“Growth and change happen with focus and repetition.”

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Welcome

Welcome and congratulations! Each of you have been handpicked from hundreds to be a part of our program. We are proud to have the first and only Masters of Occupational Therapy program in the state of Delaware. You have chosen the right profession in pursuing Occupational Therapy. It is a diverse, rewarding, and enjoyable profession that will provide you with a fulfilling career. The next two years will be exciting, but tough! Give it your all and appreciate the experience. At the Wesley MOT program, we are a family and we are all here to support you and ensure your success!

The following handbook will supplement both the Wesley College Graduate student handbook and the Masters of Occupational Therapy Fieldwork Handbook. Please review all this handbook in its entirety as well as the others to ensure that you understand our policies and procedures. You are asked to sign and acknowledge receipt as indicated. The signature pages must be returned to the administrative assistant once you have read through the handbook.

Dr. Dawnn Thomas OTD, MS, OTR/L, BCG
Interim Chair, Director of the Masters of Occupational Therapy
Associate Professor
II. Accreditation

ACOTE

Wesley’s entry-level occupational therapy master’s degree program has received Accreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Accreditation of the program has been obtained. Graduates are 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, most 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. In addition to established coursework, students will be required to complete 24 weeks of Level II fieldwork within 2 years following completion of the didactic portion of the program.

III. Statement on Licensure and Certification

AOTA

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services. Members reside in all 50 states, the District of Columbia, Puerto Rico, and internationally. AOTA’s major programs and activities are directed toward assuring the quality of occupational therapy services; improving consumer access to health care services and promoting the professional development of members. AOTA educates the public and advances the profession by providing resources, setting standards, and serving as an advocate to improve health care. AOTA is based in Bethesda, MD.

SOTA

Student Occupational Therapy Association (SOTA) is a way for MOT students to become involved in the profession. The Wesley faculty desire for the students to become leaders and members to enhance their experience while in the program. In order for your SOTA to have a voice in the greater occupational therapy profession and to stay updated with the latest news and opportunities, it is important to understand and take advantage of the role of SOTAs in AOTA’s governance structure. Every SOTA should have an elected Assembly of Student Delegates (ASD) Representative. It is the responsibility of this ASD Representative to share SOTA members’ interests, questions, and concerns to the ASD Steering Committee, a group of elected student officials. It is also the responsibility of ASD Representatives to relay information from the ASD Steering Committee to their SOTA on topics such as professional updates, calls for action, resources, and other AOTA opportunities. The ASD Steering Committee officers serve as the student voice on several instrumental AOTA governing bodies including the Board of Directors, Representative Assembly, the Commission on Practice, and the Commission on Education. Resources to assist our student body can be found at: http://www.aota.org/education-careers/students/sotas.aspx
DOTA

The vision of Delaware Occupational Therapy Association (DOTA) is that of a growing, dynamic membership that continuously promotes the recognition, preservation, validity and advancement of occupational therapy throughout the State of Delaware.

The mission of Delaware Occupational Therapy Association is:

- to serve the interests of our members to improve and advance the practice of Occupational Therapy
- to further the education and qualifications of practitioners to maintain high standards of practice
- to foster research and study of Occupational Therapy
- to represent the profession of Occupational Therapy to the public
- to promote access to Occupational Therapy services
- to engage in other activities to further the dissemination of knowledge of the practice known as Occupational Therapy

NBCOT

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession. NBCOT also works with state regulatory authorities and employers, providing information on credentials, professional conduct, and regulatory and certification renewal issues. Above all else, NBCOT’s mission is to serve the public interest. NBCOT provides a world-class standard for certification of occupational therapy practitioners. NBCOT develops, administers, and continually reviews its certification process based on current and valid standards that provide reliable indicators of competence of the practice for occupational therapy.

WFOT

WFOT promotes occupational therapy as an art and science internationally. The Federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society.
VI. Calendar of Important Dates

**FALL 2020 Academic Calendar – Important Dates & Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 18</td>
<td>New International Students Arrive and Check-In</td>
</tr>
<tr>
<td>Wednesday, August 19</td>
<td>New Students Arrive and Check-In</td>
</tr>
<tr>
<td>Thursday, August 20</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>Thursday, August 20</td>
<td>Convocation</td>
</tr>
<tr>
<td>Friday, August 21</td>
<td>President’s Cabinet Welcome</td>
</tr>
<tr>
<td>Saturday, August 22</td>
<td>Returning Students Arrive and Check-In</td>
</tr>
<tr>
<td><strong>Monday, August 24</strong></td>
<td><strong>Semester Begins</strong></td>
</tr>
<tr>
<td></td>
<td>• First Day of Full Semester Classes</td>
</tr>
<tr>
<td></td>
<td>• First Day of Fall I Classes</td>
</tr>
<tr>
<td>Thursday, August 27</td>
<td>Last Day to Add Fall I Classes</td>
</tr>
<tr>
<td>Friday, August 28</td>
<td>Last Day to Drop/Add Full-Semester Classes (or drop Fall I classes) without Penalty. Classes ‘dropped’ after this date will receive a grade of ‘W’. No adjustment to your bill for classes dropped after 4:00 P.M. on this date.</td>
</tr>
<tr>
<td>Tuesday, September 1</td>
<td>‘No Show’ Reporting Survey Opens. Survey available through September 5th</td>
</tr>
<tr>
<td>Friday, September 4</td>
<td>Residence Life Room Change Period</td>
</tr>
<tr>
<td><strong>Monday, September 7</strong></td>
<td><strong>College Closed</strong></td>
</tr>
<tr>
<td></td>
<td>Labor Day</td>
</tr>
<tr>
<td><strong>Tuesday, September 15</strong></td>
<td>Last Day to Apply for May 2021 Graduation without paying a $100 late fee</td>
</tr>
<tr>
<td>Friday, September 18</td>
<td>Last Day to Withdraw from Fall I Classes with a grade of ‘W’. After this date, the grade you receive will be the grade you earned.</td>
</tr>
<tr>
<td>Friday, September 25</td>
<td>Course Submissions due for spring 2021 schedule</td>
</tr>
<tr>
<td>September 26 &amp; 27</td>
<td>FAMILY WEEKEND</td>
</tr>
<tr>
<td>Friday, October 9</td>
<td>Fall I Classes End</td>
</tr>
<tr>
<td>Wednesday - Friday, Oct 14 – 16</td>
<td>Mid-Term Grade Entry</td>
</tr>
<tr>
<td><strong>October 16 – 18</strong></td>
<td><strong>HOMECOMING WEEKEND</strong></td>
</tr>
<tr>
<td>Monday, October 19</td>
<td>Fall II Classes Begin this Week</td>
</tr>
<tr>
<td>Thursday, October 22</td>
<td>Last Day to Add Fall II Classes</td>
</tr>
<tr>
<td>Tuesday, October 27</td>
<td>Mid-Term Review Meeting</td>
</tr>
<tr>
<td>Friday, October 30</td>
<td>Last Day to Withdraw from Full Semester Classes with a grade of ‘W’. Withdraw before 4:00 P.M. on this date or you will receive the grade you earn.</td>
</tr>
</tbody>
</table>

Last update 06/15/2020 | WESLEY COLLEGE
## FALL 2020 Academic Calendar – Important Dates & Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, November 4</td>
<td></td>
<td>Check Your Clearance with the Dordt Office</td>
</tr>
<tr>
<td>Monday, November 9</td>
<td></td>
<td>Arrange a meeting with your advisor prior to registration!!</td>
</tr>
<tr>
<td>Wednesday, November 11</td>
<td></td>
<td>Registration for Spring and Summer Classes begins.</td>
</tr>
<tr>
<td>Friday, November 13</td>
<td></td>
<td>Last Day to Withdraw from the Term, No adjustments for your fall.</td>
</tr>
<tr>
<td>Friday, November 20</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>Last Day of On-Campus Instruction for the Semester, Instruction for the remainder of the semester will be online.</td>
</tr>
<tr>
<td>Monday - Friday, November 23</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>Last Day to Register for Spring without Fee of $100</td>
</tr>
<tr>
<td>Thanksgiving Holiday Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, December 4</td>
<td></td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Monday - Friday, December 7</td>
<td></td>
<td>Final Grades Due for Graduating Seniors Due by Noon</td>
</tr>
<tr>
<td>Monday, December 14</td>
<td></td>
<td>Final Grades Due for All Students</td>
</tr>
</tbody>
</table>

### Student Deadlines in Red — faculty and staff should also be aware of these

### Faculty/Staff Deadlines in Blue — students should also be aware of these

### Dates to be aware of in Black

## SPRING 2020 Academic Calendar Important Dates & Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, April 2</td>
<td></td>
<td>Last Day to Withdraw from Spring I Classes with a grade of &quot;F&quot;</td>
</tr>
<tr>
<td>Wednesday, April 1</td>
<td>1:00 – 3:00 p.m.</td>
<td>Last Day to Withdraw from the College. No adjustments to your fall.</td>
</tr>
<tr>
<td>Thursday, April 9</td>
<td></td>
<td>Last Day to Withdraw from Spring II Classes</td>
</tr>
<tr>
<td>Tuesday, April 14</td>
<td></td>
<td>Last Day to Withdraw from Spring II Classes</td>
</tr>
<tr>
<td>Friday, April 16</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Thursday, April 16</td>
<td></td>
<td>Petitions to Graduate in December 2020 are due in the Registrar’s Office! Students who have already submitted a petition to graduate in May 2020 but will not complete requirements in May must submit a new petition.</td>
</tr>
<tr>
<td>Friday, April 24</td>
<td></td>
<td>Last Day to Drop/Add I Classes</td>
</tr>
<tr>
<td>April 27 – May 1</td>
<td></td>
<td>Last day to submit final registration with $350 late fee (in-state students) Incomplete I grades from fall 2019 must be removed by this date or a grade of &quot;F&quot; will be recorded.</td>
</tr>
<tr>
<td>Friday, May 1</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Thursday, May 7</td>
<td></td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Friday, May 8</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Saturday, May 9</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Sunday, May 10</td>
<td></td>
<td>Final Exam Week</td>
</tr>
</tbody>
</table>

### Student Deadlines in Red — faculty and staff should also be aware of these

### Faculty/Staff Deadlines in Blue — students should also be aware of these

### Dates to be aware of in Black
**MOT Town Hall** meetings are subject to change. The department will make announcements before the event date.

**AOTA Hill Day** is an annual opportunity for occupational therapy professionals to bring their concerns to their state’s lawmakers’ offices, offer solutions, ask questions, and listen to guest speakers on the topics that affect being an occupational therapist. Participation is required from all MOT students.

### TOWN HALL MEETINGS

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2020</td>
<td>TBD</td>
<td>TBD</td>
<td>CC - Underground</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>CC - Underground</td>
</tr>
<tr>
<td>SPRING 2020</td>
<td>TBD</td>
<td>February 2020</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>April 2020</td>
<td>TBD</td>
<td>CC - Underground</td>
</tr>
</tbody>
</table>

*Spring dates and times are determined by the Spring course schedule.

### HILL DAY - AOTA

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>September 14-18th</td>
<td>All Day</td>
<td>Virtual</td>
</tr>
</tbody>
</table>

*20 students will be selected from the M2 students. This event is mandatory for OT 501.

### VIRTUAL HILL DAY - AOTA

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>September 14-18th</td>
<td>All Day</td>
<td>Virtual</td>
</tr>
</tbody>
</table>

*All M1 and remaining M2 students are required to participate. This event is mandatory for OT 500 and OT 501.
V. Program Overview

About Wesley

Wesley College is the oldest private college in Delaware. Wesley is fully-accredited through the Middle States Commission on Higher Education, and operates as an independent liberal arts and sciences college affiliated with the United Methodist Church. Wesley College was founded in 1873 as the Wilmington Conference Academy and became Wesley College Institute in 1918. Wesley was primarily a two-year institution until it conferred its first baccalaureate degrees in 1978. Graduate programs followed in the 1990s. As a United Methodist-affiliated College, Wesley affirms and celebrates the values of Methodist founder, John Wesley: inclusion, justice, social responsibility, and compassion. As a private, comprehensive liberal arts-based institution, the College seeks to empower and liberate its students to be personally and professionally successful and to contribute to improving the global society.

Located in downtown Dover, Delaware’s state capitol, Wesley College serves approximately 1500 students. Wesley also serves active-duty military personnel and their families at nearby Dover Air Force Base. The central campus consists of nineteen buildings on twenty acres; the College’s athletic complex, located four blocks west of campus, covers thirty acres. The most recent addition to Wesley’s campus is the 36,000 square foot William and Susan Johnston Hall, a health sciences building. Located three blocks south of the main campus, it will serve as the home of the intended occupational therapy program.

The College currently offers 28 bachelor’s degrees in a wide array of undergraduate programs, each of which incorporates the recently implemented liberal arts Core Curriculum. Master’s degrees are available in Business Administration, Education, Environmental Science, Nursing, and Sport Leadership; these include both traditional and on-line programs. Sixty-nine full-time faculty members teach in these programs.

Mission statement

Wesley College’s Masters of Occupational Therapy program seeks to provide a diverse learner-centered community. We aim to preserve the foundations of the field of occupational therapy by developing learners with strong generalizable skills. In addition, the program desires to develop leaders in the field and local community by empowering them to become agents of change. Consistent the College’s affirmation, this occupational therapy program aims to teach learners to advocate for purposeful and meaningful life through occupation, justice, compassion, inclusion and social participation of those with and without health impairments or limitations.

Through occupation, the program exists to liberate and empower its learners with the knowledge, skills, ethical attitudes, and capacity to transform the lives of consumers they encountered. Learners will be prepared to enter into the changing healthcare industry through training in interprofessional education, scholarship, leadership, professional and ethical behavior, and clinical reasoning. The program has a strong focus on emerging and innovative practice. Hence, learners will be equipped with needed abilities to achieve professional goals and to contribute to health and wellness of the local and global society.

Vision

We envision a locally and nationally recognized program grounded in the foundation and history of occupational therapy prepared to addressed today’s current needs. Through preparing healthcare and community leaders, the Masters of Occupational Therapy program at Wesley College will meet current workforce needs, particularly in the state of Delaware and surrounding area. Through emphasis on scholarship, leadership, emerging practice, the program will further establish professional roles to sustain the field of occupational therapy.
Masters of Occupational Therapy

Philosophy

In alignment with AOTA’s philosophy of occupational therapy education, Wesley College’s Master’s program in occupational therapy agrees that occupational therapy education should teach learners to view “humans as occupational beings, occupation as a health determinant, and participation as a fundamental right.”

Acknowledging the depth and uniqueness of those serviced through occupational therapy, the education of practitioners must emphasize those various aspects. While activity varies between individuals, the use of meaningful and purposeful occupation can enhance one’s life. The program must address service to diverse individuals with and without impairments or functional limitations. Through such engagement, health maintenance, rehabilitation, and successful life transition is accomplished. Along with this strong professional foundation, the program must acknowledge the ever-changing society and emergence of technological contributions. Hence, the evolution of the program will continue to develop with societal changes.

The program views learners as complex and dynamic. Therefore, the learner-centered approach allows for flexibility and intentional development of activities to reach learners desiring to become future occupational therapists. Support for scholarly inquiry, and critical analysis, is necessary. The scaffolding curricular design promotes a supportive and collaborative approach through active learning and integration of theory, ethics, critical reasoning and thinking for generalized application.


The Curricular Design

The curricular design compliments Wesley’s core curriculum, which supports learners at each level of their academic program. Learning becomes more sophisticated and complex at each level. Through a strong curricular foundation, this OT program will prepare graduates to be generalists within the various arenas of the field. However, innovation and emerging practice areas have a strong emphasis. The program has a focus on meeting the needs of today’s healthcare industry, reform, and interdisciplinary practice. Hence, emerging niches of health and wellness, chronic disease management, prevention and interprofessional collaboration encompass the curriculum. The program aims to develop leaders and innovators in these areas of practice. To reach these aims, and support the college’s mission and philosophy, the faculty decided to implement a scaffolding curricular design.

The ultimate goal is to develop independent practitioners within the field of occupational therapy. With the scaffolding design, learners will receive support throughout the curriculum culminating in their independence. The foundation of such a design is grounded in Vygotsky’s (1978)’s notion that a novice can accomplish certain tasks beyond their present performance level. Achievement of such a concept occurs through the assistance of an expert. Vygotsky illustrates the idea through the zone of proximal development,

“the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).
Yet, the idea of scaffolding is not permanent, as the support is eventually removed when the learner is prepared to perform independently. Adaptations are made throughout the process, with novel and challenging tasks. The support provided throughout will decrease the stress and difficulty for the learner. Hence, such an approach is also learner-centered. Wesley’s OT program will guide learners by meeting them at their level and providing appropriate challenges to achieve beyond the level of independence. This process must start with accepting the knowledge learners bring upon acceptance into the program. Instructors will then observe, assess, and listen to the learners to make adjustments and provide feedback. Hence, course development must allow for flexibility in methods for achieving the objectives. There is an overarching goal of competence. However, emphasis is on the learners becoming leaders.

Bloom’s taxonomy\(^1\) assists in constructing the scaffolding model below. Admission into the program initially assesses learners’ knowledge and comprehension. Through foundation to synthesis courses, the learners’ academic careers culminate in the evaluation of their clinical and professional competence with the NBCOT examination.

The curricular threads are occupation centered, interprofessionalism (which encompasses interprofessional education and collaboration), health and wellness, leadership, professional and ethical behavior, and clinical reasoning. The threads are addressed at each level of the scaffold through direct courses or imbedded modules. The development of each course is constructed based on its position in the scaffold (i.e. foundation, application, analysis, synthesis, evaluation). The scaffold moves learners from direct instructor support and decreases direct support at each phase. The foundational phase provides introductory concepts and knowledge related specifically to the field of occupational therapy. Theory, ethics, advocacy, history, and basic skill development is the focus. Observation of simulated experiences allows learners to connect concepts to practice and emphasize the importance of occupation. Learners are then introduced to the application of such concepts (application phase) as they related to the profession. Health and wellness, mental health, and psychosocial implications throughout the lifespan, as it relates to occupation, is emphasized. Hence experiential learning occurs at this application phase, with the direct support of the course instructors. Instructor supported simulation, and fundamentals of fieldwork, including an experiential component, occur at this application phase. For the analysis phase, learners are lead to further competency by introduction to evaluation and assessment of client needs. Learners are further taught to view the person as an occupational being and identify needs and opportunities to enhance performance. Without direct instructor support, the synthesis phase enters learners into the field for their first level II fieldwork. Ultimately, the evaluation phase occurs. Preparation at this phase includes competency examination, simulations, and the second level II fieldwork concluding with the NBCOT exam. The program’s ability to prepare independent and competent practitioners to enter the field as an entry level practitioner is assessed based upon pass rates.


Curricular Model

Level of Competence

Evaluation Courses

- Specialty Practice: Acute Care, Hand Therapy, and Sensory Integration
- Seminar: Competencies in OT
- Fieldwork Level 1b: Specialty Area
- Fieldwork Level 1b: Advanced Experiential Practice

Synthesis Courses

- Fundamentals of OT II: Emerging Practice and Advocacy
- Interprofessionalism and Leadership
- Assessment and Interventions in OT II: Pediatrics and Adolescent
- Leadership and Scholarship Inquiry I
- Leadership and Scholarly Inquiry II
- Clinical Reasoning and Professional Behavior II
- Level III: Immersion in Experiential Practice (Synthesis and Evaluation)

Analysis Courses

- Human Structure and Function II: Neuroscience and Behavior lecture and lab
- Assessment and Interventions in OT I: Adults and Gerontology
- Health and Wellness II: Conditions in Pediatrics and Adolescent
- Clinical Reasoning and Professional Behavior I: *Includes competency exam
- Fieldwork Level Ia: Interprofessional Collaboration (Analysis and Synthesis)

Application Courses

- Fundamentals of Fieldwork
- Biomechanics and Physical Dysfunction
- OT in Mental Health and Psychosocial Practice (Application and Analysis)

Foundational Courses

- Fundamentals of OT I: History and Theory
- Human Structure and Function I: Anatomy and Physiologic lecture and lab
- Health and Wellness I: Conditions in Adults and Gerontology
- Occupational Performance (Foundational and Application)

Learner Knowledge

OCCUPATIONAL THREADS
Course Threads

- OCCUPATION
- CLINICAL REASONING
- HEALTH AND WELLNESS
- LEADERSHIP
- PROFESSIONAL AND ETHICAL BEHAVIOR
- INTERPROFESSIONALISM
Admissions:

Following receipt of a baccalaureate degree from an accredited institution, students are expected to enter into the program having completed the indicated prerequisite courses with a grade of "B-" or better and a cumulative grade point average no less than 3.0 on a four-point scale. Conditional acceptance may be granted at the admission’s committee’s discretion as described below.

Admissions Policy Fall 2020 Entry:

Candidates must attain a cumulative grade point average of at least 3.0 (based on a 4.0 point grade system) for all college coursework completed toward a baccalaureate degree and all relevant postgraduate coursework. The last 60 relevant credits earned at all colleges attended will be calculated to determine recent academic history and eligibility. A limited number of students with a GPA of 2.9 to 2.99 may qualify for conditional admission. Conditional admission status is removed when a student achieves a cumulative GPA of 3.0 or better in the first semester of the professional occupational therapy program. Conditional admission can be granted for students completing prerequisite courses; at the discretion of the faculty committee. All pre-requisite courses must be completed by the end of the initial fall semester with a grade of “B-” or better or the student will be dismissed from the program.

Pre-Requisites:

Human Anatomy and Physiology* (2 semesters with a laboratory component)
English (1 semester)
Statistics (1 semester)

Physics (1 semester) * (will accept Biomechanics or Kinesiology at the discretion of the admissions committee)
Sociology or Cultural Anthropology (1 semester)
General Psychology (1 semester)
Abnormal Psychology (1 semester)
Developmental Psychology or Life Span Development or Human Development (1 semester)

PROGRAM REQUIREMENTS

1. Students enrolled in the Masters of Occupational Therapy program are required to complete 52 credit hours of professional courses and 12 hours of clinical fieldwork.

2. Students will attend the program full-time throughout the indicated time-frame, including summer clinical fieldwork.

3. Each student who completes the requirements of the program with a cumulative average of a “B” (minimum GPA of 3.0 on a 4.0 scale) will be awarded the Master’s degree in Occupational Therapy.

FALL I

OT500: Fundamentals of OT I: History and Theory 1 credit
OT505: Human Structure and Function I: Anatomy and Physiology Lecture and Lab 4 credits
OT507: Health and Wellness I: Conditions in Adults and Gerontology 3 credits
OT509: Occupational Performance 3 credits
OT513: Fundamentals of fieldwork: Clinical Skills and Communication 3 credits
*Includes a 1 week experience and Medical Terminology Exam

14 credits Fall I
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPRING I</strong></td>
<td></td>
</tr>
<tr>
<td>OT 510: Biomechanics and Physical Dysfunction</td>
<td>3</td>
</tr>
<tr>
<td>OT 506: Human Structure and Function II: Neuroscience and Behavior Lecture and Lab</td>
<td>4</td>
</tr>
<tr>
<td>OT 511: OT in Mental Health and Psychosocial Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 512: Assessment and Interventions in OT I: Adults and Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>OT 516: Clinical Reasoning and Professional Behavior I</td>
<td>2</td>
</tr>
<tr>
<td>OT 514: Fieldwork Level Ia: Interprofessional Collaboration</td>
<td>1</td>
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<td>OT 515: Level Ila: Immersion in Experiential Practice</td>
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<td>OT 508: Health and Wellness II: Conditions in Pediatrics and Adolescent</td>
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<td>OT 501: Fundamentals of OT II: Emerging Practice and Advocacy</td>
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<td>OT 605: Interprofessionalism and Leadership</td>
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<td>OT 606: Leadership and Scholarly Inquiry I</td>
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<td>OT 518: Assessment and Interventions in OT II: Pediatrics and Adolescent</td>
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<td>OT 607: Leadership and Scholarly Inquiry II</td>
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<td>OT 517: Clinical Reasoning and Professional Behavior II</td>
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<td>OT 610: Specialty Practice: Acute Care, Hand Therapy, or Sensory Integration</td>
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<td>*Selected based on Level Iib</td>
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<td>OT 611: Seminar: Competencies in OT</td>
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<td>OT 620: Fieldwork Level 1b: Specialty Area</td>
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<td>OT 621: Fieldwork Level Iib: Advanced Experiential Practice</td>
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**Professional Courses** 52 Credits

**Clinical Fieldwork** 12 Credits
## Course Pre-requisites:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>OT510</td>
<td>Biomechanics</td>
<td>OT505</td>
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<td>OT511</td>
<td>OT in Mental Health and Psych</td>
<td>OT507/OT509</td>
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<td>OT506</td>
<td>Human Structure and Function II</td>
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<td>OT512</td>
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<td>OT516</td>
<td>Clinical Reasoning Professional Behavior I</td>
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<td>OT517</td>
<td>Clinical Reasoning Professional Behavior II</td>
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<td>OT610</td>
<td>Specialty Practice: Acute Care, Hand Therapy</td>
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## Course descriptions

**OT500 Fundamentals of OT I: History and Theory**

This course introduces learners to the field of occupational therapy's history, theory development, and official documents of the American Occupational Therapy Association (AOTA). The content emphasizes the importance of the historical and philosophical foundation of the profession. Upon completion of the course, learners will demonstrate knowledge of policies and procedures, as well as international, national, state, and local occupational therapy associations and related professional associations, and have a basic understanding of history and theory in the profession. 1 credit

**OT501 Fundamentals of OT II: Emerging Practice and Advocacy**

This course educates the learner on the various roles occupational therapists play in promoting the profession, and being agents of change, as practitioners, educators, researchers, consultants, and entrepreneurs. There is a focus on emerging practice areas and advocacy of the profession to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public. Through active learning, learners leave the course with skills for program development. Course content includes, yet not limited to, analyze of the trends in models of service delivery, electronic document systems, and telehealth technology. Learners develop strategies to assist the consumer in gaining access to occupational therapy services particularly addressing social injustice, occupational deprivation, and disparity in the receipt of services. Learners gain knowledge of the various reimbursement systems (e.g., federal, state, third party, private payer),
appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. The course also addresses ongoing professional responsibility, including fieldwork education, and participation in organizations or agencies promoting the profession. **1 credit**

**OT505 Human Structure and Function I: Anatomy and Physiology Lecture and Lab**

This course provides an in depth examination of anatomy and physiology as it applies to human function. Learners will obtain an understanding of gross anatomy/surface anatomy, joint and muscle structure and function, neural structure and function and soft tissue influences and how this translates into functional motion. Learning will occur through lecture and laboratory as well as through technological applications and human subjects to further apply the knowledge. Laboratory experiences and new generation SynDaver® examinations complement the course material. **4 credits**

**OT506 Human Structure and Function II: Neuroscience and Behavior Lecture and Lab**

This course builds on previous courses examining anatomy and physiology and human development. Learners will obtain an understanding of neurological structure, function, dysfunction, and how this translates into function and participation in occupation. The course examines various neurological diagnoses, and cognitive conditions, typically benefiting from the provision of occupational therapy services. Learning will occur through lecture and laboratory as well as through technological applications and human subjects to further apply the knowledge. Laboratory experiences and new generation SynDaver®, cortical examinations complement the course material. **4 credits**

**OT507 Health and Wellness I: Conditions in Adults and Gerontology**

The Health and Wellness course provides learners with an overview of normal human growth and development post adolescence through older adulthood. In this course, current literature on issues and trends in biomedical and social research will be emphasized. Learners will also learn about variables affecting an individual’s quality of life, well-being, and occupational behaviors. There is a focus on the role of occupation in the promotion of health and the prevention of disease and disability, heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health, and occupational performance of the individual. **3 credits**

**OT508 Health and Wellness II: Conditions in Pediatrics and Adolescent**

The Health and Wellness course provides learners with an overview of normal human growth and development from birth through adolescence. In this course current literature on issues and trends in biomedical and social research will be emphasized. Learners will also learn about variables affecting the quality of life, well-being, and occupational behaviors of children and their families. There is a focus on the role of occupation in the promotion of health and the prevention of disease and disability, heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of children and families. **3 credits**

**OT509 Occupational Performance (includes components of Groups and Activities)**

Occupational Performance will introduce learners to occupational performance, the relationship between occupation and occupational therapy practice, and an examination of the Occupational Therapy Practice Framework. Learners will be introduced to numerous occupation-based practice models and theories used in occupational therapy, and will begin to reflect on their occupational selves in this course. Learners will also discuss global social issues, learn the meaning and dynamics of occupation and activity, the importance of group process and dynamics in various contexts, and representing diverse cultures. **3 credits**

**OT510 Biomechanics and Physical Dysfunction**

This course provides learners with a solid foundation in the evaluation and treatment of physical dysfunction and how this relates to occupational performance. The learners will demonstrate knowledge and understanding of biomechanical analysis and the components of physical dysfunction using rehabilitative frames of reference. Emphasis will be placed on competence in dynamic systems principles in human movement, orthotic fabrication, prosthetic training and functional mobility. Additionally, the safe use of thermal and superficial modalities will be reviewed. The applied learning will be translated to disorders both acute and chronic with a progressive learning plan from simple to complicated conditions using advanced techniques. The Principles covered in lecture are applied through practical hands-on experiences and discussions during the application
sessions. The course will require the learners to reflect on the Occupational Therapy Practice Framework as it applies to physical dysfunction. **3 credits**

**OT511 OT in Mental Health and Psychosocial Practice**

This course builds on content from the previous courses relating to mental health and psychosocial practice in occupational therapy. Course content reviews and analyzes developmental psychology, concepts of human behavior, abnormal psychology, and sociology. Learners gain an appreciation of the role of sociocultural, socioeconomic, diversity factors, and lifestyle in contemporary society and related theories of practice. Upon completion of the courses learners will have skills to analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. Active learning approaches include designing and implementing individual, group and population based interventions as related to mental health and psychosocial practice. **3 credits**

**OT512 Assessment and Interventions in OT I: Adults and Gerontology**

Assessment and Interventions emphasizes the specific application of the previously acquired knowledge to more complex activities and issues of participation in adults and seniors. Learners develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of screening and evaluation results and the use of relevant therapeutic skills. Learners are engaged in dynamic learning activities that build clinical competencies in the core knowledge of OT, critical reasoning, interpersonal and communication skills, performance skills and roles, ethics, and ethical practice. Didactic, active learning, and learner-centered approaches are implemented to develop and evaluate individual learner competencies throughout the curriculum. **3 credits**

**OT513 Fundamentals of Fieldwork: Clinical Skills and Communication**

This course provides the necessary behavioral, social and clinical performance skills necessary to develop successful professional interaction with individual clients and groups. Medical terminology as well as emphasis on professional communication and written skills will be instructed. Learners will learn the behavioral art of therapeutic use of self. Emphasis will be on the learning of the use of implementing sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. Learning will occur through self-directed, experiential, didactic and active participation strategies. (Includes a 1 week experience; Group treatment and Medical Terminology Exam) **3 credits**

**OT514 Fieldwork Level Ia: Interprofessional Collaboration**

This course provides the learners with the initial guided learning fieldwork experience to introduce the learner to the various health care and/or community settings, to apply knowledge to practice and to develop an understanding of the impact of disease and injury on the client and their family. Emphasis is placed on observational skills and the use of sound judgment in regard to the safety of self and others by adhering to safety regulations in the specific setting and scope of practice. Professional therapeutic interaction skills as well as a basic understanding of professional communication including written, verbal and non-verbal will be accomplished by the end of the course. **1 credit**

**OT515 Fieldwork Level Iia: Immersion in Experiential Practice**

Level II fieldwork is an integral part of the OT Education and is designed to integrate the scientific principles learned in the didactic portion of the academic program in to the clinical arena. In Level II A, learners will learn to implement clinical reasoning, reflective practice, safety awareness and therapeutic use of self as a part of the therapeutic process in both individual and group interaction. Application and Expansion of the knowledge of Occupational Therapy will be performed including assessment, interventions, therapeutic use of occupations, exercise and activities as well as the appropriate documentation that supports this process. By the end of the Level II A fieldwork, learners will have developed a professional identity as an Occupational Therapy Practitioner and professional and the experiential practice will be ensued to build upon for the second year of advanced coursework. **6 credits**

**OT516 Clinical Reasoning and Professional Behavior I**

This course is designed to develop and enhance clinical reasoning skills through integration of personal experiences, professional competencies, current knowledge and reflection of the OT process in order to make effective and evidenced based decisions. The roles of procedural, interactive, pragmatic, and conditional reasoning are examined in order to have a basis for
understanding the role of critical reasoning as it applies to OT. The end result of this course will be demonstration of competency in the use of strategies for ongoing professional development to ensure practice is consistent with current and accepted standards. This is necessary in order to apply the principles of the teaching–learning process to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public. (Includes competency Exam before Level II fieldwork) **2 credits**

**OT517 Clinical Reasoning and Professional Behavior II**

This second course in clinical reasoning and professional behavior provides the learner with advanced strategies for the development of clinical reasoning as it applies to the clients as well as the environment in which the OT interacts. Emphasis is on strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts as well as understanding professional responsibilities related to liability issues under current models of service provision. Continued competency in oral, written and nonverbal communication is expected as well as continued advocacy for Occupational Therapy in various environments. **2 credits**

**OT518 Assessment and Interventions in OT II: Pediatrics and Adolescent**

Assessment and Interventions emphasizes the specific application of the previously acquired knowledge to more complex activities and issues of participation in children and adolescent. Learners develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of screening and evaluation results and the use of relevant therapeutic skills. Learners are engaged in dynamic learning activities that build clinical competencies in the core knowledge of OT, critical reasoning, interpersonal and communication skills, performance skills and roles, ethics, and ethical. Didactic, active learning, and learner-centered approaches are implemented to develop and evaluate individual learner competencies throughout the curriculum. **3 credits**

**OT605 Interprofessionalism and Leadership**

This course addresses how to articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature and value of the profession of occupational therapy. The course analyzes occupational therapy scope of practice, and role as supervisor, in relationship to other professions, and the occupational therapy assistant. Content also addresses the core competencies of interprofessional education and interprofessional collaboration, current policy issues, socioeconomic and political factors, as related to the provision of occupational therapy services. Lastly, there is a review of national requirements for credentialing and requirements for licensure, certification, or registration under state laws. **2 credits**

**OT606 Leadership and Scholarly Inquiry I**

This course addresses the content obtained in prior courses. Learners will articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. Course activities focus on evidence based practice, systematic literature search strategies, critical analysis of the literature, and an introduction to the grant process. Content includes an introduction to research design, quantitative methods, qualitative methods, scientific writing, and inferential statistical analysis. Learners will leave the course with an understanding regarding publication, professional presentation skills, and the importance of scholarly activities within the field of occupational therapy. Learners select and begin to design a scholarly thesis project. **2 credits**

**OT607 Leadership and Scholarly Inquiry II**

This course builds on the content addressed in the first iteration of leadership and scholarly inquiry. Course activities focus on evidence based practice, enhancing critical analysis skills, and researching appropriate grants related to the learner’s thesis project. Further instruction in inferential statistical analysis, parametric and non-parametric statistics, occurs. Learners will implement their scholarly thesis project designed in the previous course. They will leave the course with skills to promote enhancement of peer-reviewed publication, professional presentation skills, and scholarly activities within the field of occupational therapy. **2 credits**

**OT608 Assistive Tech and Universal Design**

The Assistive Technology and Universal Design course will provide learners with background theory, principles of selection, application in practice, and procedures for applying assistive technology (AT) and universal design (UD) for people living with
motor, sensory, and cognitive impairments. Through lecture and hands-on lab experiences learners will be able to correctly identify, recommend, or design AT and UD for individuals living with disabilities. 2 credits

**OT610 Specialty Practice: Acute Care, Hand Therapy, and Sensory Integration**

This course integrates various aspects of course content to prepare the learner to enter into the specialty practice arenas of acute care, hand therapy, or sensory integration. The course is connected to the Level IIb fieldwork experience preparing learners for their final phase of academic fieldwork. Activities include in-depth discussion and review of the content areas. To address the areas of Acute Care, Hand Therapy, and Sensory Integration, the course consists of three modules exposing learners to these different areas of practice. For each module, experts from the field present learners with hands-on active learning opportunities pertaining to the specific content areas. 3 credits

**OT611 Seminar: Competencies in OT**

Learners demonstrate their knowledge of the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. Through interprofessional workshops and simulated competency examinations, learners develop and implement intervention strategies. This course is a culmination of content taught throughout the program. Activities to prepare the learner for the National Board Certification for Occupational Therapy ® occur throughout the course. 1 credit

**OT620 Fieldwork Level 1b: Specialty Area**

The second Level I fieldwork experience builds upon the Level Ia experience and continues to emphasize skill development in the therapeutic process as well as professional communication. During this fieldwork experience, learners are given specific assignments within a specialty area to enhance their learning. By the end of this semester long fieldwork experience, the learner will demonstrate an understanding of health literacy and demonstrate the ability to develop and implement intervention strategies to remediate and/or compensate for physical, developmental, mental or cognitive deficits that affect occupational performance. 1 credit

**OT621 Fieldwork Level IIb: Advanced Experiential Practice**

The Level II Advanced Fieldwork is the final fieldwork experience in the program. Full integration of theory, Occupational Therapy values and performance skills are expected by the end of this 12 week experiential course. Learners will refine their skills in behavioral and social interactions with clients, supervisors and coworkers and model their professionalism through preparation, skill base and proficiency with content specific communication. The learner at this level will demonstrate appropriate selection of assessment skills, participate in examining differential diagnosis, select and implement appropriate interventions for physical, mental, cognitive, perceptual, neuromuscular, behavioral and sensory limitations of the client. Continued competence in documentation is expected as well as the ability to organize, collect, and analyze data in a systematic manner for the evaluation of practice outcomes. Completion of the Level II commences the end of the curriculum and prepares the learner to sit for the NBCOT Exam. 6 credits
VI. Organizational Structure:

President
Robert Clark

Vice President
Of Academic Affairs
Alban Urbanas

Chief Financial Officer

Director of Masters in Occupational Therapy
Dawnn Thomas

OT Academic Fieldwork
Brittney Pride

Assistant OT Fieldwork

OT Faculty
Candace Shetzler
Sharon Wong

OT Faculty Adjunct
Meagen Barton
Hillary Webb
Margaret Gulledge
Karen Latimer
Ian Griffith

OT Administrative Assistant
Antonia Pilot
VII. Faculty and Staff Directory

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VIII. Faculty and Staff Biographies

**Dr. Dawnn Thomas OTD, MS, OTR/L, BCG** is the Interim Program Director and Department Chair and Associate Professor for the Occupational Therapy program at Wesley College and is entering into her fourth year as a professor for the program. She has a strong background in the geriatric population, serving as the rehab director for different skilled nursing facilities in Connecticut and Delaware. Dr. Thomas also worked in the home health population and dedicated herself to providing quality care to patients of varying ages in their own home environment. Dr. Thomas served as a clinical instructor for fieldwork for both Occupational Therapy and Occupational Therapy Assistant students from Quinnipiac University, Bay Path College, Sacred Heart University, Goodwin College, Lincoln College, and Manchester Community College. She has adjunct teaching experience with Sacred Heart University. Dr. Thomas continues to practice in various skilled nursing facilities and acute hospitals in lower Delaware. She began her career after receiving a baccalaureate degree in health sciences and psychology from State University of New York at Stony Brook. She continued to achieve her Master of Science in Occupational Therapy at State University of New York at Stony Brook and a clinical doctorate from Chatham University.

Degrees:
B.S. Psychology, SUNY Stony Brook; B.S. Health Sciences, SUNY Stony Brook; M.S. Occupational Therapy, SUNY Stony Brook; Doctorate in Occupational Therapy, Chatham University

**Brittney Pride, MS, OTR/L** is the Academic Fieldwork Coordinator for the Masters of Occupational Therapy which involves development and coordination of all student learning in the field. This position includes building and maintaining relationships in the health and wellness community to continue to grow the OT profession and prepare students as entry level professionals. Professor Pride also instructs courses pertinent to fieldwork such as ethics, communication, clinical reasoning and professionalism. Teaching allows her to share her passion and knowledge for Occupational Therapy with the students. Professor Pride’s interest in teaching began early on in her career serving as a fieldwork instructor for several Level I & II students. She enjoyed the time as a mentor for several new graduates and providing training for professional staff. Professor Pride’s expertise is in geriatrics and wheelchair evaluations. She has experience within several different settings but has found to enjoy client centered treatment with homecare. She is also the current Vice President of the Delaware Occupational Therapy Association (DOTA) and is excited to guide students as they explore all of the many wonderful fields of Occupational Therapy. Professor Pride is currently pursuing her OTD at the University of St. Augustine.
Candace Shetzler, MS, OTR/L is a local occupational therapist who has spent most of her career cultivating greater service options in Kent and Sussex counties of DE. With over 23 years of experience, she is the owner of A Child’s Potential consulting business and an occupational therapist. She has also founded and owned Child’s Play by the Bay, an integrated preschool and developmental resource center in Sussex County, DE. As a business owner, she has also worked as part of a Wellness Clinic extending OT as part of the mental wellness continuum and starting two different pediatric sensory and play clinics. Starting businesses, writing children’s learning curriculum, and managing budgets offers unique experiences she hopes to offer to Wesley OT students.

She began her career at Christiana Hospital working as a member of the medical-surgical trauma team providing rehabilitation services, acute care services, and also working in the NICU with premature and medically fragile infants. The NICU was her greatest love and serves as the foundation for understanding children, their families, and the start of their journeys. During her time in NICU, she was able to work with children born addicted to alcohol and drugs and considers this a great passion.

Candace attended Virginia Commonwealth University - Medical College of VA to receive her Bachelors of Science in OT. She returned to obtain her Masters of Science in OT, with a focus concentration in pediatrics and school system therapy, from Belmont University in 2003. Shetzler has a special interest in sensory integration, mental health, and trauma informed care and has provided extensive continuing education opportunities throughout DE. She has taught at other local universities and colleges in the Allied Health Department and Education Department. She began teaching at Wesley College as an adjunct professor in 2017 and is thrilled to join the faculty and continue her love of learning, educating future professionals, and hopefully inspiring the next generation of OT’s as they inspire her.

 Degrees: Masters of Occupational Therapy, Pediatric Specialty Track, Belmont University, 2003; Bachelor of Science in Allied Health Medicine in Occupational Therapy, Medical College of Virginia, Virginia Commonwealth University, 1995

Kristen Brown, COTA/L, BS, CLIPP is an Occupational Therapy Assistant with a passion for sharing her love of Occupational Therapy with others. Kristen graduated from OTA school in 2015 from Delaware Technical Community College. She furthered her education with a Bachelor of Science degree in Allied Health Management from Wilmington University in 2017. She first began her career in OT working at a Long Term Acute Care Hospital where she developed a strong skill set in the intensive care (ICU) environment. After about a year in this setting, Kristen progressed her career with a full-time OTA position in an Outpatient Rehabilitation Center, where she provided neurological and hand therapy treatments. In addition to her full-time position in the Outpatient Rehabilitation Center, Kristen also gained experience in the inpatient acute care, inpatient rehabilitation, and skilled nursing settings via her per diem OTA roles. Kristen enjoys providing services to the adult and geriatric population and to those with neurological conditions such as CVA, TBI and concussions.

In 2018 Kristen became a Certified Living in Place professional, which helps her to provide in-home consultations to those who struggle with independence in their homes as a result of environmental barriers. Kristen developed an LLC, Modified Independence, and enjoys consulting with families and making home modification recommendations.

Kristen is passionate about the field of Occupational Therapy and considers herself a life-long learner as there’s many niches within this profession. Kristen finds joy in educating others and loves learning new skills from her students as well.

 Degrees: Bachelor of Science in Allied Health, Wilmington University, 2017; Associate in Applied Science, Occupational Therapy Assistant Delaware Technical and Community College, 2015
IX. Advisory board:

Department of Occupational Therapy Advisory Board

The Department of Occupational Therapy’s newly-developed advisory board will comprise a group of volunteers with diverse backgrounds and an interest in providing input to the program. The members include leaders in the Delaware community, practitioners, consumers, and vendors are invited to serve by the Chair of the MOT Department.

X. Statement on in-class Technology:

Students are required to have access to a computer in order to access educational resources utilized throughout the curriculum. Additionally, students are expected to check their MyWesley course pages, announcements, and campus email daily for communications from MOT faculty and staff. Students must only utilize technology during class or fieldwork time as it relates to approved activities or upon approval of the instructor. Any video and audio recordings must be approved by the course instructor. Apple watches must be removed during testing.

XI. Student Learning Outcomes

Through occupation, the program exists to liberate and empower its learners with the knowledge, skills, ethical attitudes, and capacity to transform the lives of consumers they encountered. Learners will be prepared to enter into the changing healthcare industry through training in interprofessional education, scholarship, leadership, professional and ethical behavior, and clinical reasoning. The program has a strong focus on emerging and innovative practice. Hence, learners will be equipped with needed abilities to achieve professional goals and to contribute to health and wellness of the local and global society. Hence, in addition to coursework, learner outcomes are assessed as follows. Poor performance in any area will require review from the faculty. A remediation process may be recommended:

Learner Outcomes (Correlated to Curricular Threads):

1. Professional and Ethical Behavior:
   • Presents with appropriate verbal and non-verbal communication with peers, faculty, staff, clients/patients
   • Demonstrates the standards outlined in the OT code of Ethics
   • Demonstrates appropriate physical appearance during classroom and field experiences
   • Displays appropriate interaction and engagement with peers, faculty, staff, client/patients

2. Interprofessionalism:
   • Exhibits knowledge of Occupational Therapy’s scope of practice
   • Demonstrates knowledge and a general understanding of the scope of practice of related fields
   • Explore collaboration to enhance patient/client goal attainment

3. Clinical Reasoning:
   • Demonstrates appropriate use of resources and tools during clinical application of concepts
   • Displays appropriate problem solving, clinical skills, and safety awareness under various circumstances
   • Exhibits professional behavior and appropriate mentor/mentee relationship

4. Health and Wellness:
   • Displays acceptance of differences with others and is open to change and complex situations
   • Demonstrates positive attitude and sense of community with peers, faculty, and staff
   • Exhibits personal demonstration of health through appearance, verbal communication, and non-verbal

5. Leadership:
   • Identifies own leadership style and goals
   • Displays advocacy for oneself and others physical, emotional, and social health and wellbeing.
   • Fosters advocacy for oneself and others physical, emotional, and social health and wellbeing.
   • Fosters a sense of teamwork through engagement and motivation of peers
   • Displays initiative and proactive behavior

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<td>I. Professional and Ethical Behavior</td>
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<td>Demonstrates the standards outlined in the OT code of Ethics</td>
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<td>Displays appropriate interaction and engagement with peers, faculty, staff, client/patients</td>
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<td>Demonstrates appropriate physical appearance during classroom and field experiences</td>
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No verbal, non-verbal, and written communication are exemplary and set a standard for others to emulate.
II. Interprofessionalism

Exhibits knowledge of Occupational Therapy’s scope of practice

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<thead>
<tr>
<th>Displays knowledge of Occupational Therapy’s scope of practice</th>
<th>Displays fair knowledge related to the occupational therapy domain</th>
<th>Displays thorough knowledge related to the occupational therapy domain</th>
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<tr>
<td>KS appropriate use of APA style with frequent errors or omissions.</td>
<td>Written communication displays appropriate use of APA style with few errors or omissions.</td>
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<td>Demonstrates collaboration with others within and outside of the field of occupational therapy</td>
<td>Fall to collaborate effectively with others within and outside of the field of occupational therapy</td>
<td>Displays appropriate collaboration with others within and outside of the field of occupational therapy</td>
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### III. Clinical Reasoning

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<td><strong>that significantly contributes to the team.</strong></td>
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Demonstrates use of resources and tools during clinical application of concepts

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Exhibits professional behavior and appropriate mentor/mentee relationship

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<td><strong>Never advocates for oneself</strong></td>
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<td>Fosters a sense of teamwork through engagement and motivation of peers</td>
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<td>Displays initiative and proactive behavior</td>
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<tr>
<td>Fail to display a sense of teamwork through engagement and motivation of peers</td>
<td>Oft en displays initiative and proactive behavior</td>
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XII. Overview of Fieldwork and Requirements

Fieldwork is an essential aspect of the MOT program. Learners are required to review the fieldwork handbook and acknowledge receipt of this handbook through signing and returning the signature page upon receipt. The following is a summary of necessary requirements progression into the Level II fieldwork courses.

- The student must be in good academic standing
- All course prerequisites must be successfully completed as outlined in the college catalog.
- Student must be registered for the course through the college registrar
- All required health and background check documentations must be submitted through Castle Branch as outlined in the Fieldwork handbook. Additional documents may be requested based on specific fieldwork placement requirements. Such documents must be received at least 30 days prior to the start of the Level II fieldwork. Failure to comply may result in a cancellation or delay of the fieldwork assignment.
- Any additional accommodations, specifically ADA accommodations, must be requested through Disability support services at least 60 days before the start of Level II fieldwork.
- Satisfactory score on the Learner Outcomes Rubric
- Fieldwork Completion Time: Level II fieldwork experiences must be completed within 24 months of the completion of prerequisite coursework.
- Completion of HIPPA and OSHA testing
- Remediation: A formal remediation plan is initiated by the AFWC following a discussion with the student or the fieldwork educator about a serious concern. The concern is deemed serious if the subject matter could interfere with the student successfully completing the fieldwork. The remediation plan will include development of a learning contract that outlines the behavior or action with specific objectives with strategies to remediate the behavior/actions. Weekly communication is completed until the behaviors/actions are remediated or the fieldwork ends.

CPR Certification

A CPR Certification is required for the students entering into the Wesley College OT program. There are several types of certifications available. The Wesley OT program requires the Basic Life Support (BLS) certificate. Basic life support includes adult and child CPR, AED training and choking management. BLS testing must be completed 1:1 with a mannequin as required for all health professionals. On-line courses or modified CPR programs will not be accepted to fulfill this requirement.

*In light of COVID-19, for Fall 2020, online and modified CPR programs will be accepted.
Masters of Occupational Therapy

AOTA Student Membership

It is required for the students in the MOT program to obtain an AOTA student membership. Students will join for the two year membership. Once the membership card is received, the student will forward a copy of the card to the fieldwork coordinator.

https://www.aota.org/AboutAOTA/Membership.aspx

XIII. Essential Skills and Requirements for Progression:

For students to progress throughout the curriculum, they must be in good academic standing. Such standards are outlined as follows:

**Employment during enrollment in the MOT program:** Due to the nature of the program’s requirements for successful progression, students should avoid employment while attending Wesley’s MOT program.

Only a grade of A, B, or C is considered to be a passing grade in a graduate course. Graduate students must maintain a minimum 3.0 cumulative grade point average [GPA] to remain in good academic standing in their program area and to meet the requirements for graduation with a master’s degree. Students falling below the 3.0 GPA will be placed on academic probation and will have one term (as defined within each program) to achieve the 3.0 status. Students who are not removed from probation after one term will be dismissed from the program. For the MOT program one term is defined as an academic semester. Hence, students must meet the GPA requirement no later than the culmination of the semester following the semester of probation to avoid dismissal. Students cannot receive probation more than two times during their academic career in the program. *Please note, failure of a Level II fieldwork could result in immediate dismissal from the program.

- All students are expected to acknowledge an understanding of the essential skills as outlined below. Students must have the ability to:

  1. **Physical Skills**: demonstrate the ability to exert 20 to 50 pounds of force occasionally and 10-25 pounds frequently to move objects, manage equipment and transfer clients. Occupational Therapist are classified in the medium strength category in the Dictionary of Occupational Titles: [http://www.occupationalinfo.org/07/076121010.html](http://www.occupationalinfo.org/07/076121010.html)

  2. **Ethics**: demonstrate an understanding of AOTA’s OT code of ethics and use the standards as a guide to act with integrity, accountability, judgments and ethical decision-making in the best interest of the client or community. The same principles are expected to guide professional behavior in interacting with peers, supervisors and all college staff. Refer to the link on AOTA’s code of ethics: [https://www.aota.org/-/media/corporate/files/practice/ethics/code-of-ethics.pdf](https://www.aota.org/-/media/corporate/files/practice/ethics/code-of-ethics.pdf)

  3. **Cognition**: demonstrate the cognitive skills necessary to reason, conceptualize, judge, calculate, plan and execute task safely and effectively in relation to the OT practice domain. Refer to O* Net for a
A comprehensive list of required cognitive abilities:
http://www.onetonline.org/link/summary/29-1122.00

4- **Visual – Perceptual/Social:** includes keen observation, proficiency in communication, satisfactory visual sensory/motor skills, behavioral regulation and social attributes necessary for interacting with clients, groups, peers, supervisors and faculty.

5- **Organization:** demonstrate the ability to self-regulate and manage responsibilities as demonstrated through being accountable for deadlines, completion of assignments to attendance to all mandatory classes and requirements. Adheres to regulatory, legislative and organizational policies related to OT practice.

XIV. **Academic Standards:**

The grading scale for graduate students is as follows:

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<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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*Instructors may choose not to implement + and – gradations.

**Incomplete Grades:**

- The grade of I is given when the student has not completed course requirements because of excusable reasons.
- A student who receives an incomplete grade must arrange to make up all deficiencies with the faculty issuing the grade.
- A student may retain a grade of incomplete for one calendar year. If not removed at the end of the calendar year, the grade will become an F.
- If a course with an incomplete grade is a prerequisite for another course, the next level course may not be taken until the grade of I is completed and replaced with a satisfactory grade.
- A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript.

**Academic Standing:**

- Students must maintain a minimum GPA of 3.00.
- Students may receive a maximum of two C grades during their time in the program.
- Students not meeting the requirements for academic progression will be dismissed from the program.
- Students receiving a grade below a C risk being dismissed from the program. Student will be placed on probation Student will be eligible to repeat the course.
- Students dismissed from a program may petition for re-admission following one year after dismissal.
- Students may repeat a maximum of two courses.
- Students may repeat the same course only once.
- Students may repeat a maximum of one Level II Fieldwork experience.
Grade Appeal: A student who contends that he/she received a grade below a B because of arbitrary or unethical behavior on the part of a faculty member may appeal the grade. Before initiating such action, the student must first attempt to resolve the issue with the faculty member. If the student is not satisfied, he/she can formally proceed by writing to the dean of the school in which the grade was assigned. The dean will meet with the faculty member and the student to examine all claims and relevant supporting materials or documents which pertain to the grade, such as the course syllabus/outline, mid-term exam, final exam, term paper, or any other outcome on which the final grade is based. If the dean supports the grade awarded, the issue is closed; the dean will officially notify the student. If no resolution can be reached, the dean will select three Graduate Programs Committee faculty members to review the grievance. This review will include separate meetings of this subcommittee and the student, then the subcommittee and the faculty member involved. The decision of the subcommittee will be final and binding on all parties.

Continuous Enrollment: Following matriculation, students are required to be enrolled for courses each semester for continuous enrollment to be achieved. Students who do not apply for a leave of absence and have not enrolled for at least one semester can be dropped from the program. If students are dropped from the program, they may petition for readmission by filing a new application at least 30 days prior to the start of the semester in which the student expects to enroll. A maximum of five calendar years from the date of matriculation is allowed for completion of the master’s program.

Progression, Probation, Remediation Plan, Dismissal, and Grievance: A student must be in good academic standing as outlined above. A student may not receive academic probation more than twice during their academic MOT program. In the case a remediation plan is set in place, the conditions of such plan must be met for progression in the program. In the case a dismissal from the program, the student can petition, through a formal written request, to be re-admitted following a period of one year following their dismissal. Dismissal can occur based on academic performance in addition to academic dishonesty of behavior endangering other’s safety and well-being as outlined below.

Leave of absence: A student may request a leave of absence from the MOT program for up to one calendar year. The request must be made in writing to the Department’s Program Director. Response to leave of absence requests will be at the discretion of the Program Director. It is the student’s responsibility to initiate and follow up regarding such requests and notifications regarding attendance.

Academic advisement: The department will assign a faculty member as academic advisor to all MOT students. Advisors will provide support and counsel in regards to academic progress and professional behaviors. However, students are responsible to complete course registration each semester. Advisee meetings are mandatory during the first semester in the MOT program. Students are required to meet with their advisor a minimum of two times during the first semester.

Confidentiality: The MOT department will maintain student records within the Castle Branch and MyWesley electronic records. In addition, student materials, grades, records, and files are considered privileged and confidential information. Hence, student records are stored and locked when not in use in file cabinets within the MOT Department. The MOT faculty, administrative assistant, and Wesley College administration are the only individuals with access to the student records. Students must complete a signed FERPA or provide a release for any student records to be released or shared verbally. All fieldwork documents are managed through the Wesley College TK20 assessment solution platform. The platform will be used for student evaluations and the student’s electronic portfolios will be accessible for present and post-graduation.

Grievance: Student complaints and concerns must be presented in a professional and constructive manner. Such grievances must first be presented to a course instructor when appropriate. If a resolution is not achieved, the student should contact the department Chair. The complete grievance process is outlined in the Graduate Student Handbook.

Students may be dismissed from the program for the following non-academic reasons:
- Academic dishonesty/plagiarism
- Behavior endangering others’ safety or well-being
- Disrespectful behavior towards faculty, staff, students, and others
- Unexcused absences/lateness to scheduled class times, required events, and fieldwork.
- Unprofessional behavior as outlined in the Learner Outcomes. Such behaviors include professional dress. Students in the program are expected to dress professionally for class as well as fieldwork. This includes clean clothing, personal hygiene, and appropriate footwear. Clean sneakers may be acceptable. Open toe shoes and sandals are not recommended secondary to safety concerns. Some fieldwork placements may require scrubs, lab coats, the use of masks and gowns in order to prevent the spread of infection, or specified uniforms.

XV. Equipment and Procedural Safety Policy
Students in the MOT program must:

- Follow universal precautions for infection control.
- Follow lab, classroom, and fieldwork procedures regarding student, faculty, and building safety.
- Follow fieldwork site procedures for reporting injuries.
- Report potential safety hazards and unusual occurrences to faculty or clinical instructor(s).
- Assist with the maintenance of equipment in working order including lab materials and assessment tools.
- Contribute to cleanliness of work area and maintains a safe environment.
- Explain fire extinguisher use and fire procedures within the building.
- Remove possible harmful objects from working environment.
- Observe proper precautions for self, peers, and consumers.
- Follows procedures of safe transfers and clinical precautions.
- Seeks assistance when activity, or fieldwork experience, is beyond the level of own experience, knowledge, or student role.


XVI. College Accommodations for Disabilities

Wesley College provides accommodative services to students with documented disabilities in adherence with the American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1972. Nondiscrimination under Federal Grants and Programs assures that no one with a disability is to be excluded from participating, denied benefits, or discriminated against because of that disability.

Students who have received accommodations in high school or have a disability are encouraged to contact the Office of Disability Support for information on how to submit documentation. Disability disclosure and request for academic adjustments are the responsibility of the student.

The Office of Disability Support is located in Parker Library on the first floor, PL112B.

C. Justin Berg
Coordinator of Student Accessibility Center
(302) 736-2739
justin.berg@wesley.edu

XVII. Student Resources

a. MOT Johnston Hall Student Lounge and Computer Lab: The MOT student lounge is located on the first floor in Johnston Hall, room 120. In addition, the Computer Lab in Johnston Hall is located on the second floor, room 249. It is available to students outside of scheduled class time.

b. Dining Hall: Students can utilize the dining hall located on the main campus in the College Center.

c. Parker Library and Electronic Resources:

i. The Robert H. Parker Library
   Main Number: (302) 736-2413
   Fax: (302) 736-2533
   Online catalog: http://ilsapp.lib.de.us/uhhtbin/cgisirsi/?ps=GR070GI4j4/WESLEY/162950102/60/81/X

d. Coordinator of Tutoring Services and Writing Center is located in Parker Library on the first floor, PL107A

   Danielle Archambault
   danielle.archambault@wesley.edu
   (302) 736-2565

e. MOT Book Reserve: Located at the Parker Library upon MOT student request

f. Assessments: Located within the department.

g. Pi Theta Epsilon: Students may have the opportunity to apply for the Occupational Therapy honor society Pi Theta Epsilon. The department will notify students of the process.
XVIII. Graduation Awards

The Department of Occupational Therapy may present as many as six awards at graduation:

- **Academic Performance Award**
- **Fieldwork Performance Award**
- **Leadership Award**
- **Scholarship and Research Award**
- **Philanthropic/Volunteer Award**
- **Founding Director’s Award**

XIX. Complaints Process

Wesley College’s Master’s of Occupational Therapy (MOT) program follows the ethical guidelines of the institution and those set by the profession. If a complaint occurs concerning the MOT program, the following procedures apply:

- Make every attempt to resolve the concern with the individuals involved
- Seek out the program director/chair to discuss the concern
- The concern will be documented through the confidential Lantern system
- If a resolution is not met, submit a written complaint to the MOT director/chair.
- The faculty and chair will work as a team to resolve the issue.
- If appropriate, the chair will notify the Vice President of Academic Affairs
- The complaint, meetings, and resolutions will be maintained through the Lantern System.

Appendix I. Occupational Therapy Code of Ethics:


Appendix II. Standards of Practice for Occupational Therapy


Appendix III. Confirmation of receipt

I certify that I have read and understand the above content of this handbook, including the essential functions and that I meet each of them, with or without reasonable accommodation. I am aware that as a Masters of Occupational Therapy graduate student I must abide by all rules and regulations of the program and Wesley College. I have reviewed this handbook and accept the student expectations explained in the handbook.

Print Name

______________________________

Signature

______________________________
Appendix IV. Photo/Video and media release

Wesley College and the MOT program posts images, video, and audio of the programs students, events, and course activities on social media, websites, and marketing publications.

By signing below you are granting Wesley College’s Masters of Occupational Therapy permission to use your image in photography, video, and audio.

Please note signing this release is NOT a requirement of the program. You may decline now or at any time in the future.

Print Name  

Signature  

Date  

☐ MOT has my permission to release my photo and video images.

☐ MOT does not have my permission to release my photo and video images.

*Submit this form to the MOT Administrative Assistant
Appendix V. Personal Data Sheet

Students must annually complete a student data form providing the department with all current information regarding name, residence, telephone number, e-mail, and emergency contact names. It is the student’s responsibility to inform Wesley College and the MOT office of all personal data information changes. Submit this form to the MOT Administrative Assistant.

PERSONAL DATA SHEET
FOR MOT STUDENTS
MUST BE COMPLETED EACH ACADEMIC YEAR OR IF THERE IS A CHANGE WITHIN THE SEMESTER

PERSONAL INFORMATION
Name ____________________________________________________________________________________
Local Address ____________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Best available phone numbers you can be reached. List all and circle which number applies.
Phone Number ____________________________ home/cell
Phone Number ____________________________ home/cell
Phone Number ____________________________ other

Best available email address. List all and circle which email address it applies.
Email ____________________________ personal/school
Email ____________________________ personal/school
Person to notify in case of an accident or illness:

Name ____________________________________________________________ Relationship______________

Address ______________________________________________________________________________________
_____________________________________________________________________________________________

Phone number 1: _____________________________ Phone number 2: _____________________________

Name ____________________________________________________________ Relationship______________

Address ______________________________________________________________________________________
_____________________________________________________________________________________________

Phone number 1: _____________________________ Phone number 2: _____________________________