

**Columbia  
University  
Bulletin**

The Faculty of Medicine  
**Programs in Occupational Therapy**  
**2018-2019**

**To communicate with the Program**

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**Limitations of Bulletin**

This bulletin is intended to provide information to guide Columbia University students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this bulletin are subject to change, and the Programs reserve the right to depart without notice from any policy or procedure referred to in this bulletin, or to revise and amend this bulletin in whole or in part at any time. This bulletin is not intended to and should not be regarded as a contract between the University and any student or other person.

## TABLE OF CONTENTS

ADMINISTRATION AND FACULTY	5
PROGRAMS IN OCCUPATIONAL THERAPY	9
COLUMBIA UNIVERSITY IRVING MEDICAL CENTER	9
HISTORY	9
PROGRAMS IN OCCUPATIONAL THERAPY	10
ADMISSION PROCEDURES	12
ACCEPTANCE FEE	12
HEALTH EXAMINATION AND LIABILITY	12
INTERNATIONAL STUDENTS	13
MASTER OF SCIENCE DEGREE (PROFESSIONAL / ENTRY-LEVEL)	14
ADMISSION REQUIREMENTS AND PROCEDURE FOR THE PROFESSIONAL (MS) PROGRAM	15
ARTICULATION (3-2) PROGRAMS	16
TRANSFER POLICY	17
DEGREE REQUIREMENTS	17
PROGRAM OF STUDY	18
COURSES OF INSTRUCTION	20
OUTLINE OF THE FULL TIME PROFESSIONAL PROGRAM: M.S. Degree	30
OUTLINE OF THE 3-YEAR OPTION PROFESSIONAL PROGRAM	31
DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH	33
ENTRY LEVEL (PROFESSIONAL) MS/MPH Program	33
ADMISSION REQUIREMENTS FOR THE DUAL DEGREE PROGRAM	34
DEGREE REQUIREMENTS	34
OUTLINE OF THE PROGRAM	35
DOCTOR OF OCCUPATIONAL THERAPY (OTD)	37
ADMISSION PROCEDURES	38
DEGREE REQUIREMENTS	39
	2

COURSES OF INSTRUCTION	39
DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY	46
ADMISSION PROCEDURES	47
DEGREE REQUIREMENTS	47
COURSES OF INSTRUCTION	49
ACADEMIC STANDARDS FOR OCCUPATIONAL THERAPY	51
GRADES AND CREDIT	51
STUDENT PROGRESS	52
ACADEMIC AND CLINICAL INTEGRITY	53
ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS	54
REGISTRATION AND EXPENSES	54
REGISTRATION	54
CHANGE IN PROGRAMS OF STUDY	55
AUDITING COURSES	55
FEES	56
ESTIMATED EXPENSES	58
HOUSING	58
ON-CAMPUS HOUSING	58
GUEST ACCOMMODATIONS	59
APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE	59
TRANSCRIPTS AND CERTIFICATION	60
FINANCIAL AID	60
TYPES OF ASSISTANCE	61
SCHOLARSHIPS	61
OTHER SOURCES OF AID	62
STUDENT EMPLOYMENT	63
STUDENT LIFE	64
ACADEMIC, CLINICAL, AND RESEARCH FACILITIES	64
OFFICE OF SCHOLARLY RESOURCES	65
RECREATIONAL/ATHLETIC FACILITIES	67

OTHER STUDENT ACTIVITIES AND SERVICES	67
THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY	68
OFFICIAL REGULATIONS	69
CAMPUS SAFETY AND SECURITY	72
CAMPUS MAPS	72
ACADEMIC CALENDAR, 2018-2019	73

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## **PROGRAMS IN OCCUPATIONAL THERAPY**

### **COLUMBIA UNIVERSITY IRVING MEDICAL CENTER**

The Programs in Occupational Therapy are part of the Vagelos College of Physicians and Surgeons, one of the nation's oldest medical schools, founded in 1767. The College is located in northern Manhattan, in the world's first academic medical center. The medical center comprises about twenty acres, extending from West 165th Street to West 173rd Street, and from Audubon Avenue to Riverside Drive; it encompasses the Columbia University campus of the New York Presbyterian Hospital and its subdivisions, and the New York State Psychiatric Institute. The Medical Center includes the Vagelos College of Physicians and Surgeons, the School of Dental and Oral Surgery, the School of Nursing, the Mailman School of Public Health, and the Centers for Arteriosclerosis Research, Geriatrics and Gerontology, Medical Informatics, Neurobiology and Behavior, Alternative/Complementary Medicine, and the Study of Society and Medicine, among many others.

Over the past two decades, dramatic growth has occurred at the Medical Center's campus. In keeping with its mission as a research university, Columbia University developed the Audubon Biomedical Science and Technology Park, which was New York's first bio-industrial research park. Comprised of three buildings, the Mary Woodard Lasker Biomedical Research Building, the Russ Berrie Medical Science Pavilion, and the Irving Cancer Center, the park is strategically important in enabling the University to advance its research program, strengthen links with industry, and revitalize the surrounding neighborhood. Now more than ever, students and patients benefit from a comprehensive array of teaching, clinical care, and research activities. At a single campus, the medical center has a world-class transplantation program and cancer center; women's, orthopedic, and children's hospitals; and an eye institute. The new Graduate and Medical Education Building on Haven Ave and 171<sup>st</sup> St will further meet the needs of the education, research, and clinical missions of the Health Science Campus.

### **HISTORY**

The Programs in Occupational Therapy were established in 1941, a time with powerful implications for health professions. World War II accentuated the tremendous need for occupational therapists, and the polio epidemics of the 1930s and the 1940s further underscored the effectiveness of the occupational therapy profession. During the first four years, the programs were housed on the Columbia Morningside campus; in 1945, they moved to the Health Sciences campus as part of the Faculty of Medicine. From 1945 through 1968, the Programs in Occupational Therapy consisted of a baccalaureate program and a post-baccalaureate professional certificate program. In 1968, through a restructuring of the curriculum, the present professional level Master of Science Degree Program in Occupational Therapy was established; in 1977, the baccalaureate program was phased out. A curriculum

development grant in 1981 supported the initiation of the post-professional level programs leading to the Master of Science degree in Occupational Therapy Administration or Occupational Therapy Education, for therapists already certified at the baccalaureate level. In 1988, two joint degree programs were established with the Mailman School of Public Health offering a combined Master of Science in Occupational Therapy/Master of Public Health for students at both the professional and post-professional levels. More than 1,700 graduates constitute the alumni of these programs.

In 2007, a doctoral program, in collaboration with Teachers College, was launched. The Doctorate of Education (Ed.D.) in Movement Science with a specialization in Occupational Therapy is directed toward preparing the current and the next generation of leaders in Occupational Therapy (OT) with interests in movement-based areas of education. These leaders are expected to assume professorial roles in Universities and Colleges. The degree may lead to a tenure-track faculty positions emphasizing teaching and applied research; a Research Coordinator roles within a university, hospital, or clinic; or the role as a Director/Administrator within a university or teaching hospital.

In 2016, the Doctor of Occupational Therapy (OTD) program, designed for working professionals, was launched to provide practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills in the area of cognition and perception across the life course and across practice areas.

## **PROGRAMS IN OCCUPATIONAL THERAPY**

Occupational therapy is a health profession that helps people fully engage in their lives. Whether it is in their daily living activities or community involvement, occupational therapists enable participation so that individuals engage in what they want and need to do. Occupational therapists are concerned with individuals whose day-to-day performance is limited by physical injury or illness, psychosocial and/or emotional challenges, or developmental or learning disabilities; work to prevent challenges that will impede participation; and to support wellness. As members of a health team, occupational therapists provide special services that include evaluation, intervention, prevention, and health maintenance and consultation. Self-care, work, leisure, and play activities are used therapeutically to increase occupational performance, enhance development, and prevent disability. The occupational therapist focuses on the personal, social and environmental characteristics that affect all the different areas of human function. This includes fostering the development of skills needed for cognitive and psychological functioning, motor performance, sensory integration, and social interaction, and addressing personal issues that influence choices and behaviors to perform optimally in the environment.

Occupational therapy may be provided individually, in groups, or through social systems. Depending on the setting and each client's needs, occupational therapists work in consultation with other professionals including physicians, physical therapists, psychologists, social workers, speech pathologists, vocational counselors, and teachers. The employment outlook is excellent: occupational therapy continues to be among the top employment fields. There is currently a tremendous need for occupational therapists to work with clients of all ages in community health centers, halfway houses, home care, hospitals, rehabilitation centers and hospices, nursing homes, schools, and industry. Increasingly, occupational therapists are entering private practice and working with industry and corporations. Therapists are sought as clinicians, administrators, educators, and researchers in programs concerned with (1) prevention, health promotion, and health maintenance; (2) rehabilitation; and (3) daily living tasks and vocational adjustment.

The content of the educational programs in occupational therapy at Columbia University reflects the philosophical beliefs on which the profession is founded:

- A person is an active being whose development is influenced by engagement in occupation. Content emanating from this belief focuses on normal development throughout the lifespan, including age related, role specific activity, as well as the structure and function of interrelated biological and behavioral systems.
- Human life includes a process of continuing adaptation that promotes survival and self-actualization through mastery of life skills and satisfying performance of leisure time activities. This adaptation may be interrupted by biological, psychological, and environmental factors at any time in the life cycle. Courses in pathology and psychopathology address the conditions that prevent the individual from functioning adequately within the confines of a unique lifestyle.
- Occupation and activity, including all interpersonal and environmental components and contexts, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Course content provides not only the theoretical rationale for using occupations to produce change in clients of all ages with diverse problems, but also the methods of intervention that can be used to assist patients with individual problem solving and help them develop their own ways of coping.

The Programs in Occupational Therapy offer a series of programs leading to the following degrees:

- Master of Science in Occupational Therapy (Professional, or entry level)
- Master of Science in Occupational Therapy and Master of Public Health (Professional or Post-professional)

- Doctor of Occupational Therapy
- Doctor of Education in Movement Science with a specialization in Occupational Therapy (offered by and in collaboration with Teachers College of Columbia University)

Requirements for admission vary with the degree and with the program of study chosen. For specific admission criteria see Programs of Study. For additional information on our program, visit our website, <https://www.ps.columbia.edu/education/academic-programs/programs-occupational-therapy>.

## **ADMISSION PROCEDURES**

Application to any of our programs is done electronically, and can be accessed by clicking on the link at our website <https://www.ps.columbia.edu/education/academic-programs/programs-occupational-therapy>. The deadline for admission to the professional entry-level program is in early December the year before the academic year in which the student wishes to begin studies (see website for specific date). For our OTD program, the deadline is 60 days prior to the semester one wishes to enroll. The fee for an application submission to our entry level and OTD program is \$85. The fee is not returnable and is not credited toward tuition. Information on the application process for each program is described in each program's section.

### **ACCEPTANCE FEE**

An applicant who has been accepted must notify the Director that he or she intends to matriculate and must accompany the notification with a nonrefundable check or money order in the amount designated in the acceptance letter, payable to Columbia University, by the date indicated in the notice of acceptance. The acceptance fee is applied to the applicant's tuition upon registration in the class to which the applicant has been admitted. If the applicant does not register in that class, the acceptance fee will be retained by the University unless the University for any reason cancels the acceptance.

### **HEALTH EXAMINATION AND LIABILITY**

The Programs in Occupational Therapy are combined academic and experiential programs, beginning with the first term and extending to graduation. Institutions in which fieldwork assignments are made require a certificate of good health before they will permit students to work with patients/clients. To comply with this requirement as well as Federal and State regulations, Columbia University policy mandates that all students in the Health Sciences must prove immunity to measles (rubeola), mumps, and rubella (MMR) in order to register for classes. The only acceptable proof is a copy of the laboratory results of titers (blood tests) and clearly documented immunity to these diseases. Proof must be uploaded to the SHS Web Portal

at [cuhs.studenthealthportal.com](http://cuhs.studenthealthportal.com). All students are also required to have a preregistration physical examination. Forms to be used in meeting these requirements are mailed to students shortly after acceptance into the Programs and are also available on the Medical Center Student Health website.

In addition, fieldwork sites require all students to carry professional liability insurance. The Programs in Occupational Therapy carry a group professional liability policy by which all students are covered.

All clinical schools and programs of Columbia University's Medical Center require students to submit to drug testing via our student health office. Please see the campus policy for information about testing.

Some fieldwork sites have additional requirements, such as proof of immunization; additional screening for illicit substances; background checks (e.g., fingerprint screening). While these sites sometimes ask the Program to provide these assurances, it is our Programs' policy that the student is responsible for providing the necessary documentation to that site. Since more and more sites are requesting these additional requirements, it is best to assume that that all students will be asked to comply at some point during their academic preparation.

## **INTERNATIONAL STUDENTS**

The Occupational Therapy Admissions Committee is guided by an evaluation of educational credentials by the World Education Services: International Credential Evaluation to determine the equivalency of an applicant's educational background in terms of admission requirements. The applicant must fulfill the usual admission requirements.

International applicants who did not graduate from an American college or university may be required to submit scores from either the Test of English as a Foreign Language (TOEFL), including the TSE; or from IELTS.

The staff of the International Students and Scholars Office, 524 Riverside Drive, provides advice and counseling to international students on such matters as University admissions, advanced standing, English proficiency examinations, academic placement, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to concerts and plays are available.

## MASTER OF SCIENCE DEGREE (PROFESSIONAL / ENTRY-LEVEL)

The purpose of the program is the preparation of competent occupational therapists who, by virtue of their graduate professional education, can enter the health care field primarily as clinicians, with beginning skills in evidence based practice, administration, and education. The curriculum is based on the premise that students attain competence by learning how to learn independently.

Students come into this program with a strong foundation in the liberal arts, including the humanities and sciences. Professional education builds on and refines this knowledge base and develops skills in the learner in concept formation, analysis, synthesis, and problem solving.

The professional occupational therapy program leads to the degree of Master of Science and is directed toward the development of master clinicians and leaders in the field. The benefits our program provides to students include the establishment of a strong generic foundation followed by the acquisition of basic concepts of administration, supervision, and education, and by development of concepts and techniques in the scientific method.

The *American Occupational Therapy Association* (AOTA) (<http://www.aota.org>) is the national professional organization of occupational therapists that represents the interests and concerns of both practitioners and students. Inquiries may be directed to:

The American Occupational Therapy Association, Inc.  
4720 Montgomery Lane, Suite 200,  
Bethesda, MD 20814-3449,  
(301) 652-2682

The entry-level professional Occupational Therapy Program is accredited by the *Accreditation Council for Occupational Therapy Education (ACOTE)* of The American Occupational Therapy Association ([www.acoteonline.org](http://www.acoteonline.org)). The Program in Occupational Therapy received a full 10-year accreditation in 2013, and is scheduled for its reaccreditation evaluation in the 2022-2023 academic year. Inquiries about accreditation can be directed to:

ACOTE  
c/o Accreditation Department  
American Occupational Therapy Association (AOTA)  
4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814-3449  
(301) 652-2682

Graduates of our program are eligible to sit for the national certification examination for the occupational therapist, administered by the *National Board for Certification in Occupational Therapy (NBCOT)*. Successful completion of the examination qualifies the graduate to be an Occupational Therapist, Registered (O.T.R.). Occupational Therapy is regulated in all 50 states; however, state licenses are usually based on the results of the certification examination, which is given at testing centers year round throughout the country. Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. NBCOT provides an *early determination review* for any interested or concerned applicant. Information about this or other aspects of certification can be found at [www.nbcot.org](http://www.nbcot.org). Inquiries can also be made by contacting NBCOT at:

NBCOT  
One Bank St  
Suite 300  
Gaithersburg, MD 20878 (301) 990-7979  
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#### **ADMISSION REQUIREMENTS AND PROCEDURE FOR THE PROFESSIONAL (MS) PROGRAM**

Students are admitted to all programs. Students in the entry-level program are admitted only in September. A “three year option” has been available for students who wished to pursue the professional degree on a modified part time basis. Program plans for three year option students are determined by the program to assure a logical sequence for required courses. Please note: the three-year option will no longer be available to applicants applying for matriculation that starts in 2020. Continuous registration is expected of all students.

The program invites applications from students who hold a baccalaureate degree granted by a college or university of recognized standing. Prerequisites are: (a) a minimum of 6 credits (semester hours) in either separate courses or a combined one-year course in anatomy and physiology; a science course with a lab (if a lab is not included in A/P).; a mechanical physics course (including movement and mechanics of movement) is recommended, but not required; (b) 9 credits in psychology, including a course in developmental psychology covering the lifespan from birth to death; (c) 3 credits in the social sciences, such as sociology or anthropology; (d) 3 credits in English composition or an equivalent writing course; (e) 3 credits of introductory statistics and (f) 3 credits in humanities, such as literature, history, or philosophy. Current certification in community cardiopulmonary resuscitation is required by the time of matriculation.

Advanced placement courses that satisfied undergraduate requirements will only be considered if the earned score on the advanced placement exam meets the standard set by Columbia and

Barnard Colleges of Columbia University. Life experience credit, such as CLEP, is not acceptable. Prerequisite courses must carry a letter grade. Pass/fail grades are not acceptable.

Certain courses, such as psychology or anatomy / physiology prerequisites, taken more than 10 years prior to application will be evaluated at the discretion of the admissions committee. It may be necessary to repeat such courses.

The deadline for submitting applications is the beginning of December of each year. Check the application website for the exact date. Supplementary material, such as fall semester transcripts, must be received in our office by January 31. Each applicant is required to submit three letters of reference submitted electronically through the online application system. Reference letters written by relatives or friends are not accepted. International students are required to submit the results of the TOEFL, including the written portion of the test (TSE). The admissions committee may ask any applicant to come in for a personal interview.

Applicants must have prior knowledge of occupational therapy, and experience with a population occupational therapy serves. This experience may be through observation, work, or volunteer opportunities.

In order to have an application considered for admission, at least half of the prerequisites in each category must be completed. If a student receives an offer of admission, it is considered provisional until all outstanding courses are satisfactorily completed (with a grade of B or better) prior to matriculation as an entering student.

Applications to our program are available through Hobson's Applyyourself.com. A link to the application is on our website. A non-refundable application fee of \$85 is required.

### **ARTICULATION (3-2) PROGRAMS**

Articulation agreements have been developed with undergraduate colleges, including but not limited to Columbia University School of General Studies, Stern College (Yeshiva University), Pace University, Caldwell College, and the College of Mount St. Vincent. These programs allow students to complete three years of undergraduate work in their own college and to combine the fourth year of baccalaureate education with the first year in the Master of Science Degree Program at Columbia. The undergraduate institution grants the baccalaureate degree upon successful completion of the first year in the occupational therapy program. Students from these colleges can pursue the usual six-year sequence in five years at a considerable savings of time and cost. Students from these colleges who are interested in this program apply during their third year of college, and are considered in the general applicant pool. There is no guarantee that interested students from these colleges are automatically accepted into the Programs in Occupational Therapy.



## **TRANSFER POLICY**

Columbia University's Program in Occupational Therapy's transfer policy is based on the belief that a Columbia education is distinct from other occupational therapy academic preparation. We hold the expectation that our graduates embody a vision for occupational therapy that is embedded throughout our curriculum. Our intent is to ensure that the knowledge, skills, and occupational therapy vision our transfer students gain at Columbia University, despite any academic preparation received elsewhere, will exemplify the mission and vision of our program.

As a result of the above assumptions, there is only a selection of foundational courses that may be used in lieu of its counterpart in our curriculum. The maximum number of courses that can be transferred in is five. This represents 20% of the required number of courses. Accepting a course as a transferred course is based on the assumption that 85% of the content of each course is consistent with what is in our curriculum. The earned course grade must be a solid B or higher, and carry at least the same number of credits as in our program. The Progress and Promotions Committee makes the determination of which and how many courses are acceptable as transfer courses.

Transfer students are expected to proceed through our curriculum, taking the same courses in the same sequence, as all students. Once accepted into our program, there is no distinction between a newly admitted student and a transfer student. However, due to the variation in course sequence from program to program, it is likely that it will take a minimum of 24 months of study at Columbia to complete the requirements for the MS in OT.

If interested in transferring from another occupational therapy program, please contact our department for details on the application.

## **DEGREE REQUIREMENTS**

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements must be completed in five years.
  - a. Leave of absence: a student who must interrupt studies for an adequate reason such as sustained ill health or military service may be granted a leave of absence for a stated period, usually not to exceed one year. The student should apply in writing to the Director of Programs in Occupational Therapy and include in the letter the specific reason for requiring the leave and the length of time requested.
2. A minimum of 63 points of approved coursework is required, with an average course load of 15 points a term for full-time students and 10 points a term for students on the three year option plan.

3. Equivalency credit may be granted on an individual basis when a course equivalent to selected required courses has been completed at another approved institution within a five-year period. At the time of admission, the student should submit in writing a description of the course(s) and a content outline of the material completed. Prior to registration, a proficiency examination may be required in the challenged area. Equivalency credit may be granted up to two courses.

4. Satisfactory achievement must be earned in all courses and on all fieldwork experiences in order to graduate from our programs. Please refer to the academic standards section of this bulletin.

5. A minimum of 24 weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, rehabilitation, maintenance, and remediation. All students are required to complete 12 weeks of full-time supervised field experience with adult clients with mental health challenges and/or disabilities, and complete 12 weeks of full-time supervised field experience with adult clients with physical disabilities. Fieldwork with additional populations is also arranged as a supplement to these requirements. All fieldwork requirements must be completed within twenty-four months following completion of all academic work.

6. Continuing development of appropriate professional behaviors is required for advancement throughout the occupational therapy program.

7. Successful completion of the research sequence or the master's project.

8. Maintenance of CPR certification.

9. Meeting and maintaining all medical and legal requirements of the University and of clinical sites are the responsibility of the student. Failure to meet or comply with these requirements may result in delay or termination of academic and/or clinical progression.

## **PROGRAM OF STUDY**

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary. See Key to Course Listings.

### Full Time Study

The average student can expect to complete the minimum requirements of program in twenty-four calendar months of full-time effort in classroom work, fieldwork experience, and independent study.

The program is planned to enable the student to gain a mastery of knowledge in occupational therapy, and to practice skills and competencies required of the practicing therapist in this field; in addition, the student examines the principles and methods of leadership roles in health policy, supervision, education, and research. Faculty members work with the students as developers of learning environments and as resource people in collaborative problem solving.

The first year of the program and portions of the second year are directed toward development of the clinician role. Opportunities are available to build the desired competencies through two levels of fieldwork experience:

Level I, part-time fieldwork, is scheduled each term as concurrent experiences with the academic learning of a particular course. Two different patterns are followed, depending on the objectives and/or content of a course: (1) students are assigned individually or in pairs to a facility throughout the term; or (2) students are assigned to a setting where they assume greater responsibility in determining the need for occupational therapy services. Each Level I fieldwork pattern is designed to reinforce course objectives.

Level II fieldwork is generally scheduled as a full-time experience following completion of all academic work for each school year. Level II fieldwork must include a minimum of six months in two different settings. After faculty review, students are eligible to take their first Level II fieldwork either in the summer following the completion of all the first year requirements or at the end of the second year. While every effort is made to enable students to fulfill Level II requirements immediately following the didactic portion of the curriculum, the assignment is based on the availability of fieldwork sites. See Summer Session following first and second years.

The focus of the second year also allows the student to direct attention to the development of leadership skills in administration, communication, research, and education. These areas can be emphasized according to personal preference (see Outline of the Program).

A unique approach to the completion of a master's degree research project has been developed by the occupational therapy faculty. Students may choose to work collaboratively in a small team of students on a faculty driven research study; have the option of pursuing their own path of inquiry, under the supervision of faculty; or choose a sequence of courses offered in the occupational therapy program in which a research study is embedded. Students interested in the Ed.D. program may begin a research inquiry that can be further developed in the doctoral program. During the first semester, students are prepared in foundations of research methods and scientific inquiry, as well as practicing reading and evaluating research reports. In subsequent semesters, the research projects are carried out in a carefully structured sequence. All studies are presented in the final semester at our Annual Research Symposium.

### Three-Year Option

[Please note: the three-year option will no longer be available to applicants applying for matriculation that starts in 2020.]

Students can elect to take the three-year option and expect to complete the program in thirty-six months of uninterrupted academic and clinical work. The goals of this program are identical to that of the full time program, and students take the same courses with those in the full time program. Since most courses in each semester serve as prerequisites for subsequent semesters, a student in the three-year course of study must follow the plan of study determined in collaboration with the Program Director to assure a logical sequence of content.

Course sequence for both full time study, and the three-year option, is given in the Outline of the Program.

## **COURSES OF INSTRUCTION**

### Key To Course Listings

Each course number consists of capital letters followed by four digits and the term designation.

The capital letters indicate the curriculum for whose students the course is primarily offered:

H.P. Health Professions (interdisciplinary courses)

O.T. Occupational Therapy

P.H. Public Health

The level of the course is represented by the first digit:

6 Graduate course, professional

8 Graduate course, post-professional

The subject area of the course is represented by the second digit:

1 Biological sciences

2 Behavioral sciences

3 Medical conditions

4 Treatment modalities

5 Professional concepts and treatment

6 Clinical experience

Term Designations: x, y, and z

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and a z indicates the Summer Session.

The following roster of courses applies to students entering the program in September 2018. Students who have entered the program prior to that should follow the course of study outlined in the 2017-2018 Program Bulletin.

**O.T.M6101x**

**Human Anatomy Foundations for Occupational Therapy**

*Dr. Nilsen. 3 points.*

The anatomy of the human body is examined with an emphasis on the musculoskeletal and peripheral nervous systems as relevant to occupational therapy. Both lectures and laboratory work, the latter being based on case-based virtual dissections of the human body, will be presented using a regional approach to the study of anatomy. Examples of injury or dysfunction to key musculoskeletal and peripheral nervous system structures and their resulting functional consequences will be discussed.

**O.T.M6103x**

**Neuroscience Foundations for Occupational Therapy**

*Dr. Nilsen. 3 points.*

The neuroanatomy and neurophysiology of the human nervous system are examined with reference to their relevance to occupational therapy. The major structures and functions of the central and peripheral nervous systems are presented. Topics include nervous system development, cellular constituents and the electrochemical basis of neuronal function, neural plasticity, and the neural basis of somatosensory and special sensory (i.e., vision, hearing, & balance) processing, motor control, emotions, and cognition are highlighted. Examples of dysfunction in neuroanatomical structures and the resulting functional consequences will be discussed as they relate to key systems.

**O.T.M6107y**

**Kinesiology**

*Professor Bryson. 3 points.*

Application of knowledge of musculoskeletal anatomy, biomechanics, and psychology to the study of human motion. Emphasis on the analysis of movement in daily activity and principles of motor control. Instruction through lectures, movement laboratory, and problem solving seminars.

**O.T.M6140x, y**

**Introduction to Grantwriting**

*Dr. Grajo. 3 points.*

This year-long course explores the role of the occupational therapist in indirect service. Emphasis is placed on the role of the consultant, community needs assessment, designing programs, developing programmatic objectives, and introducing grantsmanship.

**O.T.M6212x****Mental Health I: Group Dynamics**

*Dr. Raphael-Greenfield. 3 points.*

This course contains didactic instruction as well as community-based seminar/laboratory experiences to familiarize students with the basic theories and principles underlying group process and behavior, the role of group dynamics in treatment, and introductory experiences to OT group leadership.

**OCCT M6520****Clinical Conditions II: Medical, Orthopedic, and Neurologic Conditions**

*Dr. Geller. 4 points.*

This course provides a basic understanding of disease or injury to the systems of the human body, including but not limited to the musculoskeletal and nervous systems. The lectures will cover the etiology, pathology, symptomatology medical management and prognosis of a variety of disorders most commonly seen by occupational therapists. Labs associated with this course emphasize assessments and techniques most commonly used in occupational therapy practice with the populations discussed.

**O.T.M6511x****Clinical Reasoning**

*Professor Tomlinson. 1 point.*

Examine your own thought processes related to clinical reasoning as a developing occupational therapist. An opportunity to reflect upon different modes of reasoning while working with clients will lead to comprehensive evaluations, collaborative planning, and effective implementation of interventions. Exploration of interpersonal skills and counseling techniques to enhance rapport, empathy, and motivation of clients will be emphasized.

**O.T.M6530y****Issues and Approaches in Health Policy and Management**

*Dr. Geller. 2 points.*

Overview of the issues that affect occupational therapy practice and patient care. Health policy and health care delivery and its effect on the health status of a population will be explored.

**O.T.M6551x****Professional Foundations**

*Dr. Geller. 2 points.*

Overview of the foundation and scope of practice in occupational therapy. Focus on self-development of student for professional roles and functions through individual and group experiences. Simultaneous Level I fieldwork experience introduces the student to occupational therapy practice in a variety of settings.

**O.T.M 6552y****Supervision and Management**

*Professor Kane. 1 point.*

PF2 is a sequence of courses (each is 1 point) over three semesters that follow Professional Foundations 1. The professional role is the focus of PF2, and students are expected to participate in a series of lectures, seminars, and occupational related experiences that will add to their knowledge, skill, and ability as an occupational therapist.

**O.T.M6553y****Mental Health II: Individual OT Assessment and Intervention**

*Dr. Precin. 5 points.*

Theory and evidence-based practice within the field of mental health occupational therapy are explored using a variety of educational applications, including in-class case studies based on fiction and autobiography, experts from the field of mental health OT as well as their clients, and on-line therapeutic skill modules. Evaluation, planning, and intervention strategies are presented in interactive learning and seminar sessions and practiced in Level I fieldwork experiences.

**O.T.M6555x****Prevention and Rehabilitation with Older Adults, I**

*Professor Simon. 3 points.*

Introduction to individual and group assessment and treatment approaches in meeting the needs of older adults; analysis of normal aging and disease states; introduction to indirect service roles (administration, consultation, and education) in service agencies for older clients.

**O.T.M6554y****Prevention and Rehabilitation with Older Adults, II**

*Professor Simon. 3 points.*

Further exploration and practice with prevention and treatment approaches for elderly persons; Level I fieldwork experience and a seminar in group problem solving/clinical reasoning is also the focus. Emphasis on developing advocacy and leadership skills.

**O.T.M6556x****Occupational Therapy with Children, I**

*Professor Sarafian. 3 points.*

This course focuses on foundations of pediatric practice, development of childhood occupations, typical and atypical childhood development and the evaluation process.

**O.T.M6557y****Occupational Therapy with Children, II**

*Professor Sarafian. 3 points.*

General principles of occupational therapy intervention for the child with disability and developmental dysfunction. Specific theories of intervention, including but not limited to, developmental, neurodevelopmental, sensory integration, coping, and behavioral approaches are reinforced and applied to the intervention process of planning, implementation and re-evaluation. Concurrent lecture, laboratory, and Level I fieldwork.

**O.T.M6563x****Evaluation and Intervention of Physical Disabilities, I**

*Dr. Geller. 4 points.*

Emphasis on the biomechanical and rehabilitative approach to evaluation and treatment. Includes splinting, prosthetics, adaptive equipment, activities of daily living, and therapeutic intervention with clients with specific diagnostic characteristics. Laboratory experiences and simultaneous Level I fieldwork.

**O.T.M6564y****Evaluation and Intervention of Physical Disabilities, II**

*Dr. Geller. 4 points.*

Emphasis on motor control, cognitive-perceptual, and learning theories as they relate to occupation based treatment. Evaluation and treatment applications for clients with various neurological deficits presented in seminar discussion, case study, problem solving, and laboratory experiences. Special attention to new developments in the area of physical disabilities.

**O.T.M.6558y**

**Research 1, 3 points**

**O.T.M 6559x**

**Research 2, 2 points**

*Dr. Dimitropoulou*

Research 1 and 2 are courses taken in lieu of Evidence Based Practice 1, 2, and Masters Project. The focus of this course sequence is to advance the understanding of qualitative and quantitative research in evidence based practice. Through the structured use of journal review coupled with participation in a clinically relevant and class-based research project(s), students will gain research experience and understanding of applied research conducted in Occupational Therapy and rehabilitation fields.



**O.T.M6571x****Research Methods**

*Dr. Precin. 2 points.*

Introduction to methods of scientific inquiry, including variable definition and the analysis and interpretation of data. Refinement of skills of critiquing the literature, formulating research questions and hypotheses, and proposing designs for conducting studies.

**O.T.M6572y****Evidence Based Practice I**

*Dr. Gutman. 2 points.*

Provides opportunities to learn how to review and to critique research in or related to occupational therapy in terms of both research objectives and design. Facilitates development of beginning proposal writing skills required for the master's project. Practice in working collaboratively as part of a faculty-student research team.

**O.T.M6573****Evidence Based Practice II**

*Dr. Gutman. 1 point.*

Encourages the development in becoming both a professional consumer and a provider of research in the practice of occupational therapy in weekly seminars. In collaboration with the faculty adviser, the student continues the study of the approved topic.

**O.T.M6574****Masters Project**

*Dr. Gutman & Faculty advisors. 2 points.*

In collaboration with the faculty adviser, the student completes the study of the approved topic, collects and analyzes data, and evaluates results. A final written report and participation in annual interdisciplinary research day are required.

**O.T.M6578x****Clinical Conditions I: Psychopathology**

*Dr. Precin. 3 points.*

Review of symptoms, evaluations, and classification of psychopathology. Introduction to state of the art psychopharmacological and psychotherapeutic treatment of mental illness by experts in the field.

**O.T.M6653z****Level II Fieldwork A: Evaluation and Intervention of Clients with Mental Health Problems**

*Professor Miller and clinical supervisors. 0 points.*

Prerequisite: O.T.M6553 and all other first year courses or their equivalents. Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing intervention, and reporting results. Full time for three months.

**O.T.M6663x,y,z****Level II Fieldwork B: Evaluation and Intervention of Clients with Physical Disabilities**

*Professor Miller and clinical supervisors. 0 points.*

Prerequisite: O.T.M6563 and all other second year courses or their equivalents. Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing intervention, and documenting results. Full time for three months. The following elective may be taken following the preceding course:

**O.T.M6680x,y,z****Level II Fieldwork C: Special Interest**

*Professor Miller and clinical supervisors. 0 points.*

Prerequisite: completion of all course work and Level II fieldwork A and B. A field experience is individually planned to enrich the student's background in accordance with his or her needs and interests. Opportunities are provided to develop clinical skills with specialty age or diagnostic groups (e.g., pediatrics, gerontology, hand dysfunction) or to develop indirect service skills in administration or research.

**O.T.M6685****Continuing Level II Fieldwork: A, B or C; x,y,z 0 points**

For students whose Level II fieldwork bridges two semesters. Students will receive the mark of I (Incomplete) for the first semester. When the course is completed, the actual grade will be entered for both course numbers. Students will be registered for 0 points but will be charged the standard \$500 Clinical Education Tuition.

**H.P.M8200x,y,z****Research Advisement**

*Faculty Advisers. 0 points.*

Students must register for 0 points of continued advisement for each additional term required for completion of the approved protocol of the master's project.

## Electives

Students are required to take at least one elective offered in the occupational therapy program. The course offerings for these electives change each year. The following courses are samples of what may be offered:

### **OTM6240y**

#### **Manual Techniques to Promote Function**

*Dr. Gillen, 1 point.*

This course will focus on advanced adjunctive techniques that can be used in preparation for and in conjunction with functional activities. Specific techniques will be reviewed and practiced. Particular emphasis will be placed on clinical decision making regarding when and with whom these techniques should be used.

### **OTM6300y**

#### **Barrier Free Design**

*Professor Megan Rochford, 1 point.*

This interactive course, with lecture and group work, will provide you with an introduction to the practice area of home modifications.

### **OTM6320**

#### **DIR/Floortime**

*Professor Selman, 1 point.*

This course is focused on understanding the theory behind the DIR/Floortime model, developing critical assessment skills needed for building a comprehensive profile used to guide treatment planning, and learning basic therapeutic techniques specific to this approach. This class uses video's to support learning, provides opportunities to practice scoring DIR assessments, and hone your critical observation skills of social/emotional development, and sensory profiling.

### **OTM6100y**

#### **Columbia Commons: Narrative Medicine**

*Rita Charon, MD, and faculty, 1-2 points.*

This interprofessional course uses narrative medicine as an evidence-based method to equip healthcare providers with the skills needed to respond to the challenge. By fortifying clinical practice with the ability to recognize, absorb, interpret, and be moved by stories of illness, narrative training enables practitioners to comprehend patients' experiences and to understand what they themselves undergo as healthcare providers.

**OTM 6452y Restorative Yoga, Tai Chi, Qigong and Feldenkrais: An Integrative Approach to Promote Occupational Performance**

*Professors Richard Sabel, OTR & Bill Gallagher, PT*

This elective emphasizes the clinical application of Restorative Yoga, Tai Chi, Qigong, and Feldenkrais as viable approaches within the scope of occupational therapy practice. The course stresses how conventional and alternative practices can be used together to address client factors and performance skills impeding engagement in everyday occupations.

**OTM6470y**

**Writing for Publication**

*TBA, 1 point.*

This course is designed to introduce students to different venues for publishing. Students are guided through the process of developing a manuscript to preparing a ready-to-submit publication.

**OTM6480y Working in the Educational Environment**

*Dr. Dimitropoulou, 1 point.*

This course examines the role of related services focusing on the roles of PT & OT in the educational setting. This course emphasizes client centered practice and educationally based frameworks of practice, assessment and intervention models, documentation and billing systems.

**O.T.M6550x,y**

**Teaching Assistantship**

*Faculty Advisers. 1 point.*

A few opportunities are available for students selected by the faculty to assist with components of instruction. Assistantships are associated with Neuroscience, Anatomy, Clinical Conditions I, Mental Health I, and Mental Health II. Details of each assistantship are distributed prior to the time of application.

**OTM6565x,y**

**Ethical Dilemmas**

*Dr. Falk-Kessler, 1 point.*

The purpose of this elective is to begin to develop the skills of ethical reasoning and decision making. Through the use of self-reflection, case examples, and ethical problem solving, students will begin to understand ethical principles and how these are applied in a variety of settings.

**OTM 6566y****Reach to Grasp After Stroke: From Kinematic Comparisons to Clinical Implications**

*Dr. Nilsen, 1 point.*

Prerequisite: Anatomy, Kinesiology, and Physical Disabilities (first semester). Reaching and grasping movements are instrumental to the performance of many valued occupations, thus retraining reaching and grasping is often incorporated in occupational therapy treatment programs. This course will introduce students to the basics of kinematic analysis (study of motion) with an emphasis on developing a beginning ability to read and interpret literature in this area. Kinematics associated with reaching and grasping in healthy individuals will be highlighted and serve as a basis from which to compare reaching and grasping kinematics commonly seen after stroke.

**OTM 6579y****The Shoulder**

*Professor Bryson, 1 point.*

This course is a two-day comprehensive review course on the A to Z management of common shoulder pathologies, including rotator cuff tendonopathies, rotator cuff tears/repairs, shoulder instability, SLAP lesions, proximal humeral fractures, adhesive capsulitis and shoulder arthroplasty. The course will begin with an in-depth review of applied clinical anatomy and biomechanics, followed by principles and fundamentals of evaluation of the shoulder complex. Each section about specific conditions will begin with a relevant and detailed review of etiology and pathophysiology. This will be followed by a more detailed review of assessment related to that specific condition, with a strong emphasis on interpretation of results and how it translates into treatment planning. Discussions about specific treatment interventions will be supported by the rationale and justification for use and the specific criteria for progression of treatment. Clinical anatomic and biomechanical correlations will be used throughout the entirety of the course as well as frequent use of case studies. Labs will be used to demonstrate and practice proper techniques when applicable.

**O.T.M6580x****Assistive Technology**

*Ms. Colangelo, 1 point.*

This course explores the problem-solving method used to adapt, modify, or create an environment that will enhance and optimize a client's abilities. Emphasis will be placed on materials, processes, and the use of tools and equipment that a therapist could use in a clinical setting. The design component of this course allows the student to exercise creativity while solving technical problems.

## OUTLINE OF THE FULL TIME PROFESSIONAL PROGRAM: M.S. Degree

### FIRST YEAR

<b>FALL TERM 2018</b>	<b>POINTS</b>	<b>SPRING TERM 2019</b>	<b>POINTS</b>
OTM6101: Human anatomy	3	OTM6103: Neuroscience	3
OTM6107: Kinesiology	3	OTM6520: Clinical Conditions II	4
OTM6212: Mental Health I: Group dynamics	3	OTM6510: Clinical Reasoning	1
OTM6551: Professional foundations	2	OTM6553: Mental Health II: Individual Assessment and Intervention	5
OTM6571: Research methods	2	<b>Option 1:</b> OTM6558 Research 1	3
OTM6578: Clinical Conditions I: Psychopathology	3	<b>Option 2:</b> OTM6572: Evidenced Based Practice 1	2
<b>Semester Points: 16</b>		<b>Semester Points:</b>	
		<b>Option 1:</b>	<b>16</b>
		<b>Option 2:</b>	<b>15</b>

### SUMMER SESSION 2019

OTM6653: Level II fieldwork A: mental health Semester Points: 0

### SECOND YEAR

<b>FALL TERM 2019</b>	<b>POINTS</b>	<b>SPRING TERM 2020</b>	<b>POINTS</b>
OTM6555: Prevention and rehabilitation with older adults	3	OTM6554: Older adults: Level I fieldwork	3
OTM6563: Physical disabilities, I	4	OTM6530: Health policy and management	2
OTM6140: Grantwriting (yearlong course totaling 3 pts.)	1	OTM6557: Occupational therapy with children	3
OTM6552: Supervision and Management	2	OTM6564: Physical disabilities, II	4
OTM6556: Occupational therapy with children	3	OTM6140: Grantwriting (cont.)	2
<b>Option 1:</b> OTM6559 Research 2	2	<b>Option 1:</b> free	0
<b>Option 2:</b> OTM6573: Evidence Based Practice II	1	<b>Option 2:</b> OTM6574: Master's project	2
<b>Semester Points:</b>		<b>Semester Points:</b>	
<b>Option 1:</b>	<b>15</b>	<b>Option 1:</b>	<b>14</b>
<b>Option 2:</b>	<b>14</b>	<b>Option 2:</b>	<b>16</b>

Two program-based electives\* are required, and can be taken during any semester. The total number of required program points is 63.

OTM.xxxx: Electives	1
OTM.xxxx: Electives	1
<b>Total Points:</b>	<b>2</b>

### SUMMER SESSION 2020

OTM6663: Level II fieldwork B: physical disabilities Semester Points: 0

### FALL TERM 2020 (OPTIONAL\*)

Elective-OTM6680: Level II fieldwork C: special interest Semester Points: 0

\*Some service scholarships require additional fieldwork experiences. If you have a service scholarship, be sure to check the terms of the agreement.

## OUTLINE OF THE 3-YEAR OPTION PROFESSIONAL PROGRAM

### FIRST YEAR

FALL 2018	Points	Spring 2019	Points
OTM6101: Human anatomy	3	OTM6520: Clinical Conditions II	4
OTM6107: Kinesiology	3	OTM6103: Neuroscience	3
OTM6551: Professional Foundations	2	<b>Option 1:</b> OTM6558 Research 1	3
<b>Option 1 &amp; 3:</b> OTM6571 Research Methods	2	<b>Options 2 &amp; 3:</b> free	
<b>Options 2:</b> free		<b>Semester Points:</b>	
Semester Points:		<b>Options 1:</b>	<b>10</b>
<b>Options 1:</b>	<b>10</b>	<b>Option 2:</b>	<b>7</b>
<b>Option 2:</b>	<b>8</b>	<b>Option 3:</b>	<b>7</b>
<b>Option 3:</b>	<b>10</b>		

### SUMMER 2019: Free

### SECOND YEAR

FALL 2019	Points	Spring 2020	Points
OTM6212: Mental Health I: Group dynamics	3	OTM6553: Mental Health II: Individual Assessment and Intervention	5
OTM6578: Clinical Conditions I: Psychopathology	3	OTM6510: Clinical Reasoning	1
<b>Option 1:</b> OTM6559 Research 2	2	<b>Options 1:</b> Free	
<b>Option 2:</b> OTM6571 Research Methods	2	<b>Option 2:</b> OTM6558 Research I	3
<b>Option 3:</b> Free		<b>Option 3:</b> OTM6572: Evidenced Based Practice I	2
<b>Semester Points:</b>		<b>Semester Points:</b>	
<b>Options 1:</b>	<b>8</b>	<b>Options 1:</b>	<b>6</b>
<b>Option 2:</b>	<b>8</b>	<b>Option 2:</b>	<b>9</b>
<b>Option 3:</b>	<b>6</b>	<b>Option 3:</b>	<b>9</b>

### Summer 2020: Fieldwork 2: Mental Health

### THIRD YEAR

Fall 2020	Points	Spring 2021	Points
OTM6555: Prevention and rehabilitation with older adults	3	OTM6554: Older adults: Level I fieldwork	3
OTM6563: Physical disabilities, I	4	OTM6530: Health policy & management *	2
OTM6140: Grantwriting I	1	OTM6557: Occupational therapy with children	3
OTM6552: Supervision and Management	2	OTM6564: Physical disabilities, II	4
OTM6557: Occupational therapy with children	3	OTM6140: Grantwriting II	2
<b>Option 2:</b> OTM6559 Research 2	2	<b>Option 3:</b> OTM6574 Master's Project	1
<b>Option 3:</b> OTM6573: Evidence Based Practice II	1	* Health policy & management can be taken during Spring 2019 if schedule allows	
<b>Semester Points</b>		Semester Points	
<b>Options 1:</b>	<b>13</b>	<b>Options 1:</b>	<b>14</b>
<b>Option 2:</b>	<b>15</b>	<b>Option 2:</b>	<b>14</b>
<b>Option 3:</b>	<b>15</b>	<b>Option 3:</b>	<b>14</b>

**Summer 2021: Fieldwork 2: Physical Disabilities**

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**Fall 2021 (optional<sup>1</sup>): Fieldwork 2: Pediatrics or a “specialty”**

- Electing the three-year option is best made prior to the start of the program. However, students have until the beginning of **October 2018** to change to part time status.
- Students choose one of the three options to satisfy our research requirement. At the end of the Research Methods course, students select which option they choose to follow. Please see the next page for the sequence.
- Please note: If a student elects the three year option and is registered for 6-11 points in any given semester, one will be considered by the university to be a half-time student. When taking 12 or more points, which will occur during the third year of the program, one is considered a full time student. If taking 5 or less points, one is conserved a part-time student. This status may have implications for student health fees, loans, etc. Please check with those offices if you have any questions.
- This program is subject to change.

**RESEARCH SEQUENCE**

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3*</b>
Fall 2018: Research Methods Spring 2019: Research I Fall 2019: Research II Spring 2020: Free Fall 2021: Free Spring: 2021: Free	Fall 2018: Free Spring 2019: Free Fall 2019: Research Methods Spring 2020: Research I Fall 2020: Research II Spring 2021: Free	Fall 2018 or Fall 2019: Research Methods Spring 2019: Free Either: I: Spring 2020: Evidenced Based Practice I Fall: 2020: Evidenced Based Practice II Spring: 2021: Master's Project  II: Spring 2020: Research I Fall: 2020: Research II Spring: 2021: Free

Our program's commencement celebration is in May, following the completion of all coursework. Official graduation date will be after one completes all fieldwork.

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<sup>1</sup> Some service scholarships require additional fieldwork experiences. If you have a service scholarship, be sure to check the terms of the agreement.



## **DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH**

As the mandate for delivery of health care evolves in directions of increased efficiency and cost containment, demands on the occupational therapist as a manager and decision maker continue to evolve as well. Within a brief period of time following graduation, the occupational therapist's role may expand beyond departmental tasks to include related areas involving the analysis and evaluation of services needed for special populations. These roles call for additional education to incorporate knowledge and principles for addressing the health needs of a larger public. In response to this demand, the Programs in Occupational Therapy and the Joseph L. Mailman School of Public Health have jointly established a program of study which leads to two degrees. The dual degree program has been developed to prepare occupational therapists to function effectively as leaders in the changing health arena by combining their skills with those of the public health professional.

The Dual Degree Program interfaces with the existing Professional (entry) level Program in Occupational. The M.S./M.P.H. Program prepares occupational therapists to:

1. emphasize prevention and public planning principles;
2. consider more flexible arenas for care;
3. contribute to interdisciplinary health care policy;
4. apply specialized technical knowledge of such areas as program development & implementation, health policy both domestic & international, and epidemiological aspects of abnormal development to leadership positions as community program planners and implementers, client advocates, and participants in health care decision making.

### **ENTRY LEVEL (PROFESSIONAL) MS/MPH Program**

The Dual Degree Program requires a minimum of 96 points over three years, including three summers. Students take the required core courses in both programs. Students will primarily be enrolled in the occupational therapy program for the first two years. In the third year, students enroll in the Mailman School of Public Health to complete their coursework.

At the completion of the Dual Degree Program students are eligible to sit for the national certification examination as occupational therapists.

A full description of the occupational therapy professional program begins on page 14. Required courses in occupational therapy are listed for the entry level professional masters. Information regarding required courses in public health are published on the Mailman School of Public Health [Academic Programs](#) website.

For the professional Master of Science in Occupational Therapy, 58 points of required course work are in occupational therapy, while the M.P.H. includes a minimum of 32 points of required course work plus 7 points as a cross registrant.

Each degree includes a given number of required courses and electives. Course descriptions for occupational therapy are in the Program of Study. See the bulletin of the School of Public Health for descriptions of their required courses.

### **ADMISSION REQUIREMENTS FOR THE DUAL DEGREE PROGRAM**

Students must make separate application to the Programs in Occupational Therapy and the Mailman School of Public Health. This may be done simultaneously or after acceptance into the Occupational Therapy Program. In that circumstance, application to the School of Public Health must be made no later than the spring semester of the first year of the Occupational Therapy Program for admission in the fall term. It is suggested that students interested in the dual degree program contact the dual degree advisor from the occupational therapy program.

For the Programs in Occupational Therapy admission requirements, see page 15.

Please note: Dual degree students who apply and get accepted to the Mailman School of Public Health prior to beginning occupational therapy coursework in the Fall semester of their first year receive the most benefit and can take advantage of the modified programs.

### **DEGREE REQUIREMENTS**

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements for both degrees must be completed in five years.
2. Minimum course requirements in areas of basic competency in occupational therapy must be completed by all candidates: biological sciences, behavioral sciences, pathology, activities, and occupational therapy evaluation and treatment procedures.
3. Minimum course requirements in public health include the completion of a core semester, courses in the concentration area of choice, division electives plus a public health practicum.
4. A minimum of twenty-four weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, maintenance, and remediation. All fieldwork requirements should be completed within twenty-four months following completion of academic work.

## OUTLINE OF THE PROGRAM

Minimum of 96 Points: 57 in Occupational Therapy, 39 in Public Health [M.S./M.P.H. Degree (Professional) Program: Full Time].

*This is a general outline that may be modified depending on individual circumstances. Students who are accepted to the School of Public Health prior to matriculation in the Occupational Therapy Programs may follow a different academic sequence. All dual degree students finalize their academic programs with the designated academic advisor.*

### FIRST YEAR (OT)

#### FALL TERM

	POINTS
O.T.M6101: Human anatomy	3
O.T.M6107: Kinesiology	3
O.T.M6212: Group dynamics	3
O.T.M6551: Professional foundations	2
O.T.M6578: Psychopathology	3
O.T.M6571: Research methods	2
Total points	16

#### SPRING TERM

	POINTS
O.T.M6520: Clinical Conditions	4
O.T.M6553: Mental health	5
O.T.M6572: Evidenced Based Practice I (or Research 1)	2 (3)
O.T.M6510: Clinical Reasoning	1
O.T.M6103: Neuroscience	3
Total points	15 (16)

#### SUMMER TERM

	POINTS
Level II fieldwork	0
Total points	0

## SECOND YEAR (OT)

FALL TERM	POINTS
O.T.M6552: Supervision and Management	2
O.T.M6555: Prevention and rehabilitation with older adults	5
O.T.M6563: Physical disabilities, I	5
O.T.M6573: Evidenced Based Practice II** (or Research 2)	1 (2)
O.T.M6556: Occupational therapy with children, II	3
Total points	16 (14)

SPRING TERM	POINTS
O.T.M6554: Occupational therapy with older adults	1
O.T.M6557: Occupational therapy with children	3
O.T.M6564: Physical disabilities, II	4
O.T.M6574: Master's project (no research class)	2 (0)
Total points	13 (11)

SUMMER TERM	POINTS
Level II fieldwork	0
Total points	0

## THIRD YEAR (MSPH)

FALL TERM	POINTS
P.H. Core Curriculum (See SPH for details)	15
• <a href="#">Foundations of Public Health</a>	
• <a href="#">Research Methods and Application</a>	
• <a href="#">Determinants of Health</a>	
• <a href="#">Public Health Interventions</a>	
• <a href="#">Health Systems</a>	
• <a href="#">Global and Developmental Perspectives</a>	
• <a href="#">Integration of Science &amp; Practice</a>	1.5
Total points	16.5

SPRING TERM	POINTS
SPH courses in concentration area/electives	12
Leadership & Innovation	3
Integration of Science & Practice	1.5
Total points	16.5

## SUMMER TERM

Discipline

P.H. Practicum

Total points 0-6

## DOCTOR OF OCCUPATIONAL THERAPY (OTD)

The **Clinical Doctoral Program in Occupational Therapy (OTD)**, designed for working professionals, will provide those practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills in the area of cognition and perception across the life course and across practice areas. The overarching goal of our program is to deepen knowledge within a specific area and its application to practice, pursue evidenced-based practice as a clinician, apply research methodology to answer a clinical question, and apply clinical reasoning to practice at an advanced level.

The Clinical Doctorate in Occupational Therapy builds on the Masters level competencies by expanding the scope and the depth of entry level knowledge. Advanced theory with translation to practice is the cornerstone of this program, with application to a range of practice areas.

These areas include:

- cognitive and perceptual mechanisms that underlie occupational performance
- assessment and interventions for cognitive and perceptual impairments that limit occupational performance
- cognitive approaches to learning, memory, reasoning, and problem solving to enhance intervention strategies
- attention to how people learn, mentally represent, and translate into performance and its impact on skill acquisition
- understanding the relationship between cognitive theory and neurobehavioral theory and its role in performance

It is expected that upon completion of the Columbia University Programs in Occupational Therapy Doctor of Occupational Therapy degree, graduates will be leaders in the clinical arena with potential to expand and advance their area of specialization at local, state, and national levels. Upon completion of the OTD degree, students will be prepared to:

- Apply advanced knowledge and skills in cognitive assessment and intervention in their chosen area of clinical specialization.
  - Understand and apply relevant theories to practice.
  - Select and utilize appropriate assessments in the evaluation process.
  - Apply evidence-based interventions.
- Analyze their clinical practice in its various contexts using multiple processes of clinical reasoning as it applies to occupations.

- Design and implement clinically based research that contributes to the evidence-base of occupational therapy practice.
- Develop and/or apply clinically relevant programs that build upon clinical reasoning and relevant theories along the continuum of care.
- Apply this knowledge as clinical educators.

## **ADMISSION PROCEDURES**

Application for the OTD is submitted online by visiting the following website:

[Applyyourself.com](http://Applyyourself.com). A link to this portal is also available on our website. At the time of application, candidates should have a well thought out rationale for why one is pursuing the clinical doctorate.

Once the application is submitted, candidates are evaluated by a committee from the Programs in Occupational Therapy. Admission to the OTD program will be based upon (a) academic performance in one's entry level OT program; (b) clinical references; (c) commitment to graduate study; and (d) potential for professional contribution.

Any interested candidate who does not already have an earned Masters degree may be eligible for a post-professional course of study in occupational therapy education or administration. Contact Dr. Lenin Grajo, Director of Post-Professional Doctor of Occupational Therapy Program, for information and advisement.

### *Applicant Eligibility*

Applications may be submitted by any licensed occupational therapist who has earned a Masters degree from a college or university that is accredited by a United States Department of Education Regional Accreditation Agency. If you are completing your entry-level Masters degree from a properly accredited OT program, you may also apply. Please understand that if accepted into the OTD program, you must earn your NBCOT certification along with your state license by the end of your first semester of study in our program. The application includes the following items:

1. A completed application form, including your resume/CV.
2. Write a Personal Statement articulating the following components in no more than 5 double-spaced pages:
  - A. Purpose for pursuing a clinical doctoral degree with a focus on Cognition
  - B. A detailed description of personal and professional goals
  - C. How the mission, vision, and resources of Columbia University Medical Center and the Programs in OT fit with your personal and professional goals.
3. A non-refundable electronic application fee of \$85 paid either online or by check or money order made payable to Columbia University.
4. Three completed reference forms, submitted electronically.

5. Sealed envelope(s) containing your transcript request form(s) and official transcript(s) from all colleges and universities from which you have received a degree, if not submitted electronically.

Applicants who have earned their MS degree in Occupational Therapy from Columbia University within 10 years of this application, or who are currently completing their MS degree in OT from Columbia, do not need to submit references, transcripts, or the application fee in order to apply.

International students whose earned degrees are from non-English speaking nations are also required to submit official results of the TOEFL, including the written portion of the test, or the IELTS; and a WES (<https://www.wes.org>) evaluation of your transcript. The online application and additional materials will be considered on a rolling basis. Please note: your application will not be reviewed until it is complete. It is in your best interest to submit all materials as early as possible.

An interview is also required. Please contact our office to set this up.

## **DEGREE REQUIREMENTS**

Receiving the Doctor of Occupational Therapy degree will involve satisfactorily completing a minimum of 75 points beyond the baccalaureate degree (in occupational therapy), or a minimum of 36 points beyond the Master's degree (in occupational therapy). This includes the use of a clinical residency\* towards evidence-based practice and the completion of two capstone projects: a publication-ready research paper and a clinical portfolio. This program is an evening program, and can be completed in two to three years of part-time study.

*\*Clinical Residency: Our program is heavily dependent on clinical experiences. All students are required to identify a clinical site that can serve as their "clinical residency". This is typically one's place of work. As long as one's site provides approval, assignments including the research project can be carried out with one's clients, and during one's work day.*

## **COURSES OF INSTRUCTION**

### **Core I: (up to 39 points)**

The content of Core I is devoted to the basic study and practice of occupational therapy; and to the beginning understanding and application of research methodologies. Courses within this core include those taken by our entry level Master of Science program, which are outlined in our bulletin.

**Core II: (10 points)**

The content of Core II is directed towards challenging existing knowledge, paradigms, and hypotheses in cognition and perception. Guided by course faculty and the doctoral mentor, the learner engages in critical reflection, discourse, and experiential learning as foundational courses in the program are taken.

Courses related to this core are:

- Advanced Application of Theory to Practice (3 points)
- Neuroscience of Cognition (3 points)
- Methods of Teaching (2 points)
- Professional Development (2 points)

**Core III: (15 points)**

The focus of Core III is directed towards transforming critical thinking and creating and implementing advanced knowledge and applications in cognition and perception. The student undergoes deeper level critical reflection, discourse, and experiential learning as courses geared towards advanced level assessments and intervention are taken.

Courses related to this core are:

- Cognitive Assessment & Intervention (4 points)
- Cognitive Basis of Function and Decision Making (4 points)
- Advanced Evidence-Based Practice (3 points)
- Theories of Measurement and Instrument Development (3 points)
- Case-based Application (1 point)

**Core IV: (11 points):**

At Core IV, the student becomes an advanced-practitioner who is an agent of change in clinical practice. The student works with the doctoral mentor to complete coursework, residency, and two capstone projects (Clinical Portfolio and Evidence-Based Research Paper).

*Courses to support the capstone (5 points)*

- Writing for Publication (1 point)
- Grantsmanship (2 points)
- Ethics and Occupational Justice (2 points)

*Capstone (6 points)*

- Residency
- Clinical Portfolio (3 points)
- Evidence-based Research Paper submitted (3 points)



### *Clinical Portfolio*

All students will be expected to submit a clinical portfolio, in which the following will be represented:

- Evidence-based practice
- Program development
- Grant proposal
- Certifications
- In-services given
- Presentations / publications
- Mentorship – both roles (as mentor and being mentored) reflected

### *Evidence-based Research Paper*

Students will be responsible for carrying out a research project based on a clinically derived question (i.e., not theoretical, but evidence-based practice). A faculty sponsor plus an ongoing seminar will support students during this process. This research project will culminate in a paper submitted to faculty in publication ready format. In order to graduate, the paper must also be submitted for publication in a refereed journal.

### **OTM8100x**

#### **OTM8100 Advanced Applications of Theories in Practice**

*Dr. Grajo. 3 points.*

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Students in this course will understand the historical development of several theoretical constructs in OT. Students will also review and apply fundamental concepts and language used in OT theories and practice models, and a foundational knowledge of the discipline of occupational science.

### **OTM8103:**

#### **Neuroscience of Cognition**

*Dr. Dimitropoulou 3 points*

The course focuses on mechanisms of cognition that are integral to and impacted by engagement in daily occupations. The concept of cognition is discussed as part of the Occupational therapy framework and ICF-10. The course provides an overview of neural structures underlying cognitive function, adaptation and participation across the life span. The course translates current research on the neural basis of human mental processing (i.e., perception-action, memory, metacognition, attention, executive functioning, etc.) and connects findings to human performance, function and participation.

**OTM 8106****Case-Based Application, 2 points (may be repeated for credit)**

All OTD Mentor

This course is a continuation of the Professional Development course series that aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. The course can be used to plan more targeted independent research studies to do pilot work or supporting work in preparation for capstone.

**OTM 8107****Clinical Portfolio, 3 points**

All OTD Mentors

As part of the capstone module, the student generates a clinical portfolio highlighting their growth and development throughout the OTD program. The clinical portfolio should provide evidence of the student's skills, achievements, and professional experiences during their clinical residency. The capstone module is comprised of two components that are designed to synthesize content from each of the Core components, and to allow for the presentation of advanced evidence-based knowledge and clinical skills.

**OTM 8113****Advanced Writing for Publication, 1 point**

Dr. Gutman

This course is designed to assist OTD students translate their clinical doctoral thesis into a manuscript that can be submitted for publication to a refereed journal. Students will learn to use current health care reporting standards (e.g., CONSORT statement, COSMIN, CARE statement) as a basis from which to write a journal manuscript addressing clinical topics such as intervention effectiveness, instrument development, case reports, and professional discussion papers. Manuscript submission, revision, and publication etiquette and ethical conduct are also reviewed.

**OTM 8510****Methods of Teaching, 2 points**

Dr. Gutman

This course is designed to assist doctoral students to gain proficiency as educators in professional programs. The course is intended to be taken while students simultaneously participate in the teaching process as instructors, lab assistants, or fieldwork clinical supervisors. The student's current experience as an educator in a classroom/lab/clinical situation will be used to complete the course assignments. Students will explore their own personal learning and teaching styles, and assess how these influence their role as educators in the classroom/lab/clinic.

**OTM 8503****Cognitive Assessment and Intervention, 3 points**

Team taught; Course Coordinator: Dr. Gillen

This course aims to provide an up-to-date and comprehensive overview of the process that has traditionally been called cognitive and perceptual rehabilitation but may be better described as the process of improving function for those who are living with cognitive and perceptual impairments. The course has been designed with three overarching and interrelated approaches in mind: evidence-based, function-based, and client-centered.

**OTM 8505****Cognitive Basis of Decision-Making, 4 points**

Dr. Dimitropoulou

The course focuses on theoretical and empirical understanding of functional cognition and decision-making as it is embedded in occupations and occupational roles. Decision-making is the cognitive process resulting in the selection of a belief or course of action among several alternative possibilities. The course provides an overview of neural and psychological perspectives underlying the process of function and decision-making in the context of adaptation and participation across the life span. Frameworks addressing the measurement and facilitation of function decision-making will be of primary focus.

**OTM 8530****Advanced Evidence-Based Practice, 3 points**

Dr. Nilsen

This course emphasizes building breadth and depth of knowledge related to specific interventions or assessments that are utilized for those living with functional limitations secondary to cognitive or motor control impairments. Students will become proficient at utilizing various methods to conduct systematic reviews and will critically appraise a topic of interest related to their proposed line of research.

**OTM 8550****Ethics and Occupational Justice, 2 points**

Dr. Falk-Kessler

Justice based ethics include principles commonly used in health care decision making. Not typically considered one of the justice principles outside of the Occupational Therapy profession, an argument can be made that occupational justice is a unique principle that plays a significant role in healthcare outcomes.

**OTM8565 Theories of Measurement and Instrument Development, 3 points**

Dr. Grajo

This course will introduce the students the fundamental principles of measurement in health

sciences with application to occupational therapy and medical rehabilitation. We will review important principles of traditional (classical) test theory and learn the principles of latent trait theory and in particular, the Rasch models. Students will propose a revision, adaptation, or development of a new instrument that can be used in their line of research.

#### **OTM 8992**

##### **Professional Development, 1 point**

All OTD Faculty

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. With guidance from the mentor, the student identifies courses and course assignments within the curriculum to develop specific projects that can support the capstone projects (clinical portfolio and evidence-based research paper). The course can also be used as small independent research studies or activities to do pilot work to support the capstone projects.

#### **OTM 8993**

##### **Professional Development, 1 point**

All OTD Faculty

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. With guidance from the mentor, the student identifies courses and course assignments within the curriculum to develop specific projects that can support the capstone projects (clinical portfolio and evidence-based research paper).

#### **OTM 8990**

##### **Grantsmanship 2 points**

Dr. Kalina

Grantsmanship course within the Programs in Occupational Therapy will provide an overview of drafting a grant related to the students' doctoral projects. Students will learn how to identify relevant funding agencies, draft a letter of intent, and write the sections of a full grant proposal.

#### **OTM 8994**

##### **Evidence-based Research Paper, 3 points**

All OTD Mentors

As part of the capstone module, the student completes the study of the approved capstone project identified during Professional Development and Case-Based Application courses. This includes the creation of an evidence-based research paper that meets the standards for submission to a peer-reviewed professional journal.



## DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY

Columbia University's Programs in Occupational Therapy has teamed with the Movement Science/Kinesiology Program at Teachers College, Columbia University, to offer a unique program leading to the **Ed.D. in Movement Science with a specialization in Occupational Therapy**. This program will allow students who already have a Masters in Occupational Therapy and clinical experience to gain from combining study in both areas. Students take core and research preparation course work in the movement science program, and coursework in the occupational therapy program. The research would be carried out largely under the supervision of occupational therapy faculty, with the additional support of movement science faculty.

This degree is directed toward preparing the current and the next generation of leaders in occupational therapy with interests in movement and daily function. These leaders will assume professorial roles in universities and colleges within departments of occupational therapy. The degree may lead to:

- Tenure-track faculty position in occupational therapy departments emphasizing teaching and applied research.
- Research Coordinator (university, hospital, clinic)
- Director/Administrator (university, teaching hospital)

Students enrolled in the Ed.D. Program will have an opportunity to integrate and contribute to basic and applied science as it relates to occupational therapy and movement science.

Broad areas of research fall under the following categories:

- How movement and posture support participation in daily living.
- Movement impairment and its impact on functional daily living skills.
- Development and testing of real world / ecologically valid assessments of motor function.
- Development and testing of occupation-based practice guidelines and interventions.

Examples of current and potential areas of specific research foci include:

- The role of perception, motor, and cognition in the context of daily living.
- How mental imagery and practice affects recovery after central nervous system dysfunction.
- Vestibular, sensory, and motor impairment as manifested in patients with psychiatric disorders, and its impact on participation in daily living.
- The use of mirror therapy to rehabilitate handwriting and promote upper limb function after stroke.
- The use of prism adaptation to improve limb use for those living with unilateral neglect.

### **ADMISSION PROCEDURES**

Application for the Ed.D. in Movement Science with a specialization in Occupational Therapy is made online by visiting [www.tc.columbia.edu/admissions](http://www.tc.columbia.edu/admissions). At the time of application, candidates should have a well thought-out area of research that should be discussed as part of the required essay for admissions.

Once the application is submitted, candidates are evaluated by a committee with membership from the Program in Movement Science and Programs in Occupational Therapy. Admission to the Ed.D. program will be based upon (a) academic performance at the undergraduate and graduate levels; (b) research capability; (c) commitment to graduate study; and (d) potential for professional contribution.

Interviews are required, and will be set up by the admissions committee.

Any interested candidate who does not already have an earned Masters degree may be eligible for a post-professional course of study in occupational therapy education or administration. Contact Dr. Glen Gillen, Director of Occupational Therapy, for information and advisement.

Please contact Teachers College for additional information on the application process to the Ed.D. program.

### **DEGREE REQUIREMENTS**

Students in the Ed.D. program in Movement Science with a specialization in Occupational Therapy have a unique opportunity to study with faculty of both programs. Although students are enrolled in Teachers College, each is assigned an academic advisor from the Programs in Occupational Therapy, who, in collaboration with the faculty of TC, plan out a program of study that combines the science of motor learning within the context of occupation. Students in this program are expected to maintain continuous enrollment.

Coursework is taken on both campuses. As per university policy, the Ed.D. requires 90 credits beyond the bachelor's degree. Since most students with entry-level masters in OT have at least

45 graduate credits in related areas, we expect that 45 credits will be transferred in from another qualified institution and that the doctorate will be comprised of approximately 45 credits beyond the existing Masters. The credit allocation is to be shared among the existing programs in Movement Sciences and Occupational Therapy.

### **Summary Of Credit Point Distribution By Area**

Teachers College:

Movement Science: (15 points)

Research Preparation: (9 points)

Occupational Therapy (15 points)

Electives (6 points)

### **Thesis**

***Ongoing Evaluation of Doctoral Students.*** At least once a year, the progress of doctoral students is formally reviewed by at least two faculty members (one from occupational therapy and one from movement sciences) who then meet with the student to discuss their evaluation and give advice.

***Certification Examination.*** This examination covers the research area of the student's dissertation work. The student will prepare a bibliography of material to be covered and will have it approved by the sponsor (OT faculty member) and one member of the movement science faculty, both of whom will prepare and evaluate the exam. Successful performance on the certification examination will be required prior to formal review of the dissertation proposal.

***Dissertation Proposal.*** The student submits a dissertation proposal to the faculty in occupational therapy/movement science. The dissertation proposal should include pilot work. Upon acceptance of the dissertation proposal, continuous enrollment is required (comparable to three points of credit or non-credit dissertation advisement) until the successful completion of the degree.

***Preparation and Defense of the Dissertation.*** The final oral defense of the dissertation involves a specially appointed committee of at least four faculty members including the sponsor (from the OT faculty), a movement science faculty member, a second person from the OT faculty and an out of department representative from Teachers College.



## **COURSES OF INSTRUCTION**

Students are expected to take a series of required and elective courses from both programs. Courses can be selected, in collaboration with one's advisor, from the following roster offered by Teachers College / Movement Science. Please refer to their catalogue for course descriptions:

BBSR 4060 Motor learning  
BBSR 4161 Motor learning laboratory  
BBSR 4050 Analysis of human movement  
BBSR 6564 Advanced topics in neuromotor processes  
BBSR 5860 Motor Learning Conference  
BBSR 6563 Movement sciences conference seminar  
BBSR 5504 Research Training in Motor Learning & Control  
BBSR 5582 Research design in the movement sciences  
HUDM 4122 Probability and statistical inference  
HUDM 5122 Applied regression analysis  
HUDM 5123 Linear Models and Experimental design

Courses can be selected, in collaboration with one's advisor from the following roster offered by Occupational Therapy:

### **O.T.M8100x**

#### **OTM8100 Advanced Applications of Theories in Practice**

*Dr. Grajo. 3 points.*

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Students in this course will understand the historical development of several theoretical constructs in OT. Students will also review and apply fundamental concepts and language used in OT theories and practice models, and a foundational knowledge of the discipline of occupational science.

### **O.T.M8101y**

#### **Advanced theories of intervention**

*Dr. Gillen. 3 points.*

Prerequisite: O.T.M8100. This course builds on the first semester and provides additional opportunity for linking theory, practice, and research. Through an approach that combines critical analysis and clinical reasoning, the student critiques intervention approaches from the literature and own practice and develops strategies for designing theoretically sound intervention programs.

**OTM8103:****Neuroscience of Cognition**

Dr. Dimitropoulou 3 points

The course focuses on mechanisms of cognition that are integral to and impacted by engagement in daily occupations. The concept of cognition is discussed as part of the Occupational therapy framework and ICF-10. The course provides an overview of neural structures underlying cognitive function, adaptation and participation across the life span. The course translates current research on the neural basis of human mental processing (i.e., perception-action, memory, metacognition, attention, executive functioning, etc.) and connects findings to human performance, function and participation.

**OTM 8113****Advanced Writing for Publication**

*Dr. Gutman, 1 point*

This course is designed to assist OTD students translate their clinical doctoral thesis into a manuscript that can be submitted for publication to a refereed journal. Students will learn to use current health care reporting standards (e.g., CONSORT statement, COSMIN, CARE statement) as a basis from which to write a journal manuscript addressing clinical topics such as intervention effectiveness, instrument development, case reports, and professional discussion papers. Manuscript submission, revision, and publication etiquette and ethical conduct are also reviewed.

**OTM 8510****Methods of Teaching**

*Dr. Gutman, 2points*

This course is designed to assist doctoral students to gain proficiency as educators in professional programs. The course is intended to be taken while students simultaneously participate in the teaching process as instructors, lab assistants, or fieldwork clinical supervisors. The student's current experience as an educator in a classroom/lab/clinical situation will be used to complete the course assignments. Students will explore their own personal learning and teaching styles, and assess how these influence their role as educators in the classroom/lab/clinic.

**OTM 8990****Grantsmanship 2 points**

Dr. Kalina

Grantsmanship course within the Programs in Occupational Therapy will provide an overview of drafting a grant related to the students' doctoral projects. Students will learn how to identify relevant funding agencies, draft a letter of intent, and write the sections of a full grant proposal.

In addition, the following courses may be offered:

O.T.M8200x,y,z\* Research Advisement  
OTM8520 xyz Administrative Practicum  
OTM8530 Evidenced Based Practice  
OTM8590 Grantsmanship/Program Evaluation  
OTM Clinical Reasoning  
OTM Applied Clinical Reasoning Seminar  
OTM8550 Advanced Theories of Pediatric Intervention  
OTM 8140 Indirect Service  
OTM8110 Thesis Seminar  
OTM Occupational Science

*Term Designations: x, y, and z. An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and a z indicates the Summer Session.*

## **ACADEMIC STANDARDS FOR OCCUPATIONAL THERAPY**

### **GRADES AND CREDIT**

The student's performance in a course is reported according to the following grades: A=4.00; A-=3.67; B+ =3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; F=0. Grades of A through C are passing grades counting for credit toward the degree and accepted as the basis for advancement to a higher course with the following exception: students earning grades below B- in clinical courses may require remediation before advancing to the next level of study and/or fieldwork; in selected courses, students whose individual assignments average below a B- may require remediation before advancing to the next level of study and/or fieldwork; and students whose professional behavior is problematic may require remediation before attending fieldwork. A student who receives a grade of F in a required course or fieldwork experience must repeat that course or fieldwork experience in our program and may do so only one time. A passing grade must be earned in the repeated course or fieldwork experience in order to be permitted to continue in our program and advance to the next level of professional courses or fieldwork.

The mark of INC (incomplete) is given to a student who has satisfactorily met all the requirements of a course but who has been compelled for reasons beyond his or her control to postpone certain assigned papers or reports. The outstanding work must be completed prior to the end of the next semester (unless a different time frame is required by the instructor) or before being permitted to advance to Level II fieldwork.

The mark of P (passed) is given for Level II fieldwork education. A limited number of other courses are also offered for P/F grades.

The mark of R (registered for the course; no qualitative grade assigned) is given only to those students who indicate, when they register, their intention to take an elective course for R credit or who file notice of change of intention with the Office of Student Administrative Services no later than the last day for change of program. If a student registers for R credit, he or she is not required to take examinations, write papers, or otherwise do the required work of the course. Students may elect R credit only for courses in excess of degree requirements. It should be understood that degree credit for such courses will not be awarded and that courses taken for R credit may not be repeated for examination credit.

## **STUDENT PROGRESS**

Full-time students in the MS program can expect to complete the program in twenty-four calendar months and part-time students in thirty-six months. All students must complete at least one-fourth (15 points) of the program in an academic year in order to maintain satisfactory progress. Students in the OTD program can expect to complete the program, part time, in less than three years.

In instances where a student may withdraw from the program, be granted a leave of absence, or interrupt the program of study because of mitigating circumstances, a determination of satisfactory progress will be subject to faculty review. Transcripts of students' records are issued at the end of each term, and the academic performance of each student is reviewed by faculty. In order to continue in good standing, whether enrolled full- or part-time, students must maintain an average term grade of B (3.0 points). Students who fall below the average will be placed on academic probation. To continue in the program the student must achieve a B average during the following term. Any student unable to achieve this average, or placed on academic probation a second time, is subject to dismissal.

A student failing more than one course at any time during the student's tenure in the Programs in Occupational Therapy may not continue in the program. Failure of one course results in required repetition of that course before being permitted to advance to the next level of professional course work or fieldwork. The failing grade (F) remains on the student's official transcript and is included in the academic record, whether or not the student repeats the course and passes it after the second attempt. The courses in the first semester serve as prerequisites for the second semester courses. All courses in each subsequent semester serve as prerequisites for the next semester. A student who has failed one course is automatically placed on academic probation, and may be placed on a leave of action until the course is satisfactorily completed

Grades of C in required courses are subject to faculty review. In clinical courses that are prerequisites to fieldwork, the record of students receiving less than B- are subject to review prior to Level II fieldwork. The record of students with an average of their individual

assignments below a B- is also reviewed. All reviews include attention to professional behavior. Any of these reviews may place one on academic probation, and/or conclude that fieldwork is to be postponed until the student achieves the desired level of competence in the clinical course.

Required courses may not be taken for pass/fail unless they are specifically designated or unless individual permission is obtained from the director. Electives in the entry-level program are pass/fail.

### **ACADEMIC AND CLINICAL INTEGRITY**

It is expected that a student's personal values of honesty, integrity, and responsibility will remain active while enrolled as a student and will be incorporated into his/her professional values. In the spirit of establishing a community for learning, all faculty, administrative staff, and students are expected to conduct themselves according to specified behavioral standards when interacting with each other. These standards are based on mutual respect, a desire to maintain an atmosphere of civility, and tolerance for individuality. It is equally expected that every student will behave honorably at all times and make a conscious effort to understand and respect the values and practices of others who are different from him/herself.

Throughout the Columbia University matriculation period and in University affiliated clinical settings every student is expected to carry out individual assignments as an individual, unless otherwise assigned, and to avoid the incorporation of ideas or work of others without proper attribution. All sources of ideas and direct quotations must be clearly documented. Failure to do so constitutes plagiarism, which is punishable as an academic offense and may result in dismissal from the University.

In clinical and academic settings students are expected to carry out assigned responsibilities with discretion and integrity in relations with patients/clients and professionals and to conduct themselves in a professionally responsible manner. Continuing development of appropriate professional behaviors is required for advancement throughout the programs in occupational therapy.

If a student does not agree with an academic decision, an academic grievance process can be initiated. If a student's behavior does not conform to the conduct expected in our program and by the university, Dean's Disciplinary hearing may be initiated by the program. Both processes are described in the Programs' Student Handbook, available on our website.

*The faculty of the Programs in Occupational Therapy reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the faculty of the Programs in Occupational Therapy is determined to be unsuited for the study or practice of occupational therapy.*

## **POLICY FOR THE DEVELOPMENT OF PROFESSIONAL BEHAVIOR**

The faculty of The Programs in Occupational Therapy is dedicated to enabling students to become respected professionals. The development and maintenance of professionalism, as seen through actions and communications, is an important component of occupational therapy practice. Advisors review with each student their progression towards professionalism. The *Professional Development Assessment*, included in the Student Handbook, is a guide for the development of professionalism.

## **ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS**

Students enrolled in Columbia University's Programs in Occupational Therapy are expected to meet standards in addition to academic competence that reflect personal characteristics necessary for successfully completing the course of study. These functions are not related to one's ability to function in a specific role as an occupational therapist, but rather to be able to function in any role as an occupational therapist, in any practice setting. In order to succeed in the program, students must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession.

## **REGISTRATION AND EXPENSES**

### **REGISTRATION**

Before enrolling in University courses, students complete various forms providing information required for University records. These forms include the Essential Function Form and the Program's Honor Code. In addition, students attend the Orientation Session of the Programs in Occupational Therapy before classes begin.

All students are asked to give their Social Security number when registering in the University. International students should consult the International Students and Scholars Office (ISSO), 524 Riverside Drive, for further information. Other students who do not have a Social Security number should obtain it from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the ISSO with two copies of the sponsorship letter. Special billing authorization is required of students whose invoices are to be sent to a third party for payment.

## **CHANGE IN PROGRAMS OF STUDY**

Once registered, students may drop or add courses or change sections by filing a formal change-of-program application with the Office of Student Administrative Services (Black Building, Room 1- 141) during the change-of-program period each term (see Academic Calendar). All such changes must first be approved by the program director.

Students may drop courses after the change-of-program period by following the same procedure, and with approval by the program director; however, for courses dropped after the last day for change-of-program in each term, no adjustment of tuition will be made. Last dates to drop courses are indicated in the Academic Calendar. Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.

Students who begin a full time course of study but wish to change to the three year option must do so early in the first semester, or between semesters. Approval from the faculty Committee on Progress and Promotions is required.

Students who enter as part-time students will register for courses according to a predetermined schedule. Schedules and prerequisite courses of students on or changed to part-time status will be determined on an individual basis according to program policy.

## **AUDITING COURSES**

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Office of Student Administrative Services during the change-of-program period. Applications require (a) the certification of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

Elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## FEES

The following fees are prescribed by statute and are subject to change at the discretion of the Trustees. The fees below are for the academic year 2018-2019.

University charges such as tuition, fees, and residence halls are due and payable in full, minus any authorized financial aid, approximately three weeks before the beginning of the autumn and spring terms, and at registration for the summer term. Students who do not pay the full amount of any charge when due may be assessed a late fee. Student Account statements and brochures describing billing and payment procedures are e-mailed before the beginning of each term, and thereafter statements with outstanding balances are e-mailed approximately four times during the term. Consult the Office of Student Administrative Services, Black Building, Room 1-141, 650 West 168th Street, New York, NY 10032, for further information.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to use a certified check, money order, or cash to release any of the aforementioned documents.

### Tuition and Fees

The following charges are in effect\* for the 2018-2019 academic year:

For MS Program, flat rate, per semester	\$ 20,950
For courses on a per point system	\$ 1306
For clinical education tuition per experience	\$ 800

\*MS students who enrolled in the three-year option program are on the per point system.

Students are provided with several opportunities to register for their courses. If a student misses these opportunities, they can register late. A late fee will be charged.

Tuition for courses offered by Teachers College, which is not part of the Columbia University corporation, will be charged at the per point or course rate established by that school.

### Health Service and Hospital Insurance Fees

The student health service fee, listed under *estimated expenses*, contributes to the cost of operating the Student Health Service. The hospital insurance fee pays the annual premium of the Aetna Plan. Participation in these programs is compulsory for all full-time students;



students who already carry comparable hospital insurance, however, may waive this fee during registration. Part-time students are encouraged to participate in the combined health plan. Upon payment of additional fees, students can acquire the student health service and hospital insurance coverage for their dependents. Students should consult the Student Health Service for further information.

The Student Health Service, which holds daily office hours, is on the street level of Bard Haven Tower 1 (60 Haven Avenue).

### **Withdrawal and Adjustment of Fees**

With the passage of the Higher Education Amendments of 1992 (Public Law 102-325), the University is required to implement a pro rata refund policy for students who do not register, or who withdraw or otherwise fail to complete an enrollment period. Refunds are a percentage of charges (including tuition and housing) assessed the student based on the date of the student's last day of attendance (separation) as reported by the Director of the Programs. All students will be charged a withdrawal fee of \$75.00.

A refund calculation will be based on the last day of attendance; however, a student may be charged for services (e.g., housing) utilized after the last day of attendance. These charges should not be paid with Title IV funds.

Certain fees are not refundable: Fees for services used prior to withdrawal, for materials and equipment purchased, for services that continue to be available after withdrawal, and fees paid to outside entities generally will not be refunded. Fees not subject to refund include: health service, medical insurance/Blue Cross, course-related fees (labs, etc.), international services charge, late registration fee, late payment fee, finance charges, computer fee, and withdrawal fee.

Students will not be entitled to any portion of a refund until all Title IV programs are credited and all outstanding charges have been paid.

Refunds will be credited in the following order: Federal Stafford Loans, Federal Perkins Loans, other Title IV programs, non-Title IV funds, and, finally, any remaining credit balance to the student.

The refund percentage is as follows (prorated for calendars of different durations and calculated from the first week of classes):

1st week 100%  
2nd week 90%

3rd week 80%  
4th week 80%  
5th week 70%  
6th week 60%  
7th week 60%  
8th week 50%  
9th week 40%  
After 9th week 0%

## **ESTIMATED EXPENSES**

Estimated expenses are for full-time students for 2018-2019. All expenses can be found at <https://www.ps.columbia.edu/education/student-resources/student-financial-aid-and-planning>

Tuition is based on a flat fee of \$20,950 per semester for full time students enrolling for the first time in September 2018. All other students in the MS or OTD programs will be charged \$1306 a point. Part-time students are encouraged to participate in health and hospital plans. The living expense portion of our student budget represents an estimated cost for a single student to maintain a modest but adequate standard of living during the 2018-2019 academic years.

We suggest that students open an account in one of the local banks upon arrival in New York City. Since it may take as long as three weeks for the first deposits to clear, students should be able to cover immediate expenses by bringing travelers' checks or a draft drawn on a local bank. The school bill may be paid by personal check.

## **HOUSING**

### **Health Sciences Campus**

The Health Sciences Housing Office serves as the central assignment office for all University owned housing on the Health Sciences campus. In addition, the division runs the day-to-day operations of the residence halls--Bard Hall and the Georgian Building--University guest accommodations, recreational/athletic facilities, and conference room scheduling for Bard Hall. The office is located in Bard Hall, 50 Haven Avenue.

### **ON-CAMPUS HOUSING**

Students enrolled and matriculated in an approved full-time Health Sciences academic program are eligible to apply for University housing. A variety of housing options for both single students and couples are available: traditional residence halls (single rooms and suites) in Bard Hall and the Georgian Residence, and apartments (studios and 1-, 2-, and 3-bedroom apartments) at

Bard-Haven Towers, 106 and 154 Haven Avenue. All accommodations are "wired" and equipped with a data/voice jack, which can provide access to both the campus telecommunications system and campus computer network. The housing assignment process at Columbia University Health Sciences is a three-step process. All students newly accepted into the Programs in Occupational Therapy will have an opportunity to apply for housing; applications are submitted electronically. Housing is not guaranteed. Student housing is assigned on the basis of distance from the campus, access to alternative housing or resources for commuting, date of receipt of application, and accommodation availability. First priority is given to students moving to New York from the greatest distances; second priority to those from the further sections of the metropolitan area; and third priority to those students nearer to campus. The office of Housing Services can also assist with off campus housing.

Students who wish more information may call or visit the Housing Office, Monday-Friday, 9:00 A.M.- 5:00 P.M.; (212) 304-7000. <https://www.cumc.columbia.edu/facilities-management/campus-services/housing>

### **GUEST ACCOMMODATIONS**

The Housing Office provides guest accommodations for affiliates of the University and visitors to the campus. The guest rooms located in Bard Hall include eight Ivy League single or double suites and the Samuel Bard Suite. The Samuel Bard Suite is a fully furnished guest apartment with living room, bedroom, bath, and fully equipped kitchen. Reservations can be made for overnight or extended stays by contacting the Housing Office during business hours.

In addition, the Edge Hotel is adjacent to our campus. Please visit <https://www.edgehotelnyc.com/> for information.

### **APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE**

Degrees are awarded four times a year in October, February, May, and June. A candidate for any Columbia degree (except the doctoral degree) must file an application with the Office of Student Administrative Services, Black Building, Room 1-141, 650 West 168th Street, New York, NY 10032. In the academic year, the last day to file for an October degree is August 1; for a February degree, October 1, and for a May or June degree, December 1. Applications received after the filing date will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she made application, the student may renew the application according to the schedule noted above.

## **TRANSCRIPTS AND CERTIFICATION**

The amended Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits release of educational records without the written consent of the student (for certain exceptions and further restrictions, consult FACETS, the University student handbook). You may obtain an official transcript of your academic record at Columbia University by writing to: Student Administrative Services, Columbia University, Black Building, Room 1- 141, 650 West 168th Street, New York, NY 10032, Attention: Transcripts.

Please include the following information with your request: current and former names; Social Security number; schools attended and dates of attendance; degrees awarded and dates awarded; number of transcripts desired and complete address for each; your current address and telephone number; and your signature authorizing the release of your transcript. You may also order transcripts in person at 205 Kent Hall on the Morningside campus (9 A.M.-5 P.M., Monday-Friday) or at Room 1-141 of the Black Building on the Health Sciences campus (9 A.M.-4:30 P.M., Monday-Friday). Currently enrolled students may order transcripts for themselves and for colleges and universities via the Student Services page at <https://services.columbia.edu/content/services-all-students>. There is no charge for issuing transcripts; however, all students pay a one-time transcript fee of \$105 upon their first registration at the University. The normal processing time for transcripts is two to three business days. If you mail in your request for a transcript, you should allow several additional days for delivery to and from the University.

You may order certifications of your enrollment and degrees via mail or in person, as described above. When requesting a certification by mail, include the notation "Attention: Certifications" on your envelope. Certifications are provided while you wait if you come to the Black Building to request them. There is no charge for certifications.

## **FINANCIAL AID**

The financial aid policies of the Programs in Occupational Therapy are designed to assist students to secure funds to help pay their education-related expenses. Assistance in the form of grants, loans, scholarships, and/or Federal Work-Study is provided by federal, state, University, and/or private sources.

Financial aid is based upon financial need, enrollment status, and availability of funds. This assistance is supplemental to the student's and/or family's financial resources.

## **Materials and Procedures**

Go to the following link for the [Office of Student Financial Planning](#). Here you will find a *Student Financial Aid Handbook* and information on how to apply.

No student will be considered for financial assistance until he or she has been accepted into the Programs.

Federal and state regulations restrict all federal aid to citizens or permanent residents of the United States. The University, therefore, requires international students applying for admission to present evidence of sufficient funds to cover all tuition, fees, books, and living expenses for their study in the Program.

## **TYPES OF ASSISTANCE**

### **SCHOLARSHIPS**

#### **Program Awards**

A limited number of scholarships are awarded annually from University funds to full-time students. The amounts of these scholarships vary from year to year, depending upon the availability of funding and student Financial Aid need. Applicants do not apply for these awards directly but follow the procedures detailed in the Student Financial Aid Handbook.

In addition, The Alumni Committee of the Programs in Occupational Therapy, Columbia University makes merit-based awards to incoming entry-level students who meet eligibility requirements.

#### **Restricted Columbia Scholarships**

Available to students who meet a certain specific criteria.

George W. Ellis Fellowship. Applicants must be residents of the state of Vermont, or must have graduated from a college or university in the state of Vermont.

Letta Stetter Hollingworth Fellowships. Applicants must be women graduates of the University of Nebraska, nominated by the faculty of that University with preference given to Nebraskans.

Paul Nichoplas Scholarship Fund. Applicants must be male students of Greek extraction or male students born in Greece and graduated from any Greek college or university.

Clifford and Siegfried Upton Scholarships. Applicants must be children of employees of D.C. Heath and Company, Lexington, MA.

Vladimir and Olga Poder Fund. Applicants must speak Estonian.

Westmoreland Davis Memorial Foundation Fellowships. Applicants must be students from Virginia.

### **State Awards**

Students are expected to determine the availability of scholarship assistance from the states in which they reside and to make application for such funds when appropriate. In New York State, the Tuition Assistance Program (TAP) is currently suspended for graduate students.

### **Educational Loan Programs**

Please refer to the [Office of Student Financial Planning](#) for more information.

### **OTHER SOURCES OF AID**

#### **Service Scholarships**

Service scholarships are available from the New York City Board of Education.

**The New York City Department of Education** provides scholarships for both first and second year students. This service scholarship pays for one year of tuition in exchange for twenty-four months of service after graduation as an Occupational Therapist in a public school at the regular salary. These service scholarships are renewable for the second year of study contingent upon funding. The application is available on our website. Further information may be obtained by calling the Board of Education at (718) 391-8391 or writing to:

NYC Department of Education  
Office of School Health/Office of Related and Contractual Services  
28-11 Queens Plaza North, 4<sup>th</sup> Floor  
Queens, NY 11101

#### **External Scholarships**

Please refer to the [Office of Student Financial Planning](#) website for a list of outside scholarship opportunities.

After applying for admission, applicants are encouraged to apply to the organizations listed on our website, as well as to other private foundations known personally to the student. In this way, the applicant may not miss application deadlines, since many of these organizations require verification of acceptance/ enrollment before consideration is given to a student's

financial aid request. For additional sources, consult The Foundation Center Library, 79 Fifth Avenue, New York, NY 10003.

### **Tax Withholding for Nonresident Alien Scholarship and Fellowship Recipients**

United States tax law requires the University to withhold tax at the rate of 14 percent on scholarship and fellowship grants paid to nonresident aliens that exceed the cost of tuition, books, fees and related classroom expenses.

Certain countries have entered into tax treaties with the United States, which may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

**The International Students and Scholars Office** (524 Riverside Drive; telephone 212-854-3591) has prepared a packet of tax information, which is available to students and is revised annually. The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual tax advice, each student may also wish to consult the consulate of his or her country of residence or a qualified tax professional.

### **Federal Work-Study**

This program provides an opportunity for full-time students to earn a part of the cost of their educational expenses. Funds provided to the University by the federal government subsidize a portion of the wages paid to the students.

Students interested in Federal Work-Study opportunities during the academic year should contact Diana Parra, Assistant Director of Student Financial Planning upon arrival on campus in September. Eligibility is based on financial need as determined by Federal Methodology.

### **STUDENT EMPLOYMENT**

A student interested in earning part of his or her expenses by working part-time in a non-work-study position, either during the academic year or the summer, may apply to the Office of Career Services, East Campus (on the Morningside campus).

### **Students and Their Spouses**

Spouses of students may register with the Center for Career Services for part-time work. Those who are interested in full-time jobs at the University should contact the Human Resources

Office, Black Building, Room 101, on the Health Sciences campus or 615 West 131<sup>st</sup>, Studebaker building, 4<sup>th</sup> floor, on the Morningside campus.

Most of these positions are secretarial or administrative in nature, usually requiring good computer skills as well as prior office experience. A complete listing of available positions can be found on the University's Web site ([www.columbia.edu](http://www.columbia.edu)).

Regular full-time University employees and their families may be eligible for a limited number of points of tuition exemption as outlined in the Tuition Exemption Program. However, eligibility for the Tuition Exemption Program does not imply automatic admission or ability to register for courses. The specific admission requirements of the school or division must also be met. Detailed information about the Tuition Exemption Program and other University benefits can be obtained from Human Resources ([www.hr.columbia.edu/hr](http://www.hr.columbia.edu/hr)).

## **STUDENT LIFE**

Students entering the Programs in Occupational Therapy come from diverse educational and experiential backgrounds. Some students come to the programs directly after having received a baccalaureate degree, others are making career changes, and some are returning to college after raising a family. Common factors shared by all students are the willingness to grow and learn and to direct themselves emotionally and intellectually to becoming highly qualified, competent health care professionals.

### **ACADEMIC, CLINICAL, AND RESEARCH FACILITIES**

Classrooms and laboratories are within the three-block radius of the medical center complex. The primary teaching and laboratory facility of the Programs in Occupational Therapy is the Occupational Therapy lab located in the Hammer Health Sciences Center. Administrative and faculty offices are located on the 3rd floor of the Georgian building. The Learning Center, available to all Health Sciences students, is a 26,000 square foot facility that is part laboratory, part classroom, and part student union. Components include classrooms, conference and seminar rooms, a workstation computer classroom and laboratory, and a comfortable lounge area with vending machines and restrooms. The Learning Center is laced with a high-speed telecommunications network and advanced audiovisual capabilities.

Students may enroll in courses at Columbia's Morningside campus, an easy commute by subway, bus, or shuttle. The Morningside campus is located fifty blocks south of the medical center. Separate tuition is charged for classes taken in other schools. These courses do not count towards the requirements of the professional Programs in Occupational Therapy.



The New York metropolitan area is rich in clinical facilities and agencies where students are assigned for clerkships and fieldwork experiences. An unequalled variety of hospitals, rehabilitation centers, private clinics, specialty facilities, community agencies, and programs are available to provide students with supervised learning experiences. The location of the Programs in the midst of ongoing research activities fosters the development of research interests in students. Opportunities for individual and collaborative research are available.

## **OFFICE OF SCHOLARLY RESOURCES**

### **Augustus C. Long Health Sciences Library**

Columbia University is home to over 28 libraries and archives, each of which is a resource for the occupational therapy students. While our students make use of several of these libraries (e.g., New York State Psychiatric Institute; Teachers College) they rely most heavily on the Augustus Long Library of the Health Science Campus.

The Augustus Long library (<http://library.cumc.columbia.edu/>) is located on the first floor of the Hammer Health Sciences Center and is one of the largest medical center libraries in the United States. The library can provide access to over 4,300 current journals, has a significant rare book and special collections section, and a large microcomputer and multi-media center. Study space, a learning lab, and conference rooms can be reserved by students, and technical assistance is available. Faculty, students, and staff have access to all. In addition to this, databases (paid for, licensed, or linked to for access by HSL) are available to all faculty, students, and staff and accessible via any computer.

The media center houses a microcomputer laboratory, which offers a wide range of software to run on the microcomputers. A second Apple microcomputer laboratory is part of the new learning center. Laser printers and plotters are available. All students and faculty can use the microcomputer laboratories. In addition to traditional reference sources, the library offers computerized MEDLARS. The library also provides CLIO a computerized catalog for all materials added to Columbia University libraries since 1981. Students and faculty have access to a copy center that is also located in the Health Science Library. The library staff is readily available and consistently helpful to the students. Library hours are Monday through Thursday, 8:00 a.m. - 11 p.m.; Friday, 8 a.m. – 8 p.m.; Saturday, 10 a.m. -11 p.m., and Sunday, noon -11p.m. The Student Computer Rooms and the After Hours room, and the Lower Level Learning Center Computer Room, are each available 24 hours a day, 7 days a week. As indicated, all the instructional aids are very adequate and readily accessible.

A complete guide to the University Libraries is available on the [library website](#).

## **Center for Academic Information Technology**

The Center for Academic Information Technology (CAIT) provides computer services and resources to support education and research at the Health Sciences campus, including computer labs and classrooms, development and delivery of online curriculum and multimedia, assistance in connecting to and using the campus network, computer support for the Health Sciences Library, and development and administration of CPMCnet, the primary Internet and World Wide Web server and gateway of the Columbia University Irving Medical Center (<http://www.cumc.columbia.edu/>).

The Center is located on the second floor of the Health Sciences Library. Computer labs maintained by CAIT are located in the Center, in the Student Learning Center (Presbyterian Hospital, 17th floor), and in a room adjacent to the lobby of the Hammer Building that is open twenty-four hours. A wide range of general applications, such as word processing, presentation graphics, and statistical analysis are supported on Windows and Macintosh computers in the labs. The Center also provides access to printing, electronic mail, and campus wide network resources. Assistance with viruses, damaged files, and file conversion/transfer is provided at the Center's service desk. An extensive workshop program provides hands-on training in computer applications, electronic mail, and Internet navigation. Further information is available at the service desk or online.

## **Center for Curriculum Evaluation and Faculty Support**

The Center for Curriculum Evaluation and Faculty Support assists course directors and faculty in the development and implementation of strong and innovative educational programs. Ongoing feedback from students about the courses, lectures, and educational materials that make up the curriculum is a valuable component in efforts to ensure that programs are of the highest quality. Throughout the year, students may be asked to complete evaluation surveys, participate in formal discussion sessions to assess various aspects of the curriculum, and/or review new materials to support the curriculum. Student comments and suggestions are solicited regularly and are greatly appreciated.

In addition, the Center for Curriculum Evaluation and Faculty Support operates a Test and Survey Scanning Service. Available for both faculty use and student projects, the facility is located in the Photocopy Center on LLI of the Health Sciences Library. The service provides scanning of National Computer System (NCS) bubble sheet forms for course examinations, course evaluation surveys, and research surveys. Basic statistical and summary reports on scanned data are supplied, and the scanned data also are available in flat ASCII files. A handbook of policies and procedures is available at the facility.

## **RECREATIONAL/ATHLETIC FACILITIES**

Bard Hall Commons is the center for activities on the Health Sciences campus. The Commons includes offices, study areas and lounges, the dining room, and the Bard Athletic Center. In addition, the Wellness Center offers a variety of programs to promote health and well-being.

At the Morningside Campus. The Marcellus Hartley Dodge Physical Fitness Center features two gymnasias, an eight lane swimming pool, sixteen squash and racquetball courts, a tri-level cardiovascular and strength training center, two dance/martial arts studios, a fencing room, a wrestling room, and a one-tenth mile indoor track. Also on campus are two tennis courts.

Baker Field. Columbia's principal outdoor athletic facility, located at the northern tip of Manhattan, features a football field, soccer field, running track, seven tennis courts, and several practice fields.

## **OTHER STUDENT ACTIVITIES AND SERVICES**

Students enrolled on the Health Sciences campus may join various activities sponsored by the P&S Club, such as the Bard Hall Players (a very active theater group), coffeehouse cabarets, and moonlight cruises. A roster of CUMC activities is sent each week to the student body. All students enrolled in programs on the Health Sciences campus are also entitled to the privileges and facilities of the Morningside campus at 116th Street and Broadway. In addition, there are many services that students can take advantage of:

The Medical Center Bookstore. The Bookstore is currently located on the first floor of the Hammer Building.. Required textbooks may be purchased there as well as miscellaneous educational supplies.

Shuttle Service Available to Students. A shuttle bus runs between the Health Sciences campus, Morningside campus, and Harlem Hospital at regular intervals during the day and evening hours at no cost to the student. In addition, the Health Sciences Security Office provides transportation to students between the hours of 6:00 p.m. and 8:00 a.m. to adjacent residential buildings, Medical Center facilities, the George Washington Bridge Bus Terminal, and other locations within the local Medical Center vicinity.

Writing Centers. The Graduate Writing Center at Teachers College and the Writing Program at Columbia University provide writing assistance to registered students.

Disabled Student Service. Columbia University admits qualified students with disabilities. Campus facilities have been designed or modified to meet the needs of individuals with permanent or temporary disabling conditions. The Office of Student Disability Services on the

Morningside campus coordinates services for students with disabilities in cooperation with the Programs in Occupational Therapy. The purpose is to address the individual disability needs of students while upholding academic integrity and standards of Columbia University. Students may consult Professor Pamela Miller; they should also consult the Disability Services text in the Official Regulations section of this bulletin.

### **THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY**

The Health Sciences campus is within easy reach of New York City's myriad attractions. Lincoln Center for the Performing Arts, the theater district, Greenwich Village, Wall Street, a variety of museums - Metropolitan Museum of Art, the Museum of Natural History, the Museum of Modern Art, to name a few - Fifth Avenue, Little Italy, and Chinatown are all a brief trip away by bus or subway. Within a one hour drive from campus are outstanding ski resorts, beaches, and camping and hiking grounds. Students may ski at Great Gorge, swim at the New Jersey Shore or Long Island's many beaches, or picnic and hike at Bear Mountain State Park.

The prospect of living in New York offers a special challenge to students. For the health professional, it has a unique patient population and the opportunity to learn about the problems of health care delivery in a variety of urban settings. As a cultural and artistic center, the city is unrivaled. Students acclimate quickly to the public transportation system and follow sensible precautions that minimize the problems of urban living. They move freely around the city to enjoy all that New York has to offer - unmatched sightseeing, wonderful entertainment, unique cultural opportunities, and unlimited educational resources.

## OFFICIAL REGULATIONS

The policies that follow are a sample of our policies. For the most current official university policies, please refer to [Essential Policies for the Columbia Community](#).

### RESERVATION OF UNIVERSITY RIGHTS

This Bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The Bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this Bulletin. The Bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

### UNIVERSITY REGULATIONS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the associate dean or director of the school or college of the University in which the student is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until the fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless he or she obtains written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privileges from any person with unpaid indebtedness to the University.

### Attendance and Length of Residence

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work. Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the

degree, regular attendance is required in addition to the proficiency attested to by class work and examination.

### **Religious Holidays**

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost. Please refer to the occupational therapy student handbook for more information.

### **Immunization Requirements**

New York State requires that all college and university students be adequately protected against Measles, Mumps, Rubella, and Meningococcus. (MMR). All students on the CUIMC campus must provide necessary documentation regarding these infectious diseases no later than the beginning of the fall semester. Information on submitting this documentation is distributed to all incoming occupational therapy students.

Please note: If you cannot provide evidence that you are immune to measles, mumps, and rubella, you will not be permitted to register for classes and may be charged a fine.

The flu vaccine is provided free of charge to all clinical students. If for some reason you choose not to be vaccinated, you will be required to fill out a declination form available through student health. Please keep in mind that some fieldwork sites will not allow non-vaccinated students to participate in fieldwork.

### **Drug Testing Policy**

All CUIMC students are required to submit to drug testing. This is typically handled prior to the first clinical assignment. The CUIMC Policy and Procedure on Pre-Clinical Drug testing is distributed to all Occupational Therapy students during the fall semester.

## **DISABILITY SERVICES**

Columbia is committed to serving the needs of students with disabilities. Services to students with permanent or temporary disabilities are coordinated by the University Office of Disability Services. Disability Services works in conjunction with the Programs in Occupational Therapy to support its academic program and standards and to meet student's disability needs.

The University Office of Disability Services provides a variety of services, programs, and resources to allow students with disabilities full participation in the academic and campus experience. Students are expected to identify their disability and to provide current and appropriate medical or diagnostic documentation before any accommodations can be considered. In cases involving students with learning disabilities, appropriate documentation must provide a current assessment of the student's adult level of learning skills and style and must include a report summary and complete test battery scores. To allow sufficient time for review of needs and implementation of accommodations, students with disabilities are encouraged to contact Disability Services upon acceptance to discuss their specific disability needs and to plan any academic accommodations that may be necessary.

Any student who disagrees with a decision that affects his/her standing in the program has the opportunity to appeal. Our student handbook, which is distributed to all matriculated students, describes the process.

Information regarding disability services can be accessed through the [Office of Disability Services](#).

## **RULES OF UNIVERSITY CONDUCT**

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's Discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's Discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct.

Copies of the full text are available in [Essential Policies for the Columbia Community](#), the University student handbook.

## **ESSENTIAL POLICIES FOR THE COLUMBIA COMMUNITY**

The following policies are described in detail in the University publication, *Essential Policies for the Columbia Community* <http://facets.columbia.edu>

[Student Email Communication Policy](#)

[CUIT Computer and Network Use](#)

[Policy](#)

[Social Security Number Reporting](#)

[Policy on Access to Student Records](#)

[\(FERPA\)](#)

[University Regulations](#)

[Policies on Alcohol and Drugs](#)

[Student Policies and Procedures on](#)

[Discrimination and Harassment](#)

[Gender-Based Misconduct Policies for](#)

[Students](#)

[University Event Management Policies](#)

[Policy on Partisan Political Activity](#)

[Campus Safety and Security](#)

[Crime Definitions](#)

[Required Medical Leave for Students](#)

[with Eating Disorders \(Morningside\)](#)

[Voluntary Leave of Absence Policy](#)

[Involuntary Leave of Absence Policy](#)

[Military Leave of Absence Policy](#)

[Essential Resources](#)

[Additional Policy Sources](#)

[Consumer Information](#)

[Directory](#)

## **CAMPUS SAFETY AND SECURITY**

The University is required by federal law to publish an annual security report containing information with respect to campus security policies and statistics on the incidence of certain crimes on and around our campuses. This information is available in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>), or by requesting a copy of the report from: Campus Crime Report, Department of Security, Columbia University, 111 Low Library, Mail Code 4301, 535 West 116th Street, New York, NY 10027.

## **CAMPUS MAPS**

### **COLUMBIA UNIVERSITY MEDICAL CENTER**

Please visit [http://cumc.columbia.edu/sites/default/themes/cumc/docs/NYP-CUMC\\_map.pdf](http://cumc.columbia.edu/sites/default/themes/cumc/docs/NYP-CUMC_map.pdf) for an interactive map of the health science campus.

### **MORNINGSIDE CAMPUS**

Please visit [http://www.columbia.edu/about\\_columbia/map/](http://www.columbia.edu/about_columbia/map/) for an interactive map of the Morningside campus.



## ACADEMIC CALENDAR, 2018-2019

While the programs in Occupational Therapy follow the academic calendar, there are some exceptions. Course directors and/or Program Director will notify students of these exceptions.

The following Academic Calendar was correct and complete when compiled; however, the University and/or the Programs reserves the right to revise or amend it, in whole or in part, at any time.

<b>Academic Calendar*, 2018-2019 Programs in Occupational Therapy</b>
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<b>FALL 2018</b>		
Wednesday & Thursday	August 29- August 30	Orientation
Monday	September 3	Labor Day - University Holiday
Tuesday	September 4	First Day of Classes
Friday	September 14	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Tuesday	October 9	Last Day move to the three-year option
Wednesday	October 17	October Degrees Conferred
Thursday	October 18	Midterm Date
Tuesday	November 6	Election Day - University Holiday (we have classes on Monday Nov. 5)
Wednesday - Friday	November 21 - 23	Thanksgiving Holiday (NB: Attendance required in classes held on Monday and Tuesday of that week.)
Monday	December 19	Last Day of Classes
Wednesday - Thursday	December 12-13	Reading/Study Day
Friday - Thursday	December 14- 20	Final Exam Period
<b>SPRING 2019</b>		
Monday - Friday	January 7-11	Some electives may be during this time period
Monday	January 21	Martin Luther King, Jr.'s birthday observed - University Holiday
Tuesday	January 22	First Day of Classes
Friday	February 1	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	February 13	February Degrees Conferred
Monday	February 18	Presidents' Day; no MS1 classes; MS 2 fieldwork is scheduled according to clinic's calendar
Monday	March 11	Midterm Date
Monday-Friday	March 18-22	Spring Break (MS1 fieldwork <i>may</i> begin during this time period; refer to course calendar; some electives may be during this time period)
Thursday-Sunday	April 4-7	AOTA Annual Conference
Monday	May 6	Last Day of Classes
Tuesday-Wednesday	May 7-8	Reading/Study Day
Thursday-Thursday	May 9-16	Final Exam Period
Thursday	May 16	Interdisciplinary Research Day
Wednesday	May 22	University Commencement Ceremony
Thursday	May 23	Occupational Therapy Commencement Ceremony
	June - August	Level 2 Fieldwork
	September - December	Level 2 Optional Fieldwork scheduled within this timeframe.

\*Calendar is subject to change.

***We see the need, we meet it, we exceed it!***