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PROGRAMS IN OCCUPATIONAL THERAPY

Master of Science to Post-Professional Doctor of Occupational Therapy (MS-OTD) Program Student Handbook

Programs in Occupational Therapy

Fall 2025 Cohort

Limitations of Handbook

This handbook is a supplement to the Programs in Occupational Therapy Student Handbook. This handbook is intended to provide information for the guidance of Columbia University Occupational Therapy MS-OTD 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 handbook are subject to change, and the Programs reserve the right to depart without notice from any policy or procedure referred to in this handbook, or to revise and amend this handbook in whole or in part at any time. This handbook is not intended to and should not be regarded as a contract between the University and any student or other person.

Students should also refer to the Essential Policies for the Columbia Community, http://facets.columbia.edu, the university publication on policies and regulations..

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Welcome to Columbia University's MS-OTD Program

About the Program

The Programs in Occupational Therapy at CUIMC offers an accelerated Post-Professional Occupational Therapy Clinical Doctorate (MS-OTD) for CUIMC OT Master of Science students who wish to advance their clinical education directly after or within three years of completing their MS in OT degree. Qualifying CUIMC MS in OT students can enter the MS-OTD Program in the fall semester directly after completion of their Level 2 fieldwork. The MS-OTD is a 70-credit online program that is completed in one full academic year (3 semesters: Fall, Spring, and Summer). Forty-four credits transfer in from the entry-level MS OT degree, leaving a remainder of 26 credits that will be completed in the MS-OTD Program. All courses are held online so that students can maintain full-time clinical positions during the day (students will be licensed and registered for clinical practice once they complete the entry-level MS OT degree and pass the NBCOT exam). The MS-OTD is intended to help students broaden their clinical skills and obtain advanced knowledge in the areas of clinical leadership and the application of research evidence.

Admission Requirements

Applicants who have completed a Master of Science in Occupational Therapy from CUIMC and who intend to enroll in the MS-OTD are not required to submit references or transcripts. Applicants who graduated from the entry-level MS Program with a 3.67 GPA will be given higher priority, but not guaranteed admission into the MS-OTD Program. Applicants who graduated with a 3.0 – 3.66 GPA will be considered through an Admissions Committee review. The minimum GPA required for admission is 3.0. To be considered for admission into the MS-OTD Program, applicants must have demonstrated appropriate professional behaviors and exceptional fieldwork performance in the entry-level MS program and must submit a letter of intent with a detailed description of doctoral capstone aims. Admissions to each cohort in MS-OTD program will be capped each year.

Students with Disabilities

Students seeking accommodations or support services from Disability Services are required to register with the office of disability services. Please refer to their website for details. www.health.columbia.edu/ods. We strongly advise that if you have a disability, do not "wait and see" how the academics are before applying for services. Accommodations are not retroactive. In addition, verifying disability status takes time; it is imperative that you handle this as soon as possible. If you have questions about this, contact Dr. Julia Guzman, our program's liaison to this office. She can be reached at jg3740@cumc.columbia.edu.

Course Registration

Columbia uses 'registration windows", which are time periods during which you may register for your classes. The registrar's office will send you an email using your Columbia email address. Registration is required for participation in all our courses, and for access to our online platform, Canvas.

Students will be notified by the Registrar via email of assigned days and times for preregistration. Course names, course numbers, and registration call numbers will be provided in advance of the scheduled preregistration days. Students are responsible for checking their registration times via the Student Services portal on-line (SSOL). Students must be in good standing in terms of no outstanding tuition balance or fees and have completed all student health requirements to preregister. If the preregistration deadline has passed and students have failed to register for the following semester courses, a second call for registration will occur at the start of the new semester. Students who have clear accounts will be able to register. If this registration period is missed, for whatever reason, a late registration fee of $50.00 will be imposed.

Student Health and Immunization Requirements

Visit this link to understand required immunizations: http://cumc.columbia.edu/student-health. MS-OTD students are required to have updated MMR shots and complete the Meningococcal Meningitis Response Form.

Health Insurance Waiver

Students who wish to waive Student Health Insurance must show proof that they have insurance coverage through their employer. Follow the process indicated here: http://www.cumc.columbia.edu/student-health/insurance-and-administration/waiver

Mandatory HIPAA Compliance Training

All faculty and students are required to complete an annual HIPAA compliance training. These are sent via email by the Compliance Office. You must complete this online training annually before the set deadline or you will not be allowed to register for OTD courses.

Mandatory Human Subjects Research Training

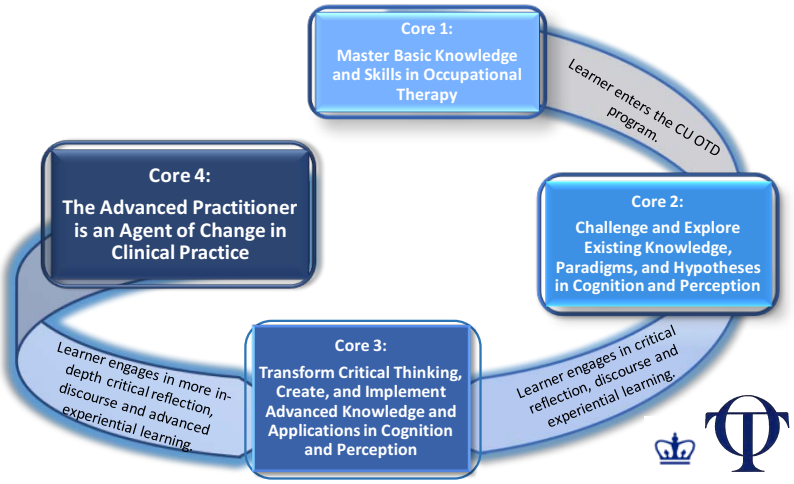
All doctoral students are required to complete several training programs for human subjects research through CUIMC IRB. Instructions can be found here: https://research.columbia.edu/human-subjects-protection-training-program-educational-resources

1). Create a Rascal account: https://www.rascal.columbia.edu

2.) Complete the following trainings (save a copy of all certificates of completion):

- TC0094 – Responsible Conduct of Research
- TC0019 – HIPAA
- TC0087 – Human Subjects Protection Training (including minors, as applicable)
- TC1450 – Financial Conflicts of Interest
- TC3450 – Good Clinical Practice Training
- In addition, there is a link at the top of the Rascal webpage called “Conflict of Interest”. Complete this form in addition to the above trainings

MS-OTD Curriculum Design



The MS-OTD aims to provide practitioners, who wish to remain in the practice arena, with advanced knowledge and clinical skills. The overarching goal of our program is to deepen knowledge, apply evidence-based practice and advanced clinical reasoning as a clinician, and develop clinical leadership skills.

Program Outcomes

It is expected that upon completion of the MS-OTD degree, graduates will be clinical leaders with potential to expand and advance the occupational therapy profession at local, state, and national levels. Upon completion of the MS-OTD degree, students will be prepared to:

- Articulate emerging roles and novel perspectives in clinical practice areas.
- Demonstrate professional and ethical standards in advanced practice.
- Apply, analyze, and synthesize theoretical frameworks related to occupational therapy practice.
- Analyze and synthesize the scientific body of knowledge underlying occupational therapy practice.
- Develop and implement a program development or research project guided by evidence-based practice.

Program Requirements

Receiving the MS-OTD degree involves satisfactorily completing 70 credits, 44 of which are transferred from the MS degree, leaving a remainder of 26 to be completed. This includes the use of a clinical residency* towards the completion of three capstone components: (1) a capstone project (2) a clinical portfolio and (3) a publication-ready evidence-based capstone paper. This program is an evening program and can be completed in 1 academic year (or 3 semesters: Fall, Spring, Summer).

<u>Clinical Residency</u>: All students are required to identify a site that can serve as their "clinical residency". This can be one's place of work, a volunteer site, or a research lab. As long as one's site provides approval, assignments including the Capstone Project can be carried out with one's clients, during, or after one's workday. Note that if the residency is done at one's place of work, it should be completed after the student's work responsibilities are accomplished. Regular work responsibilities cannot count towards clinical residency hours.

Program Format

The MS-OTD program is offered as a fully online program. There are no required campus visits. All courses are delivered through a combination of synchronous and asynchronous class activities online.

MS-OTD Curriculum

Semester 1, Fall: (10 credits)
The focus of the first semester is to exhaustively review the literature with regard to theories underlying practice (Advanced Applications of Theory to Practice) and research that reports on intervention effectiveness (Advanced Evidence Based Practice). Student's will also learn about their capstone projects in Capstone 1, which will be sponsored by a doctoral faculty mentor. This will include 1) identifying gaps in literature and developing a methodology to evaluate a question (professional development course) and 2) planning and developing preliminary materials for their capstone projects, including IRB's, Clinical Portfolios, and Evidence-Based Capstone Papers (Capstone 1).

Semester 2, Spring: (10 credits)
In the second semester, students begin to consider the occupational injustices experienced by clinical populations and how such inequities can be addressed through clinical practice (Ethics and Occupational Justice). Students also begin to consider the cognitive challenges that may be experienced by their clinical population as a result of disability or environmental barriers (Cognitive Basis of Function and Decision Making). In Case-Based Application and Capstone 2, students will finalize data collection procedures, recruit participants, complete data collection, begin processing of data, and continue working on their evidence-based capstone papers and clinical portfolios.

Semester 3, Summer (6 credits)
In the third and final semester, students explore methods of teaching for in-services, conference presentations, continuing education courses, fieldwork supervision, and adjunct instruction (Methods of Teaching). In Capstone 3, students complete their Capstone Project (data analysis), clinical portfolio, and evidence-based capstone paper. Writing for Publication helps students to polish their capstone paper in a publication-ready format. The Capstone Project is presented at the end of the semester.

MS-OTD Program Curriculum Sequence

Transfer Credits (MS)	Year of Study	Fall	Spring	Summer	Total Degree Credits
44	Year 1 **26 credits**	OTM 8100: Advanced Applications of Theory to Practice (3 credits) OTM 8530: Advanced Evidenced-Based Practice (3 credits) OTM 8993: Professional Development (1 credit) OTM 8107: Capstone 1 (3 credits) **Total Credits: 10**	OTM 8550: Ethics & Occupational Justice (2 credits) OTM 8505: Cognitive Basis of Function and Decision Making (4 credits) OTM 8106: Case-Based Application (1 credit) OTM 8994: Capstone 2 (3 credits) **Total Credits: 10**	OTM 8510: Methods of Teaching (3 credits) OTM 8113: Writing for Publication (1 credit) OTM 8112: Capstone 3 (2 credits) **Total Credits: 6**	**70**

Course Descriptions

Semester 1: Fall

OTM 8100: Advanced Applications of Theory to Practice, 3 credits, Dr. Rushanan

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Learners in this course will understand the historical development of several theoretical constructs in OT. Learners will also review and apply fundamental concepts and language used in OT theories and practice models and gain a foundational knowledge of the discipline of occupational science. Learners will use critical and clinical reasoning skills to determine how theories can inform evidence-based and client-centered practice based on applications to their own daily practices.

OTM 8530 Advanced Evidence-Based Practice, 3 credits, Dr. Dimitropoulou

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 learn to use various

methods to conduct systematic and scoping reviews and will critically appraise a topic of interest related to their proposed line of research.

OCCTM8107. Capstone I, 3 credits, Dr. Lange.

In Capstone 1, students will begin development of capstone projects, which will be sponsored by a faculty mentor. This includes development of the literature review and the methodology for their recruitment, procedures, data collection, and data analysis. They will also develop their IRB's and prepare it for submission. As part of the capstone module, the student will begin to generate 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 through their coursework, clinical residency, and capstone project.

OTM 8993 Professional Development, 1 credit, All OTD Mentors

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. Students will refine their data collection procedures, submit IRB, collect data, or complete data analysis as appropriate to the capstone phase the student is in currently. With guidance from the mentor, the student will implement their capstone projects and collect complete data collection.

Semester 2: Spring

OTM 8550, Ethics and Occupational Justice, 2 credits, 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. The purpose of this course is to examine the relationship between ethics and occupational justice.

OTM 8505 Cognitive Basis of Decision-Making, 4 credits, Dr. Geller

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.

OCCTM8106. Case-Based Application, 1 credit, All OTD Mentors

This course will allow students to refine their data collection procedures, submit IRB, collect data, or complete data analysis as appropriate to the capstone phase the student is in. Students will articulate the alignment of relevant professional development goals with core courses taken in the OTD program.

OTM8994. Capstone 2, 3 credits, All OTD Mentors

In Capstone 2, the student will refine and finalize their data collection processes, recruit participants, and complete data collection. Students will continue to work on their clinical portfolios and evidence-based capstone papers.

Semester 3: Summer

OTM 8510: Methods of Teaching, 3 credits, Ashley Kingon

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 8113, Writing for Publication, 1 credit, All OTD Mentors

This course is designed to assist OTD students to polish their Capstone Project into a publication-ready format.

OTM 8112, Capstone 3, 2 credits, All OTD Mentors

This course 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. As part of the capstone course, 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 capstone paper that meets the standards for submission to a peer-reviewed professional journal. The student also 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.

MS-OTD Textbook Requirement List

Note: this list is subject to change. Each course syllabus will reflect the most updated list of required texts.

Course Number and Title	**Required Text**
OTM 8100: Advanced Applications of Theory	Grajo, L. & Boisselle, A. (2018). *Adaptation through occupation: Multidimensional perspectives*. Thorofare, NJ: SLACK. (will be used in another OTD course) Katz, N & Toglia, J. (Ed.). (2018). *Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy (4th Ed)*. Bethesda, MD: AOTA Press. (will be used in another OTD course)
OTM 8505: Cognitive Basis of Function and Decision Making	Katz, N & Toglia, J. (Ed.). (2018). *Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy (4th Ed)*. Bethesda, MD: AOTA Press.
OTM 8107: Capstone I	Gutman, S. A. (2017). *Journal article writing and publication. Your guide to mastering clinical health care reporting standards*. Thorofare, NJ: SLACK. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: Author.

Technology Requirements

Instruction within the MS-OTD program heavily requires technology use and access. All students must have access to a computer and/or a mobile device with more than sufficient access to internet connection. All computers and mobile devices need to have either built-in or available hardware for audio and video-conferencing.

- The ***Online Learning Management System*** for all MS-OTD Courses is **Canvas**: https://courseworks2.columbia.edu
- The ***Video Conferencing System*** is through **Zoom**.
- CUIMC IT Software for Students: https://www.cuit.columbia.edu/cuit/software-downloads

MS-OTD Academic Standards

The Programs in Occupational Therapy use a letter grade system for core courses and Pass/Fail for the mentored courses (Professional Development , Case-Based Application, Writing for Publication, and Capstone Courses). A grade of "B" and/or "Pass" is considered the minimum passing grade. A minimum GPA of 3.0 per semester is required to progress in the program.

Program grades are defined as follows:

Excellent:

A Excellent achievement.
A- Close to excellent work.

Acceptable:

B+ Very good; expected of most graduate students.
B Good, acceptable achievement.
Pass Meets minimum standards of doctoral competency

Numerical values are commonly used for test and assignment grades. These values translate to letter grades as follows:

A	4.0	=	95-100
A-	3.67	=	90-94
B+	3.33	=	88-89
B	3.0	=	84-87
F	2.67	=	<84

Academic Requirements

Students can expect the complete the program in 3 semesters if they follow the suggested program schedule. Students can extend the timeline for completing the capstone project with permission from the OTD program director. Permission has to be obtained before the summer semester of the first year of the program. However, the maximum residency rule (MRR) to complete the program is 4.5 years. This means that students need to complete the program within 4.5 years of their start date.

Academic Standing

In order to continue in good standing, students must maintain an average term GPA of 3.0 (B). Students who fall below this average will be placed on academic probation. To continue in the program, the student must achieve a GPA of 3.0 (B) by the end of the following term. Any student unable to achieve this GPA, or who is placed on academic probation for a second time, is subject to dismissal from the program. 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 review by the Doctoral Progress and Promotion Committee.

A student who receives a grade of F in a required course must repeat that course in our program and may do so only one time. If the student fails the course a second time, they will be dismissed from the program. Students required to repeat a course must pay full tuition and fees. 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. A student failing more than one course throughout the student's tenure in the program may not continue in the program.

Incomplete and Credit Pending

A grade of incomplete (INC) may be requested by a student or given by an instructor if the student has not made sufficient progress towards the deliverables of a course during the semester in which a course is taken. An INC requires that all outstanding work be completed by the following semester. In case, a student is unable to complete all outstanding work, the student will receive a grade of F and will be required to retake the course by re-registering for the course the next time it is offered and pay all applicable fees. A student may continue to take courses while completing outstanding work for courses assigned an INC.

A grade of credit pending (CP) may be requested by a student or given by an instructor if the student has made progress towards the deliverables of a course during the semester in which a course is taken, however is unable to meet all the deliverables of the course due to circumstances outside of the students control (e.g., delayed IRB approval; changes at the clinical residency site). CP is only allowed for mentored capstone courses. A grade of CP

requires that all outstanding work be completed within two semesters maximum. A student may continue to take courses while completing outstanding work for courses assigned a CP.

Leave of Absence

Students need to be continuously enrolled in every semester of the PP-OTD program (including summers) with a minimum of 1 credit, except for extenuating circumstances. Students who do not intend to take any credits need to file for a Leave of Absence (LOA). The student is responsible for initiating the LOA after informing the PP-OTD program director.

Only 1 LOA (good for 1 semester) is allowed in the program. If a student needs to take more than one LOA, the Doctoral Progress and Promotions Committee will review the student's request and provide the student with a decision within two weeks of applying for a LOA. The maximum residency rule (MRR) to complete the program is 4.5 years (see academic requirements; page 15). Students who cannot complete within this time frame need to file an extension with the PP-OTD Director. For students filing for a Leave of Absence, a written notification via email must be sent to the PP-OTD Program Director at least two weeks before the start of the semester for which the student is filing a leave of absence.

A student who must interrupt study temporarily to take a leave of absence (academic, medical or other) should review the **Student Financial Services Withdraw or Request a Leave of Absence Page (https://sfs.columbia.edu/content/withdraw-or-request-leave-absence)** for important information.

Leaving school on a temporary or permanent basis may change the amount you are responsible to pay for your time in class, the amount of financial assistance you receive and other areas where your education costs may be impacted. Visit the **Financial Implications of Leaving School (https://sfs.columbia.edu/content/financial-implications-leaving-school)**

Students requesting a leave of absence or withdrawal must submit a **Withdrawal and Leave of Absence Notification Request Form (https://form.jotform.com/240185427090049)** . Students will receive an email confirmation at their university email address that serves as documentation of successful submission. Students should also notify the Program Director.

Leaves of Absence can be taken for the following reasons:

- Academic Leave of Absence: Students who fail one course (NOT more than one course) may apply for an academic leave of absence. If granted, the student will have to repeat the course upon return.
- Medical Leave of Absence: Students who have a medical challenge that limits their ability to continue their studies may apply for a medical leave of absence. The medical or mental health professional who has been providing treatment to the student will, with the student's written consent, confirm in writing that a Medical Leave is warranted due to the student's medical challenge. Supporting medical documentation will be dated

within 14 calendar days of the request for a Medical Leave. The Program Director may request a consultative review of the medical or mental health documentation by a Columbia health professional on the Columbia University Irving Medical Center campus. This consultation may include conversation between the treating health care provider and the designated University health professional.

- Other Leave of Absence (i.e., personal emergency or military service): Students who have extraordinary circumstances that arise that interrupt their studies, may apply for a leave of absence. At the discretion of the PP-OTD Program Director, supporting documentation may be requested from the student to substantiate such a request.
- Involuntary Leave of Absence: The Program Director may place a student on an Involuntary Leave of Absence for reasons of personal or community safety. This process is undertaken only in extraordinary circumstances when there is compelling information to suggest that the student is engaging in or is at heightened risk of engaging in behavior that could lead to serious injury to others, including as a result of physical or psychological illness. Students should refer to the University's official regulations in the Essential Policies for the Columbia Community https://www.essential-policies.columbia.edu/involuntary-leave-absence-policy.

Withdrawing from the Program

For newly admitted students who decide to withdraw from the program, the student must notify the PP-OTD Director at least two weeks from the start of the semester. Their tuition security deposits will not be refunded. Returning students who wish to withdraw from the program must notify the PP-OTD Director via email. A statement will be added to the student's transcript indicating such withdrawal. It is the student's responsibility to check deadlines for withdrawal and tuition refunds set by the Registrar's office.

Depending on the date of withdrawal, a student may be entitled to some pro-rated refund of tuition. In most cases, ancillary fees will remain on the student's account, in addition to a $75 withdrawal fee. The policy, as per the Registrar, is as follows:

Refunds are a percentage of charges (including tuition, dining and housing) assessed to the student based on the date of the student's last day of attendance (separation) as reported by the Program Director. A refund calculation will be based on the last day of attendance. However, a student may be charged for services (e.g. housing, dining) utilized after the last day of attendance.

Fees not subject to refund include health services, medical insurance/Blue Cross, course related fees, materials fee, technology fees, international student service charge, and late registration. Students will not be entitled to any portion of a refund until all Title IV program fees are credited and all outstanding charges have been paid. A separate financial aid refund calculation will be made after tuition and fees have been adjusted.
The student is responsible to initiating the withdrawal upon confirmation from the program director. Follow the instructions at the link to initiate the withdrawal process:
https://registrar.columbia.edu/content/withdrawal-or-leave-absence-notification-request

Doctoral Academic Progress and Promotions Committee

The Doctoral Academic Progress and Promotion Committee (DAPPC) meets each semester and determines the student's satisfactory progress in the program and the demonstration of their ability to competently meet the objectives of the program. The DAPCC consists of the program director and the full-time faculty of the program. The DAPCC serves as the primary decision-making body of the OTD program.

Academic Standing Appeals Process

The OTD program faculty encourages open student-faculty communication to affect a mutually satisfactory solution to problems relating to academic matters, including violations of academic and clinical integrity or the program's *Code of Conduct*. Any student in the OTD program who disagrees with a decision made by the Doctoral Academic Progress and Promotion Committee (DAPPC) and wishes to appeal the decision, must notify the Program Director in writing, within seven days of receiving the decision, to request an appeal hearing before the DAPPC. Within this request, the student must indicate the reason for the appeal. Reasons for students to appeal a decision include:

- **Procedural Errors**: Errors in the grading process, such as miscalculations or deviations from the established grading policy. This reason should only be utilized after the student has brought the potential miscalculation to the instructor's attention and the student believes an error still exists.
- **Bias or Discrimination**: If a student believes that bias or discrimination influenced their grade (e.g., based on race, gender, or other protected characteristics), they may file an appeal.
- **Extenuating Circumstances:** Grading appears inconsistent with a student's performance and a student believes that a situation occurred that impacted their ability to perform.

It should be noted that if a student is appealing a DAPPC decision of suspension or withdrawal from the OTD program, the student cannot attend classes during the appeals process.

The levels and process of appeal are listed in consecutive order below.

1. <u>Doctoral Academic Progress & Promotion Committee</u>
   The student will submit a concise written statement to the Program Director within seven days following the date that the student was notified of the DAPPC decision. The statement should include the grounds for appeal and the specific request being made.

   The DAPPC will review the student's written statement and reconvene. The student will attend this meeting to explain their situation, what specific request they are asking from the DAPPC, and be present for any possible clarifying questions. Students are always free to consult an attorney, but they may not have an attorney present during any hearing or at any appeal. The DAPPC will then issue a final decision and submit it to the Program Director, who will render a final decision and notify the student in writing. The student may, if desired, request an additional level of review.

2. Academic Appeals Committee

   A student must notify the Program Director in writing within 7 days of the decision by the DAPPC that they are requesting an additional level of review. The Program Director will then notify the Chair of the Academic Appeals Committee.

   a. Composition

      The Academic Appeals Committee is made up of at least five faculty members one at least from the Faculty Council appointed by the Executive Vice President for Health and Biomedical Sciences and Dean of the Faculties of Health Sciences and Medicine or their designee; none of whom are on the Academic Review Committees or Student Competency Committees for a given degree program at VP&S, a member of the Columbia University Center for Student Success and Intervention (CSSI) and as an ex-officio members/dean representative from Student Affairs and the Office of Institutional Equity.

   b. Functions

      Responsible for reviewing disciplinary and academic decisions made by the Doctoral Progress and Promotions Committee, if requested by a student. Prior to a final decision on the adverse action appeal, the Academic Appeals Committee will conduct a fact-finding hearing that allows a student to present their viewpoint either in person or written and allows them to bring along a VP&S faculty member or advisory dean. Students are always free to consult an attorney, but they may not have an attorney present during any hearing or at any appeal. The student need not be present to hear other witnesses and there is no formal cross-examination of witnesses or objecting to evidence. The Academic Appeal Committee will represent the faculty in these matters when there is an appeal. The Academic Appeals Committee will render a final decision and notify the student in writing. If the Committee hearing the appeal reaffirms the original decision, the student may, if desired, request an additional level of review.

3. Dean of the Faculty of Medicine or their designee as the Appellate Officer

   A student may appeal the decision of the Academic Appeals Committee within seven days of notification to the Dean of the Faculty of Medicine or their designee as the Appellate Officer will make a final determination. There is no further appeal within the University.

Implication of Academic Standing on Financial Aid

Federal regulations require that the Programs in Occupational Therapy establish, publish and apply standards of satisfactory progress for financial aid eligibility, regaining financial aid eligibility if it is lost, and processes to appeal termination of financial aid. These policies can be found on the Student Financial Services website.

Due Process Procedures

Due process procedures can be instituted under two general categories: academic or disciplinary (non-academic) infractions.

- Academic Infraction: Faculty, staff or students may file an academic grievance with the course director or the Director of the Doctoral Programs in Occupational Therapy, if one believes that a student has committed an academic infraction.
- Disciplinary Infraction (non-academic): The Program Director/Assistant Dean of Education can institute the Dean's discipline proceeding if a student's behavior or use of language seriously threatens our ethical standards and/or standards of conduct for our program and University.

Academic Infraction Policy

Faculty, staff, or students with concerns that a student has committed an academic infraction should contact the course director or the Director of the Programs in Occupational Therapy.

Based on the information provided to the Program Director, an academic infraction disciplinary proceeding may then follow. An academic infraction disciplinary proceeding begins with a written communication from the Program Director requiring the student to attend a disciplinary hearing to respond to a specified charge. The hearing is held, in collaboration with the Columbia University Office of Student Conduct and Community Standards (SCCS) before a committee of three members of the Programs in Physical Therapy faculty, appointed by the Program Director in consultation with the Director of the Physical Therapy program. The Program Director is ex officio and non-voting. The Office of SCCS provides note taking at the hearing. The hearing is a fact-finding proceeding. The student is informed of the evidence that led to the charges against them and asked to respond in the hearing. The student may request witnesses to appear on their behalf and may submit relevant documents or information. While the student must attend the initial portion of the hearing to respond to the specified charge, the student may not be present to hear other witnesses and there is no formal cross examination of witnesses or objecting to evidence. In addition, although students are always free to consult an attorney, they may not have an attorney present during a disciplinary hearing or at any appeal.

After the disciplinary committee has heard the student and others and considered all the evidence, it reaches a determination and consults with the Office of SCCS regarding sanctions. The Program Director notifies the student in writing of that decision. If the student is found to have committed an academic infraction, the penalty can include failing and repeating the course, additional remediation coursework, probation, suspension, dismissal, or any combination of these.

If a student disagrees with the Disciplinary Committee's decision and chooses to appeal their decision, the appeal must set forth a concise statement of the incident to include times, dates, people involved, the grounds for the appeal, and the specific request that the student is making. The appeal shall be directed to the Vice Dean for Education for the Vagelos College of Physicians and Surgeons. Usually, the Vice Dean's review relies solely on the written record and does not include a new factual investigation. The Vice Dean will notify the student of the decision following completion of their review.

If the student disagrees with the Vice Dean's decision, a final appeal to the Dean of the Vagelos College of Physicians and Surgeons can be made. Such an appeal must be made within seven days following notification of the Vice Dean's decision. The Dean typically relies on the written record and does not conduct a new factual investigation. The Dean's decision is final – there is no further appeal within the University.

Every effort should be made to resolve the appeal at the level at which it occurs. If, at any step, the appeal is not resolved to the satisfaction of the student, the student may pursue the matter at the next step according to the procedure outlined.

Disciplinary (Non-academic) Infractions: Dean's Discipline

A student charged with a disciplinary infraction subject to "Dean's Discipline" is entitled to notice of the charges, an opportunity to be heard, and an opportunity to appeal a disciplinary decision. Faculty, staff, or students with concerns that a student has committed a non-academic infraction should contact the Director of the Programs in Occupational Therapy within sixty days of the alleged infraction. Dean's Discipline refers to all matters related to standards of ethical and professional conduct. Dean's Discipline does not apply to sexual assault.

Ordinarily, a disciplinary proceeding begins with a written communication from the Director of the Programs in Occupational Therapy requiring the student to attend a disciplinary hearing to respond to a specified charge. (In rare cases, the proceeding may begin with an oral communication requiring the presence of the student at a hearing.) The hearing is held, in collaboration with the Columbia University Office of Student Conduct and Community Standards (SCCS), before a committee comprised of the Director of the Programs in Physical Therapy and three faculty members not integral to the case from other programs or schools at the medical center.

The hearing is a fact-finding, not an adversarial courtroom-type proceeding; the student may not be present to hear other witnesses and there is no formal cross-examination of witnesses or objecting to evidence. In addition, although students are always free to consult with an attorney, they may not have an attorney present during a disciplinary hearing or at any appeal.

At the hearing, the student is informed of the evidence that led to the charges against them and asked to respond. The student may offer their own evidence. This includes the student's own appearance at the hearing and may include the appearance by others (witnesses) on their behalf and any written submission or relevant documents the student may wish to submit.

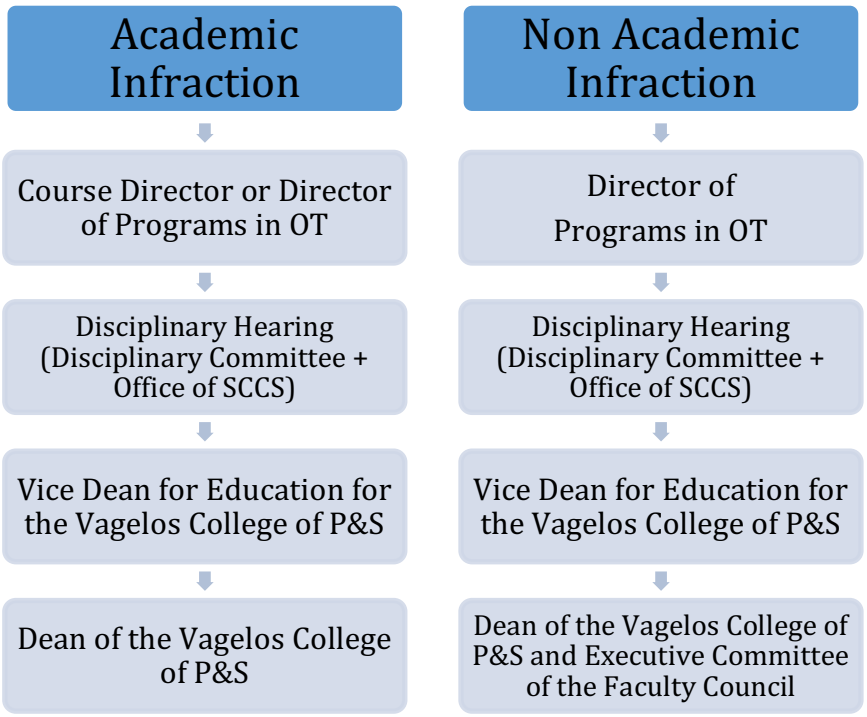
After the disciplinary committee has heard the student and others and considered all the evidence, it reaches a determination and consults with the Office of SCCS regarding sanctions. The Director of the Programs in Occupational Therapy will notify the student in writing of that decision. If the student is found to have committed a disciplinary infraction, the penalty can

include censure, conditional probation, conditional suspension, dismissal, or any combination of these.

The student has the right to appeal a decision that results from a disciplinary hearing to the Vice Dean for Education of the Vagelos College of Physicians and Surgeons. The appeal must be made in writing within seven days from the date the student is notified of the decision, and it must clearly state the grounds for the appeal. Such an appeal should be sent to the Vice Dean for Education at the Vagelos College of Physicians and Surgeons who will notify the student and the Program Director of the final decision. Usually, the Vice Dean for Education at the Vagelos College of Physicians and Surgeons relies solely on the written record and does not conduct a new factual investigation.

Once informed of the decision of the Vice Dean for Education, the student has the right to appeal to the Dean of the Vagelos College of Physicians and Surgeons and the Executive Committee of the Faculty Council. The appeal must be made in writing within seven days from the date the student is notified of the decision, and it must clearly state the grounds for the appeal. Such an appeal should be sent to the Dean at P&S 2-401. The Dean focuses upon whether, in the Dean's view, the decision made, and the discipline imposed are reasonable under all of the circumstances of the case. There is no further appeal within the University.

Rev. 5/4/2020



Code of Conduct

The faculties of the Programs in Occupational Therapy have formulated the following guidelines as a framework for ethical and responsible behavior. A student in the Programs has the responsibility to:

1. Behave honorably at all times;
2. Be sensitive to the needs and concerns of others;
3. Make conscious efforts to understand and respect the values and practices of others who are different from them;
4. Carry out assignments as an individual, unless otherwise assigned, and to avoid the incorporation of the ideas or works of others without proper attribution. All sources of idea and direct quotations must be clearly documented. Failure to do so constitutes plagiarism that is punishable as an academic offense;
5. Be respectful of classmates' and of faculty work; do not forward information, course material, slides or handouts provided to you in any form of media, whether in hard copy, online, via email attachments, or via *courseworks*, to anyone who would not ordinarily have access to this information. Keep in mind that material prepared for you by faculty is typically under copyright control.

Students in the Programs in Occupational Therapy are expected to meet all standards set forth in our Programs' Honor Code, a copy of which is in this handbook.

Standards of Behavior

As members of the Columbia University community, all students are expected to uphold the highest standards of respect, integrity, and civility. These core values are key components of the Columbia University experience and reflect the community's expectations of Columbia University students. Students are therefore expected to conduct themselves in an honest, civil, and respectful manner in all aspects of their lives. Students who violate standards of behavior related to academic or behavioral conduct interfere with their ability, and the ability of others, to take advantage of the full complement of University life and will thus be subject to Dean's Discipline.

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University. Although ultimate authority on matters of student discipline is vested in the Trustees of the University, the deans of the colleges and their staff are given responsibility for establishing certain standards of behavior for their students beyond the regulations included in the Statutes of the University and for defining procedures by which discipline will be administered.

Mentorship and Mentored Courses

Doctoral Student-Mentor Relationship

After acceptance to the MS-OTD program and discussion with the OTD Director, the student will be assigned to a doctoral mentor. Doctoral mentors serve as project directors and content experts for the student through the MS-OTD program and the capstone process and will oversee the completion of the capstone components.

Columbia OTD Mentors

Dr. Tyra Banks
Clinical and Research Areas: Diversity, Equity, Inclusion, and Belonging; Anti-racism; Culturally Responsive Care

Dr. Katherine Dimitropoulou
Clinical and Research Areas: Pediatrics, Functional Abilities across the Life Span, Assistive Robotics

Dr. Daniel Geller
Clinical and Research Areas: Adult Neurological Rehabilitation

Dr. Julia Guzman
Clinical and Research Areas: Pediatrics, Instrument development, Community Practice, Telehealth.

Dr. Razan Hamed
Clinical and Research Areas: Mental Health, Assessment Development, Psychometric Testing

Dr. Cristin Holland
Clinical and Research Areas: Pediatrics, Sensory Integration & Processing; Maternal Health; Early Relational Health

Dr. Colleen Maher
Clinical and Research Areas: Adult Physical Disabilities, Upper Extremity Orthopedics & Hand Therapy, Community Based Cancer Management

Dr. Danielle Mahoney
Clinical and Research Areas: Adult Neurological Rehabilitation, Assessment Development, Psychometric Testing

Dr. Rochelle Mendonca
Clinical and Research Areas: Assistive and Adaptive Technology, Accessibility of Products and Environments, Adult disabilities, Home and Community Based Care

Dr. Dawn Nilsen
Clinical and Research Areas: Adult Neurological Rehabilitation, Motor Learning and Control, Upper limb recovery, Effectiveness of Interventions to Improve Upper Limb Capacity and Occupational Performance Post-Stroke.

Dr. Pat Precin
Clinical and Research Areas: Adult Mental Health and Community Practice

Dr. Phyllis Simon
Clinical and Research Areas: Productive Aging, Adult Cognition, Interprofessional Education and Collaboration, LGBTQ Older Adults

Dr. Michael Urban
Clinical and Research Areas: Polytrauma, policy and administration, technology, physical disabilities, emergency preparedness and functional preparedness, occupational justice, and deprivation, and quality management.

Guidelines for Mentored Courses

- Under the guidance of the OTD mentor, the student registers for the following mentored courses:
    - OTM 8107: Capstone 1
    - OTM 8993 Professional Development
    - OTM 8106 Case-Based Application
    - OTM 8994: Capstone 2
    - OTM 8112: Capstone 3
    - OTM 8113: Writing for Publication
- **In OTM 8107 Capstone I**, students will begin development of capstone projects, which will be sponsored by a faculty mentor. This includes development of the literature review and the methodology for their recruitment, procedures, data collection, and data analysis. They will also develop their IRB's and prepare it for submission. As part of the capstone module, the student will begin to generate 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 through their coursework, clinical residency, and capstone project.
- **In OTM 8993 Professional Development and OTM 8106 Case-Based Application**, the mentor and student will collaborate to
    - Plan the course assignments/outputs within each of the courses in the OTD curriculum so that all assignments contribute towards the Capstone project and deliverables
    - Refine the project questions/objectives, data collection procedures, submit IRB, collect data, or complete data analysis as appropriate.
- **In OTM 8994 Capstone II,** In Capstone 2, the student will refine and finalize their data collection process and recruit participants in preparation for data collection. Students will continue to work on their digication portfolios.
- **In OTM 8112 Capstone III,** the mentor guides the student in completing the capstone project and evidence-based capstone paper, and reviewing the educational artifacts for the clinical portfolio. Most of the educational artifacts for the portfolio should have been drafted and finalized as assignments from the coursework.
- **In OTM 8113 Writing for Publication,** students with the mentor will refine and prepare a manuscript that is developed from their work in the doctoral program in a publication-ready format.

Capstone Components

The Capstone consists of three components: (1) a Capstone Project (2) a Clinical Portfolio and (2) an Evidence-Based Capstone Paper. The Capstone Portfolio consists of 6 educational artifacts derived from coursework and Capstone Seminar courses (possible artifacts listed below). The Clinical Portfolio will be presented through the Digication platform. The Evidence-Based Capstone Paper is a publication-ready manuscript from the Capstone Project.

PART 1: CAPSTONE PORTFOLIO

1 Educational Artifact Related to Program Development

Includes:	Is this artifact a requirement for a course?
☐ Theory-Guided or Occupation-focused Practice Model	➔ Yes, final paper of Advanced Theory Course

2 Educational Artifacts Related to Education/Continuing Education/Professional Development

May include:	Is this artifact a requirement for a course?
☐ Teaching Philosophy Statement	➔ Yes, Methods of Teaching
☐ Evidence of Presentation or proposal submission or acceptance at a Local/State/National Conference	➔ No
☐ Certificate of Completion, including attendance list of in-service trainings given	➔ No
☐ Completion of a Certification Program/Advanced Training in a Clinical Skill	➔ No
☐ Evidence of teaching assistantship, guest lecturing, or development of tutoring or remedial programs (a 3-page summary of activities and reflection is required, as well as supporting evidence documents) – at least 6 hours including preparation and classroom time	➔ No

1 Educational Artifacts Related to Evidence-Based Practice

May include:	Is this artifact a requirement for a course?
☐ A systematic review brief or scoping review paper related to area of focus completed from the Advanced Evidence-Based Practice course	➔ Yes, final paper for Advanced Evidence-Based Practice (8530)

1 educational artifact on the Clinical Residency

Must include:	Is this artifact a requirement for a course?
☐ A 250-word description of the clinical residency experience. This can be a description of the residency at the students place of work, volunteer experience, or a research lab and a description of the how the residency contributed to the student's doctoral journey (a minimum of 20 hours)	➔ No

1 Educational Artifact: Reflection on the Doctoral Process

Must include:	Is this artifact a requirement for a course?
☐ A 2,000-word reflection paper synthesizing critical aspects of doctoral learning and becoming an agent of change in advanced practice. The paper must be supported by a synthesis of key essential readings from coursework in the MS-OTD curriculum	➔ No, Portions may be extracted from coursework and capstone processes and deliverables

PART 2: EVIDENCE-BASED CLINICAL APPLICATION PAPER

Must include one of the following:	Is this artifact a requirement for a course?
☐ A publication-ready manuscript that can be derived from any of the components of the Evidence-Based Practice artifacts from the Clinical Portfolio. This can also be the student's final capstone project paper. A short-written description of plans for submission to a peer-reviewed journal is required including but not limited to prioritized journal, fit with mission of the journal, rationale for submitting to this journal, and planned timeline.	➔ Yes, Capstone 1, 2, and 3 or other MS-OTD courses

PART 3: CAPSTONE PROJECT

Students must complete a project based on a gap in practice. The purpose of the capstone project is to prepare students to participate as an integral member of a research team to implement evidence-based projects in clinical, educational, or community-based practice settings. The Capstone project will be sponsored by a faculty mentor and can be a part of a bigger project. The capstone project should integrate with and complement the roster of artifacts included in the clinical portfolio. **The Capstone Project must be approved by both the doctoral mentor and PP-OTD Program Director to ensure it meets the standards set by the program.**

Must include:	Is this artifact a requirement for a course?
☐ a 500-word Abstract synthesizing the Methods, Results (preliminary or completed), and Practice Implications (this should be submitted as a Capstone Artifact and be included in the Clinical Portfolio)	➔ Yes, as part of Capstone 1, 2, and 3

The Doctoral Capstone Presentation Process

This process is to be completed during OTM 8112 Capstone 3 course. In the event a student has not completed the Capstone Project during the third Capstone course, student will receive an INC or CP grade for one additional semester until the Capstone project is completed. If the student is still unable to complete outstanding requirements, a grade of F will be assigned and the student will need to re-register for the Capstone 3 course and pay the required fees.

Note on Clinical Residency Requirement:
The student, along with the doctoral mentor, will discuss best and most appropriate use of a clinical residency site to complete the experience and projects related to the capstone. The clinical residency site may be the student's full-time/part-time place of work, volunteer site, or a research lab. Documentation of clinical residency and how it is used for the Capstone Project must be described in the Clinical Portfolio. The clinical residency must be a minimum of 20 hours. Note that if the residency is done at one's place of work, it should be completed after the student's work responsibilities are accomplished. Regular work responsibilities cannot count towards clinical residency hours.

Processes to Complete the Capstone Project Presentation

- ☐ Student must complete three Capstone components: (1) a Clinical Portfolio that must be presented using the platform Digication; (2) An Evidence-Based Capstone Paper that is completed and publication-ready; (3) A Capstone Project. Student will need to have completed OTM 8107 Capstone 1 and OTM 8994 Capstone 2 and registered in OTM 8112 Capstone 3.

- ☐ Student and doctoral mentor agree when student is ready for capstone presentation based on near completion of the capstone project, portfolio artifacts, and achievement of competencies required for the OTD degree. Student and mentor agree to only schedule capstone presentation when they are both confident that the quality of work meets expectations of the OTD degree.

- ☐ Student completes all essential components of the Clinical Portfolio and Evidence-Based Capstone Paper <u>at least 4 weeks</u> prior to scheduled date of Capstone Presentation.

- ☐ Student completes clinical portfolio on Digication <u>at least 3 weeks</u> prior to Presentation. See separate Guidelines for Clinical Portfolio.

- ☐ Student sends link to Clinical Portfolio along with electronic copies of all Capstone educational artifacts, copy of draft of evidence-based capstone paper (and description plan of where the paper will be submitted for publication) to the Capstone Mentor <u>2 weeks</u> prior to Capstone Presentation.

- ☐ Student prepares a 15-minute presentation on their capstone project.

- Student presents Capstone Project and will receive feedback and discussion from mentor and other attendees.

- Student makes final revisions on artifacts, clinical portfolio, evidence-based paper.

- Student sends link of final version of clinical portfolio, pdf copies of all artifacts, and completed evidence-based capstone paper to doctoral mentor and OTD program director within 1 weeks of capstone presentation.

- Doctoral mentor gives student final grade for the Capstone III course.

Note: Student and Doctoral Mentor need to be aware of Academic Calendar deadlines to submit grades and all requirements for completion of degree to be able to graduate and earn OTD degree for a given semester.

Instructions for Submitting Capstone Artifacts

1. Labeling Artifact Files

When submitting the capstone artifacts for initial review, submit all files in pre-final versions (MS Word or PowerPoint and not in PDF) to allow your mentor to track changes.

Label all files in chronological order in which they are to be reviewed. See below for example:

1_Program Devt 1_Artfact name

2_Program Devt 2 Supplement_artifact name (if applicable, for supplementary files)

3_Education 1_Artifact name

4_EBP 1_Artifact name

…. And so forth. For the Evidence-Based Capstone Paper, label it as "**Publication Ready Paper**" so it is not confused with the Evidence Based Practice artifacts

2. Create a Checklist as a Title Page

On a Word document, use the Capstone components table and list all artifacts to be reviewed in each category. The list should indicate the file name of the artifact in chronological order in which they are to be reviewed. Label the file as **Capstone Checklist.** See example below.

Evidence of Program Development 1 artifact presented: Files for review: 1_Program Devt 1_Artfact name 2_Program Devt 2 Supplement_artifact name
Evidence of Teaching, Continuing Education, and Professional Development Efforts 2 artifacts presented: 3_Education 1_Artifact name 4_Education 2_Artifact name

3. **What artifacts need to be included (6 components)**

- 1 educational artifact on Program Development
- 2 educational artifacts on Education/Continuing Education/Professional Development
- 1 educational artifact on Evidence-based Practice
- 1 education Artifact on Clinical Residency
- 1 educational artifact on Reflection on the Doctoral Process
- Evidence-Based Capstone Paper (publication-ready manuscript, submitted version, or published version as applicable)
- Clinical Capstone Project (abstract only)

4. **Digication**

Once ready for review, publish your Digication page to Public View. Copy the URL and send the link to your clinical portfolio along with your artifacts.

5. **Submitting Artifacts**

Put all files in a folder and covert to a zip file so they are not sent as multiple files in one email. Send this file by the deadline to Dr. Mendonca, your capstone mentor, and your capstone reader

6. **Submitting Final Versions**

After the capstone presentation and receiving the rubric with feedback, finalize your portfolio artifacts and clinical portfolio. Convert all files to final format (PDF version) and re-label chronologically. Once finalized, send the files as a zip folder with your Digication link to Dr. Mendonca and your doctoral mentor by the deadline.

Course Policies

Occupational Therapy Licensure

All students admitted to the Columbia University Post-Professional Doctor are required to pass the NBCOT licensing exam (or licensing within their country) within the first semester of the program. If a student is unable to pass the exam within the first semester, they will be required to take a leave of absence to allow them time to focus on the exam and come back the following semester to rejoin the program once they have their license.

Admission Deferral Policies

If a student has a second fieldwork Level II that extends into the beginning of the Fall semester, the Doctoral Progress and Promotions Committee will review cases on a one-on-one basis to determine if students can begin the program while they are completing fieldwork.
Students who are completing a third fieldwork can apply and be admitted to the OTD program, but their start date will be deferred to the following year.

Capstone Policies

Publication-Ready Manuscript: All students are required to have a publication-ready manuscript completed to graduate. If a student does not publish their capstone project or any outcomes from the program within 6 months of defending their capstone, their faculty mentor reserves the right publish the work as first author and the student as second author. (See policy on authorship in Appendices)
Capstone Project: Student must schedule a time to practice their presentation with their capstone mentor prior to the final capstone presentation and obtain approval from their mentor before they will be allowed to present. The OTD program director reserves the right to preclude the student from presenting on their capstone if not approved by the mentor.

Attendance and Participation

As our program is guided by the philosophy of adult learning and professional education, we expect all students to attend all classes, be on time, and be engaged. Communication during class, such as talking to another student, texting, side chats, etc. are not tolerated. If you cannot attend class, you are expected to email the professor prior to class or as soon as possible. Students that miss 20%, whether excused or unexcused, or more of class time must develop a learning contract at the discretion of the course director to address missed course content and demonstrate competency.

The Programs in Occupational Therapy follow the general university calendar. However, there are on occasion exceptions to the schedule identified by the university. Examination dates, study dates, etc. may follow a different timetable. It is imperative that each student review the Program's schedule each semester, and review each course's syllabi, before making any plans that are contingent on the calendar. All dates are subject to change.

Use of Artificial Intelligence in Coursework

The Programs follow and reinforce the academic policies by the University on the use of generative artificial intelligence applications. The policy can be found on University website here: https://provost.columbia.edu/content/office-senior-vice-provost/ai-policy

Students should disclose by completing the checklist when submitting assignments stating if AI was used, in what capacity, and what changes students have made to the AI output. Failure to disclose the use of AI in assignments will be handled under the honor code.

Technology

Laptop computers or tablets can only be used in class to participate in synchronous sessions, take notes, or participate in course activities. Other uses are not permitted nor tolerated. It is expected that students will comply with this policy as such use is distracting to students and faculty. If there is a pending emergency situation, the student must notify the instructor in advance that their phone might signal, and they might have to leave the room to answer the phone. Even under these circumstances, the student should mute themselves and walk away from the computer to avoid disruptions.

Guidelines for Synchronous Learning

During synchronous instruction, class sessions will be held via Zoom. Below are the guidelines for participating in Zoom class Sessions:

- Do not share class Zoom links with individuals outside of the course.
- Present yourself **professionally** for all Zoom class sessions. Please **dress appropriately** as if you are in a classroom setting.
- Choose the **best space available** and maintain a posture that is conducive for learning. Please do not attend class while lying in bed or reclined on your couches. Choose one spot throughout the session and avoid moving around while in class.
- Be mindful of proper lighting and background noise when your video and audio settings are turned on.
- Cameras are required to be on during class. If you have an issue that will prevent you from turning on your video, you must let the faculty member know.
- Please refrain from moving your device while on-camera to avoid distraction to other users on the call.
- Make sure to set your **microphone on Mute** unless participating in discussion or asked by the instructor to unmute.
- Please use the **Raise Hand** feature on Zoom or type in your questions in the Chat box unless otherwise indicated by the instructor.

University Requirements for Participating in Research

All research protocols at Columbia University must be approved by the Columbia University Institutional Review Board (IRB) in order for the study to proceed. The university's IRB Board serves to protect human participants in biomedical and behavioral research. As of January 1, 2001, the Dean of Health Sciences at Columbia University mandated that any essential investigator (including individuals who obtain consent, collect data, and/or administer tests) submitting a research protocol to the IRB, or participating in the study, must fulfill specific requirements. While these requirements are subject to change, at this time the requirement is a passing grade on the Behavioral and Social Science Test (BSST) examination. This examination reflects the investigator's knowledge of inherent concepts for appropriate human subject protection and good clinical research. You may learn more about this requirement by accessing the rascal page of Columbia's website (see instructions below).
https://www.rascal.columbia.edu.

Students involved in clinical research are also expected to comply with the Health Insurance Portability and Accountability Act (HIPAA). In order to do so, each student is required to review the course content associated with HIPAA, which is available online, and to successfully complete the HIPAA exam, also available online. Information about this is distributed prior to receiving an activated email address.

Students should work with their doctoral mentors within any of the mentored courses to complete all IRB-related training and to complete the IRB submission process. Students need to coordinate with their practice settings, if applicable, on whether their place of clinical residency or data collection will require a separate IRB approval process.

Policy on Written Assignments

It is our Programs' policy that written assignments such as literature reviews, papers, and case studies be submitted to Turnitin.com prior to submitting to your course director. Be sure to manage your time effectively when completing assignments.

Students are expected to submit all written assignments electronically via Canvas, unless otherwise required by the course instructor. Late submission of assignments is subject to a 5% or ½ grade reduction for each calendar day the assignment is late.

Policy on Authorship

Authorship on Manuscripts, Presentations, and Posters

In accordance with the *American Psychological Association* publication manual (2010) and the *American Journal of Occupational Therapy* guidelines for authors (n.d.), authorship credit of any work generated by students as part of their CUIMC Occupational Therapy Program curriculum will be determined by the capstone advisor course instructor based on significant contribution to three primary areas:
(1) project idea generation and/or research design;

(2) project development and/or research data collection, analysis, and interpretation;
(3) poster or paper presentation development, or manuscript preparation and revision.

Authors should substantially contribute to all three areas of project generation and dissemination.

Students are not permitted to use any of the information related to a course assignment in a presentation or publication (other than using it as a citation) without the expressed permission of their course instructor.

This pertains to any class assignments in which the student (1) participated as a group member or (2) completed work independently with faculty feedback and guidance.

Course instructors who provided guidance and feedback regarding development of a student's course assignment, should be listed as authors on any poster, presentation, or manuscript derived from the course. Students should discuss all ideas for poster, presentation, and manuscript proposal submissions with their course instructors prior to actual submission. Failure to do so will result in withdrawal of the submission.

For the doctoral capstone project, students should discuss manuscript or conference submission authorship prior to beginning work on the submissions.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Guidelines for contributors to AJOT. (2018). *American Journal of Occupational Therapy*. https://ajot.aota.org/article.aspx?articleid=2714564

If a student does not publish their capstone project or any outcomes from the program within 6 months of defending their capstone, their faculty mentor reserves the right publish the work as first author and the student as second author (See form below that MUST be signed and provided to capstone mentor).

Proprietary Rights in Intellectual and Technological Products

Students, as part of a class assignment, may create, invent, and/or develop a product that has commercial value. Prior to the marketing of such products, all individuals involved must provide a report to the program outlining the plan for commercialization. The University has the right to maintain control over the marketing plan. Any proceeds from such products may be shared between the individuals involved, the Programs in Occupational Therapy, and the University, as described by the policies set forth by the Columbia Innovative Enterprises.

COVID Related Policies

The most updated information on COVID related policies can be found at the CUIMC COVID-19 Information Site. Any program specific policies will be communicated by the Program Director.

Name Change

If you anticipate a name change from the name you used in your application, you did not apply with your legal name, or your legal name changes, you will need to submit an official name change form to the registrar's office: http://registrar.columbia.edu/content/name-change-affidavit.

In addition, please send an email to Dr. Mendonca and Eileen Lloyd at eileen.lloyd@columbia.edu indicating the name change. If you do not notify us directly, your name will not be updated in the Programs' records.

Student Resources

Columbia offers a large number of resources for students. Resources can be found on our centralized Courseworks site as well as through the Office of University Life. If you need a specific resource and cannot find it, reach out to your capstone mentor or the program director.

Awarding of the Degree and Graduation Ceremonies

Columbia University awards degrees four times a year, in February, May, June and October. The University's main graduation and the Program's Convocation and Awards Ceremonies occur Wednesday and Thursday, respectively during the graduation week in May. Any interruption that causes a break in completing program requirements on time may necessitate a delayed graduation. Students who remain in good academic standing are still invited to participate in graduation ceremonies. Receipt of the diploma with corresponding date of graduation will be deferred until October or February upon successful completion of the program.

Transcripts

The amended Family and Educational Rights and Privacy Act (FERPA) of 1974 prohibits release of educational records without the written consent of the student. Official transcripts may be requested through Student Services On-Line. Two options are available:

- Printed on paper via mail delivery, which takes about 3 days from processing to delivery.
- A secure pdf format via email for immediate delivery. However, with the pdf format, it is best to check with the third-party recipient to determine if this method of delivery is acceptable.

The procedure for ordering transcripts can be found on the Registrar's website: https://registrar.columbia.edu/content/transcripts

Communication Policies

Columbia University Student Email Communication Policy

Columbia University has established email as an official means of communication with students. An official Columbia University email address is required for all students. The University has the right to send official communications to the University email address, which is based upon the University Network ID (UNI) assigned to the student.

The University expects that every student will receive email at their Columbia University email address and will read email on a frequent and consistent basis. A student's failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.

Students may elect to redirect (auto-forward) email sent to their university email address. Students who redirect email from their official University email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University email address.

All use of email will be consistent with other Columbia University policies including the Acceptable Use Policy (http://www.columbia.edu/cu/policy), and the Responsible Use of Electronic Resources, included in this handbook.

Communication within our Program

All students are expected to remain in communication with each course director and with the Programs in Occupational Therapy. To this end, daily access to the Columbia University Internet system for ongoing communications within courses and about courses, department broadcasts, course assignments/readings, etc. is required. All students must activate and use their Columbia University identification (UNI) and password to access Canvas and email.

Canvas is an Internet based program through which information related specifically to courses is disseminated. Everything from course syllabi, reading materials, class handouts, to course-based group discussions and exams, may be distributed / conducted. Each course director will review how Canvas is incorporated into each course.

The OTD program also has a Canvas site with centralized resources for students. All program communication will come through this site. We expect all students to look for resources on the centralized Canvas site.

Policy on the Use of the Internet and Social Media Sites

Columbia University's Programs in Occupational Therapy appreciates the use of the Internet and of social media sites as a means of communication. Social media sites include but are not limited to Facebook, Instagram, LinkedIn, Twitter, Flickr, YouTube, blogs, and podcasts. Additional Internet uses include but are not limited to email, texts, and personal web pages.

It is important to remember that the Internet and social media sites have extensive networks and audiences; there is virtually no privacy on any of these sites or means of communication. It is important to understand that behavior on social media sites can reflect negatively on one's place of learning, work, and on one's profession. In addition, particular types of postings and communications may be unethical, if not illegal. Violations can be considered under the realm of academic misconduct and subject to disciplinary action, as well as subject to criminal and/or civil liability.

- Every student has been given a UNI, which is the basis of their Columbia University email account. It is our policy that all communication with our program and our faculty is done using the CU email. However, when establishing Facebook accounts, for example, it is expected that you use a different, personal account.
- Under no circumstance, regardless of the email address associated with any of your internet or social media sites, is personal health information or academic standing of other individuals to be posted or shared. Even if concealing one's identity, HIPAA (*Health Insurance Portability and Accountability Act*) and FERPA (*Family Educational Rights and Privacy Act)* laws may be violated.
- Comments that are derogatory, inflammatory and/or defaming of any individual, assignment, event, policy, etc. related to Columbia University or to any of our fieldwork sites or academic partners are strictly prohibited.
- In addition, the following may be considered unprofessional behavior, subject to academic misconduct, and serve as the basis for disciplinary action. Please keep in mind that if the department contacts you about any pictures, comments, texts, etc., that are considered unprofessional, it is expected that they will be taken down immediately.
- When posting information, unless otherwise officially authorized, you may not represent yourself as a spokesperson for the university or program, or as an official representative of the university or program.
- You may not disguise your identity as a means to get around any of these guidelines and policies.

Photography Release

The Programs in Occupational Therapy at Columbia University and its representatives on occasion take photographs for the school's use in print and electronic publications. This serves as public notice of the Programs in Occupational Therapy's intent to do so and as a release to the Programs in Occupational Therapy of permission to use such images as it deems fit. If you object to the use of your photograph, you have the right to withhold its release by filling out a form at the Programs in Occupational Therapy, Georgian Building, room 305.

Student Policies and Procedures on Discrimination, Harassment, Gender-Based and Sexual Misconduct and Consensual Romantic and Sexual Relationships

Columbia University is committed to providing a learning, living, and working environment free from discrimination, harassment, and gender-based and sexual misconduct. Consistent with this commitment and with applicable laws, the University does not tolerate discrimination, harassment, or gender-based or sexual misconduct in any form and it provides students who believe that they have been subjected to conduct or behavior of this kind with mechanisms for seeking redress. All members of the University community are expected to adhere to the applicable policies, to cooperate with the procedures for responding to complaints of discrimination, harassment and gender-based and sexual misconduct, and to report conduct or behavior they believe to be in violation of these policies to the Office of Equal Opportunity and Affirmative Action or Student Services for Gender-Based and Sexual Misconduct. For additional information on these issues, policies, and resources, please visit the Sexual Respect website at: https://titleix.columbia.edu/.

Complaints against students for gender-based misconduct are processed in accord with the Gender–Based Misconduct Policies for Students. Students who attend Barnard College and Teachers College as well as Columbia University are covered by these policies. The use of the term "gender-based misconduct" includes sexual assault, sexual harassment, gender-based harassment, stalking, and intimate partner violence. Complaints against students for other forms of discrimination and harassment are processed in accord with the Student Policies and Procedures on Discrimination and Harassment and should be filed with the Dean of Students of the school in which the accused student is enrolled. Complaints against employees and third parties affiliated with the University for discrimination and harassment are processed in accord with the Employment Policies and Procedures on Discrimination and Harassment. The use of the term "discrimination and harassment" includes discrimination, discriminatory harassment, gender-based harassment, stalking, intimate partner violence, sexual harassment, and sexual assault.

Columbia University maintains policies regarding consensual romantic and sexual relationships between faculty and students, and staff and students. The Faculty-Student Relationship Policy states that no faculty member shall exercise academic or professional authority over any student with whom he or she has or previously has had a consensual romantic or sexual relationship. This policy covers all officers of instruction, research, and the libraries, including student officers of instruction, research, and teaching assistants. The Staff-Student Relationship Policy states that no staff member at Columbia should participate in the supervision, employment actions, evaluation, advising or mentoring of any Columbia University student with whom that staff member has or has had a consensual romantic or sexual relationship, except in unusual circumstances, where explicit advance authorization has been obtained.

For further information and assistance, contact:
Office of Equal Opportunity and Affirmative Action

103 Low Library, MC 4333
http://eoaa.columbia.edu/; eoaa@columbia.edu; 212-854-5511

Columbia offers a number of confidential resources to students who believe they were subjected to discrimination, harassment, or gender-based or sexual misconduct and who do not wish to report to the University:

Counseling Services
CUIMC Mental Health Services (212) 305-3400
Columbia Morningside (212) 854-2878

Center for Student Wellness (CSW) (212) 305-3400

Sexual Violence Support Center, (212) 854-HELP

Office of the University Chaplain, 212-854-6242

Health Services*
CUIMC (212) 305-3400, CUIMC clinician-on-call (212) 305-3400
Columbia Morningside (212) 854-2284, Columbia Morningside clinician-on-call (212) 854-9797

*****Medical providers are considered confidential resources in the context of providing medical treatment to a patient.

Official University Regulations and Policies

The University's official regulations are included in the University handbook, Essential Policies for the Columbia Community. This handbook is available online and at the Office of the University Senate, 406 Low Memorial Library. Because university policies and procedures are subject to change, please check the website, https://universitypolicies.columbia.edu/, for the most current information.

Regulations on the university policy site include but are not limited to:

Student Email Communication Policy
Information Technology (CUIT) Policies
Social Security Number (SSN) Usage Policy
Access to Student Records (FERPA)
University Regulations
Policies on Alcohol and Drugs
University Event Management Policies
Gender-Based Misconduct and Interim Title IX
Policies and Procedures for Students
Policy on Partisan Political Activity
Campus Safety and Security
Voluntary Leave of Absence Policy
Involuntary Leave of Absence Policy
Military Leave of Absence Policy

We encourage you to access these sites as they host the most updated policies. In addition, please review all the policies included in this document. The following pages also contain university policies.

Appendices

Appendix A: Key Dates for 2025 to 2026

August 11, 2025	New Student Orientation
August 12, 2025	New Student Orientation
September 2, 2025	Fall Classes Begin
December 5, 2025	Fall Capstone Presentations
January 20, 2026	Spring Classes Begin
May 8, 2026	Spring Capstone Presentations
May 26, 2026	Summer Classes Begin
August 7, 2026	Summer Capstone Presentations

Appendix B: Honor Code for Academic and Professional Conduct

The Programs in Occupational Therapy are committed to the highest academic and professional standards. To this end, there is an expectation that all students, faculty and staff will act in ways consistent with these standards. Conduct must reflect honesty and integrity in all activities associated with our programs and with all parts of the university. The following reflects our programs' Honor Code and applies to but is not limited to classroom and clinical settings.

To signify your understanding and agreement with these standards, please read the following and sign where indicated. Note that academic work includes but is not limited to all assignments handed in for review; all presentations; all labs; and all fieldwork assignments, as determined by course directors and/or clinical instructor; and all extracurricular assignments associated with Columbia University. Clinical settings are those settings in which students are placed for any assignment used in fulfillment of our programs' requirements, or as part of an extracurricular activity associated with Columbia University.

- Students in the Programs in Occupational Therapy are considered "ambassadors" of our program and university. Students are expected to conduct themselves professionally on our campus, in the clinics, and in all activities related to social media.
- Students in the Programs in Occupational Therapy are expected to fully engage in all aspects of the academic curriculum. This includes fulfilling all requirements of each class, as delineated in each course syllabus, and in the student handbook.
- All assignments and examinations will reflect full participation in accordance with the guidelines established by the course directors.
- Each student must fully contribute to all assignments that are collaborative, or group based. Under no circumstance will a member of a collaborative effort be "carried" by their group or receive credit when that student did not contribute.
- All submitted assignments will reflect original work. Any information that is not original must be properly referenced according to the APA guidelines.
- All students are expected to be respectful of classmates' and of faculty work; do not forward information, course material, slides or handouts provided to you in any form of media, whether in hard copy, online, via email attachments, or via *courseworks*, to anyone who would not ordinarily have access to this information. Keep in mind that material prepared for you by faculty is typically under copyright control.
- No assistance, unless authorized by the course director, will be used on any assignment or examination. Under no circumstance will cheating, including plagiarism, be tolerated.

  <u>Cheating</u> is defined as: "the giving or receiving of unauthorized and or unfair aid in academic work. This may occur by, but is not limited to lying, deceiving, stealing, talking, signaling, copying from other students, and unauthorized usage of books, data (both in hardcopy and electronic formats), study aids, or other sources in a manner inconsistent with the expectations established by"[1] the Programs in Occupational Therapy.

"Plagiarism includes but is not limited to:

- *Submitting essays, or portions of essays, or other prose written by other people as one's own;*
- *Failing to acknowledge, through proper footnotes and bibliographic entries, the source of ideas essentially not one's own;*
- *Failing to indicate paraphrases or ideas or verbatim expressions not one's own through proper use of quotations and footnotes;*
- *Submitting an essay written for one course to a second course without having sought prior permission from both instructors;*
- *Collaborating with other students or outside sources on an assignment or examination without specific permission from the faculty member to do so;*
- *Using another person's or institution's research or data without attribution*."[1]

It is each student's responsibility to direct any questions or concerns about what constitutes academic and clinical integrity to a faculty member. Within the Programs in Occupational Therapy, the Faculty and the Due Process Committee shall be responsible for reviewing charges of academic misconduct brought against a student. The consequences of a violation will be determined by the faculty. 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. The Programs in Occupational Therapy reserves the right to require its students to sign the Honor Code annually.
My signature below signifies that I read, understand and am fully committed to the Honor Code.

_____

Name (please print)

_____

Name (signature)

_____

date

Appendix C: Authorship/ Contributions checklist

Authorship requires a substantial direct conceptual contribution to the written manuscript. Conceptual contribution refers to the original idea, design and analysis, data interpretation. All authors need to contribute to the manuscript writing. Authorship should be decided in an agreement with all authors and should correspond with the contributions and data agreements.

Checklist for contributions using CRediT*

Project Activities	Faculty Yes (Y), No (N), N/A	Faculty Yes (Y), No (N), N/A	Student Yes (Y), No (N), N/A	Notes
Conceptualization: (Ideas; formulation or evolution of overarching research goals and aims)				
Data Curation: (Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later reuse)				
Formal Analysis: (Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data)				
Funding: (Acquisition of the financial support for the project leading to this publication)				
Investigation: (Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection)				
Methodology: (Development or design of methodology; creation of models)				
Project administration: (Management and coordination responsibility for the research activity planning and execution)				
Resources: (Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools)				
Project Activities (continued)	Faculty Yes (Y), No (N), N/A	Student 1 Yes (Y), No (N), N/A	Student 2 Yes (Y), No (N), N/A	Notes
Software:				

(Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components)				
Supervision: (Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team)				
Validation: (Verification, whether as a part of the activity or separate, of the overall replication/ reproducibility of results/experiments and other research outputs)				
Visualization: (Preparation, creation and/or presentation of the published work, specifically visualization/ data presentation)				
Writing the original draft: (Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation)				
Writing the conceptualization of the project: (Writing/revising/editing) the discussion, introduction with motivation of the aims)				
Writing reviewing and editing: **(**Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre-or post-publication stages)				

Author sequence:
First authorship determination: For OTD students, the clinician, Columbia University faculty member, and/or student who has developed the research idea/agenda is first author and remains the corresponding author at all times.
Senior (last author) determination: The senior author sometimes takes responsibility for writing the paper, especially when the research student has not yet learned the skills of scientific writing. The senior author then becomes the corresponding author.
The sequence of authors should be determined by the relative overall contributions to the manuscript.
Students have a fixed period of time (6 months) to write the first draft of the paper. If the student does not deliver, the supervisor may then write the paper.
For OTD students, the data and findings are considered to be the Columbia University faculty investigators research.

Agreement for authorship (Describe the agreement):

Faculty name/signature

Student name/signature

Date

Appendix D: OTD Capstone Project Publication/Presentation Agreement

I understand that any publications and presentations that are a result of my OTD Capstone Project need to identify that the project/research was completed as part of my Columbia University OTD Capstone Project. All faculty mentors must be acknowledged in the presentation and/or publication. If I completed my OTD Capstone as part of a faculty conceptualized project/research, I must obtain permission from the faculty member in order to present or publish information and include them as part of the submission. In the case of a publication, I will list the faculty member as the corresponding author. If I am unable to publish the work from my capstone project within 6 months of defending my capstone, I acknowledge that my capstone mentor can publish this work with the mentor listed as first author and I will be listed as second or third author.

Printed Name: _____

Signature: _____

Date: _____

Appendix E: Clinical Residency Log

Description of Site(s):

Purpose of Clinical Residency:

Relationship of Residency to Capstone Project:

Site Name	Hours Completed at site	Activities Completed at Site	Purpose of Activities