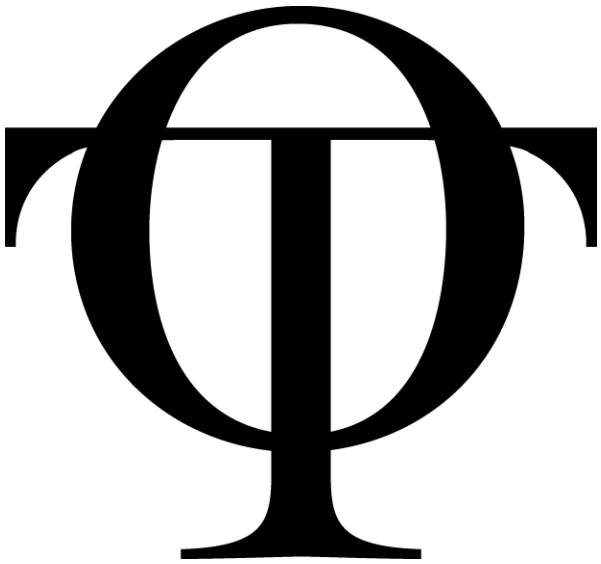
COLUMBIA UNIVERSITY



STUDENT HANDBOOK

Entry Level Masters Program, Programs in Occupational Therapy

2022 - 2023

Limitations of Handbook

This handbook is intended to provide information for the guidance of Columbia University Occupational Therapy students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this handbook are subject to change, and the Programs reserve the right to depart without notice from any policy or procedure referred to in this handbook, or to revise and amend this handbook in whole or in part at any time. This handbook is not intended to and should not be regarded as a contract between the University and any student or other person.

Students should also refer to the Essential Policies for the Columbia Community, http://facets.columbia.edu, the university publication on policies and regulations.

OCCUPATIONAL THERAPY STUDENT HANDBOOK

This Handbook contains information and policies adopted by the Programs in Occupational Therapy. Some of the information is contained only in the Handbook and is provided here in greater detail than in any other document. All of the information relates to some aspect of your education, and it is important that you become familiar with the contents.

Table of Contents

Introduction to the Programs in Occupational Therapy **5**

Introduction 5

Mission Statement 5

Professional Values Statement 6

Curriculum **8**

Philosophy 8

Program Learning Objectives 8

Curricular Threads 9

Curriculum Graphic 10

Curriculum Sequence 11

Academic & Professional Standards for Occupational Therapy **14**

Essential Functions for Admission and Matriculation to the Programs in Occupational Therapy 14

Honor Code for Academic and Professional Conduct 18

Academic Standards 20

Grades and Points 20

Academic Requirements 21

Written Exam Grading Guidelines 22

Academic Requirements Related to Clinical Courses 22

Incomplete 23

Additional Academic Requirements and Competencies 23

Progress and Promotion Committee 24

Academic Standing 25

Due Process Procedures 26

We see the need, we meet it, we exceed it!

Academic Infraction Policy 26
Disciplinary (Non-academic) Infractions: Dean's Discipline 27
Guidelines for Student Conduct 29
Standards of Behavior 30
Development of Professional Behavior 30
Advisement 30
Policy for the Development of Professional Behavior 31
Professional Behavior in the Classroom 37
Attendance 37
Major Religious Days 38
Dress Code 39
Guidelines for Remote Learning 39
Examination Conduct 40
Policy on Written Assignments 43
Policy on Authorship 44
University Requirements for Participating in Research 44
Proprietary Rights in Intellectual and Technological Products 45
Other Policies And Procedures 45
Membership in AOTA 45
Students with Disabilities 46
Name Change 46
Student Resources 46
Leave of Absence 47
Voluntary Leave of Absence 47
Involuntary Leave of Absence 48
Change in Programs of Study 48
Communication Policies 48
Columbia University Student Email Communication Policy 48
Communication within our Program 49
Policy on the Use of the Internet and Social Media Sites 49
Photography Release 51
Clinical Drug Testing Policy 51
COVID Related Policies 52

We see the need, we meet it, we exceed it!

Civic Learning and Engagement: Community Service 52
Copyright, File-Sharing And Responsible Use Of Electronic Resources 53
Student Policies and Procedures on Discrimination, Harassment, Gender-Based and Sexual Misconduct and Consensual Romantic and Sexual Relationships 56
Handbook / Bulletin Acknowledgement 58

Official University Regulations and Policies 59

Appendix A: Programs Academic Calendar 60

Appendix B: Safety Manual 61

Introduction to the Programs in Occupational Therapy

Introduction

The curriculum of the Programs in Occupational Therapy at Columbia University reflects the mission of the University, the philosophical base of the profession, the beliefs and values of the faculty about professional education at the graduate level, and the needs of our graduate students. Our entry-level professional program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®), and has been since 1943. The Program in Occupational Therapy received a full 10-year accreditation in 2013, and is scheduled for its reaccreditation evaluation in the 2022-2023 academic year. The Accreditation Council for Occupational Therapy Education (ACOTE®) is part of the American Occupational Therapy Association (AOTA), and can be contacted by telephone (301) 652-6611, via their website (www.acoteonline.org), or by mail at:

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929

Mission Statement

The Programs in Occupational Therapy is guided by the missions of Columbia University, the Vagelos College of Physicians and Surgeons (VP&S), and the Department of Rehabilitation and Regenerative Medicine of which it is an integral part. "The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. It seeks to attract a diverse and international faculty and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions. It expects all areas of the University to advance knowledge and learning at the highest level and to convey the products of its efforts to the world." The mission of the VP&S is to prepare its graduates to be leaders and role models in patient care, medical research, education, and health-care policy. Their Columbia education will prepare them to exhibit the highest standards of humanism and professionalism to their patients, to their community, and to society. The Department of Rehabilitation and Regenerative Medicine's mission is to provide the highest quality care to our patients; advance the science and practice of rehabilitation through innovative basic, translational, and clinical research; educate students, trainees, and practitioners to be become leaders in rehabilitation medicine; support our faculty, students, trainees, and staff in their clinical practice and academic activities and provide an environment conducive to lifelong learning; provide a supportive work environment that promotes personal and professional growth, safety, and well-being; build a bias-free and diverse community and work to eliminate structural

barriers that serve to perpetuate inequities; advocate for equity and inclusion for people of all backgrounds and identities, including a special focus on people with disabilities; support the missions of Columbia University, Vagelos College of Physicians and Surgeons, and New York-Presbyterian Hospital.

These institutional missions create a favorable climate for the Occupational Therapy Programs to have shaped its curriculum well beyond the medical model. The Occupational Therapy Programs' mission is to educate and prepare a diverse group of occupational therapists to be leaders in promoting health, well-being, and adaptation through occupation as practitioners, consultants, educators, advocates, and scholars in a variety of socio-cultural, geographic, community, and institutional contexts. The programs aim to be supportive and responsive to the continuously changing needs of the NYC and wider community through integrating its scholarship and teaching with the vast resources of the metropolitan area.

The programs' various curricula are built on the premise that attainment of competence and scholarship requires that once having been provided with the resources, students learn how to learn independently and collaboratively. This emphasis upon both independent and collaborative learning is viewed as the most effective mechanism for preparing students to practice in an evolving health care system.

Graduates of the programs are professionals who can identify human and environmental problems, can independently and collaboratively search for and create resources to develop solutions, and through a process of clinical reasoning determine and implement optimal intervention strategies. Mastery of these skills is achieved through a curriculum model that simultaneously provides a variety of clinical and academic resources and teaches students to rely on their own resources. The program also provides a foundation for graduates to assume responsibility for lifelong learning and for contributing to the growth and evolution of occupational therapy.

Professional Values Statement

Your successful entry into the profession of occupational therapy depends on many factors. These include your academic achievement and your recognition and demonstration of professional behavior. Students who make a smooth transition into professional practice possess a set of internal values that are closely aligned with the values of their chosen profession.

What is value?

Basically, a value is a belief held as one's own that guides behavior. As you are faced with choices about how to respond to situations in life, your personal values will guide the choice of response you select.

What are professional values?

Professional values are beliefs that are observed as guides for conduct in behaving, in this instance, as an occupational therapist. These professional values can differ from personal value preferences. AOTA has identified seven core values and attitudes: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence.

What are professional values at Columbia?

Professional values and their corresponding behaviors at this university begin with the concept that we are a *community* composed of many individuals. While individual needs in this community are important, of paramount importance is the understanding that we are all current or future members of a professional group. Professionals are often called upon to lay aside personal concerns and to consider the values of the professional group.

During your student career, you will become familiar with the Occupational Therapy Code of Ethics and Ethics Standards. This document represents the values held by your profession and is a guide to conducting yourself as a health professional. These professional values will likely cause you to examine your personal values for signs of congruence or lack thereof.

The faculty and administrative staff members of the Program in Occupational Therapy will assist you in the socialization process of your chosen profession. It is expected that your personal values of honesty, integrity, and responsibility will remain active while you are a student and will be incorporated into your professional values. In the spirit of establishing a community for learning which will benefit all of us and which will assist you on your path towards becoming a professional, we expect all faculty, administrative staff, and students to conduct themselves according to specified behavioral standards when interacting with each other. These standards are based on mutual respect, a desire to maintain an atmosphere of civility, and tolerance for individuality. We believe that adherence to these standards by all of us will establish the foundation for mutually rewarding relationships. This foundation will ultimately enhance the atmosphere for teaching and learning and will afford all of us opportunities for professional growth.

Curriculum

Philosophy

Our curriculum is founded on three philosophical ideas that are consistent with the revised Philosophical Basis of Occupational Therapy (2017) and AOTA's Vision 2025, which holds that occupational therapy maximizes health, well-being, and quality of life for individuals, families, communities, and populations through effective solutions that facilitate participation in everyday living. First, we recognize persons are active beings who develop and grow by participating in meaningful occupations and that they are influenced by occupational contexts. Second, consistent with the roots of our profession, our curriculum emphasizes the integration of behavioral and physical health across the lifespan, the promotion of health and wellness, and the prevention of disability across occupational contexts. Third, curricular content prepares students to become practitioners who influence the health of people, populations, and communities.

The curriculum is guided by Mezirow's Transformative Learning Theory (Mezirow, 2000; Kitchenham, 2008) which suggests that student's learning is a transformational process. Students enter our program as unique occupational beings with pre-requisite knowledge. Our curriculum offers learning experiences that build on and challenge previously held knowledge and assumptions resulting in a shift in each students' frame of reference from student to practitioner. This transformational process is facilitated through significant learning experiences that involve mastering ***foundational knowledge, applying*** and ***integrating*** knowledge, and critically reflecting on the learning process (Fink, 2013). Through this reflective process, students are focusing on ***human dimensions*** and ***caring*** and become aware of how their perspectives, feelings, and ideas affect their clients and impact service provision. Because many of our students enter the graduate program as emerging professionals, they require initial guidance towards becoming a graduate learner, and benefit from acculturation into the new role of an independent and collaborative learner. This ***learning how to learn*** continues with increasing complexity throughout the curriculum promoting lifelong learning.

Fink, L.D (2013). *Creating significant learning experiences, revised and updated: An integrated approach to designing college courses.* Jossey-Bass.

Kitchenham, A. (2008). The evolution of John Mezirow's transformative learning theory. Journal of Transformative Education, 6(2). 104-123,

Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass

Program Learning Objectives

The overall CUOT program educational objective is to prepare students to assume a variety of roles including provider, researcher, consultant, educator, case manager, leader, manager, and advocate. Students will:

1. Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity, equity, inclusion, and justice.
2. Have achieved entry level competence through a combination of didactic and fieldwork education so they may practice as a generalist using various delivery models across current and emerging areas of practice and settings.
3. Use theory and evidence to inform practice for persons, groups, and populations to achieve occupation-based outcomes across the lifespan. This includes using evidence-based evaluations and interventions to address behavioral and physical aspects of performance in a variety of contexts.
4. Have acquired the skills needed to be a life-long learner who seeks evidence, communicates effectively, and demonstrates cultural humility and ethical practice.
5. Effectively articulate the distinctive roles of occupational therapy practitioners, and participate collaboratively with the inter-professional team.
6. Effectively collaborate and communicate with occupational therapy assistants in the supervisory process for service delivery.
7. Advocate as a professional for oneself, clients, the profession, and access to occupational therapy services.
8. Be prepared to be a consumer of research and engage in scholarship of integration, application, and teaching and learning to support best practices to promote health, well-being, and prevent disability.

Curricular Threads

Threaded throughout our curriculum, with increasing complexity throughout the two years, are the following themes: occupation; context and environment; diversity, equity, and inclusion; the scholarship of discovery, integration, application, and teaching; and leadership and advocacy.

- Occupation: Content related to occupation addresses (a) theories of occupation and occupational science; (b) occupational and activity analysis; (c) the use of occupation as a means and end; (d) the use of occupation in clinical assessment, prevention, and intervention; (e) the relationship between occupation and adaptation; (f) the role of technology in occupational participation; and (g) the implementation of occupation-based community programs. (PLO 2, 3, & 8)

- Context and Environment: Content related to context and environment addresses the physical and virtual spaces in which clients perform desired daily occupations, as well as the social, cultural, political, and personal contexts that influence performance and function of desired occupational roles (eg., students are exposed to the wide continuum of care from acute to health and wellness; environmental adaptations). Context and environment also refers to the role of technology in the promotion of access to context and environment, as well as to the healthcare settings in which occupational therapy services are provided (e.g., hospitals, community, and primary care). (PLO 2, 3 & 5)
- Diversity, Equity, and Inclusion: an understanding of occupational justice; the cause and effects of occupational injustice; health disparities of underserved communities; the effects of culture on occupation; and promoting an inclusive approach to care. (PLO 1, 4, & 6)
- Scholarship: Occupational therapists must be life-long learners who continuously contribute to the knowledge base of the profession. Scholarship is multifaceted and includes but is not limited to the: (PLO 4, 7, & 8)

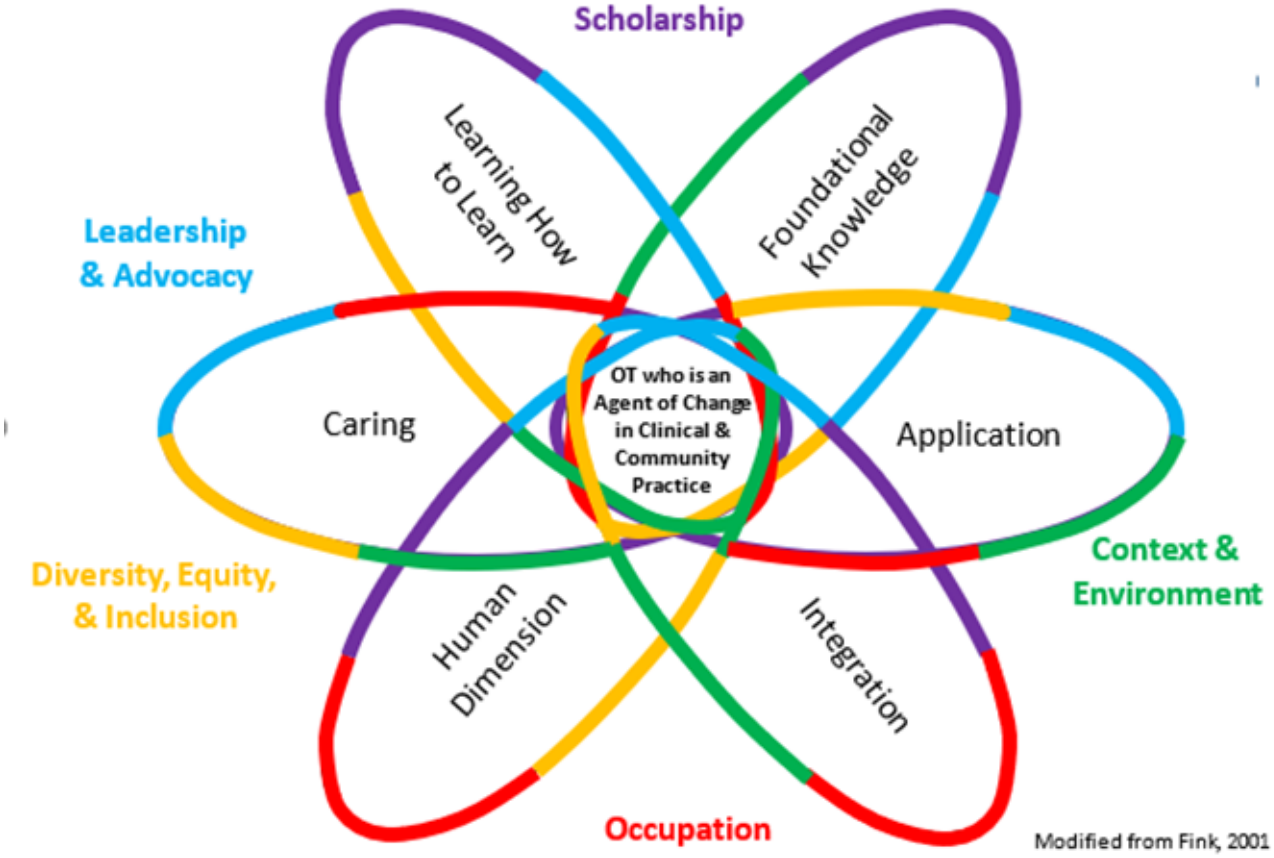
    - Scholarship of Discovery: involving the generation of research and the dissemination of findings through publication and presentation.
    - Scholarship of Integration: involving the interpretation, dissemination, and application of knowledge across professions through interprofessional collaboration.
    - Scholarship of Application: involving the application of research to remedy societal problems, including clinical conditions requiring evidence based health care practices.
    - Scholarship of Teaching and Learning: involving the development of teaching models to advance optimal learning and skill mastery with patients, clients, colleagues, and students.

- Leadership and Advocacy: Occupational therapists must understand and assume the roles of leaders and advocates to successfully navigate the climate of limiting reimbursement systems and legislation that impact the provision of occupational therapy services for patients and populations. Leadership and advocacy must also encompass the promotion of social and occupational justice for underserved and marginalized societal populations. (PLO 5, 6, & 7)

Curriculum Graphic

Our curricular graphic depicts how the six dimensions (i.e., foundational knowledge, application and integration of knowledge, human dimension, caring, and learning how to learn) that produce significant learning interact with each other resulting in the transformation of the student to an occupational therapy practitioner that can act as an agent of change for their clients. The graphic

also illustrates how the curricular threads are interwoven within each of the six dimensions. As stated earlier, these threads include occupation; context and environment; diversity, equity, and inclusion; scholarship; and leadership and advocacy.



Curriculum Sequence

Students come with a broad preparation in the liberal arts and clearly delineated prerequisite courses in the physical and behavioral sciences, as well as communication skills. All content in the program builds on this earlier foundation. In the first semester, the primary focus of instruction is on imparting ***foundational knowledge*** related to the occupational therapy domain and process, body structure and function, clinical conditions, as well as research and evidence-based practice. During the second semester the focus of the instruction shifts from foundational knowledge to a greater emphasis on ***application and beginning integration,*** including the first course that focuses on the application of the OT process and the first of four embedded Level I fieldwork experiences.

The content provided in the first year provides the foundation for the continued application of the OT process across the lifespan and begins to prepare students for their Level II fieldwork experiences. Courses of instruction during the second year focus heavily on ***clinical application and integration*** of knowledge gained in the first year. The research component of the program extends throughout the two years starting from foundational knowledge in statistics and research methods and advances to evidence integration and critical appraisal. Embedded throughout the curricular sequence are opportunities for self-directed and collaborative learning, as well as self-reflection that foster the elements of ***human dimension, caring*** and ***learning how to learn***.

First Semester (Fall 1)

In order to establish a strong foundation in the occupational therapy (OT) domain and process the **Occupation: Science and Practice** course introduces students to the history of the profession, the OT practice framework, the roles and responsibilities of an OT, and other foundational concepts. The **Approaches and Models in Occupational Therapy** course allows students to critically examine common approaches and models that are used to guide clinical practice**.** Alongside these courses, basic science foundational courses, such as **Human Anatomy Foundations for Occupational Therapy** and **Kinesiology** highlight the relationships between body structures, body functions, and occupational performance and allow students to begin to explore the consequences of dysfunction. **Clinical Conditions I: Behavioral Health** covers signs, symptoms, behaviors, and diagnostic classification of behavioral health disorders. The curriculum's research sequence begins with **Research I: Statistics and Research Methods** which introduces basic knowledge in quantitative and qualitative statistics, the research process, and types of research in clinical practice.

Second Semester (Spring 1)

Neuroscience Foundations for Occupational Therapy is included in this semester to continue student's understanding of the relationships between body structures, body functions and occupational performance. **Clinical Conditions II: Physical Health** addresses medical, neurological, and orthopedic conditions, and includes a lab component that begins the skill development process of physical exams. The **Assessment and Evaluation** course introduces students to the importance of reliable and valid clinical assessment and the fundamentals of measurement theory with a focus on applying theory to appropriately select assessments and interpret assessment findings to inform patient-centered decisions. The first of the **Application of the OT Process (AOP) in Adults: Behavioral and Physical Health I** course includes group dynamics, where students examine various group theories. Beginning application and integration of theory and evidence-based practice within the field of behavioral health OT are explored. This course includes the first of four embedded level I fieldwork experiences. In order to enhance students' understanding of diversity, equity, inclusion and justice, the **DEI and Professional Skills** course

covers social determinants of health, culture and faith, intersectionality, microaggressions and bias, as well as the role of empathy as a critical component of effective professional communication. The **Leadership, Entrepreneurship, Advocacy, Administration and Delivery (LEAD) I** course introduces the students to the basic concepts related to their roles as future leaders and advocates. The students will learn the basic skills of leadership, management, and supervision within a healthcare team as well as understanding the impact of sociopolitical factors, health policies, and historical and current legislations on OT services and professional practice. Building on foundational knowledge presented in Research I, **Research II: Inquiry of Evidence** focuses on integrating and applying the research skills of locating, analyzing, synthesizing, and critiquing quantitative and qualitative research to inform clinical practice**.**

Third Semester (Summer 1)

The primary focus of instruction in the third semester is on the application of the OT process across the lifespan. **AOP with Children I: Behavioral and Physical Health** covers foundations of pediatric practice, typical and atypical development, and the evaluative process. Integrating the content presented in AOP Adults I, **AOP Adults II: Behavioral and Physical Health** focuses on assessment and evidence-based treatment interventions to maximize engagement in occupation for adults with a wide variety of medical conditions, such as those associated with orthopedics, cardiology, and oncology. In **AOP Older Adults I: Behavioral and Physical Health** students are introduced to individual and group assessment and intervention approaches designed to meet the occupational, behavioral and physical needs of older adults. Coupled with AOP Older Adults I is **Community-Based Program Development and Grant Writing,** which is a year-long course that is completed in the final semester of study. This course allows students to consider various modes of service delivery, needs assessment and design of a community-based program, and to explore the process of grant writing. The **Leadership, Entrepreneurship, Advocacy, Administration and Delivery (LEAD) II** course centers the principles of professional OT practice introduced in LEAD I, and engages students to integrate the information to plan, evaluate, and demonstrate knowledge of the business aspects of practice.

Fourth Semester (Fall 2)

In the final semester, the clinical content increases in complexity and includes three embedded level I fieldwork experiences. **AOP with Children II: Behavioral and Physical Health** covers evidence-based interventions across a range of pediatric practice areas and service delivery models. It is coupled with the pediatric full-day, once weekly fieldwork I experience that takes students into schools, private practices, and hospitals. **AOP with Adults III: Behavioral and Physical Health**, exposes students to evidence-based evaluations and interventions designed to meet the needs of adults with neurophysiologic problems. **AOP with Older Adults II: Behavioral and Physical Health**, addresses issues and special topics for older adults throughout the continuum of care and in varied contexts. Weekly level I fieldwork is carried out in community

based programs serving older adults. The **Student to Clinician** course serves as a "bridge" course that allows students to transition from the academic environment to the clinical environment in preparation for their level II fieldwork experiences. The **Modification and Assistive Technology** course focuses on learning about the various types of assistive technology devices and occupational therapy services including but not limited to: evaluation and assessment, selection and training, procurement, legislation and funding. Finally, the culmination of the research curriculum occurs during this semester in **Research III: Critical Appraisal.** In this course, students integrate and apply previously gained knowledge to critically appraise a research topic of interest that is relevant to occupational therapy. Students present their findings at the program's annual Research Day—an event that brings together a broad university and external audience in which student research achievements are highlighted.

Spring 2/Summer 2/Fall 3 (optional)

In the second spring and summer, students participate in two Level II fieldwork experiences, each 12 weeks in length. One experience is required to be in Behavioral Health. The other can be in either Adult Physical Disabilities or Pediatrics. Students are also able to participate in a 3rd optional fieldwork in the third fall where they can do either Adult Physical Disabilities or Pediatrics (whichever was not completed in the spring/summer) or do fieldwork in a specific specialty area (hands, burns, policy, etc).

Students participating in the MS-OTD accelerated program cannot participate in the third optional fieldwork experience.

Please see the Fieldwork Manual for more information.

Electives

Our program offers 3 zero-credit electives that can be taken on a voluntary basis: Teaching Assistantship, Columbia Commons, and Cultural Immersion and Global Services. Please see the bulletin for course descriptions.

Academic & Professional Standards for Occupational Therapy

Essential Functions for Admission and Matriculation to the Programs in Occupational Therapy

The purpose of this document is to clarify the technical standards that are necessary for successful completion of the didactic and clinical components of the Occupational Therapy Program at Columbia University. All students are required to meet these technical standards.

Applicants to the program are required to sign this document as part of the application submission process. If a student feels that they require reasonable accommodation for didactic and/or clinical components of the program, they must contact the Office of Disability Services (ODS) and follow the required procedures before any accommodations can be made. If a change in status occurs after admission that affects a student's ability to meet a technical standard, they are required to notify the Program Director and ODS.

The following abilities and characteristics are defined as technical standards, and are requirements, with or without accommodations, for admission, retention, and graduation.

If you have any questions regarding this document, please contact the program director.

<u>Technical Standards for OT Students</u>

I. Communication:

- Communicate efficiently, effectively, and accurately with patients, their families, other members of the healthcare team, and faculty.
- Obtain medical history in a timely fashion.
- Perceive and interpret non-verbal communications, including facial expression, body language, and affect.
- Communicate sensitively with patients and their families, establishing therapeutic relationships.
- Record information accurately and clearly.
- Communicate efficiently, effectively, and accurately in English with other healthcare professionals in a variety of patient, clinical and community settings.
- In a reasonable time-frame, develop evaluation reports using sound therapeutic judgment to meet academic and clinical demands.

II. Sensorimotor:

• Possess the capacity to perform physical examinations and execute movements reasonably required to:

o manually handle and manipulate various objects and client sizes and weights to lift, transfer and guide people and objects during activities, while preventing injury to client and self.

o evaluate and address client factors and performance skills including range of motion, strength, muscle tone, activities of daily living skills, instrumental activities of daily living skills, fine motor skills, transfer skills, functional mobility, balance, response to sensation, cognitive status, and home management skills.

• Coordinate gross and fine motor movements, assume a variety of body postures, demonstrate postural control and proper body mechanics, maintain balance, and integrate senses to complete academic requirements and clinical competency.

• The ability to tolerate physical activity for up to 8-10 hours per day, sitting for up to two hours at a time and sufficient endurance to set up the educational and clinical environment to effectively manage client care within reasonable time while adhering to best practice guidelines.

• Access transportation to academic and clinical education sites.

• Respond to emergency situations in a timely fashion to provide general emergency care.

• Manipulate equipment and instruments to perform therapeutic interventions and procedures as required to attain curricular and clinical goals.

• Adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical, academic, and community activities.

• Tactile sensation of temperature, texture, vibration, and pressure sufficient for administering assessments and interventions.

III. Intellectual/Conceptual, Integrative, and Quantitative Abilities:

• Possess sufficient cognitive (mental) abilities and effective learning techniques to obtain, collect, memorize, analyze, integrate, process, and apply the volume of detailed and complex information presented by the curriculum.

• Learn through a variety of methods including, but not limited to, lectures; alternative classroom instruction; demonstrations; hands on experiences; small group, team, and collaborative discussions and efforts; individual study (including in clinical settings); preparation and presentation of reports and observations; use of technology.

• Perform calculations necessary to solve quantitative problems as required by the curriculum.

• Apply knowledge and reasoning to solve problems and make decisions as outlined by the curriculum.

• Recognize, comprehend, and draw conclusions about three dimensional spatial relationships of structures and logical sequential relationships among events.

• Formulate and test hypotheses that enable effective and timely problem-solving in evaluation and treatment of patients in a variety of settings and clinical modalities.

• Remain awake and alert.

• Integrate and analyze information including information from client records, examination; and diagnostic tests to develop appropriate plans of action, as well as to provide a safe environment for the client and self.

• Apply knowledge and judgment required to demonstrate ethical reasoning.

• Possess the ability to use one's intellectual abilities, exercise good judgment, and display professional behavior at all times. This includes, but is not limited to, expressions of empathy, respectfulness, use of authority, degree/quality of verbal interactions, use of body language and non-verbal communication, and appropriate dress.

• Demonstrate effective organization, prioritization, time management and stress management in both academic and clinical environments.

IV. Behavioral, Emotional, and Social Attributes

• Possess the emotional stability and maturity to fully apply intellectual skills, exercise good judgment, and to complete all responsibilities attendant to the evaluation and treatment of patients.

• Develop a mature, sensitive, and effective relationship with patients and colleagues.

• Tolerate the physical, mental, and emotional stress and long work hours experienced during training and patient care.

• Possess qualities of adaptability, flexibility, and the ability to function in the face of uncertainty.

• Form a compassionate relationship with patients while maintaining appropriate boundaries for professional relationships.

• Behave in a trustworthy and ethical and moral manner consistent with professional values and standards.

• Exhibit sufficient interpersonal skills, knowledge, and attitudes to interact positively and sensitively with people from all parts of society, ethnic backgrounds, and belief systems.

• Cooperate with others and work collaboratively as a team member.

• Engage successfully in supervisory and instructor-student relationships accepting feedback positively and adjusting performance in a timely manner.

Adapted from the Vagelos College of Physicians and Surgeons Technical Standards for Medical Students and the University of Pittsburgh Technical standards/essential skills

Honor Code for Academic and Professional Conduct

The Programs in Occupational Therapy are committed to the highest academic and professional standards. To this end, there is an expectation that all students, faculty and staff will act in ways consistent with these standards. Conduct must reflect honesty and integrity in all activities associated with our programs and with all parts of the university. The following reflects our programs' Honor Code, and applies to but is not limited to classroom and clinical settings.

To signify your understanding and agreement with these standards, please read the following and sign where indicated. Note that academic work includes but is not limited to all assignments handed in for review, all presentations, all labs, and all fieldwork assignments, as determined by course directors and/or clinical instructors, and all extracurricular assignments associated with Columbia University. Clinical settings are those settings in which students are placed for any assignment used in fulfillment of our program's requirements, or as part of an extracurricular activity associated with Columbia University.

- Students in the Programs in Occupational Therapy are expected to fully engage in all aspects of the academic curriculum. This includes fulfilling all requirements of each class, as delineated in each course syllabus, and in the student handbook.
- All assignments and examinations will reflect full participation in accordance with the guidelines established by the course directors.
- Each student must fully contribute to all assignments that are collaborative or group based. Under no circumstance will a member of a collaborative effort be "carried" by their group, or receive credit when that student did not contribute.
- All submitted assignments will reflect original work. Any information that is not original must be properly referenced according to the APA guidelines.
- All students are expected to be respectful of classmates' and of faculty work. Recording of class sessions and discussions is not allowed without the instructor's advanced permission. Do not forward information, course material, slides or handouts provided to you in any form of media, whether in hard copy, online, via email attachments, or via *courseworks*, to anyone who would not ordinarily have access to this information. Keep in mind that material prepared for you by faculty is typically under copyright control.

- No assistance, unless authorized by the course director, will be used on any assignment or examination. Under no circumstance will cheating, including plagiarism, be tolerated.

  Cheating is defined as: "*the giving or receiving of unauthorized and or unfair aid in academic work. This may occur by, but is not limited to: lying, deceiving, stealing, talking, signaling, copying from other students, and unauthorized usage of books, data (both in hardcopy and electronic formats), study aids, or other sources in a manner inconsistent with the expectations established by*"[1] the Programs in Occupational Therapy.

  Plagiarism includes but is not limited to*:*

  - *Submitting essays, or portions of essays, or other prose written by other people as one's own;*
  - *Failing to acknowledge, through proper footnotes and bibliographic entries, the source of ideas essentially not one's own;*
  - *Failing to indicate paraphrases or ideas or verbatim expressions not one's own through proper use of quotations and footnotes;*
  - *Submitting an essay written for one course to a second course without having sought prior permission from both instructors;*
  - *Collaborating with other students or outside sources on an assignment or examination without specific permission from the faculty member to do so;*
  - *Using another person's or institution's research or data without attribution."*[2]

It is each student's responsibility to direct any questions or concerns about what constitutes academic and clinical integrity to a faculty member. Within the Programs in Occupational Therapy, the Faculty and the Due Process Committee shall be responsible for reviewing charges of academic misconduct brought against a student. The consequences of a violation will be determined by the faculty. The Programs in Occupational Therapy reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the Faculty of the Programs in Occupational Therapy is determined to be unsuited for the study or practice of Occupational Therapy. The Programs in Occupational Therapy reserves the right to require its students to sign the Honor Code annually.

My signature below signifies that I read, understand and am fully committed to the Honor Code.

[1] Based in part on the Social Media Policy from the University of Kansas Medical Center http://www.kumc.edu/Pulse/policy/socialmedia.html

[2] SIPA. http://www.sipa.columbia.edu/prog/deans.html Accessed June 9, 2006

Academic Standards

Grades and Points

A minimum of 63 credits, which includes all required academic coursework and successful completion of two 12-week clinical fieldwork educational experiences, are required to meet the graduation requirements. All courses are taken for the specified number of credits in a specific sequence. Courses in a given semester serve as prerequisite courses for each subsequent semester.

The Programs in Occupational Therapy use a letter grade system for all courses. It is the policy of the Occupational Therapy Programs that all courses within the program are taken for letter grade. The exceptions are Fieldwork II and program electives.

The program grades and corresponding points are defined as follows:

Letter Grade	Percentage	Points	Achievement Level
A	95 – 100	4.00	Excellent achievement
A-	90 – 94	3.67	Close to excellent work
B+	88 – 89	3.33	Very good; expected achievement of most graduate students
B	84 – 87	3.00	Good; acceptable achievement
B-	80 – 83	2.67	Acceptable; but below what is generally expected of graduate students
C+	78 – 79	2.33	Marginal
C	74 – 77	2.0	Minimal acceptable standard for all courses
F	< 74	0.00	Failure

Any final course grade greater than or equal to .50 will be rounded up.

Level II fieldwork and electives are graded on a “Pass (P)/Fail (F)” basis. Grades of “P” and “F” are not included in the computation of the GPA.

Students are required to maintain a minimum semester and cumulative GPA of 3.0 (B) to remain in good academic standing. Additionally, students must complete and pass each clinical education course in sequence.

Academic Requirements

Full-time students can expect to complete the program in 24 calendar months. All students must complete at least one fourth (15 - 16 points) of the program in an academic year in order to maintain satisfactory progress. Transcripts of students’ records are issued at the end of each term, and the academic performance of each student is reviewed by the Progress and Promotion Committee. In order to continue in good standing, students must maintain an average term GPA of 3.0 (B). Students who fall below this average will be placed on academic probation. To continue in the program, the student must achieve a GPA of 3.0 (B) by the end of the following term. Any student unable to achieve this GPA, or who is placed on academic probation for a second time, is subject to dismissal from the program. In instances where a student may withdraw from the program, be granted a leave of absence, or interrupt the program of study because of mitigating circumstances, a determination of satisfactory progress will be subject to review by the Progress and Promotion Committee.

A student who receives a grade of F in a required course or fieldwork experience must repeat that course or fieldwork experience in our program and may do so only one time. As the curriculum is sequential, a failure in any course including clinical education leads to a student being withdrawn from the program. A student withdrawn from the program due to failure of a required course is permitted to return the following academic year to repeat the course. It is recommended that the student audit all courses during that semester regardless of course grades. The details of the conditions for the student to return the following academic year will be determined by the Progress and Promotion Committee. Students required to repeat a course must pay full tuition and fees. The failing grade (F) remains on the student’s official transcript and is included in the academic record, whether or not the student repeats the course and passes it after the second attempt.

Permission to return the following academic year to repeat a course is only permitted once. A student failing more than one course throughout the student’s tenure in the program may not continue in the program.

Written Exam Grading Guidelines

The following guidelines pertain to courses that have a written examination. The passing grade for a written examination is 74%. Students who fail an examination and score two standard deviations or more below the mean on a written examination will be offered a retake examination within 14 calendar days of receiving the examination grade. It is the student's responsibility to contact the course coordinator after receiving the examination grade to discuss remediation and the retake examination. The details of the remediation and retake examination are at the discretion of the course coordinator. If the student earns greater than or equal to a 74% on the retake examination, a score of 74% will be recorded and applied to compute the final averaged course grade. If the student earns below 74% on the retake examination, the earned score on the retake examination will be recorded and applied to compute the final averaged course grade. A student is only allowed one retake written examination in a given course. A maximum of two retake written examinations will be given during the first academic year (Fall MS1, Spring MS1), and a maximum of two retake written examinations will be given during the second academic year (Summer MS2, Fall MS2). Retake written examinations must be completed prior to the start of the subsequent semester.

Academic Requirements Related to Clinical Courses

The clinical courses have additional academic progress requirements. The clinical courses are:

- Application of the OT Process Children: Behavioral and Physical Health I & II
- Application of the OT Process Adults: Behavioral and Physical Health I, II & III
- Application of the OT Process Older Adults: Behavioral and Physical Health I & II

In order to pass a clinical course, students must have earned a passing grade on one of the written examinations in the course. If both written examinations are failed, even if the student has an overall passing grade, they cannot pass the course.

In courses in which there is a Level I Fieldwork experience, students must pass the Level I Fieldwork in order to pass the course. Passing or not passing fieldwork is based on the fieldwork supervisor's evaluation, but is ultimately determined by the course director's assessment of the student's performance and abilities. There are opportunities to remediate a failed Level I Fieldwork experience, and students may not move forward in the curriculum until the Fieldwork has been passed.

In clinical courses that are prerequisites to fieldwork, the record of students receiving less than a B- are subject to review by the Progress and Promotions Committee prior to Level II Fieldwork. Additional testing, assignments, and/or remediation are required. This requirement is intended to

strengthen one's knowledge and skills prior to fieldwork. A Learning Contract will be set with the student to determine expectations for that additional assignment/remediation.

Incomplete

A student can request a mark of Incomplete (INC) from the instructor in writing if they have satisfactorily met all the requirements of a course but have been compelled for reasons beyond their control to postpone certain assigned papers or reports. The outstanding work must be completed prior to the beginning of the next semester or before being permitted to advance to Level II Fieldwork.

During fieldwork, demonstration of difficulty with meeting the requirements may necessitate additional time on fieldwork to successfully meet the performance requirements. The decision to grant a fieldwork extension is made by the Academic Fieldwork Coordinator in conjunction with written and/or verbal feedback from the fieldwork site and/or the fieldwork supervisor. A fieldwork extension may also be granted when the student is in good standing, but personal circumstances warrant delaying completion of fieldwork. The grade of "INC" is converted to a grade of "P" once all clinical education course requirements have been met.

In the event that a student does not complete the requirements during the extended time period, the grade will convert to a failing grade.

Additional Academic Requirements and Competencies

There are several exams that must be passed with a minimum grade of 80% in order to progress through our program. Some of these exams are associated with courses, and must be satisfactorily completed during the semester that the course is given. Others may be health science campus wide exams or exams that are housed on the OT Canvas Communication site, but these must also be completed during a specific time frame. These time frames are provided during the course or semester.

- Students in the entry level program in Occupational Therapy are required to pass an exam related to *Medical Terminology*. This competency is included as part of the requirement for the Occupations class.
- Students in all Programs in Occupational Therapy are required to pass exams related to *Human Subjects Protection Training.* This exam is given to all health science students and faculty, and is required prior to involvement in research projects. This exam is given as part of the Research Methods course.
- Students in all Programs in Occupational Therapy are required to pass an exam related to the *Health Insurance Portability and Accountability Act* (HIPAA). This exam is sent by the university to all health science students and faculty, and is required prior to clinical involvement and involvement in research projects.

- All students are required to complete a NY State Mandated Reporter training in their first semester and document completion on Exxat.
- All students are required to complete "e-CUIMC",which is a one -week virtual orientation to interprofessional education in the Fall semester of the first year. Students are assigned to interprofessional teams that work collaboratively around a patient case study while learning about each member's roles and responsibilities on a health care team.
- We recommend that students in the Programs in Occupational Therapy complete a civic learning and engagement experience prior to graduation. Please see the relevant section of this handbook.
- A writing competency may be recommended by the faculty for students who need to improve their academic writing. Students may also be referred to the Columbia Writing Center.

Progress and Promotion Committee

The ultimate concern of the Progress and Promotion Committee is the student's ability to competently practice occupational therapy and ultimately the welfare of the patient/client. The Progress and Promotion Committee consists of a Chairperson, who is the Associate Director of the Programs in Occupational Therapy, and the full-time faculty of the program. The Progress and Promotion Committee serves as the primary decision-making body of the MS program and forwards its decision to the Program Director.

The Progress and Promotion Committee meets regularly to review student progress and determine academic standing. As part of its evaluative function, the Progress and Promotion Committee reviews the progress of each student by a thorough assessment of the student's record and appraisal of the student's level of knowledge (academic performance), clinical skills (laboratory skills, Level I, and Level II fieldwork), and professional behaviors.

The Progress and Promotion Committee arrives at its decisions regarding academic standing based upon majority vote of those present, with a quorum of two thirds of the faculty. The Program Director is not a member of the Academic Standing Committee but may attend and participate in the meetings as an ex-officio member. The Progress and Promotion Committee Chairperson will cast no vote, except in the event of a tie.

Faculty advisors will meet with their assigned students after each meeting of the Progress and Promotion committee to notify them of their academic progress and share the feedback of the Progress and Promotion Committee.

Academic Standing

The academic standing of each student is determined at the end of each semester as the Progress and Promotion Committee reviews students' academic performance, clinical performance and professional behaviors.

Honors: A cumulative GPA of 3.81 or above, plus consistently demonstrates professional skill attributes as outlined on the Professional Development Profile.

Very good: A cumulative GPA of 3.31 – 3.8, plus consistently demonstrates professional skill attributes as outlined on the Professional Development Profile.

Good: A cumulative GPA of 3.0 – 3.3, plus consistently demonstrates professional skill attributes as outlined on the Professional Development Profile.

Warning: Demonstration of the minimally acceptable academic standards (i.e., grades of C) and/or clinical performance during a semester. Students on warning status will receive notification of such from the Program Director.

Probation: A semester GPA below 3.0 (B) or a cumulative GPA below 3.0 (B), or an incomplete (INC) in a fieldwork education course secondary to difficulty in meeting performance requirements.

Any student placed on probation will receive a letter from the Program Director outlining suggestions to improve performance in consultation with the student's advisor and the consequences if satisfactory academic progress is not achieved. The Office of Student Financial Planning will be advised of the student's academic standing, and the student will also receive a Financial Aid Warning from this Office if placed on academic probation. See Satisfactory Academic Progress as it Relates to Financial Aid.

Suspension: Serious lapses in professional behavior may lead to suspension in accordance with University policy as defined in Essential Policies for the Columbia Community. See also Dean's Discipline.

Withdrawal: A student may be withdrawn from the program at the discretion of the Progress and Promotion Committee. Possible reasons for withdrawal may include but are not limited to the following:

- Failure of two courses (academic or clinical)

- Demonstration of unsatisfactory professional skill attributes as outlined on the Professional Development Profile.
- Inability to demonstrate the Essential Functions, with or without reasonable accommodations, as delineated by the program
- On probation more than once
- Failure to satisfy probationary, leave of absence, or suspension criteria as established by the Program Director following advisement of the Progress and Promotion Committee
- Students who fail one course are withdrawn from the Program but are permitted to return the following academic year to retake the course.

The Faculty of the Programs in Occupational Therapy reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the Faculty of the Programs in Occupational Therapy is determined to be unsuited for the study or practice of Occupational Therapy. These decisions may be based on factors including but not limited to academic and/or professional integrity.

Due Process Procedures

Due process procedures can be instituted under two general categories: academic or disciplinary (non-academic) infractions.

- Academic Infraction: Faculty, staff or students may file an academic grievance, with the course director or the Director of the Programs in Occupational Therapy, if one believes that a student has committed an academic infraction.
- Disciplinary Infraction (non-academic): The Program Director/Assistant Dean of Education can institute the Dean's discipline proceeding if a student's behavior or use of language seriously threatens our ethical standards and/or standards of conduct for our program and University.

<u>Academic Infraction Policy</u>

Faculty, staff, or students with concerns that a student has committed an academic infraction should contact the course director or the Director of the Programs in Occupational Therapy.

Based on the information provided to the Program Director, an academic infraction disciplinary proceeding may then follow. An academic infraction disciplinary proceeding begins with a written communication from the Program Director requiring the student to attend a disciplinary hearing to respond to a specified charge. The hearing is held, in collaboration with the Columbia University Office of Student Conduct and Community Standards (SCCS) before a committee of three members of the Programs in Physical Therapy faculty, appointed by the Program Director in consultation

with the Director of the Physical Therapy program. The Program Director is ex officio and non-voting. The Office of SCCS provides note taking at the hearing. The hearing is a fact-finding proceeding. The student is informed of the evidence that led to the charges against them and asked to respond in the hearing. The student may request witnesses to appear on their behalf and may submit relevant documents or information. While the student must attend the initial portion of the hearing to respond to the specified charge, the student may not be present to hear other witnesses and there is no formal cross examination of witnesses or objecting to evidence. In addition, although students are always free to consult an attorney, they may not have an attorney present during a disciplinary hearing or at any appeal.

After the disciplinary committee has heard the student and others and considered all the evidence, it reaches a determination, and consults with the Office of SCCS regarding sanctions. The Program Director notifies the student in writing of that decision. If the student is found to have committed an academic infraction, the penalty can include failing and repeating the course, additional remediation coursework, probation, suspension, dismissal, or any combination of these.

If a student disagrees with the Disciplinary Committee's decision and chooses to appeal their decision, the appeal must set forth a concise statement of the incident to include times, dates, people involved, the grounds for the appeal, and the specific request that the student is making. The appeal shall be directed to the Vice Dean for Education for the Vagelos College of Physicians and Surgeons. Usually, the Vice Dean's review relies solely on the written record and does not include a new factual investigation. The Vice Dean will notify the student of the decision following completion of their review.

If the student disagrees with the Vice Dean's decision, a final appeal to the Dean of the Vagelos College of Physicians and Surgeons can be made. Such an appeal must be made within seven days following notification of the Vice Dean's decision. The Dean typically relies on the written record and does not conduct a new factual investigation. The Dean's decision is final – there is no further appeal within the University.

Every effort should be made to resolve the appeal at the level at which it occurs. If, at any step, the appeal is not resolved to the satisfaction of the student, the student may pursue the matter at the next step according to the procedure outlined.

<u>Disciplinary (Non-academic) Infractions: Dean's Discipline</u>

A student charged with a disciplinary infraction subject to "Dean's Discipline" is entitled to notice of the charges, an opportunity to be heard, and an opportunity to appeal a disciplinary decision. Faculty, staff, or students with concerns that a student has committed a non-academic infraction

should contact the Director of the Program in Occupational Therapy within sixty days of the alleged infraction. Dean's Discipline refers to all matters related to standards of ethical and professional conduct. Dean's Discipline does not apply to sexual assault.

Ordinarily, a disciplinary proceeding begins with a written communication from the Director of the Programs in Occupational Therapy requiring the student to attend a disciplinary hearing to respond to a specified charge. (In rare cases, the proceeding may begin with an oral communication requiring the presence of the student at a hearing.) The hearing is held, in collaboration with the Columbia University Office of Student Conduct and Community Standards (SCCS), before a committee comprised of the Director of the Programs in Physical Therapy and three faculty members not integral to the case from other programs or schools at the medical center.

The hearing is a fact-finding, not an adversarial courtroom-type proceeding; the student may not be present to hear other witnesses and there is no formal cross-examination of witnesses or objecting to evidence. In addition, although students are always free to consult with an attorney, they may not have an attorney present during a disciplinary hearing or at any appeal.

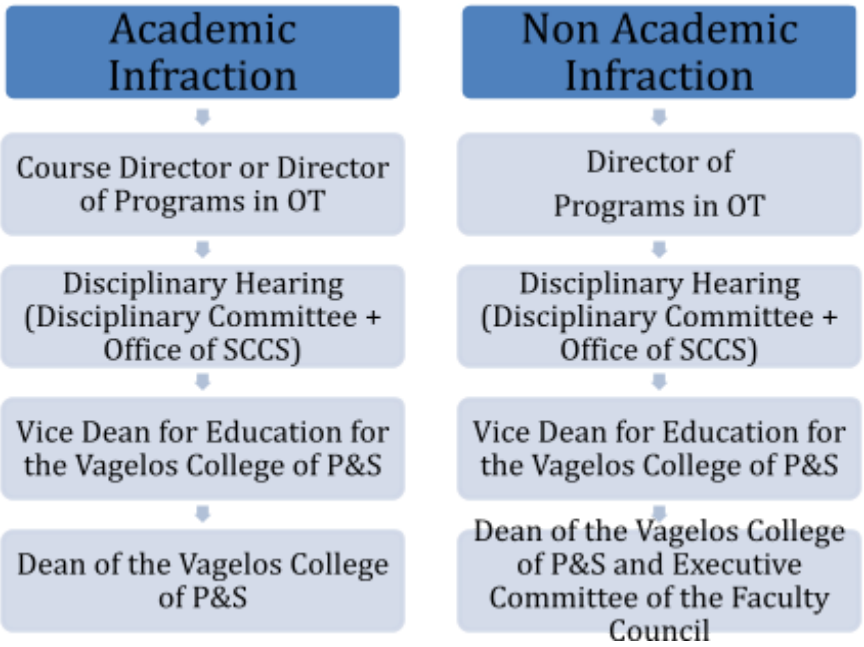
At the hearing, the student is informed of the evidence that led to the charges against them and asked to respond. The student may offer their own evidence. This includes the student's own appearance at the hearing and may include the appearance by others (witnesses) on their behalf and any written submission or relevant documents the student may wish to submit.

After the disciplinary committee has heard the student and others and considered all the evidence, it reaches a determination, and consults with the Office of SCCS regarding sanctions. The Director of the Programs in Occupational Therapy will notify the student in writing of that decision. If the student is found to have committed a disciplinary infraction, the penalty can include censure, conditional probation, conditional suspension, dismissal, or any combination of these.

The student has the right to appeal a decision that results from a disciplinary hearing to the Vice Dean for Education of the Vagelos College of Physicians and Surgeons. The appeal must be made in writing within seven days from the date the student is notified of the decision, and it must clearly state the grounds for the appeal. Such an appeal should be sent to the Vice Dean for Education at the Vagelos College of Physicians and Surgeons who will notify the student and the Program Director of the final decision. Usually, the Vice Dean for Education at the Vagelos College of Physicians and Surgeons relies solely on the written record and does not conduct a new factual investigation.

Once informed of the decision of the Vice Dean for Education, the student has the right to appeal to the Dean of the Vagelos College of Physicians and Surgeons and the Executive Committee of the Faculty Council. The appeal must be made in writing within seven days from the date the student is notified of the decision, and it must clearly state the grounds for the appeal. Such an appeal should be sent to the Dean at P&S 2-401. The Dean focuses upon whether, in the Dean's view, the decision made and the discipline imposed are reasonable under all of the circumstances of the case. There is no further appeal within the University.

Rev. 5/4/2020



Guidelines for Student Conduct

The faculties of the Programs in Occupational Therapy have formulated the following guidelines as a framework for ethical and responsible behavior. A student in the Programs has the responsibility to:

1. Behave honorably at all times;
2. Be sensitive to the needs and concerns of others;
3. Make conscious efforts to understand and respect the values and practices of others who are different from them;
4. Carry out assignments as an individual, unless otherwise assigned, and to avoid the incorporation of the ideas or works of others without proper attribution. All sources of

idea and direct quotations must be clearly documented. Failure to do so constitutes plagiarism that is punishable as an academic offense;

5. Be respectful of classmates' and of faculty work; do not forward information, course material, slides or handouts provided to you in any form of media, whether in hard copy, online, via email attachments, or via *courseworks*, to anyone who would not ordinarily have access to this information. Keep in mind that material prepared for you by faculty is typically under copyright control.

Students in the Programs in Occupational Therapy are expected to meet all standards set forth in our Programs' Honor Code, a copy of which is in this handbook.

Standards of Behavior

As members of the Columbia University community, all students are expected to uphold the highest standards of respect, integrity, and civility. These core values are key components of the Columbia University experience and reflect the community's expectations of Columbia University students. Students are therefore expected to conduct themselves in an honest, civil, and respectful manner in all aspects of their lives. Students who violate standards of behavior related to academic or behavioral conduct interfere with their ability, and the ability of others, to take advantage of the full complement of University life, and will thus be subject to Dean's Discipline.

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University. Although ultimate authority on matters of student discipline is vested in the Trustees of the University, the deans of the colleges and their staff are given responsibility for establishing certain standards of behavior for their students beyond the regulations included in the Statutes of the University and for defining procedures by which discipline will be administered.

Development of Professional Behavior

<u>Advisement</u>

Throughout one's participation in the occupational therapy program, every student is assigned to an advisor. The role of the advisor is to guide the student through the program, assist with any academic challenges, provide feedback on professionalism and academic standing as provided by the Progress and Promotions committee, and mentor the student towards their professional goals. The advisor formally meets with each advisee at least once during each semester, but is always available when a student requests a meeting. The advisor may also serve as a liaison between the student and other faculty as well as university services.

Each student is also advised by the fieldwork team.

Policy for the Development of Professional Behavior

The faculty of The Programs in Occupational Therapy are dedicated to enabling students to become ethically competent professionals. The development and maintenance of professionalism, as seen through action and communication, are an important component of occupational therapy practice. **The Professional Development Profile** is a guide for the development of professionalism, and it is meant to provide feedback to facilitate your growth. It is expected that all students will consistently demonstrate the qualities outlined in the form. Each semester, the Progress and Promotions Committee will complete a **Professional Development Profile** for each student. Then, advisors will review with each student their progression towards professionalism. The faculty advisor and student will sign the form each semester.

The **Opportunities for Improvement Form** will be completed by faculty on Maxient for any student who fails to demonstrate one or more of the assessed behaviors on a consistent basis or based on an incident that warrants remediation of the student's professional behaviors listed on the Professional Development Profile. The student will be alerted by faculty or administrative staff that an Opportunities for Improvement form has been filed on Maxient and will be advised about how to improve their professional development behaviors.

Any student who receives two or more Professional Development Profiles with a score of 2 in any category will receive a **Warning** and will be required to develop a **Remediation Plan** with their advisor. If a student receives a score of 1 two or more times in any category on any Professional Development Profile, they will be placed on **Probation** and are required to develop a **Remediation Plan** with their advisor. All Remediation Plans must include professional development activities in the deficient areas. The probationary period will last for one semester. If the student does not improve within one semester, the student will not be allowed to be placed on Level 1 or Level 2 Fieldwork, which will affect the ability to advance onto the next semester and delay graduation progression. After two semesters of non-improvement, the student will be referred for conduct review via the **Office of Student Conduct and Community Standards and/or convening of a Dean's Disciplinary Hearing** at the recommendation of the Progress and Promotion Committee.

COLUMBIA UNIVERSITY PROGRAMS IN OCCUPATIONAL THERAPY

PROFESSIONAL DEVELOPMENT PROFILE

STUDENT:

This form is used by both faculty and students in order to assess your progress towards the development of professional skills as an occupational therapist. The following ratings reflect faculty assessment of your attributes. Completion of the form is based on observations in classroom and/or clinical situations that reflect professional behavior.
*Scoring: 1=Unsatisfactory; 2=Demonstrates inconsistently; 3= Demonstrates consistently

HONESTY/INTEGRITY	**SEMESTER**			
	1	**2**	**3**	**4**
• Adheres to Code of Ethics • Adheres to the Honor Code • Takes responsibility for and corrects errors • Maintains confidentiality • Represents the facts/situation in an accurate manner • Respects and returns borrowed materials				

RESPONSE TO FEEDBACK/SUPERVISION				
• Respectful of others • Chooses appropriate times to approach instructor • Proactively identifies problem and discusses ideas and possible plan with instructor • Accepts feedback in a positive and respectful manner • Follows through and modifies performance in response to feedback				

ABILITY TO WORK AS TEAM MEMBER				
• Responsive and respectful to the needs of others including verbal/nonverbal reactions • Allows others to express their opinions • Remains open minded to different perspectives • Provides suggestions/feedback in a timely and constructive manner. • Participates collaboratively and equitably in group assignments and projects				

	1	2	3	4
CLASSROOM COMMUNICATION ● Actively listens and communicates in discussion with appropriate verbal and nonverbal comments ● Initiates thoughtful/relevant questions ● Communicates ideas and options appropriately (verbal/nonverbal) clearly and concisely with peers and instructors ● Makes comments appropriately to the class discussion				
PROGRAM, COURSE RELATED AND CLINICAL COMMUNICATION ● Responds to all correspondences (emails, requests for forms, clinical requirements) as indicated or requested within a timely manner ● Responds in a courteous and professional tone in all professional correspondences ● Uses appropriate titles when addressing all correspondences ● Follows chain of command when corresponding or addressing concerns				

INITIATIVE/MOTIVATION ● Proactively participates ● Takes initiative to direct own learning ● Assumes responsibility for learning ● Uses adequate and appropriate resources to achieve goal				

DEPENDABILITY/RESPONSIBILITY ● Takes responsibilities for one's own actions and corrects errors ● Is on time and attends all classes/scheduled sessions ● Hands in assignments/papers when due ● Follows through with commitments and responsibilities ● Maintains a safe and clean environment in class/lab ● Adheres to scheduled office hours and appointments				

	1	2	3	4
JUDGMENT • Uses an appropriate inquiring approach • Evaluates and reflects on options prior to making a decision or suggestions • Develops rationale to support decision • Demonstrates awareness of possible bias • Makes sound decisions based on factual information • Gives alternative solutions to complex issues/situations • Adheres to organizational and interpersonal boundaries • Handles personal and professional frustration appropriately				

ORGANIZATIONAL ABILITY • Comes to class prepared • Manages time/materials to meet program requirements				

PROFESSIONAL PRESENTATION • Wears neat, clean clothing appropriate to setting • Presents self in a manner that is accepted by peers, clients, supervisors • Uses body posture and facial expressions that communicate a positive attitude, interest or engaged attention				

PROFESSIONALISM • Conduct on and off campus must reflect the values of the program and occupational therapy profession. • Personal or professional use of any form of media, including all forms of social media (Facebook, Twitter, Myspace, blogs, etc.) must adhere to professional values and behaviors; be respectful of students, faculty, staff, university and colleagues; and not violate any confidentiality. • Ethical and legal considerations are in place at all times				

My signature/initial below indicates that my advisor and I reviewed the contents of this form, the ratings in this form, and understand the behaviors I need to	**SEMESTER**			
	1	**2**	**3**	**4**

consistently demonstrate to further develop into an OT professional.				
Student				
Advisor				

SUMMARY
SEMESTER 1: Notable strengths: Areas in need of improvement and plan: Student comments: Student signature: Advisor signature: Date:
SEMESTER 2: Notable strengths: Areas in need of improvement and plan: Student comments: Student signature: Advisor signature: Date:
SEMESTER 3: Notable strengths: Areas in need of improvement and plan Student comments: Student signature:

Advisor signature: Date:
SEMESTER 4: Notable strengths: Areas in need of improvement and plan: Student comments: Student signature: Advisor signature: Date:

Professional Development Remediation Plan

☐ **Warning** (two or more Professional Development Profiles with a score of 2 in any category)
☐ **Probation** (a score of 1 more than two times in any category)

Student: _____ **Faculty Member:** _____

Professional Development Profile Deficient Area(s) and Score(s)
Discussion
Incident/event(s): **Previous barriers to success:** **Current supports in place for success:**
Action Plan ***Must include professional development activities in deficient areas.**
Next Meeting: **Remediation completion date:**

Student Acknowledgment: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Professional Behavior in the Classroom

Classroom behavior should be consistent with behaviors one would exhibit when treating clients in a clinic setting.

Attendance

As our program is a "hands on, face to face" program with virtual components that is guided by the philosophy of adult learning and professional education, we expect all students to attend all classes and all fieldwork assignments, be on time, and be engaged, as is required in a clinical work setting. If you cannot attend class, you are expected to email the professor prior to class or as soon as possible. In the event that a student is absent due to illness, they may be expected to submit a physician's note. Please note that attendance is taken in each class.

- Excused absence: Any absence due to a major life event is excused. Absence due to a planned major event must be cleared with each instructor at the beginning of each semester. Such excused absences, unless otherwise noted, are generally limited to one day. Extensive absences following a major life event may be subject to a leave of absence, with resuming one's education the following term / year.
  Absences due to religious holidays are subject to the terms identified in the following sections: Major Religious Holidays
- Unexcused absence: Any absence due to a vacation or other personal preference is considered "unexcused". The instructor has the right to lower the final course grade by 1 full letter grade due to excessive (15% or greater) unexcused absences, lateness, and unprofessional behaviors. If your class average is a "B," your grade will be entered as a "C." If your average is "B-" or below, you will receive an "F" for the course, as passing in our program is a "C." Excessive unexcused absences, lateness, and unprofessional behaviors will also result in feedback through our professional development system. Students who miss 20% or more of classes due to unexcused absences are subject to fail, regardless of their overall class average. The student cannot request to have assignments or examinations rescheduled. Missed assignments and examinations are subject to a grade of "0".

Students that miss 20% or more of class time due to combined excused and unexcused absences must develop a learning contract at the discretion of the course director to address missed course content and demonstrate competency.

The Programs in Occupational Therapy follow the general university calendar. However, there are on occasion exceptions to the schedule identified by the university. Examination dates, study dates, etc. may follow a different timetable. It is imperative that each student review the Program's schedule each semester, and review each course's syllabi, before making any plans that are contingent on the calendar. All dates are subject to change.

Major Religious Days

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of their religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which they may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying academic requirements involved.

Officers of administration and of instruction responsible for the scheduling of academic activities or essential services are expected to avoid conflict with major religious days as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

- While the Programs in Occupational Therapy will do its best to accommodate religious beliefs and observances by its students, requested adjustments must be reasonable, made well in advance of the requested day(s), and allow for the fulfillment of academic requirements.
- Absences due to religious obligations are excused but do count towards the 20% threshold to develop a learning contract to ensure that students have not missed course content.

Other Professional Behavior

Communication during class, such as talking to another student, texting, side chats, etc. will not be tolerated. Handle all laboratory materials with care. Return materials to their original place. Return all borrowed materials. Report broken or non-working equipment to the instructor. Students should restore the space to order at the end of the class by replacing furniture as directed, removing any trash, and cleaning up after themselves.

Technology

Laptop computers or tablets can only be used in class to take notes or participate in course activities. Other uses will neither be permitted nor tolerated. It is expected that students will comply with this policy as such use is at best distracting to students and faculty.

- If there is a pending emergency situation, the student must notify the instructor in advance that their phone (on vibrate only) might signal and they might have to leave the room. Even under these circumstances, the student cannot answer the phone in the classroom, and should sit near the exit so that they can leave with no disruption.

Communication Outside the Classroom

While it is expected that students converse with each other to and from class, it is important that you are aware of your surroundings. As this is a medical complex, personnel, family members, visitors are often within one's immediate environment. Hallways, elevators, bathrooms, libraries, computer labs, etc are considered extensions of the classroom. In the medical setting, it is important to never discuss medical conditions (personal or in the abstract), medical cases, etc. in any public space within the medical center.

Dress Code

Students must maintain an optimal level of personal hygiene and professional appearance in the medical center environment, even when they are not seeing patients. Students are expected to dress in a manner appropriate to their responsibilities. In environments that include contact with patients or clients, the following are not appropriate for the workplace: jeans, overalls, sweat shirts, sweat pants, shorts, leggings, halter or tank tops, non-collared tee shirts, work out clothes, sandals or open-toe shoes, caps, bandanas, baseball hats, or body or facial piercings other than ears and those required by a student's religious or cultural beliefs. Adapted from the Columbia Vagelos College of Physicians and Surgeons Dress Code.

Guidelines for Remote Learning

During remote instruction, class sessions will be held via Zoom. Just as the classroom is the clinic, please think of the online classroom as a telehealth clinic.

Below are the guidelines for participating in Zoom class Sessions:

- Do not share class Zoom links with individuals outside of the course.
- Present yourself **professionally** for all Zoom class sessions. Please **dress appropriately** as if you are in a classroom setting.
- Choose the **best space available** and maintain a posture that is conducive for learning. Please do not attend class while lying in bed or reclined on your couches. Choose one spot throughout the session and avoid moving around while in class.
- Faculty will check **attendance** at the beginning and intermittently during the session. Make sure to sign-in every time.
- Be mindful of proper lighting and background noise when your video and audio settings are turned on.
- Cameras are required to be on during class. If you have an issue that will prevent you from turning on your video, you must let the faculty member know.
- Please refrain from moving your device while on-camera to avoid distraction to other users on the call.
- Make sure to set your **microphone on Mute** unless participating in discussion or asked by the instructor to unmute.
- Please use the **Raise Hand** feature on Zoom or type in your questions in the Chat box unless otherwise indicated by the instructor.

Examination Conduct

Our courses will use ExamSoft computer-based testing platform for written exams. Students with the need for testing accommodations and/or need to use out-of-class testing through the Office of Disability Services will also use ExamSoft with their approved testing accommodations. Students needing accommodations must request testing accommodations at least 2 weeks prior to a scheduled written exam. If accommodations are requested after that time period, students may need to take that exam on paper.

To allow every student equal opportunity to succeed in an examination, the following procedures will be followed.

1. Students must begin an examination on time.
    a) **If a student is unable to be present** for an examination due to illness, they must notify the instructor or the departmental office prior to the beginning time of the examination. A medical note may be requested at the instructor's discretion. Unless such notice is received by the instructor or recorded in the office, make-up examinations need not be given.
    b) Any student who is unable to take an exam on the date scheduled may petition the course director for permission to take the exam late. The course director will determine if the delay is warranted, and will determine the date for the make-up test. The course director may consult with the academic progress and promotion committee. The student may be required to submit documents to support the request. If approval is given, the exam must be completed successfully prior to the start of the next semester. In the event that level II fieldwork follows the semester, the student cannot participate in fieldwork until that semester is completed. There may be an exception if the uncompleted course is an elective. All students are on the honor code leading up to, during, and after the scheduled tests.

2. You must follow all instructions that your course instructor will send regarding downloading the Examplify software and the secure exam file prior to the scheduled exam date and time. Students who do not follow these instructions and do not have the secure exam file downloaded prior to the exam time will not be given extra time to take the exam.

3. Students must download the Examplify software and secure exam file on only one laptop or tablet device. Downloading the secure exam file on more than one device without written permission from the course instructor is considered a violation of Academic Integrity Policies. ExamSoft has a mechanism to inform the course instructor if the student has downloaded Examplify and the secure exam file on more than one device.

4. Adherence to the Honor Code is assumed and expected.

In Class Examinations

1. If a student arrives late, proctors may allow or deny a student the right to begin the examination later than the designated time based on the student's justifiable excuse for being late.
2. It is your responsibility to bring a fully-charged laptop (Windows MS or Mac iOS) or tablet device (only iPads and MS Surface are supported) on the day of the exam. Students using a tablet device must have a Bluetooth enabled keyboard. Some classrooms may not have enough power outlets for all students in the class. It is not the course instructor's responsibility to bring power strips.
3. You must notify your course instructor no less than 24 hours prior to the date and time of the exam if you are not able to bring a laptop or tablet device for the exam. Students who do not bring a laptop or tablet device without notifying the course instructor within the prescribed time frame may not be allowed to take the exam. Loaner laptop computers are available on campus.
4. All students have the responsibility during examinations to neither give information nor to seek it from another student, or from any unauthorized source. If there is any clear evidence of any student violating this rule, the proctor will have that student turn in their examination immediately and leave the room. (A confiscated exam is equal to a failed examination). The Ethics Committee will review any student whose examination has been confiscated.

In order to minimize disruptions during exams, and to ensure that every student has the same opportunity to take their exams in a quiet environment, the Programs in Occupational Therapy have adopted the following policy.

- **All personal belongings**: backpacks, bags, coats, hats, books, notes, cell phones, etc.; are to be left by the entrance of the room in which the exam is given. Hats with brims cannot be worn during exams.
- **Food** is not permitted during the exam.
- **Cell phones** should be off. For any student who uses a cell phone to tell time, you will need to either use the clock in the room, or a wristwatch.
- **Students are not permitted to talk** with one another for any reason during the exam.
- **Questions about the exam items** will not be permitted. If for some reason a student has a question that one feels must be asked, one can use the notes

feature on Examsoft to write a question for faculty review. The "questioned" item must be answered, or no credit will be given.

- While we encourage each student to use the **restroom** prior to the exam, if it becomes absolutely necessary to use the restroom, please follow the following procedure:
    i. Raise your hand to request the break.
    ii. Only one student can leave at a time.
    iii. Show the proctor that you have hidden your exam on your device.
    iv. Do not take any personal belongings of any type with you.
- **When you are finished with your exam**, submit it on ExamSoft and show the proctor the screen with confirmation. Then get your personal belongings and leave as quickly and quietly as possible. Do not communicate with anyone in the room, even if you are finished with your exam.
- When just outside the exam room, please **be respectful** of those taking the test, and remain quiet until you leave the area.

<u>Remote Examinations</u>

During remote examinations, the use of a second mobile device for live proctoring will be required.

- All students are required to have two devices when taking a remote exam:
  (1) a dedicated device (desktop, laptop, tablet) where Examplify is uploaded which students will use to take the remote exam; and
  (2) a second mobile device (a smartphone or tablet) with a front-facing camera that will be used to activate a live Zoom call for remote proctoring. Make sure this device is fully charged.
- The course faculty or an admin staff will be present on the Zoom call to monitor and proctor throughout the duration of the exam. Ensure your exam area is free from any distractions for the duration of the exam. Your exam area must be cleared of all papers, notes, notebooks, textbooks, calculators, and mobile devices (other than the device you are taking the exam on and your proctoring device). Please make sure that you are logged out of Canvas on all of your mobile devices and the computer you are taking the exam on.

- **Second mobile device positioning:** the second mobile device needs to be mounted or positioned approximately at a 45-degree angle from the student so that the front-facing camera of the device will enable the exam proctor to see the following:
    a. A clear view of the student's head and upper body.
    b. A clear view of the student's desk with the keyboard and/or mouse, free of any unauthorized materials.

Use a mobile device mount or pop socket, or lean the device against a surface (e.g. in front of a stack of books, a lamp, or wall) to position the device correctly. See image to the left for suggested positioning of the second device.

Use the course Zoom call link to join the call at the beginning of the exam time. Make sure your video is ON and audio on MUTE throughout the duration of the exam. Virtual Backgrounds must be TURNED OFF.

Students should not leave the Zoom call until the exam has been submitted on Examplify. Any violation of this guideline is subject to the Academic Integrity policies of the program.

Should you experience any issues while taking the exam, use the Zoom chat function to reach out to the exam proctor. If you are not able to resolve the issue, the proctor should reach out to Examsoft Support at 866-429-8889 ext 1.

Policy on Written Assignments

Course directors determine if they prefer assignments to be submitted electronically or in hard copy. Unless otherwise preferred and/or required by a faculty member, students are expected to submit all written assignments electronically.

It is our Programs' policy that written assignments such as literature reviews, papers, and case studies be submitted to Turnitin.com prior to submitting to your course director. Be sure to manage your time effectively when completing assignments. Course directors will provide instruction on this prior to the first assignment.

Late submission of assignments is subject to a grade reduction for each calendar day the assignment is late.

Policy on Authorship

Authorship on Manuscripts, Presentations, and Posters

In accordance with the *American Psychological Association* publication manual (2019) and the *American Journal of Occupational Therapy* guidelines for authors (n.d.), authorship credit of any work generated by students as part of their CU Occupational Therapy Program curriculum will be determined by the faculty advisor/course instructor based on significant contribution to three primary areas:

(1) project idea generation and/or research design;
(2) project development and/or research data collection, analysis, and interpretation;
(3) poster or paper presentation development, or manuscript preparation and revision.

Authors should substantially contribute to all three areas of project generation and dissemination.

Students are not permitted to use any of the information related to a course assignment in a presentation or publication (other than using it as a citation) without the expressed permission of their faculty advisor/course instructor.

This pertains to any class assignments in which the student (1) participated as a group member or (2) completed independently with faculty feedback and guidance.

Faculty advisors/course instructors who provided guidance and feedback regarding development of a student's course assignment, should be listed as authors on any poster, presentation, or manuscript derived from the course. Students should discuss all ideas for poster, presentation, and manuscript proposal submissions with their faculty advisors/course instructors prior to actual submission. Failure to do so will result in withdrawal of the submission.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Guidelines for contributors. (n.d.). The American Journal of Occupational Therapy. Retrieved May 18, 2011 from http://ajot.submit2aota.org/journals/ajot/forms/ajot_guidelines.pdf

University Requirements for Participating in Research

Entry-level occupational therapy students are required to complete a master's research project at the conclusion of the research course sequence.

All research protocols at Columbia University must be approved by the Columbia University Institutional Review Board (IRB) in order for the study to proceed. The university's IRB Board serves to protect human participants in biomedical and behavioral research. As of January 1, 2001, the Dean of Health Sciences at Columbia University mandated that any essential investigator (including individuals who obtain consent, collect data, and/or administer tests) submitting a research protocol to the IRB, or participating in the study, must fulfill specific requirements. While these requirements are subject to change, at this time the requirement is a passing grade on the Behavioral and Social Science Test (BSST) examination. This examination reflects the investigator's knowledge of inherent concepts for appropriate human subject protection and good clinical research. To fulfill this university requirement, occupational therapy students are required to submit proof of passing the Good Clinical Practice test at the conclusion of OTM6571. Meeting this requirement will be discussed in Research Methods. You may learn more about this requirement by accessing the rascal page of Columbia's website (see instructions below). https://www.rascal.columbia.edu.

Students involved in clinical research are also expected to comply with the Health Insurance Portability and Accountability Act (HIPAA). In order to do so, each student is required to review the course content associated with HIPAA, which is available on line, and to successfully complete the HIPAA exam, also available online. Information about this is distributed prior to receiving an activated email address.

Proprietary Rights in Intellectual and Technological Products

Students, as part of a class assignment, may create, invent, and/or develop a product that has commercial value. Prior to the marketing of such products, all individuals involved must provide a report to the program outlining the plan for commercialization. The University has the right to maintain control over the marketing plan. Any proceeds from such products may be shared between the individuals involved, the Programs in Occupational Therapy, and the University, as described by the policies set forth by the Columbia Innovative Enterprises.

Other Policies And Procedures

Membership in AOTA

Before arriving on campus, students are required to join our professional organization as a student member. Membership provides access to online AOTA journals, including the American Journal of Occupational Therapy, provides discounts for products and conferences, and gives access to “Member only” sites from which assignments may be based. The website for membership is www.aota.org. Membership must be renewed each year you are in the program. Documentation of your membership must be maintained on Exxat.

Students with Disabilities

Disability Services (DS) supports students with various types of disabilities including but not limited to physical, hearing, visual, learning, psychological, and chronic medical conditions. DS helps to coordinate accommodations and support services, thereby cultivating a campus culture that is sensitive and responsive to the needs of students with disabilities.

Reasonable accommodations are adjustments to policies, practices, and programs that facilitate access to Columbia's academic programs, campus resources, and activities. Examples include exam accommodations, note taking, sign language interpreters, assistive technology, and accessible housing coordination. Accommodations are determined on a case by case basis and students seeking them are required to register with the office. Accommodations and services do not begin automatically upon enrollment at Columbia nor do the accommodations and services received in high school or at other universities automatically transfer to Columbia. Any student is welcomed to discuss their needs with the program's liaison to DS, Dr. Julia Guzmán, at jg3740@cumc.columbia.edu.

Name Change

If you anticipate a name change from the name you used in your application, you will need to submit an official name change form to the registrar's office: http://registrar.columbia.edu/content/name-change-affidavit.

In addition, please send an email to Eileen Lloyd at eileen.lloyd@columbia.edu indicating the name change. If you do not notify us directly, your name will not be updated in the Programs' records and systems.

Student Resources

Columbia offers a large number of resources for students. Resources can be found on our centralized Courseworks site as well as through the Office of University Life. If you need a specific resource and cannot find it, reach out to your advisor or a member of the staff.

Students can also find information on our student organizations, SOTA and COTAD on our website and the centralized communication site.

Leave of Absence

Voluntary Leave of Absence

A student who must interrupt study temporarily to take a leave of absence because of illness, military service, or emergent personal/family problems should refer to the University's official regulations in the Essential Policies for the Columbia Community:

https://www.essential-policies.columbia.edu/voluntary-leave-absence-policy. Students must then complete the Request for Leave of Absence Application Form and submit it to the Program Director

- Medical Leave of Absence: The medical or mental health professional who has been providing treatment to the student will, with the student's written consent, confirm in writing that a Medical Leave is warranted due to the student's health problem. Supporting medical documentation will be dated within 14 days of the request for a Medical Leave. The Program Director may request a consultative review of the medical or mental health documentation by a Columbia health professional on the Columbia University Irving Medical Center campus. This consultation may include conversation between the treating health care provider and the designated University health professional.

- Other Leave of Absence (i.e. personal emergency or military service): At the discretion of the Program Director, supporting documentation may be requested from the student to substantiate such a request.

The application will be reviewed by the Program Director and a decision will be rendered. The student will then be notified. The Program Director may stipulate conditions for the granting of a leave, for students while on leave and for return, including an administrative medical or psychiatric evaluation and/or a review by the appropriate faculty committee. Such review does not guarantee readmission. Students approved to return after leave in the first semester will restart the curriculum.

In most cases, leaves are granted for a maximum of one year. Extensions for extended military services or continued re-cooperation from illness may be granted on a case-by-case basis. After one year, a student on a leave of absence may have their matriculation terminated; the student would be permitted to apply for readmission at a later time.

Students are not permitted to live in campus housing while on a leave of absence. Students may request to have their Columbia University health insurance continued while on leave (additional fees may apply). Students receiving financial aid must complete an exit interview with Student Financial Planning before the leave begins.

Involuntary Leave of Absence

The Program Director may place a student on an Involuntary Leave of Absence for reasons of personal or community safety. This process is undertaken only in extraordinary circumstances when there is compelling information to suggest that the student is engaging in or is at heightened risk of engaging in behavior that could lead to serious injury to others, including as a result of physical or psychological illness. Students should refer to the University's official

regulations in the Essential Policies for the Columbia Community https://www.essential-policies.columbia.edu/involuntary-leave-absence-policy.

Change in Programs of Study

Once registered, students may drop or add courses or change sections by filing a formal change-of-program application with the Office of Student Administrative Services (Black Building, Room 1- 141) during the change-of-program period each term (see Academic Calendar). All such changes must first be approved by the Program Director.

Students may drop courses after the change-of-program period by following the same procedure; however, for courses dropped after the last day for change-of-program in each term, no adjustment of tuition will be made. Last dates to drop courses are indicated in the Academic Calendar. Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in either a failing grade in the course, a "WD" (withdrawn by university), or an "UW" (unofficial withdrawal). This is at the discretion of the course director.

Students who withdraw from the program must make their decision known to the Program Director as soon as the decision is made. It is suggested that the student meets with the Director, who will review the procedure for withdrawal. This procedure, along with the tuition refund policy for withdrawing, can be found on the registrar's office website.

Communication Policies

Columbia University Student Email Communication Policy

Columbia University has established email as an official means of communication with students. An official Columbia University email address is required for all students. The University has the right to send official communications to the University email address, which is based upon the University Network ID (UNI) assigned to the student.

The University expects that every student will receive email at their Columbia University email address and will read email on a frequent and consistent basis. A student's failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.

Students may elect to redirect (auto-forward) email sent to their University email address. Students who redirect email from their official University email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student

from the responsibilities associated with communications sent to their official University email address.

All use of email will be consistent with other Columbia University policies including the Acceptable Use Policy (http://www.columbia.edu/cu/policy), and the Responsible Use of Electronic Resources, included in this handbook.

Communication within our Program

All students are expected to remain in communication with each course director, with the fieldwork educators, and with the Programs in Occupational Therapy. To this end, daily access to the Columbia University Internet system for ongoing communications within courses and about courses, department broadcasts, course assignments/readings, etc. is required. All students must activate and use their Columbia University identification (UNI) and password to access Canvas and email.

Canvas is an Internet based program through which information related specifically to courses is disseminated. Everything from course syllabi, reading materials, class handouts, to course-based group discussions and exams, may be distributed / conducted. Each course director will review how Canvas is incorporated into each course.

Our program also has a Canvas site with centralized resources for students. All program communication will come through this site. We expect all students to look for resources on the centralized Canvas site.

If, for any reason, a student is unable to attend class or fieldwork, that student must notify the course director, the fieldwork educator, and the fieldwork supervisor in advance of the absence. Please refer to the sections on attendance.

Policy on the Use of the Internet and Social Media Sites

Columbia University's Programs in Occupational Therapy appreciates the use of the Internet and of social media sites as a means of communication. Social media sites include but are not limited to Facebook, Instagram, Linkedin, Twitter, Flickr, YouTube, blogs, and podcasts. Additional Internet uses include but are not limited to email, texts, and personal web pages.

It is important to remember that the Internet and social media sites have extensive networks and audiences; there is virtually no privacy on any of these sites or means of communication. In addition, the role of the professional does not end when one leaves school or work, and for this reason, one must understand that behavior on social media sites can reflect negatively on one's place of learning, work, and on one's profession. In addition, particular types of postings

and communications may be unethical, if not illegal. Violations can be considered under the realm of academic misconduct and subject to disciplinary action, as well as subject to criminal and/or civil liability.

Furthermore, as you embark on a professional career, it is important to understand that the role of the professional is to some extent based on an implied contract between the profession and society. This includes awareness of society's needs, exhibiting values that are humanistic in nature, maintaining accountability to self and others, and adhering to ethical principles and values as articulated in AOTA's Occupational Therapy Code of Ethics.

- Every student has been given a UNI, which is the basis of their Columbia University email account. It is our policy that all communication with our program and our faculty is done using the CU email. However, when establishing Facebook accounts, for example, it is expected that you use a different, personal account.
- Under no circumstance, regardless of the email address associated with any of your internet or social media sites, is personal health information or academic standing of other individuals to be posted or shared. Even if concealing one's identity, HIPAA (*Health Insurance Portability and Accountability Act*) and FERPA (*Family Educational Rights and Privacy Act)* laws may be violated.
- Comments that are derogatory, inflammatory and/or defaming of any individual, assignment, event, policy, etc. related to Columbia University or to any of our fieldwork sites or academic partners are strictly prohibited.
- In addition, the following may be considered unprofessional behavior, subject to academic misconduct, and serve as the basis for disciplinary action. Please keep in mind that if the department contacts you about any pictures, comments, texts, etc, that are considered unprofessional, it is expected that they will be taken down immediately.
    - General display of rude, offensive, or vulgar language.
    - Display of language, photographs, or videos that may be considered offensive and/or disrespectful of any individual or group because of age, race, gender, ethnicity, or sexual orientation.
    - Presentation of photographs or videos of yourself or others that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or violating the Columbia University Sexual Respect and Community Citizenship Initiative.
    - Presentation of photographs or videos of yourself or others that show engagement in illegal activities including use of recreational drugs.
- When posting information, unless otherwise officially authorized, you may not represent yourself as a spokesperson for the university or program, or as an official representative of the university or program.

- In many workplace settings it is strictly prohibited to engage in social media while within the institution's boundaries. It is our policy that personal engagement on social media sites while on fieldwork, in class, or at conferences is strictly prohibited[3].
- You may not disguise your identity as a means to get around any of these guidelines and policies.

Photography Release

The Programs in Occupational Therapy at Columbia University and its representatives on occasion take photographs for the school's use in print and electronic publications. This serves as public notice of the Programs in Occupational Therapy's intent to do so and as a release to the Programs in Occupational Therapy of permission to use such images as it deems fit. If you object to the use of your photograph, you have the right to withhold its release by filling out a form at the Programs in Occupational Therapy, Georgian Building, room 305.

Clinical Drug Testing Policy

All Columbia University Irving Medical Center students, which include all Occupational Therapy students, are required to submit to drug testing. This is typically handled prior to the first fieldwork assignment. The CUIMC Policy and Procedure on Pre-Clinical Drug testing is distributed to all Occupational Therapy students during the fall semester.

The Director of Student Health Services and the Director of AI:MS (Addiction Illness: Medical Solutions) have also provided this summary of components of the policy:

Students in the School of Nursing, College of Dental Medicine, and the Vagelos College of Physicians and Surgeons will be required to undergo a 10-metabolite urine drug screen during the semester prior to the beginning of their clinical rotations (or in the case of the nursing programs during their first semester at CUIMC).

Students will not be able to begin a clinical rotation until they have been cleared by this process.

Confidentiality
Drug Screening results will be held in strict confidence in the student's medical record unless released at a student's request or under certain specific circumstances: a danger to self or others, including risk to patients, failure to follow up with a mandated program following a

[3]It is our policy that the use of laptops, electronic notepads, tablets, smartphones, etc. while in class or on fieldwork is a privilege, and is restricted to note taking for that class or treatment planning related activities while on fieldwork (N.B.: The use of electronic devices while on fieldwork requires approval from your site) . Any other use of such devices may call for the immediate loss of that privilege, and may be considered academic misconduct.

positive test. Should evaluation of a positive test or recommended treatment interfere with a student's ability to complete a clinical rotation, a medical leave will be required.

Positive Test Result
Students who have a positive test reported to the Student Health Service will be required to have an evaluation by the Director of the AI:MS (Addiction Illness: Medical Solutions) program. They will determine further evaluation and follow-up, which may include evaluation by an addiction specialist, follow-up urine drug testing, evaluation in the Mental Health Service, or referral to a drug treatment program.

Scheduling of Testing
In order not to overwhelm clinical laboratory facilities, students will be scheduled to pick up their test requisition from the SHS during a specified two-week interval. Once a requisition is picked up, there is a 72 hour window for students to report to the LabCorp or Quest laboratory to have their test completed. Failure either to pick-up the requisition within the assigned 2 week window, or fill the requisition within the assigned 72 hour window, will be treated as a positive test, and evaluation by Stephanie Garman, LCSW, CASAC., Director of the AI:MS (Addiction Illness: Medical Solutions) program will be required.
Please see Drug Testing for the complete Pre-Clinical Drug Testing Policy and Procedure.

COVID Related Policies

The most updated information on COVID related policies can be found at the CUIMC COVID-19 Information Site. Any program specific policies will be communicated by the Program Director.

Civic Learning and Engagement: Community Service

In keeping with our vision of developing future minded leaders with a global view of occupation, the Programs in Occupational Therapy have developed expectations related to community service. While we do not require participation, we strongly encourage students to engage in civic learning and community service activities. The Programs in Occupational Therapy define community service as performance of voluntary work, consultation or duties for the benefit of local and global communities/institutions and the profession of occupational therapy. Community service activities are designed to promote community health, well-being, capacity building, quality of life and principles of occupational justice. Community service activities include though are not limited to:

- Engagement in leadership and advocacy in professional organizations, for example NYSOTA Albany Lobbying Day or Hill Day
- Volunteering during a one time community event

- Volunteering with long term projects such as the Columbia-Harlem Homeless Medical Partnership (CHHMP) or the Columbia Student Service Corps (CSSC)
- Collecting and donating resources for communities that have sustained catastrophic events
- Participating in community educational events as speakers or support staff, including outreach to students to educate about the occupational therapy profession

Copyright, File-Sharing And Responsible Use Of Electronic Resources

As a member of the Columbia University community, it is important that you understand your responsibilities for complying with the University's policies and federal law on the use of electronic resources, including computers, networks (including the Internet), email, and online information resources, and on the use of copyrighted material on Columbia's computer systems and network. The University's electronic resources and services are for the primary purpose of supporting the University's mission of education, research, and service. Uses that interfere with or threaten the operation and activities of any part of the University are prohibited, as are uses that violate the law, University policy or the rights of others.

Peer-to-peer file-sharing programs, such as BitTorrent, make it easy to download and share unauthorized copies of music, movies, and other copyrighted works**.** Such activity is against the law and exposes you to legal liability.

To help you use Columbia's electronic resources and services responsibly, and to help you understand the basics of copyright law, we have summarized some information about copyright law below. More detailed information can be found on the University's website at http://www.columbia.edu/cu/policy/copyright.html

COPYRIGHT LAW AND POLICY - Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. While there are exceptions under the law that allow copying or distribution of protected works, the use of peer-to-peer software programs to download or upload copyrighted music and movies without permission of the copyright owner would virtually never qualify for an exception. Violations of copyright law are also violations of University policy.

MONITORING - The University does not monitor the network for content. However, it does monitor the volume of use on the network. File sharing generates a high volume of network traffic, and if your computer is generating excessive network traffic, your Internet access will

automatically be limited. For information on bandwidth limits, see the University's Computer and Network Use Policy at http://www.columbia.edu/cu/copyright/policy.html

PEER-TO-PEER FILE SHARING - Most P2P programs, such as BitTorrent, automatically turn on sharing when installed and run whenever your computer is on. Even if you disable uploading, many P2P programs automatically reset to resume uploading, and copyrighted material in a "shared" folder can be seen by others using the same P2P software. If you have such programs on your computer, you may be violating copyright law without knowing it. Moreover, some content owners, including the Recording Industry Association of America (RIAA), use the same P2P software to "capture" infringers. This monitoring by the RIAA has led to numerous lawsuits against students, including many Columbia students. Payments to settle these lawsuits can be substantial. The bottom line is that if you want to ensure compliance with the law, do not install P2P file sharing software on your computer.

Digital Millennium Copyright Act (DMCA). Under the DMCA, copyright owners file notices of copyright violations with the University, requiring the University to take immediate action to eliminate such violations. If you are implicated in such activity, you will be notified of the allegation and your network access will be terminated until you have (i) removed the infringing material, (ii) taken a short quiz on copyright, and (iii) agreed to comply with copyright law and not engage in, among other things, illegal downloading, storing and distribution of copyrighted materials. In the case of repeat infringement, sanctions become more severe, and the University may be required to terminate all access to our network. For more information on the DMCA, and disciplinary sanctions for copyright infringement, see http://www.columbia.edu/cu/policy/copyright-info.html

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws. Copyright infringement constitutes both a violation of University policy and a violation of the law. Under the Higher Education Opportunity Act (HEOA), the University is required to inform you of the civil and criminal penalties for unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing. Those penalties include the following: Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages, which are set at not less than $750 and not more than $30,000 per work infringed. A court also has discretion to assess costs and attorneys' fees. Willful copyright infringement also can result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.
Keep in mind that there are legal alternatives for downloading copyrighted material. For a list of some of the popular legal alternatives for downloading movies and music and other copyrighted materials, see
http://cuit.columbia.edu/cuit/it-security-practices/filesharing-networks/legal-music-movies-online

Additionally, EDUCAUSE, which you can link to at http://www.educause.edu/legalcontent, maintains an extensive list of legal alternatives for downloading copyrighted materials. Proper use of the University's electronic services and resources will enhance the quality of the University network and systems and foster a culture of respect for the intellectual property rights of both members of the University community and copyright owners in the larger creative community.

Jeffrey F. Scott
Executive Vice President
Student and Administrative Services

Student Policies and Procedures on Discrimination, Harassment, Gender-Based and Sexual Misconduct and Consensual Romantic and Sexual Relationships

Columbia University is committed to providing a learning, living, and working environment free from discrimination, harassment and gender-based and sexual misconduct. Consistent with this commitment and with applicable laws, the University does not tolerate discrimination, harassment, or gender-based or sexual misconduct in any form and it provides students who believe that they have been subjected to conduct or behavior of this kind with mechanisms for seeking redress. All members of the University community are expected to adhere to the applicable policies, to cooperate with the procedures for responding to complaints of discrimination, harassment and gender-based and sexual misconduct, and to report conduct or behavior they believe to be in violation of these policies to the Office of Equal Opportunity and Affirmative Action or Student Services for Gender-Based and Sexual Misconduct. For additional information on these issues, policies and resources, please visit the Sexual Respect website at: https://titleix.columbia.edu/.

Complaints against students for gender-based misconduct are processed in accord with the Gender–Based Misconduct Policies for Students. Students who attend Barnard College and Teachers College as well as Columbia University are covered by these policies. The use of the term "gender-based misconduct" includes sexual assault, sexual harassment, gender-based harassment, stalking, and intimate partner violence.

Complaints against students for other forms of discrimination and harassment are processed in accord with the Student Policies and Procedures on Discrimination and Harassment and should be filed with the Dean of Students of the school in which the accused student is enrolled.

Complaints against employees and third parties affiliated with the University for discrimination and harassment are processed in accord with the Employment Policies and Procedures on

Discrimination and Harassment. The use of the term "discrimination and harassment" includes discrimination, discriminatory harassment, gender-based harassment, stalking, intimate partner violence, sexual harassment, and sexual assault.

Columbia University maintains policies regarding consensual romantic and sexual relationships between faculty and students, and staff and students. The Faculty-Student Relationship Policy states that no faculty member shall exercise academic or professional authority over any student with whom he or she has or previously has had a consensual romantic or sexual relationship. This policy covers all officers of instruction, research and the libraries, including student officers of instruction and research and teaching assistants. The Staff-Student Relationship Policy states that no staff member at Columbia should participate in the supervision, employment actions, evaluation, advising or mentoring of any Columbia University student with whom that staff member has or has had a consensual romantic or sexual relationship, except in unusual circumstances, where explicit advance authorization has been obtained.

For further information and assistance, contact:
Office of Equal Opportunity and Affirmative Action
103 Low Library, MC 4333
http://eoaa.columbia.edu/; eoaa@columbia.edu; 212-854-5511

Title IX Coordinator
Marjory D. Fisher
mdf2166@columbia.edu, 212-853-1276

Section 504 Officer for Columbia University
Jeri Henry, Vice Provost
jh3079@columbia.edu, (212) 854-5918

Columbia offers a number of confidential resources to students who believe they were subjected to discrimination, harassment or gender-based or sexual misconduct and who do not wish to report to the University:

Counseling Services
CUIMC Mental Health Services (212) 305-3400
Columbia Morningside (212) 854-2878

Center for Student Wellness (CSW) (212) 305-3400

Sexual Violence Support Center, (212) 854-HELP

Office of the University Chaplain, 212-854-6242

Health Services*
CUIMC (212) 305-3400, CUIMC clinician-on-call (212) 305-3400
Columbia Morningside (212) 854-2284, Columbia Morningside clinician-on-call (212) 854-9797

*****Medical providers are considered confidential resources in the context of providing medical treatment to a patient.

Handbook / Bulletin Acknowledgement

All students are asked to sign an acknowledgement form that verifies their responsibility to review this Student Handbook, review the Programs' Bulletin, and to acknowledge that their Honor Code and Essential Function Form was signed and submitted. This form is distributed during the Programs' orientation. The form states:

> *This is to acknowledge that it is my responsibility to review and become familiar with the Occupational Therapy Student Handbook. This handbook is posted on the Program's website under the student link. I also acknowledge that it is my responsibility to review and become familiar with the Occupational Therapy Bulletin, posted on the Program's website as well, under the Academic Programs, Student, and Prospective Student links.*

Official University Regulations and Policies

The University's official regulations are included in the University handbook, Essential Policies for the Columbia Community. This handbook is available online and at the Office of the University Senate, 406 Low Memorial Library. Because university policies and procedures are subject to change, please check the website, https://universitypolicies.columbia.edu/, for the most current information.

Regulations on the university policy site include but are not limited to:

Student Email Communication Policy
Information Technology (CUIT) Policies
Social Security Number (SSN) Usage Policy
Access to Student Records (FERPA)
University Regulations
Policies on Alcohol and Drugs
University Event Management Policies

Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students
Policy on Partisan Political Activity
Campus Safety and Security
Voluntary Leave of Absence Policy
Involuntary Leave of Absence Policy
Military Leave of Absence Policy

We encourage you to access these sites as they host the most updated policies. In addition, please review all the policies included in this document. The following pages also contain university policies.

Appendix A: Programs Academic Calendar

Academic calendar is subject to change.

Academic Calendar*, 2022 - 2023
Programs in Occupational Therapy

FALL 2022		
Thursday	September 1	Orientation
Tuesday	September 6	First Day of Classes
Friday	September 16	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	October 19	October Degrees Conferred
Tuesday	November 8	Election Day - University Holiday (Note: Classes are held Monday)
Wednesday - Friday	November 23 - 25	Thanksgiving Holiday (NB: Attendance required in classes held on Monday and Tuesday of that week.)
Monday	December 12	Last Day of Classes
Tuesday - Thursday	December 13 - 15	Reading/Study Days
Friday - Friday	December 16 - 23	Final Exam Period
SPRING 2023		
	January 3 – January 14	Winter Break
Monday	January 16	Martin Luther King, Jr.'s birthday observed - University Holiday
Tuesday	January 17	First Day of Classes
Friday	January 27	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	February 8	February Degrees Conferred
Monday-Friday	March 13 - 17	Spring Break (MS1 fieldwork *may* begin during this time period; refer to course calendar)
Thursday-Sunday	April 20 - 23	AOTA Annual Conference (Kansas City, MO)
Monday	May 1	Last Day of Classes
Tuesday – Thursday	May 2 – May 4	Reading/Study Days
Friday – Friday	May 5 – May 12	Final Exam Period
Wednesday	May 17	University Commencement Ceremony
Thursday	May 18	Occupational Therapy Commencement Ceremony
SUMMER 2023		
	May 22 – June 16	Class of 2024 Summer Course Block 1
	June 26 – July 25	Class of 2024 Summer Course Block 2
	July 31 – August 18	Class of 2024 Summer Course Block 3
	June - August	Level 2 Fieldwork (Class of 2023)
	September – December	Level 2 Optional Fieldwork (Class of 2023)

*Calendar is subject to change.

Appendix B: Safety Manual

Health & Safety Policies and Procedures

The following document and links include the written policies and procedures regarding appropriate use of equipment and supplies, policies regarding the health and safety of clients, students, and faculty (including bloodborne pathogens, infection control, fire/safety, evacuation procedures etc.) in the Columbia University Occupational Therapy department.

OT Lab Procedures & Safety Policies

Sharps Management and Disposal

Even though class/lab procedures do not involve skin punctures, sharps and potentially contaminated tools used in classes are disposed of in a sharps container in the lab.

Environmental Hygiene

All classes that include a laboratory component abide by the following guidelines for environmental hygiene and infection control.

- Hand sanitizer is available throughout the campus.
- Disinfectant wipes and spray are used to sanitize equipment.
- Follow all cleaning policies related to covid-19.
- Eye wash station available to be used as needed.

Columbia University Safety Protocols

Ergonomics

Ergonomics is the science of fitting workplace conditions and job demands to the capabilities of the working population. The goal of ergonomics is to make work more comfortable and to improve both health and productivity. To meet these goals, the capabilities and limitations of workers and their tools, equipment and furniture are considered in conjunction with how they relate to particular tasks. The Environmental, Health, & Safety Department offers an Ergonomics Program.

Bloodborne Pathogens and Infection Control Procedures

Biological Safety Links

Biological Safety Manual

Bloodborne Pathogens Exposure Control Plan

Fire & Safety/Evacuation

Columbia University Irving Medical Center Annual Security and Fire Safety Report

University Links for Fire/Evacuation Policy & Procedure:

Fire Safety Resources

CUIMC Facilities Fire Safety

Fire Safety Manual

Fire Safety Policies | Facilities Management

Smoking Policy

Smoke-Free CUIMC | Facilities Management

Fire pulls are located near either staircase on the 3rd floor of the Georgian Building. A strobe/siren alarm indicates that a fire pull has been activated and all must evacuate through the front door of the Georgian Lobby. A fire marshal will indicate when it is safe to go back into the building.

Columbia University Public Safety Policies

University Links for Environmental Safety Policy & Procedure:

Columbia University Public Safety

Environmental Health & Safety

Campus Safety and Security

All Columbia University buildings are patrolled by CU security twenty-four hours per day.

Important Telephone Numbers

- CUIMC Department of Public Safety: (212) 305-8100
- NYPH Shuttle: (212) 305-2222
- NY Police Department (33rd Precinct): (212) 927-3200

Street Patrol

The area from 168th Street to 173rd Street along Fort Washington and Haven Avenues is patrolled twenty-four hours a day by C.U. Department of Public Safety.

Escort Service

Escort Service by the Columbia University Department of Public Safety is available to students within the following boundaries: W. 165th to W. 179th Streets, Broadway to Haven Ave. To request a door to door escort within this area, call Columbia Public Safety Office, 305-8100 or 5-8100, 15 minutes before you need the service so that staff may meet you. An escort by foot patrol officer is available 24 hours a day. During evening hours, 6pm to 7am, a vehicle escort may be available but cannot be guaranteed.

Computer Security

- PC Phone Home: Laptop and PC recovery software available for free online through CUIT.
- Operation ID: property engraving. Great for laptops, PDA's computers, etc. Free (property registered with NYPD and Columbia University Department of Public Safety.

For information, call (212) 854-8513. Refer to Facets for a more comprehensive look at security at Columbia University or visit the Columbia University Department of Public Safety web page.

Lion Safe App

- Public Safety's Lion Safe app allows the user to request emergency services at the touch of a button along with other useful quick links including maps, shuttle schedules, crime alerts, emergency protocols, campus safety notifications, and non-emergency numbers for each campus. The app is available for download at Columbia University Public Safety

Miscellaneous

Community Response Guidelines -Active Shooter Incident-

Occupational Safety | Columbia | Research

Emergency Protocols

Universal Waste Management

Portable Space Heaters

Bias Crimes Procedures

Sexual Respect and Gender Based Misconduct