

1.	INTRODUCTION.....	1
2.	OCCUPATIONAL THERAPY – ADMINISTRATION, FACULTY AND OFFICE STAFF.....	2
	Full Time Faculty:.....	2
	Part-Time Faculty:.....	2
	Administration Staff.....	4
3.	SCHOOL OF HEALTH TECHNOLOGY AND MANAGEMENT .....	6
1.1	Administration .....	6
1.2	Dean's Office Staff .....	7
4.	PHILOSOPHICAL BASE AND MISSION – BSHS/MSOT PROGRAM .....	8
5.	COURSE SEQUENCE.....	9
	First Year (Undergraduate).....	9
	Second Year (Undergraduate) .....	10
	Second Year (Graduate).....	10
	Third Year (Graduate).....	10
	January Entry.....	11
6.	GRADING CRITERIA.....	12
7.	EVALUATION OF STUDENT LEARNING.....	12
8.	COURSE AND INSTRUCTOR EVALUATIONS.....	13
9.	ATTENDANCE.....	13
10.	WITHDRAWAL/LEAVE OF ABSENCE .....	14
11.	CLASSROOM POLICIES .....	14
12.	PROFESSIONAL BEHAVIOR.....	16
13.	PLAGIARISM.....	16
14.	COPYRIGHT MATERIALS .....	16
15.	CONFIDENTIALITY .....	17
16.	HIPPA (HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT).....	17
17.	ANNUAL PHYSICAL HISTORY/ASSESSMENT AND IMMUNIZATION RECORD.....	18
18.	STUDENT ADVISEMENT .....	18
19.	STUDENT ID'S.....	18
20.	GRADUATION CRITERIA .....	19
21.	CERTIFICATION BY THE NBCOT .....	19
22.	NEW YORK STATE LICENSURE .....	19

23.	STUDENT AND PROFESSIONAL ORGANIZATIONS .....	20
24.	JOB PLACEMENT/LISTINGS .....	22
25.	FIELDWORK.....	23
26.	REQUIREMENTS FOR FIELDWORK PLACEMENT.....	24
27.	STUDENT FIELDWORK PLACEMENT PROCEDURES .....	25
28.	RESPONSIBILITIES OF THE ACADEMIC FIELDWORK COORDINATOR.....	26
29.	RESPONSIBILITIES OF THE CLINICAL FIELDWORK SUPERVISOR.....	27
30.	RESPONSIBILITIES OF THE FIELDWORK STUDENTS.....	28
31.	STUDENT ID'S AND SHTM PATCHES.....	28
32.	STUDENT'S FINANCIAL OBLIGATIONS .....	29
33.	MALPRACTICE/LIABILITY INSURANCE.....	29
34.	WORK HOURS .....	29
35.	SITE VISITS.....	30
36.	EVALUATION AND GRADING OF FIELDWORK .....	31
37.	WITHDRAWAL/DISMISSAL FROM FIELDWORK SITE .....	32
38.	OCCUPATIONAL THERAPY PROGRAM - FIELDWORK LEVEL I (HAO 396, HAO 397, HAO 398)..	34
39.	OCCUPATIONAL THERAPY PROGRAM - FIELDWORK LEVEL II (HAO 596, HAO 597, HAO 598)	34
40.	APPENDICES .....	35

# 1. Introduction

---

Welcome!!! We hope your experience as a student in the Occupational Therapy program at Stony Brook University will be rewarding. You are embarking on a road that will lead you to a wonderful, fulfilling career.

This manual has been created to further introduce you to the Occupational Therapy program. It is important that you use this manual in conjunction with the School of Health Technology and Management Bulletin for 2006-2007 and with the SHTM Student Handbook of Policies and Procedures. Each publication is regularly updated and will be helpful to you in your current and future clinical and academic endeavors. Please keep the manual, bulletin, and handbook in an easily accessible place so that you can refer to each for policy and procedure clarification throughout your Stony Brook University experience.

## 2. Occupational Therapy – Administration, Faculty and Office Staff

---

### Full Time Faculty:

- ***Donna M. Costa, MS, OTR/L***  
Interim Program Director  
Clinical Associate Professor  
(631)-444-8126 - Room 438  
[Donna.Costa@notes.cc.sunysb.edu](mailto:Donna.Costa@notes.cc.sunysb.edu)
  
- ***Pamela Block, Ph.D.***  
Clinical Associate Professor  
(631)-444-3197 - ECC  
[Pamela.Block@stonybrook.edu](mailto:Pamela.Block@stonybrook.edu)
  
- ***Beverly P. Horowitz, Ph.D., OTR/L, BCG***  
Clinical Associate Professor  
(631)-444-2281 - Room 441  
[Beverly P. Horowitz@notes.cc.sunysb.edu](mailto:Beverly P. Horowitz@notes.cc.sunysb.edu)
  
- ***Alexander Lopez, JD, OTR/L***  
Clinical Asst. Professor  
(631) 444-1094  
Room 467  
[allopez@notes.cc.sunysb.edu](mailto:allopez@notes.cc.sunysb.edu)

### Part-Time Faculty:

- ***Karen DeChello, MS, OTR/L***  
Clinical Assistant Professor  
Certified Ergonomics Associate  
(631)-444-8380 - Room 440  
[Karen DeChello@notes.cc.sunysb.edu](mailto:Karen DeChello@notes.cc.sunysb.edu)
  
- ***Eva Rodriguez, MA, OTR/L, BCP***  
Interim Academic Fieldwork Coordinator  
(631)-444-8393 - Room 440  
[EvaRodr@notes.cc.sunysb.edu](mailto:EvaRodr@notes.cc.sunysb.edu)
  
- ***Elizabeth Vanner, MA***  
Clinical Asst. Professor  
(631)-444-1238 - Room 433

[EVanner@notes.cc.sunysb.edu](mailto:EVanner@notes.cc.sunysb.edu)

## **Administration Staff**

- ***Ann DeChiaro-Pfisterer***  
Assistant to the Chair,  
Division of Rehabilitation Sciences  
(631)-444-8394  
Room 420  
[Ann DeChiaro@notes.cc.sunysb.edu](mailto:Ann.DeChiaro@notes.cc.sunysb.edu)
  
- ***Cathy Gropper***  
Department Secretary  
Division of Rehabilitation Sciences  
(631)-444-2363  
Room 419A  
[cgropper@notes.cc.sunysb.edu](mailto:cgropper@notes.cc.sunysb.edu)
  
- ***Richard Johnson, MS, RPT***  
Chair Division of Rehabilitation Sciences  
Physical Therapy Program Director  
Clinical Associate Professor  
(631)-444-3251  
Room 419  
[Richard Johnson@notes.cc.sunysb.edu](mailto:Richard.Johnson@notes.cc.sunysb.edu)
  
- ***Megan Newhouse***  
DPT Program Secretary  
(631) 444-8259  
Room 418A  
[manewhouse@notes.cc.sunysb.edu](mailto:manewhouse@notes.cc.sunysb.edu)
  
- ***Mary Ann Phelps***  
Department Secretary  
(631)-444-8356  
Room 418B  
[MPhelps@notes.cc.sunysb.edu](mailto:MPhelps@notes.cc.sunysb.edu)
  
- ***Barbara Wooster***  
Secretary  
Division of Rehabilitation Sciences  
(631)-444-6057  
Room 419B  
[Barbara.Wooster@notes.cc.sunysb.edu](mailto:Barbara.Wooster@notes.cc.sunysb.edu)

**Adjuncts:**

- ***Alfred Bracciano, Ed.D. OTR***  
Clinical Assoc. Professor
- ***Fran Babis, Ph.D, OTR/L,  
FAOTA***  
Clinical Asst. Professor
- ***Carol Chamoff, BS, OTR/L***  
Clinical Instructor
- ***Kathleen Fitzer, MS, OTR/L***  
Clinical Asst. Professor
- ***Laura Conway, MS, OTR/L***  
Clinical Asst. Professor
- ***Ken J. Feldman PhD.  
FACHE***  
Clinical Asst. Professor
- ***Jamie Geraci, MS, OTR/L***  
Clinical Instructor  
**(631)-444-1089**
- ***Karen Jacobs, Ph.D, OTR/L***  
Clinical Assoc. Professor
- ***Dann Rocco, BS, OTR/L***  
Clinical Instructor
- ***Elizabeth Vanner, MS***  
Clinical Asst. Professor

### 3. School of Health Technology and Management

---

#### 1.1 Administration

- ***Craig Lehmann, Ph.D.***  
Dean, School of Health Technology and Management  
Professor Clinical Laboratory Science  
(631)-444-2253  
Room 402  
[Craig\\_Lehmann@notes.cc.sunysb.edu](mailto:Craig_Lehmann@notes.cc.sunysb.edu)
  
- ***Deborah Firestone, MA***  
Associate Dean  
(631)-444-3221  
Room 442  
[Deborah.Firestone@notes.cc.sunysb.edu](mailto:Deborah.Firestone@notes.cc.sunysb.edu)
  
- ***Richard Johnson, MS, RPT***  
Associate Dean for Graduate Studies,  
School of Health Technology and Management  
(631)-444-3251  
Room 419  
[Richard.Johnson@notes.cc.sunysb.edu](mailto:Richard.Johnson@notes.cc.sunysb.edu)
  
- ***Eleanor Kra***  
Assistant Dean for Administration  
(631)-444-2258  
Room 403  
[Eleanor\\_Kra@notes.cc.sunysb.edu](mailto:Eleanor_Kra@notes.cc.sunysb.edu)
  
- ***Karen (Kayla) Mendelsohn***  
Assistant Dean for Student Affairs  
(631)-444-2257  
Room 404  
[Karen.Mendelsohn@notes.cc.sunys.edu](mailto:Karen.Mendelsohn@notes.cc.sunys.edu)

## 1.2 Dean's Office Staff

- ***Regina Chaplin***  
Secretary, Dean's Office  
(631)-444-2254  
Room 400  
[Regina.Chaplin@notes.cc.sunysb.edu](mailto:Regina.Chaplin@notes.cc.sunysb.edu)
  
- ***Catherine Horgan***  
Assistant to the Dean  
(631)-444-2251  
Room 441  
[Catherine.Horgan@notes.cc.sunysb.edu](mailto:Catherine.Horgan@notes.cc.sunysb.edu)
  
- ***Andrea Ishigami***  
Clinical Contracts Coordinator  
(631)-444-3226  
Room 439A  
[Andrea.Ishigami@notes.cc.sunysb.edu](mailto:Andrea.Ishigami@notes.cc.sunysb.edu)
  
- ***Harsh Jerath***  
Secretary, Dean's Office  
(631)-444-2252  
Room 400  
[hjerath@notes.cc.sunysb.edu](mailto:hjerath@notes.cc.sunysb.edu)
  
- ***Maria Savona***  
Administration Assistant  
(631)-444-2252  
Room 400  
[Maria.Savona@notes.cc.sunysb.edu](mailto:Maria.Savona@notes.cc.sunysb.edu)
  
- ***Margaret Sheryll***  
Keyboard Specialist  
(631)-444-9713  
Room 400  
[Margaret.Sheryll@notes.cc.sunysb.edu](mailto:Margaret.Sheryll@notes.cc.sunysb.edu)

## **4. Philosophical Base and Mission – BSHS/MSOT Program**

---

### **Progressive Philosophy of Education:**

Purpose of education is to:

- promote societal well-being
- enhance an individual's effectiveness in society

Education provides learners:

- with practical knowledge
- problem solving skills

### **Humanist Philosophy:**

Purpose of education is to:

- Enhance personal growth and development
- Facilitate self-actualization

Faculty believe that an individual's needs, interests and experiences are key elements in learning; that people have unlimited potential to be developed through education. We believe that it is important for students, graduates and faculty to recognize the importance of being motivated and self-directed. All individuals must take responsibility for their own learning.

The program design stresses the importance of:

- Individuality
- Pragmatic knowledge
- Problem solving
- Experiential learning
- Empowerment
- Self-directedness
- Lifelong learning
- Democratic ideals
- Social responsibility

## 5. Course Sequence

---

The curriculum within the School of Health Technology and Management follows a “Module” system. Each module is approximately five weeks in length. A course may be offered in a combination of modules depending upon the credit assignment. Contact hours and credit allotment are calculated on the Carnegie system. Courses are scheduled within one or more modules to accurately meet the credit assignment of the course.

Please see the School of Health Technology and Management bulletin for a description of each course.

### First Year (Undergraduate)

---

<u>Course</u>	<u>Title</u>	<u>Credits</u>	<u>Module(s)</u>
**HAO 313	Introduction to Occupational Therapy	1	Summer
*HBA 561	Regional Human Anatomy	5	Summer
HAS 363	Computer Literacy	1	Summer
HAO 323	Mental Health Concepts	2.5	1-3
HAO 315	Foundations of Occupational Therapy	3	1-4
HAO 319	Kinesiology	4	1-4
*HBY 350	Physiology	4	1-3
HAS 300	Issues in Health Care	2	1-3
HAO 320	Life Span Growth Development for OT	3	3-5
*HBP 310	Pathology	3	3-6
HAO 324	Psychosocial Theory and Practice	2.5	4-6
HAO 310	Neuroscience	4	5-8
HAO 396	Fieldwork Level IA (Mental Health)	1	5-8
HAS 335	Medical Ethics	1	5,6
HAO 374	Professional Behaviors I	1.5	5,6
HAO 385	Conditions in OT	2	5,6
HAO 491	Case Studies I	1	7
HAO 330	Pediatrics Theory and Practice	4	7,8

\* **Basic Science Course** (*not calculated in professional gpa*)

\*\* **HAO 313 Intro to Occupational Therapy** is also offered in the *Fall and Spring Semesters*

## **Second Year (Undergraduate)**

---

<b><u>Course</u></b>	<b><u>Title</u></b>	<b><u>Credits</u></b>	<b><u>Module(s)</u></b>
HAO 338	Substance Abuse	2	Summer
HAO 332	Adult Physical Dysfunction Theory and Practice	4	Summer
HAO 334	Acute Care	1	1,2
HAO 485	Vision, Perception and Cognition	2	1,2
HAO 440	Gerontology	3	1-3
HAO 430	Sensory Integration	2	1,2
HAO 340	Prosthetics and Orthotics	2	1,2
HAO 421	Physical Agent Modalities for the OT	2	1-3
HAO 397	Fieldwork Level IB (Pediatrics)	1	1,2
HAO 398	Fieldwork Level 1C (Adult Physical Disabilities)	1	2,3

## **Second Year (Graduate)**

---

HAO 451	Introduction to Research Design	1	3
HAO 516	Assistive Technology and Universal Design	2	4,5
HAO 542	Patient Education	2	4,5
HAO 574	Professional Behaviors II	1	4,5
HAO 592	Case Studies II	2	4,5
HAO 531	Management Concepts	1	4,5
HAO 551	Research Design	2	4-7
HAO 518	Work Programs in OT	2	4,5
HAO 596	Fieldwork Level IIA	12	6-8

## **Third Year (Graduate)**

---

HAS 550	Statistics & Data Analysis	3	Summer
HAO 530	Community, Occupation and Health	3	Summer
HAO 552	Research Tutorial	1	Summer
HAO 597	Fieldwork Level IIB	12	1-3
HAO 598	Fieldwork Level IIC	10	4-5
HAO 590	Independent Study	2	1-3
HAO 547	Grantwriting	1	6
HAO 562	Principles of Instruction	3	6-8
HAO 593	Case Studies III	2	6-8
HAO 580	Special Topics in Occupational Therapy	2	6-8
HAO 534	The OT Manager	3	6-8
HAO 532	Emerging Areas of Practice	2	6-8
HAO 575	Professional Transition Seminar	1.5	6-8
HAO 585	Disability & Occupational Therapy	2	7-8

## January Entry

---

Students who are admitted into the Occupational Therapy program in January, may register for a maximum of three courses from the occupational therapy core curriculum. These courses include:

HAO 313	(1 credit)	Introduction to Occupational Therapy
HAO 363	(1 credit)	Computer Literacy
HAS 335	(1 credit)	Medical Ethics

Taking HAO 313 and/or HAO 363 at this time will reduce the summer session credit load by up to 2 credits. Taking HAS 335 in this same semester will reduce the students' credit load by 1 credit during the following spring semester.

Students who are January admits who need to maintain full-time status at Stony Brook University may register for additional courses from the University. Students entering in January must maintain their good academic standing and complete any outstanding conditions by the end of June to continue in the Occupational Therapy program.

## 6. Grading Criteria

---

Unless indicated differently in the course outlines provided by the instructor, the following is the grading criteria.

<u>Minimum Percent</u>	<u>Grade</u>	<u>Quality Points</u>
92.5	A	4
89.5	A-	3.67
86.5	B+	3.33
82.5	B	3
79.5	B-	2.67
76.5	C+	2.33
72.5	C	2
69.5	C-	1.67
66.5	D+	1.33
62.5	D	1.0
	S = Passing (“C” or higher)	----
	F = Failure	----

Students must be in good academic standing (professional gpa 2.5 and overall gpa of 2.0) to transition to the graduate level of the curriculum. Graduate students must maintain a gpa of 3.0 to be considered in good standing.

*Please refer to SHTM policies on academic standing found in the SHTM Student Handbook*

## 7. Evaluation of Student Learning

---

Evaluation of student learning takes place at several levels -- daily in the classroom, periodically as the result of tests and graded assignments, and during fieldwork experiences. It is a key component of teaching and learning. In keeping with the concept that students are individuals with individual styles of learning and communication, faculty is encouraged to use multiple methods of evaluation throughout the coursework. Occupational Therapy students are evaluated through objective tools and essay tests, multiple choice questions, case studies, lab work and practicals, written and oral assignments, class presentations, **Professional Behavior Monitors** and professional organization fieldwork evaluation forms during fieldwork experiences.

It is the prerogative of the instructor to select the specific method for evaluating learning by the student in each course. However, the evaluation methods must be included in the course outline, reviewed and recommended for approval by the School of Health Technology and Management’s Curriculum Committee and the Dean.

The purpose for Fieldwork I and II, the intended learning outcomes, and the faculty, student, clinical fieldwork supervisors' expectations and responsibilities, as well as the evaluation methods are reviewed with the students prior to their attending fieldwork. Students have an opportunity to offer feedback about their grading concerns, their opinions about fieldwork sites and their experiences in writing and verbally.

Course outlines are given to and reviewed with the students during the first week of each class. This information includes the methods of evaluation, the weighting of the methods, and criteria for grading. As an example, if the instructor is employing a mastery learning policy for an assignment, and a "B" is the passing grade, then the students are informed of this by discussion and in the course outline.

Unless otherwise indicated on the course syllabus, all projects, papers and assignments are considered

## **8. Course and Instructor Evaluations**

---

Students have the opportunity to complete course and instructor evaluations at the end of each course. A class representative submits the completed forms to the Dean's office. Once the evaluations have been rated, they are returned to the Program Director for review with the faculty. Faculty and the director review the outcomes annually.

Although it is the responsibility of the instructor to provide a sufficient number of course evaluations for the class in a timely manner, it is the student's responsibility to complete and return the forms. It is only through such input that growth and change can occur. This evaluation method not only benefits you as a student, but it assists the faculty and the program administrators in their endeavor to provide students with the best program and faculty possible.

## **9. Attendance**

---

Punctual attendance in all classes is expected of all students. Excessive absences may be grounds for dismissal from the program.

If a student knows he/she will be absent from class or scheduled activity, he/she must personally notify the course instructor and/or the Occupational Therapy office in advance. Faculty and staff e-mail and phone extensions are listed in this manual.

If an emergency occurs and the student will not be able to attend an assigned Fieldwork Level I or II placement, or if the student is going to be late due to an emergency, the student must notify the Stony Brook University Occupational Therapy program **and** the fieldwork site on the morning of the absence prior to the start time of the activity or work assignment.

Faculty and the fieldwork supervisors are expected to inform the program office of any absences when they occur. Failure to do so may jeopardize professional liability insurance coverage.

## 10. Withdrawal/Leave of Absence

---

Please refer to the School of Health Technology and Management student handbook. If withdrawing or requesting a leave of absence, students must follow the policies and procedures delineated in the School of Health Technology and Management bulletin and the SHTM Student Handbook of Policies and Procedures.

## 11. Classroom Policies

---

Policies and procedures regarding late assignments and the opportunity for make up exams are established at the discretion of the individual course instructor. However, such procedures must be discussed with the Program Director and agreed upon by the department faculty prior to being instituted. It is always recommended that such policies and procedures be decided in advance of the first class session and written as part of the course syllabus/outline.

Audible electronic communication devices such as cell phones and beepers are **NOT** to be used in the classrooms during lectures. Should a student be aware that there might be a need to be contacted during a class session the student may leave a message with the departmental secretaries for notification. The departmental number that students may give for **personal emergency contact** is 631-444-8394.

University phones located in the classrooms are for **EMERGENCY** purposes only. Use of the phone for other than emergency purposes **without the expressed permission** of a faculty or staff member will be considered unprofessional conduct.

There is no eating or drinking during classes unless the class instructor grants permission prior to the class commencing. Permission to eat and drink given by one instructor in one class does not carry over as permission to eat or drink in the next. This restriction has to do with environmental safety and sanitation concerns.

Caps and hats that **ARE NOT** worn for religious, cultural, or medical reasons are considered unprofessional attire and must be removed and remain off during class time.

Please be respectful to fellow students, the faculty and staff of the Health Sciences Center. This means speaking quietly in the hallways and limiting participation in any stress relieving, physical recreation activities to the areas outside of the Health Sciences Center.

## **Americans with Disabilities Act**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building, Telephone (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following website: <http://www.ehs.sunysb.edu> and search for 'Fire Safety and Evacuation/Physical Disabilities'.

## 12. Professional Behavior

---

Attitude and professional behavior, along with knowledge and skill, are evaluated during **ALL** classroom and fieldwork experiences. Please remember, this is a professional program. Faculty believe the knowledge, skills and attitudes students exhibit in the classroom are reflective of those they will exhibit during fieldwork experiences. Faculty encourage students to not view the classroom setting (lectures, laboratories) as isolated from the clinical setting. Faculty expect students to utilize their critical thinking, communication skills, and reflective reasoning at all times. Seeing these abilities on an ongoing basis assists the faculty when they are assessing the students' professional development.

Whether on fieldwork, attending classes on campus, or enjoying special activities/events, students must remember that they are a reflection of the School, faculty, and profession. Students are expected to be prompt, to follow the rules and regulations of the facility, to be courteous and to follow dress codes established by each facility/site.

## 13. Plagiarism

---

The Occupational Therapy program considers ANY form of plagiarism as grounds for dismissal from the program. Students are expected to follow the examples given in the American Psychological Association reference manual for proper citation and references of work. Students are expected to purchase said manual prior to the start of OT coursework. The current edition of the APA manual is the 5<sup>th</sup> edition, the purchase of the APA software is suggested. It is the student's responsibility to be aware of all steps needed to avoid plagiarism; i.e. the rules and recommendations for proper citation and referencing. Please refer to the Health Sciences Bulletin and the School of Health Technology and Management Student Handbook of Policies and Procedures for further information regarding plagiarism.

Also see appendix to AOTA advisory on plagiarism.

## 14. Copyright Materials

---

It is required that all Occupational Therapy program faculty, staff, and students adhere to the laws of copyright. When appropriate, the Occupational Therapy Program faculty, if using copyright material for educational purposes will provide a **single** copy of the material for student and class use. The material will be made available in class or through the "reserved" area of the Health Sciences Center Library. Under no circumstances should a student or class interpret the access to the **single** copy as having permission to make multiple copies of the material. Multiple copies may only be made with the expressed and/or written permission of the author(s).

## 15. Confidentiality

---

Faculty, as ethical professionals, are expected to respect students' and patients' rights to confidentiality.

It is also imperative that students pursuing a professional career understand that they are held to the *same ethical standards in clinical placements and academic areas of the program. Students are expected to complete and adhere to HIPPA regulations.*

Fellow students personal information, i.e. grades, concerns, and behaviors revealed in or out of class should not be openly shared with others since it is in direct violation to school and clinic policies.

Patient information is regarded as confidential. Any reports completed for submission to class are not to reveal the patient's name. Students must use the first name, a pseudonym, or initials. This also pertains to any discussions students may have about the patient outside of the clinic and or classroom.

Students may not copy or remove medical records on any client unless it has been indicated in writing that the facility has permission from the patient and is authorized to grant approval to do so.

It is the responsibility of the student to clearly ask for and to understand the facilities rules and regulations regarding confidentiality.

## 16. HIPPA (Health Insurance Portability and Accountability Act)

---

See School of Health Technology and Management Policy and Procedures Manual regarding HIPPA and student's responsibilities to adhere to HIPPA regulations.

## 17. Annual Physical History/Assessment and Immunization Record

---

All Occupational Therapy students are required to complete and submit the Stony Brook University, School of Health Technology and Management, physical history, health assessment form and immunization record prior to beginning coursework. The information on the forms is to be updated annually. The school provides these forms. Forms may be completed by making an appointment with the Student Health Services on West Campus, or by your own physician.

Students who have submitted incomplete forms, or students who have not submitted forms, will **NOT BE ALLOWED** to attend Fieldwork Level I or II until the forms are submitted and/or properly completed. Student Health Services must advise the Occupational Therapy Academic Fieldwork Coordinator that all health obligations have been satisfactorily met before a student will be placed on any fieldwork assignment. Failure to comply by the program and/or school recommended date may result in the student being placed on academic probation. (*See SHTM Student Handbook of Policies and Procedures regarding academic probation*). *Please note: even if you have been a student at SUNY Stony Brook you are still required to complete the School of Health Technology and Management's health forms.*

## 18. Student Advisement

---

Each student is assigned a faculty member as an advisor. It is the responsibility of the student to meet with the advisor **NO LESS** than twice yearly. The **Professional Behavior Monitor** will be reviewed at that time.

## 19. Student ID's

---

Unless otherwise instructed students are to utilize the Stony Brook University, School of Health Technology and Management identification badge as their official identification during any school or program related activity, on or off campus. Some activities or locations may require the students to block out their last name. Students may do so by adding a piece of masking or colored tape to the badge cover.

## **20. Graduation Criteria**

---

Graduation is dependent upon the successful completion of all prerequisite, basic sciences, core, as well as the research sequence and final results pages and professional courses including HAO 596, HAO 597, HAO 598 (Fieldwork Level II).

The program and School must review all student records prior to notifying the New York State Department of Education of the student's graduation date, or before issuing a diploma. The student may then apply for a New York State limited permit (See New York State Licensure) to practice Occupational Therapy and may sit for the National Board for Certification examination in Occupational Therapy.

## **21. Certification by the NBCOT**

---

The National Board for Certification (NBCOT) in Occupational Therapy administers a national certification examination to all students graduating from an accredited Occupational Therapy curricula, and maintains a roster of all certified occupational therapists.

Students must register for this examination directly with the testing agency, and pay all required fees. To be eligible to sit for the examination, all academic and clinical work must be successfully completed.

The examination is given "on demand" at designated computerized testing sites. Students will receive specifics about the exam application process as they near graduation.

## **22. New York State Licensure**

---

To practice occupational therapy in New York and most other states, a therapist must hold a valid, current professional license with the state. The purpose of licensure is to protect the public from unqualified and incompetent practitioners. To obtain a professional license in New York State, the individual must file an application for licensure, submit final college or university transcripts, submit the NBCOT examination results indicating successful passage of the examination, and pay all necessary fees. New York State uses the NBCOT exam as the state licensure examination, but a separate application for licensure must be filed with the New York State Department of Education, Division of Professional Licensing, in Albany, New York.

Students who have completed all their degree requirements and have secured employment, but have not yet taken the certification examination, will be able to apply for a “Limited Permit” to practice Occupational Therapy. While working under a limited permit, you must be supervised by a licensed, registered Occupational Therapist. Your potential employer must sign the limited permit application forms to verify that you will be practicing under the supervision of a licensed, registered occupational therapist. The limited permit is good for one year, or until the student passes or fails the certification exam. Passage leads to full licensure; failure leads to the cancellation of the permit.

Once licensed, occupational therapists are expected to practice ethically and safely, and to maintain their licensure registration. License registration is required to be renewed every three years. A therapist can lose their professional license for unethical, illegal or immoral practices, or for infraction of the licensure law. It is imperative that you understand this law, and practice within its scope.

Students intending to practice in another state must file for a license in that state. Contact that state’s licensure division, or Occupational Therapy Association, for information and assistance in obtaining state licensure.

## **23. Student and Professional Organizations**

---

Students are encouraged to join and participate in the student associations at Stony Brook University and in the School of Health Technology and Management.

The Student Occupational Therapy Association here at Stony Brook University is listed with the American Occupational Therapy Association ([www.aota.org](http://www.aota.org)) and there is a student delegate who attends student meetings at the AOTA Annual Conference. Please see Stony Brook University SOTA by-laws in appendix.

Applications for student membership in the New York State Occupational Therapy Association (NYSOTA) and the American Occupational Therapy Association are made available to each student.

Students play an important part in helping our profession stay current and progressive. Each organization provides a basis for student’s professional growth through the offering of various meetings, conferences, and publications. Many of these offerings are available at reduced rates to the organization’s members.

Pi Theta Epsilon (PTE) is the national honor society for occupational therapists. The mission of Pi Theta Epsilon is to support the practice of occupational sciences and the practice of authentic occupational therapy by promoting research and other scholarly activities by its members. In this way, the organization serves not only the profession, but helps to insure quality health care services for the general public.

Alpha Eta - Every year, just before graduation, faculty from each SHTM program reviews the academic records of their students. A limited number of the graduates from any one program who have demonstrated outstanding scholarship and exceptional leadership are nominated for induction into our local chapter of Alpha Eta---the National Honor Society for Allied Health Professionals.

Lifetime membership in Alpha Eta, which includes your membership certificate, Alpha Eta pin, and honor cord to be worn at graduation, entails a one-time fee of \$30. In addition, your official university transcript will permanently designate your induction into the honor society.

## **24. Job Placement/Listings**

---

The Occupational Therapy program receives many job listings and job fair announcements from various schools and agencies in the metropolitan area.

The job listings that the Occupational Therapy program receives are posted on the program's bulletin board or filed in the Occupational Therapy Office. Students are welcome to review the postings at any time. In addition, many journals and periodicals that list Occupational Therapy openings are made available to students by the Occupational Therapy faculty and through the Health Sciences Library.

Graduates of the program are encouraged to provide the program with up-to-date email and mailing addresses. The program strives to notify alumni of job vacancy postings as frequently as possible.

## 25. Fieldwork

---

Fieldwork is considered an integral part of the student's education. Completion of fieldwork is not only a requirement for students to graduate, but it is also a requirement for graduates to be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) and to apply for licensure as an Occupational Therapist in New York State. Please see appendices for AOTA's Commission on Education: 'The Purpose and Value of Occupational Therapy Fieldwork Education'.

If an emergency occurs and the student will not be able to attend the assigned Fieldwork Level I or II, or if the student is going to be late due to an emergency, the student must notify Stony Brook University Occupational Therapy program **and** the fieldwork site prior to the start time of the scheduled activity or work assignment.

This Occupational Therapy program has been designed to allow students to enhance their academic learning by participating in clinical experiences early on in their education. Fieldwork experiences have been incorporated into the academic curriculum in modules 5-8 of the first year, 1-3 and 6-8 of the second year, and 1-3 and 6-8 of the third year.

Students are introduced slowly into the field of Occupational Therapy and are expected to show increased competence in the clinical experiences as their education progresses.

Intended learning outcomes for each fieldwork course are included on the course syllabi (HAO 396, HAO 397, HAO 398, HAO 596, HAO 597, and HAO 598). Clinical sites may have additional objectives and expectations of the occupational therapy students participating in Fieldwork Level I and Level II at their site. Generally, these are communicated in writing or are discussed with the student prior to the student attending the site for fieldwork.

Clinical fieldwork supervisors must have a minimum of one year of work experience as an occupational therapist. Occasionally, this program will use sites that do not have a full time occupational therapist. These are considered to be non-traditional sites. Students placed on fieldwork in a non-traditional site are assigned to a faculty member, or an occupational therapist from the community with known or documented expertise in the area being studied. Supervision from an assigned therapist will be provided for a minimum of 6 hours per week. In addition, an on-site supervisor from another discipline will provide day-to-day supervision for the student.

Graduates of the program are encouraged to provide the program with up-to-date email and mailing addresses. The program strives to notify alumni of job vacancies.

## 26. Requirements for Fieldwork Placement

---

To be assigned to Fieldwork Level I or II placement the student must have:

1. A current copy of their annual physical history and assessment and immunization records on file at the Student Health Services. This must include all Titters and a PPD within the past 12 months. If the PPD is positive the student must also have a chest X-ray.
2. Student Health Services must have cleared the student for all of the above documentation.
3. Current malpractice/liability coverage in the amounts of \$1,000,000 - \$3,000,000. See additional information provided under the section entitled malpractice/liability insurance.
4. A minimum overall GPA of 2.0 and a professional course GPA of 2.5 during the undergraduate portion of the curriculum and a minimum GPA of 3.0 for *ALL* graduate level coursework.
5. To register for Fieldwork Level II courses (HAO 596, HAO 597, HAO 598) students must have successfully passed all Fieldwork Level I experiences, all undergraduate coursework, received a passing grade of “C” or above in HAO 374 Professional Behaviors I and a grade of “B” or above in HAO 574 Professional Behaviors II.
6. Students having difficulty meeting the requirements to register for Fieldwork Level II courses may have the opportunity for remediation. The opportunity, format and scheduling of such will be determined on a case by case basis and at the discretion of the occupational therapy faculty including the Academic Fieldwork Coordinator and Program Director. Each individual decision and remediation plan must be in accordance with the School of Health Technology and Management’s Student Handbook of policies and procedures section on Academic Standing. The need to repeat a fieldwork level I course, or the need for remediation prior to registering for fieldwork level II coursework could result in the need for the student to follow a modified curriculum plan. A modified education plan will extend the amount of time it takes for the student to complete the curriculum from the student’s initial year of entry. Students who fail to meet the minimum standards to register for Fieldwork Level II courses after remediation may be dismissed from the program.
7. Have successfully completed HIPAA training.

## 27. Student Fieldwork Placement Procedures

---

The Academic Fieldwork Coordinator assigns students to Fieldwork Level I and Fieldwork Level II experiences. *It is department policy that students are not allowed to act independently in executing an agreement with a clinic site. Students are not permitted to arrange their own fieldwork appointments.*

The students learning style and the facilities program are considered when assigning students to sites. When possible, issues such as the student's need for housing, family obligations, transportation/travel issues, and financial need for outside employment while on fieldwork are taken into consideration.

Clinical sites are mainly in the Long Island and Metropolitan areas of New York, although the University has contracts within other areas of the United States. There are times when a student will be placed outside the immediate area.

Should a student wish to complete their Fieldwork Level II at a location or facility that we do not currently have a clinical agreement with, all efforts will be made to accommodate the student's wishes by contacting and, hopefully, executing a clinical agreement with the site. Such requests must be made to the Academic Fieldwork Coordinator in writing no later than one full year before the Fieldwork of the first year in the program.

There are fieldwork placement sites that require an interview with the potential fieldwork student. It is always the prerogative of a fieldwork site as to whether or not to accept a student for placement. If an interview is required, the Academic Fieldwork Coordinator will inform you as to the steps you must take to fulfill this obligation.

Students are welcome to make appointments with the Academic Fieldwork Coordinator to review data on fieldwork sites. These forms include the Fieldwork Data Form provided by the Fieldwork Site and the Student Evaluation of Fieldwork Site completed by students following the completion of their fieldwork level II experiences (HAO 596, HAO 597, and HAO 598).

The School of Health Technology and Management has a Contract Officer who handles the communications regarding the establishment of the Clinical Agreement with the facilities. Copies of the Clinical Agreements are kept on file with the Contract Officer. The Academic Fieldwork Coordinator may make the initial contact and gather mailing address and other pertinent information. However, this information is then forwarded to the Contract Officer who begins the legal and paper work process.

Our program is fortunate in that many facilities in the area have clinical agreements with the School of Health Technology and Management. However, the legalities in establishing addenda and new agreements can be cumbersome, and students need to understand that because a facility has a clinical agreement with one program in the School, does not automatically make it easy to develop a clinical agreement between our program and that particular facility.

Students are notified of their assigned fieldwork placement in writing from the Academic Fieldwork Coordinator. A copy of this notification is kept on file with the Academic Fieldwork Coordinators.

All students are placed in quality fieldwork sites **(once a student has been assigned to a fieldwork site, the Academic Fieldwork Coordinator will not make any changes.)** Unfortunately, sometimes, clinical sites are forced to cancel confirmed placements due to staffing changes or facility reorganization. If this occurs, the student will be reassigned. Every attempt will be made to reassign a student to another clinical site for the same time frame initially scheduled.

## **28. Responsibilities of the Academic Fieldwork Coordinator**

The following three sections are based on the Guide to Fieldwork Education, Commission on Education of the American Occupational Therapy Association (1993).

The responsibilities of the Academic Fieldwork Coordinator include but are not limited to the following:

- assigning eligible students to fieldwork experience and confirming the assignment in writing to each clinical fieldwork supervisor;
- through communication with the School of Health Technology and Management contract officer, assuring that all written contracts or letters of agreement between the educational institution and fieldwork education center are signed and periodically reviewed;
- making regular and periodic contacts with each fieldwork education center where students are placed;
- identifying new sites for fieldwork education;
- developing and implementing a policy for the withdrawal of students from a fieldwork education center;
- orienting students to the general purposes of fieldwork experience and providing them with necessary forms;
- reassigning students who do not complete original fieldwork assignments in accordance with educational institution's policies;
- developing fieldwork experience programs that provide the best opportunity for the implementation of theoretical concepts offered as part of the didactic curriculum;
- maintaining a collaborative relationship with fieldwork education centers;
- sending necessary information and forms for each student to the clinical fieldwork supervisor unless responsibility is assigned to the student.

## 29. Responsibilities of the Clinical Fieldwork Supervisor

---

The administrative responsibilities of the clinical fieldwork supervisor include, but are not limited to the following:

- collaborating with the academic fieldwork coordinators in the development of a program that provides the best opportunity for the implementation of theoretical concepts offered as part of the academic educational program;
- preparing, maintaining, and sending to the academic fieldwork coordinators current information about the fieldwork education center, including a statement of the conceptual models from which evaluation is derived, and upon which treatment is based;
- scheduling students in collaboration with the academic fieldwork coordinators;
- establishing objectives of the fieldwork experience and identifying the philosophy of the fieldwork experience center;
- contributing to the evaluation of each student at the midpoint or termination. One copy of the terminal or final document must be signed by both the fieldwork educator and the student and sent to the academic fieldwork coordinator of the academic educational institution in which the student is enrolled (the student is also entitled to a copy);
- being familiar with the policy regarding the “withdrawal of students from fieldwork experience” of each academic educational institution from which students are accepted;
- notifying the academic fieldwork coordinators of any student for whom the fieldwork education center is requesting withdrawal;
- reviewing periodically the contractual agreement between the academic educational institution and the fieldwork education center and ensuring that these agreements are signed;
- providing regular and periodic supervision of students.

The direct day-to-day supervisory responsibilities of the clinical fieldwork supervisor include, but are not limited to the following:

- providing an adequate orientation to the fieldwork education center and to specific departmental policies and procedures;
- assigning patients and clients to the student;
- supervising the provision of occupational therapy services; documentation, and oral reporting of the student;
- assessing skill and knowledge level of the student;
- meeting with the student regularly to review performance and to provide guidance;
- evaluating the student at midpoint and termination of the fieldwork experience using the performance evaluation instrument.

## 30. Responsibilities of the Fieldwork Students

---

The student is the learner who is enrolled in a course of study at an educational institution leading to a degree or certificate in occupational therapy. The student is expected to collaborate with the academic fieldwork educator and the clinical fieldwork supervisor to ensure compliance with fieldwork experience requirements.

The student is responsible for the following:

- confirming the fieldwork experience dates with the Clinical Fieldwork Supervisor in advance of the starting date, if a Fieldwork Level II student;
- **submitting all required health history and immunization information making sure it is current, accurate and complete. NOTE: the Academic Fieldwork Coordinator WILL NOT SEND OUT ANY COMPLETED STUDENT HEALTH FORMS. It is the responsibility of the student to ensure that the clinic site has the most recent health form.**
- complying with all policies and procedures for the fieldwork site unless exempted, including prompt notification of student absences;
- fulfilling all duties and assignments made by the fieldwork site unless exempted, within the time limit specified;
- notifying the fieldwork site and the academic program of current address and telephone numbers;
- completing and presenting to the clinical fieldwork supervisor at least one copy of the Student's Evaluation of the Fieldwork Site;
- having available copies of the appropriate performance evaluation forms and student evaluation forms unless the academic fieldwork coordinator sends forms to the fieldwork site.

## 31. Student ID's and SHTM Patches

---

Unless otherwise instructed students are to utilize the Stony Brook University, School of Health Technology and Management identification badge as their official identification during any school or program related activity, on or off campus. Some activities or locations may require the students to block out their last name. Students may do so by adding a piece of masking or colored tape to the badge cover.

The School of Health Technology and Management provides one complimentary patch for use on lab coats and uniforms. Additional patches may be purchased for a nominal fee. Patches are available through the Office of the Assistant Dean for Student Affairs.

## **32. Student's Financial Obligations**

---

Fieldwork is not a paid experience. Students must be prepared to pay for all expenses incurred while on fieldwork. Such expenses may include but are not limited to:

- Transportation
- Uniforms
- I.D. Badges (if other than the School's is required)
- Meals
- Housing
- Malpractice/Liability Insurance (paid prior to October 1<sup>st</sup> of each academic year)

## **33. Malpractice/Liability Insurance**

---

All Occupational Therapy students are required to purchase individual malpractice/liability insurance in the amount of \$1,000,000 /\$3,000,000. The insurance is purchased as a group blanket policy through Marsh Affinity Group, Inc.

Students are notified of the fees each year prior to the October 1st deadline for submission. Checks or money orders must be made out to Marsh Affinity Group, Inc.

The fee to cover students from November 7, 2006 through November 7, 2007 is approximately \$15.00/student.

## **34. Work Hours**

---

The American Occupational Therapy Association Commission on Education has established guidelines for the minimum number of weeks required for fieldwork. The AOTA current requirement is 24 weeks for Fieldwork Level II. It is within the domain of the Occupational Therapy program as to how to meet the established guidelines and "standards".

The fieldwork site establishes daily hours of fieldwork. Hours are to be reasonable and not present major hardships to the students. Students need to be aware that the hours may include evenings, weekends and holidays. Every facility does not work on a Monday through Friday, 9:00 a.m. to 5:00 p.m. schedule. Generally, if there are evening, weekend and holiday hours required by the facility, it will be indicated on the Fieldwork Data Form provided by the facility and kept on file with the Academic Fieldwork Coordinator. Students may also become aware of such hours through verbal communications with the site prior to beginning the fieldwork experience.

HAO 596, HAO 597 and HAO 598 are graduate level courses that are taking place in a clinical setting. Each course and setting will require homework, off – hours study time, special projects, written and oral presentations. Students are expected to utilize resources available within and outside of the clinical site to complete assignments in a professional manner.

School policies regarding attendance do not change for these courses. Taking time off or missing workdays is not acceptable and is considered unprofessional. Except for extenuating circumstances, as determined by the Clinical Fieldwork Supervisor in conjunction with the Academic Fieldwork Coordinator, all absences must be made up prior to the completion of the fieldwork course. Any absences must be reported prior to being scheduled. This is important due to School/University liability issues.

## **35. Site Visits**

---

Every attempt will be made by the Academic Fieldwork Coordinator (AFWC) or assigned faculty member to make a site visit while students are on fieldwork.

Students are encouraged to visit the clinical fieldwork supervisor prior to attending Fieldwork Level II at the site.

Students are also encouraged to review any materials on file from the fieldwork site such as the Fieldwork Data Form or the Students Evaluation of Fieldwork Site. Students must make an appointment with the Academic Fieldwork Coordinator to be able to review the aforementioned materials.

While students are on their Fieldwork Level II experiences, the academic fieldwork coordinator or designee will make contact with each student and student supervisor either by phone, by a site visit, or both. Clinical fieldwork supervisors and students are encouraged to contact the academic fieldwork coordinator as often as necessary. Should problems occur during the fieldwork experience, more frequent communication and follow up, including site visits, will be made. A learning contract may be implemented at the discretion of the academic fieldwork coordinator. A learning contract will stipulate the necessary areas to improve and deadlines for completion. The academic fieldwork supervisor will write the learning contract with input from the clinical fieldwork supervisor and the student.

When a site visit is made by the AFWC or faculty member, they will utilize the MOTEC (Metropolitan Occupational Therapy Education Council) fieldwork evaluation form (see attached).

## **36. Evaluation and Grading of Fieldwork**

---

All Fieldwork Level I courses (HAO 396, HAO 397, HAO 398) are graded with letter grades. Fieldwork Level I courses follow specific occupational therapy theory and practice courses. Evaluation methods and grading for the Fieldwork Level I experiences are identified in the course syllabi.

Students who fail a Fieldwork Level I course must satisfactorily repeat the course prior to moving on to the next Fieldwork Level I experience. Failing a Fieldwork Level I course could result in a student having to "step out" of the curriculum sequence. If the repeated course is successfully completed, the student will then be able to "step back" into the curriculum. The need to "step out" and "step back" in could result in a student registering for a modified curriculum plan which could extend the amount of time it takes to complete the curriculum from the student's initial year of entry. The opportunity to repeat a Fieldwork Level I course because of failure is limited to one time per fieldwork level I course. The opportunity is offered on a case-by-case basis and in accordance with the School of Health Technology and Management's Student Handbook of Policies and Procedures (see section on Academic Standing). Failing two consecutive fieldwork level I placements may result in termination from the program.

Fieldwork Level II courses are graded by using the American Occupational Therapy Association's Fieldwork Performance Evaluation (FWPE). Grades for Fieldwork Level II courses are submitted as "S" (satisfactory) or "F" (failure) and are assigned by the Academic Fieldwork Coordinator. A grade of an "S" is considered to be a "C" or better. Clinical Fieldwork Supervisors are asked to utilize the same form mid-way through HAO 596, HAO 597, and HAO 598.

Students must receive a score of 3 or above on items 1, 2 and 3 of the FWPE in order to pass Fieldwork Level II, regardless of their scores on the other items. Students must receive a score of 122 or above in order to pass Fieldwork.

Students who fail Fieldwork Level II courses are required to "step out" of the curriculum sequence. The opportunity for remediation and for repeating the failed fieldwork course is offered on a case-by-case basis and in accordance with School of Health Technology and Management's Student Handbook of Policies and Procedures (see section on Academic Standing). The opportunity to repeat a fieldwork course because of failure or the need for remediation is limited to one time per Fieldwork Level II course. If the repeated course is successfully completed, the student will then be able to "step back" into the curriculum. The need to "step out" and "step back in" will result in a student registering for a modified curriculum plan and extending the amount of time it takes to complete the curriculum from the student's initial year of entry. Students who fail two consecutive fieldwork placements will be dismissed from the program.

## 37. Withdrawal/Dismissal from Fieldwork Site

---

Students can be dismissed or withdraw from a fieldwork placement. Grounds for dismissal/withdrawal may include but are not limited to:

- Prolonged illness
- Excessive absences
- Failure to follow established facility rules and regulations
- Demonstrated behaviors considered to be dangerous to self or others
- Failure of the site to provide agreed upon training and supervision

All fieldwork sites must notify and discuss with the academic fieldwork coordinator a decision to dismiss a student prior to the dismissal. The exception to this is a situation where the student has blatantly endangered client or staff safety. In this situation, students may be dismissed immediately and a meeting/phone call must be made to the academic fieldwork coordinator explaining the action.

All attempts should be made to avoid dismissal and/or withdrawal from a fieldwork site. If there is a possibility of this occurring, the fieldwork coordinators will meet with the fieldwork supervisor and the student to provide advisement and supervision. This may include a learning contract in which the student signs an agreement of behavioral objectives he/she needs to accomplish.

All dismissals must be followed up by a letter to the academic fieldwork coordinator and in turn a letter to the student explaining reasons for the action.

All withdrawals must be requested in writing by the student, and sent to the fieldwork coordinators prior to the withdrawal taking place. Reasons for the request must be clearly indicated in the letter. Withdrawals must be approved by the both the academic and clinical fieldwork coordinators and the Director of the Occupational Therapy Program at Stony Brook University. A letter indicating approval or disapproval will be sent to the student with a copy of the letter sent to the fieldwork site.

***Please note: Failure or potential failure of a Fieldwork Level II may be handled differently than the aforementioned.***

If a student is demonstrating deficits in professional behavior and/or skill performance during a scheduled fieldwork level II course and such deficit is indicative of the potential for failure, or if a student is considered to be failing at anytime prior to the end of the fieldwork course, the procedure is as follows:

- The Clinical Fieldwork Supervisor notifies the Academic Fieldwork Coordinator of potential failure or current concerns.
- The Academic Fieldwork Coordinator makes a site visit and discusses the situation with both the student and the clinical supervisor.

- If all parties involved agree upon remediation, then a learning contract is created and implemented. The learning contract reflects the required changes to be made by the student. The contract has a target date of completion no less than one week but no more than three weeks from the learning contract initiation date. The student is re-evaluated by the Clinical Fieldwork Supervisor to determine the student's level of progress and informs the Academic Fieldwork Coordinator and student of the progress and /or continued concerns. At the point, the learning contract may be extended, modified, or discontinued.
- The Academic Fieldwork Coordinator maintains close contact with both the student and Clinical Fieldwork Supervisor until the situation is resolved.
- Should a student fail a fieldwork course, the student is immediately withdrawn from the clinic site upon notification and the Academic Fieldwork Coordinator will follow the process as stated in the Fieldwork Course description and according to school policy.

## **38. Occupational Therapy Program - Fieldwork Level I (HAO 396, HAO 397, HAO 398)**

---

HAO 396, HAO 397 and HAO 398 are related to specific occupational therapy courses. They are considered preclinical in nature and generally consist of observation and very limited “hands on” experiences completed under the supervision of an occupational therapist. Fieldwork Level I courses are scheduled throughout Modules 5-8 of the first year, and Modules 1–3 of the second year of the professional curriculum. Students complete assignments related to the experience. Completed assignments are used for discussion purposes throughout the curriculum. Students receive a course grade based upon their professional behavior exhibited during the fieldwork level I courses and based upon their completed assignments related to the fieldwork level I experience.

## **39. Occupational Therapy Program - Fieldwork Level II (HAO 596, HAO 597, HAO 598)**

---

HAO 596, HAO 597, HAO 598 are Fieldwork Level II courses that when combined provide 34 weeks of clinical experience (two 12 week sessions and one 10 week session) in which the student has the opportunity to practice the knowledge, skills, and attitudes that are necessary when providing occupational therapy services to patients of varying ages and disabilities.

Fieldwork II is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to human performance. (AOTA Standards).

The American Occupational Therapy Association Fieldwork, Inc. Fieldwork Performance Evaluation for the Occupational Therapist is used for the mid-term and final grading of the Fieldwork Level II courses. Students must receive a passing grade (“S”) for each of the three Fieldwork Level II courses in order to fulfill the program’s requirements for graduation, as well as, the requirements to sit for the National Certification Examination. Please see the section on Evaluation and Grading of Fieldwork for more information. Students must receive a score of 122 or above in order to pass Fieldwork.

## 40. Appendices

---

1. Table of organization
2. Curriculum Framework
3. Curriculum Outline
4. Bylaws of Student Occupational Therapy Association (Club)  
Stony Brook University
5. AOTA Advisory Opinion on Plagiarism
6. Value and Purpose of Fieldwork Education
7. Fieldwork Performance Evaluation Form (Sample)
8. OT Student Personal Data Sheet
9. Student Evaluation and Fieldwork Experience
10. Professional Behavior Monitor Form
11. Affiliation Agreements
12. Technical Standards (to be distributed later)
13. Faculty/Student Advisors
14. Buddy List