



THE UNIVERSITY OF VERMONT
**COLLEGE OF NURSING
AND HEALTH SCIENCES**

UVM DOCTOR OF OCCUPATIONAL THERAPY PROGRAM HANDBOOK

UNIVERSITY OF VERMONT

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Accreditation

The University of Vermont (UVM) is accredited by the New England Commission of Higher Education.

The University of Vermont's Entry-level Occupational Therapy Doctoral (OTD) degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Introduction

Welcome!

Whether you are a faculty member, staff member, or student, the UVM OTD Department Handbook is designed to be a resource for you. It is designed to provide insight into our innovative program as well as outline established policies and procedures. Direct links to ACOTE standards are highlighted throughout the handbook to ensure the reader that the UVM OTD program adheres to accreditation standards put forth by ACOTE. Direct links to UVM policies and procedures are also provided to ensure the reader that the UVM OTD program adheres to established University guidelines. Students are required to read and acknowledge understanding of the policies and procedures associated with UVM OTD program and sign the **Student Acknowledgement of Policies and Procedures** form. Refer to Appendix A.

The Entry-Level Doctor of Occupational Therapy is part of the well-established and highly esteemed Department of Rehabilitation & Movement Sciences, in the College of Nursing and Health Sciences at the University of Vermont. The focus of the College of Nursing and Health Sciences is to prepare the next generation of health professionals. Aligning with the College's focus, the OTD program blends creative, innovative, and scholarly thinking with basic science to produce allied health professionals capable of navigating the fast-paced and ever-changing healthcare system. As students complete the didactic and experiential components of the program, they transition into clinical fieldwork placements. These fieldwork placements afford students the opportunity to implement skills learned while at UVM to the clinical setting. Students complete a total of 24-weeks of fieldwork placements and these placements occur throughout the United States. Upon successful completion of the fieldwork placements, students complete a 14-week, individual capstone experience that allows students to explore an area of scholarship in depth. Upon successful completion of the didactic coursework, fieldwork placements, and capstone experience, students graduate from UVM with an entry-level OTD and are eligible to sit for the national certification exam.

Faculty and staff

The UVM OTD program employs faculty with varied clinical and scholarly backgrounds to ensure students receive a high-quality experience with strong clinical scholars.

Victoria W. Priganc, Ph.D., OTR, CHT, CLT, ECHM: Clinical Associate Professor, Program Director

Kimberly Krebs, OTD: Clinical Assistant Professor, Academic Fieldwork Coordinator

Margaret Maynard, M.Ed, OTR/L, OTD, BCP, CHT, FNAP: Clinical Assistant Professor, Capstone Coordinator

Guiding principles of the UVM OTD program

The guiding principles of the UVM OTD program blends the mission and vision of the University of Vermont and the College of Nursing and Health Sciences.

UVM mission and vision

The mission of UVM is to *“create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.”*

The vision of UVM is to *“be among the nation’s premier research universities with a comprehensive commitment to a liberal arts education, environment, health, and public service.”*

College of Nursing and Health Sciences mission and vision

The UVM entry-level OTD program is housed in the College of Nursing and Health Sciences (CNHS). The mission of CNHS is to *“prepare graduates who lead and collaborate with stakeholders across disciplines to foster exemplary interprofessional, compassionate, and family-centered services and create and use knowledge that contributes to the health and wellness of individuals, communities and society.”*

The overarching CNHS vision is to *“improve health and wellness through education, community services, and research.”* There are three components to this vision statement.

1. *Education: To provide a high-quality, effective educational environment for students, faculty, staff, and other community stakeholders that leads to excellent measurable outcomes.*
2. *Research: To create an environment for research that translates evidence to practice.*
3. *Services: To support the UVM campus and community through services in health-related arenas and partners with key constituents to provide pathways for practice that meet community health care needs.*

UVM OTD program mission and vision

The UVM OTD program’s mission and vision align with the CNHS mission and vision and aligns with the American Occupational Therapy Association’s 2025 Vision statement: *As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.*

The mission of the UVM OTD program is to *“blend the art and science of the occupational therapy profession and produce evidence-based occupational therapists and leaders rooted in science, who are creative, innovative, scholarly thinkers, able to deliver and advocate for services that will improve the health, wellbeing, and quality of life for those served.”*

The vision of the UVM OTD program is to *“become leaders in the field of occupational therapy through research, scholarly activity, innovation, and exemplary teaching, and promote health and wellness by ensuring people are able to engage in life at their desired capacity.”*

UVM OTD program teaching philosophy

To accomplish the mission and vision, we believe that it is important to create an educational setting that is rigorous and steeped in science and evidence, yet supportive, forward-thinking, and flexible to accommodate for individual learning styles and allow all students to flourish. It is our belief that adults learn through a variety of methods, and thus it is important to ensure that our program offers a variety of learning opportunities so all students can meet their maximum potential. Overall, our program has a developmental approach to learning, and we believe that core concepts must be understood before deeper levels of critical thinking and analysis can occur. For that reason, most of our core concepts are taught early in the program, and then woven through the curriculum at later stages allowing for synthesis, analysis, and critical thinking to occur. We also believe that people learn through experience and reflection, and thus community-based, experiential learning opportunities with reflection components are woven throughout the program. Finally, we believe that students learn best in a supportive yet challenging environment, where individualized, constructive feedback is utilized to promote individual growth. These adult learning beliefs are at the foundation of the philosophical beliefs of the UVM OTD program.

ACOTE standard A5.4

Guiding professional behaviors in the UVM OTD program

The UVM OTD program expects professional and respectful communication throughout the entire program. We believe in the following guiding principles.

1. We respect each other, recognizing that we all have differences, and that diversity is embraced
2. We listen with compassion and listen to understand, recognizing that by doing so, it helps us support each other
3. We do our best and assume others are doing their best
4. We strive to be present
5. We value the fun in learning and teaching
6. We encourage open and respectful communication to problem solve when improvements are needed
7. We believe all concepts are worth considering, and 'NO' should not be an automatic answer

Curricular goals

To achieve the mission and vision of the program, the following curricular goals are threaded throughout the curriculum.

Curricular Goal 1: Develop innovative and effective, occupation-based and evidence-based practitioners

Demonstrate the ability to critique, synthesize, and integrate science and technology into the art and practice of occupational therapy to enhance occupational performance for all clients.

Curricular Goal 2: Develop leaders and advocates

Articulate the complexities of issues affecting health, wellness, and quality of life, and lead and advocate for the benefits of occupational satisfaction for individuals, communities, and society.

Curricular Goal 3: Develop compassionate, inclusive, and collaborative practitioners

Recognize therapeutic use of self and capitalize on strengths while embracing challenges to become a compassionate practitioner who is collaborative with professionals and clients across all sectors of healthcare and society, recognizing accessibility, equity and diversity needs.

Curricular threads

To meet these curricular goals (CG), the following curricular threads are woven through the program. Each curricular thread is addressed every semester through a variety of classes.

Basic science: Students will demonstrate the ability to link basic science concepts throughout a variety of clinical scenarios to justify various treatment approaches. (CG1)

Evidence-based practice: Students will develop critical thinking and problem-solving skills as they explore translating knowledge into evidence-based practice and occupation-based, client-centered care. (CG1)

Innovation: Students will learn to explore client solutions by incorporating innovative, creative thinking principles to real-world issues that limit desired participation, whether it is due to physical, cultural, cognitive, or societal barriers. (CG1)

Leadership: Students will recognize their leadership strengths and challenges and learn how to maximize their skills to advocate for all clients and for the profession. (CG2)

Compassion: Students will explore their own therapeutic use of self in various settings as they recognize how their own strengths and challenges can be used when working with clients to achieve maximum therapeutic potential. (CG3)

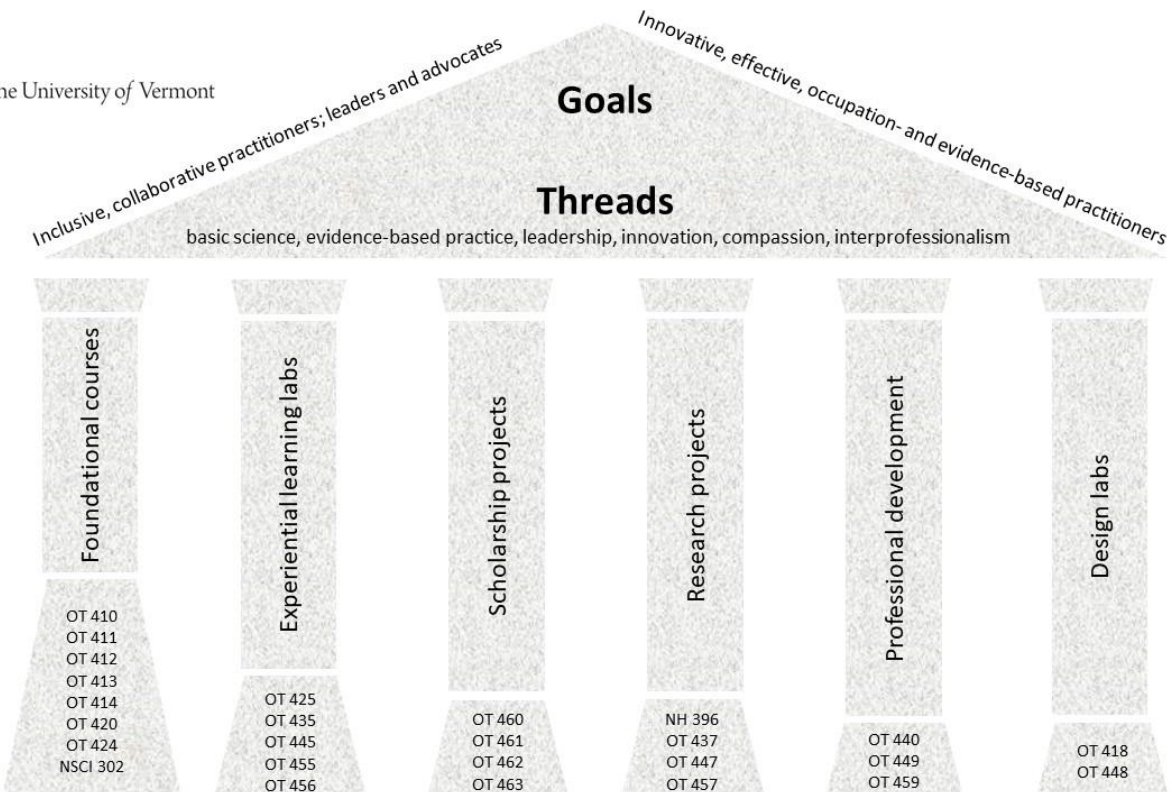
Interprofessional: Students will collaborate with professionals across all sectors of healthcare and society to design, deliver, and advocate for humanistic, high quality occupation-based care to enhance participation in desired activities. (CG3)

Figure 1 provides a visual depiction of the curricular goals and threads and how they align with the UVM OTD courses.

Figure 1. UVM OTD curriculum schematic



The University of Vermont



Admissions

Candidates for the UVM entry-level OTD program will be students interested in becoming practicing, licensed occupational therapists. Interested students must have a bachelor's or master's degree. All students will need to meet the following prerequisites before admission into the entry-level OTD and apply through the OTCAS system. No transfer credits will be accepted, and no credit will be given for work experience.

Pre-requisite coursework

- General Psychology, 3 credits
- Abnormal Psychology, 3 credits
- Human Development, 3 credits
- Statistics, 3 credits
- Biology (in addition to Anatomy & Physiology), 3 credits
- Human Anatomy, 3 credits + lab
- Human Physiology, 3 credits + lab
- Social Sciences (Anthropology, Humanities, Philosophy, Sociology), 6 credits

Additional requirements

- Minimum cumulative GPA 3.0/4.0
- Minimum prerequisite GPA 3.2/4.0
- 40 observation hours with an Occupational Therapist (may be waived due to COVID)
- English proficiency exam (refer to [UVM Graduate College guidelines](#))
- Three letters of recommendation (1 academic letter; 2 professional letters, one of which is preferably by an OT)
- Transcripts of all institutions of higher education attended
- Kira Talent interview

Selection process

An admissions committee consisting of three faculty members will review all admission applications. Applications must be complete in both OTCAS and the UVM Admit system before they will be reviewed. The Office of Student Support in the College of Nursing and Health Sciences reviews all applications through the OTCAS system. Those applications that meet the admissions requirements are forwarded to the admissions committee for review. Applicants are scored using an admissions scoring sheet developed for the UVM OTD program. Those applicants that meet the initial criteria are invited to participate in a Kira Talent interview. Admissions scoring is based on cumulative GPA, prerequisite GPA, letters of recommendation, and Kira Talent interview. Every year, a total of 40 seats will be available in the UVM entry-level OTD program.

ACOTE standard A3.1

ACOTE standard A3.2

ACOTE standard A3.3

Technology requirements

UVM OTD students are required to have a laptop computer with software that allows for word processing, the creation of presentations, and basic spreadsheet capabilities. Students are expected to have a basic understanding of these software programs. Microsoft Office can be downloaded for free through the UVM Information Technology office. Student technical support can be found through the UVM Enterprise Technology Services. The minimum computing requirements are listed below. A netbook/chromebook/tablet will not be sufficient for the program.

- 13" in high-definition / high resolution screen
- 2.0 GHz dual core processor
- 8 GB RAM
- 256 GB Hard Drive memory (512 GB is ideal)
- 256 MB graphics memory (6 to 8 MB L3 Cache)
- 802.11 a/c wireless connectivity
- Front-facing camera

Cardiopulmonary resuscitation

Cardiopulmonary resuscitation (CPR) training by American Heart Association (AHA) Basic Life Support (BLS) is required before students can matriculate into the program. Students will be responsible for costs associated with this training. All completed training certificates must be filed with the Academic Fieldwork Coordinator.

Essential functions

Students are expected to meet the essential functions needed to practice as an Occupational Therapist with or without reasonable accommodations. **Students with documented disabilities may contact Student Accessibility Services to assist with reasonable accommodations.** Communication with the OTD Program Director, Academic Fieldwork Coordinator, Capstone Coordinator, and faculty is important to ensure student success, whether with didactic coursework, experiential learning, fieldwork, or the capstone project. Please see Appendix B for a copy of the essential functions.

Students must sign the **Essential Functions Form** (Appendix B) and electronically submit the signed form **prior** to matriculation into the UVM OTD program.

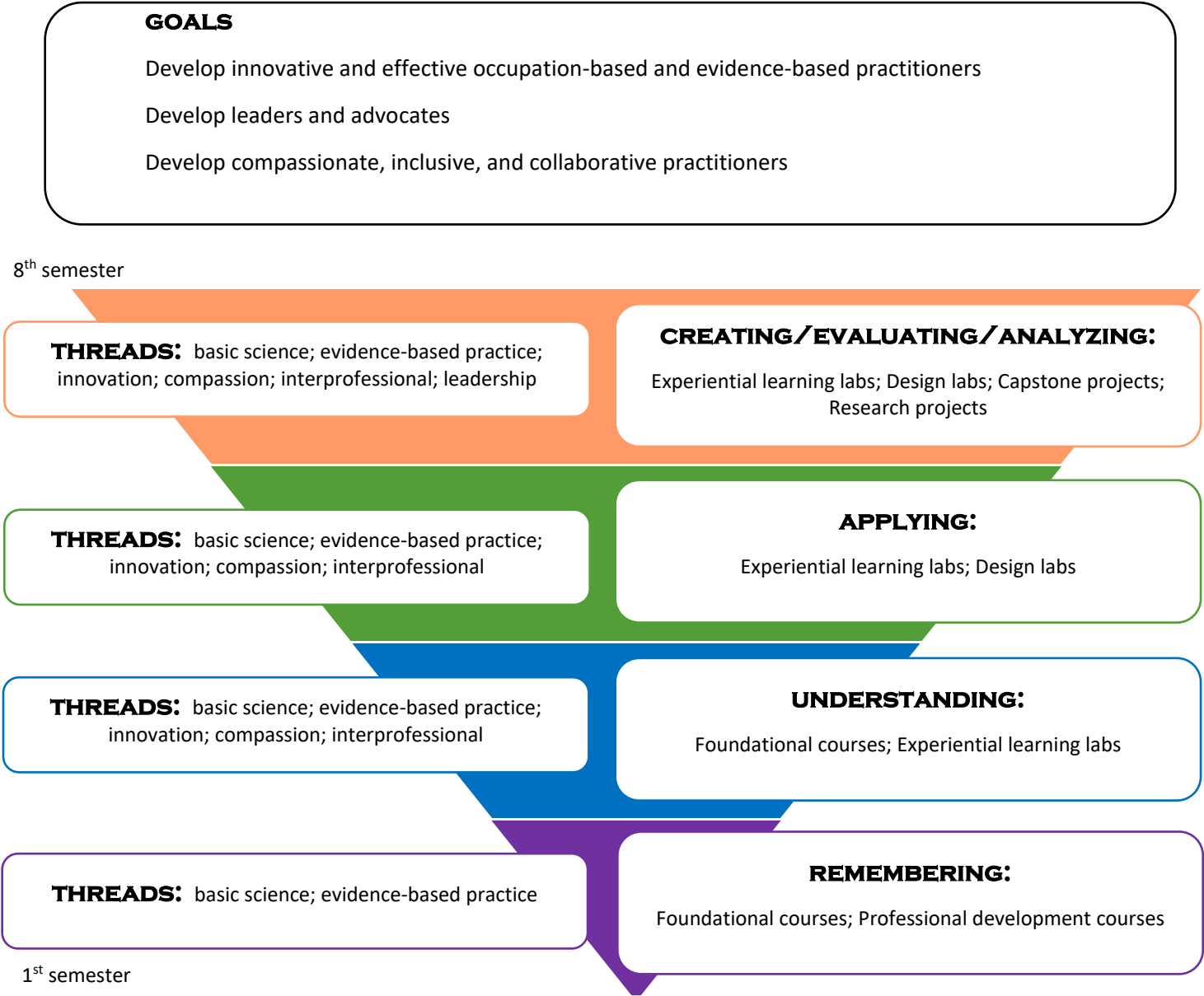
Occupational Therapy program overview

The UVM OTD program is a 6-semester plus 2 summer sessions program that blends the art and science of the Occupational Therapy profession. Figure 2 provides a visual depiction of the curriculum per semester and Figure 3 depicts the relationship between UVM OTD courses, goals, and threads to Blooms Taxonomy.

Figure 2. UVM Entry-level OTD curriculum

UVM entry-level OTD curriculum			
FIRST YEAR IN PROGRAM			
Fall semester	Credits	Spring semester	Credits
OT 410: Foundations for OT practice	2	OT 425: Older adults as occupational beings	6
OT 411: Functional anatomy	4	OT 420: Therapeutic interventions	3
OT 412: Movement and occupational performance	3	NSCI 302: Neuroscience	3
OT 413: Development of occupational beings	2	OT 424: Visual, cog, percept	3
OT 414: Psych & MH infl on occ	3	NH 399: Fundamentals of critical inquiry	3
OT 418: Activity analysis	2		
Total credits	16	Total credits	18
Summer	Credits		
OT 470: Fieldwork – Level I	2		
OT 435: Cultural immersion	2		
OT 460: Capstone I	1		
OT 437: Research I	2		
Total credits	7		
SECOND YEAR IN PROGRAM			
Fall	Credits	Spring	Credits
OT 445: Young adults as occupational beings	6	OT 455: Children as occupational beings	6
OT 448: Designing creative therapeutic interventions	2	OT 459: Becoming a life-long practitioner and learner	3
OT 440: Teaching and advocacy	2	OT 456: Living life to the fullest	3
OT 447: Research II	2	OT 457: Research III	2
OT 449: OT practice management	3	OT 462: Capstone III	1
OT 461: Capstone II	1		
Total credits	16	Total credits	15
Summer	Credits		
OT 471: Fieldwork – Level II	9		
Total credits	9		
THIRD YEAR IN PROGRAM			
Fall	Credits	Spring	Credits
OT 472: Fieldwork – Level II	9	OT 463: Capstone IV	8
Total credits	9	Total credits	8
Total credits for OTD = 98			

Figure 3. Relationship of UVM OTD courses, goals, and threads to Blooms Taxonomy



ACOTE standard A5.5

Experiential learning

Woven throughout the UVM OTD program are experiential learning opportunities. These experiential learning opportunities are designed to demonstrate how concepts learned in the didactic portion of the program manifest in real-life scenarios. A total of nine courses in the entry-level OTD are considered experiential learning classes, thus offering approximately ¼ of the curriculum outside of the classroom setting, in real-life learning settings. These settings include but are not limited to skilled nursing facilities, community centers, pediatric facilities, mental health facilities, and rehabilitation facilities. To ensure a rich experience, critical reflection is performed after each experiential learning opportunity to help students bring depth and perspective to the experience, link the concepts to didactic content taught in class, and develop clinical reasoning skills. In OT 459: Becoming a life-long practitioner, students reflect on all of the experiential learning opportunities, link the experiences to overall learning in the program, and forecast how the lessons learned from the experiential learning opportunities will be extrapolated while doing Level II fieldwork and the capstone experience, as well as when practicing as a new occupational therapist. Dedicating this portion of the curriculum to real-life learning ensures the students are given ample opportunities to practice learned concepts in real-world scenarios.

Fieldwork

UVM OTD students will complete a total of 24 weeks of fieldwork experiences. These fieldwork experiences are designed to demonstrate competency in OT concepts in a variety of practice settings.

ACOTE standard C1.1

The fieldwork experience for the OTD program at UVM supports the curriculum goals and philosophy to

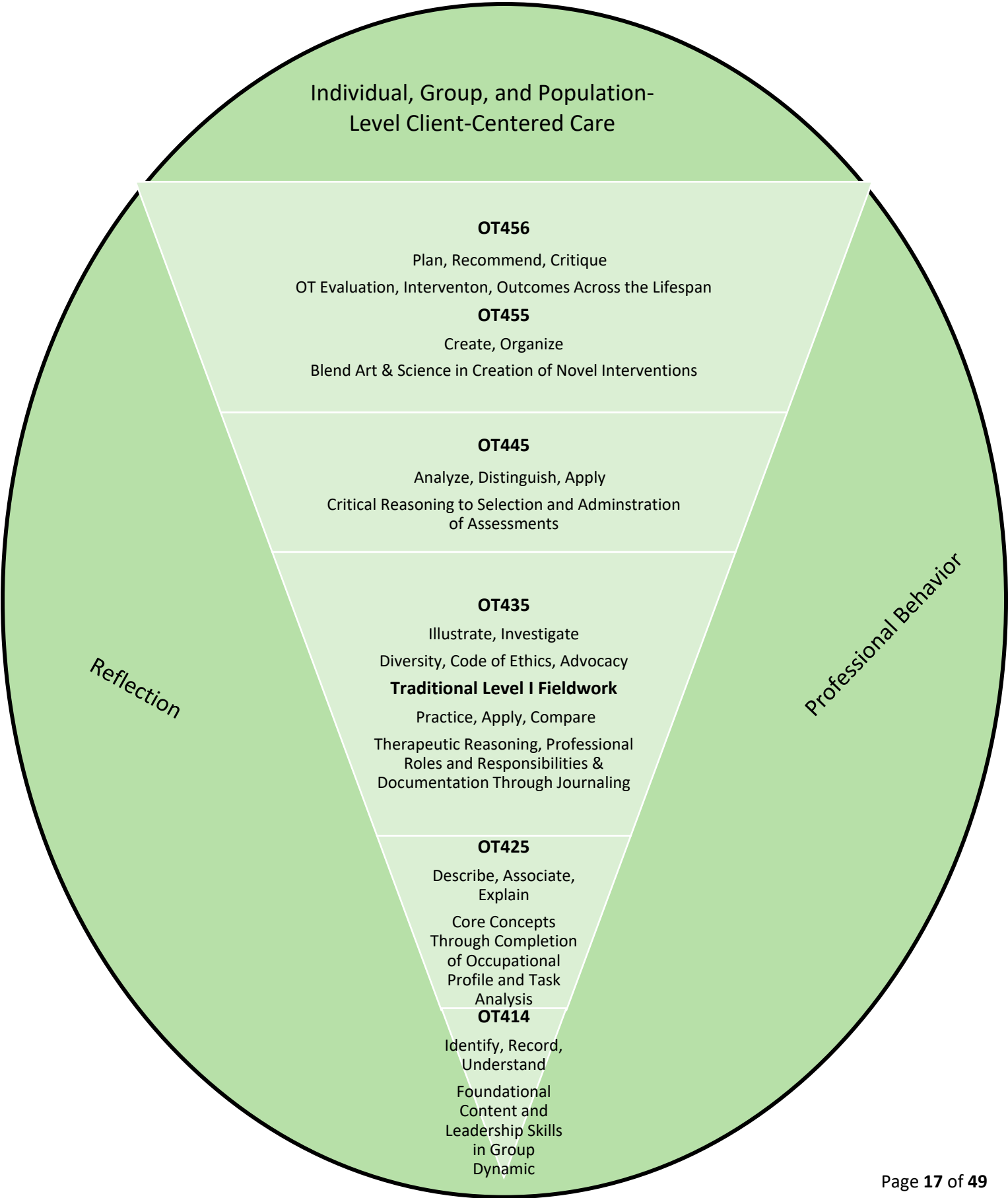
- develop innovative and effective, occupation-based, and evidence-based practitioners.
- create leaders and advocates in the profession.
- employ a developmental approach to learning with core concepts emphasized before deeper levels of critical thinking and analysis are introduced.
- challenge students through constructive feedback to promote individual growth.
- nurture compassionate, inclusive, and collaborative practitioners who will promote health and wellness by ensuring all people are able to engage in life at their desired capacity.

As a critical element of the experiential learning component of the curriculum, Level I and Level II fieldwork (FW) will adhere to the program's philosophy of developmental learning, using Bloom's Taxonomy to build on skills that link with didactic content taught in class.

Level I Fieldwork

Level I FW experiences occur within six courses in the UVM OTD curriculum- OT414, OT425, OT 435, OT445, OT455, OT456 and as a stand-alone traditional Level I Fieldwork (OT 470).

Figure 4. Illustration of UVM OTD FWI embedded in curriculum design



The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. Faculty members will be informed of and collaborate as necessary on FW objectives prior to the start of the course to ensure *that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.*

ACOTE standard C1.1

Students can anticipate performing at progressively higher levels of competency and responsibility with each experience to ultimately demonstrate competence at the entry-level as generalists. Specific fieldwork learning objectives will be developed collaboratively between the academic institution and the fieldwork education site to ensure understanding with expected educational outcomes. Fieldwork learning objectives are documented in syllabi with academic course objectives, and assessed through course assignments, on-going observation of student progress, and formal evaluation at the completion of each Level I Fieldwork experience.

The UVM OT program will offer students real life exposure to the concepts learned in class and laboratory sessions beginning the first semester of their enrollment in the program. These experiences will take the form of observation and guided participation in various aspects of the occupational therapy process under the supervision of faculty and/or site supervisors. No Level I experience will be substituted as a Level II experience. The Level I fieldwork experiences are scheduled to enhance the following course content increasing in rigor with each passing semester and are reflected in Table 1.

Table 1. Level I FW experiences

Course Title	Description	Semester/Year	Credits
OT 414	Psychosocial and Mental Health Influences on Occupation	Fall/Year 1	3
OT 425	Older adults as occupational beings	Spring/Year 1	6
OT 470	Level I FW	Summer/Year 1	2
OT 435	Cultural Immersion	Summer/Year 1	2
OT 445	Young Adults as Occupational Beings	Fall/Year 2	6
OT 455	Children as Occupational Beings	Spring/Year 2	6
OT 456	Living life to the fullest	Spring/Year 2	3

The in-person, Level I fieldwork experience for OT414 during first semester of year one will introduce students to psychosocial variables that impact occupational performance. Fieldwork objectives and assignments will reinforce the development of therapeutic rapport, group process skills and understanding of foundational content learned in the classroom. Students will work in small groups to plan and implement an in-person or remote group treatment session in a mental health setting.

Observation within practice settings where the profession serves the geriatric population will serve as the basis for Level I FW for OT425. Student objectives and assignments in this course will call on students to describe, associate and explain foundational knowledge through completion of an occupational profile and task analysis of a routine daily activity.

In the summer of year one, the students will participate in a traditional 2-week Level I Fieldwork. This full-time (40hours x 2 weeks) fieldwork experience in a practice setting is more rigorously designed to give students a fully immersive opportunity to observe the occupational therapy process in a manner that supports didactic content covered in the first two semesters' coursework and provide context for subsequent coursework. Students will practice documentation skills, apply therapeutic reasoning to observed interventions and compare professional roles and responsibilities of OTs and OTAs in that unique setting.

A second immersive experience is provided summer of year one in OT 435 during which Level I FW objectives and assignments will challenge students to investigate and illustrate their understanding of the impact of community and culture on health and wellness. Students will be asked to research policies and regulations impacting the access and delivery of OT services to a marginalized population and reflect on how best to apply OT professional code of ethics.

During the Level I FW for OT 445, even more rigorous objectives and assignments will ask students to analyze and apply critical reasoning to the observed selection and administration of an OT assessment on a young adult.

Second semester of their second year, students will have two classes in which a Level 1 FW experience will be embedded. In OT455, students will be tasked to blend the art and science of OT to create novel interventions for children viewed via video recording. The level I experience in OT 456 will be the most rigorous drawing on current and prior coursework to complete a thorough documented plan with recommendations for evaluation, intervention, and outcome of an individual, factoring in both physical and psychological changes associated with that individual's age.

For every Level I FW experience students will have the opportunity to reflect on personal and professional strengths and weaknesses and grow in their demonstration of professional behaviors while observing and participating in client-centered care to individuals, groups, and populations.

Level II Fieldwork

The goal of Level II fieldwork according to ACOTE's 2018 Standards is to develop competent, entry-level, generalist practitioners (ACOTE, 2018). Level II fieldwork in the UVM OTD program will occur after the successful completion of all classroom instruction and in keeping with the requirements of ACOTE, will "include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services" (ACOTE, 2018). During the Level II experience, students will have the opportunity to be exposed to a variety of clients across the lifespan and across a variety of traditional, nontraditional, and emerging practice settings.

Level II experiences include a minimum of two, 12-week, full-time placements within distinctly different settings and populations to foster diverse experience for preparation as a generalist. Students can anticipate performing at progressively higher levels of competency and responsibility with each experience to ultimately demonstrate competence at the entry-level as generalists. Specific fieldwork learning objectives will be developed collaboratively between the academic institution and the fieldwork education site to ensure understanding with expected educational outcomes.

For both Level I and Level II fieldwork experiences, the Academic Fieldwork Coordinator (AFWC) will ensure learning objectives adequately reflect both the OT curriculum and the services provided by the fieldwork sites. This includes

opportunities for formal and informal reflection by the student on the OT process with the client population. The AFWC will ensure prior to the start of the FWII experience that all students are supervised by a currently licensed or credentialed OT with a minimum of one year of practice experience in settings where OT services exist or three years' full-time in settings where no OT services exist with an additional 8 hours a week of direct supervision. The AFWC will complete site visits, establish Memorandum of Understanding (MOU), and maintain AOTA Fieldwork Data Forms. In so doing, the AFWC *ensures the fieldwork program reflects the sequence and scope of content in the curriculum design.*

ACOTE standard C1.1

Level I fieldwork sites may include both on and off-campus locations representing both simulated environments and practice settings with direct client interaction. Sites serving a diverse patient population will be identified. Efforts will be undertaken to obtain MOUs from more than the required number of Level I and Level II FW sites and to explore more nontraditional and emerging practice settings in response to current realities in the healthcare environment. Level I and Level II MOUs will also include language addressing both in-person and remote instruction/supervision.

Doctoral capstone

As part of the UVM OTD program, students will complete a doctoral capstone project. The purpose of the doctoral capstone experience is to provide an individual, in-depth exploration of a concept. The concept may be related to clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Students will start their individual capstone exploration in their third semester in the program and continue to develop their idea in the fourth and fifth semester. This gradual progression of the capstone project allows for development of individual, in-depth knowledge in the student's desired area. The flow of the capstone courses can be viewed in Figure 2.

ACOTE standard D1.1

The Capstone Coordinator will help guide UVM OTD students through the process. Guiding students through the capstone process will be a collaborative process led by the Capstone Coordinator and students, with full support from the OT Program Director, OT faculty, and community partners. Each capstone project will have a capstone committee, consisting of three members, one of which is the Capstone Coordinator.

In the first capstone course, students will be introduced to Boyer's four areas of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Applications, Scholarship of Teaching. Students will analyze these four areas and articulate ways to utilize this knowledge to design a capstone project. Students will work primarily with the Capstone Coordinator during this initial development stage.

In the second capstone course, students will search the evidence to find supporting literature as it relates to the initial capstone idea. Students will critique the evidence to identify quality research, and then synthesize and integrate that evidence into a comprehensive literature review. Quantitative and qualitative literature will be critiqued. It is at this point in the process that students work with the Capstone Coordinator to create their individual capstone committee. Faculty with expertise in the capstone area of interest will be asked to serve on the capstone committee. It is at this point that students will also work with the Capstone Coordinator to explore potential sites for the capstone experience, develop MOUs, and work to identify a third committee member.

In the third capstone course, students will complete and defend their capstone proposal. The capstone proposal will include the following: The literature review, supporting evidence, goals/objectives, implementation plan, and an evaluation plan. Students must successfully defend their capstone proposal to a committee. The third committee member will be involved in the final development of the capstone proposal.

ACOTE standard A5.2

Following successful defense of the capstone proposal, along with completion of the didactic portion and fieldwork component of the UVM OTD program, students will embark on a 14-week doctoral capstone experience. More details can be found in the UVM OTD Doctoral Capstone department handbook. Successful completion of the Capstone project and experience constitutes the comprehensive exam for the program.

*ACOTE standard D1.2***Length of program**

All students enter with a bachelor or master degree. The total preparation between the pre-professional and professional preparation equals a minimum of 8-full time equivalent academic years. The length of program aligns with other graduate programs at UVM and was approved by the UVM Graduate College on February 5, 2021.

*ACOTE standard A5.3***Course descriptions**

Courses that ensure students are prepared as generalists are listed in Table 2.

Table 2. UVM OTD courses that prepare students to practice as a generalist

courses that address OT generalist treatment in the following domains					
emerging practice	infants, children, adolescents	adults	older adults	physical health	mental health
435	413	413	413	411	414
456	418	418	418	412	418
	448	424	424	418	425
	455	445	425	420	445
	456	448	448	425	448
		456	456	445	455
				448	456
				455	
				456	

*ACOTE Standard A5.1***First semester***OT 410: Foundations for practice*

In this 2-credit hybrid course, students learn about the history of occupational therapy, and explore theories and frames of references that guide practice. Students are also introduced to documentation, ethical practice, professionalism, goal writing, APA, and scholarly writing. An implicit bias workshop will be included as part of this class. This class is a hybrid course, with 3/4th of the course taught on-line and 1/4th of the course taught face-to-face. This course is a foundational course. This course addresses the following ACOTE standards: **B2.1; B2.2; B3.1; B3.2; B4.1; B4.6; B4.8; B7.1**

OT 411: Functional anatomy

In this 4-credit course, students will develop a working knowledge of the structure of the human body. Cardiovascular, respiratory, digestive, renal, and urinary, and immune systems will be reviewed. Musculoskeletal and nervous systems will be reviewed in depth and explored in terms of normal and abnormal function. Prosections and the Anatomage table will be incorporated into lectures and labs to emphasize anatomical features. This course is a foundational course. This course addresses the following ACOTE standards: **B1.1**

OT 412: Movement and occupational performance

In this 3-credit course, students explore movement and how movement deficits can impact functional performance. Kinesiology, biomechanical concepts, and everyday physics will be incorporated with learned anatomy concepts to help students understand normal and abnormal movement patterns. The utilization of goniometers, manual muscle testing, observation, and palpation will be utilized to assess normal and abnormal movement patterns. Assessing vitals will be incorporated as students examine safe and effective methods of working with clients. Ergonomic principle and energy conservation principles will also be covered. This course is a foundational course. This course addresses the following ACOTE standards: **B1.1; B3.7; B4.8; B4.18**

OT 413: Development of humans as occupational beings

In this 2-credit course, students explore normal human development from birth to death. Occupational science is embedded throughout the course so that as students learn about development, they understand how occupational needs and desires change based on human development. Motor development, biological variables, social development, social determinants of health, environmental factors, and health-related factors are also discussed in this course, so students understand factors that influence health throughout an individual's life. Lifestyle choices throughout the age-span such as nutrition, exercise, socializing, etc. are also covered in this course. Participation challenges that occur when typical development is altered are explored. This course is a foundational course. This course addresses the following ACOTE standards: **B1.1; B1.3; B3.4**

OT 414: Psychosocial and mental health influences on occupation

In this 3-credit course, students learn how psychosocial variables and mental health can influence occupation. The history of OT in mental health will be covered. The influence of psychosocial variables on health will be explored. Students learn general mental health concepts and treatment strategies. Students learn motivational interviewing and mindfulness. Students also learn the group treatment process and practice learned skills via running groups in a senior center, addiction center, and school-based setting. A portion of this course is linked to HLTH188 so students learn motivational interviewing. This course is a foundational course. This course addresses the following ACOTE standards: **B1.2; B1.3; B2.1; B3.1; B3.5; B4.4; B4.9**

OT 418: Analyzing activity and performance

In this 2-credit course, students learn how to break down activities into minute pieces to gain an understanding of barriers that may impact desired participation. Performance skills and patterns, contexts and environments, and client factors will be analyzed as students explore the occupational therapy practice framework. Students will learn methods of grading activities and modifying environments. Students are also introduced to low tech solutions to increase occupational performance. This course is a hybrid course, meaning that ½ of the course occurs on-line and ½ of the course occurs face-to-face. This course is a design lab course. This course addresses the following ACOTE standards: **B3.2; B3.6; B4.18**

Second semester

OT 425: Older adults as occupational beings (exl)

In this 6-credit course, students examine occupational performance for older adults and learn strategies for working with this population. Conditions such as Alzheimer's, Parkinson's, dementia, cerebral vascular injury, amyotrophic lateral sclerosis, multiple sclerosis, visual deficits, driving impairments, aging in place, diabetes, mobility, fall prevention, joint replacement, productive aging, and arthritis are some the conditions addressed in this experiential-learning course. Energy conservation techniques will be addressed. This course is a lecture/lab, experiential learning course, with 1/3rd of the class happening outside of the classroom. Mental health conditions such as depression and anxiety are addressed in this course. Classes will be held in nursing homes, assisted living facilities, and senior-citizen centers to give students real hands-on experiences. Assistive technology and therapeutic exercise for this population will be addressed. Interprofessional learning opportunities will be embedded within this course. This course addresses the following ACOTE standards: **B1.2; B2.1; B3.2; B3.5; B3.6; B3.7; B4.2; B4.3; B4.4; B4.5; B4.6; B4.7; B4.8; B4.9, B4.10, B4.11; B4.13; B4.16; B4.20; B4.22; B4.23; B4.26; B4.28**

OT 424: Visual and cognitive-perceptual influences on occupation (exl)

In this 3-credit course, students will learn how deficits in vision, cognition, and perception can be underlying barriers to performance in desired activities. Concepts related to visual screening, visual attention, visual field deficits, executive functioning, awareness and attention deficits, visual-spatial impairments, cognitive function, neurocognitive disorders, memory deficits, and perceptual problems will be addressed. This course is a foundational course and learned concepts will be threaded throughout the curriculum. This course addresses the following ACOTE standards: **B1.2; B3.5; B4.4; B4.9**

OT 420: Therapeutic interventions

In this 3-credit course, students learn a variety of therapeutic interventions that can assist clients with everyday living. Concepts such as wheelchair fitting, orthosis fabrication, prosthetic management, modalities, telehealth, and assistive technology are covered. A lab fee is associated with this course. Students learn to 3D design and print in this course. This course is a foundational, interprofessional course and some units will be linked with DPT 416. This course addresses the following ACOTE standards: **B4.10; B4.11; B4.12; B4.17**

NSCI 302: Neuroscience

This is a 3-credit course. Functional anatomy of the human nervous system. Lectures and laboratory providing learning experience with dissected specimens, gross and microscopic anatomy. Incorporates clinical information from physician-scientists.

NH 399: Fundamentals of critical inquiry: Evidence-based practice

This is a 3-credit course. This interprofessional graduate level research/evidence-based practice course will instruct students from a variety of healthcare professions to develop skills in research/clinical question development, appraisal of literature and practice guidelines, experimental, quantitative, and qualitative studies, and a fundamental understanding of evidence to inform their practice. Students will be introduced to university resources such as the Institutional Review Board (IRB), scientific writing, and the use of search databases and bibliographic software. Collaboration and team building skills will be cultivated through team-based learning approaches. This course addresses the following ACOTE standards: **B1.4; B6.1; B6.2; B6.5**

Third semester (off campus)

OT 470 (exl)

This course is a traditional level I fieldwork experience. Students will be placed in a clinical setting for 2-weeks and observe occupational therapy practice with a clinician.

OT 435: Cultural immersion (exl)

In this 2-credit, students immerse themselves in a practice setting as they explore cultural, socioeconomic, and diversity factors that can impact occupational performance. For many students, this will be a travel-study course. Clinical reasoning skills are used as students uncover methods to improve occupational performance in community and emerging practice areas. These student immersion activities may occur in local communities or abroad and will be led by a faculty member. Students will examine community-based and health and wellness assessments and interventions and gain an understanding of community resources that can assist clients. Depending on the setting, students can expect to be immersed in a clinical setting for 1-3 weeks as part of this course. At the beginning of the fourth semester, students will participate in a day-long debrief regarding the cultural immersion experience. This course addresses the following ACOTE standards: B1.2; B1.3; B4.2; B4.3; B4.4; B4.8; **B4.10; B4.14; B4.20; B4.27; B5.1; B5.2**

OT 465: Capstone I: Professional scholarship and capstone exploration

This course is the first course in the capstone series. The purpose of this course is to introduce students to Boyer's four areas of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Applications, Scholarship of Teaching. Students will analyze these four areas and articulate ways to utilize this knowledge to design a capstone project. This course addresses the following ACOTE standards: **D1.1; D1.2**

OT 437: Research I: Identifying gaps in the literature

In this 2-credit course, students formulate research groups and identify a research faculty mentor. Students will begin exploring the literature on a focused topic. Students work with their research groups, formulate their research question, and write their IRB proposal. Students build on skills learned in NH 399 as they identify a gap in the literature and explore methods to address that gap. Students also learn ways to identify grants that could support their research. Knowledge translation and evidence-base practice is discussed. This course is on-line. This course addresses the following ACOTE standards: **B1.4; B3.4; B6.1; B6.4; B6.5**

Fourth semester

OT 445: Young adults as occupational beings (exl)

In this 6-credit course, students examine occupational performance for younger adults and learn strategies for working with this population. Conditions such as traumatic brain injury, orthopedic injuries, hand rehabilitation, addiction, burns, overuse syndromes, motor control, disorders of the motor unit (muscular dystrophy, Guillain-Barre), spinal cord injury and ergonomics will be covered in this course. This course is a lecture/lab, experiential learning course with 1/3rd of the class happening outside of the classroom. Mental health conditions such as schizophrenia, bipolar disorders, eating disorders, dissociative disorder, and psychosis are just some of the conditions covered in this class. Assistive technology and therapeutic exercise for this population will be addressed. Ergonomics will be addressed. Classes will be held in rehabilitation facilities, hand therapy clinics, and addiction centers to give students real hands-on experiences. Interprofessional learning opportunities will be embedded within this course. This course addresses the following ACOTE standards: **B1.2; B2.1; B3.2; B3.5; B3.6; B3.7; B4.2; B4.3; B4.4; B4.5; B4.6; B4.7; B4.8; B4.9; B4.10, B4.11; B4.13; B4.18; B4.20; B4.22; B4.23; B4.26; B4.28**

OT 448: Designing creative therapeutic interventions

In this 2-credit course, students will use traditional or modern crafts or activities to design a creative therapeutic intervention. Students will choose a skill, craft or activity that is new to them, learn it, analyze it, and then demonstrate how that skill or craft can be utilized in a therapeutic manner. Depending on the student's choice, a student may work closely with an artist, engineer, athlete, artisan, etc. The purpose of this class is to help students understand the therapeutic benefits of activities that are meaningful to each individual. The concept of therapeutic use of self will be explored again in this course. This course is a design lab course. This course addresses the following ACOTE standards:

B3.6; B4.3; B4.10

OT 440: Teaching and advocacy

In this 2-credit course, students will learn how to integrate adult learning theories, instructional design, marketing strategies, and health literacy into avenues for teaching and advocating the value of occupational therapy. Student will understand how to implement these strategies to enhance the rehabilitation process through client education and to teach colleagues and/or students. Instructional design and health literacy will be covered in this course. This course is a hybrid course, with $\frac{3}{4}$ of the course in a traditional face-to-face setting and $\frac{1}{4}$ of the course on-line. This course is a professional development course. This course addresses the following ACOTE standards:

B3.3; B4.21; B5.2; B5.6; B6.6; B7.3

OT 466: Capstone II: Proposal development and supporting evidence

This course is the second course in the capstone series. The purpose of this course is to find evidence that supports the capstone, critique the evidence to identify quality research, and then synthesize and integrate that evidence into a comprehensive literature review. Quantitative and qualitative literature will be critiqued. Students will work with the Capstone Coordinator to explore potential sites for the capstone experience and develop MOUs. Students will demonstrate scholarly writing using APA. This course addresses the following ACOTE standards:

D1.1; D1.2

OT 447: Research II: Implementing research

In this 2-credit research course, student groups from OT 437 implement their research project. Students will learn to conduct research, implement recruitment strategies, gather and analyze data, and draw conclusions from the findings. This course addresses the following ACOTE standards:

B1.4; B6.1

OT 449: OT practice management

This 3-credit course addresses the practice management side of occupational therapy. Students will learn about electronic medical systems, the interprofessional team, the role of the occupational therapy assistant, reimbursement systems, legislative and regulatory issues, financial management, business planning, strategic planning, program evaluation, marketing, liability, and supervision. This is a professional development course. This course addresses the following ACOTE standards:

B4.15; B4.24; B4.29; B5.1; B5.3; B5.4; B5.6; B5.7; B5.8; B7.5

Fifth semester

OT 455: Children as occupational beings (exl)

In this 6-credit course, students examine occupational performance for children and learn strategies for working with this population. Motor control and motor learning will be explored. Concepts related to feeding, goal attainment scaling, sensory processing, handwriting, school-based practice, early intervention, neonatal intensive care unit, neurodevelopmental disorders, autism, trauma-informed care, addiction, and adverse childhood events will be covered in this course. This course is a lecture/lab, experiential learning course, with 1/3rd of the class happening outside of the classroom. Mental health conditions such as attention-deficit/hyperactivity disorder, post-traumatic stress disorder, and obsessive-compulsive disorders are just some of the conditions covered in this class. Assistive technology and therapeutic exercise for this population will be addressed. Classes will be held in schools and pediatric settings to give students real hands-on experiences. Interprofessional learning opportunities will be embedded within this course. This course addresses the following ACOTE standards: **B1.2; B2.1; B3.2; B3.5; B3.6; B3.7; B4.2; B4.3; B4.4; B4.5; B4.6; B4.7; B4.8; B4.9; B4.10, B4.11; B4.13; B4.16; B4.20; B4.22; B4.23; B4.26; B4.28**

OT 459: Becoming a life-long practitioner

In this 3-credit course, students start the preparation of becoming a professional and life-long learner. Students will reflect on their experiential learning courses and explore who they are as a therapist. Students will explore the interprofessional team and their role in this team in a variety of practice settings. Students will understand what is involved in the registration and licensure process, and the value of participation in national organizations and life-long learning. Personal strengths, challenges, and leadership skills will be examined. This is an interprofessional, professional development course and a portion of the course will be combined with DPT 451. This course addresses the following ACOTE standards: **B4.1; B4.25; B5.5; B7.2; B7.4**

OT 456: Living life to the fullest degree (exl)

The purpose of this 3-credit course is to introduce students to complex cases and explore how to help clients live their life to the fullest degree. The course is broken into five to six modules that last for 2-3 weeks. Each module is an advanced, complex topic, allowing students to synthesize and integrate learned knowledge into practice. Social determinants of health, virtual environments, and telehealth will be woven through some of these advanced cases. Initial proposed modules may include: driving rehabilitation, hand rehabilitation, pediatric motor learning, dysphagia, pharmacology, and chronic pain. However, these topics may change based on current practice patterns. Thus, this course lends itself to interprofessional teaching depending on the modules taught. This course is a lecture/lab, experiential learning course, with 1/3rd of the class happening outside of the classroom. This course addresses the following ACOTE standards: **B1.3; B4.10; B4.14; B4.15; B4.16; B4.19; B4.22; B4.23; B4.27; B4.28**

OT 462: Capstone III: Proposal defense

This is the third course in the capstone process. During this 1-credit course, students work with the Capstone Coordinator and their faculty mentor to finalize their capstone proposal. The written portion includes the literature review, goals/objectives, implementation plan, and an evaluation plan. Students must successfully defend their capstone proposal to a committee. This course addresses the following ACOTE standards: **D1.1; D1.2**

OT 457: Research III: Disseminating findings

In this final 2-credit research course, student groups prepare their research for presentation at the University of Vermont. Student groups will format their research (1) as a poster presentation for a national conference and (2) as a presentation, (3) submit their research posters to a regional, national, or international conference. This course addresses the following ACOTE standard: **B1.4; B6.1; B6.3**

Sixth semester

OT 471 (exl)

This is the first Level II fieldwork experience. Students will be placed full-time at a clinic under the guidance of a Level II Fieldwork Supervisor according to ACOTE standard C1.11. This Level II fieldwork experience is a minimum of 12 weeks, to meet the 24-week full-time requirement according to ACOTE standard C1.10. This course addresses all ACOTE C standards.

Seventh semester

OT 472 (exl)

This is the second Level II fieldwork experience. Students will be placed full-time at a clinic under the guidance of a Level II Fieldwork Supervisor according to ACOTE standard C1.11. This Level II fieldwork experience is a minimum of 12 weeks, to meet the 24-week full-time requirement according to ACOTE standard C1.10. This course addresses all ACOTE C standards.

Eighth semester

OT 463: Capstone IV: Capstone experience

This course is the capstone experience as required for all entry-level OTD programs. Students will spend a minimum of 14 weeks or 560 hours (per ACOTE standard D1.5) with their identified capstone mentor to implement and evaluate their capstone project as defined in OT 465, OT 466, and OT 462. This course addresses all ACOTE D standards.

Academic standard policies

ACOTE Standard A4.4

Academic integrity

Students are expected to uphold the highest level of academic integrity. Academic dishonesty includes but is not limited to plagiarism, cheating, fabrication, etc. Students are referred to the UVM Code of Academic Integrity policy for additional details. Please refer to this website. <https://www.uvm.edu/sites/default/files/UVM-Policies/policies/acadintegrity.pdf>. Students are also encouraged to review the Code of Student Rights and Responsibilities. Please refer to this website. <http://www.uvm.edu/policies/student/studentcode.pdf>

Academic progression

Students in the UVM OTD program are expected to maintain satisfactory academic progress while in the program. In the UVM OTD program, any grade a B- or below is not considered satisfactory academic progression but is considered a marginal passing grade. Students that receive a D or F in a class will not be allowed to progress in the program. Students must remain in Good Academic Standing to remain in the UVM OTD program. Every semester, a student will receive a letter from the Program Director indicating their academic standing for the semester. [Graduate College policy](#) notes that students may be dismissed if they receive two grades below a B or a grade of U or UP in a clinical placement.

ACOTE standard A3.4

Good Academic Standing: To remain in Good Academic Standing in the UVM OTD program, students must have a minimum 3.0 cumulative GPA. The GPA is calculated at the end of each term. The student must also successfully pass all fieldwork experiences and the capstone experience.

Academic Warning: If a student's cumulative GPA drops below 3.0, the student will be placed on Academic Warning. If a student does not pass a fieldwork experience, the student will be placed on Academic Warning. If a student does not pass the capstone experience the student will be placed on Academic Warning. Students are allowed to progress through the program while on Academic Warning but **must** increase their cumulative GPA to above 3.0 the following semester or successfully complete their fieldwork or capstone experience. Students on Academic Warning will receive a letter from the Program Director and will need to meet with the Program Director and appropriate faculty to discuss a remediation plan.

Academic Separation: Students will be recommended to the Graduate College for Separation from the UVM OTD program for any of the following reasons

- Two consecutive semesters on Academic Warning
- They receive an 'D' in any courses
- The student does not successfully complete fieldwork or the capstone experience according to guidelines in the fieldwork handbook and the capstone handbook
- The student does not demonstrate safe behaviors either in the classroom or in clinical scenarios
- The student does not demonstrate professional behavior
- The student violates confidentiality or patient rights
- The student is convicted of a criminal offense

ACOTE standard A4.6

Appeals policies

Grade appeal policy

For individual course concerns, students are first encouraged to reach out to the course instructor to seek clarification on a grade. If the student desires to request a grade appeal, the student must follow the UVM grade appeal guidelines. Please refer to this link. <https://www.uvm.edu/sites/default/files/UVM-Policies/policies/gradeappeals.pdf>

Dismissal appeal policy

In situations where a student is being dismissed from the UVM OTD program by the Graduate College, the student has the right to appeal the decision. The student must draft a letter of appeal and must state clearly the basis for the appeal and supporting evidence. The written appeal must be sent to the Program Director. Once reviewed by the Program Director, the appeal will be taken to the full faculty for a discussion. If the appeal is denied at the program level, the student is able to take the appeal to the Dean of the Graduate College. The Dean of the Graduate College may recommend that the grievance be reviewed by the Graduate College Executive Committee. The decision on the appeal by the Dean of the Graduate College is final and binding. Additional information can be found on this website. <http://catalogue.uvm.edu/graduate/academicenrollment/rightsresponsibilities/>

ACOTE standard A4.4

Assignments

All assignments are expected to be turned in on the due date. Late submission of assignments without instructor approval will incur a 5% reduction from the assignment grade for each calendar day it is late. The late assignment policy is on all OTD syllabi.

Attendance

Students are required to attend all classes, laboratories, experiential learning opportunities. Students are also expected to complete their fieldwork and capstone experience. Students are expected to arrive on time for class and stay for the remainder of the course. Students are expected to come fully prepared to engage in the course work, and actively participate in discussions, group work, and laboratory assignments. When circumstances arise impacting the student's ability to attend class, the student must reach out to the faculty member to discuss the circumstance and devise an alternative learning plan. If a student is regularly missing class, a mid-term warning letter may be generated, indicating the student must meet with the faculty member, their advisor, and the Program Director to discuss the unexcused absences. This letter becomes part of the student file.

Course/faculty evaluation

All students are expected to complete a course and faculty evaluation at the end of each semester. The evaluations are anonymous and confidential. This information is utilized to improve courses. The reviews are also utilized in the faculty review, reappointment, and promotion process.

Course registration

Students must register and pay for all courses in the OTD program during the registration period, and at least 4-weeks prior to the start of the upcoming semester. Students without confirmed registrations during this timeframe will not be able to participate in respective courses the following semester.

Grading policy

The UVM OTD program follows the [UVM Graduate College grading policies \(click on this hyperlink for additional information\)](#). Grades are reported and recorded as letter grades. Rubrics are designed for every assignment to ensure clear grading guidelines and expectations are provided to the students. Graduate students do not receive a grade of D. Student grade point averages (GPA) are calculated from quality point equivalents. Please see Table 3. In the UVM OTD program, any grade of B- or below, but greater than a grade of F, is considered a marginal passing grade. Refer to the Academic Progression section for information on progressing through the program.

Table 3. UVM Graduate College grading policies

Grading Policies for Graduate Students

Grade	Points/Credits
A+ Excellent	4.00
A Excellent	4.00
A- Excellent	3.67
B+ Good	3.33
B Good	3.00
B- Good	2.67
C+ Fair	2.33
C Fair	2.00
C- Fair	1.67
F Failure	0.00
AF Administrative Failure due to a missing grade. ¹	
XF Failure resulting from academic dishonesty. ²	

¹The AF grade is equivalent to the grade of F in the determination of grade point averages and academic standing

²The XF grade is equivalent to the grade of F in the determination of grade point averages and academic standing

Graduation requirements

To graduate from UVM OTD program, students must successfully complete the following while in Good Academic Standing:

- Minimum overall GPA of 3.00
- Five semesters of didactic, laboratory, and experiential learning
- All Level I and Level II fieldwork experiences
- Doctoral capstone experience

ACOTE standard A4.4

Grievance policy

Students should follow the UVM Graduate College guidelines related to grievances. That information can be found in the UVM Graduate College Catalogue. <http://catalogue.uvm.edu/graduate/academickenrollment/>

The Graduate College is ultimately responsible for grievances regarding policies and procedures related to graduate education. A grievance properly begins within the student's department by an appeal to a program director. If this does not resolve the grievance, the student can present the grievance in writing to the Associate Dean of CNHS, and thereafter to the Dean of the Graduate College. Grievances must state clearly and precisely the basis for appeal and provide supporting evidence that a student's rights have been jeopardized. The Graduate College Dean may recommend that the grievance be reviewed by the Graduate College Executive Committee. The Graduate College Dean is the final arbiter of Graduate College regulations. Specifically excluded from the appeals process are grievances that contest grades on grounds other than due process, or grading that is arbitrary and capricious as those are handled by the University [Grade Appeal](#) process, and Dismissal appeals, and those are handled in a specified way by the Program Director and Graduate Dean and described above in the Dismissal Appeal section.

ACOTE standard A4.4

Leave of absence

Students can request a [leave of absence for and upcoming semester or withdrawal from a current semester](#) for medical, family or personal reasons if in Good Academic Standing. A leave of absence may be awarded for a period of up to one year. Any leave of absence must be approved by the Program Director and the Dean of the Graduate College, and a leave of absence does not take effect until after approval has been received from both. Students who are out of sequence with their original class cohort due to leave of absence may need to take additional courses that were not required when the leave of absence was granted. The student will work with the Program Director to identify the best re-entry point into the program.

Mid-term grades

Mid-term grades are submitted to the Program Director by each instructor every semester. Any student at risk is contacted by the Program Director, and a meeting is set up between the student, Program Director, advisor, and faculty member to discuss the student's academic standing.

Plagiarism

Plagiarism is a violation of UVM's Code of Academic Integrity. Students are required to acknowledge they have read and understand this Code. Information regarding the UVM Code of Academic Integrity can be found at this link.

<https://www.uvm.edu/sites/default/files/UVM-Policies/policies/acadintegrity.pdf>

Program completion

Students are encouraged to complete the program with no breaks. If circumstances arise and a break from the program is needed, the following guidelines should be followed. If the break is

- In the middle of the didactic portion of the program, the student must work with the Program Director to determine the appropriate point of reentry
- Between the didactic portion and fieldwork, students must begin fieldwork within 9-months of finishing the didactic portion of the program
- Between the capstone experience and fieldwork, students must complete the capstone experience within 6-months of finishing fieldwork.

Students have a total of 7-years to complete the degree. This is in alignment with [policies](#) set forth by the UVM Graduate College.

ACOTE standard A4.7

Withdrawal

Students may decide to personally withdraw for a semester or withdraw from the program. If the withdrawal is due to medical reasons, the student will be advised to submit a Medical Withdrawal Request form. The complete UVM medical withdrawal policy can be found on this link. <https://www.uvm.edu/sites/default/files/UVM-Policies/policies/medicalwithdrawal.pdf>. The UVM refund policy following withdrawal can be found on this link. https://www.uvm.edu/studentfinancialservices/tuition_refunds

ACOTE standard A4.4

Additional policies

Advising

All UVM OTD students will be assigned an advisor. This advisor will be a faculty member from the UVM OTD program. The responsibility of the advisor is to meet with the student every semester to help guide the student through the program. Strengths and challenges will be discussed during these meetings. If a student is experiencing a problem in a class, the student may ask the advisor to participate in discussions with the student and faculty member as a way to assist the student with the class. Professional behaviors will be documented throughout the student's time in the program. Student advisors will complete the Professional Behavior Checklists, and this will be shared with the student during advising meetings. All advisor meetings will be documented and kept in the student's file. During each advising meeting, the student's progress will be discussed, along with professional behaviors and academic standing. Additional information related to advising can be found in the [Graduate Academic and Enrollment Policies](#).

ACOTE standard A3.5

ACOTE standard A3.7

American Occupational Therapy Association membership

Students are required to become American Occupational Therapy Association (AOTA) members. The students are responsible for the cost related to membership. Information regarding student membership can be found at www.aota.org.

Cell phone use

Calling or texting during class is prohibited unless there are unusual, emergency situations. If this is the case, such situations must be discussed with the faculty member. Students are not allowed to take photographs or video recordings of anatomical specimens or any aspect of client care.

When on fieldwork, students are not expected to be using their cell phones for calling, texting, or taking photos or videos.

Criminal background check

Completion of a criminal background check (CBC) prior to starting the OTD program is required. Students are required to maintain updated CBCs throughout the OTD program. Students will immediately notify OTD program director of any criminal charges incurred during the program. DUI/DWI is NOT a minor traffic violation and must be reported. The Program director will meet with the students to discuss charges, arrests or indictments and an appropriate action plan will be designed that may include being removed from a fieldwork site until charges/final determinations are completed. In addition, should a fieldwork site request an additional CBC for some reason to meet their health system requirements, the student will be required to fulfill this request as well. Students will not be able to participate in any portion of the OTD program without confirmation that such updated documentation has been submitted within expected due dates. Should students be removed from a fieldwork experience, this will jeopardize academic standing and progression within the OTD program. All costs related to completion of CBC are the responsibility of the OTD students. All costs of the criminal background checks are the responsibility of the student.

Drug testing

Some facilities require drug testing prior to the start of fieldwork. Students must comply with facility standards and pass the drug test to begin fieldwork. All costs associated with the drug testing are the responsibility of the student.

E-mail responses

UVM OTD faculty are fully committed to responding to students in a timely fashion. E-mails received after 5:00 pm on business days will be addressed within 48 hours, and e-mails received after 4:00 pm on Friday will be answered no later than Tuesday. Urgent matters that need prompt attention will be addressed accordingly.

Fieldwork expenses

Students are responsible for all costs of transportation, housing, meals, uniforms, additional medical/criminal background clearance, drug tests, and other expenses associated with fieldwork education/placements. In the unfortunate situation should a clinical site cancel, any incurred expenses started in preparation for this site experience will also be the responsibility of the student.

Health and immunization requirements

Students must adhere to health and immunization requirements set forth by UVM. The UVM Graduate College requires COVID vaccinations. The policies can be found in this link. <https://www.uvm.edu/health/information-and-faq-about-immunization-requirements>

Fieldwork sites may have additional requirements related to health and immunizations. The Academic Fieldwork Coordinator will review these requirements during the initial fieldwork meeting. It is the student's responsibility to ensure that all required immunizations are current. Students are responsible for all costs associated with obtaining required health and immunizations documents, along with student liability insurance. Updated policies related to immunizations required for fieldwork can be found on the CNHS mandatory website.

- Immunizations and titers: Measles, mumps, rubella (MMR); Tetanus, Diphtheria, Pertussis (Tdap); Polio; Hepatitis B, Varicella; two step TB skin test
- American Heart Association CPR certification for health care providers including AEDs
- HIPAA/OSHA Training: Annual online via Evolve e-learning solutions website

Health Insurance

Proof of health insurance is required for all students. Please refer to the UVM Policy for Mandatory Health Insurance: <http://www.uvm.edu/~chwb/insurance/?Page=mandatory.html>. Students must either purchase the health insurance plan we offer (UVM SHIP) or provide verification of comparable other coverage. This must be done online, using the Insurance Decision/Waiver Form. Students must complete this form every year, even if they decide not to enroll in UVM SHIP.

Incident report

Students must report personal injury or personal property damage sustained while participating in UVM OTD activities by completing the UVM incident report form. Students must immediately notify the UVM OTD faculty if injured in class or laboratory and the Academic Fieldwork Coordinator if injured while on a clinical experience. Students must e-mail a copy of this fully completed report within 72 hours of the incident to the UVM Risk Management and Safety services, their OTD faculty advisor and the OTD Program Director. If students are on a clinical rotation, they must notify the UVM OTD Academic Fieldwork Coordinator, OTD Program, and their clinical supervisor. If the clinical site has an incident report form, this must also be completed, along with the UVM incidence report. Information related to UVM incident reports can be found on the [UVM Risk Management & Safety page](#).

Medical terminology

All students are required to have evidence of medical terminology training, either through a college-level course with a passing grade of C or through a department approved self-study course with a passing certificate. This competency must be completed by the end of the first semester.

Permission to participate in teaching activities

The UVM OTD program utilizes community participants and guest speakers to provide additional learning opportunities to the students. Permission from community guests is sought when participants come to campus. This may include requesting permission for photography and videotaping during the teaching activity. The following forms are utilized.

- Assent to participate in UVM OTD teaching activity. This form is utilized when the community member is a minor. Refer to Appendix D.
- Consent to participate in UVM OTD teaching activity. This form is utilized when the community member is an adult. Refer to Appendix E.

Permission for student photos and videos

The UVM OTD program may take photos and/or videos of students engaging in educational activities. These photos may be used during professional presentations, or for marketing purposes. At orientation, students are asked to sign a release form allowing their photo and/or videos used for this purpose. Signing this form is optional and students that choose to not give permission will not be photographed or utilized in videos. Refer to Appendix F.

Professionalism requirements

Students in the UVM OTD program are expected to act in a professional and ethical manner when on campus, when off-site in clinical settings, or at any time when representing UVM. When off-site in clinical settings, students are expected to dress in appropriate attire for the clinical setting. To assist students with the development of professional behaviors, a Professional Behavior Checklist form will be utilized. This form will be used every semester at UVM as students complete their Level I fieldwork requirements through the experiential learning courses. The Professional Behavior Checklist will be shared every semester with the Academic Fieldwork Coordinator as well as the student's advisor and Program Director. Any scores that are below the acceptable threshold will be discussed via a student meeting that involves the AFWC, student, student's advisor, and Program Director. Refer to Appendix C for the Professional Behavior Checklist form. Students are expected to review the following documents as it relates to academic integrity and professional behaviors.

[UVM Center for Student Conduct](#)

[UVM Code of Academic Integrity](#)

[Code of Student Conduct](#)

Registration

Students must maintain enrollment in all didactic courses, clinical education and capstone courses to proceed through the curriculum.

Religious holidays

Information related to religious holidays can be found on the following website:

<https://www.uvm.edu/registrar/religious-holidays>

Per UVM policy, students have the right to practice the religion of their choice. Each semester, UVM students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss class for the purpose of religious observance to make up the course work.

Safety requirements

To ensure safety throughout the program, all laboratories and supplies utilized in the UVM OTD program must adhere to UVM guidelines offered through the Risk Management department.

All UVM risk management and safety information can be found on this website.

<https://www.uvm.edu/riskmanagement/evacuation-procedures>

<https://www.uvm.edu/riskmanagement/safety-laboratories>

ACOTE Standard A4.4

Student Occupational Therapy Association

The UVM OTD program supports the Student Occupational Therapy Association (SOTA) and provides a faculty SOTA advisor. The role of the faculty advisor is to

- Communicate all pertinent information from the academic faculty to SOTA Leadership Team
- Provide guidance to the SOTA Leadership Team
- Attend meetings as determined by the SOTA Leadership Team and Advisor
- Supervise the SOTA election process
- Serve as mediator when issues arise among the SOTA or the SOTA Leadership Team

Additional information can be found on the [AOTA SOTA website](#).

Student acknowledgement of policies and procedures

Prior to matriculation into the UVM OTD program, students must read and acknowledge they have read the policies and procedures associated with the program, including the fieldwork and capstone components of the program. Students are required to sign the UVM OTD Student Acknowledgement of Policies and Procedures form and electronically send this form to the UVM OTD program. Please see Appendix A.

Student authorship in research and capstone projects

The UVM OTD program follows similar student authorship guidelines as the UVM Doctor of Physical Therapy program. As part of curricular requirement, students will work closely with a faculty to initiate, conduct, and complete a research project, as well as complete a capstone project. The authorship for all scholarship work should be transparent and declared and agreed upon in written form at the beginning of the project. The UVM OTD program follows the authorship recommendation of the International Committee of Medical Journal Editors. Authorship must be based on the following criteria. Those who do not meet all criteria should be acknowledged. Refer to Appendix G.

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND

- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved

Student funding to attend conferences

The UVM OTD program supports students attending state, regional, and national conferences. If an abstract is accepted, the program may match or contribute funds accordingly for travel-related expenses including registration, accommodation, and travel. All students who participate in a conference presentation are eligible for OTD program financial support. Funds available for OTD students are subject to yearly changes. Specific amounts vary from year to year and are allocated by the Program Director. Students are responsible for meal expenses. Funding to support conference participation will be provided ONLY if ALL of the following conditions are met:

- The student/and or group has an accepted abstract to a professional research conference of interest.
- The student has applied for the Graduate College Mini-Travel Grant within the time period prescribed by the Graduate College, prior to the conference. As the Mini-Travel Grant application is awarded on an individual basis, each student (even from the same group) must apply individually. Each student must request a letter from the faculty mentor on the project explaining that their work is a group project and that there is equal contribution from all members of the group. This letter must be submitted with the application.

Student liability insurance

Students are expected to carry personal liability insurance in accordance with policies set forth by the College of Nursing and Health Sciences. Documentation of liability insurance is provided to each FW facility prior to sending a student. Students are also provided copies of liability.

Transportation requirement

Students are expected to travel to clinical sites. Students that do not have a valid driver's license, or do not have a car must meet with the Program Director and Academic Fieldwork Coordinator to discuss transportation options. This must occur in the very first semester of the program.

Unauthorized distribution of copyrighted materials

The UVM OTD program adheres UVM's policy on distribution of copyrighted materials. The following information is taken directly from the UVM Compliance with Higher Education Opportunities Act (HEOA) Peer-to-Peer File Sharing Requirements and Combating Unauthorized Distribution of Copyrighted Materials policies. "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." Unauthorized distribution or use of copyrighted material, including peer-to-peer file sharing of copyrighted materials, by OTD students is prohibited. These actions may subject a student to civil and criminal liabilities and to University student conduct sanctions. Violations may result in suspension or termination of access to UVM's network or to services available through that network, and may result in disciplinary action through UVM, including suspension/dismissal or separation. Monetary penalties associated with the violation of unauthorized distribution of copyrighted materials can be found on U.S. Copyright Office website and the [UVM Compliance with Higher Education Opportunities Act \(HEOA\) Peer-to-Peer File Sharing Requirements](#).

Vermont Occupational Therapy Association membership

Students are required to become a member of the Vermont Occupational Therapy Association. The students are responsible for the cost related to student membership. Information can be found at <https://vermontot.org/>.

Student services

The University of Vermont offers a variety of support services for all students. Please see the services listed below.

ACOTE Standard A3.6

Center for Health and Wellbeing

The Center for Health and Wellbeing offers individual counseling services to the UVM community. Their web address is: <https://www.uvm.edu/health/individual-counseling>.

Counseling and Psychiatric Services (CAPS)

CAPS offers a variety of services to the UVM community including short-term individual counseling, urgent needs counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services. Their web address is: <https://www.uvm.edu/health/CAPS>

Enterprise Technology Services

Enterprise Technology Services provides overall information technology support to the UVM community. Their web address is: <https://www.uvm.edu/it>.

Graduate College Ombudsperson office

The Graduate Student Ombudsperson is responsible for providing independent, confidential, informal and impartial assistance to graduate students on matters affecting their graduate education. Their web address is: <https://www.uvm.edu/graduate/graduate-student-ombudsperson>

Graduate College

The Graduate College supports student admission and progression through their programs and provides a variety of resources. Their website is: <https://www.uvm.edu/graduate>. Resources regarding the community, transportation, housing, and campus recreation can be found at: <https://www.uvm.edu/graduate/student-life>.

Graduate Student Senate

The Graduate Student Senate's purpose is to serve as a liaison between UVM and graduate students. Their web address is: <https://www.uvm.edu/gss>

Graduate Writing Center

The Graduate Writing Center supports graduate student writing and communication. Their web address is: <https://www.uvm.edu/gradwriting>.

Office of Student Services

The Office of Student Services is located within the College of Nursing and Health Sciences and is a support system for College of Nursing and Health Science graduate students. Their support services range from admissions support to self-care support. They are located at 002 Rowell. Their web address is: https://www.uvm.edu/cnhs/student_services.

Student Accessibility Services

The Student Accessibility Services (SAS) provides services and accommodations to all UVM students who have current documentation of a disability. It includes but is not limited to assistance with walking, talking, learning, hearing, or seeing. The SAS Office is located at A170 Living Learning Center. Their web address is: https://www.uvm.edu/academicsuccess/student_accessibility_services

Student Financial Services

The Student Financial Services office is able to assist students with financial aid and scholarships. Their web address is: <https://www.uvm.edu/studentfinancialservices>.

UVM Campus and Health Safety

Campus Safety and Security: The University encourages all members of the University community to report suspicious or criminal activity to the UVM police services as soon as possible. Crimes may be reported by calling 802-656-3473, 802-656-FIRE, or by submitting an electronic report or by text to 847411 using the keyword UVM at the beginning of your text, all of which may be done anonymously. In the event of a crime in progress or at any time there is a risk of harm to persons or property, call 911.

CAT Alert: CAT Alert is UVM's rapid emergency notification system. CAT Alert's goal is to help keep UVM as informed and safe as possible during emergency situations. Students should ensure CAT Alert is set up.

Supplemental safety information can be found below:

- <http://www.uvm.edu/policies/riskmgm/firesafety.pdf>
- http://www.uvm.edu/policies/general_html/personalsafety.pdf
- <http://www.uvm.edu/~cses/?Page=incidentreport.html&SM=menuincident.html>
- <http://www.uvm.edu/policies/student/studentcode.pdf>
- <https://www.uvm.edu/policies/student/drugandalco.pdf>

Writing style

All documents are expected to be written according to the American Psychological Association (APA) Style, 7th edition.

Appendix A: Acknowledgement of policies and procedures

UVM OTD Program Student Acknowledgement of Policies and Procedures

Student name (print): Click or tap here to enter text. UVM OTD class: Click or tap here to enter text.

I have read the **UVM OTD Department Handbook, Capstone Handbook, and Fieldwork Handbook** and all links associated with the handbooks. I understand the content in these manuals and agree to abide by the policies and procedures.

Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

I have read the **Health and Immunization** section of the UVM OTD Fieldwork Handbook. I understand that I am responsible for ensuring compliancy with the health and immunization policies prior to matriculation into the program and prior to the start of fieldwork experiences. I agree to abide by the established policies.

Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

I have read the **Professionalism** section of the UVM OTD Student Handbook and have reviewed the Professional Behavior Checklist (Appendix C). I recognize my professionalism will be assessed every semester via this document.

Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

I have read the **Academic Integrity** section of the UVM OTD Student Handbook and agree to abide by the principles, policies and procedures.

Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

I have read the **Essential Functions** section of the UVM OTD Student Handbook (Appendix B). I have signed the form acknowledging I am able to meet and perform these requirements with or without reasonable accommodations.

Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

Appendix B: Essential functions form

UVM OTD Program Essential Functions Form

The UVM OTD students are required to meet the following essential functions that reflect the standards of care for OT practice. They were developed to establish performance expectations that assure the delivery of safe and effective care during professional practice. All students of the UVM OTD program are required to meet these essential functions with or without reasonable accommodation. **Students who may need reasonable accommodations to meet the standards at the time of admission or in the course of the UVM OTD program must contact the University Student Accessibility Services (SAS) office for assistance with accommodations.** It is the student's responsibility to do so. Communication with OT Program Director and faculty must occur to ensure student success.

Students must read all of the essential functions listed below, and attest that they understand they will be required to perform the essential functions with or without reasonable accommodations, by electronically signing a copy **prior** to matriculation into the UVM OTD program.

Behavior Attributes

From a behavioral perspective, students must

- Be open to constructive feedback, respond with appropriate self-reflection, and modify action/learning based on feedback and reflection
- Abide by local, state, and federal laws, as well as all University of Vermont and College of Nursing and Health Sciences codes of conduct.
- Function effectively under stress, and make use of available resources to help maintain health.
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty.
- Take responsibility for themselves and their behaviors.
- Maintain a professional demeanor especially in clinical settings (refer to Professional Behavior checklist).

Communication

In the area of communication skills, students must be able to

- Demonstrate understanding at a level consistent with successful completion of all coursework and experiential learning opportunities, and with patients and families
- Communicate effectively and efficiently with patients, families, peers, and colleagues.

Cognitive Functions and Affective Functions

In the area of cognitive functioning, students must

- Participate in intellectual activities and demonstrate critical thinking, integration, judgment, analysis, synthesis, extrapolation, conceptualization of spatial relationships, problem-solving, and planning
- Display good judgment, make timely decisions, and take timely action when working with clients
- Demonstrate the interpersonal skills as well as emotional health necessary for productive classroom participation; respectful interactions with faculty, students, and staff; and development of appropriate therapeutic relationships

Motor/Physical Skills

In the area of motor skills, students must be able to

- Participate in clinical and laboratory experiences that require exposure of body parts and palpation of body structures by individuals of all genders / gender expressions
- Have the ability to actively engage in the classroom/laboratory for up to 10 hours and in the clinical setting up to 8 hours
- Monitor and ensure patient safety while performing all aspects of OT care
- Perform necessary motor and cognitive functions with appropriate coordination, speed and agility to ensure patient safety in emergency situations

Sensory and Observation

In the areas of sensory and observation skills, students must participate in all activities requiring observation and processing of information. To do so, students must

- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication and to be able to utilize instruments effectively for diagnosis and intervention.

I, [Click or tap here to enter text.](#), have read through each boxed, and checked each box to acknowledge that I am able to perform all essential function with or without reasonable accommodations.

Signature: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Appendix C: Professional behavior checklist

UVM OTD

Professional Behavior Checklist



for use on Level I Fieldwork experiences associated with courses

Expected Student Behaviors		Yes	Improvement Needed	No	N/A ✓	Comments:
Attitude	Communicates in positive manner	10	5	0		
	Provides constructive feedback to others	10	5	0		
	Manages stressors constructively	10	5	0		
	Adapts and copes well with change	10	5	0		
	Modifies performance after feedback	10	5	0		
	Is a team player	10	5	0		
	Is proactive and anticipates needs of others	10	5	0		
	Assists with problem resolution	10	5	0		
Performance	Demonstrates positive verbal and non-verbal interpersonal communication skills	10	5	0		
	Uses supplies and equipment according to site guidelines and safety	10	5	0		
	Demonstrates clear, legible, grammatically correct, and concise writing	10	5	0		
	Handles conflict constructively	10	5	0		
	Displays professional appearance	10	5	0		
	Shows attentive behaviors	10	5	0		
Judgement	Respects diversity	10	5	0		
	Meets deadlines, informs supervisor when changes to deadlines are necessary	10	5	0		
	Follows the chain of command	10	5	0		
	Is aware of own strengths and weaknesses	10	5	0		
	Respects and maintains confidentiality	10	5	0		
	Ability to separate personal and professional issues	10	5	0		
	Demonstrates awareness of/follows Code of Ethics	10	5	0		

Yes- The individual exhibits these behaviors a minimum of 90% of the time.
Improvement Needed- Exhibits behaviors 50-89% of the time.
No- The individual exhibits these behaviors less than 50% of the time.

Where "Improvement Needed" or "No" are marked, please provide an explanation and constructive comment.

University of Vermont
Entry Level OTD Program
Level I Fieldwork Evaluation

Student Name: _____

Dates of Experience: _____

Program Name: _____

Fieldwork Educator: _____

Related Course Number (circle one): OT414 OT425 OT435 OT445

OT455 OT456

Total Evaluation Score: _____ (maximum score 210)

Minimum Passing Score: OT414: 150
 OT425: 150
 OT435: 155
 OT445: 160
 OT455: 180
 OT456: 200

Appendix D: Minor assent form

Minors: Assent to participate in teaching activity, photography, and videotaping agreement form

OTD course name and number [Click or tap here to enter text.](#)

I understand the purpose of and plan for the teaching activity is [Click or tap here to enter text.](#)

☐ I understand the activity is for education only and that the information will remain confidential. This means the information will not be discussed outside of the classroom.

☐ I understand that I may withdraw from the activity at any time.

☐ If I believe any injury has occurred as part of this teaching activity, I will inform the instructor immediately. I also recognize I can contact the Occupational Therapy Program Director if I have any questions or concerns about this activity. UVM Occupational Therapy Program Director contact information: [Click or tap here to enter text.](#)

☐ I understand that it is not the policy of the University of Vermont or the Department of Rehabilitation and Movement Science to provide payment or free medical treatment in the event of injury resulting from this teaching activity.

☐ I agree to photographs and videotaping of this activity for educational purposes. I was able to ask questions and get answers about how these pictures and videos will be used in the classroom and safely stored. I understand that by checking this box, I give permission to UVM to obtain pictures and/or videos.

Printed name of minor: [Click or tap here to enter text.](#)

Printed name of parent or guardian: [Click or tap here to enter text.](#)

Signature of parent or guardian: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Course instructor:

Date: [Click or tap here to enter text.](#)

Appendix E: Adult consent form

Adults: Consent to participate in teaching activity, photography, and videotaping agreement form

OTD course name and number [Click or tap here to enter text.](#)

I understand the purpose of and plan for the teaching activity is [Click or tap here to enter text.](#)

☐ I understand the activity is for education only and that the information will remain confidential. This means the information will not be discussed outside of the classroom.

☐ I understand that I may withdraw from the activity at any time.

☐ If I believe any injury has occurred as part of this teaching activity, I will inform the instructor immediately. I also recognize I can contact the Occupational Therapy Program Director if I have any questions or concerns about this activity. UVM Occupational Therapy Program Director contact information: [Click or tap here to enter text.](#)

☐ I understand that it is not the policy of the University of Vermont or the Department of Rehabilitation and Movement Science to provide payment or free medical treatment in the event of injury resulting from this teaching activity.

☐ I agree to photographs and videotaping of this activity for educational purposes. I was able to ask questions and get answers about how these pictures and videos will be used in the classroom and safely stored. I understand that by checking this box, I give permission to UVM to obtain pictures and/or videos.

Printed name of participant: [Click or tap here to enter text.](#)

Signature of participant: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Course instructor:

Date: [Click or tap here to enter text.](#)

Appendix F: Student photo release form

UVM OTD Student Photography/Video Release

Faculty, UVM staff and students may take photographs/videos of students engaging in curricular and extracurricular activities. These photographs/videos may be used for UVM, CNHS, or OTD social media, research, or professional association activities.

Please check here if you

- ☐ Give UVM, or a UVM faculty member permission to share your photograph and/or video on social media during your participation in UVM OTD activities
- ☐ Give professional organizations (eg. AOTA, VOTA) permission to use your photograph and/or video for advertising and promotion
- ☐ Understand that you will not receive any compensation for the utilization of your photo and/or video
- ☐ Understand that by signing the form below, you acknowledge that you have no right to approve the editorial, advertising, promotional, trade or printed copy that includes your photograph, name or likeness

Printed name: Click or tap here to enter text.

Signature: Click or tap here to enter text.

Date Click or tap here to enter text.

Appendix G: Author agreement form

Author Agreement Form

Title of project or study: Click or tap here to enter text.

Year: Click or tap here to enter text.

Description of project or study: Click or tap here to enter text.

Please check the appropriate box. This project is part of...

<input type="checkbox"/>	The OTD capstone project
<input type="checkbox"/>	A student-led research project
<input type="checkbox"/>	Other Click or tap here to enter text.

All parties that have significantly contributed to this project will achieve consensus about authorship, including who will be considered and the order of the authors. Individuals to be considered are people who played a role in conceptualization of the project or study, design of the project or study, data analysis, interpretation, writing or major editing of the project or study. All authors will agree upon time limits for the project or study. These time limits can be renegotiated as circumstances dictate. All authors must agree to the renegotiated time limits.

If the first author has not progressed the project or study, and if the project or study has remained stagnant for 6-months, the second author retains the right to take the lead on the project, revise the Author Agreement Form, and move the project forward. If the second author declines to take ownership, the next author in line will be given the opportunity until all authors are exhausted.

We agree to the list of authors, order of authors, and right of the authors to assume ownership of the project or study if the first author does not progress the project in a timely manner.

Printed Name

Signature

Date

Printed Name

Signature

Date

Printed Name

Signature

Date

Printed Name

Signature

Date

Printed Name

Signature

Date

Printed Name

Signature

Date

Printed Name

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Date