

# OCCUPATIONAL THERAPY, M.S.O.T.

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## Contact

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## Mission

UNE Occupational Therapy (OT) Mission is to develop innovative and collaborative OT practitioners and leaders who respond to the dynamic needs of people and communities to support health and wellness through occupational engagement.

## Vision

Our vision is to lead the profession in meeting society's occupational needs of people, communities, and populations by fostering excellence in occupational therapy teaching, scholarship, and service.

## Program Description

Occupational therapy (OT) is a health profession whose practitioners work with persons, groups, and populations of all abilities across the lifespan. The goal of occupational therapy intervention is to increase the ability of those we work with to participate in everyday occupations that include activities we need and want to participate in such as, mealtimes, dressing, bathing, leisure, work, education, and social participation.

Occupational therapy practitioners work in a variety of settings some of which include hospitals, clinics, schools, rehabilitation centers, home care programs, community health centers, psychiatric facilities, and skilled nursing facilities. With experience, practitioners might function in private practice, as a university faculty member, in administration, as a researcher, or as a consultant.

The OT curriculum is designed to facilitate occupation-based, client-centered practice, critical thinking, and clinical reasoning. Courses emphasize life-long learning and professional responsibilities and help students become competent and compassionate practitioners.

Workshops, lectures, intervention labs, small group classes, and fieldwork experiences help students apply and integrate practice grounded in theory. The graduate OT program within the Westbrook College of Health Professions emphasizes inter-professional education among nursing, nurse anesthesia, athletic training, exercise science, physical therapy, social work, dental hygiene, physician assistant, pharmacy, public health, nutrition, occupational studies, dental, and osteopathic medical students.

## Accreditation

The Master of Science in Occupational Therapy at UNE was initially accredited in 1985 and has been continuously accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) since that time. Our next accreditation visit will occur in the 2034/2035 academic year. ACOTE is located at 7501 Wisconsin Avenue, Suite 510E, North Bethesda, MD 20814. ACOTE's telephone number, C/O AOTA is (301) 652-6611 and its web address is <https://www.acoteonline.org>.

## National Board for Certification in Occupational Therapy (NBCOT)

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NBCOT, Inc. 1 Bank Street, Suite 300, Gaithersburg, MD, 20878. Phone: (301) 990-7979

Website: <https://www.nbcot.org/>

Email: [info@nbcot.org](mailto:info@nbcot.org)

Most states require licensure to practice (state licensure requires NBCOT Certification Examination results). For more information regarding licensure, please visit the following link: <https://www.une.edu/registrar/records/licensure-notification> (<https://www.une.edu/registrar/records/licensure-notification/>).

Eligibility for the National Certification Examination requires:

- Master's degree, with a major in Occupational Therapy
- Successful completion of an accredited occupational therapy curriculum
- Successful completion of a minimum of 24 weeks of supervised fieldwork (Level II)

Eligibility to take the National Board of Certification Exam: Felony convictions, professional licensure revocation and/or other convictions of negligence, malpractice, recklessness or willful or intentional misconduct may affect a candidate's ability to sit for the NBCOT national certification exam. Applicants who have questions regarding their eligibility to sit for the exam should contact NBCOT ([nbcot.org](http://nbcot.org)) (<https://www.nbcot.org/>) to determine eligibility.

## Transfer Credit

### Transfer Credit

Transfer credits are rarely awarded to students who transfer from another Occupational Therapy program.

Transfer credits will be reviewed and awarded on a case-by-case basis.

### Advanced Standing

No advanced standing available.

### Experiential Learning

No credit will be awarded for experiential learning.

## Admissions

See Graduate Admissions (<https://catalog.une.edu/graduate/admissions/>) for more information.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. Please consult this catalog's Financial Information

(<https://catalog.une.edu/graduate/financial-information-graduate-programs/>) page for specific tuition and fees information.

## Curricular Requirements

Code	Title	Hours
<b>Program Required Courses</b>		
OTR 502	Occupational Analysis	3
OTR 505	Foundations of OT	3
OTR 520 & 520L	Functional Movement Analysis and Functional Movement Analysis Lab	4
OTR 521	Biopsychosocial Dimensions of Mental Health and Wellness	3
OTR 521L	OT Interventions in Mental Health and Wellness	2
OTR 527	Rehabilitation, Disability and Participation in Adulthood	4
OTR 527L	OT Interventions with Adults	2
OTR 528	Fieldwork Seminar Mental Health (includes level I fieldwork)	1
OTR 529	Integrated Practice w/ Adults	2
OTR 531	Health Conditions and OT	3
OTR 532	Therapeutic Use of Self and Group Process	3
OTR 601	Fieldwork IIA	6
OTR 602	Fieldwork II B	6
OTR 604	Fieldwork Seminar RDP (includes level I fieldwork)	1
OTR 605	Fieldwork Seminar Pediatrics (includes level I fieldwork)	1
OTR 606	Occupational Engagement in Communities and Contexts	3
OTR 610	Integrative Practice with Children & Youth	3
OTR 611	Biopsychosocial Dimensions of Children & Youth	3
OTR 611L	OT Interv w/Children & Youth	2
OTR 619	Research Methods and Design	3
OTR 621	Health Care Mngt and Delivery	3
OTR 628	Evidence-Based Research Sem	3
OTR 630	Essentials for Practice	3
OTR 640 & 640L	Neuro-occupation and Neuro-Occupation Lab	3
OTR 650	Leadership and Advocacy for Everyday Practice	3
<b>Total Hours</b>		<b>73</b>

## Fieldwork Experiences

### Level I Fieldwork

Level I Fieldwork experiences occur concurrently with academic coursework and are designed to enrich didactic coursework by providing directed observation and participation in selected aspects of the occupational therapy process. Students are exposed to clinic and community-based settings as well as simulation-based experiences. Students may be supervised by OT faculty, OT practitioners, or other professionals. Level I fieldwork assignments are integrated into didactic coursework, and completion of each Level I Fieldwork rotation is necessary to progress in the program.

### Level II Fieldwork

Level II Fieldwork occurs after completion of four semesters of didactic coursework. The Level II Fieldwork experience is designed to develop competent, entry-level practitioners and provide students with in-

depth experience delivering occupational therapy services to patients/clients across a variety of practice settings. Students must successfully complete two Level II Fieldwork experiences. These typically consist of two full-time 12-week clinical rotations for a minimum of 24 full-time weeks of fieldwork. Level II Fieldwork must be completed within 18 months of the end of the didactic portion of the curriculum.

During Level II Fieldwork, students are supervised by a licensed occupational therapist with at least one year of practice experience. For role-emerging or nontraditional fieldwork placements where no OT services are available, students must receive at least 8 hours of supervision per week from an occupational therapist with at least 3 years of full-time or equivalent professional experience. Expenses for room and board during the fieldwork and for travel to and from the fieldwork sites are the responsibility of each student.

## Graduation Requirements

Students must successfully complete all courses before graduation and fulfill all curriculum requirements.

## Academic and Technical Standards

### WCHP Academic Policies

The Department of Occupational Therapy, the Westbrook College of Health Professions, and the University of New England are committed to offering a quality Occupational Therapy education program that complies with the evaluative criteria of the ACOTE (Accreditation Council of Occupational Therapy Education). The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of Occupational Therapy. In alignment with the WCHP Graduate Program Progression Policies and Procedures (PDF) (<https://www.une.edu/pdfs/wchp-graduate-program-progression-policies-and-procedures/>), in addition to meeting the general academic and professional expectations set by the University of New England and the Westbrook College of Health Professions, students enrolled in the MSOT program must meet the following OT-specific academic progression standards:

#### 1. Grade Standards:

Students must maintain a minimum GPA of 3.0 (both cumulative and per semester). Additionally, a minimum course grade of B- or a "Pass" in any Pass/Fail course is required for individual OT program courses. It is important to note that a B- equates to a 2.75 GPA, and while earning a B- meets the grade standard for an individual course, the semester and cumulative GPA must remain above a 3.0. Falling below these standards may result in referral to the Student Development Committee (SDC) for review. Upon review, one of the following could result:

- Program-specific monitoring
- Placement on departmental probation
- Delay in the student's progression
- Additional requirements from the Student Development Committee (SDC)
- Dismissal from program

Students on probation who are unable to return to good standing within the time frame specified by their program may be subject to dismissal from that program.

#### 2. Course Repetition Policy:

When it is determined appropriate by the SDC and Program Director for a student to repeat a course after a course failure, students must earn

a minimum grade of B- or "Pass" in the repeated course. Failure to meet this standard on a repeated course after one attempt will ordinarily result in dismissal from the MSOT program.

### 3. Incompletes:

The designation of an Incomplete ("I") at the end of a term does not meet pre-requisite minimum grades standards for subsequent course-work. If an incomplete grade is not converted to a successful grade, then the student will be unable to progress to the next semester.

### 4. Graduation GPA Requirement:

To graduate, students must have a cumulative GPA of 3.0 or "Pass" in all Pass/Fail courses.

## M.S.O.T. Technical Standards

### Technical Standards for the Occupational Therapy Program

The following abilities and skills are necessary to engage in the Occupational Therapy department at the University of New England:

- Cognitive abilities to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments for planning and implementing effective occupation-based interventions.
- Critical thinking and judgment that promote safety, optimal occupational performance, remediation, and adaptation.
- Time management and organizational skills to meet the demands of the classroom and practice environment.
- Interpersonal skills that include participating in classroom discussion, conducting interviews, observing body language, listening, responding, collaborative goal setting, and developing intentional relationships.
- Evaluation of the performance of self and others, and making adjustments in behavior or promoting behavioral change in others to enhance occupational performance.
- Communication skills to develop positive client relationships, complete written documentation consistent with OT practice, and participate as a health care team member.
- Physical abilities to perform physical examinations, such as balance, range of motion, and strength, and to accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.
- Emotional stability to handle the demands of a practice environment. This includes acting in a professional manner, being dependable, meeting commitments, and being forthcoming about one's own needs.
- Ability to maintain personal appearance and hygiene conducive to working in clinical and community settings.

## Learning Outcomes

Through the transformative power of occupation, UNE OT graduates collaborate with people and communities to navigate a journey toward health and wellness.

Upon completion of the Occupational Therapy program, students will demonstrate the following outcomes:

### Leadership and Advocacy

- Advocate for access to occupations that support health and wellness.

- Demonstrate everyday leadership that equips others to navigate the journey to health and wellness through the transformative power of occupation.
- Develop as leaders who model the way to health and wellness through the transformative power of occupation.

## Collaboration

- Effectively demonstrate professionalism to communicate and collaborate in team-based care for client-centered practice.
- Cultivate relationships to facilitate health and wellness.
- Demonstrate communication that is flexible and responsive to contextual demands.

## Community and Context

- Demonstrate the ability to recognize and assess characteristics of community (comprised of individuals, groups, and populations that are complex, multifaceted, and layered with meaning) and context (factors such as culture, physical environment, personal interests, rituals, routines, spirituality, roles) to collaboratively find solutions to occupational challenges and to support occupational engagement and participation.
- Value the characteristics of community and context as they influence occupation due to the symbiotic, dynamic, and complex relationship with the nature of the occupation.
- Support occupational engagement and participation by recognizing and assessing the characteristics of communities and contexts.

## Creativity

- Collaborate with individuals, groups, populations, and communities to implement creative solutions to occupational challenges.
- Integrate creative resources and strategies to shape thinking that will move people and communities toward health and wellness through occupational engagement.
- Demonstrate the resourcefulness to keep occupation at the center of academic and practice-related learning.

## Evidence-Based Practice and Scholarly Inquiry

- Integrate all levels of evidence to create, inform, and support occupation-centered practice encompassing (or throughout) the entire OT process.
- Embrace a culture of scholarly inquiry that addresses gaps in knowledge and promotes best practices and lifelong learning.
- Demonstrate excellence in written and verbal communication to disseminate new ideas, knowledge, and skills that inform and guide practice.

## Meaning

- Demonstrate knowledge and understanding of how participation and engagement in occupation creates a sense of meaning and in turn influences health and wellness.
- Demonstrate awareness that meaning is a dynamic process that occurs throughout day-to-day occupations across the lifespan.
- Discern meaning as it relates to each individual, population, group, and community.