



College of Health Professions

**COHORT 2027
MASTER OF SCIENCE IN
OCCUPATIONAL THERAPY
STUDENT HANDBOOK
2025-2027**

Effective September 1, 2026

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This Handbook provides you with information about the program, curriculum, policies and procedures. It is your responsibility to read and familiarize yourself with all the policies and procedures contained in this Handbook. This Handbook, however, is not the only source of policies and procedures that you are required to be knowledgeable about and comply with. For example, course syllabi may contain policy statements, and there are many university policies and procedures that are applicable to students in the MS in Occupational therapy program. In the event that a University policy or procedure conflicts with the provisions of this Handbook, the provision of this Handbook will apply and govern.

The Handbook may be changed from time to time at the sole discretion of the OCCUPATIONAL THERAPY DEPARTMENT, and such changes may be with or without prior notice. Sometimes it is necessary or desirable to change a policy, or repeal it, or to create a new one. Generally, this Handbook will be reissued each year effective September 1, and you are responsible for remaining current with any changes as well as changes in policies from other sources,

The Handbook is not intended as and SHALL NOT be construed as a contract.

STUDENT HANDBOOK SIGNATURE PAGE

To be signed and submitted online through Community Classes by the due date.

I, _____, Class of _____, acknowledge that I have reviewed the MSOT Student Handbook of Pace University and accept the student expectations explained in the Handbook. As an OT student, I agree to follow and abide by all policies and procedures while in the Pace University MSOT program for both on-campus and off-campus classes, laboratory experiences and fieldwork experiences.

Signature: _____

Date: _____

WELCOME FROM THE DEAN OF COLLEGE OF HEALTH PROFESSIONS

Dear Master of Science in Occupational Therapy Students,

As the interim co-dean of the College of Health Profession (CHP), it is my privilege to welcome you to the Master of Science in Occupational Therapy program at Pace University. The mission of the Occupational Therapy (OT) Department is to prepare competent and ethical OT practitioners who maximize clients' quality of life and occupational engagement through technology, evidence-based, client-centered, and interprofessional practice.

Our OT program integrates a blended/hybrid model, helping you complete your degree in as few as 28 months and only requiring you to be on campus two days per week. We focus on creating quality education to best equip you to pursue successful careers while also ensuring that the time you spend in completing your degree is utilized effectively and efficiently.

OT is a healthcare profession that puts the whole person at the center, integrating body, mind and spirit. With an appreciation that health and healing are influenced by both the person, and social and environmental factors, this degree provides you with a broad base perspective of disease, recovery, and healing.

Our faculty bring a wealth of academic, research, and clinical experience. Our small class sizes support close relationships between our students and their faculty. This supports learning beyond just what happens in the classroom through individual time spent focusing on your learning needs and career aspirations.

CHP has programs in a diverse range of healthcare disciplines at the bachelor's through doctoral level. This makes for a rich environment providing interprofessional education and experiences. The Pleasantville campus provides a spacious tranquil environment allowing for students to learn and have fun together. Time in the classroom can be complemented with a walk along the lake or a visit to the community garden.

The OT faculty and I are invested in your future. Our pleasure is seeing you enjoy your time with us and then go onto fulfilling careers. We look forward to partnering with you on this journey.



Beau J. Anderson, PhD, MA(Ed), Lac (she/her)

Interim Co-Dean*

College of Health Professions

*Fulfills all the duties of associate dean for Allied Health programs

WELCOME FROM THE DEPARTMENT CHAIR

Dear MSOT Students,

It is with immense pleasure that I welcome you to the Master of Science in Occupational Therapy Program at Pace University, College of Health Professions. We are committed to providing quality education in preparing competent and ethical OT practitioners to maximize quality of life through occupational engagement.

As a graduate OT student at Pace, you will have interprofessional opportunities to learn from and collaborate with other disciplines and develop innovative projects. Our state-of-the-art laboratories, including a model OT apartment and the College of Health Professions Center for Excellence in Healthcare Simulation, provide you with hands-on experiential learning. You will also have opportunities to be engaged in fieldwork education in traditional, non-traditional, and emerging practice settings. These opportunities prepare the Pace OT student with exceptional entry-level practice skills, as is commonly reported by our vast network of fieldwork educators.

Furthermore, you will be guided by the most dedicated and experienced faculty. While our program is demanding and effective, our small class sizes and faculty provides an immense benefit by allowing for a cohesive and personalized educational experience. This means that our full-time faculty will serve as your course instructors, fieldwork coordinators, and academic advisors. This personalized attention inevitably leads to strong interpersonal bonds between student and faculty, which often extend well beyond graduation.

While our program focuses on four major themes, a) evidence-based practice, b) client centeredness, c) innovation and technology, and d) ethical and interprofessional practice; we never lose sight of the overarching underpinnings of our profession: occupation. Every aspect of our OT program holds this principle at its core, both through how we work with our clients, as well as how we conduct the educational process itself. As OT faculty, we understand that the best OT education is one which is both purposeful and engaging. We strive to achieve this principle throughout your time with us.

We are pleased you have entrusted us with your education and look forward to being with you through every step of your professional development journey!

Sincerely,

John Damiao, PhD, MS, OTR/L

Chairperson, Occupational Therapy Program

INTRODUCTION TO PACE, CHP, AND THE MSOT PROGRAM

Mission, Vision, and Philosophy Statements

Occupational Therapy, MS Program

Mission

The Mission of the Pace University MSOT program is to prepare competent and ethical OT practitioners who maximize clients' quality of life and occupation engagement through technology, evidence-based, client-centered, and inter-professional practice.

Vision

The program's vision is to empower its graduates to become life-long learners and influential leaders in the profession locally, nationally, and globally.

MSOT Program and Educational Philosophy

The Pace University MSOT program prepares competent and ethical occupational therapists who maximize clients' quality of life and occupation engagement through technology, evidence-based, client-centered, and inter-professional practice. We empower our graduates to become life-long learners and influential leaders in the profession locally, nationally, and globally. This is congruent with the University and College of Health Professions' missions. The University's mission is *Opportunitas*. Pace University provides its graduate students with a deep knowledge of their discipline and connection to its community. This unique approach has been firmly rooted since its founding and is essential to preparing its graduates to be innovative thinkers who will make positive contributions to the world of the future. The College of Health Professions' mission is to educate and challenge diverse students for the health professions to be leaders, innovators and lifelong learners who will positively impact local, national, and global health.

The OT education at Pace University reflects the profession's vision, values, and beliefs. We believe that all individuals have an innate need to engage in occupations (Christiansen & Townsend, 2010; AOTA, 2014). Occupations are meaningful and everyday activities that we do to occupy our time such as Activities of Daily Living, Instrumental Activities of Daily Living, Rest & Sleep, Education, Work, Play, Leisure, and Social Participation. Occupations can occur in a variety of contexts including physical, social, cultural, personal, and virtual contexts (AOTA, 2014). Participation in meaningful occupations is considered the determinant of health and through engagement in occupations, the individuals can maintain a sense of purpose in life (AOTA, 2011; AOTA, 2014). Our beliefs about how students learn are as follows (Driscoll, 2014; Knowles, Swanson, & Holton, 2011):

1. Students are internally motivated to learn.
2. Learners construct their own knowledge and direct their own learning.
3. Students are active learners. When active learning occurs, students learn more and retain the learning longer.
4. Instructors are facilitators of knowledge, who provide meaningful learning opportunities so effective learning can occur.
5. Through engaging in hands-on, problem-solving, and active learning experience that incorporates clinical simulations, case-based methods, and real-life experience, students develop and improve their critical thinking, reasoning, and decision-making skills.

College of Health Professions

Mission

The College's mission is to educate and challenge diverse students for the health professions to be leaders, innovators and lifelong learners who will positively impact local, national, and global health.

Vision

The College is recognized for its innovative leadership in education, practice, scholarship, and service to improve health and the health professions.

Core Values

- Commitment to quality care
- Cultural competence
- Innovation
- Integrity
- Interprofessional Collaboration
- Scholarship

Pace University

Mission

Our mission is Opportunitas. Pace University provides to its undergraduates a powerful combination of knowledge in the professions, real-world experience, and a rigorous liberal arts curriculum, giving them the skills and habits of mind to realize their full potential. We impart to our graduate students a deep knowledge of their discipline and connection to its community. This unique approach has been firmly rooted since our founding and is essential to preparing our graduates to be innovative thinkers who will make positive contributions to the world of the future.

Vision

We educate those who aspire to excellence and leadership in their professions, their lives, and their communities. Through teaching, scholarship, and creative pursuits, our faculty foster a vibrant environment of knowledge creation and application. Faculty engage students in shared discovery and are committed to guiding students in their education, providing them with a strong foundation for leading meaningful and productive lives.

We embrace a culture of quality improvement and shared values to ensure an informed, responsive, caring, and effective community empowered to build and sustain a great University. Together, faculty, administrators, and staff pursue innovation in academic programs and administrative services. We operate with integrity, following through on our commitments to students and each other, holding ourselves accountable for our decisions and actions. We embody an ethos of respect for, and celebration of, our diversity, creating an inclusive and welcoming environment where every person is encouraged to freely and respectfully contribute to the life of the University.

References

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- American Occupational Therapy Association. (2011). [The philosophical base of occupational therapy](#). American Journal of Occupational Therapy, 65(6 Suppl.), S65.
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- Christiansen, C. H., & Townsend, E. A. (Eds.). (2010). Introduction to occupation: The art and science of living (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Driscoll, M. (2014). Psychology of learning for instruction. Harlow, Essex Pearson
- Knowles, M., Swanson, R. A., & Holton, E. F. (2011). The Adult Learner, Seventh Edition: The definitive classic in adult education and human resource development (7th ed.). Burlington, MA: Elsevier.

OT Accreditation

The Accreditation Council for Occupational Therapy Education (ACOTE) is an accrediting body for occupational therapy education.

The MSOT Program has been registered by the New York State Education Department (NYSED) and has been granted full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE). The MSOT program received 7-year initial accreditation in August 2021. The next onsite visit from ACOTE will be scheduled within the academic year 2027–2028.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its online address is <https://acoteonline.org>. Graduates of the program 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.

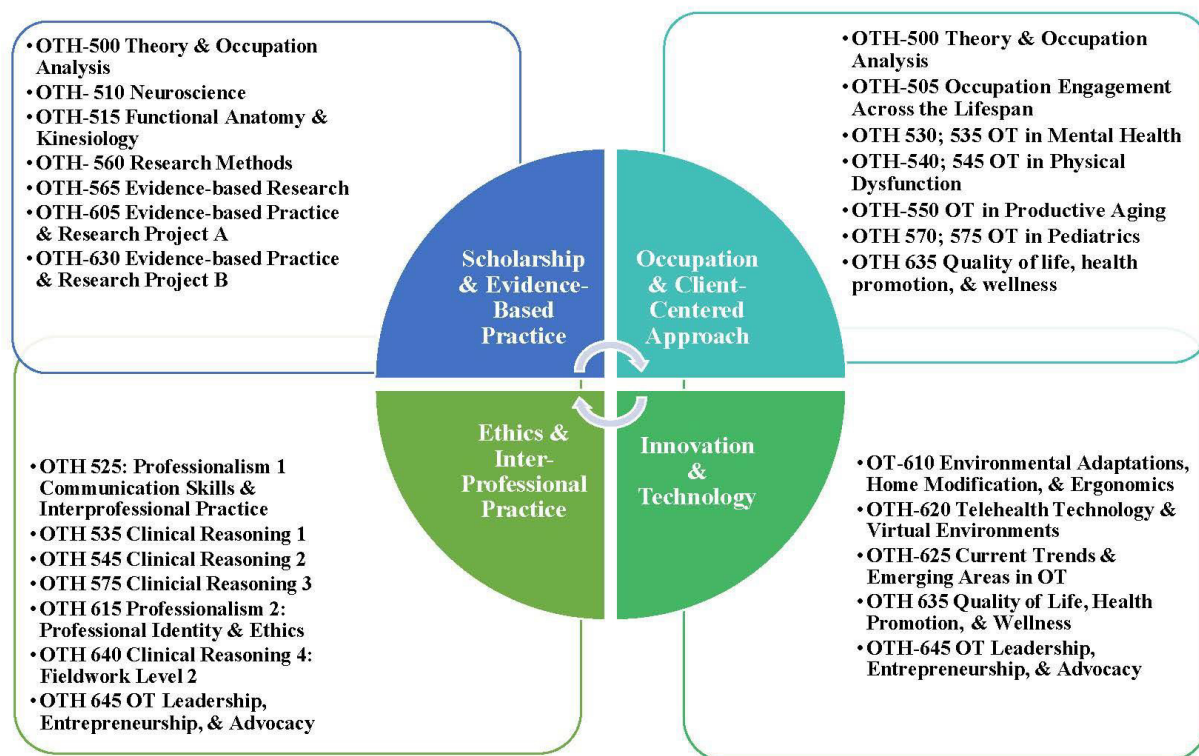
Curriculum Design

The OT curriculum is organized around four major themes. The themes are congruent with the mission and the philosophy. They run through the curriculum which include:

1. Curriculum Threads
2. Evidence-based Practice and Scholarship
3. Occupation-centered and Client-centered Approach
4. Ethics and Interprofessional Practice
5. Innovation and Technology

Diagram 1: Organization of Pace Occupational Therapy Curriculum Around Four Major Threads

Organization of Pace OT Curriculum Around Four Major Threads



Scholarship and Evidence-based Practice

OTH 500 Theory and Occupation Analysis
 OTH 510 Neuroscience
 OTH 515 Functional Anatomy and Kinesiology
 OTH 560 Research Methods
 OTH 565 Evidence-based Research
 OTH 605 Evidence-based Practice and Research Project A
 OTH 630 Evidence-based Practice and Research Project B

Occupation and Client-Centered Approach

OTH 500 Theory and Occupation Analysis
 OTH 505 Occupation Engagement Across the Lifespan
 OTH 530; 535 Occupational Therapy in Mental Health
 OTH 540; 545 Occupational Therapy in Physical Dysfunction
 OTH 550 Occupational Therapy in Productive Aging
 OTH 570; 575 Occupational Therapy in Pediatrics
 OTH 635 Quality of Life, Health Promotion, and Wellness

Innovation and Technology

OTH 610 Environmental Adaptations, Home Modification, and Ergonomics
 OTH 620 Telehealth Technology and Virtual Environments
 OTH 625 Current Trends and Emerging Areas in Occupational Therapy
 OTH 635 Quality of Life, Health Promotion and Wellness

OTH 645 Occupational Therapy Leadership, Entrepreneurship, and Advocacy

Ethics and Interprofessional Practice

OTH 525 Professionalism 1, Communication Skills and Interprofessional Practice

OTH 535 Clinical Reasoning 1

OTH 545 Clinical Reasoning 2

OTH 575 Clinical Reasoning 3

OTH 615 Professionalism 2, Professional Identity and Ethics

OTH 640 Clinical Reasoning 4: Fieldwork Level 2

OTH 645 Occupational Therapy Leadership, Entrepreneurship, and Advocacy

The curriculum design reflects the mission and philosophy of both the OT program and the College. The College of Health Professions mission statement is to educate students to be innovators, leaders, and life-long learners. The mission of the OT program is to prepare competent and ethical OT practitioners who maximize clients' quality of life and occupation engagement through technology, evidence-based, client-centered, and inter-professional practice. Its vision is to empower its graduates to become life-long learners and influential leaders in the profession locally, nationally, and globally. The program philosophy reflects the scope of occupational therapy practice and is in alignment with the professions' philosophy and vision. Participation in meaningful occupations is considered the determinant of health, and through engagement in occupations, the individuals can maintain a sense of purpose in life (AOTA, 2011; AOTA, 2014). The OT program emphasizes leadership/professional development, innovation, and life-long learning in course content and preparation.

The design identifies four primary practice areas: Children and Youth, Rehabilitation and Disability, Productive Aging, and Mental Health. In the first semester, the program focuses on building strong foundational knowledge that underlie and defines OT processes. Occupation Engagement as the core concept of Occupational Therapy is introduced in the first semester and addressed throughout the curriculum in each major practice area. Starting in the second semester, the specific areas of OT practice, Mental Health and Productive Aging are incorporated. The Rehabilitation and Disability area of practice is primarily covered in the third semester. In the fourth semester of the curriculum, the Children and Youth practice area is offered. These Practice courses are associated with Level 1 Fieldwork experience, which occurs concurrently when the practice course is offered. Client-centered Practice, Professionalism, and Ethics are addressed throughout the curriculum through all practice and fieldwork courses as well as professionalism courses. Students have opportunities to learn interprofessionally in both the first and second years of the curriculum. Evidence-based practice is embedded in a series of four research courses and is reinforced throughout the curriculum. The program also prepares students to be life-long learners and embrace Innovation and Technology for both traditional and emerging practice areas. Please see Diagram 1 above for courses mainly associated with each curriculum theme.

Fink's taxonomy of significant learning experiences (Fink, 2003) is used as a framework to guide the development of a range of student learning experiences within the curriculum. It consists of six domains that are dynamic and interactive. The learning experiences facilitated and fostered in the program are as follows:

1. **Foundational knowledge:** involves key information such as facts, concepts, and principles that are important for students to learn.
2. **Application:** involves development of essential skills required from students such as critical thinking and clinical reasoning skills.
3. **Integration:** involves recognizing and making connections among the information, ideas, and perspectives within the same course and those in other courses within the curriculum.
4. **Human dimension:** reflects discovering something about themselves and understanding others as well as how the interactions with others can happen more effectively.
5. **Caring:** reflects a change in attitude/ideas/values about themselves and their own learning.

6. **Learning how to learn:** encourages life-long learning. Students will continue learning beyond the classroom.

Reference: Fink, L.D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey Bass.

OT Students' Learning Outcomes

Upon completion of the program, graduates will be able to:

- Apply appropriate Occupational Therapy theories, technology, and evidence-based evaluations and interventions to address Occupational Therapy related issues for clients across contexts and settings.
- Implement occupational-focused, client-centered, and inter-professional practices to maximize quality of life of all clients.
- Perform critical thinking and clinical reasoning for evidence-based evaluations and interventions across settings and populations.
- Adhere to professional standards and code of ethics when working with clients and other professionals.
- Contribute to the body of knowledge and dissemination of research that support occupational therapy practice.
- Demonstrate active involvement in professional development, leadership, advocacy, and lifelong learning.
- Demonstrate active involvement in professional development, leadership, advocacy, and lifelong learning.

OT Student Essential Skills and Professional Standards

Pace MSOT students must demonstrate competence in required essential skills that span the academic, motor, emotional, and social nature of our profession. The OT Student Essential Skills Standards (Appendix A) apply to all classroom, laboratory, clinical/fieldwork, and professional work environments. They exist to assure the public that our graduates are prepared to become fully competent and caring occupational therapists.

All Pace OT students must comply with the American Occupational Therapy Association Code of Ethics (Appendix B). "Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service." (AOTA, 2015).

Standard of OT Practice for OT which are requirements of OT practitioners for delivering OT services can be found in Appendix C.

OT Curriculum and Course Sequence

The entry-level Master's OT program is a 28-month hybrid weekday program consisting of 76 credits in total (64 credits of Didactic Coursework and 12 credits of Clinical Fieldwork).

The curriculum is delivered using a blended/hybrid method combining both online and face-to-face instruction.

First Year

FALL 1(1st Semester)

	Credits
OTH 500: Occupational Therapy Theory and Occupation Analysis	5
OTH 505: Occupation Engagement Across the Life Span	3
OTH 510: Applied Neurosciences for Occupational Therapy	3
OTH 515: Functional Anatomy and Kinesiology for Occupational Therapy	5
Total Credits:	16

SPRING 1(2nd Semester)

OTH 525: Professionalism I: Communication Skills and Inter-professional Practice	1
OTH 530: Occupational Therapy Practice in Mental Health	4
OTH 535: Clinical Reasoning I: Community-based/Mental Health Level I Fieldwork	1
OTH 550: Occupational Therapy in Productive Aging	3
OTH 555: Orthopedics and Neuro-rehabilitation	3
OTH 560: Research Methods in Occupational Therapy	3
Total Credits:	15

SUMMER I (3rd Semester)

OTH 540: Occupational Therapy Practice in Physical Dysfunction	4
OTH 545: Clinical Reasoning II: Adulthood/Geriatrics Level I Fieldwork	1
OTH 565: Evidence-based Research in Occupational Therapy	2
Total Credits:	7

Total First Year Credits: 38

Second Year

FALL 2 (4th Semester)

	Credits
OTH 570: Occupational Therapy Practice in Pediatrics	4
OTH 575: Clinical Reasoning III: Pediatrics/Adolescence Level I Fieldwork	1
OTH 605: Evidence-based Practice and Occupational Therapy Research Project-A	3
OTH 610: Environmental Adaptations, Home Modifications, and Ergonomics	3
OTH 615: Professionalism II: Professional Identity and Ethics	3
Total Credits:	14

SPRING 2 (5th Semester)

OTH 620: Assistive/Telehealth Technology and Virtual Environments	3
OTH 625: Current Trends and Emerging Areas in Occupational Therapy	1
OTH 630: Evidence-based Practice and Occupational Therapy Research Project-B	2
OTH 635: Quality of Life, Health Promotion and Wellness	2
Total Credits:	8

SUMMER 2 (6th Semester)

OTH 645: Occupational Therapy Leadership, Entrepreneurship, and Advocacy	3
OTH 640: Clinical Reasoning IV: Fieldwork Level II	1
OTH 650: Fieldwork II A	6
Total Credits:	10

Total Second Year Credits: 32

Third Year (Last semester)

FALL 3 (7th Semester)

	Credits
OTH 655: Fieldwork II B	6
Total Credits:	6

Total Third Year (last semester) Credits: 6

OT Course Descriptions

OTH 500: Occupational Therapy Theory and Occupation Analysis (5 credits)

This course provides an orientation to the Occupational Therapy Profession, AOTA's Vision, and the Occupational Therapy Practice Framework–Domain and Process for the study of occupational therapy and occupational science. The course will examine occupational therapy theories, practice guidelines, frames of reference, models of practice, principles of teaching and learning, and activity analysis. Students will develop skills in task analysis, activity modification and adaptation based on models of occupational performance.

OTH 505: Occupation Engagement Across the Life Span (3 credits)

This course provides study in development across the lifespan, from childhood to emerging adulthood, adulthood and late life maturity. The focus is on age-associated changes in sensory, motor, cognitive, emotional, and psychosocial functions and their implications for self-care, play leisure, school, and work occupations in the context of occupational therapy services for health and wellness, prevention, adaptation and compensation.

OTH 510: Applied Neurosciences for Occupational Therapy (3 credits)

This course examines the functional performance of all aspects of the human nervous system. Specific congenital and acquired nervous system conditions will be introduced and their impact on health and wellness, learning, behavior, and adaptation across the lifespan to complete occupational performance components in environmental contexts will be reviewed and analyzed.

OTH 515: Functional Anatomy and Kinesiology for Occupational Therapy (5 credits)

This course and its purpose laboratory components focus students to explore human movement across the lifespan during the performance of activities (kinematics) and understand the forces influencing movement (kinetics). Students are prepared to apply an understanding of body structures/functions to determine their impact on human movement in a manner that is foundational for learning of assessments and interventions for prevention, adaptation and compensation processes.

OTH 525: Professionalism I: Communication Skills and Inter-professional Practice (1 credit)

This course focuses on the learning experience and development of professional communication skills with clients, colleagues, other health providers, and the public. It integrates diverse interprofessional perspectives to prepare students for effective practice as collaborative team members. Introduces basic principles and skills of effective interpersonal communication in dyadic interactions and in groups. Emphasis on effective listening, interviewing, and principles and concepts of inter-professional practice. Lectures, readings, class discussions, role-playing, and in-class exercises comprise learning experiences that focus on professional competencies.

OTH 530: Occupational Therapy Practice in Mental Health (4 credits)

This course focuses on occupational therapy process, theories, principles, assessments, and interventions for clients across the lifespan with psychosocial dysfunction. Mental health medical conditions related to occupational therapy are reviewed. The influence of how psychiatric pathology impairs daily life tasks and routines, and engagement in societal participation are also examined. Students will develop clinical reasoning skills for occupational therapy intervention planning and services for clients who experience psychosocial dysfunction.

OTH 535: Clinical Reasoning I: Community-based/Mental Health Level I Fieldwork (1 credit)

This course emphasizes the application of occupational therapy skills pertinent to the use of psychosocial groups in communities. Students gain an enhanced appreciation of psychological, cognitive, and social factors that influence engagement in occupation. This one-hour seminar provides for a problem-based learning context for the development of clinical reasoning skills in occupational therapy and facilitates the translation of lessons from

the classroom to clinical examples in order to enhance observation skills and intervention planning processes. This course requires a fieldwork level 1 placement.

OTH 550: Occupational Therapy in Productive Aging (3 credits)

This course provides an overview of the assessment and intervention roles and responsibilities of occupational therapists working with older people in a variety of settings for the development of prevention, adaptation, and compensation programs to enhance health and wellness. Students examine the influences of physical, social, cognitive, psychological, cultural, and societal functioning on occupational performance. Strategies to address the impact of age-related changes on engagement in activity, activity limitations and participation will be addressed along with how societal ramifications of aging can be influenced.

OTH 555: Orthopedics and Neuro-rehabilitation (3 credits)

This course focuses on the biomechanical and neuro-rehabilitative approaches to assessment and intervention for neurological diseases, traumatic and non-traumatic injuries and diseases that affect the skeletal and peripheral systems in individuals across the lifespan. Students will learn how the assessments covered will yield information about the client's occupation across the levels of function that impact activity and participation. Students will learn to design occupation-based assessments and interventions for prevention, adaptation, and compensation; and to develop therapeutic skills to implement and to monitor change. The course will also focus on the designing and fabrication of orthotic devices to support healing and to allow for day-to-day engagement in occupation.

OTH 560: Research Methods in Occupational Therapy (3 credits)

This course provides an introduction to methods of scientific inquiry for the occupational therapist, including how scholarly activities are used to contribute to the development and the refinement of the body of knowledge relevant to the OT profession. It focuses on qualitative and quantitative research designs, methods, data collection and analysis as well as interpretation for occupational therapy practice. Qualitative and quantitative data analysis software will also be explored.

OTH 540: Occupational Therapy Practice in Physical Dysfunction (4 credits)

This course examines theoretical information underlying occupational therapy practice in physical disabilities. Practice models, guidelines for practice and frames of reference are discussed with regard to theoretical base, assessments, principles of intervention, and applicability to specific client populations. Students will design occupation-based interventions, and develop therapeutic skills to implement, and to plan for necessary monitoring of the interventions for health and wellness through prevention, adaptation and compensation for those who will be served in a wide variety of contexts.

OTH 545: Clinical Reasoning II: Adulthood/Geriatrics Level I Fieldwork (1 credit)

This seminar emphasizes the application of occupational therapy skills pertinent to use with adults and aging adults. Students gain an enhanced appreciation of the physical, psychological, cognitive, cultural, and social factors that influence engagement in occupation. This one-hour seminar provides a problem-based learning context for the development of clinical reasoning skills in occupational therapy, translating lessons from the classroom to clinical examples to enhance observation skills and intervention planning processes. This course requires a fieldwork level 1 placement.

OTH 565: Evidence-based Research in Occupational Therapy (2 credits)

This second course in the four-part research course series is designed to increase the students' confidence in using research as an integral part of the clinical decision-making processes and for the development of skills required for proposal writing. Emphasis is on the development of critical thinking skills to evaluate the research literature, and ways to integrate research into clinical decision making, which involves formulating clear clinical

questions, finding the evidence, evaluating the evidence, and applying evidence to a clinical problem. Students will develop skills in proposal writing and will work in small groups with a faculty-research advisor for the development of a proposal.

OTH 570: Occupational Therapy Practice in Pediatrics (4 credits)

This course examines theoretical information, practice models, guidelines for practice, and frames of reference for occupational therapy practice in pediatrics. It will focus on occupational therapy process and services for pediatric clients and their families in various practice contexts and service delivery models. A wide range of pediatric assessments will be introduced. Students will learn to develop occupation and evidence-based intervention plans and strategies based on the needs of the client. Pediatric medical conditions will also be discussed.

OTH 575: Clinical Reasoning III: Pediatrics/Adolescence Level I Fieldwork (1 credit)

This course emphasizes the application of occupational therapy skills pertinent to use with children. Students gain an enhanced appreciation of the physical, psychological, cognitive, cultural, and social factors that influence engagement in occupation. This one-hour seminar provides a problem-based learning context for the development of clinical reasoning skills in occupational therapy, translating lessons from the classroom to clinical examples to enhance observation skills and intervention planning processes. This course requires a fieldwork level 1 placement.

OTH 605: Evidence-based Practice and Occupational Therapy Research Project-A (3 credits)

This third course in the four-part research course series provides the opportunity for the students to continue their collaboration with the faculty-research advisor and student group to continue the work begun in OTH 565. During this semester, the students are encouraged to work in small groups to implement the evidence-based proposal.

OTH 610: Environmental Adaptations, Home Modifications, and Ergonomics (3 credits)

This course focuses on the roles of OT in environmental adaptations, home modifications, and ergonomics. Students will learn and practice evaluation and intervention strategies that enhance and maximize clients' occupational performance in home, school, and work environments. Factors including client's characteristics, environment, culture, social, economic and political factors affecting work/work programs, safety, and independence will be discussed.

OTH 615: Professionalism II: Professional Identity and Ethics (3 credits)

This course examines role expectations for Occupational Therapy practitioners in various contexts of practice. It prepares students to transition to OT practitioner roles. Strategies for ongoing professional development will be discussed. Students will develop ethical decision-making skills guided by the Professional Code of Ethics, Ethics Standards and AOTA Standards of Practice in professional interactions, client interventions, and employment settings.

OTH 620: Assistive/Telehealth Technology and Virtual Environments (3 credits)

This course provides students an opportunity to gain basic understanding, knowledge and skills pertaining to assistive and telehealth technologies as well as virtual environments. Students will develop therapeutic skills to assist clients with adaptive methods, compensatory strategies to facilitate completion of daily life tasks. Low- and high-tech adaptive techniques, equipment and strategies that enrich client's occupational engagement will be reviewed. Students will learn how to design occupation-based strategies and develop therapeutic skills required to provide assistive devices to enhance clients' safe and effective occupational performance. Telehealth and virtual technologies and their applications to OT practice will also be discussed.

OTH 625: Current Trends and Emerging Areas in Occupational Therapy (1 credit)

This course explores the role of the occupational therapist in emerging areas of practice and discusses current trends in Occupational Therapy. Students will review and analyze factors contributing to the trends in service delivery models and their effect on Occupational Therapy practice.

OTH 630: Evidence-based Practice and Occupational Therapy Research Project-B (2 credits)

This is the last course in the research course series. It provides students with an opportunity to expand knowledge and understanding of resources to research professional and current literature and evidence-based practice, and to further develop skills in applying principles of theory and practice to formulating and implementing a research project. Students continue to work in the same group and collaborate with a research advisor and refine skills in professional and scientific writing through the production of a manuscript. A final written manuscript and participation in a formal presentation are required.

OTH 635: Quality of Life, Health Promotion and Wellness (2 credits)

This course examines the role of occupation in the promotion of health, well-being, and quality of life as well as the prevention of disease and disability. The current theory and evidence-based research related to prevention of disability/disease and the promotion of health and wellness in OT will be discussed. Students will learn how to promote health and wellness programs for individuals, groups, communities, organizations, or populations using occupational therapy models.

OTH 640: Clinical Reasoning IV: Fieldwork Level II (1 credit)

This seminar utilizes a case-based clinical reasoning approach and is designed to support a successful transition from academic work to full-time Fieldwork II clinical experiences. Students will explore and discuss strategies for solving problems that may arise during fieldwork II experience. This course will also prepare students for the NBCOT certification examination.

OTH 645: Occupational Therapy Leadership, Entrepreneurship, and Advocacy (3 credits)

This course provides students the opportunity to develop leadership skills as well as knowledge needed to plan and manage the delivery of occupational therapy services that are evidence-based and value-based. It examines the emerging occupational therapy practices, program development and the processes associated with entrepreneurship for occupational therapy practice. It explores theoretical bases and professional competencies related to access and costs, health policy laws, service settings, reimbursement mechanisms, regulation, political advocacy, planning, personnel management, fiscal management, and program evaluation.

OTH 650: Fieldwork II A (6 credits)

The fieldwork II placement for part A is the first of the two full-time supervised on-site clinical experiences. This course is designed to provide students with opportunities to deliver OT services to individuals, families, groups, communities, organizations, or populations under supervision of a licensed occupational therapist. Students will develop and integrate clinical skills and professional behaviors for competence as an entry-level practitioner.

OTH 655: Fieldwork II B (6 credits)

The Fieldwork II placement for Part B provides students with the second full-time supervised on-site clinical experience in a different practice setting from Part A. Students will have opportunities to deliver OT services to individuals, families, groups, communities, organizations, or populations under supervision of a licensed occupational therapist. Students will develop and integrate clinical skills and professional behaviors for competence as an entry-level practitioner.

MSOT Program Location

The MSOT Program is physically located on the 2nd floor of Lienhard Hall on the Pleasantville campus, home to classrooms, offices and a state-of-the-art clinical simulation lab. Two classrooms (L203 and L205) in Lienhard Hall renovated are primarily used for OT classrooms and labs. L203 was transformed into a model OT apartment and is utilized for multi-purpose labs.

The main OT office is located in L210 (Lienhard Hall, 2nd floor).

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ACADEMIC POLICIES

Academic Progression Policy

To progress through the program, students must:

- Receive a grade of C+ or better in each course. If receiving a grade below a C+ in a course or a Fail in a Pass/Fail course, students must repeat that course (when it is offered the following year) and receive a B grade or better, or a Pass in the repeated course. Receiving a grade below a B or Fail in the repeated course are grounds for dismissal from the program.
- Maintain a term GPA of 3.0 or better every semester. If a term GPA is below 3.0 in a given semester, students will be automatically placed on academic probation. To meet academic progression standards,

students must earn a GPA of 3.0 or better in the following semester. Thus, students who complete two consecutive semesters with term GPAs lower than 3.0 will be dismissed from the program.

Note: If a student is dismissed from the program, he or she may not apply for readmission to the program.

Grading Scale

A	=	95-100	(4.0)
A-	=	90-94	(3.7)
B+	=	87-89	(3.3)
B	=	83-86	(3.0)
B-	=	80-82	(2.7)
C+	=	75-79	(2.3)
C	=	70-74	(2.0)
F	=	below 70	(0.0)

Incomplete Grade

Students who have not completed all of the course requirements **and** have made specific arrangements with the instructor can be issued an "I" incomplete grade. The length of time permitted for completing missing coursework is at the discretion of the instructor but will not exceed six weeks. If the course requirements are not completed within the six-week period, the grade of "I" will automatically become an "F" failing grade.

Students who have not completed a fieldwork assignment prior to the end of the course semester, may receive a "K" extension grade until the fieldwork requirements have been met (see fieldwork manual for details).

Graduation Requirements

To graduate from the Master of Science in Occupational Therapy program, students must:

1. Have a Cumulative GPA of 3.0 or better.
2. Complete all OT courses with a grade of C+ or better (B or better for repeated courses).
3. Successfully complete each Fieldwork Level I and Level II experience.
4. Successfully complete research capstone project, including final research manuscript, and presentation with a grade of 80% or better.
5. Complete the program within 4 years maximum.

Academic Probation and Dismissal

1. A student will be **automatically** placed on academic probation if the term GPA falls below 3.0.
2. A student who completes two consecutive semesters with term GPAs lower than 3.0 will be dismissed from the program.
3. A student must earn a minimum course grade of C+ to proceed to the following semester. Failure to do so requires repeating that course. If a student receives a grade below a B or a course grade of Fail in a repeated course, the student will be dismissed from the program.

Note: When a student is placed on probation, he or she must meet with the faculty advisor to discuss development of an improvement action plan. Students on probation must successfully engage in and complete the improvement action plan to continue in the program.

Appeal of Academic Dismissal Policy

Students who have been dismissed from the MSOT program may appeal the decision of dismissal to the OT Academic Progression Appeals Committee. To initiate such an appeal, the student must submit a written appeal

letter as an email attachment to the Chair of the Academic Progression Appeals Committee at ot@pace.edu. The written appeal must be received by the Appeals Committee Chair within ten (10) calendar days from the date of the letter informing the student that he or she has been dismissed. If the appeal is not received by the Appeals Committee on or before the tenth day, the appeal will be denied.

Standard for Granting an Appeal

An appeal will be granted only if the student demonstrates to the satisfaction of the Appeals Committee that the student's unsatisfactory academic performance is due to (1) extraordinary and (2) non-recurring circumstances and (3) is not representative of the student's academic ability.

Information Required for an Appeal

The written appeal submitted by the student must include the following information:

1. The name, telephone number, address and email address of the student appealing the decision of dismissal; and
2. The reason the student was dismissed from the MSOT program; and
3. Identification of the (a) extraordinary and (b) non-recurring circumstances that caused the student's unsatisfactory academic performance and subsequent dismissal from the program; and (c) evidence that the unsatisfactory academic performance is not representative of the student's academic ability; and
4. An explanation of why the information provided in item #3 above should result in the reversal of the decision to dismiss the student from the MSOT program; and
5. A copy of the letter informing the student that he or she was dismissed from the program; and
6. A statement that no grade appeals are pending or will be commenced after the appeal of the decision to dismiss has been submitted to the Appeals Committee with respect to grades issued that resulted in the student being dismissed.

The Appeals Process

The Appeals Committee will meet as soon as practicable after the conclusion of the semester to hear appeals of academic dismissals preferably prior to the start of the next semester. The Appeals Committee will also meet at such other times as may be reasonably necessary. In addition to considering the student's written appeal, the Appeals Committee will request that the student appear at a hearing in order to, among other things, answer any questions the Appeals Committee may have or to provide additional information.

At the hearing before the Appeals Committee, the student may present additional evidence in support of his or her appeal. As part of its deliberations, and at its sole discretion, the Appeals Committee may, among other things, take into consideration the student's academic record, request relevant information from faculty members concerning the circumstances that gave rise to the dismissal, and request information from persons knowledgeable about other issues before the Appeals Committee. The student will be permitted to respond to such information if it is averse to the student and the Appeals Committee is likely to rely on it in making their decision. No advisors or representatives of the student may participate in the hearing before the Appeals Committee or the business of the Appeals Committee. Such advisors and representatives include, but are not limited to, attorneys, representatives, friends, classmates, and family members of the student.

If the appeal is granted, the student will be reinstated in the MSOT program (see Reinstatement After an Appeal below.) If the appeal is denied, dismissal from the MSOT program will be effective as of the last day of the semester in which the student was on probation or was enrolled immediately prior to being dismissed.

The decision of the Appeals Committee requires a majority vote and is final and not subject to further review. The student will be notified of the decision of the Appeals Committee in writing as soon as practicable, usually within fifteen (15) business days following the date on which the Appeals Committee made its decision.

Reinstatement After an Appeal

A student whose appeal is granted will be reinstated in the MSOT program. A student who is reinstated and fails to satisfy the conditions of academic probation within the time permitted will be dismissed automatically from the MSOT Program. If such occurs, ordinarily the dismissal will be final, and the student will not have the right to any further review or appeal.

The Academic Progression Appeals Committee

The Appeals Committee consists of full-time faculty members of the MSOT program plus an additional faculty member of the College of Health Professions not associated with the OT department. A member of the Appeals Committee who was a participant in the circumstances that gave rise to the student's unsatisfactory academic performance and/or subsequent dismissal, must recuse him or herself from the Appeals Committee for the sole purpose of that student's appeal.

Grade Appeal Process

As a general principle, the instructor has sole authority to establish standards of performance and to exercise judgments on the quality of student performance, but in a manner that reflects reasonable and generally acceptable academic requirements. Grades assigned in this fashion are final except as the instructor may wish to review them. No faculty member, administrator, or other individual may substitute his or her judgment of the student's performance for the reasonable judgment of the instructor.

Students who believe that a final grade received in a course was not determined in a manner consistent with the principle described above may challenge that grade by first arranging, within a reasonable period of time (approximately 10 school days from the time that the student knew or should have known of the final course grade), to meet informally with the instructor to establish a clear understanding of the method by which the grade was determined. Every effort should be made to resolve the matter at the level of the instructor and the student. Students who have difficulty arranging a meeting with the instructor should consult the department chairperson.

If after meeting with the instructor, the student wishes to continue the grade challenge, the student may appeal in writing (with copies to the instructor and the dean of the school) within a reasonable period of time to the chairperson of the department that offers the course in question. The statement should clearly state the basis for questioning the grade received in the course. It should be noted that if the chairperson is the instructor, the appeal is to the dean of the school.

The chairperson's decision to have a grade reviewed or not is final. If the chairperson decides that the method by which the student's grade was determined was not proper, the chairperson will apprise the instructor of the basis for questioning the grade and request that the instructor review the grade. If the instructor, for any reason, does not review the grade, the chairperson will request that at least one other faculty member qualified to teach the course in question review the grade. In the process of such a review, the faculty member(s) is (are) authorized to assign a grade change and may, if necessary, require additional examination of the student's performance as a basis for the grade change.

Students may, at any point in this appeal process, solicit the advice and assistance of an individual faculty or staff member. This individual's authority in these matters is limited to mediating the relationship between the student and the instructor and/or chairperson.

Leave of Absence, Medical Leave of Absence and Resumption of Studies Policies Pace University Policy

Information about a [leave of absence](#) or a [medical leave of absence](#) may be found in the [Academic Policies and General Regulations](#) section of the Pace University Graduate Catalog.

The [Resumption of Study](#) policy and procedure may be found in the [Academic Policies and General Regulations](#) section of the Pace University Graduate Catalog.

College of Health Professions Policy

Students enrolled in CHP programs who wish to take a Leave of Absence (LOA) must obtain prior written approval from the department chair. This requirement is in addition to the existing university LOA policy, which allows students to withdraw from all enrolled classes up until the last day of the semester.

Key Points

- **Approval Requirement:** Before initiating an LOA, CHP students must consult with and receive written authorization from their program director or department chair.
- **Academic Standing Requirement:** Students must be in good academic standing at the time of the request to be granted an LOA. Requests from students not in good academic standing will be reviewed on a case-by-case basis, and approval is not guaranteed.
- **Impact on Reentry:** Students who take an LOA **without prior approval** are not guaranteed reentry into their program.
- **Cohort Considerations:** Given the structured nature of CHP programs and strict cohort sizes, unauthorized leaves may disrupt academic progress and program completion timelines.

Procedure

1. **Consultation:** Meet with your department chair to discuss your intention to take an LOA, verify academic standing, and understand the implications for your academic progress. All courses in the OT program must be completed in sequence. Thus, an LOA will result in delayed graduation as all OT courses are only offered once per year.
2. **Approval:** Obtain written approval for the LOA from your department chair. Note: Approval for return is up to the discretion of your department chair.
3. **University LOA Application:** After receiving program approval, complete the university's LOA application process as outlined in the [Pace University Leave of Absence Policy](#).

Note: Failure to adhere to this policy may result in delays in program completion or the inability to rejoin the program.

This addendum aims to ensure that students make informed decisions regarding leaves of absence and maintain the integrity and scheduling of CHP programs.

For more information or clarification, please contact your program director or department chair.

Advisement

Each student is assigned to a faculty advisor upon entrance of the program. Students are expected to meet with their faculty advisors at least once a semester and as many times as needed. The faculty advisor works closely with each student advisee to promote and support his/her professional growth as well as monitor the student's academic progress and professional behaviors. Students are encouraged to initiate meetings with the faculty

advisor at any time to keep their advisor apprised of any information related to their academic and professional growth. It is the responsibility of the student to initiate contact with their advisor when concerns arise.

Course instructors shall notify the program director and/or faculty advisors of any students failing an exam or at risk of failing the course. In addition, in faculty meetings, students' professional behavior and academic progress are reviewed on a regular basis. Students who have difficulty with their academic performance are required to meet with their faculty advisor to address the issues or develop a learning plan. Students may also be referred for support services such as the Writing Center and Counseling Center.

Each semester, a faculty member in a designated course such as a practice course evaluates students' professional behavior using a professional behavior rating form (see Appendix D). A student who demonstrates unacceptable professional behavior or does not meet expectations in any specific professional skills is required to meet with the faculty advisor to address the issue. If the faculty identifies that the student has a recurrence of an unprofessional behavior, the student may be required to appear in front of the Academic Standing and Professionalism committee to determine a remediation plan and contract for the student. Failure to demonstrate acceptable professional behaviors or unwillingness to remediate, as defined in the remediation plan and contract may result in dismissal from the program.

Appointments with Faculty Members

If you wish to meet with a faculty member outside of class, you may visit the faculty member during his/her office hours, or schedule an appointment with him/her directly, or email the faculty member to schedule an appointment.

Addressing Faculty

All faculty (full-time, part-time, adjunct, and guest speakers) should be addressed by their title, rather than by first name, or as per the faculty's preference. Faculty will be referred to as Dr. (doctor). If the faculty member does not yet have the doctoral title, he/she will be referred to as professor. This policy extends to classroom, email, mail, phone, and personal contact.

Student's Responsibilities and Expectations

Students are expected to:

- Maintain professional behavior and conduct at all times.
- Be punctual and attend each class for the total period.
- Complete all reading assignments prior to class.
- Participate actively in class and lab discussions.
- Be responsible for all materials missed due to absences.
- Turn in completed assignments on time.
- Accept constructive feedback and modify behavior as appropriate.
- Be well groomed and neatly dressed at all times.

Dress Code

As a graduate student in the MSOT program, you are representing the OT profession, program, College of Health Professions, and University. Students are expected to be clean, well groomed, and dress professionally and appropriately in all academic and fieldwork/clinical contexts.

Attire for Classrooms

Casual professional

The following types/items are NOT allowed.

- Low cut tops, very short tops, or tight tops.
- Very short skirts.
- Very short shorts.
- Clothing with holes.
- See through clothing revealing undergarments.
- Clothing with profanity statements or with offensive graphics/messages.
- Flip flops

Attire for Class Presentations and Community Fieldtrips

Students are expected to dress more formally when giving a class presentation (oral and poster formats) on or off campus, or when having fieldtrips representing the OT program.

Jeans, sweatshirts, sweatpants, shorts, gym clothes, ripped clothing and open-toe shoes, flip-flop sandals, and slippers are NOT acceptable forms of presentation attire.

Attire for Fieldwork Rotations

Students are expected to dress according to the dress code policy of each facility during their fieldwork placements. Additionally, long nails can be a significant health hazard in the clinical setting. Growing evidence suggests that artificial and/or long natural nails can contribute to increased spread of bacteria and pathogens. Thus, as per the CDC guidelines, the Pace OT department policy does not allow the use of artificial nails and limits natural nail tips to ¼ inch in length during both clinical simulations in the classroom and during fieldwork rotations.

Attendance/Punctuality

Students are required to attend all in-person and remote classes/sessions such as lectures, labs, clinics, site visits and mandatory program-related meetings, be on time and stay until the end. Attendance and active participation in class activities is expected of all students. Students are expected to notify the course instructor of their absence via email within 24 hours of the scheduled class and when returning to classes following the absence, the instructor may request that students present proof or an acceptable reason for absence such as a provider's note.

If students know ahead of time that a class will be missed, they are expected to contact the course instructor in person or by email in advance as soon as possible. The course instructor has the discretion to decide if the absence can be excused. Unexcused absences and lateness are considered unprofessional behaviors and can affect professionalism course grades or lead to remediation measures through the Academic Standing and Professionalism Committee.

A student with an excess of 3 unexcused absences or lateness may receive a withdrawal (Grade: W) from the course requiring it be retaken the following year, or be advised to take a leave of absence, and/or be placed on probation which can result in delayed graduation.

Note: Students will be held responsible for all assignments or classroom/lab activities missed during any absence.

Absences While on Fieldwork

Time off from fieldwork (FW) is not allowed. If there is an extenuating circumstance and a student is to be absent while on fieldwork, he or she must inform the FW supervisor/educator at the facility as soon as possible. In

addition, the student is to notify the academic FW coordinator at Pace University OT Department. Missed time must be rescheduled and made up.

Students are responsible to arrange with the fieldwork educator/supervisor and the academic FW coordinator to make up all missed hours from fieldwork or receive an incomplete grade. The make-up hours should not interfere with other classes or experiences.

Missed Examinations Due to Absence

If a student is unable to take an examination when it is scheduled, he or she must notify the course instructor of the absence from the scheduled examination in advance or as soon as possible. A student who missed an exam due to an extenuating circumstance beyond his/her control may be granted an opportunity to complete the missed exam when providing an acceptable justification of the absence. Similar to assignment lateness policies, the course instructor may determine to reduce points for each day delayed. The date and time of the make-up exam will be determined by the course instructor. If the student is not present for the scheduled make-up, he/she will receive a grade of zero for that examination.

The course instructor may provide an alternate version of the examination for integrity purposes. If allowed to take the test remotely as per the instructor's discretion, the student must use test proctor technologies (Respondus Monitor) and abide by all academic integrity policies.

Preparing for Class

Students should complete all assigned readings/tasks prior to class and bring all relevant articles and the textbook (paper or online) with them to class. A smartphone is not an acceptable reading device. All readings listed in the course calendar are mandatory. Any readings added during the semester will be posted on Classes. Students should take notes on each assigned reading while keeping track of keywords and vocabulary words that may be unfamiliar. These notes will help students prepare for discussion and lecture/lab. Students should approach a classroom as a space of active participation, not passive learning.

Lab Safety Policy and Procedures

- Before operating any equipment, students should make sure they read the manual and understand the proper use of the equipment.
- Students should make sure to wash hands before and after the lab activities.
- Students are to use equipment and hazardous materials only for their intended purposes.
- When operating the equipment, students are to be alert and pay close attention to prevent any injury.
- When lifting or moving any equipment or heavy objects, students are to apply principles of proper body mechanics.
- Students should make sure to always keep the working area clean and free of clutter to prevent any tripping or slipping incidents.
- If something is spilled, students are to clean the spills immediately.
- At the end of each lab session, students should make sure to return all equipment and supplies to the designated storage locations and clean the working space as well as sweep any debris from the floor as needed. The room should be left clean and prepared for the next class.
- If furniture in the room is re-arranged for the lab activity purposes, students must ensure to return it to its original positions when the session is completed.
- If any injuries occur during lab activities, the lab instructor must be informed immediately.
- If equipment is damaged or broken, students are to report it to the lab instructor promptly.

- Proper attire must be worn in labs. No open-toed shoes, flip-flops or slippers or very loose-fitting garments should be worn, as these can impact safety and comfort during physically demanding activities, such as transfers, lifting, assessment, etc.

Written Work/Assignments

All written work must be typed, proofread and in the latest edition of the American Psychological Association (APA) style (7th). Online resources for APA and writing styles may be found at [Purdue Owl](#). Note: Word/page limits do not include title or cover page, references, and appendices.

Late Work Deductions

Five percent deductions (5 points out of 100) will be taken per day including weekend for late papers or assignments. **Late work submitted more than seven days after the due date will not be accepted for any credit.**

Use of Electronic Devices in Class

Use of electronic devices in class, including tablets and laptops, **is permitted only when it is required for in-class activities**. All devices should be silenced. Smartphone use is not permitted in class. Cell phones should be turned off and put away during class. Students unable to adhere to this policy may be referred to the Academic Standing and Professionalism Committee for remediation.

Email Communication

Students are expected to check and read their Pace email account daily for any class information, school updates and important information from class instructors, OT program, and the University.

Official Pace University email address is to be used for all professional correspondence needed via email.

This also includes all academic and fieldwork related issues. Students should know that they are a representative of the MSOT program and are expected to act professionally in all correspondence. Please make sure to review the emails for spelling, grammar, tone and professionalism before sending.

The following format is required when communicating with faculty or course instructors:

- The subject line must include a clear description of the content, and the course name being addressed (if any) in the body of the email.
- The body of the email must include a greeting (i.e.: "Dear Professor...") and must end with your full, registered name.
- If attaching a document, this document must contain your name, course number, and title related to that document.
- Unprofessionally written emails will not be answered.

Zoom Classes/Meetings

When attending zoom classes or meetings, students are expected to:

- Stay muted unless they are talking to reduce background noise.
- Turn their camera on and stay engaged.
- Make sure they sit in a well-lit and quiet place.
- Avoid multi-tasking. Be available to actively participate in all activities as facilitated by the instructor.
- Do not leave the session.
- Utilize the raise your hand feature on zoom if they want to ask a question.
- Be mindful of what's going on behind them. They may turn on the virtual background.

Netiquette

"Netiquette" or Internet etiquette is a set of expectations that describe appropriate behaviors when interacting online.

When you are communicating in an online environment, you are subject to the same rules of courtesy and conduct that you would find in any face-to-face environment. Treat your fellow students with respect. If you disagree with someone's post, you should aim to acknowledge your disagreement in a mature and respectful way, without belittling the writer, and ending the response with a question to open up further discussion. Be clear with your words. It is easy for someone to misinterpret your meaning. They cannot see your expressions or hear the tone of your voice. Be careful when using sarcasm and humor. Without face-to-face communications, your comments may be misinterpreted.

Proofread and check the spelling before submitting a post in the Discussion Board or sending an email. While online communication is more relaxed, it is not careless communication. Doing a quick proof of your work before you send it may alleviate the need to clarify your posting and save you some time and potential embarrassment.

Be aware of copyright and [Fair Use Index](#); do not plagiarize, and do not forget to cite your information.

Technology and Required Competencies

A personal computer (laptop is recommended for its portability) and access to high-speed Internet services are required throughout the course of the studies. In addition, both synchronous and asynchronous online learning may require your computer to have a webcam, speaker, microphone, or headset.

Students will also participate in online course components through Classes, Exxat Clinical Education Management software, VH Dissector Anatomy Software, EHR Go, SIMUCASE, etc.

Students should possess basic computer skills and are proficient in the use the following programs:

- MS Word
- MS PowerPoint
- MS Excel
- Google Doc
- PDF reader
- Compression software (WinZip, 7-Zip)

Students are required to have basic electronic communication skills including:

- Emailing
- Composing, Sending, Replying, and Forwarding messages
- Adding attachments to an email message
- Retrieving attachments from an email message
- Using a web browser
- Downloading and installing software

CERTIFICATION AND CREDENTIALING REQUIREMENTS

Graduates of an accredited program 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 graduate will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the

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

FIELDWORK EXPERIENCE

Note: As part of health clearance, students scheduled for experiential learning activities, including fieldwork placements, practicum experiences, and internships are required maintain annual health work requirements and background checks, complete HIPAA training, and sign the program's memorandum of understanding (MoU), CHP COVID-19 Clinical Student Attestation form, and submit to Exxat Clinical Education Management software program.

The fieldwork experience is an essential part of the occupational therapy professional program. It is required by the Standards established by the Accreditation Council for Occupational Therapy Education (ACOTE). In the occupational therapy curriculum, there are two levels of fieldwork (FW): Level I (introductory level) and Level II (intensive level). The Level I FW is paired and offered concurrently with specific occupational therapy practice courses: mental health, adulthood/geriatrics, and pediatrics/adolescence. There are three Level I FW courses and they are embedded in the following courses: OTH 535: Clinical Reasoning I: Community-based/Mental Health Level I Fieldwork, OTH 545: Clinical Reasoning II: Adulthood/Geriatrics Level I Fieldwork, and OTH 575: Clinical Reasoning III: Pediatrics/Adolescence Level I Fieldwork, which reinforce students' understanding of the underlying knowledge of OT practice in specific areas. Level I FW courses are offered in three different semesters and include integrative assignments and a weekly clinical reasoning seminar. Assignments are reflective of the curriculum strands of the curriculum and are included in the academic content and course assignments.

Students complete two Level II Fieldwork placements in the last two semesters of the program. The goal of Level II FW education is to provide students with the opportunity to integrate didactic instruction with hands-on practice to develop competent and confident skills as entry-level practitioners. Level II FW consists of 24 weeks of full-time experience in two different practice settings. Students must pass the FW II(A) experience before they move on to FW II(B). The FW placement can take place in a variety of settings in traditional, non-traditional, and emerging areas of practice, following the supervision guidelines mandated by the ACOTE. Please refer to FW Manuals for FW policies and requirements.

Students who are unsuccessful in Level II Fieldwork must complete a remediation plan to prepare for a new fieldwork experience. This will consist of meeting with the AFWC, Academic Standing and Professionalism committee, and work alongside the academic remediator to develop and participate in a remediation plan. Once remediation is completed, the AFWC will locate another Fieldwork site. The start of the next fieldwork opportunity will be contingent upon successful remediation and site availability.

A student cannot progress to Fieldwork Level IIB before completing Fieldwork Level IIA. Unsuccessful Level IIA will result in removing the student from the planned Level IIB. If the original Level IIB is unable to shift the timing of the experience, the student will forgo that opportunity and the AFWC will find an alternative placement.

According to ACOTE, **students must complete Level II fieldwork within 24 months following completion of the didactic portion of the program.** Students must pass all required Level II Fieldwork components in order to fulfill the program's requirements for graduation. This is also the requirement to sit for the National Certification Examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

Criminal Background Checks and Drug Screening

Background checks are required for all Pace MSOT students. Many facilities that provide fieldwork experiences to students require criminal background checks, health screenings, fingerprinting, and drug tests before allowing the students to participate in the fieldwork experience. It is our policy that students' background checks be complete, prior to the start of classes or within 8 weeks of enrolling in the MSOT program. Failure to produce a criminal background check may result in delayed graduation or the inability to graduate from the program. Students may also be required to undergo a drug screening or fingerprinting prior to participating in specific fieldwork sites. Students should be aware that they are responsible for all expenses incurred to meet these requirements and they may be required to undergo a criminal background check more than once over the course of the program.

Students are reminded that fieldwork sites may deny a student's clinical participation because of a felony or misdemeanor conviction and a felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain state licensure as an Occupational Therapist.

Liability Insurance

Pace University carries general and professional liability insurance that includes coverages for all students in the OT program for claims arising from a student's activities in satisfaction of the requirements of his or her academic program, including clinical courses, at the University. The University's general and professional liability insurance does **not** cover any claim arising from a student's activities outside of his or her academic programs at the University, including, without limitation, claims arising out of previous or current academic activities at another institution or employment. These insurances apply only to claims brought against the student by third parties; they do not provide coverage for the student if the student is injured or becomes ill from work performed during their clinical course work. It is the student's responsibility to carry personal medical insurance to cover this potential.

On occasion, a fieldwork site may require that students performing a clinical placement at its site have their own professional liability insurance in addition to that provided by the University. Therefore, prior to attending a fieldwork placement, students should confirm whether students at that site are required to have their own professional liability insurance in addition to that provided by the University.

CHP Risk of Exposure Policy

Students enrolled in the MSOT program will be participating in caregiving activities. During these activities, exposure to communicable diseases, including, but not limited to, Hepatitis B (HBV), Tuberculosis (TB), Human Immunodeficiency Virus (HIV), SARS-Cov-2 (COVID-19), and Ebola Virus is possible. By enrolling in a clinical practicum course, students understand that they may contract a communicable disease while acting as a caregiver during fieldwork experience. Students are provided standard precautions education, in accordance with the Centers for Disease Control and Prevention Guidelines and are expected to practice within those guidelines. Students are also expected to adhere to the policies of the fieldwork and practicum partners. However, in some cases, even when guidelines are followed, exposure resulting in illness can occur. This is an inherent risk in all health care fields. Students recognize and acknowledge that they are voluntarily accepting this risk as part of enrollment in the program and cannot hold the University responsible for any illness contracted during their fieldwork placements. By enrolling in any clinical course, you are acknowledging this potential for exposure and voluntarily accepting the risk of contracting a communicable disease. A student may elect to postpone returning to/entering fieldwork assignment due to concern regarding risk. This may delay graduation until all requirements are met.

ACADEMIC INTEGRITY

Academic Integrity Code

Students are required to adhere to Pace University's Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the [Academic Integrity Code](#), which can be found under [Academic Policies and General Regulations](#) in the Pace Catalog.

Students must accept the responsibility to be honest and to respect ethical standards in meeting their academic assignments and requirements. Integrity in the academic life requires that students demonstrate intellectual and academic achievement independent of all assistance except that authorized by the instructor. **The use of an outside source, including electronics sources, in any paper, report or submission for academic credit without the appropriate acknowledgement is plagiarism. It is unethical to present as one's own work the ideas, words or representations of another without the proper indication of the source. Therefore, it is the student's responsibility to give credit for any quotation, idea or data borrowed from an outside source.** Students who fail to meet the responsibility for academic integrity subject themselves to sanctions ranging from a reduction in grade or failure in the assignment or course in which the offense occurred to suspension or dismissal from the University.

The use of artificial intelligence (AI) and word processing software programs (i.e., Chat GPT, Grammarly) are becoming ubiquitous in our society. It is important to understand acceptable uses of these programs; however recent technological advancements blur the lines between what is acceptable and academic violations of academic integrity. Generally, word processing programs (WORD, Grammarly) are acceptable for the purpose of spelling, grammar, punctuation, and format checking. Programs that are capable of creating content are NOT permissible. Their use defeats the purpose of composing content to promote critical thinking. Written work suspected of being created using generative AI will be subject to academic integrity sanctions. The only exceptions are when the course instructor specifies the permission of the use of generative AI in enhancing student assignments, in a way which benefits the a) learning, b) creative, and c) refinement process. Any doubts regarding this policy toward a specific assignment should be consulted with the course instructor. For instances in which generative AI is permissible, it must be acknowledged and properly cited within the written work (see the [APA](#) for citation details). Pace University and the OT Program have zero tolerance for any violation of academic integrity and/or academic misconduct.

Internet Browser for Quizzes/Exams

Students are required to download and install [Respondus LockDown](#) Browser on their computer. All OT quizzes and exams use the LockDown Browser with Respondus Monitor (unless indicated otherwise). Students are required to sign an Honor Pledge for Computer-based Examination form. (see Appendix E).

The Respondus Monitor, a webcam feature for LockDown Browser records students during the exam. When this feature is enabled for an exam, students are required to use a webcam and microphone with LockDown Browser. After the exam is complete, an instructor can review the recorded videos online at [Respondus](#). Students who do not have their computer/Respondus program set-up and ready will not be permitted to take the exam (refer to policy on Missed Examinations and Absences).

*Note: in the event of technology issues, the student may sign-out a Respondus-equipped laptop from the library for the day. Please arrive to campus early enough to visit the library prior to the start of class/exam.

Please watch this [video](#) to get a basic understanding of the LockDown Browser.

Download Instructions

Download and install [LockDown Browser](#), then click INSTALL NOW.

After installation:

- Start LockDown Browser
- Log into Classes
- Navigate to the test

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines

When taking a test, follow these guidelines:

- Select a location where you won't be interrupted.
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it.
- Turn off all mobile devices, phones, etc. and don't have them within reach.
- Clear your area of all external materials – books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Note: After the exam is complete, an instructor can review the recorded videos.

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a Help Center button located on the toolbar. Use the System and Network Check to troubleshoot issues. If an exam requires you to use a webcam, also run the Webcam Check from this area.
- Respondus has a Knowledge Base available on their [Technical Support](#) page. Select [LockDown Browser + Respondus Monitor](#) as the product. If your problem is with a webcam, select [Respondus Monitor \(webcam\)](#).
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select [Submit a Ticket](#). Provide detailed information about your problem and what steps you took to resolve it.

UNIVERSITY GRIEVANCE PROCEDURES

The University views students as responsible citizens who are integral members of the academic community. Policies and practices pertaining to student relations and services should reflect this point of view. All University officers will make every effort to ensure that this philosophy is implemented. It is recognized, however, that regardless of how well-intentioned people may be, complaints and misunderstandings are bound to arise. It is the purpose of the Student Grievance Procedures to ensure that these disagreements are expressed, explored, and resolved promptly and confidentially.

Applicability of Procedures

The Student Grievance Procedures shall apply to student grievances relating to the following:

Student programs, facilities, and services: Allegations of violations of University policies and procedures with respect to programs, services, activities or facilities.

Student Relations: Allegations of unfair treatment from faculty, administration, staff or fellow students.

The following Student Grievance Procedure shall not apply to claims relating to academic standing, grading or discipline. Such matters are within the jurisdiction of the Academic Standing Committees and the deans of the colleges\schools. The following Student Grievance Procedure also does not apply to claims relating to discrimination, non sex-based harassment and retaliation, which is subject to the [University's Policy Against Discrimination, Non Sex-Based Harassment and Retaliation \(PDF\)](#); or to claims relating to Sex-Based Misconduct (including sexual assault sexual harassment, gender-based harassment, dating violence, domestic\intimate partner violence, sexual exploitation, and stalking, which is subject to the University's [Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Definitions

Student Affairs Officer: Associate Vice President/Dean for Students

Designated University official responsible for student affairs. Administrator responsible for the coordination and implementation of University policy regarding student affairs on each campus (except the law school, where the administrator responsible for the coordination and implementation of University policy regarding student affairs is the dean for students.)

Procedures

Informal

1. Discuss the problem informally with the student, faculty member, AVP/dean, dean, dean's designee or staff member involved and where appropriate, with supervisors or administrators at sequentially higher levels (you may submit an informal complaint to the dean of students using the webform at the bottom of this page).
2. A student may not proceed to formal review unless informal review with those persons cited above has been exhausted.

Formal

1. If for any reason the grievance is not resolved informally to the satisfaction of the student within a reasonable period of time, the student should contact the AVP/dean or dean for students.
2. The student shall prepare and submit a formal written complaint on a form provided by the AVP/dean or dean for students which shall serve as the basis for all further consideration.
3. The AVP/dean or dean for students shall conduct an investigation of the facts upon which the complaint is based. As soon as practicable, the AVP/dean or dean for students shall notify the grievant of the results of the investigation.
4. If for any reason the student is not satisfied with the results of the investigation conducted by the AVP/dean or dean for students he/she may ask the AVP/dean or dean for students to submit the matter to the assistant dean for Community Standards and Compliance or the dean of the law school, [hereafter referred to as the appeal officer] as appropriate.
5. As soon as practicable, the AVP/dean or dean for students shall:
 1. prepare a statement summarizing the actions taken
 2. append such statement to the student's complaint form
 3. forward the complaint form to the appropriate appeal officer
6. Upon receipt of the formal complaint, the appeal officer shall consult with the University official having authority over the area or subject matter of the grievance. Within 30 days following receipt of the complaint, the appeal officer shall render a decision and convey such decision to the student in writing.

7. If the student is not satisfied by the decision obtained by the appeal officer, he/she may ask the appeal officer to appeal to the president of the University or their designee on his/her behalf.
8. As soon as practicable, the appeal officer shall apprise the president or their designee of the details of the grievance and serve the president or their designee with a copy of the written complaint.
9. As soon as practicable after receipt of the written complaint, the president or their designee shall render a final decision which shall be conveyed in writing to the student.

If an issue of discrimination or Sex-Based Misconduct arises at any time during the course of the Student Grievance Procedure, such procedure shall be suspended pending resolution of the discrimination or Sex-Based Misconduct issue pursuant to the University's Policy Against Discrimination, Non Sex-Based Harassment and Retaliation or the Sex-Based Misconduct Policy and Procedure, as applicable. As soon as practicable after an issue of discrimination or Sex-Based Misconduct arises, the student affairs officer and/or the AVP/dean for students or dean for students shall refer the matter to the University's Affirmative Action/Title IX officer for investigation pursuant to the University's Policy Against Discrimination, Non Sex-Based Harassment and Retaliation or the Sex-Based Misconduct Policy and Procedure.

Miscellaneous General Provisions

Time Limits

All time limits contained in the foregoing procedure may be extended by mutual written by the student affairs officer, the appeal officer, or the president.

Confidentiality of Proceedings

The University shall take all reasonable steps to ensure the confidentiality of all proceedings, and the records produced therefrom; however, should any matter developed during the course of the proceedings become public knowledge, the University reserves the right to issue appropriate statements.

Formal Complaints Against the Program

Any formal complaints against Pace University Occupational Therapy Program may be submitted in writing directly to the Accreditation Council for Occupational Therapy Education (ACOTE) Chairperson, c/o the AOTA Accreditation Department, at the following address: 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and online at [ACOTE](#).

UNIVERSITY HEALTH REQUIREMENTS

Health Insurance

Information about accident and sickness insurance may be found online at [Health Insurance](#).

Immunization Compliance Policy

Students are required to comply with the requirements of the New York State Public Health Law regarding immunity against measles, mumps and rubella. Details about these requirements may be found online at [Immunization Compliance](#).

Infection Control Policy

Communicable Diseases Response Protocol Policy

Pace University is committed to protecting and promoting the health and safety of all of our students, faculty, staff, and visitors while pursuing our educational mission. The purpose of this protocol is to guide our actions to prevent and/or limit the introduction or spread of communicable illnesses onto our campus and surrounding community.

Procedures

Refer to the list of communicable diseases (of concern) Information Sheets. Current management guidelines for these illnesses and others are available at: [Centers for Disease Control and Prevention](#), [New York State Department of Health](#), [Westchester County Department of Health](#), and [New York City Department of Health and Mental Hygiene](#).

General Infection Control Measures

Visual Alerts

- Post visual alerts (in appropriate languages) prominently at the entrances to all locations where individuals congregate.
- Place informational literature in easily visible and accessible locations.

Respiratory hygiene/cough etiquette

To contain respiratory secretions, all persons with signs and symptoms of a respiratory infection, regardless of presumed cause, should:

- Cover the nose/mouth when coughing or sneezing.
- Use tissues to contain respiratory secretions.
- Dispose of tissues in the nearest waste receptacle after use.
- Perform hand hygiene after contact with respiratory secretions and contaminated objects/materials.

Masking and separation of persons with symptoms of respiratory infection

- During periods of increased respiratory infection in the community, offer masks to persons who are coughing. (Respirator masks are not necessary.)
- Encourage coughing persons, however, to sit at least 3 feet away from others in common areas year-round.

Physical safeguards

- Ensure the availability of waste receptacles.
- Ensure the availability of soap and disposable towels for hand washing where sinks are available.

General Handwashing

In addition to respiratory hygiene, always wash your hands after:

- Going to the bathroom
- Before and after eating
- After contact with or being near someone who is ill
- Before and after handling and preparing food
- After touching animals

***Important**

Become informed about the signs and symptoms of acute respiratory illnesses that might pose a public health threat. Visit the web site of the [Centers for Disease Control and Prevention](#) for detailed information on many illnesses. If you are ill, stay home to avoid infecting others. See a health care professional for evaluation if you are concerned.

COLLEGE OF HEALTH PROFESSIONS RESOURCES

Center for Excellence in Healthcare Simulation (CEHS)

The CEHS offers state-of-the-art resources on both the Pleasantville and New York City campuses. Utilizing a wide array of methodologies including task trainers, human patient simulators, and standardized patients (actors who play the role of patients), a variety of fieldwork-focused learning opportunities ranging from fundamental skills to high fidelity simulation are available. The CEHS is available for students alone or in small groups to study, practice for exams, work with tutors, and receive remediation as needed.

Hospital-like settings and clinic simulated environments provide students an opportunity to practice skills at basic and advanced levels across all Lienhard School of Nursing curricula. The CEHS's equipment and design replicate various healthcare settings including pediatrics, maternity, medical-surgical, and critical care units. Human patient simulators allow students to practice skills, develop critical thinking, and improve performance in a safe and nurturing environment through scenario-based educational experiences. The CEHS is equipped with video capabilities that can be used for many purposes, including self-reflection based on clinical simulations to identify areas in need of improvement.

The campus CEHS locations are:

Pleasantville
Lienhard Hall, L-2
Phone: (914) 773-3560

New York City
161 William Street, 6th Floor
Phone: (212) 618-6025

To request information or make an appointment, call the campus location directly.

Visit [Center for Excellence in Healthcare Simulation \(CEHS\)](#) for additional information.

Center for Strategic Initiatives and Grants (CSIG)

The Center for Strategic Initiatives and Grants is dedicated to supporting the academic mission of the school through external funding, facilitation of faculty scholarship, student opportunities, partnerships, and leadership development. The Center provides opportunities for faculty to develop their scholarship in education, research, and practice through a variety of partnerships at the local, national, and international levels, and access to internal and external funding. The Center facilitates student-centered learning experiences that further enhance the high-quality professional education of students to prepare them to embrace the professional challenges in health care in the 21st century. Graduate assistantships and information about sources of financial support for students are available at [Faculty and Student Research](#).

ACADEMIC SUPPORT SERVICES AND RESOURCES

Career Services

Career Services provides undergraduate and graduate students and alumni of the College of Health Professions with information about careers and job searches. Career Services is a resource for HSC students and alumni who wish to explore employment opportunities and the best way to present themselves to prospective employers. For example, Career Services offers assistance in, among other things, preparation of resumes and cover letters, developing interviewing skills, and organizes an annual spring career fair. Career Services is located on the Pleasantville and New York City campuses. For additional information, visit [Career Services](#).

Computer Resource Centers

The Computer Resource Centers offer students a wide variety of resources including Internet access, wireless laptop workstations, over 50 software packages, headphones, USB connections, scanners, high-powered printers, and MAC computers.

There are many computer labs across the campuses, visit [ITS Computer Lab: Satellite Campus Locations](#).

For additional information, visit the [Computer Resource Center](#).

Counseling Center

The services of the Counseling Center address personal, academic and vocational problems. In addition, the Counseling Center is available to victims of sexual assault and can provide crisis intervention assistance, emotional support, information, and referrals to medical, police and other pertinent services. Information discussed during counseling sessions is confidential. The services of the Counseling Center are offered for no fee to all members of the Pace University community. For more information, visit the [Counseling Center](#).

Education Records

The Family Educational Rights and Privacy Act, commonly referred to as FERPA, is a federal law that protects the confidentiality of student education records and provides for a student's right to review and request correction of such records. Information about a student's rights under FERPA may be found online at [Student Records](#).

Financial Aid

To help make college more affordable, Pace university offers a generous financial aid program to its undergraduate and graduate students. Financial assistance can come from many places and in many forms, including scholarships and grants, federal work study, and student loans.

Visit the [Financial Aid](#) website for information about student aid opportunities.

Learning Commons

Learning Commons offers Pace University students tutoring for course writing assignments and general skill development related to reading and writing and workshops on study skills and time management. In addition, the Learning Commons also provides assistance in the use of the Publication Manual of the American Psychological Association.

For additional information, visit the [Learning Commons](#).

Libraries

Henry Birnbaum Library
New York City Campus
(212) 346-1332

Edward and Doris Mortola Library
Pleasantville campus
(914) 773- 3380

Library hours vary during semesters, vacations and summer sessions, and many library resources are accessible online. There are many databases available to support public health research.

For additional information about public health research resources, visit the [Libraries](#) website.

Office of the Registrar

The Office of the Registrar provides information and services related to course registration, scheduling, academic catalogs, transcripts and conferral of degrees. The Registrar's office can be reached through the [Help Desk](#).

Safety and Security

The Safety and Security Department is responsible for ensuring the safety and security of all members of the Pace University community 24 hours a day, 365 days per year. Safety and Security also issues parking permits and identification cards.

The locations and telephone numbers for Safety and Security are:

New York Campus	Pleasantville Campus	White Plains (Law School)
161 William St, 1st floor	Alumni Hall	Preston Hall
(212) 346-1800	(914) 773-3400	(914) 422-4300

Stay connected with Pace's Office of Safety and Security by downloading the [PaceSafe App](#) and registering for [Emergency Alerts](#).

For additional information, visit [Security and Emergency Management](#).

Evacuation Procedures

The University's evacuation plan is known as [R.A.C.E. \(PDF\)](#), which stands for:

- RESCUE/REMOVE person(s) from the immediate area or room who may be in danger.
- ALERT/ACTIVATE: Pull the nearest fire alarm and call 911 to explain the location of the fire.
- CONFINE the fire and smoke by closing all doors as you evacuate.
- EXTINGUISH a small, manageable fire by using a fire extinguisher.

Student Accounts

The Student Accounts office assists with billing, payments, outside scholarships, immunization compliance, and Veterans Education Benefits.

Student Accounts can be contacted by telephone at (877) 672-1830, email to studentaccounts@pace.edu, or via the [Help Desk](#).

University Health Care

UHC offers a full range of primary care services to the Pace University community. UHC is staffed by nurse practitioners (registered nurses with advanced credentials who are certified to prescribe medications) and consulting physicians.

UHC is located at:

New York City	Pleasantville
161 William Street, 2nd Floor	Paton House, Ground Floor
(212) 346-1600	(914) 773-3760

Additional information may be found at the [University Health Care](#) website.

Health Insurance

Visit [Student Health Insurance](#) on the Pace University website for more information.

Immunization Compliance Policy

Students are required to comply with the requirements of the New York State Public Health Law regarding immunity against measles, mumps, and rubella. Details about the [Immunization Compliance](#) requirements may be found on the Pace University website.

Meditation Room

Meditation rooms are available on the New York and Pleasantville campuses at:

New York City	Pleasantville
One Pace Plaza, 2nd Floor	Wilcox Hall
Entrance is next Lecture Hall North.	Across from the elevator
Proceed thru the door for W205D	(no room number)
to enter the hall for room W204B.	

Lactation Room

Lactation rooms are available for use at both campuses and require security access.

New York City	Pleasantville
One Pace Plaza	15D Miller Hall
2nd Floor West Side, W205A	
(same hallway as the computer labs	
W205 & W206)	

In New York City, access to both rooms can be given by visiting the Security office on the B-level of One Pace Plaza.

In Pleasantville, access to both rooms can be given by Security by calling (914) 773-3400

PACE POLICIES PROHIBITING SEX AND NON SEX-BASED MISCONDUCT AND DISCRIMINATION

Sex-Based Misconduct Policy and Procedures

As part of its commitment to providing a safe environment for every member of the University community and to ensuring that no student, faculty, or staff member is excluded from participating in or denied the benefits of any University program or activity on the basis of sex.

Pace University prohibits sex-based misconduct. Sex-Based Misconduct includes sexual harassment, sexual assault, gender-based harassment, sexual exploitation, domestic violence, dating violence, and stalking. The University also prohibits retaliation against anyone who reports an incident of sex-based misconduct or participates in an investigation or proceeding related to any such report.

For additional information, view the [University's Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who have questions about the sex-based misconduct policy and procedures or accessing available resources should contact the executive director for Institutional Equity/Title IX Coordinator at (212) 346-1310.

Discrimination, Non Sex-based Harassment, and Retaliation

Pace University is strongly committed to maintaining a working and learning environment that is free from unlawful Discrimination, Harassment, or Retaliation. The University is an equal opportunity employer and an

academic institution which strongly believes that all employment and academic decisions must be made without regard to whether an employee or student possesses characteristics protected by federal, state, or local law.

All University officers, administrators, supervisors, staff, faculty members, students, visitors, and applicants, as well as vendors, consultants and contractors with whom the University does business are prohibited from engaging in discrimination, harassment, or retaliation.

For additional information, view the [University's Discrimination, Non Sex-Based Harassment and Retaliation Policy and Procedure \(PDF\)](#).

Members of the University community who have concerns about discrimination or harassment should contact the Executive Director Institutional Equity/Title IX Coordinator at (212) 346-1310.

Reasonable Accommodations for Students with Disabilities

The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request an accommodation for a qualifying disability, a student must self-identify and register with the Office of Student Accessibility Services for his or her campus.

Except for the Office of Accessibility Services, no one, including faculty, is authorized to evaluate the need and arrange for an accommodation. Moreover, no one, including faculty, is authorized to contact the Office of Accessibility Services on behalf of a student.

For additional information, visit [Students Accessibility Services](#) or contact:

New York City Campus
(212) 346-1199

Pleasantville Campus
(914) 773-3201

Members of the University community who believe that they have been denied a reasonable accommodation for a disability to which they may be entitled should contact the Title IX coordinator/affirmative action officer at (212) 346-1310.

APPENDIX A

OT Student Essential Skills Standards

The mission of Pace University, College of Health Professions, Master of Science in Occupational Therapy (MSOT) program is “to prepare competent and ethical OT practitioners who maximize clients’ quality of life and occupation engagement through technology, evidence-based, client-centered and interprofessional practice.” Students enrolled in Pace University’s Occupational Therapy program, preparing to become professionals in occupational therapy, are expected to have essential skills and abilities in addition to academic competence. These skills are related to one’s ability to function as an occupational therapist and/or an occupational therapy student.

The vision of Pace University’s MSOT program is to “empower its graduates to become lifelong learners and influential leaders in the profession, locally, nationally, and globally.” The faculty is committed to an educational environment where students develop emotionally, spiritually, socially and cognitively in order to realize the vision and mission of the program and the University.

In order to function as an occupational therapist and meet the demands of the program and the profession, an individual must be able to meet the physical, emotional, intellectual, behavioral, and communication expectations for performance. Occupational therapy education requires the accumulation of scientific knowledge as well as the simultaneous acquisition and demonstration of psychomotor skills, cognitive skills, cultural sensitivity, and professional attitudes and behaviors. While not all skills are needed across all settings, all are essential to occupational therapy practice in general.

The Essential Skills apply to classroom, laboratory, clinical/fieldwork, and professional work environments. They exist to ensure the public that the graduates of our program are prepared to become fully competent and caring occupational therapists. In order to be successful in our program, and as occupational therapy professionals, individuals must be able to demonstrate varied skills and abilities that span the academic, motor, emotional, and social nature of our profession. Where appropriate, the individual must be able to perform all listed essential functions with or without reasonable accommodations.

Accommodations for Students with Disabilities

Assistance is available to students with disabilities through the Student Accessibility Services (SAS) to enable them to have equal access to Pace University’s educational programs and facilities. The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University’s commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

Except for the Student Accessibility Services (SAS) Office, no one, including faculty is authorized to evaluate the need and arrange for an accommodation. Moreover, no one, including faculty, is authorized to contact the Student Accessibility Office (SAS) on behalf of a student.

Accommodations will not be considered reasonable if they alter an essential element of the occupational therapy educational program, compromise the educational standards, and/or negatively affect the safety of students and/or other people, including clients, with whom the student may come into contact in the course of their studies.

All accommodations must be approved in advance by the Student Accessibility Services (SAS). In order to request academic accommodations through SAS, a student must self-identify to SAS by contacting the Westchester Campus office at (914) 773-1199 or the Administration Center, 861 Bedford Road, Pleasantville, NY 10570.

Members of the University community who believe they have been denied a reasonable accommodation for a disability to which they may be entitled, should contact the University's Affirmative Action Officer at (212) 346-1310.

Attainment of Essential Functions Standards

Inability to comply with these Essential Skills Standards may result in course failure, delayed graduation, or dismissal from the program. All occupational therapy applicants must review the Student Essential Skills Standards described in this document and perform a self-evaluation to determine if they are able to maintain compliance with them. A signed attestation below should be submitted online to Community Classes signifying the standards have been read and certifying compliance.

Essential Skill Requirements for Occupational Therapy Students

Psycho-Motor Skills

Students must display adequate sensory and motor skills to provide safe, efficient, and effective occupational therapy evaluation and treatment. This includes the physical ability and capacity (i.e. balance, strength, and flexibility) to safely position the client or oneself to enable accomplishment of such things as range of motion, manual muscle testing, transfers, and pertinent activities of daily living. Examples of skills requiring sufficient stamina, gross and fine motor strength and function include but are not limited to:

- Sitting tolerance.
- Splint or assisted technology fabrication.
- Computer usage.
- Performing transfers and assisting with bed mobility.
- Providing range of motion and strengthening activities.
- Engaging in play activities or handling activities with very young clients.

Functional usage of sensory systems presents as an essential skill as well. Students must possess sufficient:

- Visual abilities to be able to observe and interpret clinical supervisors and patients/clients accurately.
- Tactile and proprioceptive skills and abilities necessary to perceive and synthesize inputs during training and patient/client interaction, evaluation, and treatment.
- Vestibular functions (balance and equilibrium) to ensure safety.

Intellectual/Cognitive Skills

Cognitive abilities needed to integrate information from all courses throughout the curriculum, leading to effective critical decision-making, reasoning and problem solving are vital. This requires the ability to absorb and integrate information as it is presented and progresses to the ability to integrate and apply information to problem solving. Students are expected to move from the basic skills of understanding and memorizing information, to more advanced cognitive skills. Students must demonstrate the following abilities:

- Creative problem-solving skills throughout the didactic and experiential components of the program including the ability to integrate and interpret information from multiple sources (written, verbal, environmental, interpersonal, etc.).
- Carry out instructions in a timely manner.
- Organizational skills for performing required tasks.
- Exercise appropriate judgement with peers, faculty, and patients / clients ensuring safety and professionalism.

- Understand and follow written instructions such as policies and procedures.
- Read, comprehend, and synthesize complex material.
- Write in a way that is accurate, descriptive, free from errors and consistent with guidelines or standards.
- Think critically in order to gather information, identify problems, and formulate alternative plans of action.
- Make decisions spontaneously in "on the spot" situations, pressure situations from high workload demands, and variable time and environmental demands.
- Analyze information and situations and appropriately apply knowledge.
- Master abstract ideas and synthesize information in order to handle the challenges of the academic, laboratory, and fieldwork settings.

Behavioral/Social Skills/Professionalism

Students must possess sufficient emotional health to fully utilize their intellectual abilities, exercise good judgment, adhere to ethical standards, complete patient care responsibilities promptly, and relate to others with courtesy, compassion, maturity, and respect. Since occupational therapy education and practice takes place in a variety of settings, students must exhibit:

- Ability to participate collaboratively as a (professional) team member.
- Tolerate and respond appropriately to constructive criticism.
- Modify behavior in response to feedback.
- Display appropriate coping skills when faced with frustrations /difficult situations e.g. changing environments, clinical uncertainties, stressful workloads that may include multiple concurrent demands and short deadlines.
- Exhibit awareness of and appropriately react to their own emotional responses.
- Maintain personal appearance and hygiene that is appropriate for professional and classroom settings.
- Demonstrate high ethical standards.
- Commit to the program's Honor Code.
- Commit to the Occupational Therapy Code of Ethics.
- Interact and work with individuals without regard to the nature of their illness or disability, race/ethnicity, sexual orientation, or age group.
- Adhere to the policies of the university, the occupational therapy program, fieldwork sites, and places of employment.
- Exhibit emotional health for utilization of intellect, the exercise of good judgment, and prompt completion of responsibilities.
- Develop mature, sensitive and effective relationships with others (faculty, peers, classmates, fieldwork supervisors/clinical educators, etc.).
- Complete tasks within specified timeframes appropriate to either the clinic or the classroom.
- Travel to and from classes, fieldwork assignments, and work on time.

Communication

Students must demonstrate effective verbal and written communication with patients, family members/caregivers, faculty/staff, fieldwork educators, payers, elected officials, members of the healthcare team, peers, and others. Students must:

- Communicate appropriately both verbally and in writing with people of different ages and genders, with diverse physical, cognitive and emotional abilities, and from different cultural, ethnic, racial, socioeconomic, and religious backgrounds and lifestyles.
- Utilize therapeutic communication and a client centered approach.
- Employ a professional demeanor in face to face, formal or informal (email, social media) communication.

- Communicate verbally and in writing, using appropriate grammar and vocabulary, commensurate with professional communication and the level of comprehension of the person with whom one is communicating.
- Elicit and gather information and describe findings.

References

- Creighton University. (2018). [Technical Standards for Admission \(PDF\)](#).
- Virginia Commonwealth University. (2018). [Essential Requirements](#).
- University of New England. (2018). [MSOT Technical Standards](#).

Acknowledgement of Essential Skills Standards

Signing this document will serve as certification that the student is in compliance with these standards and understands the responsibilities it outlines.

Student's Name: (Print) _____ Class of _____

I acknowledge that I have received a copy of Pace University, College of Health Professions' Occupational Therapy Program Student Essential Skills Standards for Occupational Therapy Students. I verify that I have read and understand the information contained in this document.

Student's Signature: _____

Date: _____

APPENDIX B

OT Code of Ethics

The [*AOTA Occupational Therapy Code of Ethics*](#) informs OT practice, research, and education, to help OTs, OTAs, and OT students face complex ethical issues at various levels. Visit [AOTA Code of Ethics](#) to download the document.

APPENDIX C

Standards of Practice for Occupational Therapy

The [*AOTA Standards of Practice for Occupational Therapy*](#) outlines requirements of service delivery for OTs and OTAs. Visit [AOTA Standards of Practice](#) to download the document.

APPENDIX D

Professional Behavior Rating Form

Scale

N/A: Behavior not observed

- 4: Meets /exceeds standards to a high degree/ outstanding/ demonstrates behavior more than 95% of the time. Performance is consistent, skilled, and self-initiated.
- 3: Meets standards/ Good/ demonstrates behavior 75-95% of the time. Performance is frequent and skilled.
- 2: Needs Improvement/ Fair/ demonstrates behavior 50-75% of the time. Performance needs further development and/or requires assistance and direction.
- 1: Unsatisfactory/ Poor/ demonstrates behavior 0-50% of the time. Performance requires much assistance and direction.

PROFESSIONAL SKILL	RATING*	COMMENTS/ PLANS
Respectful Communication		
Respectful and Polite to classmates		
Respectful and Polite to Professors		
Comments appropriate / does not interrupt		
Assertively voices concern / need without aggression		
Professional Demeanor		
Body language portrays proper attitude		
Maturity		
Suitably dressed for environment/ tasks		
Hygiene and presentation appropriate		
Adaptable to changing circumstances		
Personal Responsibility		
Dependable and reliable		
Displays honesty and integrity (including academic integrity)		
Follows through on tasks		
Promptness and Punctuality		
Manages time effectively		
Organized		
Commitment to Learning/Excellence		
Comes prepared for class		
Contributes to discussion		
Actively engaged in learning process		
Exercises good judgement/ problem solving		
Uses professional terminology		
Commitment to Growth		
Initiates own evolution toward		
Alters behavior in response to feedback		
Seeks guidance for growth		
Self-directed and reflective growth		
Contributes to group/ cooperates		

APPENDIX E

Honor Pledge for Computer-based Examinations

- As evidenced by following the protocol for an environmental check, I will maintain and clear testing area of all external materials such as books, papers, other computers, phones, or devices and will not have them within reach.
- During an exam, I will remain at my seat until after I have completed and submitted the exam.
- I will clear my testing area of all external materials such as books, papers, other computers, phones, or devices and will not have them within reach.
- I will not copy or take pictures of exam questions.
- I will not give or receive any unauthorized help on this exam.
- I will not access the exam after it has already been completed and submitted.

I affirm on my honor that I will abstain from the academic dishonesty. I have read and understand the Honor Code and I will abide by its provisions. Should evidence to the contrary be revealed, I understand that I will accept the consequences that occur when the Honor Code has been violated.

Agree

Student Signature

REFERENCES

- Aguilar, A., Stupans, I., Scutter, S., & King, S. (2013). [Towards a definition of professionalism in Australian occupational therapy: Using the Delphi technique to obtain consensus on essential values and behaviours](#). Australian Occupational therapy Journal, 60, 206-216. doi: 10.1111/1440-1630.12017
- Deiulis, E. D. (2017). Professionalism across occupational therapy practice. Slack.
- Reiter, K., Helgeson, L., & Lee, S. (2018). [Enhancing professionalism among OT students: The culture of professionalism](#). Journal of Occupational Therapy Education, 2(3).
- Robinson, A. J., Tanchuk, C.J., & Sullivan, T. M., (2012). [Professionalism and occupational therapy: An exploration of faculty and students' perspectives](#). Canadian Journal of Occupational Therapy, 79, 275-284.
- Scheerer, C. R. (2003). Perceptions of effective professional behavior feedback: Occupational therapy student voices. AJOT, 57, 205-214.
- Tufts University. 2010. [Tufts University-BSOT level 1 Professional development monitor](#).