTA “Fieldwork Performance Evaluation For The
Occupational Therapy Student”. Level II fieldwork courses will be graded on a Pass/Fail basis. In order to receive credit for each Level II fieldwork experience the student must meet the requirements to “pass” the fieldwork experience as printed on the AOTA Evaluation Form (overall score of 122 and minimum rating of 3 on all Ethics and Safety items).

A less than passing grade on any fieldwork is equivalent to failing a course which, according to our Program’s requirements, means you are no longer a student in our Program. The student must petition in writing, the request to repeat the failed Fieldwork I or Fieldwork (FW) II, including reason of failure and a plan of action. The student may be allowed to repeat the FW course one time at the discretion of the faculty and approval by the Chair. A contract between the student, Chair, and Academic FW Coordinator must be developed and implemented during the repeat of the FW.

Students who do not complete a clinical rotation or are asked to leave a clinical rotation (FW I and/or FW II) due to poor performance or disruptive behavior will not receive a passing grade for that clinical experience and are terminated from the program. As stated above the student can petition in writing to repeat the FW, but this is at the discretion of the faculty and Chair of the Occupational Therapy Department. Disruptive behavior includes any professional and/or ethical behavior that interferes with the evaluation, treatment, safety of patients/clients and daily routines and duties associated with the FW. Examples of such behaviors include, but are not limited to using cell phones or other electronic devices at inappropriate times; refuses or negatively reacts to clinical feedback; not following the FW site’s policies and procedures; questioning authority; bullying patients/clients, significant others, staff, volunteers or others; frequently absent or late without calling FW supervisor; making threats or personal insults. The student must petition, in writing, the request to repeat the failed Fieldwork II, including reason of failure and a plan of action. If approved, the location of the repeated fieldwork experience will be at the discretion of the Academic Fieldwork Coordinator with input, as needed, from other faculty.

At midterm, the Academic Fieldwork Coordinator will expect each student to provide a detailed self-assessment and respond to questions posted on Blackboard’s discussion board regarding Fieldwork II performance. The student is also required to fill-out a self-assessment using AOTA’s Fieldwork Performance Evaluation for the Occupational Therapy Student. The student will then discuss his/her midterm self-assessments with the clinical instructor during the midterm evaluation. The Coordinator will contact the Fieldwork II Clinical Instructor to get each student midterm AOTA evaluation score and synopsis of performance. It is highly recommended for any student who is having personal professional challenges that affect performance and patient care to contact the Academic Fieldwork Coordinator immediately. Please refer to FW II syllabus for further information.

A maximum of one fieldwork course (FW I or FW II) may be repeated beyond the course of study requirements. If a repeat is allowed and a second fieldwork course failure occurs, a student is removed from the program. A less than passing grade in any fieldwork placements or any occurrence of personal performance, conduct violations, and/or disruptive behaviors which jeopardize facility operations or client safety will be grounds for dismissal from the program.

It is highly recommended for any student who is having professional challenges that affect performance and patient care to contact the Academic Fieldwork Coordinator, immediately so s/he can assist the student overcome the challenge(s) or obstacles affecting FW I and/or FW II performance.

**Prerequisites for Level II Fieldwork Standard Operating Procedure**

**Introduction:** Level II fieldwork is intended to provide students with the opportunity to practice and master skills necessary to function as competent generalists entry-level occupational
therapists. In order to accomplish this goal, the occupational therapy faculty feels that it is critical for the student to have completed all preparatory coursework prior to beginning the level II fieldwork experience.

**Guidelines:** All academic coursework in the occupational therapy curriculum except OCCT 6650, Conducting Research in Occupational Therapy; OCCT 6660, Master’s Project; OCCT 7000, Thesis must be completed prior to beginning Level II fieldwork (OCCT 6450). Students must be in strong academic standing which includes a minimum of 3.00 GPA and no more than two (2) courses with a grade of “C” earned by the student.

**Procedure:**
1. All students will be informed of prerequisite requirements for level II fieldwork via the Occupational Therapy Student Manual, fieldwork seminar presentations, and the course syllabus for OCCT 6450.
2. All students who have completed coursework on a part-time basis or who, for any reason, have not completed courses in the typical sequence of the Occupational Therapy Professional Master’s program will submit verification of courses completed and a schedule for completion of remaining fieldwork prerequisites to the Fieldwork Coordinator prior to the scheduling of level II fieldwork. This information will accompany the “Level II Fieldwork Preference Form.”

Approved: August 2, 2004  
Revised: July 1, 2011  
Approved: July 1, 2013

**Occupational Therapy Department’s Physical Requirements for Fieldwork**
1. Vital signs  
2. Height, weight  
3. Urine  
4. Hemoglobin  
5. Eye exam  
6. Tetanus: if no proof, Tdap is required  
7. Annual flu shot  
8. PPD  
9. Varicella titer  
10. Hepatitis B Series and titer
Occupational Therapy Department
Fieldwork Guidelines on Social Networking

Being health care professionals, you now need to consider the following social network guidelines to ensure you are not unintentionally noncompliant with HIPPA regulations.

1. When speaking with your peers while visiting various sites for specific classes and while on Fieldwork I and Fieldwork II, you must also recognize you cannot share any patient information on Facebook, Twitter, or other social network.

2. It is a HIPPA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI (protected health information). The consequences for violations, as you know, are severe.

3. Names of supervisors, comments, and/or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.

4. Students should not put posts or photos on social networks about any fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators and staff etc…).

5. Stating where you are on Fieldwork is up to you, but there may be problems with you being identified. Consider if you want privacy from clients, patients and staff.

6. Use your official ECU e-mail address for all professional correspondence needed via e-mail for all fieldwork related issues.

7. Do not ask your supervisor or clients to “friend” you while on Fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.

8. If there is any question or you are unsure of something regarding social networking, call your direct Fieldwork educator or Academic Fieldwork Coordinator for advice.

9. If you are attached to your cell phone and have to look at it constantly, it is advised you leave your cell phone in your car or in the office so you are not tempted to pull it out while you are with a patient, caregivers, your fieldwork educator, etc.

10. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider googling your name to discover what is in cyberspace that others can see about you.

I, _________________________ have read and agree to follow the above Social Networking Guidelines on ________________ (date).

Adapted from: Occupational Therapy Program, College of Health Sciences, the University of Texas at El Paso, Policy on Social Networking
RESEARCH OPTIONS
Research Options

If one reflects back on the curriculum design viewing Figure 12, one is reminded that early on in the curriculum an emphasis on research and evidence based outcomes as the basis for Occupational Therapy intervention is a constant throughout this program. As a fourth major curriculum element it receives specific emphasis. Research is a critical element within a master’s degree program and is fundamental to the competent practice of occupational therapy. Components of research are presented throughout the curriculum as they influence elements of: occupation; client; therapist; and context and environment.

In addition to the emphasis of research and evidence based outcomes in the curriculum each student must make a decision regarding their research tract. The options are completion of a Master’s Thesis, or completion of a Research Project. Students who have been selected as Clinical Scholars must follow the Thesis option.

The following summarizes those options and course work assigned with them. Please see more information the ECU OT web page: http://www.ecu.edu/cs-dhs/ot/currentstudents.cfm

Master’s Research Project Process and Procedures

By its nature, directing graduate research is a demanding task that requires both faculty members and students to devote time to bringing the work to fruition. Traditionally, senior faculty members have greater experience and skills set to guide graduate research. However, those same senior faculty members may also be mentoring junior faculty members under equally demanding time constraints. Thus, given regular faculty commitments, it is critical to match graduate student assignment with faculty member mentors carefully. It may be a disservice to a student or the department, for any single faculty member to bear responsibility for directing an excessive number of graduate student project/thesis simultaneously.

Graduate programs are complex entities with student involvement serving multiple purposes. First and foremost must be the academic needs of the student, and faculty members must be ever conscientious of their ethical obligations in that regard. However, it is also recognized that student involvement represents a potential benefit to faculty members in advancing research agendas. Students are expected to be conscientious of the time invested by a faculty member in making thesis/project work possible.

Thesis or masters’ projects completed by a student is a uniform expectation of the program. Departmental faculty members are expected to participate in this part of student training as part of the faculty teaching load, unless the Department Chair grants a specific exemption.

Students who have chosen to complete a master’s research project will be assigned to a faculty member for participation in a mentored research project. The specific requirements for completion of the research projects will vary among faculty members and projects. Although consideration for the choices of students is important, completion of funded grants and specific lines of research will take priority for student assignment.

The process for master’s research projects is outlined in the following document. The process for thesis students is in the Department’s Graduate Research Thesis Process and Procedures document.

1) Fall Semester – First Year
   a. All incoming first-year students are encouraged to explore the research project possibilities offered within the department during the first semester.
b. After December 1st, students are asked to review the Department Faculty Research Agendas to consider project possibilities (http://www.ecu.edu/cs-dhs/ot/clinicalscholar.cfm). Students can click on each faculty member’s name and review the research profile.

c. Students are encouraged to meet with faculty members whose research may be of interest.

2) Spring Semester – First Year

a. All master’s project students enroll in the Spring section of OCCT 6600 Concepts and Practice of Research in Occupational Therapy (3 cr), unless it was taken in the fall semester. The outcome of the course is a research proposal done by the student for the purpose of learning the research process. It is anticipated that the literature reviewed will relate to the topic of the research project.

b. Students are required to complete the Student Master’s Research Project Request Form, submitting it to the administrative assistant by January 20th.

c. The Clinical Research Committee reviews, assigns, and notifies students about their assigned projects within 3 weeks of the completed forms being submitted. In most cases the project students will be assigned in pairs or groups.
   i. Projects assigned by the Clinical Research Committee are based on student declared interest, priority of faculty projects, and number of students each faculty member can supervise at that given time.
   ii. Initial assignments are drafted by the committee and presented at a faculty meeting for faculty member discussion.
   iii. Once finalized, the Committee chair notifies each project student of the Research Advisor and project assignment. Because of the nature of projects, faculty members have the right to alter the project as needed.

d. The student’s assigned Research Advisor becomes his or her advisor within the occupational therapy program until graduation.

e. Students are expected to meet with their research advisor to discuss a range of possibilities about the project early in the semester during the beginning of OCCT 6600.
   i. Ongoing contact during this semester between Research Advisor and project student is not required as projects should not be started before the summer session.
   ii. Faculty members who are starting new projects should have a list of resources to give to students that support the project, especially if there is minimal information available.
   iii. The research advisor may discuss research designs with the student, understanding that the instructor of the course may suggest other designs easier for the student to plan in the proposal. The student is required to follow the instructor’s suggestions in this semester.

f. All students should complete the Institutional Review Board modules for human subjects and register on the ECU IRB website (i.e., ePirate (http://www.ecu.edu/cs-acad/rgs/irb/ePIRATE.cfm).

g. If a change in research project or Research Advisor is desired, see “Exceptions” at the end of this document.

h. At the end of this semester, all students are required to attend the Occupational Therapy Department Research Symposium as second year students will be presenting their theses and projects. You will be informed of the date, times, and location of this event.

3) Summer Session after First Year

a. Although faculty members are required to supervise the research projects, students may be asked to assist with Institutional Review Board proposal completion tasks. This will require knowledge and use of ePirate (http://www.ecu.edu/cs-acad/rgs/irb/ePIRATE.cfm). All research studies must have a completed IRB proposal and must identify the student as
an investigator and the roles responsible. The student is responsible for understanding this proposal.

b. Student may meet regularly or as needed during the summer with Research Advisor to determine the research plan and necessary requirements for the student to complete to pass the future research courses and graduate.

c. Authorship and Data Agreement should be reviewed by research project students assigned to the project and the Research Advisor. It will need to be completed and signed by the student, advisor and Graduate Program Director by the conclusion of the second year fall semester. A copy of this agreement will be kept in the student’s file.

d. At the conclusion of the summer session, the project student should have an identified research plan as appropriate.

4) Fall Semester – Second Year

a. The project student enrolls in **OCCT 6650 Conducting Research in Occupational Therapy (3cr)**. Specifics of the course expectations are outlined in the syllabus, issued by the Faculty Advisor to the student. Specific expectations relevant to that particular student during this semester of the course will be identified in a meeting between Faculty Advisor and student early in the fall semester.

b. Often the actual project is implemented during parts of the second year fall and/or spring semester. Students should meet on a regular basis with other research students and/or your Faculty Advisor to conduct the project or work on elements related to the project. A specific timeline should be identified by the Research Advisor/Course Instructor.

5) Spring Semester – Second Year

a. The project student enrolls in **OCCT6660 Master’s Project (3 cr)**. Specifics of the course expectations are outlined in the syllabus, issued by the Faculty Advisor to the student.

b. In this semester, the student should be finishing the requirements of the research project. This usually includes data collection, data analysis, and writing of the research.

c. Research project students will collaborate with fellow students and the Research Advisor to develop a poster for presentation at the ECU Occupational Therapy Research Symposium.

i. The students will be expected to display their research in poster format, be able to explain the research and answer questions posed by attendees. This presentation serves as the capstone project for the student.

ii. In some cases with a new project, project students will be asked to give a PowerPoint presentation. This should be discussed with the Research Advisor as the project is being completed and/or early in the spring semester.

d. The student(s) are expected to compose a manuscript of their research project following the guidelines in Gutman, S. A. (2010). Reporting standards for intervention effectiveness studies, *American Journal of Occupational Therapy, 64*(4), 523-527 (or other format provided by your Research Advisor) that could be submitted for possible publication.

e. During the summer, the student may be finalizing the written manuscript or finishing final steps of the research project **prior to summer session beginning**.

6) Summer Session after Second Year

a. If the student is not finished by the time summer session begins, the student must enroll in **OCCT 6660 Master’s Project (3 cr)**.

7) Fall Semester – Third Year

a. If the student is still completing tasks related to the master’s research project, s/he will repeat **OCCT6660 Master’s Project (3 cr)**.
b. The outcome of OCCT 6660 for this semester is that a student must complete a proposal for submission to an appropriate conference such as the North Carolina Occupational Therapy Association conference.

Exceptions:
Change of Master’s Research Project/Research Advisor
a. If a project student wishes to change projects with the same Research Advisor, the student should discuss this with the Research Advisor as soon as possible.
b. If a project student wishes to change both project and Research Advisor, the student should:
   i. Meet with the research advisor about a possible change, or
   ii. Meet with the Graduate Program Director about a possible change.
   iii. If the student wants to finalize the change, the student notifies the Graduate Program Director in writing. The Director notifies the involved faculty members involved to schedule a meeting if needed. The change must be verbally approved by the Graduate Program Director with notification to the Departmental Chair.
### Student Master’s Research Project Request Form

**Students must:**
1. Review faculty members research agendas posted on the Departmental website under *Current Student Information* ([http://www.ecu.edu/cs-dhs/ot/clinicalscholar.cfm](http://www.ecu.edu/cs-dhs/ot/clinicalscholar.cfm)).
2. Discuss research ideas with several or all faculty members in which you have an interest.
3. Select at least TWO different faculty members across the four choices.
4. Include a brief 1-2 sentence interest statement supporting your research interest for each choice.
5. Submit this form to the department Administrative Assistant by January 20th.

**Student Name:**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Choice #1</th>
<th>Choice #2</th>
<th>Choice #3</th>
<th>Choice #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Interest Topic</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interest Statements:**

Choice #1

Choice #2

Choice #3

Choice #4
Graduate Research Thesis Process and Procedures

By its nature, directing graduate research is a demanding task that requires both faculty members and students to devote time to bringing the work to fruition. Traditionally, senior faculty members have greater experience and skills set to guide graduate research. However, those same senior faculty members may also be mentoring junior faculty members under equally demanding time constraints. Thus, given regular faculty commitments, it is critical to match graduate student assignment with faculty member mentors carefully. It may be a disservice to a student or the department, for any single faculty member to bear responsibility for directing an excessive number of graduate student project/thesis simultaneously.

Graduate programs are complex entities with student involvement serving multiple purposes. First and foremost must be the academic needs of the student, and faculty members must be ever conscientious of their ethical obligations in that regard. However, it is also recognized that student involvement represents a potential benefit to faculty members in advancing research agendas. Students are expected to be conscientious of the time invested by a faculty member in making thesis/project work possible.

The completion of a thesis or master’s research project by each student is a uniform expectation of the program. Departmental faculty members are expected to participate in this part of student training as part of the annual faculty effort allocations, unless the Department Chair grants a specific exemption.

The process for thesis research will be outlined in the following document: (1) Clinical Research Scholar thesis students and (2) self-selected thesis students. The process for Master’s Research Project students is outlined in the Master’s Research Project Process and Procedures document.

Clinical Research Scholars

Clinical Research Scholars are students completing a thesis through a College award of graduate assistantship monies. Accepted applicants to the occupational therapy program apply for the clinical research scholar award after being notified of admission, but prior to arrival for their first fall semester. Through the Clinical Research Scholar award selection process, each scholar is assigned a graduate faculty mentor and topic identified upon entry to the program. Clinical Research Scholars must complete the thesis process as outlined below. The exception is the identification of a Thesis Director since it is already determined, although there is a process for the Clinical Research Scholar to change Thesis Director if warranted.

The Clinical Research Scholar is receiving a financial award to complete a thesis. In working towards that goal, the student is responsible to work approximately 10 hours per week as a graduate assistant for the Thesis Director while receiving the award. He or she may also be asked to assist with Departmental functions (e.g., Departmental programs, open houses, conferences). If at any time, the scholar fails to complete these responsibilities adequately, he or she may be at risk for losing the scholarship. Failure to make sufficient progress on the thesis may also result in immediate loss of the financial award and/or result in requirement of the student to refund reward money to the university.

Thesis Students

All occupational therapy graduate students have the option to complete a thesis. However, there is a limit on how many thesis students the Department can support at one time given graduate assistant resources and areas of expertise. The Departmental faculty members are not required to accept a thesis student outside their area of expert knowledge. There is no guarantee of graduate assistant funds for thesis students outside the Clinical Research Scholar awards as described below, although individual faculty members or the Department may have grant monies that can be
used to pay graduate assistantships for assistance to work under a faculty member’s research agenda.

Below is an outline of the process for students completing a thesis. Those who are recipients of a Clinical Research Scholar Award may skip numbers (1b. 1c.) as they do not apply:

1) Fall Semester - First Year
a. All incoming first-year students interested in completing a thesis must enroll in the Fall section of OCCT 6600 Concepts and Practice of Research in Occupational Therapy (3 cr). The intended outcome of this course is an initial draft of the thesis proposal. Upon completion of the OCCT 6600 course and the continued intention of pursuing a thesis, students are required to take a statistics course in the spring semester of their first year.
b. In conjunction with the OCCT 6600 course, the student must identify and meet with possible faculty mentors to discuss their lines of research and possible thesis topics. Students are encouraged to speak with at least 3 faculty members.
c. Once the student identified a thesis topic in conjunction with a faculty member who agrees to serve as his or her thesis chair, the student must develop an agreement to commit to the Thesis Director and thesis student relationship. This faculty member will become both the Thesis Director and advisor for this student until the student graduates.
   i. Thesis Director: In order to be eligible to serve as a Thesis Director, the faculty member must be an occupational therapy faculty member with a doctoral degree as well as have the designation as either Associate Graduate Faculty or Graduate Faculty through the Graduate School.
   ii. Although the student has the responsibility of selecting the Thesis Director, the faculty member must agree and also has the right to not accept being Thesis Director. It will be the responsibility of the faculty member to inform the student if he or she determines that he or she cannot be the student’s thesis advisor. Faculty members are encouraged to suggest other faculty members and/or projects.
   iii. The student reserves the option to change to another Thesis Director, if desired, and another faculty member agrees to work with the student. The student must follow the Change of Thesis Director process outlined in 2d. If this change occurs, the student’s new Thesis Director becomes the student’s advisor.
d. By December 1st of the first fall semester, the student should complete the Pre-Thesis or Dissertation Pre-Approval Form (http://www.ecu.edu/cs-acad/gradschool/ETD.cfm) identifying the working title of the project, the director of the thesis, and the committee, if appropriate at that time. This form must be signed by the Thesis Director and then submitted by the student to the Graduate Program Director. Once the Thesis Committee is identified, the Graduate Program Director will sign the form for the student to submit to the Graduate School. A copy will go into the student’s file.
   i. Thesis Committee: The Thesis Committee must consist of at least three members: the Thesis Director and two other faculty members from the Department or College. A fourth member may be a faculty member from another department, school or college at East Carolina University, from an institution other than East Carolina University, or an expert from the professional community. The Thesis Committee members serve as a team whose job is to advise the student throughout the thesis-writing process. It is the responsibility of the Thesis Director to guide the student in terms of choices for the Thesis Committee. The student and Thesis Director discuss the committee appointment and roles of the committee with the selected faculty members.
e. Students are encouraged to share a copy of their proposal from OCCT 6600 with the Thesis Director.
2) **Spring Semester - First Year:**

a. Student enrolls in *OCCT 6650 Conducting Research in Occupational Therapy (3 cr).* Specifics of the course expectations are outlined in the coordinating syllabus, issued by the Thesis Director to the student. Specific expectations relevant to that particular student during this semester of the course will be identified in a meeting between Thesis Director and thesis student early in the semester or after the thesis defense, whichever comes first. The thesis student will work with the Thesis Director to continue developing the proposal in preparation for defense of the thesis proposal. The thesis proposal should contain: 1) a statement of the purpose, including the significance of the question, 2) a full literature review, as appropriate for the study, 3) a plan of research to study the question (methods section), and 4) an exhaustive list of references pertaining to the topic. The Thesis Director should delineate clear guidelines and criteria for the proposal to the student and other committee members.

b. In order to adequately complete the thesis process, an additional research course will be taken that is not required of master’s project students.
   i. Those students completing quantitative research will take *BIOS 7021 Biostatistics for Health Professionals I (3 cr).*
   ii. Those students completing qualitative research will take *OCCT/HLTH 7100 Qualitative Research: Analysis and Interpretation (3 cr)*

c. **Authorship and Data Agreement** is completed and signed by thesis student, Thesis Director, and Graduate Program Director by the conclusion of the first year spring semester. Copies of this agreement will be kept in the student’s file

d. **If a change in thesis director or a change to a master’s research project is desired, see “Exceptions” at the end of this document.**

e. Toward the end of this semester you will be required to attend the Occupational Therapy Department Research Symposium where the second year students will be presenting their research. You will be informed of the date, times, and location of this event.

3) **Summer Session after First Year**

a. Typically, the outcome of this semester to finalize thesis proposal and prepare for the **Thesis Proposal Defense.** For some students, this occurs in the first year spring semester or second year fall semester.

b. The Thesis Proposal Defense is the student’s presentation of the research idea, methods, and discussion of research outcomes before the Thesis Director, Thesis committee, and possible other audience members. The outcome is an approval of moving forward with the research study.

c. **Process of the Thesis Proposal Defense.**
   i. Students should submit a written draft of the thesis proposal to the Thesis Director for feedback and in preparation for the defense. After the Thesis Director concurs with the proposal readiness, each member of the Thesis Committee receives a copy at least 10 working days for review of the proposal.
   ii. The student is responsible for arranging a two-hour block of time in which all members of the thesis committee can attend. The student reserves a location for the thesis proposal defense through the departmental office assistants and informs the members of the time and location. Any conflicts of time should be discussed with the Thesis Director for guidance.
   iii. Typically, the student prepares a brief PowerPoint presentation emphasizing the research question, methods and analysis.
   iv. Thesis Committee members must be prepared to discuss all components and question the student about all aspects of the proposal.
   v. The Thesis Director or committee members may recommend changes in any component of the study proposal. All changes should be discussed and agreed upon by all members.
   vi. The final outcome of the Thesis Proposal Defense is: 1) accepted with minor changes to be done and approved by the Thesis Director, 2) accepted with significant changes, or 3)
not approved. The student is asked to leave the meeting for the discussion by all members of the committee. In addition to the outcome, the members decide who (i.e., Chair or all members) needs to review if changes are requested or a second defense is necessary.

vii. In accepting the proposal, the Thesis Committee is agreeing the thesis topic is relevant, the method to study the problem is appropriate, ethical considerations have been documented; all needed approvals are likely to be obtained, the study is manageable and can be completed, and the student has access to needed resources.

viii. Upon approval of the defense, the student may start the IRB process.

4) Fall Semester - Second Year

a. The student will enroll in OCCT 7000 Thesis (3 cr) Course syllabus will be issued to student by Thesis Director during first week or two of class outlining expectations for this course, specific to the student and his/her research.

b. Thesis Proposal Defense occurs if it did not take place during the summer.

c. One of the outcomes of this semester is approval of the Institutional Review Board for the thesis proposal. The student is responsible for completing the appropriate applications (http://www.ecu.edu/cs-acad/rgs/irb/ePIRATE.cfm) through ePirate.

d. As thesis director, the director has an oversight role in the IRB process and must review the IRB application.

e. Upon approval of the IRB and Thesis Director, the student may begin collecting data.

f. Student should plan to attend an Electronic Thesis and Dissertation workshop sponsored by the Graduate School.

5) Spring Semester - Second Year

a. Thesis student will enroll in OCCT 7000 Thesis (3 cr) for the second time. Course syllabus will be issued to student by Thesis Director during first week or two of class outlining expectations for this course, specific to the student and his/her research. Typically, data collection is concluded with analysis being the significant outcome.

b. Ideally, the student completes all thesis analysis during this semester.

c. The thesis student is encouraged to use the Thesis Director and committee members as appropriate resources.

d. The thesis student will present a formal presentation of the thesis study at the ECU Occupational Therapy Research Symposium (typically held in late April or early May). This presentation serves as the capstone project for the student.

6) Final two semesters

a. The thesis student repeats OCCT 7000 Thesis as needed (maximum of 6 credits is awarded towards the degree, but may be taken up to 4 separate times). The student needs to continually enroll in OCCT 7000 classes while working on a thesis. During the summer semesters, OCCT 7000 can be taken for one credit. The student must be enrolled in OCCT 7000 during the semester that they defend and submit their thesis. The Thesis Director will provide advisement for the thesis student determine correct enrollment needs

b. Student should prepare the final thesis draft, conferring with the Thesis Director for revisions and structure of writing. The thesis student is directed to the Graduate School website for specific format questions http://www.ecu.edu/cs-acad/gradschool/ETD.cfm. (See “Preparation and Submission of Digital Manuscript”).

c. Revisions of the thesis chapters are typically significant. It is usual for students to revise individual sections or chapters of the thesis three to four times with the thesis director before being ready for the formal thesis defense.


i. The purpose of the defense is for the student to demonstrate a complete understanding of his or her study.
ii. After approval by the Thesis Director, the student offers electronic and/or a paper copy of the thesis to each committee member for review at least 15 working days prior to the formal thesis defense.

iii. The student is responsible for arranging a two-hour block of time in which all members of the thesis committee can attend. The student reserves a location for the thesis defense through the departmental office assistants and informs the members of the time and location. Any conflicts of time should be discussed with the Thesis Director for guidance.

iv. The student is responsible for preparing a one page announcement for the thesis defense to be submitted for distribution to the College of Allied Health Sciences through announce and on the lobby bulletin board. This announcement is to be submitted two weeks prior to the defense and must include the title of the defense, the student’s name, the Thesis Director’s name, the time/date/and location of the defense. Additional committee members’ names may also be included.

v. For the defense, the student presents an overview of the study using appropriate media for about 30 minutes and should be prepared for questions by the committee, thesis chair, and audience on any aspect of the research question and study.

1. Questions from the Thesis Committee may include, but not limited to: 1) the relationship of the study to literature, 2) justification of approaches and techniques chosen for the study, 3) discussion of issues of reliability, validity, and/or trustworthiness, 4) explanation of data analysis including statistics or qualitative measures, 5) applicability of study finding to occupational therapy practice, 6) discussion of limitations, 6) discussion of the most significant results and implications, and 7) recommendations for further study.

vi. The student should be prepared for verbal feedback and/or marked copies of the thesis from each Committee member. Members of the audience may ask questions, but their comments do not warrant being addressed unless confirmed by a committee member.

vii. After questions and discussion, the Thesis Committee evaluates the thesis and thesis defense in a closed meeting of only thesis committee members. The outcomes include 1) approval of thesis and defense, 2) approval with minor revisions, 3) approval with major revisions, or 4) not approved. The committee decides who should review the revisions (i.e., only the thesis director or other committee members) and if there needs to be a second formal thesis proposal following the same process.

viii. At the conclusion of the committee’s deliberation, the student is informed of the decision privately. It is the Thesis Director’s responsibility to ensure the student understands all aspects of the feedback, the recommendation ramifications, and what the student needs to do next.

e. Once all corrections are made to the approval of the Thesis Director, the student must obtain signatures of all committee members on the signature page of the thesis and submit the original page by mail to the Graduate School by the thesis submission deadline.

f. Submission of thesis to Graduate School.

i. All corrections to the final thesis must be made and approved by the Thesis Director with consultation with the Thesis Committee prior to uploading it for submission for review to the Graduate School.

ii. The thesis should be submitted online by the date identified by the Graduate School during the student’s final semester. This is at least ten days prior to the last day of classes of the student's final semester. Date indicated on the web (http://www.ecu.edu/cs- acad/gradschool/ETD.cfm).

iii. The student is required to complete and submit the ECU Non-Exclusive Distribution Agreement (http://www.ecu.edu/cs-acad/gradschool/ETD.cfm) to the Graduate School with the Thesis student and Thesis Director’s signature.
Scholarly Presentation Expectations:
Thesis students are encouraged and expected to submit their work for presentation at state and/or national conferences and the Graduate Research and Creative Achievement Week if applicable. If a student desires to submit his/her research work for presentation at the national AOTA conference to present while still a student, thus being able to utilize funds from supporting ECU organizations as appropriate (i.e. SOTA, GPSS, and/or Pi Theta Epsilon), the student must submit proposal during first summer session (typically before June 15th deadline) after the first year thus acceptance would result in presentation at conference spring semester of the second year.

Exceptions:
1) Change of Thesis Director: It is recommended that the student finalize the thesis proposal and Thesis Director prior to the end of the first year spring semester. Students must acknowledge a change in Thesis Director or proposal may delay the completion of the thesis, and therefore, graduation.
   a. A change in the thesis director is discouraged, although there may be times when it is necessary such as: 1) the original thesis idea is not possible, 2) the thesis director becomes unavailable due to outside circumstances, or 3) there is a conflict between student and faculty member. The student should discuss their intention with the Graduate Program Director first in order to understand the process and all possible ramifications.
   b. If the student intends to move forward after this initial meeting, the student submits a written request to the Graduate Program Director, with a copy to the Department Chair, previous thesis director and proposed thesis director.
   c. The Departmental Chair, previous and proposed thesis chairs have 15 days to respond to the Graduate Program Director in writing about the change. If all agree, the change will be confirmed without further action. If any disagree, the Graduate Program Director will organize a meeting to resolve any issues with faculty members. Only under extenuating circumstances if agreement is not made, assignment will by the Departmental Chair.
   d. Upon agreement, a new Pre-Thesis or Dissertation Pre-Approval Form (http://www.ecu.edu/cs-acad/gradschool/ETD.cfm) is completed, submitted to the Graduate Program Director and submitted to the Graduate School. A copy will be made for the student’s file.

2) Change from Thesis to a Master’s Project
   a. Clinical Research Scholar: Changing from a thesis to a research project is only approved under extraordinary circumstances. If a situation emerges in which a student wants to consider this change in status, the student must discuss it first with the Thesis Director to determine if any other action is possible. The student and Thesis Director should be in agreement for the student to submit a formal written petition to the Graduate Program Director and Department Chair for consideration.
   b. Thesis student: Thesis students who are not receiving a research stipend may request a change from a thesis to master’s project at any point during the research process. It is critical that the student understand the ramifications of such a request and discuss it thoroughly with the Thesis Director and/or the Graduate Program Director. The Graduate Program Director needs the final request in writing.
      i. Any credits received from OCCT 7000 will NOT count toward the degree, which may result in additional course credits being required.
      ii. The student is responsible for ensuring he or she has the appropriate credits for graduation through the registration process.
      iii. A statement will appear on the student’s transcript noting transfer from a thesis to non-thesis track with the effective month, day and year.

Completed Thesis - Non Thesis Change Form must be completed and signed by Graduate Program Director, Thesis Director, and student and submitted to the Graduate School.
TO: The Graduate School

FROM: __________________________________________

Department/School/College

SUBJECT: _______________________________________

_________________________________________________

Student’s Name BANNER ID

A change from the thesis to the non-thesis option is approved for the above named student. The student is aware of the academic consequences of making this change.

_________________________________________________

Signature: Graduate Program Director Date

_________________________________________________

Signature: Thesis Director Date

I understand that all previously earned credits and grades for 7000/7001 thesis courses will remain on my record but will **not** count toward the degree. I may be required to enroll in additional course credits to meet the requirements for the non-thesis degree. Any grades of “Q” assigned under the former grading system will be changed to “S” or “U” as appropriate by the professor of record through submission of a grade change form to the Registrar’s Office. If enrolled in a thesis course for the current term, I may drop the course prior to the last day to drop a graduate course according to the published academic calendar. A statement will appear on my transcript noting the transfer from the thesis to non-thesis track with the effective month, day and year.

_________________________________________________

Signature: Student Date

For Graduate School / Registrar Use

TO: Graduate Registrar

RE: Transcript comment

Please add the following comment to the above named student’s transcript:

“Transferred from thesis to non-thesis option effective _________ _______ ________”

Month Day Year

_________________________________________________

Signature: Dean of the Graduate School or Designee Date

C: Dept./school Registrar
Appendix A
Degree Works for Students

GETTING STARTED

1. Click on Pirate Port from the Quick Links menu on the ECU homepage.
2. Sign in using your Pirate ID and Passphrase.
3. Click on Main SSB Menu in the Banner Self Service Links Box.
4. Click the Student Tab in Banner Self Service.
5. Click the Degree Works link to go to your Degree Works audit.

UNDERSTANDING DEGREE WORKS

MAIN HEADER BAR

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<tr>
<th>FAQ</th>
<th>This link will direct you to the external support page for Degree Works. Clicking this button should open a pop up window. Close the pop up window to return to your Degree Works session.</th>
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<td>Print</td>
<td>Print page</td>
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<tr>
<td>Log Out</td>
<td>The Log Out link will sign you out from your Degree Works session. It DOES NOT log you out of OneStop. Be sure to exit both systems</td>
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East Carolina University

Degree Works For Students
when signing off of your work station.

Audit Header

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<td>Your current degree program will display here. Use the pull down arrow to select your secondary major/degree (if applicable).</td>
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<td>Your current major will display here. If you are a double major, only the primary (first) major will display.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Student Class Level</td>
<td>Your class level will be displayed here (freshman, sophomore, etc.).</td>
</tr>
<tr>
<td>Last Audit</td>
<td>Displays the last date your audit was processed new in Degree Works.</td>
</tr>
</tbody>
</table>

* VIEWING A SECONDARY DEGREE OR MAJOR

Worksheet Bar

<p>| Worksheets Tab | Displays a student’s audit. The worksheet tab includes the What-if and Look Ahead tools. |
| Planner Tab    | Displays a student’s four year plan. Plans are created and edited by advisors. |
| GPA Calc Tab   | Provides three different calculators; Graduation, Term and Advice for calculating GPA’s. |
| Format:        | This drop down box lists the different types of audits that are available. |</p>
<table>
<thead>
<tr>
<th>Format: Student View</th>
<th>The student view is the default view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format: Registration Checklist View</td>
<td>The Registration Checklist format shows only the unfulfilled requirements from your audit. It does not provide any of the detailed explanations of requirements that may be found in the student view.</td>
</tr>
<tr>
<td>View</td>
<td>If you want to view a different type of audit, select the option from the Format drop-down menu and then click the “View” button.</td>
</tr>
<tr>
<td>Save as PDF</td>
<td>Will allow you to either save or print the audit while retaining the formatting.</td>
</tr>
<tr>
<td>Class History</td>
<td>Displays in a pop up window. The Class History link displays lists of completed coursework by term, similar to the unofficial transcript displayed through OneStop/Banner Self Service.</td>
</tr>
<tr>
<td>Holds</td>
<td>Displays in a pop up window. The Holds link displays any holds that are currently associated with the student’s record.</td>
</tr>
<tr>
<td>What If Audit</td>
<td>The What If tool is displayed under the Worksheet Tab. “What If” audits will display how completed coursework applies to another program, major or catalog year as well as any additional requirements which would need to be completed.</td>
</tr>
<tr>
<td>Look Ahead Audit</td>
<td>The Look Ahead audit will display how a planned class you are registering for will count towards fulfilling your degree requirements.</td>
</tr>
</tbody>
</table>

**Student View**

The Student View is the default worksheet format type. It provides general information about your completed and remaining degree requirements, grouped into organized blocks.

**STUDENT VIEW – ACADEMIC/DEMOGRAPHIC SUMMARY**
### East Carolina University DegreeWorks

<table>
<thead>
<tr>
<th><strong>Student View</strong> as of 03/28/2014 at 06:14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
</tr>
<tr>
<td><strong>ID</strong></td>
</tr>
<tr>
<td><strong>Classification</strong></td>
</tr>
<tr>
<td><strong>Advisor</strong></td>
</tr>
<tr>
<td><strong>Overall GPA</strong></td>
</tr>
<tr>
<td><strong>Test Scores</strong></td>
</tr>
<tr>
<td><strong>Academic Standing</strong></td>
</tr>
<tr>
<td><strong>Catalog Year</strong></td>
</tr>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td><strong>Degree</strong></td>
</tr>
<tr>
<td><strong>College</strong></td>
</tr>
<tr>
<td><strong>Major</strong></td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
</tr>
<tr>
<td><strong>Minor</strong></td>
</tr>
<tr>
<td><strong>Applied for Graduation</strong></td>
</tr>
<tr>
<td><strong>Overall Credits</strong></td>
</tr>
</tbody>
</table>

### WARNING BLOCK

**Tuition Surcharge Warning**

Based on your total credit hours you are approaching the tuition surcharge threshold. Once you exceed the maximum allowed hours you will be assessed a 50% tuition surcharge for each term enrolled (excluding summer) until degree completion.

If a warning exists it will appear under the Academic/Demographic Summary. Warnings include Tuition Surcharge.
DEGREE PROGRESS BAR

The Degree Progress bar is a visual representation of a student’s progress towards graduation. The bar displays the percentage requirements as laid out in the audit that have been completed.

LEGEND

Complete: This symbol will appear beside all requirements within the audit that have been completed. The row will be highlighted in yellow and will display the course(s) that fulfilled the requirement along with the grade and term the course was taken.

Not Complete: This symbol will appear beside all requirements within the audit that have not been completed. The row will be highlighted in purple and will indicate the course(s) that will complete the requirement.

Complete except for classes in progress: This symbol will appear beside any courses/requirements that are in progress of being complete. This may include classes that you are currently enrolled in or any courses you are registered for in a future term. The row will be highlighted in light purple. (CUR) will display in grade column.

Nearly Complete – See advisor: This symbol will appear when all course requirements have been completed or in progress but an unmet condition exists in the audit, such as credits required have not been met.

(T) Transfer Class: These are courses that have transferred in from another institution.

@: Degree Works Wild Card. The “@” symbol represents all classes when used as a prefix, and can also be used to represent all course numbers when it follows the course alpha. When the “@” symbol precedes a range of numbers, any course within that number range will fulfill the requirement (@ 3000:5999). In this case, any course (any prefix or number) may be used as long as it is a 3000-5999 level course.

*: Prerequisites Required: Course listed requires a prerequisites

BLOCKS
The blocks within the Student View audit present all applicable requirements for your degree, Foundations Curriculum Requirements, declared major(s), minor(s), and/or concentration(s) based on the catalog you are using at East Carolina University.

This view will also give you information on what courses will meet unfulfilled requirements.

**DEGREE BLOCK**

The blocks within the Student View audit present all applicable requirements for your degree, Foundations Curriculum Requirements, declared major(s), minor(s), and/or concentration(s) based on the catalog you are using at East Carolina University.

This view will also give you information on what courses will meet unfulfilled requirements.

**FOUNDATIONS CURRICULUM REQUIREMENTS**

The Foundations Curriculum Requirements block lists all of the Foundations Curriculum requirements for your degree and does not apply to the MSOT degree.
MAJOR BLOCK

The Major block lists courses required to complete your major. You may see additional requirements such as “Non-Course Requirements” that are required in addition to the courses listed as well as any unmet conditions (listed under the block header). Please consult with your advisor if you have questions about additional requirements displaying on your audit. Your Major block still includes Professional Courses, Research Options, and Professional Presentation which is a non-course requirement.

COURSE LINK

Degree Works has the capability of allowing users to click on courses listed as “Still Needed” to view a description of the course and its availability in active terms. Within your audit, remaining requirements will show the requirement name on the left and the course that will fulfill the requirement will show as a hyperlink in the “Still Needed” section on the right. These links are called “Course Links”.

1. To view the title and credit hours for a course, hover over the “Course Link”.

2. To open the course descriptions and available sections of the class for active terms, click the “Course Link”. This will open a pop-up box displaying the course description, terms in which the course is currently offered, CRN numbers for the course, and number of spots available for each CRN, as well as days and times that the course meets. Note: the information on your audit may not reflect the most recent schedule information. During registration periods, the number of available seats may not be accurate. This information also does not include the campus where the course will be taught. Be advised that you should always check this information against the course information listed in OneStop/Banner Self Service.
ELECTIVES

The Elective Courses block lists courses that count towards your total required number of hours, but don’t satisfy a specific degree requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1120 Intro to Chem for the AH Sc</td>
<td>B+</td>
<td>3</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>COAD 1080 Major Advisement Program COAD</td>
<td>A</td>
<td>1</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>FREH 1001 French Level I</td>
<td>CUR</td>
<td>3</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>FREH 1002 French Level II</td>
<td>CUR</td>
<td>5</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>MATH 2121 Calculus for the Life Sciences</td>
<td>CUR</td>
<td>3</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>BRCH 1135 Principles of Merchandising</td>
<td>A-</td>
<td>3</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

IN-PROGRESS

The In-progress block lists courses that you are currently enrolled in and registered for. In addition, these courses will display where they fit throughout the audit. Any Incomplete classes will be listed here until they have been completed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1150 General Chemistry I</td>
<td>CUR</td>
<td>3</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>CHEM 1151 General Chemistry I Lab</td>
<td>CUR</td>
<td>1</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>CHEM 1160 General Chemistry II</td>
<td>CUR</td>
<td>3</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>CHEM 1161 General Chemistry II Lab</td>
<td>CUR</td>
<td>1</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>EXSS 1000 Lifetime Phys Act and Fitness</td>
<td>CUR</td>
<td>1</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>FREH 1001 French Level I</td>
<td>CUR</td>
<td>3</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>FREH 1002 French Level II</td>
<td>CUR</td>
<td>3</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>GEOG 1000 People Places and Environments</td>
<td>CUR</td>
<td>3</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

OPTIONAL BLOCKS

These blocks will not always appear within your audit. They will only display if you have courses/requirements, which meet the parameters for each individual block.

REMEDIAL

The Remedial block lists any remedial coursework which was taken at ECU. These courses do not count toward a student’s total hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1045 Intermediate Algebra</td>
<td>8</td>
<td>CUR</td>
<td>Fall 2011</td>
</tr>
</tbody>
</table>

INSUFFICIENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>RITE 2000 Intro to Computer Literacy</td>
<td>F</td>
<td>0</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>CPRF 2001 Child Dev II: Med Ch to Yng Ad</td>
<td>F</td>
<td>0</td>
<td>15SC 2009</td>
</tr>
<tr>
<td>ENEH 2123 Early Exp Prospective Tchr</td>
<td>F</td>
<td>0</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>ENEH 3275 Early MNL Elem Sch Counsel</td>
<td>W</td>
<td>0</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>ENGL 1100 Composition (I)</td>
<td>F</td>
<td>0</td>
<td>Fall 2007</td>
</tr>
</tbody>
</table>
The Insufficient block lists courses which you have failed, withdrawn from, taken as an audited course, courses that did not meet a specific grade requirement, and/or any course that you have repeated.

EXCEPTIONS

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Date</th>
<th>Who</th>
<th>Block</th>
<th>Enforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Force Complete</td>
<td>Force complete the rule</td>
<td>11/06/2011</td>
<td>Bosche, Amy N</td>
<td>RA0000005</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The Exceptions block will appear if you have any approved exceptions that have been applied to your degree audit. This occurs when an advisor submits a course substitution or exception on your behalf. These exceptions will also appear throughout the audit in the sections where they are applied.

NOTES

<table>
<thead>
<tr>
<th>Notes</th>
<th>Entered By</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and advisor discussed internship forms and procedures.</td>
<td>Bosche, Amy N</td>
<td>11/06/2011</td>
</tr>
<tr>
<td>GENERAL COMMENTS Student referred to Career Resources.</td>
<td>Knez, Novkla M</td>
<td>11/09/2011</td>
</tr>
<tr>
<td>Student and advisor discussed graduate school options.</td>
<td>Knez, Novkla M</td>
<td>11/14/2011</td>
</tr>
<tr>
<td>Student referred to the Pirate Tutoring Center.</td>
<td>Knez, Novkla M</td>
<td>11/15/2011</td>
</tr>
</tbody>
</table>

The Notes block will show notes that have been added to the student’s audit by an advisor or by Graduation Services. The full text of the note will appear, along with the date that the note was entered and the name of the individual who entered the note.

PRINTING AN AUDIT

To print an audit from Degree Works, click the “Save as PDF” button. This will pull up a .PDF version of the audit in a separate window and allow you to save the audit or print the audit.

ENDING YOUR SESSION

To end your Degree Works session in a secure manner, click the “Log Out” link in at the top of the page. If you accessed Degree Works through your student Banner Self Service and OneStop, this link WILL NOT sign you out of Banner Self Service, so be sure to securely sign out of Banner Self Service and OneStop, as well.
Appendix B

Professional Behaviors Assessment

<table>
<thead>
<tr>
<th>I. A positive self-regard as demonstrated by:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. a direct forthright manner of verbal and nonverbal communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Speaking out to identify one's position</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Constructive response to criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Tolerance of error</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Self-starting, self-reliant behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Self-advocacy</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Being dependable, reliable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Acknowledge one's contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. An increasing self-awareness as demonstrated by:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Seeking and obtaining feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Reflectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Becoming more aware of what is happening around one self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Appraising self realistically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Clarifying values continually</td>
<td></td>
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<tr>
<td>F. Expanding the boundaries of one's behavioral repertoire</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Clarifying relationships with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. An interpersonal competence as demonstrated by:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sensitivity to feelings, values, and agenda of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Listening to and hearing others</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Skills of dialogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Skills of collaborating</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>E. Empowering others</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F. Contributing to the learning of others</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. A commitment to learning as demonstrated by:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Self-Evaluation Date:</th>
<th>Advisor Evaluation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Enthusiasm for inquiry and discovery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Being content-prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Contributing beyond requirements</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Evaluate each area as one of the following:

5 Strong Asset
4 Usually Demonstrated
3 Beginning to Develop
2 Needs Improvement
1 Needs Immediate Attention
Purpose
The development of professional behaviors is a cornerstone of the educational experience within the occupational therapy program. Although ethics and academic integrity are related to professional behaviors, these behaviors are conceptualized by the faculty as an expanded, holistic approach to develop skills and competencies essential to professionalism in occupational therapy. Five general areas of professional behaviors exist. They include: a positive self-regard, increased self-awareness, interpersonal competence, contribution to the learning of others, and a commitment to learning. Each course in the curriculum will provide guidance and experiences to further facilitate development of these behaviors. It is the student’s responsibility to be active agent in the development of professional behaviors.

Through mutual teaching-learning experiences between the faculty and students, we expect to enable the student to continually work toward achieving:

I. A Positive Self Regard As Demonstrated By:
   A. A direct forthright manner of verbal and nonverbal communication such as:
      • making eye contact
      • clearly stating an opinion
      • asking a question
      • asking for clarification
      • addressing questions/concerns in a timely manner
      • exhibiting a confident body posture
   B. Speaking out to identify one’s position such as:
      • expressing one’s opinion
      • acknowledge one’s stand on an issue
      • clarifying one’s position
   C. Constructive response to criticism such as:
      • acknowledging an error and/or asset
      • acknowledging responsibility for self
      • altering behavior based on feedback
      • depersonalizing feedback, recognizing that criticism is directed at behavior, not at a person.
   D. Tolerance of error such as:
      • trying out the new behaviors
      • acknowledge that errors are a reality of learning
      • speculating
      • asking for a critique
   E. Self-starting, self-reliant behaviors such as:
      • taking initiating for one’s learning
• identifying and utilizing resources
• initiating an endeavor
• taking responsibility

F. Self-advocacy such as:
• stating one’s wants and needs
• speaking and acting affirmatively in regard to oneself
• articulating one’s strengths and assets
• asking for commendation

G. Being dependable, reliable such as:
• following through on a task
• meeting deadlines
• being consistent
• using sound, rational judgment
• being accountable, responsible

H. Acknowledge one’s contribution such as:
• identifying and describing one’s contributions, one’s skills
• volunteering to use assets and skills
• describing and assessing one’s limitations
• seeking personally referenced feedback

II. An Increasing Self Awareness As Demonstrated By:

A. Seeking and obtaining feedback such as:
• asking others for their perception of one’s behaviors
• seeking feedback from multiple sources including but not limited to peers, superiors, other colleagues and clients

B. Reflectiveness such as:
• giving events a second thought
• engaging in thoughtful review
• retrospectively considering one’s response

C. Becoming more aware of what is happening around one self such as:
• noting observations of the dimensions and dynamics of the immediate
• noting verbal and nonverbal cues
• identifying the interrelationships among people, politics, economy, and culture
• questioning the interrelatedness of events and one’s personal action

D. Appraising self realistically such as:
• weighing self-assessment with assessment of others
• acknowledging similarities and discrepancies of these assessments
• acknowledging and explaining one’s beliefs, values and biases
• recognizing a self-appraisal as a continuing process

E. Clarifying values continually such as:
• questioning one’s beliefs and attitudes
• evaluating how one’s behaviors relate to one’s own beliefs and attitudes
• assessing how and why one’s behaviors relate values differ or are the same as other’s

F. Expanding the boundaries of one’s behavioral repertoire such as:
• trying out new behaviors
• practicing different ways of responding
• engaging in unfamiliar situations critiquing one’s nonverbal behavior
• seeking opportunity to work on self-identified limitations

G. Clarifying relationship with others such as:
• asking for feedback about the impact of one’s behavior
• confronting another with regard to where things stand between self and other
• asking others for the rationale of their opinions
• explaining one’s own opinion and its rationale
• defining and explaining the nature of the contract between oneself and other within the context of the respective roles of each
• identifying and considering nonverbal cues

III. An Interpersonal Competence As Demonstrated By:
A. Sensitivity to feelings, values and agenda of others such as:
• acknowledging one’s own feelings and expressing how they are like/different from another
• responding by word, voice tone, facial expression, touch and/or gestures to the feeling tone of another
• encouraging another to clarify or share their values and opinions
• expressing respect for the right of another to hold different values and beliefs

B. Listening to and hearing others such as:
• paraphrasing the statements of another
• asking for clarification
• responding to what is being said
• responding to nonverbal cues

C. Skills of dialogue such as:
• asking another to share/explain their point of view
• withholding judgment during another’s explanation
• explaining one’s own point of view and rationale
• encouraging others to critically explore one’s perspective

D. Skills of collaborating such as:
• asking others for their ideas/perspectives
• acknowledge the importance of the knowledge, expertise/skills, of another
• contributing ideas, critique, to the task at hand
• acknowledging the value of various interactive styles
• compromising to reach a consensus without abdicating one’s basic values

E. Empowering others such as:
• acknowledging the contribution of another
• supporting another toward a self-agency
• acknowledging the strengths and skills of another and encouraging their use
• asking another to participate

F. Contributing to the learning of others such as:
• sharing knowledge, ideas and questions
• eliciting input, opinions and participation from others
• stimulating and originating discussion
• completing assignments on time
• offering thoughtful contribution to discussion

IV. A Commitment To Learning As Demonstrated By:
A. Enthusiasm for inquiry and discovery such as:
   • expressing excitement about new learning
   • seeking new ideas, new perspectives through questioning, reading, discussion
   • trying out new perspectives, new ideas
B. Being content – prepared such as:
   • completing assignments on time
   • formulating clarifying questions
   • contributing thoughts and ideas
C. Contributing beyond requirements such as:
   • volunteering a special assignment
   • contributing materials, information beyond assignments
   • stimulating others to contribute
Appendix C

College of Allied Health Sciences Emergency Guidelines

**Standard Operating Procedure:** Each department and the Dean’s Office will have a designated Departmental Safety Officer. It is the responsibility of the department chair to fill this position. The CAHS Safety Representative is appointed by the Dean of the CAHS. The CAHS Safety Officer organizes meetings of the Department Safety Representatives and is responsible for their training. Each Department Safety Representative files an Emergency Evacuation Plan (available from the CAHS Safety Representative or at http://www.ecu.edu/oehs/FireLifeSafety/EvacuationPlan.doc). The CAHS Safety Representative reviews the department plans and then files all department plans with the Office of Environmental Health and Safety.

**A. Building safety and security**

1. **Building Hours:** The Health Sciences building, where most classrooms are located, is open from 7:00 AM to 8 PM Monday to Friday unless otherwise posted. Access to the Health Sciences building by faculty or staff at other times is currently by use of a 1 Card which is obtained from the 1 Card office with a memo from the Dean’s office (Executive Assistant: Personnel or Assistant Dean for Special Projects). Undergraduate students will NOT be given 1 Card access to the building. After hour access by graduate students is available according to written departmental guidelines and permission of the Dean’s office (Executive Assistant: Personnel or Assistant Dean for Special Projects).

   If you enter one of the buildings after hours, please be certain that the door locks behind you.

   All individuals working in the offices after hours should practice common sense with regard to their own personal safety. Any suspicious activity should be reported immediately to campus security at (Campus: 328-6787 Brody: 744-2246).

   While you are not required to display your 1 Card while in the building, you must have your 1 Card available to show to security or CAHS employees when requested.

2. **Emergency phones:** Blue Light emergency telephones are located around the outside of the School. Inside the building, telephones are located all the walls beside the north and south elevators. In Fall of 2006 there were the following blue light phones: 2 in west parking, 5 in northwest parking, 3 in north east parking, 3 in east parking adjacent to highway 43, 3 in east parking by library and 2 in area between CAHS and CON.

**B. Emergency Procedures**

1. **This document** describing CAHS and University policies and procedures for Emergency situations is posted in a prominent place in each departmental office.

2. **Dialing 911** from any telephone in our school will contact the Campus Police. If additional assistance is needed (Fire or Emergency Personnel), Campus Police will contact the appropriate individuals.

3. **Evacuation routes** are posted throughout the buildings (including classrooms, labs and offices) and identify both a primary and secondary route. They also identify the location of the fire alarms and fire extinguishers. Please review these diagrams so that you will be prepared in an emergency.

**Emergency Phone Numbers**

9-1-1

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**ECU Police**
Campus: 328-6787
Brody: 744-2246

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**Greenville Police**
Non-Emergency: 830-3937
General Information: 329-4317
4. Approved Steps to take In Case of Emergency

Call 911 on a university phone when possible.

Give your name, location, telephone number, nature of the patient's injury, number of people injured, age and gender of patient, and patient's level of consciousness and breathing.

Return to the patient. Administer first aid. Keep the victim as calm and comfortable as possible.

Remain with the victim until ECU police officers or emergency rescue personnel arrive.

If you used a cell phone for the initial 911 call, direct someone to use an ECU phone to call 911 to alert ECU Police of the situation.

If calling on your cell phone, give the address as 2150 West 5th Street. The GPS will pick up this address for our building and will bring the emergency personnel directly to us.

DIRECTIONS

Traveling West on 5th Street
Drive through the light at the intersection of 5th Street and Moye Blvd.
Once you drive through this light, the Health Sciences Complex is located on your left.
Take your first left, into the parking lot of the Health Sciences Complex.

Traveling North on Arlington Blvd.
Go to the intersection of Arlington Blvd. and 5th Street.
Turn right onto 5th Street
Drive pass McGregor Downs Rd. located on your right.
Once you pass McGregor Downs Rd., take your first right onto the Health Sciences Complex

Traveling North on McGregor Downs Rd.
Go to the intersection of McGregor Downs Rd. and 5th Street.
Turn right onto 5th Street
Take your first right onto the Health Sciences Complex

Traveling North on Moye Blvd.
Drive past the Brody Building located on your left and ECU Physicians (Moye 1 & 2) on your right.
Stop at the intersection of Moye Blvd. and 5th Street.
Turn left onto 5th Street
Take your first left into the parking lot of the Health Sciences Complex.

NOTE: These are the directions we usually give emergency personnel, depending upon the direction they are coming from. We try to avoid many of the “twist, turns & speed bumps” our campus provide to vehicular traffic.
ECU Alert and LiveSafe App

About ECU Alert

ECU Alert is a collection of communication tools the university uses to distribute emergency notification and information. It is only used for emergencies and occasional required testing. It allows the University to send emergency notifications by:

- ECU Alert webpage (www.ecu.edu/alert)
- Email
- Computer pop-up screen
- ECU Hotlines
- Outdoor and indoor speakers

Important Notices

The ECU Alert webpage, www.ecu.edu/alert, is the primary location for emergency news and situational updates. Should you hear the outdoor speakers or other notification devices activate but do not hear them clearly, ECU Alert webpage is the best source of factual information.

Text messaging is not a dependable source for ECU emergency information. In an emergency, ECU will send out text messages in a timely manner. However, ECU does not have control of when your service provider will deliver the message to your device. Delivery from your provider may be delayed minutes to hours from the time ECU sends the text. Text messages are only used for serious emergencies and not for follow up information unless it is needed for public safety.

ECU is a National Weather Service StormReady University. StormReady Universities are better prepared to save lives from the onslaught of severe weather through advanced planning, education and awareness.

ECU LiveSafe App

The LiveSafe app provides students, faculty and staff with a direct connection to campus safety so that everyone can easily communicate all their safety needs. Its easy-to-use features help you stay safe every day and enable us to better protect you.

Benefits

- Share information, tips and safety concerns with campus safety via text messaging, including picture, video, and audio attachments, or even through live chat.
- Stay anonymous anytime, or send your user information and location to ECU Police as soon as you call or message, allowing faster response times.
- View a helpful Safety Map that displays where recent incidents have occurred, as well as nearby safety locations.
- Activate, SafeWalk, a GPS-tagged monitoring feature to let your friends and family keep you covered until you arrive safely to your destination.
- Receive timely notifications with important safety information from campus safety.

To download and set-up LiveSafe:
1. Download the app on your iPhone or Android.
2. Select "East Carolina University" as your affiliation.
3. Fill in your user profile.
4. You're set! Start using the app to stay safe every day

For more information: http://www.ecu.edu/cs-admin/oehs/LiveSafe/index.cfm
Appendix D

ECU Policy and Guidelines Regarding Safety

INSPECTION PROCESS

All University buildings are inspected annually by the Office of Environmental Health and Safety. The Facility Inspector will contact each department’s safety representative to schedule inspections. Safety representatives are encouraged to participate in the inspection process so they are familiar with and can help explain any identified safety deficiencies. A Facility Inspection Report and Action Plan Request is generated and forwarded to the safety representative and department head. This document will list safety deficiencies identified during the inspection and provide recommendations for correction. Each department then must submit an action plan to the Office of Environmental Health and Safety that identifies how and when each deficiency will be addressed. It is understood that some may not be "quick-fix" items but most will require minimal effort to address. Keep the original copy of the Facility Inspection Report for self-inspection. Make a copy and submit action plan on this copy. A follow-up inspection will be performed to assure each deficiency has been addressed. This same action plan procedure will be utilized for the annual inspections conducted by the North Carolina Department of Insurance.

SELF-INSPECTION CHECKLIST

As previously mentioned, all university buildings are inspected annually by the Office of Environmental Health and Safety to assist departments in compliance with OSHA Safety Standards, applicable fire and life safety codes, and North Carolina Department of Insurance requirements. Self-inspections should be conducted at least every six months by department supervisors using the following minimum guidelines:

- Exits are lighted and clear of obstruction.
- Every exit is clearly visible, or the route to reach every exit is conspicuously marked with exit signs so every occupant will readily know the direction of escape from any point.
- All means of egress are arranged and maintained to provide free and unobstructed egress from all parts of the building. All stairwells and corridors are maintained free of all storage.
- A minimum 3-foot clearance is maintained in front of all electrical equipment and emergency equipment including fire alarm pull stations, alarm panels and fire extinguishers.
- All areas are clean and orderly and in a sanitary condition to reduce the risk of fire and to prevent slips, trips and falls.
- Extension cords are not used in place of permanent wiring. Only approved surge protectors are used when permitted.
- Surge protectors are to be plugged directly into the building electrical receptacle and not into each other or into an extension cord.
- Gas cylinders are properly secured.
- Fire and smoke doors are not propped open. Mechanical hold open mechanisms on smoke and fire doors are not allowed. They must remain closed unless held open with magnetic hold back devices only.
- Chemicals are in appropriate containers and storage cabinets and are stored according to compatibility. All containers are labeled with the complete chemical or product name and the appropriate hazard warning.
- Appropriate PPE (personal protective equipment) is provided and in use.
- Emergency numbers and evacuation procedures are posted in conspicuous locations.
• All personnel have received appropriate safety training and instruction including but not limited to hazard communication and emergency evacuation planning/responsibilities.

EMPLOYEE INTERVIEWS

All personnel should be able to answer the following questions:

• What are the evacuation procedures for your department?
• Where are the primary and secondary means of egress for your work area?
• Where is the meeting location outside the building and how are personnel accounted for after evacuation?
• What should be done if there is a chemical spill or fire?
• What are MSDS’s and where are they located?
• What are the health hazards associated with the chemicals used in the work area?
• What are the signs and symptoms associated with exposure to these chemicals?
• What measures (work practices, emergency procedures, personal protective equipment, etc.) can be taken to protect yourself from hazards you encounter in your work area?

OTHER ISSUES

The following are other items that will be addressed by Environmental Health and Safety or Facilities Services:

• Fire extinguishers are placed, inspected and maintained according to OSHA and NFPA requirements.
• Emergency equipment such as fire alarms, sprinkler systems and fire pumps are inspected and maintained in accordance with NFPA requirements.
• When provided, automatic door closures operate properly on all fire and smoke doors.
• All fire and smoke doors have appropriate fire rating and are properly labeled.
• Handrails are provided when required and are maintained in accordance with OSHA requirements.
• Appropriate number of exits are provided from each building and they are located in accordance with NFPA, OSHA and building code requirements.

FURNISHINGS & DECORATIONS

• No decorations, furnishings, or equipment that impairs visibility of an exit sign shall be permitted, nor shall there be any brightly illuminated sign (for other than exit purposes) or object in or near the line of vision of the required exit sign of such a character as to detract attention from the exit sign.
• Draperies, curtains, and other similar loosely hanging furnishings and decorations shall be flame resistant as demonstrated by complying with NFPA 701, Standard Methods of Fire Tests for Flame-Resistant Textiles and Films.
• Combustible decorative materials such as, but not limited to, cotton batting, paper, foam plastics, cloth, vegetation, moss, straw, hay, vines, split bamboo, leaves and similar material shall not be used unless the materials are flame resistant or treated with flame retardant material.
• Natural cut Christmas trees are prohibited unless approved by EH&S and properly treated with fire retardant material.
• Living trees in a balled condition with their roots protected by earth may be permitted provided they are maintained in a fresh condition and are not allowed to become dry.
• Flame-retardant or flame resistive artificial trees are allowed.
• No Christmas trees shall obstruct corridors, exit ways, or other means of egress.
• When permitted, natural cut Christmas trees shall not be located near heating vents or other heating devices that could cause the tree to dry out prematurely or to be ignited.
• Only UL listed lights and wiring shall be used on Christmas trees and similar decorations.
• Portable heaters are prohibited unless provided by Facilities Services on a temporary basis.
• Candles are prohibited from use inside of buildings. Only UL listed torchiere lamps with less than a 150-watt bulb and guard are allowed.
• Bulletin boards are prohibited in enclosed stairwells. Combustible material on existing bulletin boards should be minimized. New installations in corridors should be enclosed in glass with metal frame or wooden frame painted with fire retardant paint.

STORAGE IN CORRIDORS AND STAIRWELLS

The stairwells and corridors are not to be used as a storage area, waiting room or office space. The corridors and stairwells are to be used only for the evacuation of the building in case of an emergency. When new furniture is ordered arrangements should be made with Moving Services to schedule the removal of the old furniture prior to new furniture arriving or it should be stored in the office. It should not be stored in the stairwells or corridors.

EMERGENCY PREPAREDNESS

Each department must have an emergency evacuation plan, which includes at a minimum the following:

• Location of primary and secondary means of egress
• Procedures for people with special responsibilities during an alarm
• Procedures for accounting for all personnel after evacuation
• Meeting location outside the building
• Procedures for evacuating disabled personnel
• Emergency phone numbers
• Location of fire alarm pull stations and fire extinguishers

Personnel should not attempt to fight a fire with a portable fire extinguisher unless they have received the appropriate training and the fire is small. If they have not received this training, or if the fire is large or it is spreading, the ECU policy is to evacuate the building and not to attempt to fight the fire. Personal safety is the primary concern.

Emergency evacuation drills will be conducted periodically in buildings with fire alarm systems to familiarize building occupants with evacuation procedures. Drills will be held at different times and under varying conditions to simulate the unusual conditions that occur in the case of fire. All building occupants must participate in these drills. Evacuees will move away from the building. Do not stand near the building, in parking lots, driveways or roads. Emphasis shall be placed on orderly evacuation under proper discipline rather than on speed. Buildings that do not have fire alarm systems should have a plan in place to alert occupants of a fire or other emergency. This policy should be placed in the emergency evacuation plan.

References

• North Carolina Building Codes Volume I - General Construction
• North Carolina Building Codes Volume V - Fire Prevention
• National Fire Prevention Association Codes
• NFPA Fire Protection Handbook
• NFPA Life Safety Code Handbook
• OSHA Regulations
• ELB Safety and Health Inspections and Audits
• ECU Administrative Manual

Please check the website on student resources for the information.
http://www.ecu.edu/cs-dhs/ah/studentresources.cfm
Appendix E

College of Allied Health Sciences Standard Operating Procedure on Criminal Background Checks and Drug Screening on Students for Clinical Fieldwork Site Placement

Due to JCAHO regulations that now require students to provide criminal background checks and, in some cases, drug screenings to prospective clinical sites the following Standard Operating Procedure is being established for students in the College of Allied Health Sciences.

It is a student’s responsibility, when applying for placement in a clinical site associated with the completion of degree requirements, to obtain and provide required reports/copies of the requested criminal background checks and/or drug screens to the appropriate official(s) at the prospective clinical site for review and consideration in determining acceptance for the clinical field experience placement. Students are responsible for arranging, paying for, and submitting the required documentation to any and all clinical sites where students have been assigned for placement. Academic departments, the College of Allied Health Sciences, the Division of Health Sciences, or East Carolina University are not responsible for arranging, paying for, or submitting the required reports, or determining the student’s eligibility for placement at the clinical site as a result of the contents of the required reports. Academic departments, the College of Allied Health Sciences, the Division of Health Sciences, or East Carolina University are not responsible or liable for nor will they intervene in any way in the decision by a clinical site to not accept a student based on the contents of required reports. Decisions by clinical sites are final and have no reflection on or responsibility to the student’s academic department. The Academic Fieldwork Coordinator will provide students the College of Allied Health Sciences personnel responsible for assisting students in obtaining his/her criminal background check.
Appendix F

Standard Operating Procedure Regarding Student Insurance Coverage for Exposure to Blood and Other Potentially Infectious Materials

August 20, 2004

Due to the potential for student exposure to blood and other potentially infectious materials during educational and clinical experiences it is the student's sole responsibility to pay for the total costs of screening, diagnosis, short and long-term treatment, and disability compensation arising from any and all forms of exposure to infectious materials. As a result, students are responsible for obtaining their own medical and disability insurance policies that will cover screening, diagnosis, treatment, and short and long-term disability compensation resulting from such exposure. Any screening, treatment, or disability maintenance costs not covered will be the sole responsibility of the student. All covered, uncovered, or related costs are not the responsibility of the student's academic department, College of Allied Health Sciences, Division of Health Sciences, or East Carolina University.
Appendix G

College of Allied Health Sciences Smoking Standard Operating Procedure

This Standard Operating Procedure applies to all faculty, staff, students, patients and to all visitors and contractors.

STANDARD OPERATING PROCEDURE:

• There will be NO SMOKING in any building of the ECU Health Sciences complex or its satellite clinics or offices.

• There will be NO SMOKING by patients or visitors on the Health Sciences Center complex grounds, or at Health Sciences Center satellite clinics or offices.

• There will be NO SMOKING by employees or students on the general Health Sciences Center complex grounds; smoking on the Health Sciences Center campus by ECU employees and students is permitted/limited to the two designated smoking areas indicated on the attached map.

• This Standard Operating Procedure WILL TAKE EFFECT on January 1, 2009.

• There will be a six month preparation or “lead in” period beginning July 1, 2008. During this period:
  
  • Students and employees will be informed about the designated areas and smoking cessation resource available to them.

  • Patients will be notified that there will be no smoking on HSC grounds during their visit

  • PC1VIH will be notified and asked to inform their employees

  • Signage will be posted and physical modifications made.

• All students, faculty, staff, and visitors are expected to comply with this Standard Operating Procedure.

6/2/2008
Appendix H
Fieldwork Dress
Code Guidelines (Levels I and II)

It is the student’s responsibility to find out the dress code requirements for each fieldwork site and to wear the appropriate attire. Students must be in compliance with the dress code for the facility. The OT Department name badge must be worn. Cleanliness, professionalism, good taste and safety are the primary considerations. Therapeutic use of self includes professional presentation of clients in manner, dress, and appearance. The following is a non-exhaustive list of expectations:

a. All clothing should be clean, neat, and not stained. Clothing should not contain any suggestive or offensive pictures or messages.

b. Perfume/aftershave should not be worn. Any obvious scent (e.g., tobacco, perfume or body odor) can be offensive or cause an allergic reaction in a sensitive patient/coworker.

c. Fingernails should be kept clean with filed, smooth edges. Long nails that could gouge a patient's skin or that could be broken in the course of work are not acceptable. Acrylic nails, brightly colored nails, flashy polish/designs or chipped nail polish are not permitted.

d. Unconventional hair styles or colors should be avoided. Long hair must be tied back when providing services for clients. Front and sides of long hair may be pulled back if that is sufficient to prevent hair from falling forward.

e. Appropriate leg and foot covering, as deemed by the facility will be worn. Closed toe shoes with non-skid soles, most often tennis shoes with closed toe are required. No sandals, croc styled or flip flops.

f. Tops should be of opaque fabric (not see-through), fit appropriately, not too low cut, tight or loose, and long enough to remain tucked in with movement (i.e., no bare midriffs). Tops should allow for raising of hands above head without exposing skin. T-shirts that convey a casual appearance are not to be worn. For men, collared shirts and ties may be appropriate in many settings. Most polo shirts meet these expectations.

g. Pants should fit appropriately, loose enough to allow for mobility but not to present a safety hazard by getting caught in equipment. Pant hems should not touch the floor or be more than 2” above the ankle. Denim jeans or comparable jean styles, leggings, or skintight stretch pants are not acceptable. Nor should students wear hip hugger style pants that expose ones skin when bending or stooping.

h. Skirts or shorts may be worn, but should be no shorter than 2” above the knee and have no slits above the knee.

i. Jewelry should be simple and minimal to avoid snagging on patient's clothing, scratching patient's skin or getting entangled in equipment. Piercing- other than ears- should not be visible while working with patients. All tongue jewelry must be removed.
Appendix I

Professional Lab Dress Code
Code Guidelines (Professional Studies Labs)

It is the student’s responsibility to dress and follow the lab dress code coming to the labs dressed appropriately. Labs that are conducted by faculty for student learning opportunity are reflective of times that students are attending and acting as professional in clinical and community settings. Cleanliness, professionalism, good taste and safety are the primary considerations. Therapeutic use of self includes professional presentation of clients in manner, dress, and appearance. The following is a non-exhaustive list of expectations:

Students should essentially follow the guidelines as outlined in dress considerations.

Expected wear with the lab are the following:

Dress options:
1. Khaki or casual business dress pants (no jeans) and collar shirt, button down or polo shirt; Hospital scrub set, both tops AND bottoms (not t-shirt) may be worn.

2. Closed toe shoes with non-skid soles, most often tennis shoes with closed toe are required. No sandals, croc styled or flip flops.

3. Faculty can and will identify the proper dress of the day in the syllabus, especially in lab sessions where students will be focusing on muscle testing, goniometry measurement, and other clinical skills where it is important to have visual and palpatory access to the individual. An example of this would be a tank top/sports bra under a t-shirt.

4. Students with long hair should be prepared to pull hair back.

5. Students may be asked to wear “business casual style dress” options for community work and direct contact with clients in research.

6. Failure to wear proper dress can result in being excused from the lab and loss of learning opportunity. Student may be allowed to return to the lab once properly dressed at the discretion of the faculty member. It is not the responsibility of the faculty to make up any lost learning opportunities as a result of a student’s poor choice or actions.
Appendix J
Medical Emergencies in Your Classroom

ECU faculty are expected to react responsibly when medical emergencies—serious injuries or illnesses—occur in their classrooms. The safety information in this e-mail is being provided by Matt Johnson, Emergency Planner for ECU Environmental Health and Safety. The safety information is being sent via the Faculty Welfare Committee in order to ensure faculty leadership in responding to campus safety, but it is advisory only and does not impose any requirements on the faculty. For additional safety information, visit the Campus Safety website at www.ecu.edu/ecu/safety.php.

If there is a medical emergency in your classroom:

1. Call 9-1-1.

2. Tell the operator:
   i. where you are (be specific about room number),
   ii. nature of the illness or injury,
   iii. age and gender of the affected individual,
   iv. the affected individual’s level of consciousness.

3. Send someone outside the building to meet emergency personnel and direct them to the affected individual.

4. Do not remove the affected individual unless he or she is in immediate danger.

5. If trained to administer first aid, such as bleeding or CPR, do so.

6. Avoid contact with bodily fluids. Report suspected exposure to your supervisor.

7. Move people away from the affected individual and create a clear path for emergency personnel to access the affected individual.

8. Comfort the affected individual and reassure him or her that medical assistance is on the way.

Available Training
Campus Recreation and Wellness and ECU Physicians offer Community CPR and First Aid training to the public. Visit www.ecu.edu/crw for additional information or to register for courses.

Kenneth Ferguson, Chair
Faculty Welfare Committee
Appendix K
Health Science Campus Map