



# Occupational Therapy Professional Master's Student Handbook 2016-2017

**Occupational Therapy Department  
Nicole Wertheim College of Nursing and Health Sciences  
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[ot.fiu.edu](http://ot.fiu.edu)**

**Professional Master of Science Degree Program**

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# Introduction

**Florida International University**  
**Nicole Wertheim College of Nursing and Health Sciences**  
**Occupational Therapy Department**  
**Curriculum Design**

**CNHS Mission:**

To prepare diverse healthcare professionals as providers and leaders in the delivery of high quality, accessible, culturally competent, and compassionate care within a highly technological and global environment.

To teach, conduct research, and practice in service to the community through inter-professional collaboration.

To create, promote, expand, and validate scientific knowledge and evidence-based practice through interdisciplinary research.

**CNHS Vision:**

The vision of the CNHS is to be globally recognized as the destination organization that is innovative inquiry driven and technologically advanced; drawing diverse faculty, students, staff and others for positive transformation of society with a focus on the health care needs of underserved populations.

**CNHS Values:**

Compassion, Caring, Innovation, Integrity, Collaboration, Cultural Competence, Global

## **Occupational Therapy**

### **Mission**

The mission of Florida International University's Occupational Therapy Department is to establish excellence in occupational therapy education, research and scholarly activities as well as to prepare culturally knowledgeable entry level practitioners who will provide evidence-based occupational therapy services to a locally and globally diverse community. The Department's mission reflects the College's mission, to teach, conduct research, and service the community. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment. The College promotes, expands, and validates scientific knowledge and evidence-based practice through interdisciplinary research. The Department's mission is in concert with the University's mission, to meet the educational and support needs of a diverse student population and provide opportunities for minority and non-traditional students.

### **Vision**

The vision of the Occupational Therapy Department is to be locally and globally recognized for quality occupational therapy education, community engagement, research and scholarly activity.

### **Philosophical Overview**

The Florida International University Occupational Therapy Department embraces the Philosophical Base of Occupational Therapy as stated by the American Occupational Therapy Association (AOTA, 1979):

Man is an active being whose development is influenced by the use of purposeful activity. Human beings are able to influence their physical and mental health and their social and physical environment through purposeful activity. Human life is a process of continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization. Biological, psychological and environmental factors may interrupt the adaptation process at any time throughout the life cycle. Dysfunction may occur when adaptation is impaired. Purposeful activity facilitates the adaptive process.

Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Activity as used by the occupational therapist includes both an intrinsic and a therapeutic purpose.

Our curriculum philosophy also embodies the profession's Centennial Vision concepts of an evidence-based profession that is globally connected with a diverse workforce prepared to meet society's occupational needs.

### **View of Humanity**

The FIU Occupational Therapy Department's view of humanity is consistent with the AOTA Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993).

1. All human life has intrinsic dignity and inherent worth. This inherent worth and dignity are not diminished by disease, dysfunction or disability.
2. Participation in occupations fosters a sense of competence and self-worth, which enhances dignity and quality of life.
3. Every individual has the potential for growth and change, and meaningful, satisfying interaction with the environment.
4. Each individual is unique. Diversity in human attributes, values, beliefs, and life styles is acknowledged and respected.
5. Human beings must be viewed holistically. The dynamic interaction of all aspects of the individual's life and environment, including physical, psychological, cognitive, social, emotional, spiritual and cultural components, must be considered when developing an understanding of the individual and the impact of occupational challenges on the individual.
6. Life experience and perspective is unique to the individual, and every individual has the right to make choices, and experience self-determination, freedom, and independence.

### **Approach to Learning and Instruction**

The preparation of entry level occupational therapists at Florida International University is viewed as a collaborative effort between each student and each faculty member and is based on the educational philosophy of pragmatism (Orstein, 1993, Breines, 1987) and the occupational therapy tenet of learning by doing. Central to pragmatism are the concepts of change, process, and relativity. Pragmatism views knowledge as a process that is constantly changing and learning is considered a transaction between the learner and the environment, both of which are constantly changing and adapting. The following statements represent our view of the teaching and learning process:

1. "Learning occurs as the person engages in problem solving; problem solving is moreover, transferable to a wide variety of subjects and situations" (Orstein, 1993, p.39).

2. Learning becomes an active process that may take place individually or in groups. Active learning is facilitated through reflection, critiquing, critical analysis, collaboration and discussion, viewing information from different perspectives, associating and organizing relevant information, and clarifying one's own point of view (Schmidt, 1993).
3. Given guidance and relevant experiences, the learner develops the ability to critically analyze and approach problems in a variety of settings and situations and to see the wholes and the parts and their relationship to each other and human performance.
4. Teaching students to be reflective and critical thinkers is central to the educational process and our philosophy of education. The curriculum fosters the acquisition of clinical reasoning, critical thinking, and judgment through teaching and active learning activities that promote reflective and evidence-based decision making in a student-centered learning environment.
5. Teaching and learning is a collaborative process between faculty and students. It is fostered by faculty who are well-informed educators, scholars, and professionals who model the level of excellence required of the students. The faculty member is accountable to design learning activities that challenge the student intellectually, convey accurate information and promote the professional development of the student as occupation- based and client-centered practitioner.
6. Students have a responsibility in the teaching and learning process to ensure that they have a commitment to a consistent level of preparation and participation in the collaborative process that will ensure mastery at the levels of knowledge, skill and attitude required.

### **Framework for the Curriculum Design**

The increasingly dynamic healthcare system requires graduates of an occupational therapy program to be flexible, autonomous, broadly educated generalists, and leaders who are able to use creative and critical thinking, as well as clinical reasoning with great effectiveness and efficiency. Consequently, the OT curriculum is designed in a planned progression to build upon and develop knowledge and skills at increasing levels of complexity, competence and integration. In conclusion, the content of the OT courses around the occupational therapy process with a focus on occupational performance throughout the life span is essential.

The sequence of the OT curriculum allows the students to construct their knowledge and skills at increasing levels of complexity, competence and synthesis. As the students' progress through the program, it is the goal of the faculty that they will achieve transformative learning. The focus of all of the courses is human occupation, occupation's relationship to development, the impact along the wellness-illness continuum on occupational performance, and the occupational therapy process as defined in the OT Practice Framework, for the purpose of enabling individuals to fulfill occupational roles to their fullest potential. Learning activities shape the student's holistic understanding of the relationship between occupation and occupational performance including the areas of daily living, work or productive activities, as well as, play and leisure. Ethical, scientific, historical, socio-cultural, political and economic factors provide a foundation and ongoing perspective in the education process.

As previously mentioned the OT curriculum sequence (Fig 1-3) allows students to construct their knowledge, perception and skills at increasing levels of complexity, competence and integration.

The curriculum sequence includes:

1. General Bodies of Knowledge – Reflects broad areas of study (i.e. social, behavioral, biological and physical sciences, education and contemporary society) which serve as foundations to the basic premises of occupational therapy.
2. Influence of Life Span Development on occupation (Individual, Family, Community, and Society) – Addresses the reciprocal influence of lifespan development on areas of

occupation and the health & wellness/illness continua. Focus is given to understanding the interdependent relationship between one's ability or inability to engage in occupation, and participation in life.

3. Occupation based intervention and Occupational Performance: – Focuses on the influence of factors such as: performance skills, performance patterns, context, activity demands and client factors on occupational performance. At this stage previously constructed knowledge is organized and applied to occupational therapy concepts and constructs.
4. Application of Knowledge to Practice – Applies knowledge gained through didactic coursework to practical simulations. At this stage, clinical reasoning is developed and refined.
5. Practice – Applies problem solving skills to assorted clinical contexts for the application of knowledge and skills in diversified environments.
6. Cultural Competency – Instills acceptance of self as a professional with recognition of concomitant responsibilities, duties and rewards.
7. Synthesis of practice and evidence – Integrates the end process of the development of a professional and beginning of professional development.

### **Student Learning Outcomes:**

The Florida International University Department of Occupational Therapy Department prepares competent entry-level occupational therapists through a curriculum that focuses on cultural diversity and globalization, occupational performance, research and evidence-based practice. Our graduates demonstrate the following core competencies.

1. Competent evidence-based practitioners
  - a. Graduates will be able to apply, evaluate, and synthesize evidence based practice (EBP) to create a specific program and/or intervention to promote efficacious, client-centered, culturally-relevant practice.
2. Competent in client-centered, occupation-based practice
  - a. Graduates will demonstrate entry-level competencies by engaging in a theoretically-informed process of evaluation, screening and intervention that is client-centered, culturally-responsive, and occupation-based
  - b. Graduates will select relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice
  - c. Graduates will collaborate with client, family, and significant others throughout the occupational therapy process
  - d. Graduates will establish an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
3. Culturally responsive
  - a. Graduates will be able to identify issues related to culture that impact the delivery of OT services in a culturally-diverse community

4. Advocacy
  - a. Graduates will be able to influence policies, practice, and education by being advocates for occupational therapy for individuals, populations, organizations, including those who have been marginalized and underserved
5. Research
  - a. Graduates will be able to increase body of knowledge in OT practice and health-related professions through preparation & dissemination of scholarship
6. Leadership/Management
  - a. Graduates will engage in formal/informal leadership activities at local and global level to enhance occupational therapy
7. Community engagement
  - a. Graduates will collaborate with stake holders in developing therapeutic programs based upon the needs identified by the community including emerging practice areas

### **Program Outcomes:**

Graduates of Florida International University Occupational Therapy Program shall:

1. Understand and appreciate the importance and relevance of human occupation and occupational performance to the unique characteristics of the person and environment in which the person is functioning
  - a. Identify, with the client, the personal meaning of occupations that yield unique characteristics of the individual and the context
  - b. Enable the client to perform personally valued and relevant occupations by collaborating with the client to remediate and/or compensate for performance skills that have been barriers
  - c. Design and provide services to ameliorate, maintain, or prevent deficits in occupational performance of self-care, education, work, play, leisure, and social participation
  - d. Solve problems related to occupational performance through creative reasoning skills that regenerate the client's sense of hope.
2. Be committed to evidence based practice and competent in research
  - a. Assume responsibility to seek evidence for continuously improving practice
  - b. Participate in activities that advance theoretical and practical knowledge through preparation and dissemination of scholarship
  - c. Engage in learning about new development and emerging areas of practice and critically apply new skills into practice
  - d. Select relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice
  - e. Establish an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
3. Be competent in client-centered, occupation-based, interprofessional practice (local & global, emerging practice)
  - a. Practice with the belief that the most important and valid perspective regarding occupational therapy outcome is that of the client
  - b. Build and maintain collaborative relationships with the client, family, and significant others, other members of the healthcare teams throughout the occupational therapy process
  - c. Demonstrate entry-level competencies by engaging in a theoretically-informed process of evaluation, screening and intervention that is client-centered, culturally-responsive, and occupation-based



4. Reflect the values and attitudes of the profession through ethical practice, social justice, and cultural responsibility
  - a. Identify issues related to culture that impact the delivery of OT services in a culturally-diverse community (case studies & FW survey)
  - b. Influence policies, practice, and education by being advocates for occupational therapy for individuals, populations, organizations, including those who have been marginalized and underserved and for the profession
  - c. Honor the uniqueness of all clients through a non-judgmental relationship that celebrate diversity in cultural expression, age, ethno-racial heritage, sexual orientation and religious practice
  - d. Respect the trust granted by a client and appreciate the responsibility of consensual therapy by exercising sound clinical judgment;
  - e. Develop partnerships with groups representing persons who are disabled in order to advocate for social justice and promote full participation in valued roles
  - f. Openly experience the perspective of different cultural groups with the global community
  
5. Adopt a stance of life-long community engagement and contribute to the local and global community in the health and well-being
  - a. Collaborate with stake holders in developing programming based upon the needs identified by the community including emerging practice areas
  - b. Act at the local level in one's immediate community recognizing that by participating locally one is also contributing globally.

# Person Environment Occupation Performance Model



Baum, C.M., & Christiansen, C.H. (2005). Person-Environment-Occupation-Performance: An occupation –based framework for practice

## Curricular Sequence

<i>General Bodies of Knowledge</i>	→	<i>Influence of Life Span Development on occupation</i>	→	<i>Occupation based intervention and occupational performance</i>	→	<i>Application of Knowledge to Practice</i>	→	<i>Practice</i>	→	<i>Cultural Competency</i>	→	<i>Synthesis of Practice and Evidence</i>
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**Curricular Flow:**

PREREQUISITES		PREREQUISITES				
Biology with Lab (4 cr) Human Anatomy with Lab (4 cr) Human Physiology (3 cr) Statistics (3 cr)		Abnormal Psychology (3 cr) Human Growth and Development (3 cr) Medical Terminology (3) Pathology (3 cr) Neuroscience (3 cr)				
DOMAINS	Occupational Foundation		OT Process		Practice	
STRANDS:	<u>Theoretical Base</u>	<u>Occupational Adaptation</u>	<u>Assessments and Plan</u>	<u>Scholarly Inquiry</u>	<u>Intervention</u>	<u>Fieldwork I -II</u>
<b>Fall 1</b>	OTH 5011 Theories and Practice in OT  OTH 5202 Development Lifespan I	OTH 5162 Adaptation of Human Occupation  OTH 5202 Development Lifespan I	OTH 5162L Adaptation of Human Occupation Lab  OTH 5202 Development Lifespan I Lab	OTH 5921L Integrative Seminar I  OTH 5760 Current Research in OT		
<b>Spring 1</b>	OTH 5203 Developmental Lifespan II  OTH 5414 Analysis of Human Motion	OTH 5203 Development Lifespan II  OTH 5524 Neuromotor Disorders I	OTH 5524 Neuromotor Disorder I  OTH 5414L Analysis of Human Motion Lab	OTH 5922L Integrative Seminar II  OTH 6772 Evidence-Based Practice	OTH 5524L Neuromotor Disorders I	
<b>Summer 1</b>	OTH 6281 Cultural, Global, and Environmental Issues in OT	OTH 6281 Cultural, Global, & Environmental Issues in OT  OTH 5430 Musculoskeletal Disorders I	OTH 5430 Musculoskeletal Disorders I		OTH 5430L Musculoskeletal Disorders I Lab	
<b>Fall 2</b>		OTH 6431 Musculoskeletal Disorders II  OTH 5301 Psychosocial Practice I  OTH 6706 OT Management	OTH 6431L Musculoskeletal Disorders II Lab  OTH 5301 Psychosocial Practice I  OTH 6706 OT Management	OTH 6923L Integrative Seminar III  OTH 6972 Master's Project	OTH 6431L Musculoskeletal Disorders II Lab  OTH 5301L Psychosocial Practice I Lab	
<b>Spring 2</b>		OTH 5438 Neuromotor Disorders II	OTH 5438 Neuromotor Disorders II  OTH 5725 Community-Based Practice	OTH 6950L Integrative Seminar IV  OTH 6973 Master's Project	OTH 5438L Neuromotor Disorders II Lab  OTH 5725 Community-Based Practice	Level I Psychosocial Fieldwork
<b>Summer 2</b>						OTH 5845 Level II
<b>Fall 3</b>				OT Elective	OT Elective	OTH 5846 Level II

## **Accreditation Status:**

The Occupational Therapy Program at Florida International University is accredited by the accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located 4720 Montgomery Lane, P.O. Suite 200, Bethesda, MD 20824-1220. ACOTE'S telephone number c/o AOTA is (301) 652-AOTA.

## **Certification and Licensure**

Graduates of the entry-level Professional Master of Science in Occupational Therapy program are eligible to sit for the National Certification Examination for Occupational Therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). Most states, including Florida require licensure in order to practice. State licensure in Florida requires successful completion 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. Students should be aware that it is difficult (or impossible) to obtain a license if they have ever been convicted, plead guilty or nolo contendere to a felony violation. Any student who is in this circumstance should investigate further before attending OT school.

## **Non-Discrimination Statement**

As a member of the State University System, the Occupational Therapy Department of Florida International University is committed to policies of non-discrimination with respect to race, national origin, color, religion, sex, sexual orientation, gender identity, disability (physical or mental), age, status as a parent, or genetic information.

## **Section I: General Information Occupational Therapy Department Information**

Student Performance Standards: If a student cannot demonstrate the skills and abilities identified in the Student Performance Standard document (see Appendix II), it is the responsibility of the student to request an appropriate accommodation. If a student has a documented disability they MUST register with the Disability Resource Center (DRC) (<http://studentaffairs.fiu.edu/student-success/disability-resource-center/>). It is the student's responsibility to work with the DRC to manage any and all aspects of requested accommodations. FIU will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

Attendance: Regular attendance is expected. Each faculty member determines the specific attendance policy for his/her respective courses. Students should consult with individual faculty members for specific information on attendance policies.

Tardiness: Entering a classroom/lab late is disruptive to the faculty and other students. Occasional problems prevent punctuality but chronic tardiness is a sign of poor work habits and non-professional behavior. Faculty may refuse entry to the classroom to any student who is tardy.

Duplication Services: The department duplicating equipment may not be used by students. If copies are needed for class distribution, speak with the specific faculty member to ascertain if the department or student is incurring the cost. Duplicating machines are located in the library on all floors.

Borrowing Equipment: All borrowed equipment must be signed out by a faculty member. You are responsible for returning it to its original location and signing it back in with the individual faculty member. You assume financial responsibility for the equipment until it is returned.

Bulletin Boards: There is a student bulletin board in the fourth floor, outside of the Labs, in the Academic Health Center 3 building. They contain employment positions, scholarship and work study applications, as well as information on fieldwork placements. One section is reserved for information posted by students.

Posting Grades: Posting individual student grades by name or social security number is strictly prohibited (Buckley Amendment). Grades may not be given over telephone by department staff or faculty. Faculty will notify you how grades/exams/papers are returned to students in their individual courses.

Cancellations: The faculty of the Occupational Therapy Department makes every effort to avoid cancellation of classes except for holidays recognized by the University. In the event that a class is canceled, advance notification will be given to students, when possible, and an effort will be made to reschedule the class.

Laboratories: Students are responsible for keeping labs clean and neat. At the close of all laboratory sessions, students are responsible for clean-up and for returning the lab to a neat and clean appearance.

Smoking: FIU is a smoke-free facility. Smoking is not permitted anywhere on campus.

Eating in class: No food or drinks are permitted in the classrooms.

Recording Lectures: Students must ask for the instructor's permission to record lectures. The instructor has the right to refuse.

Phones: Departmental telephones are not available for personal use by students. Cellular phones **MUST** be kept on "silent" mode while class is in session. Use of cellular phones during class is disruptive and is not permitted.

Visitors: If a student wishes to bring a visitor to class, he/she must obtain permission from the faculty member in advance. The instructor has the right to refuse.

Graduation: Check the university calendar to make sure you file the 'intent to graduate' form. Students who miss this deadline will be unable to graduate until the following semester.

## **Student Services**

Occupational therapy students can access FIU student services at:

- <http://www.fiu.edu/current-students/>

Student services offered by the Nicole Wertheim College of Nursing and Health Sciences are located at

- <http://cnhs.fiu.edu/services/index.html>

Bookstore: The FIU Bookstore is located in the GC building on the Modesto Maidique Campus. The bookstore carries all required and recommended occupational therapy texts, general student supplies, and personal items. Payment may be made by cash, personal check, University/debit card or Master Card/Visa.

Library: Libraries are located on both campuses. Most of the material directly related to occupational therapy is found at the Modesto Maidique Campus library. Below is a link to a tutorial that allows you to view library tutorials: <http://www.screencast.com/users/StephanieB/folders/Jing/media/4e886e46-aa0b-4c4d-9187-035f1a3d9c4f>

University Learning Center: Students are highly encouraged to utilize the services offered by the Learning Center. Some of the programs offered include dealing with test anxiety, improving study habits, preparing for examinations, and improving reading and/or writing skills. The Learning Center is located in GL 120, 305 348-2180.

Student Health Services: The Student Health Services office is located at the University Health Services Complex (UHSC). Student Health Services are available for current student use only and may not be utilized for family members. Registered nurses and a family nurse practitioner are available during regular office hours to provide assistance and consultation on a variety of health care concerns. Physician services are available by appointment only. Student Health Services also offers a prescription service at reduced rates to students. For further information, please contact 305-348-2401.

Counseling: Any student who appears to be experiencing academic difficulty in any course may receive written notification from the Occupational Therapy Department and will be requested to schedule an appointment with his/her faculty advisor. Students who perceive that they are experiencing difficulty or anticipate that problems may occur are encouraged to discuss these problems with their advisors.

The Counseling and Psychological Services (CAPS) Center offers a personal counseling service to students. The counseling center is located at the University Park Campus in UHSC 270, 305 348-2277. At the Biscayne Bay Campus, it is located in room WUC 320, 305 919-5305.

Health Insurance: Students enrolled in the OT program at FIU are **required to obtain insurance** to cover health and medical expenses. FIU offers a Student Accident and Insurance Plan at reasonable rates to currently enrolled students. Application and information may be obtained from the Student Health Services. Benefits are described in the Student Accident and Insurance brochure, also available at the Student Health Services office.

#### Campus Safety and Emergency Plans:

Policy and procedures for on-campus safety can be found on the FIU Police Website at Campus Security. Policy and procedures for emergency management are published on the FIU Emergency Management website at Emergency Management.

Policy and procedures for occupational therapy classroom, laboratory and fieldwork safety and precautions are published in the Occupational Therapy Student Laboratory and Safety Manual. The manual is published on the OT Department website and is reviewed with the students on the first semester.

#### **Student Organizations**

**Student Occupational Therapy Association:** The mission of the FIU-Student Occupational Therapy Association (SOTA) is aiding and promoting the growth and development of professionalism of both thought and action in students participating in the Occupational Therapy Program. Membership is open to all occupational therapy students who are registered for courses. Officers of SOTA include President, Vice President, Secretary, and Treasurer. A faculty advisor is assigned to offer suggestions and guidance concerning SOTA's goals.

**Occupational Therapy Honor Society (Pi Theta Epsilon):** The National Occupational Therapy Honor Society is Pi Theta Epsilon (PTE). The purposes of the honor society are:

1. To recognize and encourage scholastic excellence in occupational therapy students;
2. To contribute to the advancement of the field of occupational therapy through scholarly activities; and
3. To provide a vehicle for professional, entry-level students enrolled in accredited programs in occupational therapy to exchange information and to collaborate on scholarly activities.

Specific membership criteria are available from the Pi Theta Faculty Advisor. The faculty advisor will notify students of their eligibility at the end of the first semester and invite them to become members. In addition to maintaining high academic standards, the students in the honor society are expected to perform a

service activity for the community each year. A formal induction ceremony for the Mu Chapter at FIU is held every spring semester.

## **Section II: Policies and Procedures**

This section describes OT Department, Nicole Wertheim College of Nursing and Health Sciences, and University Graduate School policies and procedures for student retention and program progress and completion.

Students may access the FIU Graduate School Policies and Procedures at:

- <http://gradschool.fiu.edu/>

### **2.1 Requirements for Program Completion**

The Professional Master of Science in Occupational Therapy curriculum is designed to be completed in seven semesters on a full-time basis including all clinical fieldwork requirements. All fieldwork must be completed within 24 months following completion of the didactic portion of the program.

#### **Transfer Credits**

A maximum of six semester hours of graduate credit earned from another institution beyond a bachelor's degree may be accepted towards the MS degree.

The following circumstances may/will affect a student's progression in the program, delaying program completion, graduation, and credentialing. Section 2.3 specifies policies on retention.

- Failure of required professional curriculum courses including fieldwork.
- Graduate GPA below 3.0.
- Dismissal or disciplinary actions by the department or the University.
- Student withdrawal from the program.

To be eligible for graduation:

- The student must satisfactorily complete all didactic and fieldwork requirements within program guidelines.
- Have a minimum graduate GPA of 3.0.
- Meet University deadlines for graduation applications.
- Students must be enrolled in courses during the semester they graduate. Students cannot graduate the same semester they are re-admitted to the university.

Florida International University  
 Nicole Wertheim College of Nursing and Health Sciences  
 Professional Master of Science in Occupational Therapy  
 Curriculum Sequence\* (Effective Fall 2013)

Fall (Year 1)		
OTH 5011	Theories and Practice in OT	3 credits
OTH 5162	Adaptation of Human Occupation	2 credits
OTH 5162L	Adaptation of Human Occupation Lab	1 credit
OTH 5202	Development Lifespan I	2 credits
OTH 5202L	Development Lifespan I Lab	1 credit
OTH 5760	Current Research in OT	3 credits
OTH 5921L	Integrative Seminar I	2 credits
		Total: 14 credits
Spring (Year 1)		
OTH 6772	Evidence Based Practice	3 credits
OTH 5203	Development Lifespan II	3 credits
OTH 5414	Analysis of Human Motion	3 credits
OTH 5414L	Analysis of Human Motion Lab	1 credit
OTH 5524	Adaptation of Human Occupation and Environment for Neuromotor Disorders I	3 credits
OTH 5524L	Adaptation of Human Occupation and Environment for Neuromotor Disorders I Lab	1 credit
OTH 5922L	Integrative Seminar II	2 credits
		Total: 16 Credits
Summer (Year 1)		
OTH 5430	Adaptation of Human Occupation and Environment for Musculoskeletal	2 credits
OTH 5430L	Adaptation of Human Occupation and Environment for Musculoskeletal Lab	1 credit
OTH 6281	Cultural, Global, and Environmental Issues in OT	3 credits
		Total: 6 credits
Fall (Year 2)		
OTH 6431	Adaptation of Human Occupation and Environment for Musculoskeletal Disorders II	2 credits
OTH 6431L	Adaptation of Human Occupation and Environment for Musculoskeletal Disorders II Lab	1 credit
OTH 5301	Psychosocial Practice I	2 credits
OTH 5301L	Psychosocial Practice I Lab	1 credit
OTH 6972	Master's Project	3 credits
OTH 6706	OT Management	3 credits
OTH 6923L	Integrative Seminar III	2 credits
		Total: 14 credits
Spring (Year 2)		
OTH 5843	Psychosocial Practice II	3 credits
OTH 5438	Adaptation of Human Occupation and Environment for Neuromotor Disorders II	3 credits
OTH 5438L	Adaptation of Human Occupation and Environment for Neuromotor Disorders II Lab	1 credit
OTH 5725	Community Based Practice	3 credits
OTH 6973	Master's Project	3 credits
OTH 6950L	Integrative Seminar IV	2 credits
		Total: 15 credits
Summer (Year 2)		
OTH 5845	Level II Fieldwork I	6 credits
		Total: 6 credits
Fall (Year 3)		
OTH 5846	Level II Fieldwork II	6 credits
	OT Elective	3 credits
		Total: 9 credits
TOTAL CREDITS	FOR MSOT PROGRAM	80 Credits



## 2.2 Faculty Advisors

Upon admission, each student will be assigned a faculty advisor for their professional coursework. Students **must** meet with their faculty advisor a **minimum of one time each term** to discuss their progression in the program and review their course GPA. Additional advising sessions are available to students during faculty members' regular office hours or by appointment to discuss issues relating to academic or clinical performance, questions or concerns related to the occupational therapy program, or other issues related to the student's educational program. Faculty may request to meet with a student as indicated. A conference form will be filled out by the faculty advisor after each meeting. You may be asked to sign the conference form to acknowledge its content. Faculty advisors do not provide personal counseling to students, but may serve as a referral source for students desiring counseling of a more personal nature.

It is the department policy that faculty will meet with a student individually when requested by the student. Spouses, parents, and/or significant others are not to be present during these meetings unless the faculty has previously agreed/ been notified of such a meeting.

The Academic Fieldwork Coordinator for the program is primarily responsible for assigning students to their fieldwork sites. Other faculty will be responsible, in accordance with their faculty course assignments, to advise students during their Level I and Level II clinical fieldwork. Fieldwork advising is documented in the student's department file.

## 2.3 Retention

### 2.3.1 Academic Standing and Retention

Graduate students are required by the University to maintain a cumulative GPA of 3.0 or higher.

Students may not have a cumulative GPA below 3.0 more than two semesters. The first semester a student's cumulative GPA falls below 3.0 he or she will be placed on academic warning. The second semester a student's cumulative GPA is below 3.0 he or she will be placed on academic probation. If the student's cumulative **and** term GPA is below 3.0 for a third semester, the student will be dismissed from the program. Instances of academic warning, academic probation, and dismissal may or may not occur in consecutive semesters. No student will be dismissed who has not attempted a minimum of 12 credits.

For more information, please visit <http://gradschool.fiu.edu/policies-procedures.shtml>.

### 2.3.2 Good Standing:

To achieve and maintain a classification of "good standing", the student must maintain a GPA of 3.0 in graduate courses with a minimum of a "C" (73%) or better in all required OT courses including OT electives.

### 2.3.3 Course Failure:

Course failure is defined as completion of any course with less than a "C" (i.e. "D", "F", or "I"). Pending faculty review, the student may be allowed to repeat the course. The student must successfully complete the failed course(s) **with the grade of "B"** in order to continue in the OT program. A failure in a course will interrupt the planned course sequence. OT students have the right to withdraw from the program at any time. Being a locked-step, full-time program, OT students cannot selectively withdraw/drop courses.

### 2.3.4 Academic Failure:

Any student whose graduate GPA falls below a 3.0 GPA in any semester or who receives a grade lower than a "C" in any **one** required course comes before the faculty for academic review. Faculty will determine if the student will be allowed to continue in the program; continuation in the program is not automatic.

A student who receives a grade below a C in two courses, will be dismissed from the OT program.

The Occupational Therapy Department abides by the following grading scale:

<u>Grades</u>	<u>Percentage</u>	<u>Grade points per credit hours</u>
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76 <b>PASSING LEVEL</b>	2.00
D	60-72	1.00
F	0- 59	0.00
<b><u>PASS/FAIL GRADES</u></b>		
P	73-100	N/A
F	0-72	N/A

### 2.3.5 Academic Dismissal:

There are several ways to be academically dismissed from the OT Program.

- Recommended dismissal following a faculty review following a course failure
- Two “academic failures” of required courses. Refer to 2.3.4
- Academic probation for a total of 2 semesters (either consecutively or inconsecutively)
- Violation of the rules of student conduct leading to disciplinary action

If dismissed, the student will meet with the Chair of the OT program and will be given a written dismissal verification notice. A copy will be filed in the student’s academic file maintained by the Department. The student may appeal via the NWCNHS grievance process. This process represents dismissal from the OT program (not necessarily the Graduate School). The student may seek other program options at FIU or transfer to another institution

### 2.3.6 Re-Admission:

A student who has been academically dismissed from the OT program may apply for re-admission to the OT program after one year. There is no automatic readmission to the program after dismissal from the program. Re-admission criteria shall include consideration of previous performance in the graduate program in addition to the current admission requirements.

### 2.3.7 Curriculum Sequence Disruption:

Students who have an academic failure, academic dismissal or who have withdrawn from the program for a period of time and successfully reentered the program will have a revised plan of program progression. Students must repeat and pass any class that was failed or not completed prior to moving on to other coursework (i.e. students will not be able to take courses for which they do not meet the prerequisites).

### 2.3.8 Nicole Wertheim College of Nursing and Health Sciences Student Clinical Grievance/Appeal Procedure

NWCNHS students have the right to appeal clinical grading/course requirements and program progression/dismissal decisions. Students who wish to appeal MUST FIRST follow the CNHS clinical grievance/appeal procedure found in the CNHS website.

#### CNHS Appeal Process

- Student must speak with the course faculty member(s) about grade or other controversies/course complaints within two working days after the grade is posted
- If unresolved at the faculty level, the student has seven working days to proceed with the appeal to the level of the Department Chair. A signed hard copy of the grievance with the students contact information must be presented. The Department Chair will respond within 10 business days.
- For more information about the grievance procedure, see the CNHS clinical grievance/appeal procedure found in the CNHS website: [http://cnhs.fiu.edu/about-us/faculty-procedures/fac\\_proc\\_sagrievance.pdf](http://cnhs.fiu.edu/about-us/faculty-procedures/fac_proc_sagrievance.pdf)

#### FIU Appeal Process

- Graduate Students  
Grievances that fall outside academic grading/course requirement and academic progression/dismissal decisions may be appealed through the FIU appeal process. See the **FIU Graduate Student Academic Grievance Policies and Procedures** for the appeal procedure at the University level.  
<http://gradschool.fiu.edu/academic-grievance.shtml>

## 2.4 Integrity and Academic Misconduct

Students are expected to adhere to the highest standards of integrity. Any form of cheating is considered a very serious offense. Charges may be filed with the Office of the Vice President for Academic Affairs in accordance with the regulations outlined in "Rights and Responsibilities of Students" Florida International University. Penalties for cheating are severe. **The OT faculty is adamant that cheating in any form will not be tolerated.** Students should be familiar with the University's code of student conduct.

Please visit:

<http://academic.fiu.edu/AcademicBudget/misconductweb/1acmisconductproc.htm>

#### Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and

community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

## **Pledge**

### **As a student of this university:**

- I will not cheat, nor will I aid in another's cheating.
- I will be honest in my academic endeavors.
- I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions, as outlined below.

### **Academic misconduct includes, but is not limited to:**

- Cheating, including unauthorized possession of exam papers or such
- Plagiarism, including sources from internet
- Intentionally lying or misrepresenting
- Unauthorized appropriation of computer services
- Bribery
- Conspiracy and/or collusion
- Falsification of records
- Academic dishonesty

### **Disciplinary sanctions include, but are not limited to:**

- Expulsion, including record on transcript
- Suspension, including record on transcript
- Disciplinary probation
- Failing or reduction of grade
- Restitution or reimbursement for damages
- Restriction of University privileges
- Service to the University
- Counseling
- Enrolling in a specified course

## **2.5 Guidelines for Exams**

Departmental procedure is that when exams are administered, students are required to leave all personal belongings including, but not limited to: book bags, purses, briefcases, cellular phones, and books in the front of the classroom. University policy also states that students do not wear caps during exams. ALL cellular phones and electronic devices MUST be put on "silent" mode, not vibration. Failure to comply will result in the student receiving a failing grade (F) in the test.

## **2.6 Professional Behavior:**

Students are expected to exhibit professional behaviors necessary for occupational therapy practice. These behaviors include, but are not limited to: arriving in class on time, staying for the duration of the session, notifying the instructor prior to an absence, demonstrating active listening, participating in class discussions, asking for clarification when needed, and showing respect for the instructor and fellow classmates and the environment by **not** using email, instant messaging, and text messaging during class sessions.

### **Use of Laptops and Other Technology**

Use of electronic technology in the classroom will be limited to note-taking or for the purpose of enhancing learning of the topic under discussion. Laptops and other electronic media may not be used in class to check email, surf the web, text message, or complete other instructors' assignments, etc. Use of laptops and other electronic devices is at the instructor's discretion.

## **2.7 Online Courses:**

Some occupational therapy courses may be offered as on-line or hybrid courses.

## **2.8 Program Policies on Written Work:**

The occupational therapy faculty established the following policies on written assignments. These policies will be followed in all occupational therapy classes:

1. Assignments, so designated, are to be submitted in typed form. Instructors may refuse to accept handwritten papers.
2. Grades on papers may be lowered by one letter or up to 10% of the numerical grade for the following types of deficiencies:
  - a. Spelling errors
  - b. Poor sentence structure
  - c. Poor grammatical usage
  - d. Poor organization of paper
  - e. Redundancy
  - f. Inappropriate use of technical terminology
  - g. Typographical errors
  - h. Hand corrected typing errors, or messy corrections
  - i. Failure to effectively proofread papers

The style of organization and referencing which is required for all papers written in this program is the **American Psychological Association (APA) Style Manual (sixth edition)**. It is available in the campus bookstore.

Students who have problems with writing, or are unsure of their grammar or spelling should make full use of the services at the Learning Center.

<http://learningcenter.fiu.edu/>

## **Section III: Fieldwork**

**3.0** Students must satisfactorily complete all Level I and Level II fieldwork placements and assignments. The policies and procedures for fieldwork education are in the Student Fieldwork Manual located on the Occupational Therapy Department website. Students are responsible for reading and following all policies and procedures contained in the Student Fieldwork Manual.

[http://cnhs.fiu.edu/ot/field\\_work\\_info.html](http://cnhs.fiu.edu/ot/field_work_info.html)

**3.1.** Students are required to attend all fieldwork meetings. It is the student's responsibility to personally contact the fieldwork coordinator if they are unable to attend any meetings.

**3.1.1** Students must meet the demands of the program and possess the abilities reflected in the Student Performance Standards (SPS) (see Appendix II) with or without accommodation for successful completion of degree requirements

**3.1.2 Accommodation:**

Students with disabilities that may affect their clinical performance may request reasonable accommodation for clinical placements. Students must be eligible under the definitions of the Americans with Disabilities Act (ADA) in order to request accommodation. Students requesting accommodation should contact the fieldwork coordinator prior to placement. It is highly recommended students disclose a disability prior to starting fieldwork. The fieldwork coordinator will work with students requiring accommodation to provide the student equal opportunities in fieldwork while meeting their individual needs. Students who neglect to do so may find that the site cannot accommodate their needs at the last minute.

**3.1.3** Students must follow facility/ FIU dress code requirements (See Appendix I).

**3.1.4** Students must conduct themselves in an ethical and professional manner at all times and abide by the current occupational therapy code of ethics.

**3.1.5 Drug Testing/Criminal Background Checks:**

Fieldwork facilities may require drug testing or a current (within a year) criminal background check prior to a clinical affiliation. Students will be required to cover any costs associated with these requirements.

**3.1.6 Withdrawal or Termination of Fieldwork Due To Inadequate Performance:**

Students who withdraw from an internship or are asked to withdraw due to inadequate performance will receive a failing grade for that fieldwork. Inadequate performance may include unprofessional workplace behaviors, poor skill performance, poor clinical judgment, and any behaviors that put a patient/client at a safety risk. There is no credit for partial time served in an internship that must be terminated due to inadequate performance. Students who fail an internship may repeat one and only one internship. Students who fail two clinical internships will be dismissed from the program. Students who have not completed six months of Level II fieldwork will not be eligible to receive their master's degree in occupational therapy. Students must complete all Level II Fieldwork within 24 months of the completion of didactic coursework.

Students who withdraw from fieldwork due to illness are required to provide a physician's statement indicating the student's ability to resume full duties before being rescheduled for a clinical internship.

Any student who fails or withdraws from a clinical internship loses the right to choose clinical placement sites. Students will be placed a maximum of three (3) times for clinical sites. The student will be required to meet with the clinical coordinator and may be required to sign a contractual letter regarding responsibilities for subsequent clinical placements. Credit for time served will NOT be granted. Students who withdraw or are withdrawn from a scheduled fieldwork are not eligible to start another fieldwork until the next scheduled rotation. Students who marginally pass may be required to complete additional fieldwork.

A student who is having difficulty during fieldwork should attempt to discuss the issues with the supervisor and should immediately contact the Academic Coordinator. The Academic Coordinator will discuss options for a successful continuation and completion of fieldwork.

## 3.2 Preparation for NBCOT

### **National Certification Review Course:**

Students are required to attend a national certification review course, as arranged and scheduled by Occupational Therapy Administrator or his/her designee. All students enrolled in the MSOT program are required to register for the TherapyEd review course in OTH 5846. **Failure to enroll in the review course will constitute a failing grade in OTH 5846.** Additional resources may be made available. Students will have a variety of opportunities to prepare for the required NBCOT exam.

## APPENDIX I

### AS A REPRESENTATIVE OF FLORIDA INTERNATIONAL UNIVERSITY AND THE OCCUPATIONAL THERAPY PROGRAM

#### THE FOLLOWING PROFESSIONAL DRESS CODE MUST BE OBSERVED DURING FIELDWORK

Uniform: Varies with the facility.

Unless otherwise instructed, students are to wear their FIU-Occupational Therapy polo shirts and khaki slacks.

*Facilities may require the following: White, short lab coat and/or scrubs with OT name tag.*

*General dress considerations:* Students should always dress in a professional manner, even when casual dress is specified. Shirts/blouses must have collar and be long enough to tuck into skirt/slacks. Any tattoos must be covered. Shorts and jeans should never be worn, and skirts/dresses should be at or below the knee. Wear closed toe shoes - no sandals, high heels or tennis shoes (unless specified by the clinical setting). When in doubt be conservative.

Jewelry:

Be conservative. **NO** large earrings, bracelets, pins, flowers, pendants, or large rings are allowed.

Hygiene:

Hair: Clean and neatly styled and away from the face. Beard or mustache must be neatly trimmed.

Body: Clean, use deodorant.

Perfume: Do not wear heavy perfume or cologne to the clinic.

Nails: Neatly trimmed, clean, nail polish, if worn, must be muted colors in good repair and less than ¼ inch in length.

Make-up: Conservative and low key.

Professional Behavior:

Smoke only in designated areas. Chewing gum is not allowed.

Student must adhere to the cell phone policies of the fieldwork site. Always arrive on time.

Do not plan to leave early.



## APPENDIX II

### STUDENT PERFORMANCE STANDARDS

Successful participation and completion of the Occupational Therapy Program requires that the student must be able to meet the demands of the program. Occupational therapy students must be able to perform academically in a safe, reliable and efficient manner in classrooms, laboratory and clinical situations. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the AOTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the progression in the program. Those abilities that the student must possess to practice safely are reflected in the standards that follow.

Occupational Therapy students must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

	STANDARD	EXAMPLES
Critical Thinking	Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.	<ul style="list-style-type: none"><li>- Applies critical thinking processes to work in the classroom, laboratory and the clinical experiences.</li><li>- Exercises judgment in decision making abilities during class, laboratory and in clinical experiences.</li><li>- Follows safety procedures established for each class, laboratory and clinical experience.</li><li>- Demonstrates the ability to self-evaluate.</li><li>- Demonstrates the ability to identify problems and offer possible solutions.</li></ul>
Interpersonal	Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions. Cooperates with others.	<ul style="list-style-type: none"><li>- Demonstrates interest in classmates, faculty, patients/clients.</li><li>- Demonstrates the ability to get along with and cooperate with others.</li><li>- Demonstrates the ability to listen to others</li><li>- Demonstrates the ability to provide suggestions/recommendations to others.</li><li>- Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.</li><li>- Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and</li></ul>

		cultural backgrounds.
Communication	Demonstrates the ability to communicate clearly with patients/clients, physicians, others health professionals, family members, significant others, care givers, community or professional groups and colleagues. Communication includes: speech, language, nonverbal, reading, writing and computer literacy.	<ul style="list-style-type: none"> <li>- Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention</li> <li>- Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.</li> <li>- Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms.</li> <li>- Responds to patient calling or any other warning call and machine alarm.</li> <li>- Demonstrates skill in utilizing various computer programs to prepare assignments, presentations, and documentation as required in the classroom, laboratory and clinical environments..</li> </ul>
Motor Skills	Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.	<ul style="list-style-type: none"> <li>- Moves around in classroom, laboratory, patient/client's room, therapy/treatment area.</li> <li>- Moves to and from departments to patient/client's rooms.</li> <li>- Provides for patient/client safety and well-being in all therapeutic or transporting activities by utilizing proper body mechanics.</li> <li>- Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.</li> <li>- Knowledge of how to perform CPR</li> </ul>
Hearing	Demonstrates functional use of hearing to monitor and assess health needs.	<ul style="list-style-type: none"> <li>- Demonstrates ability to obtain and utilize information directly from instructors, fieldwork supervisors and classmates in lecture, laboratory simulations/ activities and clinical experiences.</li> <li>- Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client,</li> </ul>

		<p>caretaker and/or family member.</p> <ul style="list-style-type: none"> <li>- Responds to monitor alarms or cry for help and/or assistance.</li> </ul>
Visual	Demonstrates visual acuity and perception sufficient for observation and assessment.	<ul style="list-style-type: none"> <li>- Demonstrates ability to obtain and utilize information directly from lectures, and laboratory demonstrations/activities.</li> <li>- Demonstrates the ability to obtain and utilize information via observation from patients/clients, e.g. movement, posture, body mechanics, etc, necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.</li> <li>- Receives information from treatment environment.</li> </ul>
Tactile	Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.	<ul style="list-style-type: none"> <li>- Demonstrates the ability to senses changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature.</li> <li>- Demonstrates the ability to gather accurate objective evaluative information via tactile abilities in a timely manner.</li> <li>- Demonstrates the ability to obtain and utilize information about an individual via tactile abilities during treatment activities.</li> </ul>
Self-Care	Maintains general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical setting.	<ul style="list-style-type: none"> <li>- Maintains hygiene while in lectures, laboratory experiences, and clinical experiences.</li> <li>- Demonstrates safety habits and work area neatness.</li> <li>- Understands components of a healthy lifestyle.</li> <li>- Meets all health requirements of the OT Program.</li> </ul>
Intellectual Abilities	Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.	<ul style="list-style-type: none"> <li>- Demonstrates ability to comprehend and follow verbal and written instructions.</li> <li>- Consistently meets course requirements of all courses in the OT Program, passing each course with a grade of "C" or better.</li> <li>- Can learn to reconcile conflicting information</li> <li>- Written communication:</li> </ul>

		Demonstrates ability to use proper punctuation, grammar, spelling; work is neat and legible.
Commitment to Learning	Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.	<ul style="list-style-type: none"> <li>- Completes readings, assignments, and other activities outside of class hours.</li> <li>- Demonstrates initiative, motivation and enthusiasm related to course requirements..</li> <li>- Demonstrates ability to complete all work without evidence of cheating or plagiarism.</li> <li>- Attends all class/ laboratory/clinical as assigned.</li> <li>- Is consistently punctual to all class, laboratory, and clinical assignments.</li> </ul>
Affective Learning Skills (behavioral & social attitudes)	Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical setting. Acknowledges and respects individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients/clients.	<ul style="list-style-type: none"> <li>- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints.</li> <li>- Demonstrates willingness to accept challenges.</li> <li>- Open to feedback.</li> <li>- Listens actively.</li> <li>- Follows guidelines and rules for the program and university.</li> </ul>

(Adapted from D. Chasanoff, MEd., 2007, Manatee Community College, FLOTEC)

If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. FIU will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

In order for a student to receive reasonable accommodations, they must be registered with the Disability Resource Center.

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