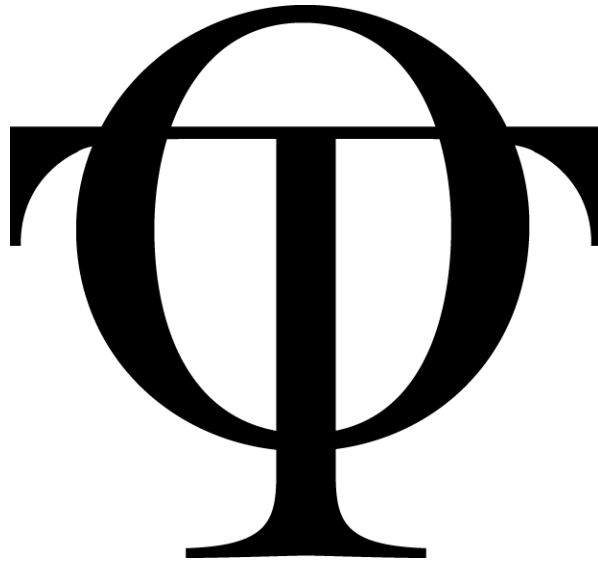


COLUMBIA UNIVERSITY



STUDENT HANDBOOK

Entry Level Masters Program, Programs in
Occupational Therapy

2021 - 2022

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.

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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 2682, 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 mission of Columbia University is to provide a deep, broad, challenging education, beyond the acquisition of information and marketable skills, encouraging the hunger for understanding and the quest for enduring values.

The Programs in Occupational Therapy is guided by the mission of the Vagelos College of Physicians and Surgeons (P&S), of which it is an integral part. The mission of the Vagelos College of Physicians and Surgeons *is to prepare its graduates to be leaders and role models who define excellence 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.* (<http://ps.columbia.edu/education>).

The V P&S mission creates 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 and eclectic group of occupational therapists to promote health and well-being through occupation as practitioners, consultants, educators, and researchers in a variety of socio-cultural, professional, geographic, and institutional contexts. The

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programs aim to be supportive and responsive to the continuously changing needs of the local NYC and wider community. In line with the university mission, the program recognizes the importance of its location in NYC and seeks to link its research and teaching to the vast resources of a great metropolis.

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.

Philosophy

Our curriculum is founded on three philosophical ideas that guide the selection of content and extend concurrently through the four semesters. First, a person is an active being whose development is influenced by occupation and occupational contexts. Second, curricular content focuses on the promotion and maintenance of health, wellness, and prevention of disability, at the individual and group levels, and addresses occupational performance across the lifespan for those with or at risk for acute and chronic disorders, and those with limited access to care. Third, curricular content serves as preparation for professional roles and responsibilities in research, program development, health policy, advocacy, education, leadership, and management.

These philosophical ideas 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.

The program's curriculum is built on the principle that attainment of student competence and scholarship is a transformational process (Mezirow, 2000) acquired through active engagement and diverse learning opportunities (Fink, 2013). This process requires the provision of essential resources and mentoring to facilitate student independent and collaborative learning styles.

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Through clinical and professional experiences, and the process of reflection, students are encouraged to critically examine evidence, new knowledge, and prior assumptions related to clinical care and decision-making. The 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. Our curriculum is also built on the assumption that while occupational therapy professional education has the goal of preparing occupational therapists who can work in all practice areas locally and globally, education must promote an understanding of how policy impacts health care and facilitates the future roles of advocate, scholar, and leader.

Although developing professionals must master new knowledge and ideas, they must also adopt new ways of thinking and reasoning (Fink, 2013) that result from the integration of these elements and their application to any given clinical situation. Students must also adopt a reflective process (Fink, 2013) in which they understand 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. Our curriculum's teaching and learning activities are also guided by assumptions about the graduate level learner, professional education, occupational therapy, health care, and society.

1. The Graduate Level Learner

- Students within graduate level programs have varied life and academic experiences that lead to different expectations of the academic setting.
- All students have previously demonstrated the ability to participate in a liberal arts education and may have demonstrated knowledge and skill in the world of work.
- Graduate learners have varied needs and approaches to learning. Students must be willing to adapt to different teaching styles and faculty must be able to accommodate the needs of a variety of learning styles.
- Graduate learners should assume responsibility for their own education. They must be initially provided with resources and instructed in information access processes, but should eventually be able to independently access needed resources and information.
- Graduate students enter graduate education as motivated adult learners with self-selected career goals. Each new learning experience must allow students to use well-established skills to address unfamiliar, unexpected, and more complex situations.
- Graduate students are required to interact with new knowledge and develop novel perspectives that can be applied within various professional situations (Fink 2013).

- Graduate students must integrate new knowledge, perspectives, and skills, and apply this integrated knowledge situationally within the contexts of professional experiences (Fink 2013).
- Graduate learners are consumers of their educational system and must be included in the formulation of systematic policies.

2. Professional Education: A Transformational Process

Congruent with the mission statement of the College of Physicians and Surgeons, in which the Programs in Occupational Therapy are housed, the program aims to produce practitioners who are able to proficiently engage in clinical care, research, education, and community service.

- Each profession has a unique body of knowledge that must be transmitted within a limited time frame to those entering the profession. Students must learn to manage their time to meet temporal as well as content requirements.
- Education of a professional must be an interactive process in which the learner experientially engages with the curricular content.
- Education is a transformational process (Mezirow, 2000) and the program facilitates students' critical reflection and examination of existing knowledge, skills, and attitudes. Students learn and develop new paradigms for practice through an iterative and dynamic process of professional reasoning and critical thinking.
- Students are expected to be active participants in all learning experiences (Fink, 2013). The program embraces principles of active learning to facilitate students' application and creation of new learning in professional practice.
- Education for practice must include making connections across professions and placing the profession of occupational therapy in a larger inter-professional context. Students must be provided with opportunities for interprofessional and transdisciplinary learning.
- Professional education must include ample time and opportunities to apply theories and skills to actual practice.
- The learning environment must include a variety of role models who embody the qualities that are valued by the profession.
- Faculty in professional education are experienced practitioners who assume responsibility for transmitting the values of the profession to students. This calls for a collegial environment in which faculty members assume the role of mentor, facilitator, and coach rather than serving as the students' only knowledge source.

- Professional education promotes expertise in the review and evaluation of evidence related to practice, and facilitates student research and scholarship proficiencies.

3. Occupational Therapy

- A person is an active being whose development is influenced by occupation and occupational contexts. When typical life stage development is interrupted by illness, injury, or environmental barriers to participation, a corresponding breakdown occurs affecting a person's activity pattern and their occupational engagement.
- Occupational therapy—assisting people to participate in desired occupations in a variety of social and environmental contexts—is used to restore function, prevent dysfunction, and adapt to irreversible losses.
- Promotion and maintenance of health, wellness and adaptation, and prevention of disability are influenced by engagement in occupation.
- The occupational therapy process involves a partnership between the client, family members, caregivers, health care team professionals, and the occupational therapist.
- Provision of occupational therapy at any level includes evidence-informed assessment and problem identification, client-centered goal setting, intervention planning, implementation of multiple approaches, and evaluation of outcomes. Students must become familiar with each of these processes and apply them at individual and community levels.
- Occupational therapists must be prepared to assume a variety of professional roles including practitioner, advocate, educator, scholar, researcher, administrator, and policy maker.
- In any given clinical setting, the occupational therapy process must equally integrate the occupational therapist's specific knowledge and expertise, interpersonal skills, ability to communicate, collaborate with healthcare team members, and coordinate services.
- Occupational therapists must be comfortable with ambiguity and uncertainty, and be able to adapt and flexibly modify services in accordance with clients' varying and changing needs.

4. Health Care

- Currently, health care is in a state of transition. Students must become familiar with change processes and learn ways to anticipate, plan for, and respond to change.
- Health care delivery must be provided in many different settings. Students must be prepared to translate occupational therapy principles to the service needs of a variety of settings.

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- In addition to providing evaluation and intervention at the individual client level, occupational therapists must also be prepared to provide services at the population level for whole groups needing help with transition and adaptation of functional daily life skills.
- As health care policy continually evolves, education must prepare students to respond and adapt to new fiscal realities requiring the balance of quality and supply.

5. Society

- Membership in a profession carries privileges and responsibilities assigned to that profession by society. These responsibilities include, but are not limited to, recognition of and adherence to ethical standards to which students must be educated.
- Students must recognize and be responsive to the changing composition of the communities in which they work. Students must acknowledge that a profession has made a contract with society to treat all service recipients with the highest degree of integrity, to provide humane care to all persons under their care, and to promote social and occupational justice.
- As members of the world society, students must acknowledge their relationship and commitment not only to people in geographic proximity to the university, but also to people all over the world.

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.

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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

At Columbia University, we believe that occupational therapy education should:

- prepare occupational therapists who can work in all practice areas, including emerging areas, locally and globally;
- include an understanding of how policy impacts health care;
- allow for the future roles of advocate, scholar, and leader;

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- reflect AOTA's Vision 2025.

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 based on evidence based practice, determine and implement optimal intervention strategies. Mastery of these skills is achieved through a curriculum model founded on the principles of learning as a transformational process (Mezirow, 2000) facilitated through significant learning experiences of scholarship and practice (Fink, 2013). Such learning experiences provide a variety of clinical and academic resources and help students to become independent learners who can seek, use, and generate knowledge. The program provides a foundation for graduates to assume responsibility for lifelong learning and for contributing to the growth and evolution of occupational therapy.

Program Learning Objectives

The overall CUOT program educational objective is for students to be prepared to understand and assume a variety of roles including provider, researcher, consultant, educator, case manager, leader, manager, and advocate. Students graduating from the entry level Master of Science Program 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 and inclusivity.
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. This includes using evidence-based evaluations and interventions to address physical, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments.
4. Have acquired the skills needed to be a life-long learner, evidence seeker, effective communicator, and ethical practitioner.
5. Be an effective team member who understands the distinctive roles of, communicates, and collaborates with the rest of the inter-professional team.
6. Be prepared to effectively collaborate and communicate with occupational therapy assistants and understand the supervisory relationship in service delivery.
7. Be prepared to be a professional advocate. This includes advocating for oneself, clients, the profession, and access to occupational therapy services.
8. Apply evidence to support engagement and participation in everyday activities that support health, wellbeing and quality of life.

Curricular Threads

Threaded throughout our curriculum, with increasing complexity throughout the two years, are the following themes: occupation; context and environment; 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.
- 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).
- 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.
- 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:
 - 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.

Students are introduced to these concepts and their role in occupational therapy from the beginning of their education, with increasing sophistication throughout the two years. These concepts are highly valued and addressed in significant ways in each academic course and fieldwork experience. For example, faculty address the complexity of occupation as it relates to a variety of contexts, populations, and evidence based practice activities with increasing sophistication. Fieldwork experiences reinforce the didactic portion of our curriculum and provide students with an opportunity to integrate and apply newly acquired knowledge. Our students are expected to demonstrate achievement of knowledge and skill attainment through course assignments, fieldwork opportunities, research practicums, and professional development activities.



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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 science content in the program builds on this earlier foundation. Structure and function are reviewed in the first semester along with an introduction to pathology. The pathology content during the second semester provides the basis for the problems and specifically for working with patients with mental disorders during their Level I and Level II fieldwork. The research component of the program extends throughout the two years and culminates in a report of a research project at the end of the second year. Also in the second year are the remaining three clinical courses and their corresponding fieldwork.

First Semester (Fall 1)

In the **Occupation: Science and Practice** course students learn what to expect from the profession and what will be expected of them as occupational therapists. Subject matters will include therapeutic use of self, occupations, and theories of occupational therapy, where basic science courses in **Human Anatomy Foundations for Occupational Therapy** and **Kinesiology** can be applied. In preparation for Mental Health students have a course in **Clinical Conditions 1: Behavioral Health** that covers the symptoms and classification of mental illness. The research sequence is introduced through the course in **Statistics and Research Methods** that lays the foundation for implementation of the master's project during the following three semesters. Research Methods address experimental design, human subjects ethical guidelines, and quantitative and qualitative analysis.

Second Semester (Spring 1)

While the emphasis of the first semester is on structure and function, the second semester focus is on dysfunction and treatment. Throughout all courses students are introduced to the concept and application of *occupations*, examining the tasks of living from an anthropological perspective as well as from a clinical perspective: what people do, when, where, why and how, and what happens when people are unable to do these things. The major time commitment is given toward the **Mental Health I & II** courses that include **Mental Health I: Group Dynamics** where students examine various group theories and apply these to classroom experience and **Mental Health II** where theory and evidence-based practice within the field of mental health occupational therapy are explored during concentrated didactic preparation in the first seven weeks, followed by five weeks of Level I fieldwork. This content is balanced by our **Clinical Conditions II** course, which addresses medical, neurological and orthopedic conditions, and includes a lab component that begins the skill development process of physical exams. **Neuroscience Foundations for Occupational Therapy** is included in this semester to continue one's understanding of structure

and function. The **Leadership, Entrepreneurship, Advocacy, Administration and Delivery (LEAD)** course introduces the students to the basic concepts of professional OT practice. 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. The course begins in this semester and concludes in the third semester.

In keeping with the third unit in the Curriculum design that addresses preparation for professional responsibilities in research, students are introduced to the research agenda of the program and join with faculty in designing and carrying out a research project. Students work in small teams under faculty mentorship to complete the following components of a research project: (1) writing the research proposal and designing the study, (2) carrying out the study and collecting data, (3) analyzing data and writing the final research report, and (4) presenting findings at the program's annual Research Day. Students begin this process through **Research Practicum I** in which a research question is formulated and the background of the problem understood through analysis and evaluation of the literature.

Summer 1– Level II Fieldwork A – Behavioral Health

Students spend twelve weeks, full-time, in a behavioral health setting. This could be an acute or long-term care facility, with inpatient or outpatient services, with age groups that range from pediatrics through older adults. An effort is made to provide a different type of setting from the Level I Behavioral Health fieldwork. Students give input on location and, when possible, setting.

Third Semester (Fall 2)

Evaluation and treatment, as well as prevention, are emphasized in the third semester in two clinical courses addressing the problems of specific patient populations: courses that focus on **Physical Disabilities**, and on **Older Adults**. The Level I experience in **Physical Disabilities** runs once weekly throughout the entire semester, while the half-day weekly Level I **Older Adult** experience starts during the last weeks of the semester and runs throughout the fourth semester. In addition, students begin coursework in Pediatrics. **Occupational Therapy with Children Part I** covers foundations of occupation centered pediatric practice, the evaluation process and typical and atypical development. The **Modification and Assistive Technology** course will focus 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.

During this semester, students continue to work with their research team and faculty mentor and begin data collection activities for their research project. These research activities are carried out

under the guidance of their faculty mentor, and through involvement in the third component of the research sequence, **Research Practicum II. Introduction to Grantwriting** allows students to consider various modes of service delivery, to design a community based program for implementation, and to prepare all the components of a grant, from strategic aims through budgets and marketing. **Introduction to Grantwriting** is a year-long course that is completed during the final semester of the program.

Fourth Semester (Spring 2)

In the final semester the clinical content increases in complexity and students begin to move out of the medical model for their Level I fieldwork. A clinical focus continues with three populations. **Occupational Therapy with Children Part II** covers intervention and areas of practice. It is coupled with the pediatric full-day, once weekly fieldwork that takes students into schools, private practices and day programs. The **Older Adult** fieldwork that began in the fall semester continues on a weekly basis and exposes students to community agencies for both the well and frail elderly and home based care for more disabled older adults. This culminates in a Poster Forum in which students engage in a poster presentation event for the community. The second half of **Physical Disabilities** exposes students to evaluation and treatment of patients with neurophysiologic problems. The **Student to Clinician** course will allow students to apply the knowledge gained in all previous foundation and clinical courses to different case studies.

Finally, the culmination of the research project occurs during this semester in **Research Practicum III**. Students analyze their data and write their final research report. 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.

Electives

We offer a series of **Electives** in areas of interest to occupational therapy. These courses are voluntary and offered for zero credit. Occupational Therapy electives provide opportunity to study material in greater depth, and allow students to pursue particular areas of interest. These electives can be taken at any time during the program of study, as long as prerequisites have been satisfied. The Electives offered range from advanced inquiry into a variety of clinically related topics, to teaching assistantships.

Summer – Level II Fieldwork B – Physical Disabilities or Pediatrics

Students spend twelve weeks in a variety of facilities either where adult patients receive occupational therapy for problems primarily with a physical origin or in a pediatric setting.

Fall – Level II Fieldwork C – Special Interest (optional¹)

This optional fieldwork provides students with experience in additional areas. This includes but is not limited to pediatrics, physical disabilities, hand therapy, international work, or professional concerns with the AOTA.

Students participating in the MS-OTD accelerated program cannot participate in a Specialty fieldwork experience. Please see the Fieldwork Manual for more information about fieldwork policies and procedures.

Academic & Professional Standards for Occupational Therapy

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

Students enrolled in Columbia University's Programs in Occupational Therapy are expected to meet standards and functions in addition to academic competence. These standards and functions, which parallel the professional behavior standards outlined in our student handbook (available on our website), reflect personal characteristics necessary for successfully completing our course of study. These characteristics are not related to one's ability to function in a *specific* role as an occupational therapist, but rather to be able to function in *any* role as an occupational therapist and in any practice setting. In order to succeed in our program, students must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession.

Please review the essential functions² as described in this document, and verify with your signature that you have the capability to meet these standards. This document must be returned to our office along with your acceptance of admission to our program.

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

¹ If choosing an optional fieldwork, graduation takes place after the completion of this fieldwork. In addition, check with the Financial Aid office as financial aid awards may be affected.

² These standards were derived from documents prepared by the American Occupational Therapy Association (Educating Students with Disabilities: What Academic and Fieldwork Educators Need to Know, 1997) and from the New York Institute of Technology (Technical Standards for Admission and Matriculation to the Occupational Therapy Program / Student Handbook, 1998).

Essential Functions for Occupational Therapy Students

- The commitment to work in an intense setting which challenges the individual to meet the needs of people of diverse cultures, age groups, and challenges. These individuals may be severely injured, limited by cognitive, emotional, and functional deficits and whose behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship.
- The ability and commitment to work with individuals without regard to the nature of their illness or disability, culture, gender or age group as demonstrated by active participation in all learning experiences in and out of the classroom.
- The ability to respectfully communicate verbally and in writing, using appropriate grammar and vocabulary, in order to build relationships with faculty, advisors, fellow graduate students, coworkers, and clients and their significant others. Proficiency in communication includes transactions with individuals and groups in learner, collegial, consultative, leadership, and task roles. Students must be able to elicit information, gather information, describe findings, and understand non-verbal behavior.
- The ability to meet the challenges of any environment that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., CPR, infection control).
- The ability to travel independently to and from classes and fieldwork assignments on time and the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
- Commitment to the adherence of policies of the university, the occupational therapy program, and the fieldwork sites. This includes matters ranging from professional dress and behavior, to attending to the occupational therapy program's academic schedule, which may differ from the University's academic calendar and be subject to change at any time.
- Emotional health for full utilization of intellect, the exercise of good judgment, prompt completion of responsibilities, and the development of mature, sensitive, and effective relationships with others. Working with persons in need often requires taxing workloads and adaptation to changing and challenging environments requiring flexibility and a spirit of cooperation.
- Critical thinking skills in order to be able to problem solve creatively, to master abstract ideas and to synthesize information in order to handle the challenges of the academic, laboratory, and fieldwork settings.
- Capability to handle clients and to direct clients in varied practice settings. Visual acuity and independent mobility, fine and gross movements, equilibrium, and the use of touch are essential to assure safety of clients, significant others, and staff.

- Commitment to the code of ethics of the profession and behavior that reflects a sense of right and wrong in the helping environment.

I have reviewed the essential functions for the Occupational Therapy Programs at Columbia University. My signature below indicates that, to the best of my knowledge, I am able to meet these standards.

Signature

Date

Print Name

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.

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- 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"*³ 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."*⁴

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,

³ Based in part on the Social Media Policy from the University of Kansas Medical Center
<http://www.kumc.edu/Pulse/policy/socialmedia.html>

⁴ SIPA. <http://www.sipa.columbia.edu/prog/deans.html> Accessed June 9, 2006

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.

Signature

Date

Print Name

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

Academic Standards

Grades and Points

A minimum of 63 credits, which include all required academic coursework and two elective courses, 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.

Transfer Credits

Upon matriculation, students may, with faculty approval, transfer a maximum of 3 semester credits of elective graduate course work from another regionally accredited college or university toward satisfying the degree requirements; or up to 9 semester credits if requesting a transfer of courses taken within an occupational therapy program. Courses must carry graduate credit and must be evaluated with a letter grade; the minimum acceptable grade is a B. Requests should be submitted in writing to the Director with a university catalog that contains the course description.

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 (Fall MS2, Spring 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:

- Mental Health I: Group Dynamics
- Mental Health II: Individual OT Assessment and Intervention
- Prevention and Rehabilitation with Older Adults, I & II
- Occupational Therapy with Children, I & II
- Evaluation and Intervention of Physical Disabilities, 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 1 Fieldwork experience, students must pass the Level 1 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 1 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 has 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, but 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.
- 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.

Interruption in Research Course Sequence

The 4 research courses are completed by students in a specific sequence:

Research Methods 6571 (Fall Semester, 1st Year)

Research Practicum 1 6572 (Spring Semester, 1st Year)

Research Practicum 2 6573 (Fall Semester, 2nd Year)

Research Practicum 3 6574 (Spring Semester, 2nd Year)

In the event that a student is unable to proceed with the completion of the research course sequence as described above, the student will be provided with an alternate method of completion as developed by the research course instructor and approved by the Progress and Promotions committee.

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 3.3 – 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, or inconsistently demonstrates professional skill attributes in two or more categories as outlined on the Professional Development Profile. 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, or the student demonstrates unsatisfactory professional skill attributes as outlined on the Professional Development Profile.

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.

Academic Infraction Policy

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.

Disciplinary (Non-academic) Infractions: Dean's Discipline

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.

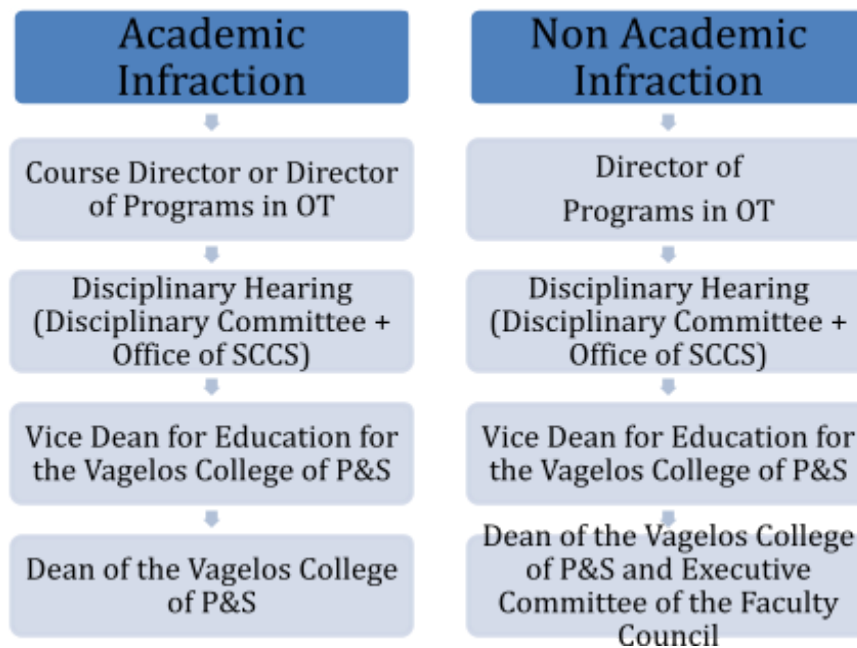
After the disciplinary committee has heard the student and others and considered all the evidence, it reaches a determination, and consults with the Office of SCCS regarding sanctions. The Director of the Programs in Occupational Therapy will notify the student in writing of that decision. If the student 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 him/herself;
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

Advisement

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 coordinator team.

Policy for the Development of Professional Behavior

The development and maintenance of professionalism, as seen through actions and communications, is an important component of occupational therapy practice. The Professional Development Profile is a guide for the development of professionalism. 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 member and student will sign the form each semester. In the event that an instructor, advisor, or staff member notes a deviation from the expected behavior in one or more of the qualities defined, they will note the behavior, complete an Opportunity for Improvement form and if needed meet with the student to identify and discuss the issue at hand. Where indicated, these assessments will be used by the advisor and fieldwork coordinator to prevent or forestall problems during fieldwork.

The faculty of The Programs in Occupational Therapy is dedicated to enabling students to become respected professionals. To this end, we will be using this **Professional Development Profile** as a guide for providing feedback to every student.

The Progress and Promotions committee will review each student's professional development at a minimum of twice per year. Any student who receives more than two Professional Development Profiles with a score of 1 in any category will undergo faculty review. Consequences may include but are not limited to: interruption of fieldwork progression, conduct review via the Office of Student Conduct and Community Standards, and convening a Dean's Disciplinary Hearing.

The **Opportunities for Improvement Form** should be completed by faculty on Maxient for any student who demonstrates one or more of the following behaviors on a consistent basis or based on an incident that warrants remediation of student's professional behaviors:

- Lack of attentiveness and respect in the classroom
- Consistently late for class
- Leaving class early
- Making appointments during class time
- Cutting class
- Tardiness in submitting assignment(s) or fieldwork requirements
- Inappropriate conversation in class
- Reading/studying during class lecture
- Not contributing to a group assignment
- Disrespectful to faculty, staff, or other students
- Sleeping during class
- Disregard for university policy

**COLUMBIA UNIVERSITY PROGRAMS IN OCCUPATIONAL THERAPY
PROFESSIONAL DEVELOPMENT PROFILE**

STUDENT:

YEAR:

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
<ul style="list-style-type: none"> ● 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				
<ul style="list-style-type: none"> ● 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				

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

<ul style="list-style-type: none"> • 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				
<ul style="list-style-type: none"> • 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				
<ul style="list-style-type: none"> • 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				
<ul style="list-style-type: none"> • Proactively participates 				

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

<ul style="list-style-type: none"> • Takes initiative to direct own learning • Assumes responsibility for learning • Uses adequate and appropriate resources to achieve goal 				
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

DEPENDABILITY/RESPONSIBILITY				
<ul style="list-style-type: none"> • 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				
<ul style="list-style-type: none"> • 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				
<ul style="list-style-type: none"> • Comes to class prepared • Manages time/materials to meet program requirements 				

PROFESSIONAL PRESENTATION				
<ul style="list-style-type: none"> • Wears neat, clean clothing appropriate to setting 				

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

<ul style="list-style-type: none"> • 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 				
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PROFESSIONALISM				
<ul style="list-style-type: none"> • 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 consistently demonstrate to further develop into an OT professional.	SEMESTER			
	1	2	3	4
Student				
Advisor				

SUMMARY
<p>SEMESTER 1: Notable strengths:</p> <p>Areas in need of improvement and plan:</p> <p>Student comments:</p>

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

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:

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

Areas in need of improvement and plan:

Student comments:

Student signature:

Advisor 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.

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.

N.B.: 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 one 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 Exemplify 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 Exemplify 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 Exemplify 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 through the HSC Library.
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.

Remote Examinations

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 Exemplify. 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 may instruct you to temporarily leave your exam area, access a phone and call the CUOT Examsoft support team at 646-481-3081.

Policy on Written Assignments

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 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 in person. If that is not possible, papers may be emailed directly to the faculty member responsible for the assignment.

There are some extenuating circumstances, however, in which students find it necessary to submit short, written assignments to a faculty member through electronic means such as e-mail. A faculty member reserves the right to request a paper copy at a later date.

Prior to submitting papers to course directors, students are required to submit their papers to TurnItIn.com for review. 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

Prior to Matriculation

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. Documentation of your membership must be maintained on Exxat.

Student Health and Immunization Requirements

There are a number of health related requirements for clinical students. Some of these requirements must be met prior to matriculating and some prior to the start of fieldwork. Information about this can be found on the [Student Health website](#).

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, Dr. Sarafian aje6@cumc.columbia.edu

Official Transcripts

Everyone is required to submit an official transcript to the admissions office for every college or university where you took courses. Transcripts should be sent electronically to otadmissions@cumc.columbia.edu. If your college or university does not send electronic

transcripts, please reach out to the email above and we will let you know the process for sending a hard copy transcript.

If you are a May graduate or are still completing prerequisite courses, please send your official transcripts after you have completed your degree and all coursework. You cannot matriculate without completed coursework and official transcripts.

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 a letter to Marilyn Harper's attention (mh15@cumc.columbia.edu) indicating the name change.

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 his or her 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 prohibited⁵.
- You may not disguise your identity as a means to get around any of these guidelines and policies.

⁵It 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.

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 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 not limited to:

- Engagement in leadership and advocacy in professional organizations, for example NYSOTA Albany Lobbying Day
- Volunteering during a one time community event such as the Columbia-Harlem Homeless Medical Partnership (CHHMP)
- Collecting and donating resources for communities that have sustained catastrophic events
- Participating in community educational events as speakers or support staff

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/Section 504 Officer for Columbia University

Melissa Rooker, Associate Provost

Office of Equal Opportunity and Affirmative Action, 103 Low Library

mrooker@columbia.edu, (212) 854-5511

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.

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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*, 2021 - 2022 Programs in Occupational Therapy

FALL 2020		
Thursday	September 2	Orientation
Thursday	September 9	First Day of Classes
Friday	September 21	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	October 20	October Degrees Conferred
Tuesday	November 2	Election Day - University Holiday
Wednesday - Friday	November 24 - 26	Thanksgiving Holiday (NB: Attendance required in classes held on Monday and Tuesday of that week.)
Monday	December 13	Last Day of Classes
Tuesday - Wednesday	December 14 - 15	Reading/Study Days
Thursday - Thursday	December 16 - 23	Final Exam Period
SPRING 2021		
	January 3 – January 14	Some electives may be during this time period
Monday	January 17	Martin Luther King, Jr.'s birthday observed - University Holiday
Tuesday	January 18	First Day of Classes
Friday	January 28	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	February 9	February Degrees Conferred
Monday-Friday	March 14 - 18	Spring Break (MS1 fieldwork may begin during this time period; refer to course calendar; some electives may be during this time period)
Thursday-Sunday	March 31 – April 3	AOTA Annual Conference
Monday	May 2	Last Day of Classes
Tuesday – Thursday	May 3 – May 5	Reading/Study Days
Friday – Friday	May 6 – May 13	Final Exam Period
Wednesday	May 18	University Commencement Ceremony
Thursday	May 19	Occupational Therapy Commencement Ceremony
	June - August	Level 2 Fieldwork
	September – December	Level 2 Optional Fieldwork scheduled within this timeframe.

*Calendar is subject to change.

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Appendix B: Occupational Therapy Code of Ethics and Ethics Standards

Adopted in 2020

Full text with references and appendices can be found here:

<https://ajot.aota.org/article.aspx?articleid=2767077>

Included in this handbook with permission from the AOTA.

Preamble

The *2020 Occupational Therapy Code of Ethics* (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel¹ in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles.
2. It delineates ethical Principles and enforceable Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making

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reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. The process for addressing ethics violations by AOTA members (and associate members,² where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019). Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>. Appendix A describes the revision process for the 2020 Code. Appendix B summarizes the history of the *AOTA Occupational Therapy Code of Ethics*.

Core Values

The occupational therapy profession is grounded in seven long standing Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from *Core Values and Attitudes of Occupational Therapy Practice*; AOTA, 1993):

1. *Altruism* indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.
2. *Equality* indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.
3. *Freedom* indicates valuing each person's right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person's occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient's right and desire to guide interventions.

4. *Justice* indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal-directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in *social justice*: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with *occupational justice*: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).
5. *Dignity* indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person's social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.
6. *Truth* indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.
7. *Prudence* indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

Principles

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

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Principle 1. Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

The Principle of *Beneficence* includes all forms of action intended to benefit other persons. The term *beneficence* has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

Principle 2. Nonmaleficence

Occupational therapy personnel shall refrain from actions that cause harm.

The Principle of *Nonmaleficence* indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of *due care*, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

Principle 3. Autonomy

Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. Respecting the Autonomy of service recipients acknowledges their agency, including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, persons have the right to make a

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determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

Principle 4. Justice

Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

Principle 5. Veracity

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

Principle 6. Fidelity

Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research

participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

Standards of Conduct

The AOTA Ethics Commission, under the *Enforcement Procedures for the AOTA Occupational Therapy Code of Ethics* (AOTA, 2019), enforces the Standards of Conduct listed in Table 1.

Table 1. Standards of Conduct for Occupational Therapy Personnel

Section	Standards of Conduct
<p>1. Professional Integrity, Responsibility, and Accountability: Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.</p>	<p>1A. Comply with current federal and state laws, state scope of practice guidelines, and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1B. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization’s official and authorized positions. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1D. Ensure transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1E. Respect the practices, competencies, roles, and responsibilities of one’s own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery)</p> <p>1F. Do not engage in illegal actions, whether directly or indirectly harming stakeholders in occupational therapy practice. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1G. Do not engage in actions that reduce the public’s trust in occupational therapy. (Principle: Fidelity; key words: illegal, unethical practice)</p>

	<p>1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; key words: illegal, unethical practice) 1J. Do not exploit human, financial, or material resources of employers for personal gain. (Principle: Fidelity; key words: exploitation, employee)</p> <p>1K. Do not exploit any relationship established as an occupational therapy practitioner, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests. (Principle: Nonmaleficence; key words: exploitation, academic, research)</p> <p>1L. Do not engage in conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; key words: conflict of interest)</p> <p>1M. Do not use one’s position (e.g., employee, consultant, volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; key words: conflict of interest) 1N. Do not barter for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; key words: conflict of interest)</p> <p>1O. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure of potential risks and benefits. (Principle: Beneficence; key words: research)</p>
<p>2. Therapeutic Relationships: Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes.</p>	<p>2A. Respect and honor the expressed wishes of recipients of service. (Principle: Autonomy; key words: relationships, clients, service recipients)</p> <p>2B. Do not inflict harm or injury to recipients of occupational therapy services, students, research participants, or employees. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, students, research, employer, employee)</p> <p>2C. Do not threaten, manipulate, coerce, or deceive clients to promote compliance with occupational therapy recommendations. (Principle: Autonomy; key words: relationships, clients, service recipients)</p> <p>2D. Do not engage in sexual activity with a recipient of service, including the client’s family or significant other, while a professional relationship exists. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, sex)</p> <p>2E. Do not accept gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts. (Principle: Justice; key</p>

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	<p>words: relationships, gifts, employer)</p> <p>2F. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making. (Principle: Autonomy; key words: relationships, clients, service recipients, collaboration)</p> <p>2G. Do not abandon the service recipient, and attempt to facilitate appropriate transitions when unable to provide services for any reason. (Principle: Nonmaleficence; key words: relationships, client, service recipients, abandonment)</p> <p>2H. Adhere to organizational policies when requesting an exemption from service to an individual or group because of self-identified conflict with personal, cultural, or religious values. (Principle: Fidelity; key words: relationships, client, service recipients, conflict, cultural, religious, values)</p> <p>2I. Do not engage in dual relationships or situations in which an occupational therapy professional or student is unable to maintain clear professional boundaries or objectivity. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, colleagues, professional boundaries, objectivity, social media)</p> <p>2J. Proactively address workplace conflict that affects or can potentially affect professional relationships and the provision of services. (Principle: Fidelity; key words: relationships, conflict, clients, service recipients, colleagues)</p> <p>2K. Do not engage in any undue influences that may impair practice or compromise the ability to safely and competently provide occupational therapy services, education, or research. (Principle: Nonmaleficence; key words: relationships, colleagues, impair, safety, competence, client, service recipients, education, research)</p> <p>2L. Recognize and take appropriate action to remedy occupational therapy personnel's personal problems and limitations that might cause harm to recipients of service. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, personal, safety)</p> <p>2M. Do not engage in actions or inactions that jeopardize the safety or well-being of others or team effectiveness. (Principle: Fidelity; key words: relationships, clients, service recipients, colleagues, safety, law, unethical, impaired, competence)</p>
<p>3. Documentation, Reimbursement, and Financial Matters: Occupational therapy personnel maintain complete, accurate, and timely records of all client encounters.</p>	<p>3A. Bill and collect fees justly and legally in a manner that is fair, reasonable, and commensurate with services delivered. (Principle: Justice; key words: billing, fees)</p> <p>3B. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations. (Principle: Justice; key words: documentation, reimbursement, law)</p>

	<p>3C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities. (Principle: Veracity; key words: documentation, timely, accurate, law, fraud) 3D. Do not follow arbitrary directives that compromise the rights or well-being of others, including unrealistic productivity expectations, fabrication, falsification, plagiarism of documentation, or inaccurate coding. (Principle: Nonmaleficence; key words: productivity, documentation, coding, fraud)</p>
<p>4. Service Delivery: Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy’s values and philosophies.</p>	<p>4A. Respond to requests for occupational therapy services (e.g., referrals) in a timely manner as determined by law, regulation, or policy. (Principle: Justice; key words: occupational therapy process, referral, law)</p> <p>4B. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention)</p> <p>4C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention, evidence, scope of practice)</p> <p>4D. Obtain informed consent (written, verbal, electronic, or implied) after disclosing appropriate information and answering any questions posed by the recipient of service, qualified family member or caregiver, or research participant to ensure voluntary participation. (Principle: Autonomy; key words: occupational therapy process, informed consent)</p> <p>4E. Fully disclose the benefits, risks, and potential outcomes of any intervention; the occupational therapy personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention. (Principle: Autonomy; key words: occupational therapy process, intervention, communication, disclose, informed consent)</p> <p>4F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties. (Principle: Veracity; key words: occupational therapy process, intervention, communication, disclose, informed consent, contracts)</p> <p>4G. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes. (Principle: Autonomy; key words: occupational therapy process, refusal, intervention, service recipients)</p> <p>4H. Provide occupational therapy services, including education and</p>

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	<p>training, that are within each practitioner’s level of competence and scope of practice. (Principle: Beneficence; key words: occupational therapy process, services, competence, scope of practice)</p> <p>4I. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised. (Principle: Beneficence; key words: occupational therapy process, reevaluation, reassess, intervention)</p> <p>4J. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial. (Principle: Beneficence; key words: occupational therapy process, termination, collaboration)</p> <p>4K. Refer to other providers when indicated by the needs of the client. (Principle: Beneficence; key words: occupational therapy process, referral, service recipients)</p> <p>4L. Provide information and resources to address barriers to access for persons in need of occupational therapy services. (Principle: Justice; key words: beneficence, advocate, access)</p> <p>4M. Report systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy. (Principle: Justice; key words: discrimination, unfair, access, social justice)</p> <p>4N. Provide professional services within the scope of occupational therapy practice during community-wide public health emergencies as directed by federal, state, and local agencies. (Principle: Beneficence; key words: disasters, emergency)</p>
<p>5. Professional Competence, Education, Supervision, and Training: Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.</p>	<p>5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; key words: credentials, competence)</p> <p>5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; key words: credentials, competence)</p> <p>5C. Take steps (e.g., professional development, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice. (Principle: Beneficence; key words: credentials, competence)</p> <p>5D. Maintain competence by ongoing participation in professional development relevant to one’s practice area. (Principle: Beneficence; key words: credentials, competence)</p> <p>5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; key words: competence, law)</p>

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	<p>5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; key words: supervisor, fieldwork, supervision, student)</p> <p>5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; key words: supervisor, fieldwork, supervision, student)</p> <p>5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; key words: supervisor, supervision, fieldwork, performance)</p> <p>5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; key words: plagiarize, student, copyright, cheating)</p> <p>5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; key words: education, student)</p>
<p>6. Communication: Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.</p>	<p>6A. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act). (Principle: Autonomy; key words: law, autonomy, confidentiality, communication, justice)</p> <p>6B. Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; key words: telecommunication, telehealth, confidentiality, autonomy)</p> <p>6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; key words: communication, confidentiality, autonomy)</p> <p>6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information. (Principle: Autonomy; key words: communication, confidentiality, autonomy, social media)</p> <p>6E. Facilitate comprehension and address barriers to communication</p>

	<p>(e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of service (or responsible party), student, or research participant. (Principle: Autonomy; key words: communication, barriers)</p> <p>6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; key words: fraud, communication)</p> <p>6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; key words: truthfulness, communication, safety, clients, service recipients)</p> <p>6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; key words: truthfulness, communication)</p> <p>6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; key words: truthfulness, communication, plagiarism, students)</p> <p>6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; key words: inappropriate communication, harassment, digital media, social media, social networking, professional civility)</p> <p>6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; key words: inappropriate communication, professionalism, professional civility)</p> <p>6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; key words: communication, collaboration, interprofessional, professional civility, service recipients)</p>
<p>7. Professional Civility: Occupational therapy personnel conduct themselves in a civil manner during all discourse. Civility “entails honoring one’s personal values, while simultaneously listening to disparate points of view” (Kaslow & Watson, 2016, para. 1). These values include cultural sensitivity and humility.</p>	<p>7A. Treat all stakeholders professionally and equitably through constructive engagement and dialogue that is inclusive, collaborative, and respectful of diversity of thought. (Principle: Justice; key words: civility, diversity, inclusivity, equitability, respect)</p> <p>7B. Demonstrate courtesy, civility, value, and respect to persons, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; key words: values, respect, opinion, points of view, social media, civility)</p>

	<p>7C. Demonstrate a level of cultural humility, sensitivity, and agility within professional practice that promotes inclusivity and does not result in harmful actions or inactions with persons, groups, organizations, and populations from diverse backgrounds including age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. (Principle: Fidelity; key words: civility, cultural competence, diversity, cultural humility, cultural sensitivity)</p> <p>7D. Do not engage in actions that are uncivil, intimidating, or bullying or that contribute to violence. (Principle: Fidelity; key words: civility, intimidation, hate, violence, bullying)</p> <p>7E. Conduct professional and personal communication with colleagues, including electronic communication and social media and networking, in a manner that is free from personal attacks, threats, and attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information. (Principle: Fidelity; key words: civility, culture, communication, social media, social networking, respect)</p>
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Revised by the AOTA Ethics Commission, 2020

Adopted by the Representative Assembly, November 2020

Note. This revision replaces the 2015 document *Occupational Therapy Code of Ethics (2015)*, previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.696S03>

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Appendix C: 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.).

OT Lab Procedures & Safety Policies

Safe Lifting

Policy: All classes that include a laboratory component abide by the following guidelines for safe lifting, handling, and mobility/transfers.

- Plan the activity
- Remove hazards and obstructions in your path
- Check the receiving area is clear
- Assess the weight of the load
- If the item is too heavy or bulky:
 - Use available equipment (carts, sliding boards)
 - Get help
 - Break up task
 - Check and adjust equipment
 - Know your limits.
- Plan the activity before executing
- Keep load close and get a good grasp of load
- Keep your feet apart
- Turn with your feet instead of twisting
- Keep the back straight - lift with the legs
- Synchronize team lifts

Team Lift Technique

- Identify a leader
- Review the activity
- Stand close to the item
- Countdown to the start of the activity - 1, 2, UP
- Avoid making sudden, jerky motions
- Alert partner if you are losing grip

- Be careful for slip trip hazards

Sharps Management and Disposal

Even though class/lab procedures do not involve skin punctures, sharps and potentially contaminated tools (ex. safety pins, scissors, razor blades) used in classes are disposed of in a sharps container.

Environmental Hygiene

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

- Clean sheets and pillow cases are used to cover plinths/mats.
- Hand sanitizer is available throughout the campus.
- Disinfectant wipes are used to sanitize equipment.
- [Follow all cleaning policies related to covid-19.](#)

Safety During Fieldwork Experiences

1. Instruction in Standard Precautions

Students are required to attend a mandatory Occupational Safety and Health Administration (OSHA) training session that is provided by the program. Attendance is required and students are not allowed to go out on any fieldwork experience without attending this module.

2. Exposure Incident Plan

If a student should incur an exposure to a biological agent during any fieldwork experience he/she must immediately notify the fieldwork supervisor at the site. The student must follow the site's exposure plan. The student must also notify the fieldwork coordinator and program director at Columbia University

3. Injury at Fieldwork Site

Depending on the severity of an injury, if the fieldwork site has their own emergency room or employee health the student should be seen at the site. The student should always follow up with student health re: any injury incurred. The student is also required to notify the fieldwork coordinator and program director at Columbia University.

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](#)

[Fire Safety Manual](#)

[CUIMC Facilities Fire Safety](#)

[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.

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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 and laptop locks: discounted.
- 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).

Auto Theft Prevention

- Combat Auto Theft: Free
- "The Club" and "The Cover": discounted.

Bike Theft Prevention

- Kryptonite bike locks: discounted.
- Bike registration: Free (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.

[Columbia University Public Safety](#)

[Occupational Safety | Columbia | Research](#)

Miscellaneous

[Community Response Guidelines -Active Shooter Incident-](#)

[Emergency Protocols](#)

[Universal Waste Management](#)

[Portable Space Heaters](#)

[Bias Crimes Procedures](#)

[Sexual Respect and Gender Based Misconduct](#)

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