



COLUMBIA

COLUMBIA UNIVERSITY
IRVING MEDICAL CENTER

PROGRAMS IN
OCCUPATIONAL THERAPY

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

Programs in Occupational Therapy

Fall 2022 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 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 in the fall directly after graduation are not required to submit references, transcripts, or an application fee in order to apply to the MS-OTD Program. 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: <https://health.columbia.edu/services/register-disability-services>. We strongly advise that if you have a disability, you proactively seek accommodations instead waiting to receive feedback on exams and papers. 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. You will receive an email from the Registrar’s Office about your appointment time. The Registrar’s Office will send you an email using your Columbia email address. Registration is required for participation in all of our courses, and for access to our online platform, Canvas.

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

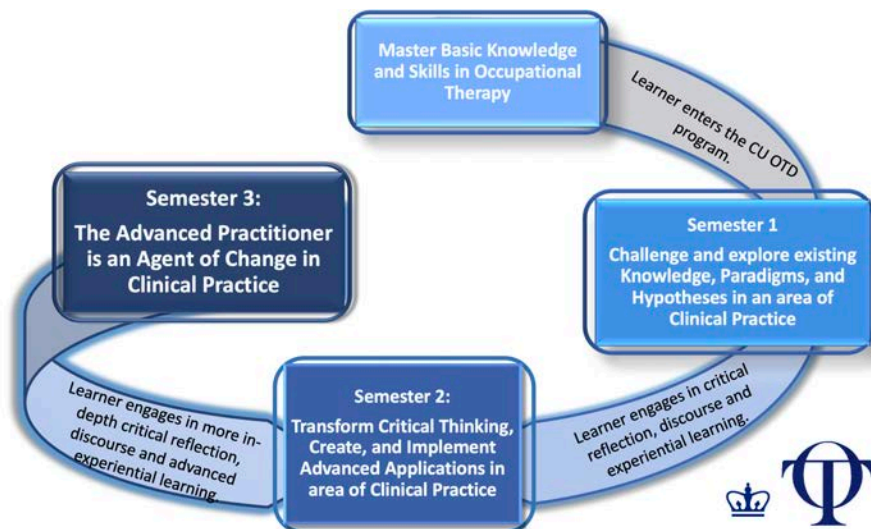
All faculty and students are required to complete an annual HIPAA compliance training. These are sent via email by the Compliance Office. You must complete this online training annually before the set deadline or you will not be allowed to register for OTD courses.

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
 - TC3540 – Good Clinical Practice Training

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).

**Clinical Residency: The clinical residency site can be one's place of work, a volunteer site, or a research lab. As long as the site provides approval, assignments including the Capstone Project can be carried out at the clinical residency site.*

Program Format

The MS-OTD program is offered as a fully online program. 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, 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.

Components of the Doctoral Capstone

Components	Description
Capstone Project	Implementation of a capstone project sponsored by a doctoral faculty mentor.
Clinical Portfolio	6 Educational Artifacts Comprised of: <ul style="list-style-type: none"> a. Program Development Artifacts (1) b. Continuing Education Artifacts (2) c. Evidence-based Artifacts (1) d. Clinical Residency (1) e. Reflection on the Doctoral Process (1)
Evidence-Based Capstone Paper	Publication-ready manuscript based on components of the capstone project

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. Gillen and 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. Mendonca

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, Dr. Gillen

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	<p>Grajo, L. & Boisselle, A. (2018). <i>Adaptation through occupation: Multidimensional perspectives</i>. Thorofare, NJ: SLACK. (will be used in another OTD course)</p> <p>Katz, N & Togli, J. (Ed.). (2018). <i>Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy (4th Ed)</i>. Bethesda, MD: AOTA Press. (will be used in another OTD course)</p>
OTM 8505: Cognitive Basis of Function and Decision Making	<p>Katz, N & Togli, J. (Ed.). (2018). <i>Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy (4th Ed)</i>. Bethesda, MD: AOTA Press.</p>
OTM 8107: Capstone I	<p>Gutman, S. A. (2017). <i>Journal article writing and publication. Your guide to mastering clinical health care reporting standards</i>. Thorofare, NJ: SLACK.</p> <p>American Psychological Association. (2019). <i>Publication manual of the American Psychological Association (7th ed.)</i>. Washington DC: Author.</p>
OTM 8510: Methods of Teaching	<p>Taff, S., Grajo, L., & Hooper, B. (2020). <i>Perspectives on occupational therapy education: Past, present, and future</i>. Thorofare, NJ: SLACK, Inc.</p> <p>Bain, K. (2004). <i>What the best college teachers do</i>. Cambridge, MA: Harvard Press.</p>

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>

Academic Standards

The MS-OTD Programs uses a letter grade system for courses. A grade of “B” is considered the minimum passing grade.

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

Progression in the MS-OTD Curriculum

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.

Leave of Absence

Students need to be continuously enrolled in every semester of the MS-OTD program (including summers), except for extenuating circumstances. Students who do not intend to take any credits need to file for a Leave of Absence (LOA). Only 1 LOA (good for 1 semester) is allowed in the program, otherwise, students may lose their seat in the OTD program. The maximum residency rule (MRR) to complete the program is 2 years. This means that students need to complete the program within 2 years of their start date. Students who are not able to complete within this time frame need to file an extension with the MS-OTD Program Director. For Students Filing for a Leave of Absence, written notification via email must be sent to the MS-OTD Program Director at least two weeks before the start of the semester for which the student is filing a leave of absence.

Withdrawing from the Program

Newly admitted students are no longer allowed to defer registration to a future semester once admitted in the program and their security deposits have been processed. Should a newly admitted student decide to withdraw from the program, the student must notify the MS-OTD Program 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 MS-OTD Program Director via email. It is the student's responsibility to check deadlines for withdrawal and tuition refunds set by the Registrar's Office.

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. Glen Gillen

Clinical and Research Areas: Adult Neurological Rehabilitation, Cognition

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. 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. Anna Norweg

Clinical and Research Areas: Pulmonary Rehabilitation, Motivational Interviewing, Mind-and-Body Interventions, Measurement, Healthy Aging (sleep and falls prevention), Behavioral Clinical Trials.

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

Guidelines for Mentored Courses

- Under the guidance of the OTD mentor, the student registers for the following mentored courses:
 - OTM 8993 Professional Development
 - OTM 8106 Case-Based Application
 - OTM 8107: Capstone 1
 - OTM 8994: Capstone 2
 - OTM 8112: Capstone 3
 - OTM 8113: Writing for Publication
- **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 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 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 their capstone projects in a publication-ready manuscript 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?
<input type="checkbox"/> Theory-Guided or Occupation-focused Practice Model	➔ Yes, final paper of Advanced Applications of Theory to Practice (8100)

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

May include:	Is this artifact a requirement for a course?
<input type="checkbox"/> Teaching Philosophy Statement	➔ Yes, Methods of Teaching
<input type="checkbox"/> Evidence of Presentation or proposal acceptance at a Local/State/National Conference	➔ No
<input type="checkbox"/> Certificate of Completion, including attendance list of in-service trainings given	➔ No
<input type="checkbox"/> Completion of a Certification Program/Advanced Training in a Clinical Skill	➔ No
<input type="checkbox"/> 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)	➔ No

1 Educational Artifacts Related to Evidence-Based Practice

May include:	Is this artifact a requirement for a course?
<input type="checkbox"/> A completed mini-CAT (critically appraised topic) 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?
<input type="checkbox"/> 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	→ No

1 Educational Artifact: Reflection on the Doctoral Process

Must include:	Is this artifact a requirement for a course?
<input type="checkbox"/> 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

PART 2: EVIDENCE-BASED CLINICAL APPLICATION PAPER

Must include one of the following:	Is this artifact a requirement for a course?
<input type="checkbox"/> A publication-ready manuscript that can be derived from any of the components of the Clinical Portfolio or the Capstone Project. A short, written description of plans for submission to a peer-reviewed journal is required	→ Yes, Capstone 1, 2, and 3 or other MS-OTD courses

PART 3: CLINICAL 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?
<input type="checkbox"/> 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.

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 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.

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 doctoral mentor choose a second reader of all capstone projects who will serve as a member of the Capstone Committee. Second reader must be a faculty in the Programs in OT teaching in the doctoral programs.
- Student completes all essential components of the Clinical Portfolio and Evidence-Based Capstone Paper at least 6 weeks prior to scheduled date of Capstone Presentation.
- Student completes clinical portfolio on Digication at least 5 weeks 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 Committee 4 weeks 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 committee and other attendees.

- 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 2 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 committee review, submit all files in pre-final versions (MS Word or PowerPoint and not in PDF) to allow your committee to track changes.

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

1_Program Devt 1_Artifact 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_Artifact 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 committee 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 convert 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.

Rubric for Capstone Project

Capstone Educational Artifact	Quality of Work Exceeds Expectations	Quality of Work Meets Expectations	Suggested Edits and Ways to further Improve Work
<p>Evidence of Program Development</p> <p>1 artifact presented:</p> <p>Each artifact is worth 10 points.</p> <p>10 pts maximum</p>	<p>Student presented two artifacts, both of exceptional quality, and indicate evidence of program development that is theory-guided/ occupation focused, relevant to his/her area of practice, and advances practice on cognition.</p> <p>(9-10 pts)</p>	<p>Student presented two artifacts of good quality and indicate evidence of program development that is theory-guided/ occupation focused, relevant to his/her area of practice, and advances practice on cognition. One artifact has some areas for improvement or further refinement.</p> <p>(8 pts)</p>	
<p>Evidence of Teaching, Continuing Education, and other Professional Development Efforts</p> <p>2 artifacts presented:</p> <p>Each artifact is worth 10 points.</p> <p>20 pts maximum</p>	<p>Student presented two artifacts, both of exceptional quality, that exemplify commitment to OT education and advancing knowledge and skills in a specific and specialized area of practice either by presenting, sharing an in-service, attending a high-quality training program, or teaching apprenticeship.</p> <p>(19-20 pts)</p>	<p>Student presented two artifacts of good quality that exemplify commitment to OT education and advancing knowledge and skills in a specific and specialized area of practice either by presenting, sharing an in-service, or attending a high-quality training program. One artifact needs clearer articulation on how it may advance knowledge and skills through education/ continuing education.</p> <p>(18 pts)</p>	
<p>Evidence of Advanced Evidence-Based Practice Competencies</p> <p>1 artifact presented:</p> <p>Each artifact is worth 10 points.</p> <p>10 pts maximum</p>	<p>Student presented three artifacts of exceptional quality. Each artifact demonstrates how student's work will advance an area of cognition. The artifacts may also present strong evidence of gap in knowledge/skills/practice in area of cognition and concrete, theory-guided/occupation-focused and evidence-based approaches on how this gap may be filled.</p> <p>(9-10 pts)</p>	<p>Student presented three artifacts, all of good quality. Artifacts presents evidence on how student's work will advance evaluation, treatment, or outcome measurement in related area of cognition. One artifact needs stronger articulation of how the work may fill in a gap in knowledge/skills/practice in area of cognition.</p> <p>(8 pts)</p>	

<p>Evidence of Reflective Practice</p> <p>10 pts maximum</p>	<p>The evidence presented shows deep reflection of learning and detailed articulation of how the doctoral process has facilitated the student’s becoming an agent of change in practice. The reflection paper also shows exceptional evidence of synthesizing key readings from courses from Core 2 (Theory, Neuroscience), Core 3 (Cognitive basis, Assessment and Intervention) and Core 4 (Ethics) of the curriculum as well as evidence-based knowledge and skills related to cognition.</p> <p>(9-10 pts)</p>	<p>The evidence presented shows deep reflection of learning and detailed articulation of how the doctoral process has facilitated the student’s becoming an agent of change in practice. The reflection paper also shows strong evidence of synthesizing key readings from courses from Core 2, Core 3, and Core 4 of the curriculum as well as evidence-based knowledge and skills related to cognition. Some statements need further elaboration or expansion, or some cited readings needed stronger linking to reflection and critical thinking.</p> <p>(8 pts)</p>	
<p>Quality of Evidence-Based Paper and Plan for Submission of Evidence-Based Paper</p> <p>20 pts maximum</p>	<p>The evidence-based paper submitted is a rigorous, scientific paper that advances knowledge on evaluation, treatment, or outcome measurement related to area of cognition. The methods, results, and implications of the study are presented in a manner that is easily translated to clinical practice. The paper has strong potential for acceptance in the proposed peer-reviewed publication. The description of plan for publication is realistic in terms of goals and time frame.</p> <p>(19-20 pts)</p>	<p>The evidence-based paper submitted is a rigorous, scientific paper that advances knowledge on evaluation, treatment, or outcome measurement related to area of cognition. The methods, results, and implications of the study are presented in a manner that is easily translated to clinical practice; however, one or two areas need further refinement. The paper has strong potential for acceptance in a peer-reviewed publication pending suggested revisions. The description of plan for publication is realistic in terms of goals and time frame.</p> <p>(18 pts)</p>	
<p>Capstone Project Abstract</p> <p>10 pts maximum</p>	<p>Capstone project is synthesized in a 500-word structured abstract succinctly describing background, methods, summary of available results and clinical implications.</p> <p>(9-10 pts)</p>	<p>Capstone project is synthesized in a 500-word structured abstract describing background, methods, summary of available results and clinical implications. One or two sections need some specificity or expansion.</p> <p>(8 pts)</p>	

<p>Organization of Clinical Portfolio</p> <p>20 pts maximum</p>	<p>Student provides committee the link to the Digication Portfolio platform. The Clinical Portfolio is complete and follows CU OT required template. The Portfolio looks professional, and easy to access. All required educational artifacts are presented and synthesized; tabs and links (as applicable) are accessible.</p> <p>(19-20 pts)</p>	<p>Student provides committee the link to the Digication Portfolio platform. The Clinical Portfolio is complete and follows CU OT required template. The Portfolio looks professional, and easy to access. One or two educational artifacts needs better synthesis, or one or two links or tabs are not easily accessible.</p> <p>(18 pts)</p>	
<p>Total</p> <p>100 pts</p>	<p>(93-100 pts)</p>	<p>(86-92 pts)</p>	

Course Policies

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% 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.

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>

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.

Other Policies and Procedures

Name Change

If you anticipate a name change from the name you used in your application, 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 advisor or a member of the staff.

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.

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 instructors, 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 program's requirements, or as part of an extracurricular activity associated with Columbia University.

- 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 Canvas, 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.

Cheating 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.”²*

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 have read, understand, and am fully committed to the Honor Code.

Signature

Date

Print Name

¹ Based in part on the Social Media Policy from the University of Kansas Medical Center
<http://www.kumc.edu/Pulse/policy/socialmedia.html>

² SIPA. <http://www.sipa.columbia.edu/prog/deans.html> Accessed June 9, 2006