

**University of New England**

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## INTRODUCTION

This handbook supplements the [University of New England 2023 Student Handbook](#) and contains all the policies and procedures for occupational therapy (OT) graduate students. The 2024 UNE Student Handbook will be released in the fall and linked on our MSOT SharePoint site. This is a dynamic document. Changes in OT Department policies and/or procedures may be proposed at any time by faculty and/or student to meet ongoing needs. Policies and procedures must be reviewed by the Director and Occupational Therapy Department Policies Committee and submitted to the entire faculty for a majority vote before being adopted.

The OT Program requires that all matriculating students abide by the UNE Policies as defined in the most recent version of the UNE Student Handbook and the [WCHP Graduate Progression Policies](#).

## ACCREDITATION

The Master of Science in Occupational Therapy at UNE was initially accredited in 1985 and has been continuously accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) since that time. Our next accreditation visit will occur in the 2024/2025 academic year. ACOTE is located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. number, 301-652-6611 x2042, email is [accred@aota.org](mailto:accred@aota.org) and the web address is [www.acoteonline.org](http://www.acoteonline.org).

# **MISSION & VISION**

## **MISSION OF THE UNIVERSITY**

The University of New England prepares students to thrive in a rapidly-changing world and, in

# PHILOSOPHY

## PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

The UNE MSOT program follows a philosophy of the profession as Philosophical Base of Occupational Therapy document (AOTA, 2017). This philosophy is integrated throughout the curriculum. Occupations are daily activities that bring meaning to the lives of individuals, families, communities, and populations. Occupational therapists believe that, to engage in meaningful occupations, individuals must have the opportunity to participate in occupations that are meaningful to them.

health and well-being for occupational participation and quality of life. Throughout the educational journey from campus to practice, UNE MSOT students will develop their professional identity and understand that life-long learning is required for best practice.



# CURRICULUM DESIGN



The curriculum is based upon six themes emanating from an understanding of occupational engagement as the locus for human health and wellbeing. This provides a framework that guides the curriculum. The courses within the curriculum address the Accreditation Council for Occupational Therapy Education (ACOTE, 2018) standards.

These themes include:

**Leadership and Advocacy:** Students are expected to build skills and demonstrate leadership and advocacy in their practice and within the profession by examining concepts related to access to occupations that facilitate health and wellness.

**Collaboration:** Students will examine professionalism, inter- and intra-professional practice, and communication with stakeholders to facilitate improved health and wellness across the lifespan and in a variety of contexts to support occupational engagement.

**Community and Context:** Students will explore how characteristics of community and context support or hinder occupational engagement and participation across coursework. In addition, students will synthesize learning to create programming that reflects the diverse nature of the communities in which they work and live. This theme facilitates

influenced by the communities and context in which they are performed.

**Evidence Based Practice and Scholarly Inquiry:** Students access and analyze all levels of evidence in occupation centered practice. Students develop skills to share and utilize knowledge that informs and guides their practice across the lifespan and across the OT Process.

**Creativity:** Students 2 re2 reWlity:

# DEPARTMENT CURRICULAR OUTCOMES FOR EACH THEME

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

Upon completion of the Occupational Therapy Curriculum, the student will demonstrate the following outcomes in alignment with the bolded curricular themes:

## **Leadership & Advocacy**

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

Demonstrate everyday leadership that equips others to navigate the journey to health & wellness through the transformative power of occupation

Develop as leaders who model the way to health and wellness through the transformative power of occupation

## **Collaboration**

Effectively demonstrate professionalism to communicate and collaborate in team-based care for client centered practice.

Cultivate relationships to facilitate improved health and wellness.

Demonstrate communication that is flexible and responsive to contextual demands.

## **Community & Context**

Demonstrate the ability to recognize and assess characteristics of community (comprised of individuals, groups, populations that are complex, multifaceted and layered with meaning) and context (factors such as, culture, physical environment, personal interests, rituals, routines, spirituality, roles) to collaboratively find solutions to occupational challenges and to support occupational engagement and participation.

Value the characteristics of community and context as they influence occupation due to the symbiotic, dynamic, and complex relationship with nature of occupation.

Support occupational engagement and participation by recognizing and assessing characteristics of communities and contexts.

## **Evidence-based Practice and Scholarly Inquiry**

Integrate all levels of evidence to create, inform, and support occupation-centered practice encompassing (or throughout) the entire OT process.

Embrace a culture of scholarly inquiry that addresses gaps in knowledge and promotes best practice and lifelong learning.

Demonstrate excellence in written and verbal communication to disseminate new ideas, knowledge, and skills that inform and guide practice.

## **Creativity**

Collaborate with individuals, groups, populations and communities to implement creative solutions to occupational challenges.

Integrate creative resources and strategies to shape thinking that will move people and communities towards health and wellness through occupational engagement.

Demonstrate the resourcefulness to keep occupation at the center of academic and

# CURRICULAR SEQUENCE

Summer I 2024

| OTR 505 - Foundations in OT

3

Spring I 2025

OTR 621 -



# TECHNICAL STANDARDS

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

**Cognitive abilities** to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments for planning and implementing effective occupation-based interventions.

**Critical thinking and judgment** that promotes safety, optimal occupational performance, remediation, and adaptation.

**Time management and organizational skills** to meet demands of classroom and practice environment.

**Interpersonal skills** that include participating in classroom discussion, conducting interviews, observing body language, listening, responding, collaborative goal setting, and developing intentional relationships.

**Evaluation of performance of self and others** and making adjustments in behavior or promoting behavioral change in others

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# **MSOT ADVISING AND STUDENT STATUS**

## **ADVISING**

MSOT Students are expected to meet individually with their advisor a minimum of one time each semester, and optional group advising is offered once a semester. Advisors and students will complete the Technical Standards Advising Form during the first semester of the MSOT Program. This form will be reviewed each semester thereafter. Advisors are available for additional advising as needed. Advising sessions are an excellent opportunity for students to be mentored by faculty, to develop goals as occupational therapy students, to share their successes and challenges, and to receive academic and professional guidance.

## **ENHANCED ADVISING**

Support for both academic and professional behavior concerns is generally handled at the advising level and may involve additional faculty as needed. Enhanced advising is offered when students need regular meetings with their advisor to meet technical and academic standards. Students may be referred to the SDC for additional skill support when any of the following conditions apply:

- student is not meeting two or more technical standards (see technical standards above)
- student is not meeting academic standards in one or more classes
- faculty determines a professional development plan (PDP) is needed
- faculty is not noting progress in a specific technical or academic standard
- faculty notes problems in a technical or academic standard for more than one semester
- faculty notes repetitive problems in meeting technical or academic standards

## **STUDENT DEVELOPMENT COMMITTEE**

The purpose of the SDC is to provide additional support to students who are not meeting academic or technical standards. The SDC is made up of faculty members that support student education and learning while upholdi



### *Good Standing*

Good standing requires that students receive a 3.0 cumulative and per semester GPA and meet all departmental Technical Standards. Students are evaluated for both academic and technical standards by faculty on an ongoing basis and at mid and end point of each semester.

### *Skill Support Status*

Skill support status requires that the student professional development plan is approved by the SDC. Students will meet with the SDC to report on progress a minimum of mid-term and the conclusion of the semester. If the student does not meet the agreed upon plan in the identified time frame, they will be placed on probationary status.

### *Probationary Status*

Probationary status requires that the student develop a professional development plan that is



## **ATTENDANCE AND PARTICIPATION**

As members of a graduate professional education program, the OT Department expects students to model professional behaviors through attendance and active participation in all scheduled course activities. This expectation is in alignment with our departmental professionalism statement shown below. We have developed an ACOTE accredited curriculum including specific content for each course. Any missed

Students are expected to plan for appointments, time off, family celebrations around their course schedule.

Students are responsible for notifying faculty, in writing, in advance of missed coursework and are responsible for making arrangements to make up missed material. Absences resulting in missed graded in-class activities (e.g. presentations, facilitated discussi(i)-4.004 (g7dh4\*5.996 (i)9-4.004 (g7dh4(

program and beyond. Each operational definition has associated values that come directly from the AOTA Code of Ethics document as well as several suggested by Peloquin (2007) to support you in making the link between your professional development and the moral and ethical values of the profession. You will also be introduced to the Technical Standards document by your faculty advisor. Both the technical standards and these professional constructs are intended to support your professional development and will be reviewed with you every semester.

Code of Ethics: Altruism, Equality, Freedom, Justice, Dignity, Truth, Prudence

Peloquin Constructs (2007): Courage, Imagination, Resilience, Integrity, and Mindfulness

<b>Professional Construct</b>	<b>Operational Definition</b>	<b>Links to AOTA Code of Ethics &amp; Peloquin</b>
Engagement	<p>Being an active contributor to the learning process including but not limited to:</p> <ul style="list-style-type: none"> <li>initiating participation in class discussions and activities</li> <li>demonstrating a willingness to take risks in the educational process by asking questions</li> <li>deepening knowledge by learning from faculty and peers, and clients</li> <li>sustaining participation for the duration of the learning activity</li> <li>taking steps to further your understanding and relationship to the course content and overall understanding of the role of OT across all settings</li> <li>taking the initiative to monitor your academic progress (regularly monitoring grades in the grade book)</li> </ul>	<p>Courage Altruism  Freedom  Imagination  Resilience  Mindfulness</p>
Humility	<p>Demonstrates an openness to learn, invites growth, welcomes feedback, and recognizes that we all simultaneously embody strengths that can be honored and areas for improvement that can be addressed.</p>	<p>Courage  Resilience  Integrity  Truth</p>
Inclusion	<p>Engages in practices and language in the classroom and during all OT-related activities that seek to provide equal access to those who otherwise might be excluded or marginalized.</p>	<p>Equality  Justice  Dignity  Prudence  Courage</p>

<p>Preparedness</p>	<p>Engages in practices that enable the student to meet the demands of the learning environment both in and out of the classroom including but not limited to:</p> <ul style="list-style-type: none"> <li>engaging with all assigned learning activities (readings, videos, podcasts, etc.) before the learning activity begins</li> <li>having learning materials available (books, worksheets, etc.) during all learning activities</li> <li>having all assignments completed and submitted on time (graded/ungraded formative assignments, summative assignments, skills checks, and practical exams).</li> </ul>	<p>Truth Prudence Integrity</p>
<p>Responsiveness</p>	<p>Enhances communication with peers and faculty by engaging in the following practices:</p> <ul style="list-style-type: none"> <li>Checking email regularly (see page ___ in the MSOT Student Handbook for specific email protocol).</li> <li>Taking the initiative to reach out with any academic concerns or other concerns that might impact your academic experience/success.</li> </ul>	<p>Freedom Integrity</p>

Humanity

Recognition that we (faculty, peers, clients) are human,

## **PROFESSIONAL COMMUNICATION**

As a program, the MSOT department seeks to utilize gender neutral language in all communication to create a more inclusive community. Students are responsible for conducting themselves professionally, including written and verbal communication to all University employees, students, and community members while on campus and during fieldwork. Professional communication extends to prompt attention to any UNE-related email requiring a response. Students are expected to use their **@une.edu email addresses** for all of their University related correspondences and communications and to closely monitor this account for







No phones, watches, or large jewelry will be allowed for quizzes and exams.

Dress warmly, no coats can be worn during quizzes and exams.

Only water bottles and a pen or pencil are allowed on the desk, unless otherwise specified by the faculty or instructor.

If you have questions during a written or electronic test, raise your hand and the faculty or proctor will come to you. Faculty will confirm the procedure for questions in each individual course.

Refrain from talking until outside of the test space. Even in the hall outside of the classroom, your voices can easily disturb those who are still taking a test.

Following the test, do not share test questions, answers, or topics with those who have not yet taken the test.

Please wait 24 hours after receiving your test results before discussing them with anyone.

For more information on test procedures, please refer to the course assessments and academic integrity policies.

rest. Students who desire to rest or take a break during a test should notify the proctor.

typically 60 minutes (or 90 minutes for students with accommodations).

Withdrawal Form. Official withdrawal also requires approval by the Program Director. Prior to

# **ADDITIONAL OCCUPATIONAL THERAPY**

## **DEPARTMENTAL INFORMATION**

### **PROFESSIONAL SALUTATIONS**

Students should address faculty, guests, and colleagues in a professional manner, given the specific setting and situation. Each core faculty member of the department will make it clear in their class how they expect to be addressed (e.g. by degree, first name, etc.). All adjunct faculty and guest lecturers shall be addressed in a professional manner (e.g. Dr., Professor) at all times, unless otherwise set by the course coordinator.

Progression Policies for matters related to communication and professional behavior:

[University of New England Student Handbook](#)

[WCHP Progression Policies](#)

### **STUDENT FILES AND PERSONAL IDENTIFIABLE INFORMATION**

It is the policy of the Department faculty and staff to ensure the confidentiality of student records and personal identifiable information. A file for each enrolled student is kept on a secure password protected server on the UNE web server. Faculty are responsible for ensuring that a copy of any correspondence, letters, written communication, etc. to the student or regarding student performance be placed in the electronic student file. All faculty and staff are responsible for ensuring that all files on student advisees and other confidential materials are stored in secure electronic and/or hard copy files congruent with University and federal/state policies (e.g. the Family Educational Rights and Privacy Act [FERPA]). To further protect the confidentiality of files housed in the Department, the main office will be locked when no one is present. Other personal identifiable information, including but not limited to: University email addresses, contact information, username and password accounts used in University online programs such as Brightspace and U-Online, is also protected congruent with University and federal/state policies (e.g. FERPA).

### **PROFESSIONAL WRITING**

All MSOT writing assignments will be done in the most recent edition of APA format and clinical writing according to AOTA professional standards unless otherwise indicated by course faculty.

### **Authorship Guidelines**

The UNE OT department provides students opportunities to work with faculty on research and scholarship. Before initiating joint sc560003004400rsc0xF612 792 r01iaing joint sc4c ( jd[(d( )TTd[(y)2 612 79

organizing and conducting the statistical analysis, interpreting the results, and writing large parts of the work.

### **Second author**

Unless indicated otherwise, the second author contributes substantially to all aspects of the paper, contributes to data collection and analysis, interpretation of the results, and writes a large part of the work. In group projects, the primary author may be followed by the alphabetical

### **Other authors**

Other contributions such as designing or building instruments, collecting or entering data, or writing computer programs, assisting with writing parts of the paper, may in combination also justify authorship.

Research that has not been submitted for publication and/or presentation by the end of the academic year following graduation become the property of the faculty research advisor. With

circumstance. Papers developed as class work, but not part of a group research project, are the academic property of that student. The UNE faculty member assumes the primary responsibility for all correspondence to and from IRB or other agencies.

## **DRESS CODE**

Clothing can be a personal expression and can be context dependent, the following is a guide for dress code for the department. Our intention is not to limit or stifle your personal choices.

Graduate students are representing the OT profession and program/University and are therefore expected to dress professionally for all classroom, laboratory experiences, and clinical

- Neat and clean clothing, sneakers, shoes

- Closed-toed shoes and socks for laboratory or practice activities for safety

- Sandals allowed, exceptions include lab, clinical rotations, and in community experiences

- Short sleeve, long-sleeve, or sleeveless tops (no tank tops unless instructed to do so)

- T-shirts and sweatshirts should have positive language or logos, be long enough to cover your trunk when reaching and bending, and have no rips or tears.

- Pants (including jeans and scrub pants) in good shape (no holes or faded) and capri-length pants are fine, no sweatpants.

Faculty and staff may provide feedback to support your development and to help meet expectations. Students who continue to require feedback may receive a warning or be asked to leave the classroom or community event and may be referred to their advisor and/or the Student Development Committee.

If students need clothing or financial support to purchase clothing that will meet the requirements of the program, we invite you to seek assistance from Graduate and Professional Student Affairs in Proctor Hall 2.

### **OFFICE ASSISTANCE AND EQUIPMENT USE**

The Occupational Therapy department has administrative support personnel to support the daily operations of the MSOT program, located in the Occupational Therapy Department Office in Proctor Hall, Room 320. Student requests for office supplies or assistance, including duplication of materials for class presentations or in-services, must be submitted to the course instructor for approval before submitting to an administrative support personnel. Photocopiers are located in

### **EQUIPMENT AND USE OF THE OT LAB**

The OT Lab may be available at times when regularly scheduled classes are not in session for study and practice as arranged with course faculty and department staff. Students are expected to clean up the lab space after use to include: 1) Placing used linens in the laundry basket or other receptacle as provided; 2) Returning equipment to the appropriate storage location; 3) Ensuring that the room has been straightened up, windows closed, and that the laboratory door is locked when exiting the room.

In order to promote a safe and positive learning environment, it is expected that OT students will engage in safe and professional behavior during all use of the OT Lab and other classroom space. Students may only use department equipment for practice after the equipment has been taught and reviewed in class. Students are not to use any equipment or practice any techniques that have not yet been taught and reviewed in class. Practice is only allowed with faculty and other occupational therapy students who have also been trained in the use of the equipment. If equipment is broken or damaged, please notify course faculty and/or the Occupational Therapy Staff Assistant.

# TECHNOLOGY REQUIREMENTS

All students are required to have their own laptop computers or a similar device (e.g. tablet) with the capability of accessing Brightspace, or similar on-line classroom programming, and high-speed Internet service.

## Minimum Requirements:

Operating system: Windows 10, Mac OSX 10.11, or newer

Processor: Core i5 or better

Memory: at least 4GB of RAM

## Recommended:

Drive: A solid state drive (minimum of 128GB)

Memory: 8GB of RAM

Vendor provided warranty (i.e. AppleCare, Dell Recommend)

Extra laptop battery charger (some rooms have limited outlets)

# **ASSOCIATIONS & SCHOLARSHIPS**

## **AMERICAN OCC**

**WCHP DEAN AND OT DEPARTMENTAL CONFERENCE FUNDS**

Students who are presenting at a conference may apply for funds from the WCHP D

# **ACCREDITATION, CERTIFICATIONS, & LICENSURE**

## **ACOTE®: ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION**

The mission of the Accreditation Council for Occupational Therapy Education ensures quality occupational therapy education by developing accreditation standards and verifying implementation to support the preparation of competent occupational therapists and occupational therapy assistants (ACOTE®, 2022)

UNE MSOT program was most recently accredited in 2014/2015 with a 10-year accreditation.

We will



## **SAFETY ON UNE CAMPUS**

Our top priority is the well-being of the UNE community. We continually evaluate current programs as well as review, develop, and implement new policies, protocols, staffing, and technologies that will improve the University and the safety of its members.

To report a crime in progress dial 911 or dial 366 from any campus phone or (207) 283-0176 from off-campus.

To report a non-emergency event call (207) 602-

To ensure you receive these important messages log in to **U-Online** and verify the contact

You are able to add up to three phone numbers (cell phone or landlines) and an email address.

***CONTACT:*** \_\_\_\_\_

Office of Safety and Security  
Security Building  
716 Stevens Avenue  
Portland, ME 04103  
(207) 602-2298

**Appendix 1**

**Advising Form: Technical Standards**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Standards	Observation	Meets	Partial Meet	Does not meet	Comments
Critical thinking and judgment	Promotes safety Designs or implements optimal occupational performance, Demonstrates/describes sound remediation and adaptation approaches				

	Accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention				
Emotional stability	Handle the demands of a practice and classroom environment Act in a professional manner Be dependable Meet commitments  own needs				
Personal appearance and hygiene	Conducive to classroom and working in clinical and community settings				

Is there adequate course content on topics related to diverse groups such as race/culture/religion/gender/sexual orientation/(dis)ability? \_\_\_\_\_

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**Appendix 3 REQUIRED**

**KPHQTOGF"EQPUGPV"HQT"VGCEJKPI"CPF"NGCTPKPI"**

2. Use my name in connection with these recordings.
3. Use, reproduce, display, distribute, and make derivative works in any medium (e.g. print, digital, and/or any other media formats and platforms now known or hereafter devised) of these recordings for any purpose that UNE, and those acting pursuant to its authority, deem appropriate.

I release UNE and those acting pursuant to its authority from liability for any violation of any personal or proprietary oc3eW\*nBTo0 612 79BTo0 612 79B-2.998 11.v12 79BT89 (or)-2.96[(t)5.996 (hef-1.007 (yr(ho)11.0Qq0 0 61



**Appendix 5 REQUIRED**

**STUDENT NAMETAG FORM**

**First name you go by:** \_\_\_\_\_

**Full first and last name:** \_\_\_\_\_

**Pronouns to list (check one box):**      she/her/hers

he/him/his

they/them/theirs

Other? (please write) \_\_\_\_\_

Please check here if you are not able to wear a magnetized nametag.

Nametag example:



**Appendix 6 REQUIRED**

**STUDENT FOOD ALLERGIES/PREFERENCES**

**Your name:** \_\_\_\_\_

**Please list any food allergies:** \_\_\_\_\_

**Dietary Choices (check those which apply):**

- Gluten Free
- Vegetarian
- Vegan
- Other (please write) \_\_\_\_\_

**Appendix 7 REQUIRED**

**University of New England  
Occupational Therapy Department  
UVWFGPV"J C PFDQQM"EQPVTCEV**

I have received a copy of